

**MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES AGENDA - SPECIAL MEETING**

December 16, 2020 – 4:00 PM

Zoom meeting information: [December 16, 2020 zoom meeting link](#)

Or by telephone phone dial: +1 346 248 7799 (US Toll)

CALL TO ORDER

1. OATH OF OFFICE

The Oath of Office is administered to Trustees Anderson, Myers, O'Neill and Pinoli

2. APPROVAL OF AGENDA AND MINUTES

2.1 Agenda Approval

2.2 Approval of Minutes of the regular meeting held on November 18, 2020 and the study session held on December 1, 2020.

PUBLIC COMMENTS ON CLOSED SESSION ITEMS

This time is set aside for general public comments. Additionally, comments may be made at the time of discussion of any item. In accordance with the Governor's Executive Order N-29-20, Mendocino-Lake Community College Trustees will be conducting this meeting via teleconference. At the appropriate time on the agenda, the Board President will ask individuals joining the teleconference via phone wishing to make a public comment to unmute themselves by pressing *6 on their phone and state their full name. Individuals joining the teleconference via computer should list their name in the chat (i.e.: "Member of the public's name would like to speak during public comment"). Once the Board President has received a list of all members of the public who wish to speak, they will call upon each member to speak. After being recognized by the Chair, those wishing to make comments are asked to give their name, place of residence and affiliation, if any, and address their comments to the Board President. Trustees may ask questions of the speaker for clarification but will not discuss items that are not on the agenda. If appropriate, the Board may choose to refer the subject to College staff for research or for the item to be placed on a subsequent agenda.

3. CLOSED SESSION

3.1 Conference with Labor Negotiator – Pursuant to Government Code section 54957.6

Designated Representatives: Karas, Cichocki, Polak, Velasco and Marin

Employee Organizations: MCFT, MPFA, Management Team, MLCCCBU

3.2 Conference with Legal Counsel – Anticipated Litigation – Pursuant to Government Code section 54957.9(d) 1 case

Case names unspecified: Disclosure would jeopardize anticipated settlement negotiations

Designated Representatives: Karas, Cichocki, Polak, Velasco and Marin

3.3 Public Employee Discipline/Dismissal/Release – Pursuant to Government Code section 54957

Designated Representatives: Karas, Cichocki, Polak, Velasco and Marin

RETURN TO OPEN SESSION

REPORT OF ACTION TAKEN IN CLOSED SESSION

PUBLIC COMMENTS

This time is set aside for general public comments. Additionally, comments may be made at the time of discussion of any item. In accordance with the Governor's Executive Order N-29-20, Mendocino-Lake Community College Trustees will be conducting this meeting via teleconference. At the appropriate time on the agenda, the Board President will ask individuals joining the teleconference via phone wishing to make a public comment to unmute themselves by pressing *6 on their phone and state their full name. Individuals joining the teleconference via computer should list their name in the chat (i.e.: "Member of the public's name would like to speak during public comment"). Once the Board President has received a list of all members of the public who wish to speak, they will call upon each member to speak. After being recognized by the Chair, those wishing to make comments are asked to give their name, place of residence and affiliation, if any, and address their comments to the Board President. Trustees may ask questions of the speaker for clarification but will not discuss items that are not on the agenda. If appropriate, the Board may choose to refer the subject to College staff for research or for the item to be placed on a subsequent agenda.

4. **ANNUAL ORGANIZATIONAL MEETING**
 - 4.1 Election of Officers
The Board of Trustees will elect the officers for the 2021 year
 - 4.2 Meeting Dates and Times
The Board of Trustees will establish their meeting dates and times for the 2021 year
5. **PRESIDENT AND ADMINISTRATION REPORT**
 - 5.1 A report from Superintendent/President Karas is presented as information
- CONSENT AGENDA**
6. **Personnel**
 - 6.1 Consideration to approve Personnel List – Short Term Non-Continuing Employees
Recommendation to approve the list of short-term non-continuing personnel as presented
 - 6.2 Consideration to approve Personnel List – Part-Time Faculty
Recommendation to approve the list of part-time faculty as presented
 - 6.3 Consideration to approve Employment - Classified
Recommendation to approve the employment – classified as presented
 - 6.4 Consideration to ratify Resignation – Management Team
Recommendation to ratify the resignation as presented
 - 6.5 Consideration to approve Working Out of Class and Extra Duties Compensation
Recommendation to approve the working out-of-class and extra duties compensation as presented
7. **Other Items**
 - 7.1 Fiscal Report as of October 31, 2020
Recommendation to accept the report as presented
 - 7.2 Donations
Recommendation to accept the donated items as presented
8. **ACTION ITEMS**
 - 8.1 2019/20 Audit Report
Recommendation to receive the audit report presented for the year ended June 30, 2020
 - 8.2 Board Policy Additions and Revisions – Second Reading
Recommendation to approve the board policy additions and revisions as presented
 - 8.3 College and Career Access Pathways (CCAP) Partnership Agreements – Second Reading
Recommendation to approve the CCAP agreements as presented
9. **INFORMATIONAL ITEMS AND REPORTS**
 - 9.1 Mendocino College Foundation, Inc.
 - 9.1.A Mendocino College Foundation informational report
 - 9.1.B Friends of the Mendocino College Coastal Field Station and Natural Sciences affiliate report
 - 9.2 Constituent Group Reports
Reports from constituent groups are presented as information
 - 9.3 Board Policy Additions and Revisions – First Reading
Revisions and additions to Board policies are presented for information and review
10. **TRUSTEE COMMUNICATIONS**
 - 10.1 Trustee Reports
Written and oral reports from Trustees are presented as information
 - 10.2 Future Agenda Items
Board discussion about topics to be included on future agendas
11. **ADJOURNMENT**

ADA Compliance: Persons with disabilities needing assistance, please notify the Superintendent/President's Office at 468-3071 no later than 24 hours prior to the scheduled meeting.

Agenda Packet and Supporting Documents Notice: The agenda packet and supporting materials can be found on the college website at : [Board of Trustee meeting documentation](#)

Future Board Meetings:

- *Special Meeting – January 13, 2021*
- *Board Study Session – January 28, 2021*
- *Regular Meeting – tbd, via ZOOM*

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES

A regular meeting of the Mendocino-Lake Community College District Board of Trustees was convened on Wednesday, November 18, 2020 using ZOOM remote meeting technology.

GENERAL MATTERS

Call to Order Trustee Pinoli, Board President, called the meeting to order at 4:00 PM.

<i>Board Members</i>	President	Robert Jason Pinoli	present
	Vice President	Marie L. Myers	present
	Clerk	Ed Nickerman	present
	Trustee	Xochilt Martinez	present (arrived at 4:05)
	Trustee	John Tomkins	present
	Trustee	TeMashio Anderson	present
	Trustee	Noel O'Neill	present
	Student Trustee	vacant	

Secretary Timothy Karas, Superintendent/President

Support Staff Mary Lamb, Executive Assistant to the Superintendent/President

Staff Representatives Eileen Cichocki, Assistant Superintendent/Vice President of Administrative Services (present)
Debra Polak, Vice President of Academic Affairs (present)
Ulises Velasco, Vice President of Student Services (present)
Nicole Marin, Director of Human Resources (present)

<i>Constituent</i>	Academic Senate	Catherine Indermill, President (present)
<i>Representatives</i>	Classified Senate	Mayra Sanchez, President (present)
	Management Team	Janelle Bird, President (present)

Agenda Approval M/S (Tomkins/Nickerman) to approve the agenda as amended. The matter was approved via the following vote: With no closed session items to discuss, that item was removed from the agenda.

Ayes	Myers, Nickerman, O'Neill, Anderson, Tomkins and Pinoli
Noes	None
Abstentions	None
Absent	Martinez

Approval of Minutes M/S (Myers/Nickerman) to approve the minutes of the regular board meeting held on October 14, 2020 as presented. The matter was approved with the following vote:

Ayes	Martinez, Myers, Nickerman, O'Neill, Anderson, Tomkins, and Pinoli
Noes	None

Abstentions None
Absent None

Public Comments

- There were no comments from the public.

PRESIDENT AND ADMINISTRATION REPORT

A written report was presented by Superintendent/President Karas who added the following information:

Superintendent/President Karas recognized the work done in honor of Native American Heritage Month and added he had the pleasure of speaking at the opening ceremony.

He also brought to the attention of the board the information included in the packet regarding our dual/concurrent enrollments at the various high schools in our district.

There was a request for demographic information of our dual/concurrent enrollment students which will be included in the President's Report at the next regular board meeting.

CONSENT AGENDA

M/S (Tomkins/Nickerman) Board of Trustees does hereby approve the Consent Agenda as presented. The consent agenda was approved with the following vote:

Ayes	Anderson, Martinez, Myers, Nickerman, Tomkins, O'Neill, and Pinoli
Noes	None
Abstentions	None
Absent	None

Items with an asterisk * were approved by one motion as the Consent Agenda.

Personnel

Consideration to approve the personnel list – Short-Term Non Continuing (STNC) Employees

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby ratify the employment of the short-term non-continuing (STNC) employees as submitted and presented at the meeting pending receipt of all necessary employment eligibility requirements.

Consideration to approve Contracts for Temporary Faculty

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the one-semester, full-time temporary faculty contract for Suzanne Hewitt as submitted and presented at the meeting pending receipt of all necessary employment eligibility requirements.

Other Items

*Fiscal Report as of
September 30, 2020*

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby accept the fiscal report as of September 30, 2020 as presented.

*Quarterly Fiscal
Status Report –
AB2910*

*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby accept the quarterly fiscal status report as presented.

ACTION ITEMS

*Change Date of
December 2020
Board meeting*

After reviewing the information, presentation and discussion, the board took the following action:

M/S (Nickerman/Myers) that the Mendocino-Lake Community College District Board of Trustees does hereby approve moving the December board meeting date from December 9, 2020 to December 16, 2020 as presented with the following vote:

Ayes	Anderson, Martinez, Myers, Nickerman, O'Neill, Tomkins and Pinoli
Noes	None
Abstentions	None
Absent	None

*Board Policy
Additions and
Revisions – Second
Reading*

After reviewing the information presented and discussion, the board took the following action:

M/S (O'Neal/Anderson) that the Mendocino-Lake Community College District Board of Trustees does hereby adopt the additions and/or revisions to Board Policy 3430, Board Policy 7100 and Board Policy 7340 as presented with the following vote:

Ayes	Anderson, Martinez, Myers, Nickerman, O'Neill, Tomkins and Pinoli
Noes	None
Abstentions	None
Absent	None

*Big Picture – Career
Technical Advisory
Committees*

Information about the Career Technical Advisory Committees was presented by Vice President Polak and Dean of Career Technical Education Aseltyne.

Trustee Anderson asked if the college is providing support for advisory committees to meet in the virtual environment. The answer to his questions is yes, this is occurring as well as training. When asked if there a list of when committees meet, Vice President Polak stated we will work with the Superintendent/President to inform the board members of the advisory committee meeting schedule.

Trustee Martinez asked if the advisory committee meetings open. Dean

Aseltyne responded with a resounding yes and stated we encourage community members, business owners and students to attend. When asked if there had been any discussion of doing COVID testing for Physical Therapy Assistant program participants, Vice President Polak stated the face-to-face time is limited to the shortest amount of time with the smallest amount of students with most of the instruction is still occurring online. Students participating in the program are getting tested in order to go to the clinical sites as well as using PPEs. In addition, temperatures are being taken at every face-to-face meeting where a cohort of 8 students meet for a maximum of 90 minutes in order to complete clinical work.

Trustee Myers applauded both Vice President Polak and Dean Aseltyne for all their hard work.

Trustee Nickerman asked if there is there a way to have a Work Experience coordinator at each of the advisory committee meetings. He also stated Tom Allman and Chris Dewey should be approached to be members of the Public Safety Advisory Committee. He also stated there needs to be publicity shared to garner advisory committee members.

Trustee O'Neal stated the advisory committees are a great way to involve the community in our curriculum and programs. He then asked if there are any county permitted cannabis farm members on the Agriculture advisory committee. Dean Aseltyne informed the board we have met with members from local cannabis organizations over the last few years and are aware of this up and coming business. He also asked that the board be kept apprised as the Public Safety advisory committee is formed.

Trustee Tomkins stated he is surprised at the amount of activities of these committees. He also asked what is the committee member's motivation to continue attending and being a part of the advisory committee? Vice President Polak stated it's for our students and the degree of expertise they can bring to the workplace. Trustee Tomkins suggested sending a letter to the committee members once a year thanking them for their participation and important input.

Trustee Pinoli then thanked Vice President Polak and Dean Aseltyne for the informative presentation. He also expressed his thanks to his fellow trustees for their comments and questions.

INFORMATIONAL REPORTS

Multi-Year Budget Projections

The multi-year budget projections were presented to the board by Assistant Superintendent/Vice President of Administrative Services Cichocki.

The first set of projections is based on the budget the Board adopted at the October meeting and assumes no cuts to out-year revenue. The second set of projections assumes an 8% cut to revenue beginning in the 2021/22 year. This reduction is an assumption derived from the fact that an 8% cut to revenue was originally proposed in the State budget for 2020/21. Thankfully, this cut did not materialize in the final budget enacted by the State. As of this morning,

State revenues are coming in above those estimated but there is no indication yet on the impact that information will have on our budget.

*Mendocino College
Foundation, Inc.*

A written informational report was submitted by Katie Fairbairn, Executive Director of the Mendocino College Foundation who stated they have begun to receive the funding for one of the nursing positions which would be for the new fiscal year beginning in July 2021.

*Constituents Group
Reports*

Academic Senate

A written report was submitted by Academic Senate President Indermill. Academic Senate Indermill stated she had nothing to add.

Classified Senate

A written report was submitted by Classified Senate President Mayra Sanchez who stated she had nothing to add at this time.

Management Team

A written report was submitted by Management Team President Janelle Bird who stated she had nothing to add.

*Board Policy
Additions and
Revisions – First
Reading*

Board policy 1100 – The Mendocino-Lake Community College District; Board Policy 4230 – Grading and Academic Record Symbols; and 7330 – Communicable Disease - Employee were presented for review. Discussion and/or adoption of these policies will take place at the December 2020 board meeting.

*College and Careers
Access Pathways
(CCAP) Partnership
Agreements – First
Reading*

Copies of the new College and Careers Access Pathways (CCAP) partnership agreements with the Anderson Valley Unified School District, the Ukiah Unified School District, and the Willits Unified School District are presented as information for review. These agreements will be presented at the December 2020 board meeting for discussion and/or approval by the Board of Trustees.

TRUSTEE COMMUNICATION

Trustee Reports

Trustees commented orally on their recent college-related activities.

Trustee Anderson thanked the administration, staff and everyone doing the background work during this time and the circumstances we find ourselves in currently. He participated in the Native American Heritage Day opening ceremony and thanked everyone for the recognition.

Trustee Martinez thanked everyone for all their hard work during this time. She appreciates all the information presented. She asked if there is anything the trustees can do to let the community members know about all the work being done at the college especially during this time.

Trustee Myers stated everyone is doing a great job under these circumstances and the board is here to support and help in any way they can.

Trustee Nickerman stated everyone doing a great job. He would like more information on the work experience program and how it's doing. This

information will be included in the President's report next month.

Trustee O'Neill was able to meet with Superintendent/President in October at the North County Center which was a very projective meeting. He also met with one of our auditors as part of our annual audit process. The auditor expressed how pleased he was with what he was seeing.

Trustee Tomkins benefited from reviewing the dual enrollment agreements and seeing what is involved in getting these agreements in place. He also recognized Joe Atherton and all the work he does for the college.

Trustee Pinoli reminded the trustees they may participate on any advisory committee they are interested in.

Future Agenda Items

- The current list of future agenda items includes the following with additional comments from members of the Board of Trustees:
- Diversity training for Board members – Trustee Martinez requested this item and feels it needs to be either a workshop or special meeting. It should not be a lecture but more of a reflection and participation by members of the board. For this reason, she feels it needs to be when we are once again able to meet in person.
- Essential needs for Trustee onboarding
- Outreach to the community and the various tribes
- A workshop or presentation on the next phase plans for the three centers
- Additional information on the Coastal Field Station programs – possibly a Big Picture Item at the February 2021 meeting
- A virtual planning retreat for the Trustees with representatives from all three constituent groups present – Trustee Pinoli stated this meeting will take place on December 1, 2020 beginning at 1:00 pm.
- January 13, 2021 – A special joint meeting with the Foundation Board will be held from 3:00 PM – 4:00 PM.
- Budget planning workshop – This workshop will take place on January 28, 2021 from 9:00 – Noon.
- There will be no Big picture included at the December meeting as the audit will be covered.

Adjournment

With agenda business concluded, Board President Pinoli declared the meeting adjourned at 5:42 PM.

Submitted by:

Timothy Karas, Superintendent/President
Secretary, Board of Trustees

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT
MINUTES OF THE STUDY SESSION OF THE BOARD OF TRUSTEES

A study session of the Mendocino-Lake Community College District Board of Trustees was convened on Tuesday, December 1, 2020 using ZOOM remote meeting technology.

GENERAL MATTERS

Call to Order Trustee Pinoli, Board President, called the study session to order at 1:00 PM.

<i>Board Members</i>	President	Robert Jason Pinoli	present
	Vice President	Marie L. Myers	present
	Clerk	Ed Nickerman	present
	Trustee	Xochilt Martinez	present
	Trustee	John Tomkins	present
	Trustee	TeMashio Anderson	Arrived at 1:04 PM
	Trustee	Noel O'Neill	absent
	Student Trustee	vacant	

Secretary Timothy Karas, Superintendent/President

Support Staff Mary Lamb, Executive Assistant to the Superintendent/President

Staff Representatives Eileen Cichocki, Assistant Superintendent/Vice President of Administrative Services (present)
Debra Polak, Vice President of Academic Affairs (present)
Ulises Velasco, Vice President of Student Services (absent)
Nicole Marin, Director of Human Resources (present)

<i>Constituent Representatives</i>	Academic Senate	Catherine Indermill, President (present)
	Classified Senate	Mayra Sanchez, President (present)
	Management Team	Lauren Simmonds (present)
		Janelle Bird, President (present)
		MacAdam Lojowsky (present)

Agenda Approval M/S (Tomkins/Myers) to approve the agenda as presented. The matter was approved via the following vote:

Ayes	Myers, Nickerman, Martinez, Tomkins and Pinoli
Noes	None
Abstentions	None
Absent	Anderson and O'Neill

Public Comments • There were no comments from the public.

Study Session **Participatory Governance and Leadership**
Board President Pinoli introduced the discussion topic for today's study session. Superintendent/President Karas reminded the Trustees the fourth

pillar of the college governance is student representation which is not present at today's session.

Superintendent/President Karas made a brief presentation on Participatory Governance and Leadership which was created by the Community College League of California and the Statewide Academic Senate.

The four pillars of participatory governance are represented by the following groups at Mendocino College: the Academic Senate, the Classified Senate, the Management Team and the Associated Students of Mendocino College.

Assembly Bill (AB) 1725 came into effect in 1988 which established the right for faculty, staff and students to participate in district and college governance. It also established the right of Academic Senates to make primary recommendations in the area of curriculum and academic standards. There are 11 specific areas for this primary oversight (also referred to as 10+1).

Staff and student participation is reflected in their representation and participation on the various campus committees.

Management is not mentioned in AB 1725 as reflected on the one-page chart at the end of Superintendent/President Karas' presentation.

Academic Senate President Indermill addressed the board and thanked them for the opportunity to address the board in this environment. She stated by including the Academic Senate on committees, it brings the voice of instructors and students to the table. Currently, all committees have faculty representatives on them. This is unprecedented in the history of the college as we have never had all of the committee positions filled. The Academic Senate takes this work very seriously by trying to actively participate in all areas of the college where their guidance and recommendations are sought.

The Academic Senate is comprised of 10 members which include 2 part-time faculty representatives which are full participating and voting members. This is not always the case at other institutions. Faculty representation comes from various disciplines across the institution and not just from one area of study.

There are campuses in the state where the bargaining units do not work well with the Academic Senate which is not the case at Mendocino College. The two entities have very different roles and try very hard to stay within their specific areas of collaboration. While this is the case, both entities do collaborate with each other as necessary.

Questions from the Trustees were then addressed by Academic Senate President Indermill.

Classified Senate President Mayra Sanchez introduced Vice President Lauren Simmonds to the board who was also in attendance. Currently the slate of officers also includes a Secretary and Treasurer as well as three senators. The

group meets monthly to address any concerns or issues. The group also conduct fund raisers to raise money for student scholarships.

The Classified Senate has been participating in the Caring Campus Initiative which is something new to our campus this year. As a group, it was decided we will work on three traditional commitments which we are hoping to have up and running during the spring semester.

Many of the Classified Senate members are on the “front lines” and in many cases are the first contact for students so their welcoming and positive attitude goes a long way in establishing a good relationship with them. An additional piece of the Caring Campus Initiative is making sure all employees are wearing their name tag in order to be easily identified as someone who can help when needed. The group feels this is great way to make a positive impression on new or existing students. She added the Classified staff also works very well together to “make it happen”.

In closing, Classified Senate President Sanchez added the Classified Senate are looking into holding a virtual open house to learn more about each of the various departments on campus and their individual duties.

Questions from the Trustees were then addressed by Classified Senate President Sanchez.

Management Team President Janelle Bird addressed the board and introduced Vice President Mac Lojowsky who was present as well. The Management Team meets monthly where they receive updates on campus wide and/or department or other initiatives. The group recently implemented a big picture item into their meetings where one of the managers will present pertinent information from their particular area.

The Management Team also award scholarships to students using monies raised through payroll deductions to the Management Team Scholarship Fund. The Management Team scholarships focus primarily on qualified students who have not received a scholarship from other college entities.

The Management Team President is a member of the President’s Policy Advisory Committee (PPAC) and also is a member of the Planning and Budgeting Committee (PBC) as well. The President also solicits team members to participate as the Management Team representative on the various campus hiring committees.

President Bird addressed the questions and statements from the board members.

Superintendent/President Karas informed the board members that he meets monthly with the Academic Senate and the Classified Senate Presidents and Vice Presidents once a month where open dialogue and communication take place. This type of communication takes place in many areas on our campus which does not happen at all institutions in the system.

Adjournment

With agenda business concluded, Board President Pinoli declared the meeting adjourned at 2:07 PM.

Submitted by:

Timothy Karas, Superintendent/President
Secretary, Board of Trustees

SUBJECT: ANNUAL ORGANIZATION MEETING - ELECTION OF OFFICERS

SYNOPSIS:

The annual organizational meeting of the Board of Trustees includes selection of President, Vice-President and Clerk from among its members.

ANALYSIS:

In accordance with Education Code Section 35143, the annual organizational meeting of the Board of Trustees must be held within 15 days that commences with the second Friday in December.

Included in the organizational meeting is the election of a President, Vice President and Clerk of the Board from its members. The Superintendent/President serves as Secretary to the Board.

A history of past officers includes:

Officers who served in 2017:
Dave Geck, President
Marie Myers, Vice President
Robert Jason Pinoli, Clerk
J. Arturo Reyes, Secretary

Officers who served in 2018:
Dave Geck, President
Marie Myers, Vice President
Robert Jason Pinoli, Clerk
J. Arturo Reyes, Secretary

Officers who served in 2019:
Robert Jason Pinoli, President
Marie Myers, Vice President
Phillip (Ed) Nickerman, Clerk
J. Arturo Reyes, Secretary
Eileen Cichocki, Secretary

Officers who served in 2020:
Robert Jason Pinoli, President
Marie Myers, Vice President
Xochilt Martinez, Clerk
Eileen Cichocki, Secretary
Timothy Karas, Secretary

Upon conclusion of the November 2020 Board meeting, Trustees were requested to share their interest in serving as an officer with the Superintendent/President prior to the December meeting.

The vote shall take place sequentially by officer position. The President shall be elected first, followed by the Vice President, then the Clerk.

MOTION/ACTION:

To be determined at the meeting.

SUBJECT: ANNUAL ORGANIZATIONAL MEETING - MEETING DATES AND TIMES

SYNOPSIS:

The annual organizational meeting of the Board of Trustees includes selection of day and time of the Board of Trustee meetings.

ANALYSIS:

In accordance with Education Code Section 35143, the annual organizational meeting of the Board of Trustees must be held within 15 days that commences with the second Friday in December.

Included in the organizational meeting is the setting of the day and time of the Board's monthly meetings for 2021.

In 2016, the Board set the second Wednesday of each month at the hour of 4:00 PM for its regular meetings, unless the second Wednesday conflicted with college holidays/breaks. Historically, the Board has met in Room 1060, MacMillan Hall, Ukiah Campus, 1000 Hensley Creek Road, Ukiah, with one meeting held yearly at each of the college center locations (Willits, Lakeport and Fort Bragg).

We are proposing setting the regular Board meetings for the second Wednesday of each month at the time of 4:00 PM. The April meeting would be held at the North County Center, the June meeting at the Lake Center and the September meeting at the Coast Center.

As we have done the past few years, we are proposing not holding a regular meeting in the month of July. After polling several community colleges across the state, we have found there to be many Boards who follow this schedule with no meeting during the month of July. We are also proposing to not hold a regular meeting in the month of January as the timing of the holidays and winter break will generate few if any items for the board to act upon. Any items brought forward during this time would be presented for consideration at the February 2021 meeting. There will be two special meetings or study sessions which will take place in the month of January.

Suggested dates for the 2021 meetings:

January 13, 2021**	January 28, 2021**	February 10, 2021	March 10, 2021
April 14, 2021	May 12, 2021	June 9, 2021	August 11, 2021
September 8, 2021	October 13, 2021	November 10, 2021	December 15, 2021

**Special meeting and/or study session

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby adopt the meeting dates and times as presented and/or as revised at the meeting.

SUBJECT: PRESIDENT AND ADMINISTRATION REPORT

Dear Colleagues,

With the festive season upon us, I would like to take a moment to thank you—our outstanding trustees, faculty, staff, and students. You have demonstrated unparalleled commitment, passion, and caring to Mendocino College and to those we serve.

The last day of the Fall semester was Friday, December 11th. We started the semester acknowledging that this was one like no other that has been planned at Mendocino College. Faculty delivered our courses and provided counseling to our students online, on Cranium Care, on Zoom and in person where necessary in new ways—with PPE, in small groups, sanitizing as they go. We are proud of the work everyone has done to support students in continuing their learning through these unprecedented conditions.

We also appreciate our students for their perseverance and dedication to their own learning. Of course, this delivery of instruction and services was only able to occur because of the fine work of the staff in all of our departments whose work also changed dramatically during this time.

A special appreciation to our IT department and HR who supported all of us in our work and to the dedicated employees who have continued to show up on campus in the Library, at the Centers, and the Facilities department who kept coming to keep our facilities sparkling clean and operational.

As we plan for another semester mostly online, we also have our eyes on being able to invite our students back soon after. We are proceeding with caution and will wait for more information before any decisions are made, but we are at least feeling optimistic enough to imagine it.

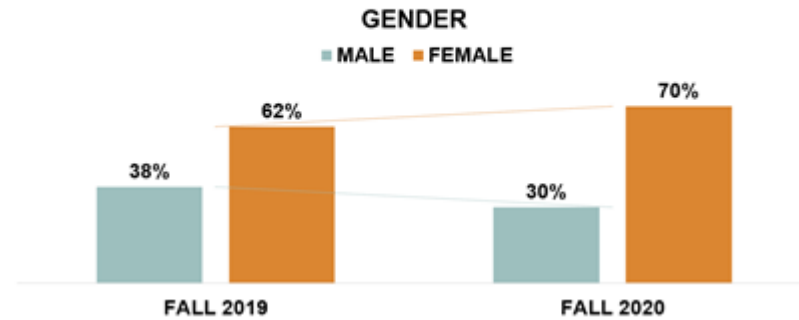
This year we have faced unprecedented challenges, which we met as a united community. There is still room for celebration even when the world is upside down. I feel fortunate for being part of MLCCD these last six months. You're all stars.

So as the fall semester wraps up, let me wish you a joyful and restful holiday season. I look forward to resuming our important work together in January.

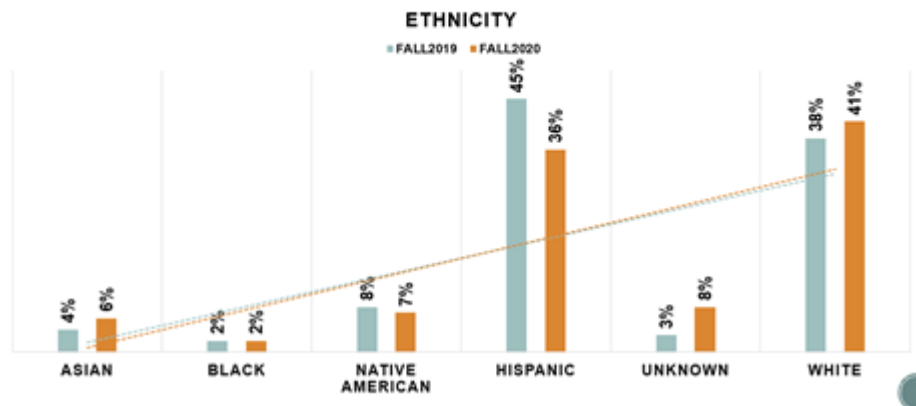
Dual/Concurrent Demographic Update

At the November 2020 Board of trustees meeting there was a request for demographic information of dual/concurrent enrollment students. Below is a demographic snapshot of dual/concurrent enrollment students between fall 2019 and fall 2020.

TERM COMPARISONS



TERM COMPARISONS



WORK EXPERIENCE FOCUS

Work experience courses in the California Community College system have undergone significant regulatory changes. Additionally, there are significant differences between work experience in the K-12 system and community colleges. The California Department of Education is the K-12 governing agency and the Chancellor's Office is the governing agency for community colleges. Funding mechanism and types of work experience are different in the two systems.

A basic difference is the funding for work experience. Work experience is a course in community colleges funded through course enrollment. There are no special/additional funds generated through or for work experience. Most community college work experience opportunities are tied to programs of study (majors).

Below is brief synopsis of work experience in both systems.

K-12 Programs Work Experience Education Program Descriptions (California Department of Education)

Work Experience Education is a course of study, which the governing board of any school district or other specified local education agency (LEA) may establish and maintain in accordance with the provisions of the California Education Code (EC). The California Code of Regulations (CCR), Title 5, prescribes the standards and operations guidelines for acceptable programs. Each local educational agency (LEA), if it elects to conduct a WEE Program, must submit a Secondary District Plan for Work Experience Education to the California Department of Education for approval (Note: LEAs include school districts, county offices, consolidated programs, cooperatives, migrant education regions and charter schools).

Work Experience Education Guide: <https://www.cde.ca.gov/ci/ct/we/documents/weeguide.doc>

California Community Colleges Work Experience (Chancellor's Office: California Community Colleges)

Title 5 Regulations § 55256.5. Work Experience Credit. (a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education.

The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.(b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.(c) The following formula will be used to determine the number of units to be awarded: (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit. (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit. (3) Units may be awarded in 0.5 unit increments. The student/instructor ratio in the work-experience education program shall not exceed 125 students per full-time equivalent academic coordinator.

[Ref: Title 5. Education; Division 6. California Community Colleges; Chapter 9. Fiscal Support; Subchapter 1. Attendance; Article 5. Attendance Accounting Standards]

Work Experience at Mendocino College, Cooperative Work Experience Education (CWEE) <https://www.mendocino.edu/CWEE>

Mendocino College has a long-standing offering of Cooperative Work Experience. Units in Work Experience allow a student to explore employment, develop as an employee, and earn units while they learn on the job. Students work with a Work Experience faculty member and the student's employer to develop learning objectives. The employment (volunteer or paid) they count toward CWEE should be work that is new to them. The student tracks their own progress in meeting their learning objectives, and by the end of the term, they provide a self-assessment of their own learning, and the employer provides an evaluation for the faculty member to assess. Students can earn units in Introduction to or General Work Experience when they are exploring employment and improving their skills and knowledge. In these courses any type of work is suitable. An Occupational Work Experience course is intended for students developing job and learning objectives related to their academic and career goals. Finally, our Internship and Practicum Courses are designed for students who have advanced

toward the end of their program of study and are engaged in work which builds on the academic learning they have completed at Mendocino College.

Enrollments in Work Experience have been steady until the pandemic.

Semester	Fall 2017	Sp 2018	Fall 2018	Sp 2019	Fall 2019	Sp 2020	Fall 2020
# Students	48	69	68	94	44	52	13

Some special projects in Work Experience has been our collaboration with the Construction Boot Camp in Ukiah and work with Fort Bragg High School, where about 40 students were enrolled with us in CWEE.

In light of the low enrollments during the pandemic, Dean Aseltyne and VP Polak are taking this year to re-assess work experience. They and the Career Hub Coordinator, Lauren Simmonds, have met with CWEE community college colleagues across our region, have attended conference sessions and gathered much information about programs across the state. We are working on a plan to integrate our CWEE opportunities into the Career Hub and considering how it fits into our Guided Pathways plans.

Executive Leadership Statement **Commitment to Greater Equity and Anti-Racism**

In a year that has sharply focused our attention on injustice beginning in May 2020 with the killing of Mr. George Floyd, and the further deaths of Breonna Taylor, Ahmaud Aubrey, Eric Garner, Michael Brown, Sandra Bland, Trayvon Martin, and Tamir Rice. The events of the past year remind us of the perseverance of racism. Perhaps, for some of us, it could be easy to feel distant from the rest of the country's strife in our relatively peaceful rural counties. However, our own local social fabric is woven by its own historical and structural racism. The Executive Team at Mendocino College supports the Academic Senate and their resolution on Black Lives Matter and practicing anti-racism, and we are adding our own voices in solidarity.

On June 3, 2020, California Community College Chancellor Eloy Ortiz Oakley delivered a "Call to Action", to address structural racism and ensure that college communities and students have access to an equal opportunity. The California community colleges represent and serve one of the most diverse populations in the world in terms of race, ethnicity, language, culture, national origin, socio- economic class, age, physical ability, sexual orientation, and religious beliefs.

This reality should strengthen our resolve to stay engaged in equity work in our district and to work harder against racism (overt and structural) and toward social justice. We can make a difference by infusing equity, anti-racism, empathy, and care into our curriculum, our services and each of our interactions with students.

As practitioners and policymakers we will utilize social justice perspectives in making decisions to improve the success of minoritized groups. A social justice perspective is defined as being conscious of how institutional racism shapes educational access, educational trauma, opportunity, lack of culturally relevant practices, and success in the U.S. for people of color, justice-impacted families, and other minoritized groups.

We know that this has been an extremely challenging time for our community, and we know more challenges will confront us in the days ahead. Many of us are still facing the effects of wildfires or disease on top of the pressures of longstanding systemic injustice.

Yet in times of crisis, we can be made stronger by our human connections. Please take a moment to check in with your co-workers, colleagues, friends, and family. An encouraging word and a moment of focused listening can be an important source of support for those close to us.

In Service,

Superintendent/President Karas; Vice-President Administrative Services Cichocki; Vice-President Student Services Velasco; Vice-President Academic Affairs Polak

Administrative Services Update

The Legislative Analyst's Office (LAO) published its Fiscal Outlook for Schools and Community Colleges. The following is the summary from that report:

“Dramatic Rebound in the Outlook for School and Community College Funding. Each year, the state calculates a “minimum guarantee” for school and community college funding based upon a set of formulas established by Proposition 98 (1988). When the state enacted the budget in June, it had anticipated steep declines in state revenue and the minimum guarantee. Based on the much stronger revenue projections in our outlook, we estimate the 2020-21 guarantee is up \$13.1 billion (18.5 percent) over the June budget act level. We estimate the 2021-22 guarantee is up another \$595 million (0.7 percent) over our revised 2020-21 estimate. Under a law enacted in June, the state also would be required to make a \$2.3 billion supplemental payment on top of the guarantee in 2021-22. After accounting for various baseline adjustments—including prior-year revisions, a 1.14 percent statutory cost-of-living adjustment (COLA), and required deposits into the Proposition 98 Reserve—we estimate the Legislature has \$13.7 billion in one-time funds and \$4.2 billion in ongoing funds available for allocation in the upcoming budget cycle.

Legislature Will Face Major Budget Decisions in the Coming Year. Under our outlook, the state has enough one-time funds to reverse all of the payment deferrals it implemented in the June 2020 budget plan. By paying down deferrals, the Legislature could improve cash flow for schools and community colleges and reduce pressure on future Proposition 98 funding. Regarding ongoing funds, we think the Legislature should reassess the supplemental payments after reviewing all of its budget priorities. The funding decline these new payments were intended to address no longer exists, and the minimum guarantee is projected to grow faster than the cost of the COLA over the next several years. Regardless of its decision about supplemental payments, the Legislature might want to set aside some 2021-22 funding for one-time activities. Such an approach creates a buffer that helps protect ongoing programs in case the guarantee drops in the future. Potential uses for this one-time funding include addressing student learning loss, paying down future pension costs, and building reserves.”

Following the LAO report, the Chancellor’s Office offered this advice:

“Given the uncertainty and threat posed by the ongoing pandemic, prudence is encouraged until resources fully materialize. The Fiscal Outlook, however, presents an important finding – the opportunity to retire community college payment deferrals adopted in the June 2020 Budget Act. Paying down deferrals could improve cash flow for colleges and protect ongoing programs in case the guarantee drops in the future. Further, the report illustrates resources for

some modest investments that support continuity of education and a more equitable recovery, all which align with the California Community Colleges 2021-22 System Budget Request.”

We will learn more about the current 2020/21 budget and projections for the 2021/22 budget when the Governor’s January Budget is released early next month. For the time being, we will remain cautiously optimistic.

Academic Affairs Update

Three K-12 school districts in our district were awarded K-12 Strong Workforce Program Grants for 2020-21 totaling \$381,925: 1) **Agriculture Pathways Improvement**, Potter Valley Unified will receive \$85,000 to increase student access to dual enrollment courses at Mendocino College, create a farm to table program and increase the number of students earning industry certificates; 2) **Anderson Valley CTE Academy**, Anderson Valley Unified will receive \$236,925 to increase opportunities for students to complete graduation requirements aligned to Career Pathways, prepare students for college and career by aligning graduation requirements with CTE standards and collaborate with Mendocino College to give students hands-on experiences in high school; 3) **High School Radio Station Upgrade and Community Integration**, Mendocino Unified will receive \$60,000 to improve transmission and streaming capabilities of the Mendocino High School radio station and increase the amount and variety of station programs, and develop pathway crosswalks and connectivity to Mendocino College Digital Arts and Media certificate program was funded. Mendocino College provided grant guidance, letters of support and CTE program pathway improvement strategies input through the grant writing process.

The library: The college library will host drive through return events on December 14 and 15 to assist students in returning materials borrowed from the library, the Art department, and other college programs. Throughout the pandemic, the library, along with the Centers, has remained open and has been key contact point for students. In addition to providing books, internet access, and limited study space, the library has already distributed chromebooks, hotspots, take-home experiment kits for the chemistry department, art supplies to art students, and now is also hosting the college Food Pantry.

Canvas support continues. Mendocino College faculty continue to provide assistance to their colleagues in how to best use Canvas. For spring, this work will kick off with a Zoom training on January 6th introducing some of the finer points of Canvas use and answering questions of faculty preparing their spring Canvas shells. There will be regular Zoom meetings throughout spring semester to share Canvas "tips and tricks." In addition, at the beginning of the semester, Emily Hashemian, who teaches a course on being a successful online student, will provide two training sessions for students in which she will show them how to use Canvas and provide tips for successful online studies.

Check-in with Deans: In an attempt to combat the isolating nature of remote work, the instruction office extended an offer to all faculty to check in with the deans in the last week of the semester to discuss any concerns or share their experiences of the semester. Deans Montes and Aseltynne had individual meetings with about 30 faculty members during that week.

Centers

As the Fall term comes to an end, the Centers are preparing for Spring. Dual enrollment offerings remain strong at locations across all three Centers, with pathways expanding and new dual enrollment instructors coming on board. In order to prepare dual enrollment instructors, especially during remote instruction, the college hosted a district wide dual enrollment orientation last Wednesday, with

representation from ALL high school partners. Each Center is also hosting regional high school zoom meetings, with principals and counselors from each site, to share best practices and coordinate resources. This has already led to shared instructional ideas, that have resulted in increased offerings. Spring term will bring minimal on site classes at each location. Ceramics and woodworking at the Coast Center, culinary, English, ESL, and agriculture in Covelo through the North County Center, and the Emergency Medical Technician course at the Lake Center. Each location is also working towards developing on ground discipline wide course scheduling templates, for when we return to in person instruction.

Student Services Update

In-Person Student Services

Multiple areas, including Admissions & Records, EOPS, Financial Aid, IT and Counseling, provided in-person support to students in alignment with open registration for the Spring semester. Over two weeks, staff were on campus multiple days for three hours at a time to assist students in-person. While students are highly encouraged to perform all their tasks and seek assistance remotely, it is understood that some students require in-person assistance due to technology or connectivity difficulties. Procedures were put in place to follow the most up-to-date public health advisories and all involved wore masks and remained socially distant. While student attendance was low, those that received support were extremely appreciative of the assistance provided by our staff.

Native American Heritage Month Celebrations

Mendocino College transitioned to hosting a month long celebration of multiple events in celebration of Native American Heritage instead of a single, large fall gathering. Our Native American and Other Populations Outreach and Support Specialist, Malissa Donegan was instrumental in convening the Native American Heritage Month celebration workgroup to plan these series of events. The workgroup included Gayle Zepeda, Apryl Guisasola, Janelle Meyers Bird, Tony Novelli, Monica Whipple, Minerva Flores and Antonio Lopez. While all members contributed to the execution of this month-long celebration, it must be noted that Malissa Donegan and Gayle Zepeda led most of the planning sessions and were directly involved in all the virtual sessions. They are both to be commended and saluted for going above and beyond in order to honor and celebrate our local Native American community. We were able to record the rich and powerful presentations and they are available on our college website: <https://www.mendocino.edu/native-american-heritage>

The response from the community has been very positive. Facebook posts for this event reached over 1,400 individuals. Comments from those that registered and attended included: "Big o", "Love how you were able to do zoom get togetherness", "Thank you for your time and service. I love my community and when we celebrate together we get stronger and find ways to help one another and follow our values.", and "Thank you for this opportunity."

Professional Development

In November, the entire Disability Resources Center staff participated in a virtual 2-day training that was hosted by the California Association on Postsecondary Disability and Education. The training focused on topics such as legal issues and preventative measures, connecting with students in the virtual world, models of different support programs, LD testing/temporary accommodations, and more.

CAMP Program Manager Dr. Mariana Martinez participated in the CAMP Consortium meeting recently. This was partly a working meeting in preparation for the CAMP Statewide Leadership conference, which will go ahead for March 5th and 6th, 2021, virtually and hosted by Santiago

Community College CAMP. Dr. Martinez will be working on a social hour program for the CA CAMP/HEP Professional Development conference in February (virtually).

Registration Campaigns Continues

Multiple student support programs, such as EOPS, First Year Institute (FYI) and CAMP, are performing spring registration campaigns to boost enrollments. For example, of the current FYI cohort of 126 students, 78% have registered for Spring 2021. Students who have not registered (from all 4 cohorts) are being contacted to offer assistance with scheduling counseling appointments or registration. Additionally, Outreach specialist Manuel Galicia & counselor Brenda Estrada are working on identifying and onboarding new FYI students.

Similarly, CAMP has begun their 21-22 cohort recruitment and has developed new CAMP postcard and other material to provide outreach. CAMP director is in the process of making the CAMP application a Dynamic form, easier for prospective students.

Spring Front Loading Activities

Mendocino College will offer students multiple workshops at the beginning of the spring semester to help prepare students for the Spring semester. For example, the First Year Institute (FYI) staff will offer virtual workshops on January 13 & 14. Workshop topics will include time management, communication & online learning strategies. They will also hold a drive-up pick-up day for students to pick up requested items from the FYI textbook, Chromebook & calculator lending library. The CAMP and EOPS programs will also hold similar “drive-up” events to distribute materials to students in support of their studies this spring semester.

Finish Line Scholars Program

Mendocino College is one of 34 colleges to receive part of the largest philanthropic gift given to community colleges in the nation. The California Community Colleges Chancellor’s Office, in partnership with the Foundation for California Community Colleges (Foundation CCC), recently announced that the \$100 million pledge will help eliminate regional educational gaps by providing scholarships to students who are well on their way toward a finish-line goal of completing a certificate or degree at a California community college or transferring to a university and emergency financial aid to students facing unexpected financial hardships. Mendocino College will receive up to \$125 thousand in the first year, and another \$125 thousand in the second year. Because of the impact of the COVID-19 pandemic on students, 100% of the first year’s grants may be used by colleges to provide students emergency financial aid.

Caring Campus

On November 18th, Classified leadership presented to managers the work they’ve been engaged in throughout the semester with Caring Campus. Classified staff met for four coaching sessions with Jordan Horowitz, Chief Operating Officer for the Institute for Evidence-Based Change (IEBC), about developing behavioral commitments among staff in support of student success.

Behavioral Commitments

Traditional	Virtual
Redesigning name tags and wearing them; include lanyards, business cards, etc. Make sure <i>all</i> staff have them. ID's are another way to go with a face on them.	Warm referrals—connect students to the next person and stay connected to be sure it happens and follow-up
Utilizing the 10 foot rule and being conscious of the way we're approaching them; even greater distance during virtual times because of the few number of people on campus right now.	Know what other departments are about. Departmental open houses, virtually so all campus groups—faculty, students, and others—know what each department does and who works there.
Know what other departments are about. Hosting departmental open houses so all campus groups—faculty, students, and others—know what each department does and who works there.	Smile during the phone call. It has been proven that smiling improves your tone of voice and leads to positive interactions. Introduce yourself, don't be "institutional".

Vice President Velasco met with Classified Senate President Mayra Sanchez and staff member Kris Bartolomei about spring preparations to ensure this work continues through the next semester. Classified leadership is tentatively scheduled to present to the campus community about this initiative again at spring in-service. Additionally, they will be working within Classified Senate to ensure that the different behavioral commitments are communicated throughout campus and effectively executed.

As part of our college engagement with IEBC and Classified leadership, the Caring Campus initiative has been a mainstay of college-wide conversations, particularly within student-facing areas. Classified staff who participated in the coaching sessions reported back to their colleagues regularly. It is through their hard work and continued engagement that this initiative's potential for positive impact for our students will continue to be a focus of our institution's efforts for continuous improvement.

It should be noted that staff from IEBC regularly commented at how incredibly engaged and impressive our staff were throughout this process. They praised those involved, particularly Classified Senate President Sanchez, Vice President Lauren Simmonds, Tony Novelli, Jeana Thompson and Kris Bartolomei, for their support of this initiative. As part of IEBC's commitment to Mendocino College and continued support for the program, you will find attached four Caring Campus Coaching Session Consolidated Reports from Jordan Horowitz with additional information regarding each session.

Caring Campus Coaching Session Consolidated Report

Coach Name: Jordan Horowitz

Date of Coaching Session: 09/23/2020

College: Mendocino College

Coaching Session: ☒ One ☐ Two ☐ Three ☐ Four Number of Participants: 16

General thoughts on how the coaching session went	The session went very well. Professional classified staff participants seemed engaged and understood their role and the task for the session. Their conversations and resulting identified traditional and virtual behavioral commitments are impressive and able to be implemented.
Issues and how they were addressed (if any)	Some of the participants had some technology issues, but these did not disrupt the session.
Positive notes (if any)	The professional classified staff, although they did not know each other personally in all cases, came together informally and effectively. I noted in a couple of breakout rooms that participants noted that they had interacted but never met. Ulises Velasco (liaison) and Tim Karas (president) made compelling cases for Caring Campus at the college and personally.
Items for the next session to note (if any)	Check on how professional classified staff participants obtained feedback from their colleagues and the extent to which all
Suggestions for supporting Caring Campus	Make sure to agendaize Caring Campus at meetings.
Other comments	I was impressed with Mr. Velasco's message to participants that their department/division leaders were aware of Caring Campus and should agree to providing time in meetings for the conversation. And his personal commitment to making that happen.

Caring Campus Coaching Session Consolidated Report

Coach Name: Jordan Horowitz

Date of Coaching Session: 10/07/2020

College: Mendocino College

Coaching Session: ☐ One ☒ Two ☐ Three ☐ Four Number of Participants: 18

General thoughts on how the coaching session went	The session went very well. Professional staff participants seemed engaged and understood their role and the task for the session. Their conversations and resulting implementation plans are impressive and will prepare the group and Mendocino College for implementation & institutionalization.
Issues and how they were addressed (if any)	Two different Zoom addresses were provided so the group was split initially. But within five minutes of the start time the issue was identified and addressed. We began the session a bit late and ended on time.
Positive notes (if any)	The group created implementation plans that are useful, usable, and actionable. The professional staff involved worked efficiently and completed the task successfully. They are truly invested in setting themselves up for success. One of the behavioral commitments (nametags) was already being addressed by the college. But the group also managed to focus on the behavior of wearing them (which will be further fleshed out in the monitoring plans in session three).
Items for the next session to note (if any)	Check on how professional classified staff participants obtained feedback from their colleagues and continue to encourage conversations. It was very helpful for the liaison, Ulises Velasco, to note that Caring Campus was discussed in the recent management meeting and department/division leaders will not be surprised by requests to discuss progress in department meetings or some other way.
Suggestions for supporting Caring Campus	Make sure to agendaize Caring Campus at meetings at all levels for participating staff to keep their colleagues and leaders up to date. Provide updates on Mendocino College's progress with items already being addressed (e.g., nametags, directories)
Other comments	Ulises Velasco continues to be an effective liaison and strong advocate for Caring Campus. The team also is interested in maintaining a working group to address implementation, institutionalization, and other issues once formal coaching ends. Mendocino College leadership might want to keep this in mind.

Caring Campus Coaching Session Consolidated Report

Coach Name: Jordan Horowitz

Date of Coaching Session: 10/22/2020

College: Mendocino College

Coaching Session: ☐ One ☐ Two ☒ Three ☐ Four Number of Participants: 15

General thoughts on how the coaching session went	The session went very well. Professional staff participants seemed engaged and understood their role and the task for the session. The monitoring plans that were developed are clear and fit the culture of Mendocino College.
Issues and how they were addressed (if any)	The monitoring plans were a bit ambitious. But with some guidance from the coach they ended up doable.
Positive notes (if any)	I was impressed with the way the team are already considering implementation and communication. The beginnings of a webpage on the College's website is impressive. Tony Novelli is an asset to the group due to his role on campus and his embrace of Caring Campus and its potential to have a positive impact on the College.
Items for the next session to note (if any)	Ensure communication plans are as detailed and relevant as the work to date. Begin to set the stage and plan for the leadership follow-up session.
Suggestions for supporting Caring Campus	Make sure to agendize Caring Campus at meetings at all levels for participating staff to keep their colleagues and leaders up to date. Provide updates on Mendocino College's progress with items already being addressed (e.g., nametags, directories, website)
Other comments	Ulises Velasco continues to be an effective liaison and strong advocate for Caring Campus. The team also is interested in maintaining a working group to address implementation, institutionalization, and other issues once formal coaching ends. Mendocino College leadership might want to keep this in mind.

Caring Campus Coaching Session Consolidated Report

Coach Name: Jordan Horowitz

Date of Coaching Session: 11/04/2020

College: Mendocino College

Coaching Session: ☐ One ☐ Two ☐ Three ☒ Four Number of Participants: 17

General thoughts on how the coaching session went	The session went very well. Professional staff participants seemed engaged and understood their role and the task for the session. Communication plans developed by staff are strong. I'm pleased with the folks who volunteered for the presentation slots for the leadership follow-up session.
Issues and how they were addressed (if any)	None noted.
Positive notes (if any)	The group continues to develop strong relationships, which contributes to the work being done. The staff who volunteered to present at the leadership follow-up session are excellent representatives of the participant group and also of staff leadership. I think the group, with Ulsises Velasco's leadership, is poised for considerable impact on the culture at Mendocino College.
Items for the next session to note (if any)	In the coming days the presenters will meet with me and the liaison to plan their presentations. They will have a practice session. I will be working with the liaison to ensure leadership is prepared for the follow-up session.
Suggestions for supporting Caring Campus	Make sure to agendaize Caring Campus at meetings at all levels for participating staff to keep their colleagues and leaders up to date. Provide updates on Mendocino College's progress with items already being addressed (e.g., nametags, directories, website)
Other comments	I'm looking forward to the leadership follow-up session to be held Wednesday, November 18. I believe the college leadership will be impressed with the work accomplished by this group and ready to identify ways they can support staff implementing Caring Campus. This has been a wonderful group to work with: dedicated, bright, innovative, and eager to explore how professional classified staff can support student success.

SUBJECT: EMPLOYMENT – SHORT-TERM NON-CONTINUING (STNC)
EMPLOYEES

SYNOPSIS:

Approval/ratification of employment of short-term non-continuing (STNC) employees is requested.

RECOMMENDATION:

The Superintendent/President recommends approval of this Board item as presented.

ANALYSIS:

Education Code 88003 authorizes a governing board to hire short-term (temporary, hourly) employees for less than 75% of a school year, up to 180 days.

Education Code 70902(d) permits a governing board to adopt a rule delegating the authority to hire short-term employees to the Superintendent/President, or designee. This district has adopted such a rule in Policy No. 703.

EC 88003 was amended to require districts to specify at a regularly scheduled Board meeting the service to be performed, as well as the start and end dates of the service.

Reference Board Policy 703, Employment of Short-Term, Substitute Employees

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College Board of Trustees hereby approves/ratifies the employment of the short-term non-continuing (STNC) employees as presented pending receipt of all necessary employment eligibility requirements.

Short Term Non Continuing (STNC) Employees

(Individual assignments may not exceed 180 days within the start and end date)

Last Name	First Name	Position	Department	Start Date	End Date
Albuquerque	Lilia	Program Specialist	ESL	11/16/2020	6/20/2021
Cabrera de Duenas	Marlene	Associate Teacher IV	CDV	1/1/2021	5/19/2021
Caraballo Morillo	Anali	Program Specialist	ML ACE	1/1/2021	6/20/2021
DeFranco	Virginia	Custodian	Facilities	1/1/2021	6/20/2021
Gallardo	Maricella	Program Assistant	MESA	1/1/2021	6/20/2021
Gallardo	Maricella	Program Specialist	ESL	12/1/2021	6/20/2021
Gonzalez-Hernandez	Sandra	Administrative Assistant I	Student Services	1/1/2021	6/20/2021
Gory	Melissa	Professional Expert (Psychology Content)	Nursing	1/1/2021	6/20/2021
Humphry	Alex	Security/Utility Worker	Facilities	1/1/2021	6/20/2021
Jacinto	Vanessa	Assistant Teacher (Substitute)	CDV	1/1/2021	5/19/2021
Lavrov	Nicholas	Security/Utility Worker	Facilities	1/1/2021	6/20/2021
Macias	Leticia	Associate Teacher IV	CDV	1/1/2021	5/19/2021
Martinez	Julisa	Associate Teacher IV	CDV	1/1/2021	5/19/2021
Medina	Jennifer	Associate Teacher I (Substitute)	CDV	1/1/2021	5/19/2021
Medina	Obdulia	Associate Teacher IV	CDV	1/1/2021	5/19/2021
Montelongo	Jennifer	Assistant Teacher (Substitute)	CDV	1/1/2021	5/19/2021
Moreno Peredia	Oscar	Special Populations Outreach Specialist	HEP/ML ACE	1/1/2021	6/20/2021
Muniz Madrigal	Maria	Program Assistant	HEP	1/1/2021	6/20/2021
Olea-Luna	Rocio	Assistant Teacher	CDV	1/1/2021	5/19/2021
Oseguera	Stefani	Food Services Worker (Substitute)	CDV	1/1/2021	5/19/2021
Oseguera	Stefani	Associate Teacher II	CDV	1/1/2021	5/19/2021
Pena	Fabiola	Associate Teacher IV	CDV	1/1/2021	5/19/2021
Ramirez-Gonzalez	Andrea	Food Services Worker (Substitute)	CDV	1/1/2021	5/19/2021
Ramirez-Gonzalez	Andrea	Assistant Teacher	CDV	1/1/2021	5/19/2021
Ruiz	Gubed	Instructional Aide	Auto	1/1/2021	6/20/2021
Trejo	Maria	Custodian	Facilities	1/1/2021	6/20/2021
Trejo	Ma Concepcion	Custodian	Facilities	1/1/2021	6/20/2021

Student Employees

(Individual assignments may not exceed 180 days within the start and end date)

Last Name	First Name	Position	Department	Start Date	End Date
Baca	Gabriel	Tutor	MESA and Learning Center	1/15/2021	5/21/2021
Bray	Leland	Tutor	MESA & Learning Center	1/15/2021	5/21/2021
Carroll	Jerry	Tutor	Learning Center	1/15/2021	5/21/2021
Carveny	Marisa	Tutor	Learning Center	1/15/2021	5/21/2021
Cisneros	Christopher	Tutor	MESA & Learning Center	1/15/2021	5/21/2021
Comstock	Alex	Tutor	MESA	1/15/2021	5/21/2021
Conklin	Stephanie	Tutor	Learning Center	1/15/2021	5/21/2021
Fadadu	Dhruv	Tutor	MESA	1/15/2021	5/21/2021

Duong	Wesley	Tutor	MESA	1/15/2021	5/21/2021
Gallegos	Carmen	Tutor	Learning Center	1/15/2021	5/21/2021
Guerrero	Karla	Tutor	Learning Center	1/15/2021	5/21/2021
Hernandez	Jorge	Tutor	MESA & Learning Center	1/15/2021	5/21/2021
Hunt	Dawn	Tutor	Learning Center	1/15/2021	5/21/2021
Kachigian	Kaya	Tutor	Learning Center	1/15/2021	5/21/2021
Lazaro	Caitlin	Tutor	Learning Center	1/15/2021	5/21/2021
Morgan	Scott	Tutor	Learning Center	1/15/2021	5/21/2021
Nguyen	Quy	Tutor	Learning Center	1/15/2021	5/21/2021
Parsons	Sofia	Tutor	Learning Center	1/15/2021	5/21/2021
Petitt	Melissa	Tutor	Learning Center	1/15/2021	5/21/2021
Pham	Nhung	Tutor	MESA & Learning Center	1/15/2021	5/21/2021
Powers	Brittany	Tutor	Learning Center	1/15/2021	5/21/2021
Rall	Paloma	Tutor	Learning Center	1/15/2021	5/21/2021
Rosiles	Lorena	Tutor	Learning Center	1/15/2021	5/21/2021
Walker	Rayna	Tutor	MESA	1/15/2021	5/21/2021
Wold	Megan	Tutor	Learning Center	1/15/2021	5/21/2021

Non-Student Tutors

(Individual assignments may not exceed 180 days within the start and end date)

Last Name	First Name	Position	Department	Start Date	End Date
Altamirano	Ricardo	Tutor	Learning Center	1/15/2021	5/21/2021
Cruz Casanova	Gabriel	Tutor	HEP/ML ACE	1/1/2021	6/20/2021
Holden	Robyn	Tutor	Learning Center	1/15/2021	5/21/2021
Oseguera	Mixtli	Tutor	Learning Center	1/15/2021	5/21/2021
Rosales	Gladis	Tutor	HEP/ML ACE	1/1/2021	6/20/2021
Rystad	Connie	Tutor	Learning Center	1/15/2021	5/21/2021
Schlerf	Haley	Tutor	MESA	1/15/2021	5/21/2021
Uruza	Luis	Tutor	MESA	1/15/2021	5/21/2021

SUBJECT: EMPLOYMENT – PART-TIME FACULTY

SYNOPSIS:

Employment of Part-Time Faculty for the Spring 2021 semester.

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

The Deans recommend employment of the Part-Time Faculty included on the attached list. Each individual meets the state-mandated qualifications or the District's equivalency policy for the assignment or possesses a valid, applicable credential.

Reference Board Policy 7120, Recruitment and Hiring

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby approve the employment of the Part-Time Faculty for the Spring 2021 semester as presented pending receipt of all necessary employment eligibility requirements.

EMPLOYMENT – PART-TIME FACULTY SPRING 2021 SEMESTER		
Name	Position	Location
Aguirre, Larry	Health-Transfer Instructor	Online
Ahders, Heidi	Computer Science Instructor	Online
Albuquerque, Lilia	English as a Second Language Instructor	Online
Arreguin, Daniel	Dual enrollment - Spanish Instructor	Fort Bragg/Online
Arrington, Deborah	Emergency Medical Instructor	Lake Center/Online
Bailey, Aaron	Communications Instructor	Online
Bailey, Aaron	Dual enrollment - English Instructor	Kelseyville/Online
Bailey, Jeffrey	Business Instructor	Online
Barrett, Jennifer	Dual enrollment - Health-Transfer Instructor	Willits/Online
Beeken, Arthur	Construction Instructor	Online
Bell, Joseph	Dual enrollment - History Instructor	Fort Bragg/Online
Bell, Rose	History Instructor	Online
Beloshapko, Anastasia	Psychology Instructor	Online
Benson-Martin, May	Astronomy Instructor	Online
Bentien, Marla	English As a Second Language Non-Credit	Online
*Bhandari, Keshab	Computer Science Instructor	Online
Bjur, Garrick	Dual enrollment - History Instructor	Upper Lake/Online
Britton, Kelda	Dual enrollment – College & Career Success	Covelo/Round Valley/Online
Brown, Carolyn	Agriculture Instructor	Ukiah/Online
Brunner, Jeffrey	English Instructor	Online
Bruton, Emily	Physical Therapy	Online/Ukiah
Buffalo, Daniel	Business Instructor	Online
Burokas, Nina	Business Instructor	Online
Byrn, Karl	History Instructor	Online
Campbell, Stuart	Philosophy Instructor	Online
Cannon, Taylor	Sociology Instructor	Online
Cantrell, Tatiana	Child Development Instructor	Online
Carey, Jill	Child Development Instructor	Online/Ukiah
Carlson, Casey	Career and College Success	Online
Castillo, Guillermo	Dual enrollment - Education Instructor	Butte/Online
Chaidez, Adan	Counselor	Online
Cohen, Mina	Art - Painting, Drawing Instructor	Online
Colt, Herbert	Chemistry Instructor	Online
Coryat, Diana	Communications Instructor	Online
Cox, Kathleen	English as a Second Language Instructor	Online
Crabtree, Michael	Fire Science Instructor	Willits/Online
Crowley, Jared	Biology Instructor	Online
Dachani, Akanit	Digital Arts Media Instructor	Online
Daitoku, Katie	Dual enrollment - History Instructor	Kelseyville/Online
Davis, Daniel	Computer Science Instructor	Online
Davis-Lawler, Rebecca	Dual enrollment - History Instructor	Clearlake/Online
Dawood, Noor	Basic Skills Instructor Non-Credit	Online
Dease, Melani	Counselor	Online
Dewey, Christopher	Administration of Justice Instructor	Online
Dominguez, Diana	Dual enrollment - Math Instructor	Mendocino/Online
Duran, Carolina	Mathematics Instructor	Online
Dursteler, Katrena	Dual enrollment - Child Development Instructor	Ukiah/Online
Dwyer, Molly	English Instructor	Online

***Met minimum qualifications through equivalency process.**

EMPLOYMENT – PART-TIME FACULTY SPRING 2021 SEMESTER		
Name	Position	Location
Escalante, Jennifer	Nursing - Registered Nursing Instructor	Ukiah/Online
Esserman Melville, Sara	Learning Skills Instructor	Online
Falandes, Helen	Human Services Instructor	Online
Feigin, Kathryn	Human Services Instructor	Online
*Feliciano, Diana	English as a Second Language Instructor	Online
Fenwick, Richard	Automotive Technology Instructor	Online
Fields, Shelley	Culinary Arts Mgmt - Culinary Instructor	Ukiah/Online
Finch, Alison	Part-time Librarian	Ukiah/Online
Gallegos, Miriam	Basic Skills Instructor Non-Credit	Online
Garcia, Alonso	Nursing - Registered Nursing Instructor	Ukiah/Online
Gomez, Diana	Dual enrollment - Education Instructor	Butte/Online
Gonsalvez, David	Counselor	Online
Gonzalez, Ignacio	Real Estate Instructor	Online
Goodman, Nancy	Nursing - Registered Nursing Instructor	Ukiah/Online
Gowan, Monica	Computer Science Instr.; Agriculture Instr.	Covelo/Round Valley/Online
Gowan, Theresa	Emergency Medical Instructor	Boonville/Anderson Valley/ Ukiah/Online
Gray, Gary	Business Instructor	Online
Green, Tobias	History Instructor; Anthropology Instructor	Online
Halper, Pauline	Art Instructor	Online
Hee-Chorley, Lorraine	Communications Instructor	Online
Hendershot, Chelsea	Business Instructor	Online
Heston, Pamela	Administration of Justice Instructor	Online
Holl, Merie	Counselor (EOPS)	Online
Holl, Merie	Counselor	Online
Holt, Paul	Dual enrollment - Business Instructor	Upper Lake/Online
Hoover, Megan	Nursing - Registered Nursing Instructor	Ukiah/Online
Ineich, Chris	Agriculture Instructor	Online
Jacobsen, Feodora	Nursing - Registered Nursing Instructor	Ukiah/Online
Jenkins, Alese	Human Services Instructor	Online
Jenkins, Daniel	Alcohol and Other Drugs Instructor	Online
Johnson, Cameron	English As a Second Language Non-Credit	Online
Johnson, Cassandra	Child Development Instructor	Online
Johnson, Deborah	Computer Science Instructor	Online
Johnson, Shirley	Construction Instructor	Online
Jones, Elise	Psychology Instructor	Online
*Jones, Morgan	Astronomy Instructor; Physics Instructor	Online
Kelley, Charlotte	Nursing - Registered Nursing Instructor	Ukiah/Online
Kendall, Carole	Nursing - Registered Nursing Instructor	Ukiah/Online
Kendrick, Maresa	Child Development Instructor	Online
Kerrigan, Trilby	Human Services Instructor	Online
Killops, Jessica	Nursing - Registered Nursing Instructor	Ukiah/Online
Kuhn Fornari, Melissa	English as a Second Language Instructor; Computer Science Instructor	Online
Kyne, Lucy	Counselor	Online
Lam-Hansard, Katherine	Economics Instructor	Online
Larque, Laura	History Instructor	Online
Larsen, Erick	Dual enrollment - Math Instructor	Kelseyville/Online
Lau, Alvin	American Sign Language Instructor	Online

***Met minimum qualifications through equivalency process.**

EMPLOYMENT – PART-TIME FACULTY SPRING 2021 SEMESTER		
Name	Position	Location
Lawyer, Jeremy	Mental Health Counselor	Online
Leonard, Lisa	Nursing - Registered Nursing Instructor	Ukiah/Online
Lukrich, Cathleen	Nursing - Registered Nursing Instructor	Online/Ukiah
MacDougall, Elizabeth	Music Instructor	Online
Magann, Carl	Fire Science Instructor	Online
Maglinte, Ann	Art - Painting, Drawing Instructor	Online
*Makdisi, Eve	Physical Therapy; Biology Instructor	Online/Ukiah
Martinez, Marcee	Physical Therapy	Online
McCallister, Donelle	Dual enrollment - Sustainable Instructor	Kelseyville/Online
McCauley-Callagy, Susan	Kinesiology	Online
McCombs, Audrey	Dual enrollment - History Instructor	Online/Ukiah
McCormick, Jeffery	Physical Therapy	Online
McKay, Carol	Child Development Instructor	Online
Meier, Dustin	Physical Therapy	Ukiah/Online
Merritt, Robert	Physical Therapy	Ukiah/Online
Metzger, Angela	English Instructor	Online
Molina, Michele	Spanish Instructor	Lake Center/Online
Mondfrans, Wendy	Administration of Justice Instructor	Clearlake/Online
Morgan, Heidi	Psychology Instructor	Online
*Munoz, Lacey	Biology Instructor	Online
Myklebust, Martha	Child Development Instructor	Online
Neri Goett, Faye	Nursing - Registered Nursing Instructor	Ukiah/Online
O'Mara, Steve	Business Instructor	Online
O'Meara, Melbourne	Mathematics Instructor	Online
O'Neill, Benjamin	Dual enrollment - Emergency Medical Instr.	Ukiah/Online
Obenyah, Christina	Nursing - Registered Nursing Instructor	Ukiah/Online
Offill, William	Athletics	Online
Olson, Menaka	Communications Instructor	Online
Orpustan-Love, Denise	Sociology Instructor	Online
*Ortiz, Xavier	Automotive Technology Instructor	Ukiah/Online
Orvis, Dana	Nursing - Registered Nursing Instructor	Ukiah/Online
Palmer, Jonathan	Art Instructor	Online
Pamintuan-Shepherd, Madeleine	Culinary Arts Mgmt - Culinary Instructor	Covelo/Round Valley/Online
Penner, Elfriede	English as a Second Language Instructor	Online
Prather, Douglas	Anthropology Instr.; Communications Instr.	Online
Pratt, Michael	Automotive Technology Instructor	Ukiah
Price, Jennifer	Anthropology Instructor	Online
Pullapat, Chaowalit	Mathematics Instructor	Online
Renderman, Kathryn	Mathematics Instructor	Online
Rickansrud-Young, Rebel	English Instructor	Online
Ritchley, Yuliya	Dual enrollment - English Instructor	Sanhedrin/Online
Rodriguez, Teresa	Basic Skills Instructor Non-Credit	Online
Rojas, Ana	Spanish Instructor	Online
Rosales, Gladis	Basic Skills Instructor Non-Credit	Online
Samota, Susan	Counselor	Online
Schmidt, Victoria	Psychology Instructor	Online
Schon-Brunner, Eryn	Theatre Arts - Dancing Instructor	Online
Scott, Melissa	Mathematics Instructor	Online

***Met minimum qualifications through equivalency process.**

EMPLOYMENT – PART-TIME FACULTY SPRING 2021 SEMESTER		
Name	Position	Location
Sharrett, Zachary	Chemistry Instructor	Online
Shepherd, Dennis	English Instructor	Covelo/Round Valley/Online
Shieh, Amanda	Mathematics Instructor	Online
Shirako, Anne	Part-time Librarian	Ukiah/Online
Siderakis, Julia	Culinary Arts Mgmt - Culinary Instructor; Business Instructor	Online/Ukiah
Simpson, Marilyn	Music Instructor	Online
Slocinski, Lech	Digital Arts Media Instructor	Online
Slocinski, Lech	Dual enrollment - Art Instructor	Ukiah/Online
Smith, Kenneth	Dual enrollment - Health-Transfer Instructor	Willits/Online
Snider, Michelle	Mathematics Instructor	Online
Suarez, Ruby	Dual enrollment - Math Instructor	Boonville/Anderson Valley/Online
Summit, Debra	Nursing - Registered Nursing Instructor	Ukiah/Online
Swanson, Catherine	English as a Second Language Instructor	Covelo/Round Valley/Online
Taylor, Riba	English Instructor	Online
Tenaqiya, Rain	Agriculture Instructor	Ukiah/Online
Thomas, Alexander	Philosophy Instructor	Online
*Thomas, Shirlee	History Instructor	Online
Thomsen, Kirk	Fire Science Instructor	Online
Tindall, Robert	English Instructor	Online/Fort Bragg
Todd, Krista	Nursing - Registered Nursing Instructor	Ukiah/Online
Tomlinson, John	Theatre Arts - Acting Instructor	Online
Tyner, Kris	Mathematics Instructor	Online
Upton, Chatnaaree	Physics Instructor	Online
Vaccaro, Erin	Biology Instructor	Online
Von Vogt, Margaret	English as a Second Language Instructor	Online
Walker, Glenn	Agriculture Instructor	Online
Wallace, Rebecca	Art Instructor	Online
Wann, Brandy	Nursing - Registered Nursing Instructor	Ukiah/Online
Ward, Jordan	Nursing - Registered Nursing Instructor	Ukiah/Online
Watson-Krasts, Dena	Theatre Arts - Dancing Instructor; Communications Instructor	Online
Weber, David	Computer Science Instructor	Online
Weiss, Elizabeth	Communications Instructor; Counselor	Online
*Welch, Diane	Psychology Instructor	Online
White, Jaime	Nursing - Registered Nursing Instructor	Ukiah/Online
Witzel, Heather	Nursing - Registered Nursing Instructor	Ukiah/Online
Young, Rachel	Communications Instructor; Mental Health Counselor	Online
Zepeda, Gayle	Human Services Instructor	Online
Zhang, Min	Mathematics Instructor	Online
Zotter, Frank	Business Instructor; Administration of Justice Instructor	Online
Dunn, Jonathan	Computer Science	Covelo/Round Valley

***Met minimum qualifications through equivalency process.**

SUBJECT: EMPLOYMENT – CLASSIFIED

SYNOPSIS:

Employment of a Financial Aid Technician

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

Ning (Jenny) Yang
Financial Aid Technician
Range 27/Step 1

Effective: January 1, 2021
12 month at 40 hours/week

Reference Board Policy 7120, Recruitment and Hiring

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby employs Ning (Jenny) Yang, effective January 1, 2021; pending receipt of all necessary employment eligibility requirements.

SUBJECT: RETIREMENT– MANAGEMENT TEAM

SYNOPSIS:

Retirement – Management Team

RECOMMENDATION:

The Superintendent/President recommends that this item be ratified as presented.

ANALYSIS:

Katie Fairbairn
Executive Director, Foundation
Effective: January 8, 2021

Reference Board Policy 7350, Resignations

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby ratifies the retirement of Katie Fairbairn, Executive Director of the Foundation effective January 8, 2021.

SUBJECT: WORKING OUT OF CLASS AND EXTRA DUTIES COMPENSATION

SYNOPSIS:

Due to position vacancies, Classified and Management Team staff have been assigned additional duties.

RECOMMENDATION:

The Superintendent/President recommends that the item be approved as presented.

ANALYSIS:

The following Classified and Management Team Employees will be compensated for out of class and/or additional duties as follows:

Denice Solgat (Center Assistant)

Duties related to the position of: Director of Lake Center

Period: 2/24/2020-6/30/2021

Compensation: 5% increase

Amy Nelson (Curriculum Technician)

Duties related to the position of: Articulation Officer

Period: 9/8/2020-2/28/2021

Compensation: 7% increase

Mayra Sanchez (Accounting Specialist)

Duties related to the position of: Budget and Grants Technician

Period: 10/1/2020-3/31/2021

Compensation: 5% increase

Janet Jones (Human Resources Specialist)

Duties related to the position of: Human Resources Technician

Period: 1/1/2021-1/31/2021

Compensation: 5% increase

Joseph Atherton (Director of Fiscal Services)

Additional Duties of: Temporary oversight of Foundation Classified employee and general program oversight

Duties related to the position of: Executive Director of Foundation

Period: 1/1/2021-3/31/2021

Compensation: 5% increase

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby

approves the Working out of Class and/or Additional Duties of: Denice Solgat, Amy Nelson, Mayra Sanchez, Janet Jones, and Joseph Atherton as presented.

ITEM NO: 7.1
DATE: December 16, 2020

SUBJECT: FISCAL REPORT AS OF OCTOBER 31, 2020

SYNOPSIS:

A report on District fiscal data as of October 31, 2020

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

The fiscal report as of October 31, 2020 is submitted as information. The Board of Trustees is requested to accept the report.

Reference Board Policy 6300, Fiscal Management

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby accepts the fiscal report as presented.

Mendocino-Lake Community College District
General Fund
2020/21 Fiscal Report as of October 31, 2020

		2020/21 Working Budget	Year-to-date Actuals	Balance	% Rec/Exp
REVENUE					
	Beginning Fund Balance	\$6,742,255			
FEDERAL	Federal Forest Reserve	\$30,000	\$0	\$30,000	0%
	Federal Work Study	120,000	4,820	115,180	0%
	CAMP	547,391	77,167	470,224	14%
	PELL Grant Administration	7,500	675	6,825	9%
	HEP	398,348	30,710	367,638	8%
	HSI	541,215	54,945	486,270	10%
	CTEA	150,264	0	150,264	0%
	Other Federal Revenue	564,410	10,100	554,310	0%
	TOTAL FEDERAL SOURCES	\$2,359,128	\$178,417	\$2,180,711	8%
STATE	State General Apportionment	\$9,194,733	\$3,298,011	\$5,896,722	36%
	Education Protection Account	3,012,483	751,641	2,260,842	25%
	Board of Governors Grant	37,352	20,256	17,096	54%
	Student Equity and Achievement	1,964,366	688,095	1,276,271	35%
	Part-time Faculty Office Hours	9,000	0	9,000	0%
	FT Faculty Hiring	109,098	59,164	49,934	54%
	Part-time Faculty Compensation	109,002	59,111	49,891	54%
	AEBG Adult Education Block Grant	2,060,787	1,014,021	1,046,766	49%
	CTE Strong Workforce Program	3,121,697	2,183,567	938,130	70%
	Other Categorical Apportionments	1,252,854	1,313,488	-60,634	105%
	TANF	45,040	0	45,040	0%
	DSPS	421,734	217,585	204,149	52%
	CALWORKS	244,259	124,795	119,464	51%
	BFAP	166,279	90,174	76,105	54%
	EOPS	671,662	362,841	308,821	54%
	EOPS CARE	78,560	42,432	36,128	54%
	MESA	33,237	0	33,237	0%
	Other Categorical Program Allowances	342,702	389,440	-46,738	114%
	State Subventions	211,829	0	211,829	0%
	Lottery	606,253	-18,542	624,795	-3%
	Mandated Cost Reimbursements	73,473	0	73,473	0%
	Other State Revenue	292,052	259,330	32,722	0%
	TOTAL STATE SOURCES	\$24,058,452	\$10,855,409	\$13,203,043	45%
LOCAL	Property Taxes	\$10,386,326	\$29,038	\$10,357,288	0%
	Local Contributions/Grants/Donations	224,939	9,229	215,710	4%
	Contract Instructional Services	26,069	0	26,069	0%
	Rents/Leases (Facilities Use)	54,000	21,736	32,264	40%
	Interest	79,000	14,669	64,331	19%
	Community Extension	6,000	0	6,000	0%
	Student Fees	1,163,000	788,475	374,525	68%
	Other Local Revenue	317,326	265,768	51,558	84%
	TOTAL LOCAL SOURCES	\$12,256,660	\$1,128,915	\$11,127,745	9%
TOTAL REVENUES		\$38,674,240	\$12,162,741	\$26,511,499	31%
TOTAL RESOURCES AVAILABLE		\$45,416,495			
EXPENDITURES					
	Certificated Salaries	\$12,617,707	\$3,403,057	\$9,214,650	27%
	Classified Salaries	6,788,889	2,018,872	4,770,017	30%
	Benefits	8,135,821	2,377,503	5,758,318	29%
	Subtotal Personnel Costs	\$27,542,417	\$7,799,432	\$19,742,985	28%
	Supplies	\$1,805,051	\$269,423	\$1,535,628	15%
	Services	6,236,801	1,357,091	4,879,710	22%
	Capital Outlay	894,290	41,726	852,564	5%
	Transfers/Other Outgo	2,207,847	437,278	1,770,569	20%
TOTAL EXPENDITURES		\$38,686,406	\$9,904,950	\$28,781,456	26%
	Ending Fund Balance	\$6,730,089			
TOTAL EXPENDITURES/CONTINGENCY		\$45,416,495			

ITEM NO: 7.2
DATE: December 16, 2020

SUBJECT: DONATION

SYNOPSIS:

Acceptance of donation to Mendocino College as follows:

2005 Toyota Tundra donated by Heather Penny

RECOMMENDATION:

The Superintendent/President recommends acceptance of this donation.

ANALYSIS:

This automobile is being donated to Mendocino College for the Auto Tech Club. It will be used for lab activities, components, or repaired and sold with proceeds going to the Auto Tech Club. Auto Tech Club funds are used for book scholarships for ongoing auto students and for purchase of automotive tools and supplies.

A thank you letter will be sent to the donor.

Reference Board Policy 609, Donations and Gifts

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby accepts the above donation to Mendocino College by Heather Penny.

SUBJECT: 2019/20 AUDIT REPORT
SYNOPSIS:

The independent auditor will present the annual audit report for fiscal year 2019/20.

RECOMMENDATION:

The Superintendent/President recommends the Board of Trustees formally receive the Mendocino-Lake Community College District Audit Report for the year ended June 30, 2020, as presented by Cossolias/Wilson/Dominguez/Leavitt (CWDL) CPAs.

ANALYSIS:

John Dominquez, CPA, Audit Partner, representing CWDL, will present the 2019/20 fiscal year audit of all District funds and accounts to the Board of Trustees.

Following Board of Trustees' receipt of the 2019/20 Audit Report presentation, copies will be made available for public review at the Office of the Superintendent/President, Office of Fiscal Services, the Library, and will be posted on the college website.

Board Policy 6400, Financial Audits

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby formally receive the Mendocino-Lake Community College District Audit Report for the year ended June 30, 2020.

SUBJECT: BOARD POLICIES AND REVISIONS – SECOND READING

SYNOPSIS:

New and/or revised board policies are presented for adoption.

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

As part of the ongoing effort to review all policies in the Board Policy Manual in a timely manner, the following Board policies are submitted for the Board's review. As part of the process, all Board Policies are being updated to reflect the standard numbering system used by Community Colleges throughout the state.

Board Policy #1100 – The Mendocino-Lake Community College District –This policy was last updated in January 2015 and has been revised to now include the Mendocino College Coast Center. It has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on October 2, 2020; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on October 23, 2020.

Board Policy #4230– Grading and Academic Record Symbols – This legally required board policy has been revised under the direction of the Academic Senate President to incorporate the required information under Credit for Prior Learning. This policy was last updated in October 2020 and has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on October 2, 2020; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on October 23, 2020. A copy of the approved administrative procedure for Credit by Assessment is included as information only.

Board Policy #7330 – Communicable Disease - Employee - This new legally required board policy has been created by the Director of Human Resources using the League template as a guide. It has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on October 2, 2020; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on October 23, 2020. A copy of the approved administrative procedure is included as information only.

MOTION/ACTION:

RESOLVED, that the Board of Trustees of the Mendocino-Lake Community College District does hereby adopt the additions and/or revisions to Board Policy 1100, Board Policy 4230 and Board Policy 7330 as presented.



BOARD POLICY

NO. 1100

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

THE MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

The District has been named the Mendocino-Lake Community College District.

The name is the property of the District. No person shall, without the permission of the Board, use this name or the name(s) of any college(s) or other facilities of the District, or any abbreviation of them, to imply, indicate or otherwise suggest that an organization, product or service is connected or affiliated with, or is endorsed, favored, supported, or opposed by, the District.

The District consists of the following college(s) and/or education centers:

Mendocino College Ukiah Campus – **Ukiah, CA**

Mendocino College Lake Center ~~Campus~~ – Lakeport, CA

Mendocino College North County Center – Willits, CA

Mendocino College Coast Center – Fort Bragg, CA

References: Education Code Section 72000(b);
Elections Code Section 18304

Adopted: December 19, 1978
Revised: April 7, 1982
December 12, 2007
January 14, 2015
October 2020



BOARD POLICY

No. 4230

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

GRADING AND ACADEMIC RECORD SYMBOLS

Courses shall be graded using the grading system established by Title 5.

The grading system shall be **widely available to the public and students via transparent and accessible means, including being published in the college catalog(s) and clearly posted on the college website.** ~~made available to students.~~

Students shall be awarded credit by assessment for experiences and/or prior learning when sufficient mastery equivalent to course completion that is consistent with the Course Outline of Record and Program Outcomes. The faculty are primary in the development and implementation of assessment processes.

This policy shall be reviewed every three years and the findings reported to the Chancellor's Office.

Reference: Title 5, Section 55023. **55050, 55002, 55023, 55021. and 55025**



ADMINISTRATIVE PROCEDURES

MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

NO. 4235.1

CREDIT BY ASSESSMENT

Credit by Assessment may be obtained by one of the following methods:

- Achievement of a score of *3 or higher* on an Advanced Placement Examination administered by the College Entrance Examination Board.
- Achievement of a score that qualifies for credit by examination in the College Level Examination Program.
- Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.
- Upon demonstration of sufficient mastery through assessment an award of credit should be made, if possible to:
 - California Intersegmental General Education Transfer Curriculum (IGETC),
 - California State University General Education (CSUGE) Breadth,
 - Local community college general education requirements for a chosen program,
 - Electives for students who do not require additional general education or program credits to meet their goals
- Prior learning will be assessed by faculty in the discipline (or related discipline with content knowledge) for specific course credit.
- Credit for prior learning shall include, but not be limited to:
 - Credit by Examination,
 - Joint Services Transcript (JST) evaluation,
 - Student created portfolio evaluation,
 - Industry-recognized credential documentation evaluation,
 - Standardized exams

Determination of Eligibility for Credit by Assessment:

- The student must be currently registered in the college and in good standing;
- The student may not have earned college credit in a more advanced subject matter;
- The student must satisfy all stated prerequisite(s)/corequisite(s).
- The course must be approved for Credit by Assessment through the curriculum process.

Process for Credit by Assessment:

- The student must complete and submit a Petition for Credit by Assessment to the Office of Admissions and Records.
- The petition must be approved by the appropriate Academic Dean.
- A student will not be charged a fee for a Credit by Assessment.
- The student will not be enrolled in the course for which the student seeks Credit by Assessment.
- Credits acquired by assessment are not applicable to meeting of such unit load requirements as Selective Service deferment, Veteran's or Social Security benefits.

- Credits acquired by assessment shall not be counted in determining the 12 semester hours of credit in residence required for an Associate degree.
- Credit by Assessment can only be taken for a letter grade with the exception of those courses designated for pass/no pass only. Courses taken for Credit by Assessment meet major requirements, except those courses designated pass/no pass only.
- Courses where Credit by Assessment is earned may not be repeated for credit by classroom attendance unless a substandard grade is earned (D, F or NP.)
- The student's academic record will clearly indicate that the credit was earned by assessment.
- A grade of incomplete may not be assigned.
- Each approved course may be challenged only once.
- A maximum of 12 units of credit may be earned by assessment.
- The student may appeal the decisions related to the award of credit in cases of credit by assessment through the regular appeals processes.

Reference: Title 5, Section 55050



BOARD POLICY

No. 7330

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

NEW

COMMUNICABLE DISEASE - EMPLOYEES

All newly hired academic employees shall have on file a medical certificate indicating freedom from communicable diseases unfitting the employee to instruct or associate with students, including tuberculosis. No academic employee shall commence service until such medical certificate has been provided to the District.

All newly hired academic or classified employees must show that within the past 60 days they have submitted to a tuberculosis risk assessment and, if risk factors are present, been examined to determine that they are free from active tuberculosis, except as defined in AP 7336.1. If risk factors were present at the tuberculosis risk assessment, and an examination occurs, after the examination the employee shall provide the District with a certificate from the employee's examining physician showing that the employee was examined and found to be free from active tuberculosis.

All employees shall be required to undergo a tuberculosis risk assessment within four years of employment and every four years thereafter, to determine if they are free from tuberculosis.

References: Education Code Sections 87408, 87408.6, and 88021



ADMINISTRATIVE PROCEDURES

No. 7330.1

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

COMMUNICABLE DISEASE – EMPLOYEES

For successful applicants for academic and classified positions:

- A medical certificate is required showing that the applicant is free from any communicable disease, including, but not limited to, active tuberculosis, unfitting the applicant to instruct or associate with students.
- The medical certificate shall be submitted by a physician as authorized by code.
- A contract of employment may be offered to an applicant subject to the submission of the required medical certificate.
- The medical certificate becomes a part of the personnel record of the employee and is open to the employee or their designee.

Process of Notification to Employees:

Upon the offer of employment, successful applicants shall be made aware of the required medical certification by both verbal directive and as outlined in the employment onboarding forms.

For ongoing recertification, the employee shall receive a notification letter from Human Resources defining the upcoming expiration of certification and requirement to recertify.

Certification Process

The Human Resources office shall coordinate with local medical facilities that provide such medical certification, including but not limited to active tuberculosis, to provide vendors and options to complete this required certification. Should the employee have an associated cost with such certification, the District will reimburse the employee up to the amount allowable under usual and customary circumstances.

Should additional testing be required, such as an x-ray, this examination is a condition of initial employment and the expense shall be borne by the applicant.

Also see AP 7336.1 Certification of Freedom from Tuberculosis

References: Educational Code Sections 87408, 87408.6, and 88021

SUBJECT: COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
PARTNERSHIP AGREEMENTS – SECOND READING

SYNOPSIS:

College and Career Access Pathways (CCAP) Partnership Agreements are presented for approval.

RECOMMENDATION:

The Superintendent/President recommends this item be approved as presented.

ANALYSIS:

CCAP agreements came about from AB 288 passed in 2015. They are agreements between governing boards of community college districts and K-12 districts. The agreements offer or expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education. The goal is to develop seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness. CCAP agreements allow for students to enroll in up to 15 units per term; classes do not have to be open to the public; classes must be part of a pathway; agreements must be presented to the governing board twice at subsequent meetings and submitted to the Chancellor's Office for approval; and there are additional reporting requirements including data sharing agreements.

In adopting the attached CCAP Agreements, the Governing Board of the Mendocino-Lake Community College District and Anderson Valley Unified School District, Ukiah Unified School District, and Willits Unified School District certify compliance with the following regulations required for the adoption of said CCAP Agreements:

1. CCAP Agreements shall be presented as an informational item at an open public meeting of each governing board EC § 76004 (b). Three CCAP agreements were presented for first reading at the November 18, 2020 meeting.
2. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed AB 288 CCAP Agreement.

Reference Board Policy 5010, Admission, Enrollment and Attendance

Administrative Procedure 5011.2, Admission and Concurrent Enrollment of High School and Other Young Students – College and Career Access Pathways (CCAP)

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the CCAP Agreements with Anderson Valley Unified School District, Ukiah Unified School District, and Willits Unified School District.

**College and Careers Access Pathways Partnership (CCAP) Agreement Between
Mendocino Lake Community College District and Anderson Valley Unified School District**

Agreement No: _____

Dated: _____

I. RECITALS

Whereas, Assembly Bill No. 288, approved by the Governor and filed with the Secretary of State on October 5th, 2015 allows the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness,

And whereas, allowing a greater and more varied segment of high school pupils to take community college courses can provide numerous benefits, such as reducing the number of high school dropouts, increasing the number of community college students who transfer and complete a degree, shortening the time to completion of educational goals, and improving the level of preparation of students to successfully complete for credit, college level courses,

And whereas, through dual enrollment partnerships, school districts and community college districts can create clear pathways of aligned, sequenced coursework that will allow students to more easily and successfully transition to for credit, college level coursework leading to an associate degree, transfer to the University of California or the California State University, or to a program leading to a career technical education credential or certificate,

The Mendocino Lake Community College District (MLCCD) and Anderson Valley Unified School District (AVUSD) have entered into the following agreement.

II. LEGAL AUTHORITY AND ADOPTION

Assembly Bill 288 authorizes a community college district and a high school district to enter into a CCAP partnership provided that both districts have approved a CCAP Partnership Agreement which shall govern the partnership.

In adopting this CCAP Partnership Agreement, the governing boards of the Mendocino Lake Community College District and the Anderson Valley Unified School District, certify compliance with the following regulations required for the adoption of a CCAP Partnership Agreement:

CCAP Partnership agreements shall be presented as an informational item at an open public meeting of each governing board EC § 76004(b).

- The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed AB 288 CCAP Partnership Agreement.

Furthermore, the governing boards of Mendocino Lake Community College District and Anderson Valley Unified School District agree that a copy of this CCAP Partnership Agreement shall be filed with the Chancellor's Office of the California Community Colleges, with the understanding that the Chancellor of the

California Community Colleges may void this CCAP Partnership Agreement if it is determined to not comply with the intent of the requirements of EC § 76004.

III. TERMS

a. Number of students served

Under this partnership, agreement up to a maximum of 250 School students will be served annually, with the college claiming up to a maximum of 50 FTES annually.

b. Assessment of students

The assessment of the pupil's ability to benefit from participation in courses offered under the agreement shall be made by the Anderson Valley Unified School District high school principal or the principal's designee. Only students whom are deemed, by the principal or the principal's designee, to have the ability to benefit from participation in the CCAP courses will be eligible to enroll in courses authorized through the CCAP. Furthermore, Mendocino Lake Community College District reserves the right to require that students participating in the CCAP meet the course prerequisites or co-requisites, as described in the college catalog, for courses included in the CCAP.

c. Pathway/Course Offerings

*Additional pathway/course offerings may be considered, including those from CSU/IGETC GE and CTE course lists.

The courses to be offered shall include college readiness, career and technical education, general education, basic skills, and transfer pathway courses. Courses shall be offered on one or more Anderson Valley Unified School District campuses during the school day. The pathways which may be offered under this agreement include:

Career Technical Education (CTE) pathway courses which are part of a degree or certificate outlined in the Mendocino Community College Catalog and are considered core requirements for a specific CTE area including CTE pathways listed in APPENDIX I (see *Degrees and Certificates Offered at MCC* for a complete list).

General education breadth courses needed for an AA or AS degree which also satisfy CSU and UC system transfer pathways as denoted in the Mendocino Community College Catalog for areas A through E and basic skill courses, including courses listed in APPENDIX I.

d. Information Sharing

MLCCD shall provide AVUSD with the student's final grade for all coursework undertaken as part of a CCAP agreement so that the high school may determine the appropriate number of high school credits to be awarded, if any. AVUSD shall provide MLCCD with transcripts for all students participating in the CCAP and high school graduation rates among students participating in the CCAP.

e. Points of Contact

The point of contact regarding the provisions of this agreement, for the MLCCD, shall be the MLCCD Vice President of Academic Affairs, Debra Polak. The point of contact regarding the provisions of this agreement, for Anderson Valley Unified School District, shall be the Anderson Valley Unified School District, Superintendent, Michael Warych. The point of contact regarding implementation and administration of the

CCAP shall be the Dean of Centers, or designee, at Mendocino College, Amanda Xu, and the Principal, or designee, at one or more high school sites of Anderson Valley Unified School District. The following is specific contact information:

1. Vice President of Academic Affairs, Debra Polak
Mendocino Lake Community College District
1000 Hensley Creek Rd. Ukiah CA 95453
EMAIL dpolak@mendocino.edu
PHONE 707-468-3068

2. Superintendent, Michael Warych
Anderson Valley Unified School District
12300 Anderson Valley Way, Boonville, Ca 95415
EMAIL: mwarych@avpanthers.org
PHONE: 707-895-3774

3. Principal, James Snyder
Anderson Valley Jr./Sr. High School
18200 Mountain View Rd., Boonville, Ca 95415
EMAIL: jsnyder@avpanthers.org
PHONE: 707-895-3496

4. Dean of Center, Amanda Xu
Mendocino Community College
1000 Hensley Creek Rd. Ukiah CA 95453
EMAIL axu@mendocino.edu
PHONE 707-468-3605 or 707-468-3613

f. Employer of Record
MLCCD shall be the employer of record for purposes of assignment monitoring and reporting. (See section XII a. of this agreement for guidance regarding instructors that are not paid employees of the community college district).

g. Teacher Quality Mandates
Kelseyville Unified School District shall assume reporting responsibilities pursuant to applicable federal teacher quality mandates.

IV. CERTIFICATIONS

MLCCD shall insure that:

- a. any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in EC § 87010, or any controlled substance offense as defined in EC § 87011
- b. that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus

- c. that a community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus
- d. that a community college course that is oversubscribed or has a waiting list shall not be offered in the AB 288 CCAP Partnership Agreement

AVUSD shall insure that:

- a. any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus

V. ENROLLMENT

- a. MLCCD shall grant priority enrollment and registration, that is equivalent to the priority assigned to a student attending a middle college high school as described in EC § 11300 and consistent with provisions in EC § 76001(e), to a pupil seeking to enroll in a Mendocino Community College course that is required for the pupil's CCAP partnership program.
- b. MLCCD shall limit enrollment in community college courses offered at one or more Anderson Valley Unified School District high school campuses during the regular school day solely to eligible high school students.
- c. Mendocino Lake Community College District may allow a special part-time student participating in the AB 288 CCAP Partnership to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied (EC § 76004(p)):
 - i. The units constitute no more than four community college courses per term,
 - ii. The units are part of an academic program that is part of a CCAP partnership agreement,
 - iii. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

VI. STUDENT FEES

- a. High school pupils enrolled in courses offered through this CCAP agreement shall not be assessed or charged a fee prohibited by EC § 49011, including a fee charged to a pupil, or a pupil's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. EC §§ 49010 et seq.; 76004(f)
- b. High school pupils enrolled in courses offered through this CCAP Partnership Agreement, that are properly classified as having "special part-time student" status as described by EC § 76004(p), shall be exempt from the following community college fee requirements [EC § 76004(q)]:
 - i. Student Representation Fee. EC § 76060.5
 - ii. Nonresident Tuition Fee. EC § 76140 6
 - iii. Transcript Fees. EC § 76223
 - iv. Course Enrollment Fees. EC § 76300
 - v. Health Services Fees

VII. STATE APPORTIONMENT

MLCCD and AVUSD agree that:

- a. A district shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. EC § 76004(r)
- b. The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to a CCAP agreement is authorized attendance for which the community college district shall be credited or reimbursed pursuant to EC § 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. EC §76004(s)

VIII. REPORTING

MLCCD, in conjunction with AVUSD, shall report annually to the State Chancellor's Office all of the following information:

- a. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- b. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- d. The total number of Full-Time Equivalent Student (FTES) generated by CCAP partnership participants

IX. CTE PROGRAMS

- a. MLCCD, prior to establishing a vocational or occupational training program (career technical education programs) with AVUSD, shall conduct a job market study of the labor market area, and determine whether or not the results justify the proposed vocational education program. EC § 78015 et seq.

X. RESPONSIBILITIES

- a. Instruction and Educational Program

MLCCD shall be responsible for the educational program(s) and for the content and instruction of the courses offered through the CCAP.

- c. Facilities

AVUSD shall be responsible for the provision of the facilities for courses offered on one or more Anderson Valley Unified School District campuses as part of this CCAP.

- d. Books and Supplies

MLCCD and AVUSD shall agree on how books and supplies will be provided for a CCAP course prior to offering such a course.

e. Support Services

AVUSD and MLCCD will share responsibility for insuring that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

Table #1: Responsibilities under MLCCD and AVUSD CCAP Partnership Agreement

	Mendocino Community College	Anderson Valley Unified School District	Explanation
Facilities		x	In addition to their high school coursework, CCAP participants will have the opportunity to take college coursework on Anderson Valley Unified School District campuses during the school day in AVUSD facilities.
Instruction and Educational Program	x		CCAP participants will take Mendocino Community College courses which shall include college readiness, career and technical education, general education, and transfer pathway courses.
Books		x	As a CCAP participant shall not be charged for textbooks, supplies, materials, and equipment needed to participate in the course, a source must be identified for providing books, supplies, materials and equipment prior to offering the course. In most instances instruction shall be provided by the college and books shall be provided by the high school. No CCAP course shall be offered without prior agreement between the college and the high school as to which organization shall be responsible for the provision of the textbooks, supplies, materials, and equipment needed by participants in the course.
Counseling and Guidance	x	x	Mendocino Community College and AVUSD Schools shall collaborate to provide CCAP participants with appropriate counseling and guidance.
Assessment and Placement	x	x	Mendocino Community College and AVUSD Schools shall collaborate to provide CCAP participants with appropriate assessment and placement services.
Tutoring	x		Mendocino College shall be responsible for the provision of tutoring for college course when appropriate.

XI. PROCEDURES, TERMS, AND CONDITIONS

a. Enrollment Process and Period

Students will be added to the CCAP courses held on the Anderson Valley School campuses through registration conducted on site at Anderson Valley School campuses. CCAP students will be granted level 3 priority registration and may also enroll in additional college courses held outside of the normal school day (exp. online courses, summer school courses).

b. Class Hours

The timing of the courses shall be set by mutual agreement between Mendocino Community College and Anderson Valley High School.

c. Evaluation of Students

College faculty instructing the course shall be responsible for the supervision and evaluation of the students. AVUSD shall be responsible for assigning high school credit for the coursework CCAP students complete where appropriate.

d. Course timing and length

MLCCD shall insure that: the appropriate number of class hours are scheduled to meet the performance objectives of the course; the enrollment period for each CCAP course falls within the normal school day within which courses are offered at one or more Anderson Valley School high school campuses; and that high school students participating in the CCAP are not required to attend class on dates in which the high school is not in session. The high school may require students to attend class on dates in which the college is not in session. Instruction may not be scheduled on legal holidays. Under the circumstance that a CCAP class begins after the start of, or concludes prior to the end of the high school term, it will be the responsibility of AVUSD to arrange additional instruction if required by AVUSD. Scheduling classes outside of the Mendocino College term is at the sole discretion of MLCCD.

e. Conduct and Discipline

CCAP participants shall comply with the standards of student conduct as described under Mendocino Lake Community College District Board Policy (5500.1). These regulations are designed to represent reasonable standards of conduct. Violations of the code may subject individuals to disciplinary action, which is consistent with the requirements of due process.

The faculty shall be responsible for discipline within the classroom. Should the instructor need to remove a student from a class session they shall notify the principal or principal's designee at the appropriate AVUSD high school campus immediately.

XII. CANCELLATION AND TERMINATION

The following agreement may be canceled by written notification from either district to the other district. Should the cancellation be made during a period when a CCAP course is being offered the cancellation will take effect prior to the subsequent term.

XIII. INSTRUCTION FOR APPORTIONMENT

MLCCD shall provide documentation that instruction claimed for apportionment under this agreement/contract is under the immediate supervision and control of an employee of the district who has met the minimum qualifications for instruction in the discipline of the course in a California community college. Instructors shall provide the supervision and control necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity (as a general rule, faculty must be physically present in the classroom or lab or within line of sight of the students). Cal. Code Regs., Title 5, §§ 58050, 58051, 58056, 58058

- a. Where the instructor is not a paid employee of MLCCD, the district shall have an additional written agreement/contract with each instructor requiring student attendance and FTES be reported by the instructor as required by the college or community college district and stating that MLCCD has the primary right to control and direct the instructional activities of the instructor. Cal. Code Regs., Title 5, § 58058(b)
- b. MLCCD shall demonstrate control and direction through such actions as providing the instructor an orientation, instructor's manual, course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide to its hourly on-campus instructors.
- c. Attendance at a MLCCD dual enrollment orientation is required for instructors of CCAP courses prior to each term that they teach a CCAP course.
- d. To claim Average Daily Attendance (ADA) for K12 funding, the K12 district must determine how many instructional minutes a student is offered and scheduled for, as well as that student's attendance during the K12 school day. If a high school student has been scheduled for the minimum instructional minutes per day under the immediate supervision and control of a certificated employee of the school district and has been offered a full schedule, the district may claim attendance towards apportionment for that student for each day the student attends at least some part of the instructional day at the high school. If that student then goes to a college course that meets the requirements to claim Full Time Equivalent Student (FTES), the college may also claim full apportionment for that student in that college course.

More information on apportionment is available here:

- The Budgeting and Funding sections of the Career Ladders Project Toolkit, Frequently Asked Questions: <http://www.careerladdersproject.org/areas-of-focus/pathways/ccccode/>
- Interview with Wendi McCaskill on Instructional Minutes: http://www.careerladdersproject.org/wp-content/uploads/2015/12/FC1_Wendi-McCaskill_Interview_DETTOOLS.pdf
- Pages 40-42 of the CIO Manual: <http://curriculum.cccco.edu/Content/publicpagefiles/CIO%20Manual.pdf>

XIV. MINIMUM QUALIFICATIONS

Mendocino Lake Community College District shall ensure that minimum qualifications for instructors teaching agreement / contract courses and instructor qualifications are consistent with requirements in other similar courses given by the college or community college district. Cal. Code Regs., Title 5, § 53410.

XV. PUBLIC ACCESS

The districts acknowledge that enrollment in the courses described in this CCAP partnership agreement, which are offered during the school day at one or more AVUSD campuses, shall be limited to CCAP participants and shall not be open to the general public.

The districts further acknowledge that courses which are not part of this CCAP must continue to meet the following requirements:

- a. Courses which are not part of this CCAP agreement must be held at facilities which are clearly identified as being open to the general public, noting that students may be required to meet course or program prerequisites.
- b. Courses which are not covered by this CCAP agreement must be open to any person who has been admitted to the college and has met any applicable prerequisites. Cal. Code Regs., Title 5, §§ 51006, 58106,

Furthermore, the district policy on open enrollment (Cal. Code Regs., Title 5, § 55005) along with a description of the course and information about whether the course is offered for credit and is transferable must be published in the college catalogue, schedule of classes, and any addenda to the schedule of classes. Cal. Code Regs., Title 5, § 51006,

Degree and certificate programs must have been approved by the California Community Colleges Chancellor's Office and courses that make up the programs must be part of the approved programs, or the college must have received delegated authority to separately approve those courses locally. Cal. Code Regs., Title 5, § 58050(a)(1).

XVI. CONSISTENCY, ATTENDANCE AND GRADES

MLCCD shall ensure that procedures are put into place by the college to ensure that faculty teaching different sections of the same course teach in a manner consistent with the approved outline of record for that course. Cal. Code Regs., Title 5, § 55002, 58050(a)(5).

Permanent records of student attendance, grades, and achievement will be maintained by the college. Additional CCAP participant records which are maintained by the high school, such as students' GPA or high school graduation status, will be submitted on a schedule agreed upon between the college and AVUSD. Cal. Code Regs., Title 5, § 55021; 55040; 58030.

XVII. FULL COMPENSATION / CERTIFICATION

MLCCD shall certify that it has not received full compensation, from any public or private agency, individual or group, for the direct education costs of the courses offered through this partnership agreement. EC § 84752; Cal. Code Regs., Title 5, § 58051.5. MLCCD shall obtain certification from the school district verifying that the instructional activity to be conducted will not be fully funded by other sources. EC § 84752; Cal. Code Regs., Title 5, § 58051.5.

XVIII. DISTRICT BOUNDARIES

MLCCD and AVUSD agree that if the course(s) in this CCAP agreement will be located outside the boundaries of the district, the district must comply with the requirements of Title 5, sections 55300 et seq., concerning approval by adjoining high school or community college districts and use of non-district facilities.

XIX. RECORD KEEPING AND COMPUTATION

MLCCD acknowledges that in all cases, standard FTES computation rules, support documentation, course section tabulations, and record retention requirements continue to apply, including as prescribed by Cal. Code Regs., Title 5, §§ 58003.1 et seq. , 58020 et seq., 58030 and 59020 et seq.

XX. ACCESS AND ACCOMMODATIONS

Upon identifying themselves to the instructor and the college, students with disabilities shall receive reasonable accommodation for learning and evaluation.

XXI. HOLD HARMLESS AGREEMENT AND INSURANCE

- a. To the fullest extent permitted by law, MLCCD shall indemnify and hold harmless AVUSD, its directors, officers and employees, from any and all liability claims, damages, costs and expenses, including attorney's fees, caused by or resulting from the negligent or intentional acts or omissions of MLCCD or any of MLCCD's employees. AVUSD shall indemnify and hold harmless MLCCD, its directors, officers, and employees, from any and all liability, claims, damages, costs and expenses, including attorney's fees, caused by or resulting from the negligent or intentional acts or omissions of AVUSD or any of AVUSD's employees. Neither party shall cover any negligent acts or omissions of the other. In the event of any such claim is made, or suit filed, both Parties shall give the other prompt written notice thereof, and each shall have the right to defend or settle. A Party that intends to seek an indemnity or hold harmless from the other Party shall notify the other Party in writing thereof, and within a reasonable time after the Party knows or becomes aware of any claim arising out of, resulting from or relating to this Agreement that may or has resulted in a loss, describing (if known or determinable) the pertinent circumstances, all entities and persons involved, and the amount(s) being claimed, and shall not settle or resolve the claim until it has notified the other Party of the claim in accordance with the provisions of this subsection and given the other Party an opportunity to participate in and consent to the settlement or resolution of the claim, which consent the other Party shall not unreasonably withhold.
- b. Without limiting the above indemnification provision and during the term of this Agreement, AVUSD shall obtain and maintain, and shall require their subcontractors to obtain and maintain, liability insurance coverage in the amount of not less than one million dollars (\$1,000,000.00) to cover any classroom incident, accident, or illness. Each Party's insurance shall be primary to and not contributing with any other insurance or self-insurance programs maintained by the other Parties, and shall be provided and maintained at the Party's own expense.
- c. AVUSD agrees to provide a Certificate of Insurance verifying liability coverage in the amount of one million dollars. MLCCD and AVUSD agree to add and include each other's officials, officers, employees, agents and volunteers as an additionally insured in each other's general liability insurance coverage, throughout the term of this Agreement. Each Party shall provide written notice to the other of any change to said coverage.

- d. The Parties mutually agree to notify one another of any accident or incident relating to services performed under this Agreement which involves injury or property damage which may result in the filing of a claim or lawsuit against any of the Parties, and, of any actual third party claim or lawsuit arising from or related to services under this Agreement.

ACCEPTED AND AGREED TO:



Michael Warych, Superintendent
Anderson Valley Unified School District

10/29/2020
Date



Tim Karas, Superintendent/President
Mendocino-Lake Community College District

11/3/2020

Date

APPENDIX I – CCAP PROGRAMS AND CLASSES

Mendocino College Career Access Pathways

1. Agriculture – Sustainable Agricultural Systems AGR 116 (2 units)
2. Agriculture – Introduction to Horticulture- AGR 140 (3 units)
3. Automotive Technician – AUT 140 (4 units)
4. Child Development – CDV 101 (3 units), CDV 125 (3 units)
5. Computer Science – IT Specialist CSC 116 (4 units), CSC 117 (3 units)
6. Digital Arts and Media – DAM 150 (3 units)
7. Fire Science – HLH 69 (2 units)
8. Health Sciences – HLH 202 (3 units), HLH 104 (3 units)
9. Sustainable Construction & Energy Technology – Construction CST 180A (3 units)
10. Photography – ART 282 (3 units)
11. Native American Studies – SOC 241(3 units), HST 222 (3 units)

Mendocino College- College and Career Success Courses

1. CCS 100 – Career Planning Success (1.5 – 3 units)
2. CCS 101 – Career and Life Planning (3 units)

Mendocino College GE Courses for Transfer Pathway

1. ADJ 202 – Concepts of Criminal Law (3 units)
2. ART 207 – Survey of Western Art from Prehistory through the Middle Ages (3 units)
3. ART 208 – Survey of Western Art from Renaissance to the Contemporary Period (3 units)
4. AST 200 – Astronomy (3 units)
5. AST 200L – Astronomy Observation (1 unit)
6. COM 203 – Introduction to Public Speaking (3 units)
7. CSC 201 – Computers and Computer Applications (3 units)
8. ENG 200 – Reading and Composition (3 units)
9. HLH 200 – Health Education (3 units)
10. HST 202 – The United States to 1877 (3 units)
11. HST 203 – The United States Since 1865 (3 units)
12. HST 222 – Native American History (3 units)
13. HST 250 – Contemporary America: The People and the Issues (3 units)
14. MTH 200 – Pre-calculus Mathematics (5 units)
15. MTH 220 – Statistics (4 units)
16. PSY 205 – Introduction to Psychology (3 units)
17. SPN 200 – Elementary Spanish I (4 units)
18. SPN 201 – Elementary Spanish II (4 units)
19. ART 282 – Introduction to Photography (3 units)

Mendocino College Basic English and Math Courses PLUS*

1. MTH 46 – Pre-College Mathematics (5 units)
2. MTH 79 – Mathematics for Technical Fields (3 units)
3. MTH 77 – Geometry (3 units)
4. MTH 80 – Intermediate Algebra for STEM and Business Majors (5 units)
5. MTH 121 – Trigonometry (4 units)
6. MTH 178 – Applied Math (4 units)
7. ENG 85 – Accelerated Preparation for College Writing (4 units)

*English and Math offerings include CSU transferable Math classes for both STEM and non-STEM transfer pathways.

**College and Careers Access Pathways Partnership (CCAP) Agreement Between
Mendocino-Lake Community College District and Ukiah Unified School District**

Agreement No: _____

Dated: _____

I. RECITALS

Whereas, Assembly Bill No. 288, approved by the Governor and filed with the Secretary of State on October 5, 2015 allows the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness,

And whereas, allowing a greater and more varied segment of high school students to take community college courses can provide numerous benefits, such as reducing the number of high school dropouts, increasing the number of community college students who transfer and complete a degree, shortening the time to completion of educational goals, and improving the level of preparation of students to successfully complete for credit, college level courses,

And whereas, through dual enrollment partnerships, school districts and community college districts can create clear pathways of aligned, sequenced coursework that will allow students to more easily and successfully transition to for credit, college level coursework leading to an associate degree, transfer to the University of California or the California State University, or to a program leading to a career technical education credential or certificate,

The Mendocino-Lake Community College District (MLCCD) and Ukiah Unified School District (UUSD) have entered into the following agreement.

II. LEGAL AUTHORITY AND ADOPTION

Assembly Bill 288 authorizes a community college district and a high school district to enter into a CCAP partnership provided that both districts have approved a CCAP Partnership Agreement which shall govern the partnership.

In adopting this CCAP Partnership Agreement, the governing boards of the MLCCD and the UUSD certify compliance with the following regulations required for the adoption of a CCAP Partnership Agreement:

- CCAP Partnership agreements shall be presented as an informational item at an open public meeting of each governing board EC § 76004(b).
- The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed AB 288 CCAP Partnership Agreement.

Furthermore, the governing boards of MLCCD and UUSD agree that a copy of this CCAP Partnership Agreement shall be filed with the Chancellor's Office of the California Community Colleges, with the understanding that the Chancellor of the California Community Colleges may void this CCAP Partnership Agreement if it is determined to not comply with the intent of the requirements of EC § 76004.

III. TERMS

a. Number of students served

Under this partnership, agreement up to a maximum of 250 school students will be served annually, with the college claiming up to a maximum of 50 FTES annually.

b. Assessment of students

The assessment of the student's ability to benefit from participation in courses offered under the agreement shall be made by the UUSD high school principal or the principal's designee. The principal or designee will prioritize: 1) students who may not already be college bound or who are underrepresented in higher education, or who are pursuing career technical education or preparation for transfer; 2) improving high school graduation rates; and 3) helping high school students achieve college and career readiness. Students who are deemed, by the principal or the principal's designee, to have the ability to benefit from participation in the CCAP courses will be eligible to enroll in courses authorized through the CCAP. Furthermore, MLCCD reserves the right to require that students participating in the CCAP meet the course prerequisites or co-requisites, as described in the college catalog, for courses included in the CCAP.

c. Pathway/Course Offerings

Additional pathway/course offerings may be considered, including those from CSU/IGETC GE and CTE course lists.

The courses to be offered shall include college readiness, career and technical education, general education, basic skills, and transfer pathway courses. Semester specific information provided in each semester Instructional Services Agreement (ISA). Courses shall be offered on one or more UUSD campuses during the school day. The pathways which may be offered under this agreement include:

Career Technical Education (CTE) pathway courses which are part of a degree or certificate outlined in the Mendocino College catalog and are considered core requirements for a specific CTE area including CTE pathways listed in APPENDIX I (see *Degrees and Certificates Offered at MC* for a complete list).

General education breadth courses needed for an AA or AS degree which also satisfy CSU and UC system transfer pathways as denoted in the Mendocino College catalog for areas A through E and basic skill courses, including courses listed in APPENDIX I.

d. Information Sharing

MLCCD shall provide UUSD with the student's final grade for all coursework undertaken as part of a CCAP agreement so that the high school may determine the appropriate number of high school credits to be awarded, if any. UUSD shall provide MLCCD with transcripts for all students participating in the CCAP and high school graduation rates among students participating in the CCAP.

e. Points of Contact

The point of contact regarding the provisions of this agreement, for the MLCCD, shall be the MLCCD Vice President of Academic Affairs, Debra Polak. The point of contact regarding the provisions of this agreement, for Ukiah UUSD, shall be the CTE Coordinator, Eric Crawford, Ukiah Unified School District. The point of contact regarding implementation and administration of the CCAP shall be the Dean of Centers, or designee, at MLCCD, Amanda Xu, and the Principal, or designee, at one or more high school sites of UUSD. The following is specific contact information:

1. Vice President of Academic Affairs, Debra Polak
Mendocino-Lake Community College District
1000 Hensley Creek Rd. Ukiah CA 95482
EMAIL dpolak@mendocino.edu
PHONE 707-468-3068

2. Director of Alternative Education, Scott Paulin
Ukiah Unified School District
511 South Orchard Blvd. Ukiah, CA 95482
EMAIL: spaulin@uusd.net
PHONE 707-472-5062

3. Dean of Centers, Amanda Xu
Mendocino-Lake College District
1000 Hensley Creek Rd. Ukiah CA 95482
EMAIL axu@mendocino.edu
PHONE 707-468-3605 or 707-468-3613

4. Superintendent of Schools, Debra Kubin
Ukiah Unified School District
511 South Orchard Blvd., Ukiah, CA 95482
EMAIL dkubin@uusd.net
PHONE 707-472-5000

f. Employer of Record

MLCCD shall be the employer of record for purposes of assignment monitoring and reporting. (See section XII a. of this agreement for guidance regarding instructors that are not paid employees of the community college district.)

g. Teacher Quality Mandates

UUSD shall assume reporting responsibilities pursuant to applicable federal teacher quality mandates.

IV. CERTIFICATIONS

MLCCD shall ensure that:

- a. any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in EC § 87010, or any controlled substance offense as defined in EC § 87011
 - b. that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college instructor teaching the same course at the partnering community college campus
 - c. that a community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus
 - d. that a community college course that is oversubscribed or has a waiting list shall not be offered in the AB 288 CCAP Partnership Agreement
- UUSD shall ensure that:

- e. any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus

V. ENROLLMENT

- a. MLCCD shall grant priority enrollment and registration, that is equivalent to the priority assigned to a student attending a middle college high school as described in EC § 11300 and consistent with provisions in EC § 76001(e), to a student seeking to enroll in a MLCCD course that is required for the student's CCAP partnership program.
- b. MLCCD shall limit enrollment in community college courses offered at one or more UUSD high school campuses during the regular school day solely to eligible high school students.
- c. MLCCD may allow a special part-time student participating in the AB 288 CCAP Partnership to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied [EC § 76004(p)]:
 - i. The units constitute no more than four community college courses per term,
 - ii. The units are part of an academic program that is part of a CCAP partnership agreement,
 - iii. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

VI. STUDENT FEES

- a. High school students enrolled in courses offered through this CCAP agreement shall not be assessed or charged a fee prohibited by EC § 49011, including a fee charged to a student, or a student's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. EC §§ 49010 et seq.; 76004(f)
- b. High school students enrolled in courses offered through this CCAP Partnership Agreement, that are properly classified as having "special part-time student" status as described by EC § 76004(p), shall be exempt from the following community college fee requirements [EC § 76004(q)]:
 - i. Student Representation Fee. EC § 76060.5
 - ii. Nonresident Tuition Fee. EC § 76140 6
 - iii. Transcript Fees. EC § 76223
 - iv. Course Enrollment Fees. EC § 76300
 - v. Health Services Fees

VII. STATE APPORTIONMENT

MLCCD and UUSD agree that:

- a. A district shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. EC § 76004(r)
- b. The attendance of a high school student at a community college as a special part-time or full-time student pursuant to a CCAP agreement is authorized attendance for which the community college district shall be credited or reimbursed pursuant to EC § 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. EC §76004(s)

VIII. REPORTING

MLCCD, in conjunction with UUSD, shall report annually to the State Chancellor's Office all of the following information:

- a. The total number of high school students by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- b. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- d. The total number of Full-Time Equivalent Student (FTES) generated by CCAP partnership participants

IX. CTE PROGRAMS

- a. MLCCD, prior to establishing a vocational or occupational training program (career technical education programs) with UUSD, shall conduct a job market study of the labor market area, and determine whether or not the results justify the proposed vocational education program. EC § 78015 et seq.

X. RESPONSIBILITIES

- a. Instruction and Educational Program
MLCCD shall be responsible for the educational program(s) and for the content and instruction of the courses offered through the CCAP.
- b. Facilities
UUSD shall be responsible for the provision of the facilities for courses offered on one or more UUSD campuses as part of this CCAP.
- c. Books and Supplies
MLCCD and UUSD shall agree on how books and supplies will be provided for a CCAP course prior to offering such a course.
- d. Support Services
UUSD and MLCCD will share responsibility for insuring that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

Table #1: Responsibilities under MLCCD and UUSD CCAP Partnership Agreement

	Mendocino-Lake Community College District	Ukiah Unified School District	Explanation
Facilities		x	In addition to their high school coursework, CCAP participants will have the opportunity to take college coursework on UUSD campuses during the school day in UUSD facilities.
Instruction and Educational Program	x		CCAP participants will take MLCCD courses which shall include college readiness, career and technical education, general education, and transfer pathway courses.
Books		x	As a CCAP participant shall not be charged for textbooks, supplies, materials, and equipment needed to participate in the course, a source must be identified for providing books, supplies, materials and equipment prior to offering the course. In most instances instruction shall be provided by MLCCD and books shall be provided by the UUSD. No CCAP course shall be offered without prior agreement between the MLCCD and UUSD as to which organization shall be responsible for the provision of the textbooks, supplies, materials, and equipment needed by participants in the course.
Counseling and Guidance	x	x	MLCCD and UUSD schools shall collaborate to provide CCAP participants with appropriate counseling and guidance.
Assessment and Placement	x	x	MLCCD and UUSD schools shall collaborate to provide CCAP participants with appropriate assessment and placement services.
Tutoring	x		MLCCD shall be responsible for the provision of tutoring for college course when appropriate.

XI. PROCEDURES, TERMS, AND CONDITIONS

a. Enrollment Process and Period

Students will be added to the CCAP courses held on the UUSD campuses through registration conducted on site at UUSD campuses. CCAP students will be granted level 3 priority registration and may also enroll in additional college courses held outside of the normal school day (exp. online courses, summer school courses).

b. Class Hours

c. The timing of the courses shall be set by mutual agreement between MLCCD and UUSD.

d. Evaluation of Students

MLCCD instructors teaching the course shall be responsible for the supervision and evaluation of the students. UUSD shall be responsible for assigning high school credit for the coursework CCAP students complete where appropriate.

e. Course Timing and Length

MLCCD shall insure that the appropriate number of class hours are scheduled to meet the performance objectives of the course; the enrollment period for each CCAP course falls within the normal school day within which courses are offered at one or more UUSD campuses; and that high school students participating in the CCAP are not required to attend class on dates in which the high school is not in session. UUSD may require students to attend class on dates in which MLCCD is not in session. Instruction may not be scheduled on legal holidays. Under the circumstance that a CCAP class begins after the start of, or concludes prior to the end of the high school term, it will be the responsibility of UUSD to arrange additional instruction if required by UUSD. Scheduling classes outside of the MLCCD term is at the sole discretion of MLCCD.

f. Conduct and Discipline

CCAP participants shall comply with the standards of student conduct as described under MLCCD Board Policy 5500 Standards of Student Conduct, Administrative Procedure 5500.1. These regulations are designed to represent reasonable standards of conduct. Violations of the code may subject individuals to disciplinary action, which is consistent with the requirements of due process.

The instructor shall be responsible for discipline within the classroom. Should the instructor need to remove a student from a class session they shall notify the principal or principal's designee at the appropriate UUSD high school campus immediately.

XII. CANCELLATION AND TERMINATION

The following agreement may be canceled by written notification from either district to the other district. Should the cancellation be made during a period when a CCAP course is being offered the cancellation will take effect prior to the subsequent term.

XIII. INSTRUCTION FOR APPORTIONMENT

MLCCD shall provide documentation that instruction claimed for apportionment under this agreement/contract is under the immediate supervision and control of an employee of MLCCD who has met the minimum qualifications for instruction in the discipline of the course in a California community college. Instructors shall provide the supervision and control necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity (as a general rule, instructor must be physically present in the classroom or lab or within line of sight of the students). Cal. Code Regs., Title 5, §§ 58050, 58051, 58056, 58058

- a. Where the instructor is not a paid employee of MLCCD, MLCCD shall have an additional written agreement/contract with each instructor requiring student attendance and FTES be reported by the instructor as required by MLCCD and stating that MLCCD has the primary right to control and direct the instructional activities of the instructor. Cal. Code Regs., Title 5, § 58058(b)

- b. MLCCD shall demonstrate control and direction through such actions as providing the instructor an orientation, instructor's manual, course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide to its hourly on-campus instructors.
- c. Attendance at a MLCCD dual enrollment orientation is required for instructors of CCAP courses prior to each term that they teach a CCAP course.
- d. To claim Average Daily Attendance (ADA) for K12 funding, the K12 UUSD must determine how many instructional minutes a student is offered and scheduled for, as well as that student's attendance during the K12 school day. If a high school student has been scheduled for the minimum instructional minutes per day under the immediate supervision and control of a certificated employee of UUSD and has been offered a full schedule, UUSD may claim attendance towards apportionment for that student for each day the student attends at least some part of the instructional day at the high school. If that student then goes to a MLCCD course that meets the requirements to claim Full Time Equivalent Student (FTES), MLCCD may also claim full apportionment for that student in that college course.

More information on apportionment is available here:

- The Budgeting and Funding sections of the Career Ladders Project Toolkit, Frequently Asked Questions: <http://www.careerladdersproject.org/areas-of-focus/pathways/ccccode/>
- Interview with Wendi McCaskill on Instructional Minutes: http://www.careerladdersproject.org/wp-content/uploads/2015/12/FC1_Wendi-McCaskill_Interview_DETTOOLS.pdf
- Pages 40-42 of the CIO Manual: <http://curriculum.cccco.edu/Content/publicpagefiles/CIO%20Manual.pdf>

XIV. MINIMUM QUALIFICATIONS

MLCCD shall ensure that minimum qualifications for instructors teaching agreement/contract courses and instructor qualifications are consistent with requirements in other similar courses given by MLCCD. Cal. Code Regs., Title 5, § 53410.

XV. PUBLIC ACCESS

MLCCD acknowledges that enrollment in the courses described in this CCAP partnership agreement, which are offered during the school day at one or more UUSD campuses, shall be limited to CCAP participants and shall not be open to the general public.

MLCCD further acknowledge that courses which are not part of this CCAP must continue to meet the following requirements:

- a. Courses which are not part of this CCAP agreement must be held at facilities which are clearly identified as being open to the general public, noting that students may be required to meet course or program prerequisites.
- b. Courses which are not covered by this CCAP agreement must be open to any person who has been admitted to MLCCD and has met any applicable prerequisites. Cal. Code Regs., Title 5, §§ 51006, 58106,

Furthermore, the MLCCD policy on open enrollment (Cal. Code Regs., Title 5, § 55005) along with a description of the course and information about whether the course is offered for credit and is transferable must be published in the Mendocino College catalog, schedule of classes, and any addenda to the schedule of classes. Cal. Code Regs., Title 5, § 51006,

Degree and certificate programs must have been approved by the California Community Colleges Chancellor's Office and courses that make up the programs must be part of the approved programs, or MLCCD must have received delegated authority to separately approve those courses locally. Cal. Code Regs., Title 5, § 58050(a)(1).

XVI. CONSISTENCY, ATTENDANCE AND GRADES

MLCCD shall ensure that procedures are put into place by MLCCD to ensure that instructors teaching different sections of the same course teach in a manner consistent with the approved outline of record for that course. Cal. Code Regs., Title 5, § 55002, 58050(a)(5).

Permanent records of student attendance, grades, and achievement will be maintained by the MLCCD. Additional CCAP participant records which are maintained by UUSD, such as students' GPA or high school graduation status, will be submitted on a schedule agreed upon between MLCCD and UUSD. Cal. Code Regs., Title 5, § 55021; 55040; 58030.

XVII. FULL COMPENSATION / CERTIFICATION

MLCCD shall certify that it has not received full compensation, from any public or private agency, individual or group, for the direct education costs of the courses offered through this partnership agreement. EC § 84752; Cal. Code Regs., Title 5, § 58051.5. MLCCD shall obtain certification from UUSD verifying that the instructional activity to be conducted will not be fully funded by other sources. EC § 84752; Cal. Code Regs., Title 5, § 58051.5.

XVIII. DISTRICT BOUNDARIES

MLCCD and UUSD agree that if the course(s) in this CCAP agreement will be located outside the boundaries of the districts, the districts must comply with the requirements of Title 5, sections 55300 et seq., concerning approval by adjoining high school or community college districts and use of non-district facilities.

XIX. RECORD KEEPING AND COMPUTATION

MLCCD acknowledges that in all cases, standard FTES computation rules, support documentation, course section tabulations, and record retention requirements continue to apply, including as prescribed by Cal. Code Regs., Title 5, §§ 58003.1 et seq., 58020 et seq., 58030 and 59020 et seq.

XX. ACCESS AND ACCOMMODATIONS

Upon identifying themselves to the instructor and the college, students with disabilities shall receive reasonable accommodation for learning and evaluation.

XXI. HOLD HARMLESS AGREEMENT AND INSURANCE

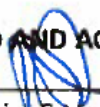
- a. To the fullest extent permitted by law, MLCCD shall indemnify and hold harmless UUSD, its directors, officers and employees, from any and all liability claims, damages, costs and expenses,

including attorney's fees, caused by or resulting from the negligent or intentional acts or omissions of MLCCD or any of MLCCD's employees. UUSD shall indemnify and hold harmless MLCCD, its directors, officers, and employees, from any and all liability, claims, damages, costs and expenses, including attorney's fees, caused by or resulting from the negligent or intentional acts or omissions of UUSD or any of UUSD's employees. Neither party shall cover any negligent acts or omissions of the other. In the event of any such claim is made, or suit filed, both Parties shall give the other prompt written notice thereof, and each shall have the right to defend or settle. A Party that intends to seek an indemnity or hold harmless from the other Party shall notify the other Party in writing thereof, and within a reasonable time after the Party knows or becomes aware of any claim arising out of, resulting from or relating to this Agreement that may or has resulted in a loss, describing (if known or determinable) the pertinent circumstances, all entities and persons involved, and the amount(s) being claimed, and shall not settle or resolve the claim until it has notified the other Party of the claim in accordance with the provisions of this subsection and given the other Party an opportunity to participate in and consent to the settlement or resolution of the claim, which consent the other Party shall not unreasonably withhold.

- b. Without limiting the above indemnification provision and during the term of this Agreement, UUSD shall obtain and maintain, and shall require their subcontractors to obtain and maintain, liability insurance coverage in the amount of not less than one million dollars (\$1,000,000.00) to cover any classroom incident, accident, or illness. Each Party's insurance shall be primary to and not contributing with any other insurance or self-insurance programs maintained by the other Parties, and shall be provided and maintained at the Party's own expense.
- c. UUSD agrees to provide a Certificate of Insurance verifying liability coverage in the amount of one million dollars (\$1,000,000). MLCCD and UUSD agree to add and include each other's officials, officers, employees, agents and volunteers as an additionally insured in each other's general liability insurance coverage, throughout the term of this Agreement. Each Party shall provide written notice to the other of any change to said coverage.
- d. The Parties mutually agree to notify one another of any accident or incident relating to services performed under this Agreement which involves injury or property damage which may result in the filing of a claim or lawsuit against any of the Parties, and, of any actual third party claim or lawsuit arising from or related to services under this Agreement.

ACCEPTED AND AGREED TO:

11-12-2020


Debra Kubin, Superintendent of Schools
Ukiah Unified School District

Date


Tim Karas, Superintendent-President
Mendocino Lake Community College District

12/09/2020
Date

APPENDIX I – CCAP PROGRAMS AND CLASSES

Mendocino College Career Access Pathways

1. Agriculture – Sustainable Agricultural Systems AGR 116 (2 units)
2. Agriculture – Introduction to Horticulture- AGR 140 (3 units)
3. Automotive Technician – AUT 140 (4 units)
4. Child Development – CDV 101 (3 units), CDV 125 (3 units)
5. Computer Science – IT Specialist CSC 116 (4 units), CSC 117 (3 units)
6. Digital Arts and Media – DAM 150 (3 units)
7. Fire Science – HLH 69 (2 units)
8. Health Sciences – HLH 202 (3 units), HLH 104 (3 units)
9. Sustainable Construction & Energy Technology – Construction CST 180A (3 units)
10. Photography – ART 282 (3 units)
11. Native American Studies – SOC 241(3 units), HST 222 (3 units)

Mendocino College- College and Career Success Courses

1. CCS 100 – Career Planning Success (1.5 – 3 units)
2. CCS 101 – Career and Life Planning (3 units)

Mendocino College GE Courses for Transfer Pathway

1. ADJ 202 – Concepts of Criminal Law (3 units)
2. ART 207 – Survey of Western Art from Prehistory through the Middle Ages (3 units)
3. ART 208 – Survey of Western Art from Renaissance to the Contemporary Period (3 units)
4. AST 200 – Astronomy (3 units)
5. AST 200L – Astronomy Observation (1 unit)
6. COM 203 – Introduction to Public Speaking (3 units)
7. CSC 201 – Computers and Computer Applications (3 units)
8. ENG 200 – Reading and Composition (3 units)
9. HLH 200 – Health Education (3 units)
10. HST 202 – The United States to 1877 (3 units)
11. HST 203 – The United States Since 1865 (3 units)
12. HST 222 – Native American History (3 units)
13. HST 250 – Contemporary America: The People and the Issues (3 units)
14. MTH 200 – Pre-calculus Mathematics (5 units)
15. MTH 220 – Statistics (4 units)
16. PSY 205 – Introduction to Psychology (3 units)
17. SPN 200 – Elementary Spanish I (4 units)
18. SPN 201 – Elementary Spanish II (4 units)
19. ART 282 – Introduction to Photography (3 units)

Mendocino College Basic English and Math Courses PLUS*

1. MTH 46 – Pre-College Mathematics (5 units)
2. MTH 79 – Mathematics for Technical Fields (3 units)
3. MTH 77 – Geometry (3 units)
4. MTH 80 – Intermediate Algebra for STEM and Business Majors (5 units)
5. MTH 121 – Trigonometry (4 units)
6. MTH 178 – Applied Math (4 units)
7. ENG 85 – Accelerated Preparation for College Writing (4 units)

*English and Math offerings include CSU transferable Math classes for both STEM and non-STEM transfer pathways.

**College and Careers Access Pathways Partnership (CCAP) Agreement Between
Mendocino-Lake Community College District and Willits Unified School District**

Agreement No: _____

Dated: _____

I. RECITALS

Whereas, Assembly Bill No. 288, approved by the Governor and filed with the Secretary of State on October 5, 2015 allows the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness,

And whereas, allowing a greater and more varied segment of high school students to take community college courses can provide numerous benefits, such as reducing the number of high school dropouts, increasing the number of community college students who transfer and complete a degree, shortening the time to completion of educational goals, and improving the level of preparation of students to successfully complete for credit, college level courses,

And whereas, through dual enrollment partnerships, school districts and community college districts can create clear pathways of aligned, sequenced coursework that will allow students to more easily and successfully transition to for credit, college level coursework leading to an associate degree, transfer to the University of California or the California State University, or to a program leading to a career technical education credential or certificate,

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In adopting this CCAP Partnership Agreement, the governing boards of the MLCCD and the WUSD certify compliance with the following regulations required for the adoption of a CCAP Partnership Agreement:

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☐The assessment of the student's ability to benefit from participation in courses offered under the agreement shall be made by the WUSD high school principal or the principal's designee. The principal or designee will prioritize: 1) students who may not already be college bound or who are underrepresented in higher education, or who are pursuing career technical education or preparation for transfer; 2) improving high school graduation rates; and 3) helping high school students achieve college and career readiness. Students who are deemed, by the principal or the principal's designee, to have the ability to benefit from participation in the CCAP courses will be eligible to enroll in courses authorized through the CCAP. Furthermore, MLCCD reserves the right to require that students participating in the CCAP meet the course prerequisites or co-requisites, as described in the college catalog, for courses included in the CCAP.

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General education breadth courses needed for an AA or AS degree which also satisfy CSU and UC system transfer pathways as denoted in the Mendocino College catalog for areas A through E and basic skill courses, including courses listed in APPENDIX I.

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e. Points of Contact

The point of contact regarding the provisions of this agreement, for the MLCCD, shall be the MLCCD Vice President of Academic Affairs, Debra Polak. The point of contact regarding the provisions of this agreement, for WUSD, shall be the Superintendent Mark Westerberg, or designee at WUSD. The point of contact regarding implementation and administration of the CCAP shall be the Dean of Centers, or designee, at MLCCD, Amanda Xu, and the Principal, or designee, at one or more high school sites of WUSD. The following is specific contact information:

1. Vice President of Academic Affairs, Debra Polak
Mendocino-Lake Community College District
1000 Hensley Creek Rd. Ukiah CA 95482
EMAIL dpolak@mendocino.edu
PHONE 707-468-3068

2. Superintendent, Mark Westerberg
Willits Unified School District
1277 Blosser Lane
Willits, CA 95490
EMAIL: markwesterberg@willitsunified.com
PHONE 707-459-5314

3. Dean of Center, Amanda Xu
Mendocino-Lake College District
1000 Hensley Creek Rd. Ukiah CA 95482
EMAIL axu@mendocino.edu
PHONE 707-468-3605 or 707-468-3613

f. Employer of Record

MLCCD shall be the employer of record for purposes of assignment monitoring and reporting. (See section XII a. of this agreement for guidance regarding instructors that are not paid employees of the community college district.)

g. Teacher Quality Mandates

WUSD shall assume reporting responsibilities pursuant to applicable federal teacher quality mandates.

IV. CERTIFICATIONS

MLCCD shall ensure that:

- a. any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in EC § 87010, or any controlled substance offense as defined in EC § 87011
- b. that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college instructor teaching the same course at the partnering community college campus
- c. that a community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus

d. that a community college course that is oversubscribed or has a waiting list shall not be offered in the AB 288 CCAP Partnership Agreement

WUSD shall ensure that:

a. any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus

V. ENROLLMENT

a. MLCCD shall grant priority enrollment and registration, that is equivalent to the priority assigned to a student attending a middle college high school as described in EC § 11300 and consistent with provisions in EC § 76001(e), to a student seeking to enroll in a MLCCD course that is required for the student's CCAP partnership program.

b. MLCCD shall limit enrollment in community college courses offered at one or more WUSD high school campuses during the regular school day solely to eligible high school students.

c. MLCCD may allow a special part-time student participating in the AB 288 CCAP Partnership to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied [EC § 76004(p)]:

- i. The units constitute no more than four community college courses per term,
- ii. The units are part of an academic program that is part of a CCAP partnership agreement,
- iii. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

VI. STUDENT FEES

a. High school students enrolled in courses offered through this CCAP agreement shall not be assessed or charged a fee prohibited by EC § 49011, including a fee charged to a student, or a student's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. EC §§ 49010 et seq.; 76004(f)

b. High school students enrolled in courses offered through this CCAP Partnership Agreement, that are properly classified as having "special part-time student" status as described by EC § 76004(p), shall be exempt from the following community college fee requirements [EC § 76004(q)]:

- i. Student Representation Fee. EC § 76060.5
- ii. Nonresident Tuition Fee. EC § 76140 6
- iii. Transcript Fees. EC § 76223
- iv. Course Enrollment Fees. EC § 76300
- v. Health Services Fees

VII. STATE APPORTIONMENT

MLCCD and WUSD agree that:

- a. A district shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. EC § 76004(r)
- b. The attendance of a high school student at a community college as a special part-time or full-time student pursuant to a CCAP agreement is authorized attendance for which the community college district shall be credited or reimbursed pursuant to EC § 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. EC §76004(s)

VIII. REPORTING

MLCCD, in conjunction with WUSD, shall report annually to the State Chancellor's Office all the following information:

- a. The total number of high school students by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- b. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- d. The total number of Full-Time Equivalent Student (FTES) generated by CCAP partnership participants

IX. CTE PROGRAMS

- a. MLCCD, prior to establishing a vocational or occupational training program (career technical education programs) with WUSD, shall conduct a job market study of the labor market area, and determine whether or not the results justify the proposed vocational education program. EC § 78015 et seq.

X. RESPONSIBILITIES

- a. Instruction and Educational Program

MLCCD shall be responsible for the educational program(s) and for the content and instruction of the courses offered through the CCAP.

- b. Facilities

WUSD shall be responsible for the provision of the facilities for courses offered on one or more WUSD campuses as part of this CCAP.

c. Books and Supplies

MLCCD and WUSD shall agree on how books and supplies will be provided for a CCAP course prior to offering such a course.

d. Support Services

WUSD and MLCCD will share responsibility for ensuring that ancillary and support services are provided for students (e.g. Counseling and Guidance, Placement Assistance, Assessment, and Tutoring).

Table #1: Responsibilities under MLCCD and WUSD CCAP Partnership Agreement

	Mendocino-Lake Community College District	Willits Unified	Explanation
Facilities		x	In addition to their high school coursework, CCAP participants will have the opportunity to take college coursework on WUSD campuses during the school day in WUSD facilities.
Instruction and Educational Program	x		CCAP participants will take MLCCD courses which shall include college readiness, career and technical education, general education, and transfer pathway courses.
Books		x	As a CCAP participant shall not be charged for textbooks, supplies, materials, and equipment needed to participate in the course, a source must be identified for providing books, supplies, materials and equipment prior to offering the course. In most instances instruction shall be provided by MLCCD and books shall be provided by the WUSD. No CCAP course shall be offered without prior agreement between the MLCCD and WUSD as to which organization shall be responsible for the provision of the textbooks, supplies, materials, and equipment needed by participants in the course.
Counseling and Guidance	x	x	MLCCD and WUSD schools shall collaborate to provide CCAP participants with appropriate counseling and guidance.
Assessment and Placement	x	x	MLCCD and WUSD schools shall collaborate to provide CCAP participants with appropriate assessment and placement services.
Tutoring	x		MLCCD shall be responsible for the provision of tutoring for college course when appropriate.

XI. PROCEDURES, TERMS, AND CONDITIONS

a. Enrollment Process and Period

Students will be added to the CCAP courses held on the WUSD campuses through registration conducted on site at WUSD campuses. CCAP students will be granted level 3 priority registration and may also enroll in additional college courses held outside of the normal school day (exp. online courses, summer school courses).

b. Class Hours

The timing of the courses shall be set by mutual agreement between MLCCD and WUSD.

c. Evaluation of Students

MLCCD instructors teaching the course shall be responsible for the supervision and evaluation of the students. WUSD shall be responsible for assigning high school credit for the coursework CCAP students complete where appropriate.

d. Course Timing and Length

MLCCD shall insure that the appropriate number of class hours are scheduled to meet the performance objectives of the course; the enrollment period for each CCAP course falls within the normal school day within which courses are offered at one or more WUSD campuses; and that high school students participating in the CCAP are not required to attend class on dates in which the high school is not in session. WUSD may require students to attend class on dates in which MLCCD is not in session. Instruction may not be scheduled on legal holidays. Under the circumstance that a CCAP class begins after the start of, or concludes prior to the end of the high school term, it will be the responsibility of WUSD to arrange additional instruction if required by WUSD. Scheduling classes outside of the MLCCD term is at the sole discretion of MLCCD.

e. Conduct and Discipline

CCAP participants shall comply with the standards of student conduct as described under MLCCD Board Policy 5500 Standards of Student Conduct, Administrative Procedure 5500.1. These regulations are designed to represent reasonable standards of conduct. Violations of the code may subject individuals to disciplinary action, which is consistent with the requirements of due process.

The instructor shall be responsible for discipline within the classroom. Should the instructor need to remove a student from a class session they shall notify the principal or principal's designee at the appropriate WUSD high school campus immediately.

XII. CANCELLATION AND TERMINATION

The following agreement may be canceled by written notification from either district to the other district. Should the cancellation be made during a period when a CCAP course is being offered the cancellation will take effect prior to the subsequent term.

XIII. INSTRUCTION FOR APPORTIONMENT

MLCCD shall provide documentation that instruction claimed for apportionment under this agreement/contract is under the immediate supervision and control of an employee of MLCCD who has met the minimum qualifications for instruction in the discipline of the course in a California community college. Instructors shall provide the supervision and control necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity (as a general rule, instructor must be physically present in the classroom or lab or within line of sight of the students). Cal. Code Regs., Title 5, §§ 58050, 58051, 58056, 58058

- a. Where the instructor is not a paid employee of MLCCD, MLCCD shall have an additional written agreement/contract with each instructor requiring student attendance and FTES be reported by the instructor as required by MLCCD and stating that MLCCD has the primary right to control and direct the instructional activities of the instructor. Cal. Code Regs., Title 5, § 58058(b)
- b. MLCCD shall demonstrate control and direction through such actions as providing the instructor an orientation, instructor's manual, course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide to its hourly on-campus instructors.
- c. Attendance at a MLCCD dual enrollment orientation is required for instructors of CCAP courses prior to each term that they teach a CCAP course.
- d. To claim Average Daily Attendance (ADA) for K12 funding, the K12 WUSD must determine how many instructional minutes a student is offered and scheduled for, as well as that student's attendance during the K12 school day. If a high school student has been scheduled for the minimum instructional minutes per day under the immediate supervision and control of a certificated employee of WUSD and has been offered a full schedule, WUSD may claim attendance towards apportionment for that student for each day the student attends at least some part of the instructional day at the high school. If that student then goes to a MLCCD course that meets the requirements to claim Full Time Equivalent Student (FTES), MLCCD may also claim full apportionment for that student in that college course.

More information on apportionment is available here:

- The Budgeting and Funding sections of the Career Ladders Project Toolkit, Frequently Asked Questions: <http://www.careerladdersproject.org/areas-of-focus/pathways/cccode/>
- Interview with Wendi McCaskill on Instructional Minutes: http://www.careerladdersproject.org/wp-content/uploads/2015/12/FC1_Wendi-McCaskill_Interview_DETTOOLS.pdf
- Pages 40-42 of the CIO Manual: <http://curriculum.cccco.edu/Content/publicpagefiles/CIO%20Manual.pdf>

XIV. MINIMUM QUALIFICATIONS

MLCCD shall ensure that minimum qualifications for instructors teaching agreement/contract courses and instructor qualifications are consistent with requirements in other similar courses given by MLCCD. Cal. Code Regs., Title 5, § 53410.

XV. PUBLIC ACCESS

MLCCD acknowledges that enrollment in the courses described in this CCAP partnership agreement, which are offered during the school day at one or more WUSD campuses, shall be limited to CCAP participants and shall not be open to the general public.

MLCCD further acknowledge that courses which are not part of this CCAP must continue to meet the following requirements:

- a. Courses which are not part of this CCAP agreement must be held at facilities which are clearly identified as being open to the general public, noting that students may be required to meet course or program prerequisites.
- b. Courses which are not covered by this CCAP agreement must be open to any person who has been admitted to MLCCD and has met any applicable prerequisites. Cal. Code Regs., Title 5, §§ 51006, 58106,

Furthermore, the MLCCD policy on open enrollment (Cal. Code Regs., Title 5, § 55005) along with a description of the course and information about whether the course is offered for credit and is transferable must be published in the Mendocino College catalog, schedule of classes, and any addenda to the schedule of classes. Cal. Code Regs., Title 5, § 51006,

Degree and certificate programs must have been approved by the California Community Colleges Chancellor's Office and courses that make up the programs must be part of the approved programs, or MLCCD must have received delegated authority to separately approve those courses locally. Cal. Code Regs., Title 5, § 58050(a)(1).

XVI. CONSISTENCY, ATTENDANCE AND GRADES

MLCCD shall ensure that procedures are put into place by MLCCD to ensure that instructors teaching different sections of the same course teach in a manner consistent with the approved outline of record for that course. Cal. Code Regs., Title 5, § 55002, 58050(a)(5).

Permanent records of student attendance, grades, and achievement will be maintained by the MLCCD. Additional CCAP participant records which are maintained by WUSD, such as students' GPA or high school graduation status, will be submitted on a schedule agreed upon between MLCCD and WUSD. Cal. Code Regs., Title 5, § 55021; 55040; 58030.

XVII. FULL COMPENSATION / CERTIFICATION

MLCCD shall certify that it has not received full compensation, from any public or private agency, individual or group, for the direct education costs of the courses offered through this partnership agreement. EC § 84752; Cal. Code Regs., Title 5, § 58051.5. MLCCD shall obtain certification from WUSD verifying that the instructional activity to be conducted will not be fully funded by other sources. EC § 84752; Cal. Code Regs., Title 5, § 58051.5.

XVIII. DISTRICT BOUNDARIES

MLCCD and WUSD agree that if the course(s) in this CCAP agreement will be located outside the boundaries of the districts, the districts must comply with the requirements of Title 5, sections 55300 et seq., concerning approval by adjoining high school or community college districts and use of non-district facilities.

XIX. RECORD KEEPING AND COMPUTATION

MLCCD acknowledges that in all cases, standard FTES computation rules, support documentation, course section tabulations, and record retention requirements continue to apply, including as prescribed by Cal. Code Regs., Title 5, §§ 58003.1 et seq., 58020 et seq., 58030 and 59020 et seq.


XX. ACCESS AND ACCOMMODATIONS

Upon identifying themselves to the instructor and the college, students with disabilities shall receive reasonable accommodation for learning and evaluation.

XXI. HOLD HARMLESS AGREEMENT AND INSURANCE

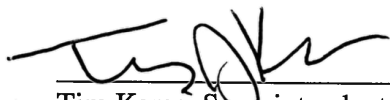
- a. To the fullest extent permitted by law, MLCCD shall indemnify and hold harmless WUSD, its directors, officers and employees, from any and all liability claims, damages, costs and expenses, including attorney's fees, caused by or resulting from the negligent or intentional acts or omissions of MLCCD or any of MLCCD's employees. WUSD shall indemnify and hold harmless MLCCD, its directors, officers, and employees, from any and all liability, claims, damages, costs and expenses, including attorney's fees, caused by or resulting from the negligent or intentional acts or omissions of WUSD or any of WUSD's employees. Neither party shall cover any negligent acts or omissions of the other. In the event of any such claim is made, or suit filed, both Parties shall give the other prompt written notice thereof, and each shall have the right to defend or settle. A Party that intends to seek an indemnity or hold harmless from the other Party shall notify the other Party in writing thereof, and within a reasonable time after the Party knows or becomes aware of any claim arising out of, resulting from or relating to this Agreement that may or has resulted in a loss, describing (if known or determinable) the pertinent circumstances, all entities and persons involved, and the amount(s) being claimed, and shall not settle or resolve the claim until it has notified the other Party of the claim in accordance with the provisions of this subsection and given the other Party an opportunity to participate in and consent to the settlement or resolution of the claim, which consent the other Party shall not unreasonably withhold.
- b. Without limiting the above indemnification provision and during the term of this Agreement, WUSD shall obtain and maintain, and shall require their subcontractors to obtain and maintain, liability insurance coverage in the amount of not less than one million dollars (\$1,000,000.00) to cover any classroom incident, accident, or illness. Each Party's insurance shall be primary to and not contributing with any other insurance or self-insurance programs maintained by the other Parties, and shall be provided and maintained at the Party's own expense.
- c. WUSD agrees to provide a Certificate of Insurance verifying liability coverage in the amount of one million dollars (\$1,000,000). MLCCD and WUSD agree to add and include each other's officials, officers, employees, agents and volunteers as an additionally insured in each other's general liability insurance coverage, throughout the term of this Agreement. Each Party shall provide written notice to the other of any change to said coverage.
- d. The Parties mutually agree to notify one another of any accident or incident relating to services performed under this Agreement which involves injury or property damage which may result in the filing of a claim or lawsuit against any of the Parties, and, of any actual third party claim or lawsuit arising from or related to services under this Agreement.

ACCEPTED AND AGREED TO:


Mark Westerberg, Superintendent
Willits Unified School District

10-27-20

Date



Tim Karas, Superintendent/President
Mendocino-Lake Community College District

11/3/2020

Date

APPENDIX I – CCAP PROGRAMS AND CLASSES

Mendocino College Career Access Pathways

1. Agriculture – Sustainable Agricultural Systems AGR 116 (2 units)
2. Agriculture – Introduction to Horticulture- AGR 140 (3 units)
3. Automotive Technician – AUT 140 (4 units)
4. Child Development – CDV 101 (3 units), CDV 125 (3 units)
5. Computer Science – IT Specialist CSC 116 (4 units), CSC 117 (3 units)
6. Digital Arts and Media – DAM 150 (3 units)
7. Fire Science – HLH 69 (2 units)
8. Health Sciences – HLH 202 (3 units), HLH 104 (3 units)
9. Sustainable Construction & Energy Technology – Construction CST 180A (3 units)
10. Photography – ART 282 (3 units)
11. Native American Studies – SOC 241(3 units), HST 222 (3 units)

Mendocino College- College and Career Success Courses

1. CCS 100 – Career Planning Success (1.5 – 3 units)
2. CCS 101 – Career and Life Planning (3 units)

Mendocino College GE Courses for Transfer Pathway

1. ADJ 202 – Concepts of Criminal Law (3 units)
2. ART 207 – Survey of Western Art from Prehistory through the Middle Ages (3 units)
3. ART 208 – Survey of Western Art from Renaissance to the Contemporary Period (3 units)
4. AST 200 – Astronomy (3 units)
5. AST 200L – Astronomy Observation (1 unit)
6. COM 203 – Introduction to Public Speaking (3 units)
7. CSC 201 – Computers and Computer Applications (3 units)
8. ENG 200 – Reading and Composition (3 units)
9. HLH 200 – Health Education (3 units)
10. HST 202 – The United States to 1877 (3 units)
11. HST 203 – The United States Since 1865 (3 units)
12. HST 222 – Native American History (3 units)
13. HST 250 – Contemporary America: The People and the Issues (3 units)
14. MTH 200 – Pre-calculus Mathematics (5 units)
15. MTH 220 – Statistics (4 units)

16. PSY 205 – Introduction to Psychology (3 units)
17. SPN 200 – Elementary Spanish I (4 units)
18. SPN 201 – Elementary Spanish II (4 units)
19. ART 282 – Introduction to Photography (3 units)

Mendocino College Basic English and Math Courses PLUS*

1. MTH 46 – Pre-College Mathematics (5 units)
2. MTH 79 – Mathematics for Technical Fields (3 units)
3. MTH 77 – Geometry (3 units)
4. MTH 80 – Intermediate Algebra for STEM and Business Majors (5 units)
5. MTH 121 – Trigonometry (4 units)
6. MTH 178 – Applied Math (4 units)
7. ENG 85 – Accelerated Preparation for College Writing (4 units)

*English and Math offerings include CSU transferable Math classes for both STEM and non-STEM transfer pathways.

SUBJECT: MENDOCINO COLLEGE FOUNDATION REPORT

SYNOPSIS:

A report from the Executive Director of the Mendocino College Foundation is submitted as information.

ANALYSIS:

The first ever newsletter for alumni of the Adopt A Fifth Grader program is complete. The content of the newsletter encourages students to participate in events and register at Mendocino College. The newsletter will be mailed out the week of December 14th.

The annual Adopt A Fifth Grader donor recruitment packet for new and reoccurring donors has been sent out. We have received very positive feedback from donors regarding the packet and the statistical information about the success of the program provided in the packet.

The 2021 AAFG adoptions to date are at 19 adoptions.

The end of the year Holiday message from the Foundation will go out the week of December 14th. The message thanks donors for their contribution and reminds them that there is still time to give before the end of the year. This message also includes an announcement from the Executive Director regarding her retirement.

There are two new perpetual scholarships in the works currently. One contract has been sent to the family for any edits they would like to be made and the other is in the beginning stages in memory of a Mendocino College faculty member.

The Fall 2020 appeal letter has been well received and donations are still flowing in.

The Scholarship Program application period began on November 30, 2020 and will close on March 1, 2021. A scholarship flyer advertising our scholarship program has been developed. Workshops are being scheduled as well as a recorded workshop that students may access to assist them in completing their application.

Hospital donations for the categorically funded nursing position for 21-22 fiscal year have been received with the exception of one. Foundation Board Members and affiliates are working with Foundation staff to secure the final donation.

Foundation staff has reviewed the 20/21 budget to date and the expenses are tracking with the budget.

SUBJECT: FRIENDS OF THE MENDOCINO COLLEGE COASTAL FIELD STATION
AND NATURAL SCIENCES AFFILIATE

SYNOPSIS:

The following informational report was submitted by Dr. Steve Cardimona, Professor of Earth Science.

ANALYSIS:

- Building on the Foundation's donation to our affiliate of \$25K from the Halliday Trust fund, our capital campaign continues! As of the end of November 2020, enough additional funds have been raised to bring us to 30% toward our ambitious goal!
- Some funds have already been expended earlier this year (before the COVID-19 lockdown in Spring) to upgrade electrical service and lighting (with LED) in the education building and the well pump building.
- Please consider participating in this campaign with your own donation, and help to support this college facility and all the students who gain the benefit of being able to access this amazing educational resource.



SUBJECT: CONSTITUENT GROUP REPORTS

SYNOPSIS:

A report from the Constituent Groups to the Board of Trustees is submitted as information.

ANALYSIS:

Academic Senate:

The following report was submitted by Academic Senate President Catherine Indermill:

This month I will highlight the 58 faculty members who have stood up to acknowledge and support the importance of black citizens by sponsoring the Mendocino College Academic Senate [Resolution F'20 - 02](#) *Solidarity with the Black Lives Matter Movement and Commitment to Greater Equity and Anti-Racism*. In addition, thank those that contributed to this report (Vice President Buccelli, Senators Cannon and Finnegan, and Assistant Professor Poturia).

As we are all more than aware, there have been many tragic and preventable deaths of black citizens in the United States in recent years. The faculty acknowledge the deaths of George Floyd, Breonna Taylor, Ahmaud Aubrey, Eric Garner, Michael Brown, Sandra Bland, Trayvon Martin, Tamir Rice, and too many others, as well as the thousands of men, women and children who have been victims of racial intimidation and violence; and those murdered, such as Emmett Till. We understand these events are evidence of broader societal structures built on a foundation of white supremacy that have existed since 1619 and now include subtle insidious forms of racial injustice and systemic racism that play out in the daily lives of our students of color. As community college educators, it is one of our responsibilities to address historical inequities and eliminate the practices of systematic racism that exist in our colleges and societies. We call for all campus community members (students, staff, faculty, administrators, and the Board of Trustees) to engage in ongoing reflective conversations that explore the concepts of: equal justice under the law, racial justice, systemic racism, social injustice, as well as personal and institutional biases in a joint commitment to move toward an anti-racist campus and society.

The Academic Senate has passed [Resolution F'20 - 02](#) *Solidarity with the Black Lives Matter Movement and Commitment to Greater Equity and Anti-Racism*. This publicly and formally demonstrates our commitment to the MLCCD's Values to include the creativity, innovation, and insight that emerge from multiple perspectives and we recognize the importance of equity and diversity in achieving our goals. In addition to the two required sponsors of a resolution, 56 faculty members who signed in support. This demonstrates the importance of this resolution that Mendocino College faculty, full- and part-time, stand in solidarity with the Black community. **On behalf of the faculty, our students and our Black brothers and sisters, the Academic Senate requests the MLCCD Board of Trustees adopt a similar resolution.**

Classified Senate:

The following report was submitted by Classified Senate President Mayra Sanchez:

Classified Senate has been very busy this past month. The Classified Senate officers met and created a draft statement in support of the Black Lives Matter (BLM) movement. The statement was presented to the classified members at our November meeting where it was approved. The Classified Senate statement in support of the BLM movement is included below.

Classified Senate members participating in the Caring Campus initiative were able to meet with leadership to seek their support for the Caring Campus initiative. We were pleased to gain their support of the initiative during our discussion.

In addition to their many other duties, our classified “Elf Pack” met every week for the past few weeks to plan and convert our yearly “Funraiser” to a virtual event. Even though we are experiencing very challenging times, our Senate is very fortunate and grateful to have such a great team of dedicated individuals.

We would like to give a special thanks to our “Elf Pack”, the Management Team for their donation of gift cards for the wreaths, as well as all the individuals who donated items for our silent auction and wine pull. While the final dollar amount raised from our yearly event is still being calculated, we were thrilled with the level of participation we received from across our campus in support of student scholarships.



Mendocino College Classified Senate Statement of Action and Support of Equity in Education

The Mendocino College Classified Senate prides itself with the work Mendocino-Lake Community College District has done to provide a safe and inviting environment for our students, staff, and community.

The Black Lives Matter movement has brought to national attention the imperative to address systemic racism at the national, State, and local levels. Within our districts service area, which includes Mendocino and Lake Counties, we acknowledge that structural and social racism exists in our communities. There has been violence and injustice directed toward people of color in our region, and countless acts of microaggression and systemic racism in established agencies. We must recognize our historical prejudiced practices and build upon current anti-racist actions as we continue to support our students and colleagues, particularly those who are people of color. We are committed to continued learning and collaboration with our peers across the California Community College system, its students, colleagues, and leaders as we answer the call to action.

The Classified Senate of Mendocino-Lake Community College District acknowledges that the land our district occupies and benefits from is that of the Pomo people. Our Pomo Plaza was

dedicated in honor of the Pomo people's rich cultural history, and acknowledging their original stewardship. Our Native American Outreach, including the Pomo Pathway program, have been acknowledged by ACCJC for addressing the needs of our Pomo people as our district has the 2nd largest Native American population enrolled in a community college in California.

We are known as a long-standing Hispanic Serving Institution. We were the first classified group in the California Community College system invited to participate with the Center for Urban Education equity scorecard process as Mendocino College. This work led to equitable reforms and insight in key areas of our campus in which classified staff are the conduits for students beginning their educational experience.

The Mendocino College Classified Senate is also one of the first in the State to embrace the Caring Campus Initiative created by the Institute for Evidence Based Change. Our MendoCares program will be entering its inaugural stage in Spring 2021, addressing student needs, including equity, campus climate, and access to services.

In collaboration with college faculty, administration, and community organizations, we will continue to work to overcome systemic racism, cultural biases, and inequitable practices both within our institution and within our surrounding communities.

In solidarity, Mendocino College Classified Senate officers 2020-2021

Mayra Sanchez (President), Lauren Simmonds (Vice President), Isabel Lopez (Senator), Naoto Horiguchi (Senator), Tony Novelli (Senator and Past President), Nancy Heth (Secretary), Karen Cavanaugh (Treasurer), Jeana Thompson (Past-President)

Management/Supervisory/Confidential:

The following report was submitted by Management Team President Janelle Bird:

In response to several recent events that remind us of the perseverance of racism in our society and in support of the call to action from the State Chancellor's Office, the Management Team has developed and supports the following statement:

In support of Black Lives Matter and the Call to Action from the California Chancellor's Office and in acknowledgment of systemic racism (overt and structural) the Management Team of Mendocino College recognizes our responsibility to respond to and evolve District culture and practices.

The killings of George Floyd, Breonna Taylor, Ahmaud Aubrey, Eric Garner, Michael Brown, Sandra Bland, Trayvon Martin, and Tamir Rice have tragically emphasized the deep racial inequities in our society.

The California community colleges represent and serve one of the most diverse populations in the world in terms of race, ethnicity, language, culture, national origin, socio-economic class, age, physical ability, sexual orientation, and religious beliefs.

As professionals in higher education, we are conscious of how institutional racism shapes educational access, educational trauma, opportunity, lack of culturally relevant practices, and success in the U.S. for people of color, justice-impacted families, and other minoritized groups.

We stand firm in our dedication to implementing changes and responding to the needs of our students, staff, faculty, and community. Through dialogue, professional development, anti-racist practices, empathy, and acknowledgment of systemic and structural racism, we resolve to change the narrative and strengthen Mendocino College and the communities we serve to stay engaged in equity work toward social justice.

Oral reports by other constituent group leaders may be presented at the meeting.

SUBJECT: BOARD POLICY ADDITIONS AND REVISIONS – FIRST READING

SYNOPSIS:

New and revised Board policies are presented for review and discussion.

ANALYSIS:

As part of the ongoing effort to review all policies in the Board Policy Manual in a timely manner, the following Board policies are submitted for the Board's review. As part of the process, all Board Policies are being updated to reflect the standard numbering system used by Community Colleges throughout the state.

Board Policy #3540 – Sexual and Other Assaults on Campus–This policy was last updated in April 2015 and has been revised to now include the new Title IX legally required language. It has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on October 23, 2020; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on November 20, 2020.

Board Policy #7240– Confidential Employees – This new legally required board policy has been created under the direction of the Director of Human Resources using the League template as a guide and has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on October 23, 2020; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on November 20, 2020.

Board Policy #7350 – Resignations - This legally required board policy has been reviewed by the Director of Human Resources. It has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on October 23, 2020; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on November 20, 2020. A copy of the approved administrative procedure is included as information only.

Board Policy #7385 – Salary Deductions – This new legally required board policy has been created by the Director of Human Resources using the League template as a guide and has been properly vetted through the College's participatory governance process. The policy was first reviewed by the President's Policy Advisory Committee on October 23, 2020, was shared with the constituents for comments or suggestions and finalized by the committee at their meeting on November 20, 2020.

Board members will review the policy and may offer suggestions for changes if deemed necessary. Discussion and/or adoption of the policies will take place at the February 2021 Board meeting.

**SEXUAL AND OTHER ASSAULTS ON CAMPUS**

Any sexual assault or physical abuse, including, but not limited to rape as defined by California law, whether committed by an employee, student or member of the public, that occurs on District property, is a violation of District policies and procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures **consistent with state and federal law**. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Superintendent/President shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385 and 67385.7, **67386** and 34 Code of Federal Regulations Section 668.46.

~~See Administrative Procedure 3540.1~~

References: Education Code 67382, 67385, and 67386
20 U.S. Code Section 1092 **subdivision** (f);
34 Code of Federal Regulations Section 668.46 **subdivision** (b)(11)
Age Discrimination in Employment Act of 1967 (ADEA);
Americans with Disabilities Act of 1990 (ADA)

**CONFIDENTIAL EMPLOYEES****NEW**

Confidential employees are those who are required to develop or represent management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. The fact that an employee has access to confidential or sensitive information shall not in and of itself make the employee a confidential employee.

A determination whether a position is a confidential one shall be made by the Board in accordance with applicable law and with the regulations of the California Public Employment Relations Board.

Confidential employees are not eligible for inclusion in a bargaining unit represented by an exclusive representative and the terms and conditions of their employment are not controlled by any collective bargaining agreement.

The terms and conditions of employment for confidential employees shall be provided for by procedures developed by the Superintendent/President. Such terms and conditions of employment shall include, but not be limited to, procedures for evaluation and rules regarding leaves, transfers, and reassignments.

Reference: Government Code Section 3540.1 subdivision (c)



BOARD POLICY

No. 7350

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

RESIGNATIONS

The Board shall accept the resignation of any employee and shall fix the time when the resignation takes effect, which shall not be later than the close of the academic year during which the resignation has been received by the Board.

The Board hereby delegates to the Superintendent/President, the authority to accept resignations on its behalf at any time. Resignations shall be deemed accepted by the Board when accepted in writing by the Superintendent/President. ~~When accepted by the Superintendent/President, the resignation is final and may not be rescinded.~~ All such resignations shall be forwarded to the Board for ratification.

See Administrative Procedure 7350.1

References: Education Code 87730 and 88201

Adopted: December 19, 1978
Revised: April 16, 1980
May 5, 1982
Reviewed: August 18, 2010
Revised: April 8, 2015
October 23, 2020

Page 1 of 1



ADMINISTRATIVE PROCEDURES

No. 7350.1

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

RESIGNATIONS

When an employee resigns from the District, written notice of the resignation with the final day of employment indicated shall be submitted in writing to the Superintendent/President. Copies of the resignation letter shall be submitted to the Director of Human Resources and to the employee's direct supervisor.

It is customary to give a minimum of two weeks' notice for classified and confidential staff; a minimum of 30 days' notice for management; and a minimum of one semester's notice for faculty. Longer notice periods are appreciated.

Unless otherwise approved by the Superintendent/President or designee, faculty resignations will only be accepted to take effect at the close of a semester.

The employee's resignation letter will be placed in the employee's personnel file.

Upon termination of employment with the District, the employee shall be responsible for complying with the District's exit procedures, administered by the Human Resources Department, for the return of keys, library materials, and other District property issued during the course of employment.

Unless otherwise coordinated with the Superintendent/President or their designee; the employee's email and other electronic access shall terminate within 10 business days of their resignation date.

References: Education Code Sections 87730 and 88201



SALARY DEDUCTIONS

An employee may request deductions of their salary in any amount for any or all of the following purposes including but not limited to:

- participation in a deferred compensation program;
- paying premiums on any policy or certificate of group life insurance or disability insurance or legal expense insurance, or any of them;
- paying rates, dues, fees, or other periodic charges on any hospital service contract.

The District shall without charge reduce the salary payment by the amount which the employee has authorized in writing for the purpose of paying their membership dues in any local, statewide or other professional organization.

The request provided for above shall be revocable by the employee. Revocation of such authorization shall be in writing and shall be effective beginning with the next applicable pay period possible.

References: Education Code Sections 87040, 87833, 87834, and 88167

ITEM NO: 10.1
DATE: December 16, 2020

SUBJECT: TRUSTEE REPORTS

SYNOPSIS:

Individual Trustees share their Board related activities with the full Board.

ANALYSIS:

Oral reports by Trustees may be presented at the meeting.

SUBJECT: FUTURE AGENDA ITEMS

SYNOPSIS:

Input and discussion by board members regarding items to be included on future agendas.

ANALYSIS:

Items currently on the list include:

- Diversity Training for Board members – will be held when we can meet face-to-face
- Essential needs for Trustee onboarding
- Outreach to community and the various tribes
- A workshop or presentation on the next phase plans for the three centers
- Additional information on the Coastal Field Station programs – scheduled as Big Picture item at February 2021 board meeting
- A joint meeting with the Foundation Board members – scheduled for January 13, 2021
- Budget planning workshop – scheduled for January 28, 2021