

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

**May 12, 2021 – 4:30 PM**

**Zoom meeting information:** [May 12, 2021 zoom meeting link](#)

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

**CALL TO ORDER**

**1. APPROVAL OF AGENDA AND MINUTES**

- 1.1 Agenda Approval
- 1.2 Approval of Minutes of the regular meeting held on April 14, 2021.

**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.

**2. CLOSED SESSION**

- 2.1 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
- 2.2 Conference with Legal Counsel – Existing 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
- 2.3 Public Employee Discipline/Dismissal/Release – Pursuant to Government Code section 54957  
Designated Representatives: Karas, Cichocki, Polak, Velasco and Marin
- 2.4 Public Employee Performance Evaluation – Pursuant to Government Code section 54957  
Superintendent/President

**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.

3. **PRESIDENT AND ADMINISTRATION REPORT**

- 3.1 A report from Superintendent/President Karas is presented as information

**CONSENT AGENDA**

4. **Personnel**

- 4.1 Consideration to approve Personnel List – Short Term Non-Continuing Employees  
Recommendation to approve the list of short-term non-continuing personnel as presented
- 4.2 Consideration to approve Personnel List – Part-Time Faculty  
Recommendation to approve the list of part-time faculty as presented
- 4.3 Consideration to approve Employment – Full-Time Faculty  
Recommendation to approve the employment of the full-faculty as presented
- 4.4 Consideration to approve Educational Administrator Contracts  
Recommendation to approve the Educational Administrator contracts as presented
- 4.5 Consideration to approve Equal Employment Opportunity (EEO) Fund Multiple Method Allocation Model Certification Form Fiscal Year 2020/21  
Recommendation to approve the Equal Employment Opportunity (EEO) Fund Multiple Method Allocation Model Certification form for the 2020/21 fiscal year

5. **Other Items**

- 5.1 Fiscal Report as of March 31, 2021  
Recommendation to accept the report as presented
- 5.2 Quarterly Fiscal Status Report – AB2910  
Recommendation to accept the report as presented
- 5.3 Student Trustee Privileges  
Recommendation to adopt/maintain the Student Trustee privileges as presented
- 5.4 Sale of Surplus Property  
Recommendation to authorize the sale of surplus property as presented

7. **ACTION ITEMS**

- 7.1 Board Policy Additions and Revisions – Second Reading  
Recommendation to approve the board policy additions and revisions as presented

8. **BIG PICTURE**

- 8.1 Student Success Scorecard  
A presentation by Minerva Flores, Director of Institutional Effectiveness, Research, Equity and Grants

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
- 9.2 Constituent Group Reports  
Reports from constituent groups are presented as information
- 9.3 Board Policies and Revisions – First Reading  
Revisions and additions to board policies are presented for information and review
- 9.4 College and Careers Pathways (CCAP) Partnership Agreement – First Reading  
The CCAP Partnership agreement is presented as information for 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:***

- *Regular Meeting – Wednesday, June 9, 2021, 4:30 PM, 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, April 14, 2021 using ZOOM remote meeting technology.

*Call to Order*                      Trustee Pinoli, Board President, called the meeting to order at 4:30 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	arrived at 4:38 PM
	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 Representatives</i>	Academic Senate	Catherine Indermill, President (present)
	Classified Senate	Mayra Sanchez, President (present)
	Management Team	Janelle Bird, President (present)

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

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

*Approval of Minutes*                      M/S (Nickerman/Martinez) to approve the minutes of the regular board meeting held on March 10, 2021 as presented. The matter was approved with the following vote:

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

*Public Comment on*                      There were no comments made on closed session items.

## *Closed Session Items*

### **CLOSED SESSION**

The Board adjourned to Closed Session at 4:33 PM with Board President Pinoli stating items 2.1, 2.2 and 2.3 would be discussed in closed session.

### **OPEN SESSION**

#### *Report of Action Taken in Closed Session*

The Board returned to open session at 5:08 PM with Board President Pinoli reporting there was no action taken in closed session.

#### *Public Comments*

There were no comments from the public at this time.

#### *Big Picture – The Relationship between Mendocino County Office of Education and Mendocino College*

Mendocino County Superintendent of Schools Michelle Hutchins, Associate Superintendent Kim Kern and Assistant Superintendent Becky Jeffries Assistant Superintendent presented information on the relationship between the Mendocino County Office of Education and Mendocino College.

For many years, the Mendocino County Office of Education was responsible for vocational education throughout the county. This training was completed through the Regional Occupation Program (ROP). In the 2013/14 year, the Governor changed the funding and administrative power, gave those responsibilities to the various high schools in the district and dismantled the previous programs. The high schools in the District are 100% in charge of their own career technical education.

In 2014/15, Mendocino County Office of Education (MCOE) joined with six other county offices to form the Northern California Career Pathways Alliance (NCCPA) which then applied for and received a four year grant to support a regional work-based learning model and assisted with implementation of specific CTE pathways.

In 2017, MCOE gave the remaining CTE reserve funds back to the school districts in Mendocino County. Most of these districts used the funds to apply for annual state CTE Local Education Agency (LEA) grants. The regional grant that was previously in place at MCOE was then moved to the Sonoma County Office of Education.

MCOE and Mendocino College took big steps to try and fill the gap left in funding but we floundered due to a lack of Workforce Development at the County level.

MCOE supports local education agencies countywide by providing administrators with technical assistance for Career Technical Education (CTE) grant writing and reporting. MCOE also provides professional development to district LEAs and on site CTE staff for CTE implementation.

MCOE advocates for LEAs at local, regional, state and federal educational communications and events but it is important for the Board of Supervisors to link their other Workforce Development partners with those in the K-14 sector.

There are several ways Mendocino College and Mendocino County Office of Education are working together. These include:

- MCOE's K-12 Pathway Coordinator Specialist is the CCCO's regional representative for district for all 16 LEAs (Mendocino County plus the western half of Lake County) in the college district. The goal is to support and increase the transition of CTE graduates into MC CTE programs.
- MCOE's Workforce Development Coordinator is on Mendocino College's Extended Opportunity Programs and Support (EOPS) board. The goal is to financially assist and provide supportive services to economically disadvantaged students in order to help them complete credit bearing courses on time.
- MCOE's Special Project Coordinator is a member of the Counselors and Advisors Network. She also coordinates with Antonio Lopez and Ulises Velasco to support various K-12 articulation projects with Mendocino College.

In addition, the two entities work together to make sure the various grant parameters are met. These include:

- As part of CTE funding, LEAs are required to have signed at least one Dual Enrollment or Articulated CTE pathway to be eligible for supplemental grants. MCOE provides K-12 LEA partners technical assistance with all aspects of these grant requirements.
- Both MCOE and Mendocino College participate in the Mendocino Lake Adult Career Education (ML ACE) – a post-secondary CTE consortium whose goal is to provide adults in our region seamless and integrated educational and career pathways and services.

Possible future MCOE/Mendocino College collaborative projects include:

- Hold some joint dual enrollment and articulation workshops. Mendocino College has been excellent at working to create those type of courses for our students.
- Help us to create an annual CTE meeting or event for K12 & Postsecondary CTE teachers to gather by industry and review curriculum.
- Join MCOE in their 21/22 CTEIG grant application in establishing an effective and sustainable countywide Work Based Learning (WBL) structure for LEAs

### **PRESIDENT AND ADMINISTRATION REPORT**

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

Currently the college spring plant sale is underway and is taking place online. Orders can be made using the link provided.

We recently received news from the state that our MESA application has been approved and funded for another three (3) years.

## **CONSENT AGENDA**

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

Ayes	Martinez, Nickerman, Myers, Anderson, O'Neill, Tomkins, 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 Personnel List – Short Term Non-Continuing 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 personnel List – Part-Time Faculty*

\*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.

*Consideration to approve Employment – Classified – Amended Start Date*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby employs Roberto Renteria, EOPS/CARE Coordinator effective May 1, 2021 pending receipt of all necessary employment eligibility requirements.

*Consideration to approve Working Out Of Class Compensation*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the Working Out of Class Compensation for Machiko Shimada as presented.

*Consideration of Four Ten-Hour Day Work Week*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby agree to and authorize the signing of the attached agreement with the Classified employee unit, MLCCCBU, regarding working four ten-hour days from 5/31/21 through 7/30/21.

*Consideration to receive Mendocino-Lake Community College Classified Bargaining Unit/SEIU (MLCCCBU) Local 1021, 2021/22*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby receives the initial 2021/22 collective bargaining proposal from the Mendocino-Lake Community College Classified Bargaining Unit (MLCCCBU) and directs the Superintendent/President to receive public comments to this proposal prior to the May Board meeting.

*Successor Contract  
Reopeners*

*Consideration to  
approve Mendocino-  
Lake Community  
College District  
2021/22 Successor  
Reopeners to  
Mendocino-Lake  
Community College  
Classified  
Bargaining  
Unit/SEIU  
(MLCCCBU) Local  
1021*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby presents the District's initial 2021/22 successor contract collective bargaining proposal to Mendocino-Lake Community College Classified Bargaining Unit/SEIU, Local 1021 (MLCCCBU), and directs the Superintendent/President to receive related public comments prior to the May Board meeting.

*Consideration to  
receive Mendocino  
College Federation  
of Teachers  
(AFT/CFT Local  
6322) 2022/23  
Contract Reopeners*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby receives the reopener 2022/23 collective bargaining proposal from the Mendocino College Federation of Teachers and directs the Superintendent/President to receive related public comments prior to the May Board meeting.

*Consideration to  
approve Mendocino-  
Lake Community  
College District  
Contract Reopeners  
to Mendocino  
College Federation  
of Teachers  
(AFT/CFT Local  
6322), 2021/22*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby receives the initial 2022/23 reopener collective bargaining proposal from Mendocino-Lake Community College District and directs the Superintendent/President to receive related public comments prior to the May Board meeting.

*Consideration to  
receive Mendocino  
Part-Time Faculty  
Association  
(MPFA/CCA/CTA/N  
EA), 2022/23  
Contract Reopener*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby receives the initial 2022/23 collective bargaining proposal from the Mendocino Part-Time Faculty Association and directs the Superintendent/President to receive related public comments prior to the May Board meeting.

*Consideration to  
approve Mendocino-  
Lake Community  
College District  
Contract Reopeners  
to Mendocino Part-*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby receives the initial 2022/23 reopener collective bargaining proposal from Mendocino-Lake Community College District and directs the Superintendent/President to receive related public comments prior to the May Board meeting.



*Time Faculty  
Association  
(MPFA/CCA/CTA/  
NEA), 2022/2023*

*Consideration of  
One-Time, Off-  
Schedule Stipend –  
Mendocino Part-  
Time Faculty  
Association  
(CCA/CTA/NEA)  
("MPFA")*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby agree to and authorize the signing of the attached agreement with the Part-Time Faculty employee unit, MPFA, regarding one-time, off-schedule stipend compensation in the amount of \$500.00.

*Consideration of  
One-Time, Off-  
Schedule Stipend –  
Service Employees  
International Union  
Local 1021  
("SEIU")*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby agree to and authorize the signing of the attached agreement with the Classified employee unit, SEIU, regarding one-time, off-schedule stipend compensation in the amount of \$500.00.

*Consideration of  
One-Time, Off-  
Schedule Stipend –  
The Management  
Team of Mendocino-  
Lake Community  
College District  
(Managers/Supervis-  
ors/Confidential)*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby agree to and authorize the signing of the attached agreement with the Management Team employee unit, regarding one-time, off-schedule stipend compensation in the amount of \$500.00.

*Consideration of  
One-Time, Off-  
Schedule Stipend –  
Independently  
Adjusted Contract  
Employees  
(President and Vice  
Presidents)*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby agree to and authorize the one-time, off-schedule stipend compensation to the President and Vice Presidents in the amount of \$500.00.

*Consideration of  
One-Time, Off-  
Schedule Stipend –  
Mendocino College  
Federation of  
Teachers (AFT/CFT)  
("MCFT")*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby agree to and authorize the signing of the attached agreement with the Full-Time Faculty employee unit, MCFT, regarding one-time, off-schedule stipend compensation in the amount of \$500.00.

## **Other Items**

*Fiscal Report as of  
February 28, 2021*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby accept the fiscal report as of February 28, 2021 as presented.

*Donation*

\*RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby accepts the donation to Mendocino College by Sue Mason.

## **ACTION ITEMS**

*2020/21 April  
Revised Budget*

After review and discussion, the board took the following action:

M/S (Tomkins/Nickerman) that the Mendocino-Lake Community College District Board of Trustees hereby adopt the proposed 2020/21 April Revised Budget as presented and shown on Attachments A-1 through I with the following vote:

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

*Contracts and  
Agreements –  
Quarterly  
Ratification*

After reviewing the information, the board took the following action:

M/S (Tomkins/Martinez) that the Mendocino-Lake Community College District Board of Trustees hereby ratify the contracts and agreements as provided on the attached compilation with the following vote:

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

*Awarding of Audit  
Contract for Fiscal  
Year ending June  
30, 2021*

After review and discussion, the board took the following action:

M/S (Myers/O'Neal) that the Mendocino-Lake Community College District Board of Trustees does hereby award the audit contract for the fiscal year ending June 30, 2021 at a price of \$36,774/District and \$8,408/Foundation to the Certified Public Accounting firm Cossolias, Wilson, Dominquez, Leavitt (CWDL) with the following vote:

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

*Board Policy*

After reviewing the information presented and discussion, the board took the

*Additions and  
Revisions – Second  
Reading*

following action:

M/S (Martinez/Tomkins) that the Mendocino-Lake Community College District Board of Trustees does hereby adopt the additions and/or revisions to Board Policy 3433, Board Policy 7120 and Board Policy 7250 as presented with the following vote:

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

*Board Policy  
Deletions – Second  
Reading*

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

M/S (Myers/Martinez) that the Mendocino-Lake Community College District Board of Trustees does hereby approve deletion of Board Policy 705 and Board Policy 720 as presented with the following vote:

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

**INFORMATIONAL REPORTS**

*Mendocino College  
Foundation, Inc.*

A written report was submitted by the Mendocino College Foundation staff.

*Constituents Group  
Reports*

**Academic Senate**

A written report was submitted by Academic Senate President Indermill who 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.

**Management Team**

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

*Board Policy  
Additions and  
Revisions – First  
Reading*

Board policy 2355 – Decorum; Board Policy 7110 – Delegation of Authority; Board Policy 7130 – Compensation; Board Policy 7140 Collective Bargaining; and Board Policy 7220– Faculty Service Areas were presented for review. Discussion and/or adoption of these policies will take place at the May 2021 board meeting.

**TRUSTEE COMMUNICATION**

### *Trustee Reports*

Trustees commented orally on their recent college-related activities.

Trustee Anderson thanked everyone for continuing to move forward and it is very good news to hear about the MESA program approval.

Trustee Martinez thanked everyone for all the good work happening and it's great news about the MESA program.

Trustee Myers expressed her thanks to everyone for all their hard work.

Trustee Nickerman stated we need to keep our eye on Covelo and look at offering other programs in that area.

Trustee O'Neill acknowledged all the hard work of the staff and the trustees.

Trustee Tomkins reminded everyone about the scholarship presentation which will be held virtually on May 1<sup>st</sup> from 6-8.

Trustee Pinoli thanked everyone for their continued hard work. We are now into this virtual meeting for over a year. The good news is the trustees should be able to reconvene in the board room possibly in September and could also include a digital component. With that being said, historically our September meeting would be at the Coast Center. Action will be taken in August so it happens in Ukiah if we are allowed to hold the meeting in person.

### *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
- A big picture presentation similar to the presentation with the Lake County Superintendent of Schools.
- May will be a presentation from Minerva on student success and achievement data.

### *Adjournment*

With agenda business concluded, Board President Pinoli declared the meeting adjourned at 6:24 PM.

Submitted by:

Timothy Karas, Superintendent/President  
Secretary, Board of Trustees

SUBJECT: PRESIDENT AND ADMINISTRATION REPORT

**Enrollment**

The table below illustrates summer 2021 enrollment compared to the three previous summer terms.

Semester	Day	Active Students	Number of Sections	TOTAL FTES
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SUMMER 2021	-41	674	197	139.26
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SUMMER 2020	-41	482	162	109.33
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SUMMER 2019	-41	516	258	93.4
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SUMMER 2018	-41	633	233	109.4
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**Puente**

We received the agreement from the Regents of the University of California to support the development of a Puente Program at Mendocino College. The agreement is for three years and provides seed funding. The funding tiers are \$30,000 (FY21/22), \$15,000 (FY22/23), and \$5,000 (FY 24/25). Next year will be dedicated to developing the program and preparing for the first Puente cohort in fall 2022. Information on the Puente Program can be found at <https://www.thepuenteproject.org/>

**Grants**

Through the leadership of Minerva Flores, Director of Research, Grants and Equity, Mendocino College will be submitted a grant application to the National Endowment for the Humanities (NEH): “*Humanities Initiatives at Colleges and Universities*”. Our project is titled: *Northern California Native American History Speaker Series* (NorCal – NAHSS). We are eligible to apply for this grant due to as HSI status. The NEH has identified projects focused on Native American communities as a priority area.

The NorCal-NAHSS project fulfills an integral part of the College’s strategy to improve state, regional and local knowledge of our Native American population. The NorCal – NAHSS project aims to provide professional development for faculty and staff on our regional and local Native American

history; enhance our Native American History teaching tools and resources; and create a digital Native American History resource repository of information and resources to enhance classroom instruction and student service delivery. In an effort to expand and enhance our existing activities, the NorCal – NAHHS project will inform a broader local and regional community on the history of the Native American people in California, more specifically Northern California Native Americans.

The grant provides up to \$150,000 over three years. If successful, the project would begin in February 2022. The application is due May 20, 2021. Colleagues from throughout the district have participated in developing the grant application. Participants included Minerva Flores; Ulises Velasco; Rebecca Montes; Antonio Lopez; Yuliana Sandoval; Monica Flores; Eric Hoefler; Fernando S Calderon; Sarah Walsh; Jaime Cechin; Casey Terrill; Valentina Velazquez-Zvierkova; Brianna Zuber; Robert R Parmenter; Alicia Mendoza.

### **Diversity, Equity, and Inclusion (DEI)**

In April, the State Chancellor sent a communication to CEO's regarding system wide efforts related to Diversity, Equity and Inclusion (DEI). To this end, the State Chancellor asked all CEOs, in partnership with their district Trustees, to adopt a local resolution in support of diversity, equity and inclusion. A [DEI sample resolution](#) was developed at the request of your statewide boards. The template can be revised to reflect local priorities. The State Chancellor's Office suggested adoption of a DEI resolution by June 30th, 2021.

### **Accreditation**

I want congratulate Minerva Flores and Debra Polak for being selected by ACCJC to serve on the "ACCJC Standards Review" team. ACCJC is starting the process of a comprehensive review and revision of accreditation standards. It is tremendous that Mendocino College has two individuals selected to participate. Individuals were selected from throughout our region, which includes California, Hawaii, Guam, and several Pacific Island nations. They have much expertise and knowledge to contribute to this process.

### **President's Bulletin Board**

I created a webpage called "[President's Bulletin Board](#)" bringing together resources links that I commonly use (i.e., State regulations, COVID) and article reading lists. Feel free to check it out. Thanks to the library for allowing me to use the LibGuides software.

### **Update Regarding Safe Reopening**

At the state and local levels, the pandemic is moving in a positive direction in terms of re-opening and lifting pandemic related restrictions. The college has been very busy preparing for the safe return to campus. It is a highly complex and often changing exercise to transition to more in-person services and returning to campus.

A significant percentage of district employees have worked on site safely during the pandemic. These employees have mostly been in facilities, grounds, child development center, center staff, information technology, fiscal services, athletics, and library. Student support services have offered on-ground

service to students during peak enrollment periods. On-ground instruction continued in disciplines, such as, nursing, physical therapy assistant, automotive, and agriculture. With the safety measures we have already implemented, these departments and services have weathered the past 14 months without a campus or center outbreak.

Planning is continually altered depending on the guidance received from government agencies, best practices, and local logistics. I want to thank the facilities/safety committee. The Facilities & Safety Committee has been deeply involved in planning/preparing our facilities to be aligned with specific physical plant protocols. The college is relying on the guidelines of Mendocino County Public Health, CalOSHA, the Center for Disease Control, and California Department of Public Health and our educational peers both locally and state-wide in order to provide a safe environment for students and employees.

While guidelines continue to evolve, some of the steps the college is taking to prepare for a return to campus are:

- Vaccines: Over 70% of college employees are vaccinated. While the college cannot mandate vaccines, getting vaccinated is highly recommended. Vaccines are now available to anyone over 16 and can be scheduled through the My Turn website at <https://myturn.ca.gov>. The college will continue to encourage vaccines for employees and students by providing information on vaccine opportunities.
- Air handling systems: A study of the air handling systems of all buildings in Ukiah and at the Centers is nearing completion. Piloting the use of outdoor classrooms
- Installing signs with COVID protocols (symptoms, masking, 6 feet separation)
- Requiring face masks at all times
- Providing hand sanitizing stations at all building entrances
- Providing disinfectant wipes in all offices and classrooms
- Continuing to monitor best practices and guidance from regulatory agencies and health care professionals
- Continuously soliciting suggestions and feedback from our students & staff for additional strategies and measures for a safe return to campus

Recognizing that everyone needs time professionally and personally to plan and prepare, the following dates are targeted for Management and Classified employees of the district to transition back to campus:

- **Employees return to work site at least 50% by August 1 (i.e., 20hrs/week)**
- **Employees return to work site at least 75% by October 1 (i.e., 30hrs/week)**
- **Employees return to work site at least 100% by January 2022 (i.e., 40hrs/week)**

This transition does not apply to classroom instruction. The summer and fall class schedules have been built; summer will remain primarily online and fall includes an increase in on-ground classes, in particular at the Centers.

There was an announcement from the CSU/UC that they will implement a vaccination requirement for student and employees to return to campus in Fall 2021 with exceptions for personal belief systems and medical reasons. There are many caveats still to be worked out.

We are closely following the developments from these systems. The State Chancellors Office has indicated they are working on publishing guidance to community college districts in the coming weeks. This guidance will be key to inform our decision making process.

Our planning is rooted in the current guidance available and county tier status. This can change weekly. Our planning will be iterative. Currently, we (Lake and Mendocino counties) are in the orange tier. The mindful, collaborative and deliberative approach has served us well over the past year. This approach will continue as we move to expanded in-person services and instruction.

### **Hybrid Classroom Carts**

The Information Technology Department partnered with a working group from the Technology Committee to examine technologies available to support hybrid classroom environments where some students are present and some are participating remotely via Zoom. The first 30 carts have been assembled. Each center and the Round Valley Classroom will receive a cart and the remaining carts will be used on the Ukiah campus. Dave Johnston, Director of Information Technology, provided an overview training on 4/28 to a group of faculty who will pilot the use of the carts to identify challenges and best practices as well as help create professional development for faculty on the use of the new technology. Several administrators and faculty acted as the students during the session to provide feedback on the student experience with the cart. The meeting facilitated great conversations about the use of the carts. This technology can also potentially support classes where the instructor is teaching in one location with additional students participating at other college sites. Unlike the existing distance education classrooms, these units can be rolled into any classroom where they're needed.



### **The Centers**

The Centers maintain their excitement for a summer return to a more traditional learning experience. Both the Coast and Lake Center will host open enrollment courses targeted at our Upward Bound HS partners as well as a few select additional courses. A plan for increased on



ground center hours to support our faculty and students has also been developed. In this time of remote virtual work and education, the 12 HS partners supported by the Centers have gathered regionally to share ideas for innovative and increased dual enrollment opportunities. With limited availability of faculty in our outlying areas, we are utilizing what we have learned in this last year to increase opportunities for students. Point Arena HS plans to offer a dual enrollment biology course in the Fall. To expand the availability of this course, we are researching ways to simultaneously make the lecture portion of this course available through Zoom to students at Fort Bragg HS. We are also looking at ways to expand CTE course offerings at our HS partners. Most CTE courses have large hour requirements centered around long on ground lab hours. These long hours have prevented us from being able to offer many CTE courses within a traditional HS bell schedule over one semester. The Centers are currently working with the Admissions and Records department to develop a way to offer a single Mendocino College course over an entire academic year. This development will provide great opportunities for extended CTE pathways with our HS partners.

The Lake Center was proud to partner with the Lake County Friends of Mendocino College and the Mendocino College Foundation to provide the inaugural Lake County Scholarship and Award Reception on Saturday May 1st. Through Zoom, 17 Lake County scholarship recipients, and 9 Lake County Adopt a Fifth Graders were recognized with family, community, and Mendocino College in support. This event would not have been possible without the amazing organization and outreach of Eliza Fields, Foundation Administrative assistant, leadership and support of the LCFMC, including chair Wilda Shock, and members Lori McGuire, and Chris Taliaferro, and student outreach by Lake Center Assistant, Machiko Shimada. To view a copy of the program, visit this link <https://drive.google.com/file/d/1q-IDKVX3Ee6LfVkfOWBdmQiwH1yPZ7FS/view?usp=sharing>

### **Construction Program**

The Sustainable Construction Technology (SCT) program conducted an advisory committee meeting on April 22, 2021. Trustee Ed Nickerman joined 23 advisory members via zoom. All shared their support for our progressing construction program focused on rebuilding our efforts to serve more students by offering more reskill /upskill courses that will result in wage gains and local jobs. SCT courses for the Fall semester are greatly increasing. Facilities are all being upgraded and improved, including the house which serves as a construction “laboratory” for students to use developing skills to practice installations, remodeling and other construction activities. Short-term non- credit 5-week courses are being offered and new construction adjunct faculty are being recruited. A Construction program outreach counselor to serve current and prospective SCT students, give presentations and develop career guidance plans for each student in the SCT program upgrade will start this month recruiting students for the Fall semester. A team of faculty & staff are working together this summer to improve and expand the outdoor worksites available to SCT students. This space will be ready for a Fall 2021 “Reopening” of the program. For more information contact SCT Instructor Noel Woodhouse [nwoodhouse@mendocino.edu](mailto:nwoodhouse@mendocino.edu).

## **Commencement Update**

Due to low student interest, the previously planned three virtual commencement celebrations have been consolidated to one. Our virtual commencement ceremony will be held on Friday, May 21<sup>st</sup> at 1pm which will honor our graduates from 2019-2020 and 2020-2021. Student participants will receive an invitation to the ceremony, which will be held on Zoom. The public will be able to log in to the ceremony as it will be streamed online. As the details are finalized, updated information will be posted on our website:

<https://www.mendocino.edu/admissions/records/graduation>

## **Native American Motivation Day**

Mendocino College hosted the 34<sup>th</sup> Native American Motivation Day on May 6th. A group comprising members of the college community organized a virtual event and invited students grades 6-12 to attend.

This free event provided an opportunity for Native American students to learn about Mendocino College programs, meet representatives from four-year universities, and enjoy breakout sessions. Trustee Anderson and Superintendent/President Karas welcomed students to the event.

## **Second Year Transition Workshop**

The First Year Institute (FYI) held a second year transition workshop via Zoom on Thursday, May 6 from 2-3 p.m. & again from 5:30-6:30 p.m.. The workshop focused on helping students identify support programs they can use as they transition to their second year as well as how to access ongoing FYI services through the FYI Lending Library & FYI Counselor.

## **FYI Celebration & Awards**

FYI will hold a virtual celebration to recognize students who completed their first year of college on Wednesday, May 12. Information about the event is available at [www.mendocino.edu/fyi](http://www.mendocino.edu/fyi)

## **EOPS/CARE Ceremony**

On Friday, May 14, the EOPS/CARE Staff will celebrate the academic success of their students with an awards ceremony to be held virtually via Zoom at 6:00 p.m. This will be a very special evening for EOPS and CARE students who are graduating this May and/or who have maintained at least a 3.00 cumulative grade point average. The event will begin with an awards ceremony acknowledging 179 EOPS students for their outstanding academic achievement and 74 EOPS students for completing the requirements for graduation this Spring. Those graduating will be receiving their Graduation Packet, which includes their graduation cap, gown, 2021 tassel, Honors Cord (for those who are graduating with honors), PTK Stole (for those who are members of the Phi Theta Kappa Honor Society), an EOPS padfolio, a Mendocino College lanyard, and an EOPS Alumni t-shirt. Join the EOPS/CARE staff to celebrate the academic success of our students: <https://cccconfer.zoom.us/j/92788454346>

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
Cabrera De					
Duenas	Marlene	CDV Associate Teacher IV	CDV	5/21/2021	8/20/2021
Clark	Morgan	Agriculture Aide II	Agriculture	4/23/2021	6/20/2021
Delgado	Denise	CDV Associate Teacher IV	CDV	5/21/2021	8/20/2021
Fruge	Tawnie	CDV Associate Teacher II	CDV	5/21/2021	8/20/2021
Fruge	Tawnie	Food Service Worker - Substitute	CDV	5/10/2021	6/30/2021
Jacinto	Vanessa	CDV Assistant Teacher	CDV	5/21/2021	8/20/2021
James	Oneita	CDV Associate Teacher IV	CDV	5/21/2021	8/20/2021
Macias	Leticia	CDV Associate Teacher IV	CDV	5/21/2021	8/20/2021
Martinez	Julisa	CDV Associate Teacher IV	CDV	5/21/2021	8/20/2021
Medina	Obdulia	CDV Associate Teacher IV	CDV	5/21/2021	8/20/2021
Olea-Luna	Rocio	CDV Assistant Teacher	CDV	5/21/2021	8/20/2021
Pena	Fabiola	CDV Associate Teacher IV	CDV	5/21/2021	8/20/2021
Ramirez-		CDV Assistant Teacher			
Gonzalez	Andrea	Substitute	CDV	5/21/2021	8/20/2021
Ramirez-		CDV Associate Teacher I			
Gonzalez	Andrea	Substitute	CDV	5/21/2021	8/20/2021

### 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
Nguyen	Quy	Tutor	Learning Center	6/7/2021	6/18/2021
Parsons	Sofica	Tutor	Learning Center	6/7/2021	6/18/2021

### 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	6/7/2021	6/18/2021
Johnson	Richard	Tutor	Lake Center	6/21/2021	7/29/2021
Rystad	Connie	Tutor	Learning Center	6/7/2021	6/18/2021
Wakefield	David	Tutor	Lake Center	6/14/2021	7/29/2021

SUBJECT: EMPLOYMENT – PART-TIME FACULTY

SYNOPSIS:

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

RECOMMENDATION:

The Superintendent/President recommends that 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 Summer 2021 semester as presented pending receipt of all necessary employment eligibility requirements.

# EMPLOYMENT – PART-TIME FACULTY SUMMER 2021 SEMESTER

Name	Position	Location
Albuquerque, Lilia	English as a Second Language Instructor	Online
Bailey, Jeffrey	Business Instructor	Online
Bayer, Lucille	English Instructor	Online
Bell, Joseph	Political Science Instructor	Fort Bragg
Bell, Rose	History Instructor	Online
*Bhandari, Keshab	Computer Science Instructor	Online
Bjur, Garrick	History Instructor	Lake Center
Brunner, Jeffrey	English Instructor	Online
Budlong, James	Wood Instructor	Fort Bragg
Buffalo, Daniel	Business Instructor	Online
Burokas, Nina	Business Instructor	Online
Buzzell, Nancy	Child Development Instructor	Online
Cantrell, Tatiana	Child Development Instructor	Online/Lakeport
Carey, Jill	Child Development Instructor	Online
Castillo, Guillermo	Dual Enrollment - Education Instructor	Online
Chaidez, Adan	Counselor, Part-Time Hourly	Ukiah
Clark, Jennifer	English Instructor	Online
Cohen, Mina	Art - Painting, Drawing Instructor	Online
Crowley, Jared	Biology Instructor	Fort Bragg
Dachani, Akanit	Digital Arts Media Instructor	Online
Dawood, Noor	Basic Skills Instructor Non-Credit	Online
Diaz Gutierrez, Salvador	History Instructor	Online
Dominguez, Diana	Mathematics Instructor	Online
Duran, Carolina	Mathematics Instructor	Online
Dwyer, Molly	English Instructor	Online
Escobedo, Katherine	Athletics	Ukiah
Falandes, Helen	Alcohol and Other Drugs Instructor	Online
*Feliciano, Diana	English as a Second Language Instructor	Online
Fenwick, Richard	Automotive Technology Instructor	Online
Gomez, Diana	Dual Enrollment - Education Instructor	Online
Gonzalez, Ignacio	Real Estate Instructor	Online
Gowan, Theresa	Health-Transfer Instructor	Online
Gray, Gary	Business Instructor	Online
Green, Tobias	Anthropology Instructor	Online
Hellman, Steven	English Instructor	Lake Center
Hendershot, Chelsea	Business Instructor	Online
Heston, Pamela	Administration of Justice Instructor	Online
Holl, Merie	EOPS Counselor, Part-Time Hourly	Ukiah
Ives, Aeron	Mathematics-Basic Skills Instructor	Online
Jensen, Zane	History Instructor	Online
Jernigan, Jeremy	Music Instructor	Lake Center
Johnson, Cameron	English As a Second Language Non-Credit	Online
Johnson, Cassandra	Child Development Instructor	Online
Kendl, Andrew	Administration of Justice Instructor	Fort Bragg
Kendrick, Maresa	Child Development Instructor	Online
Kuhn Fornari, Melissa	English as a Second Language Instructor	Online

# EMPLOYMENT – PART-TIME FACULTY SUMMER 2021 SEMESTER

Name	Position	Location
Lam-Hansard, Katherine	Economics Instructor	Online
Lau, Alvin	American Sign Language Instructor	Online
Lawyer, Jeremy	Counselor, Part-Time Hourly	Ukiah
MacDougall, Elizabeth	Music Instructor	Ukiah
*Makdisi, Eve	Physical Therapy; Biology Instructor	Online
McKay, Carol	Child Development Instructor	Online
Metzger, Angela	English Instructor	Online
Morgan, Heidi	Psychology Instructor	Online
*Munoz, Lacey	Biology Instructor	Online
Myklebust, Martha	Child Development Instructor	Online
O'Mara, Stephen	Business Instructor	Online
Offill, William	Athletics	Online/Ukiah
Olson, Menaka	Communications Instructor	Online
Orpustan-Love, Denise	Sociology Instructor	Online
Pallesen, Leif	Biology Instructor	Online
Pratt, Michael	Automotive Technology Instructor	Online
Price, Jennifer	Anthropology Instructor	Online
Rickansrud-Young, Rebel	English Instructor	Online
Ringer, Bret	Athletics	Ukiah
Rodriguez, Teresa	Basic Skills Instructor Non-Credit	Fort Bragg
Rosales, Gladis	Basic Skills Instructor Non-Credit	Ukiah
Sammel, David	Spanish Instructor	Online
Schon-Brunner, Eryn	Theatre Arts - Dancing Instructor	Online
Schwartz, Larry	Athletics	Ukiah
Scott, Melissa	Mathematics Instructor	Online/Ukiah
Shieh, Amanda	Mathematics Instructor	Online
Siderakis, Julia	Culinary Arts Mgmt - Culinary Instructor	Online
Slocinski, Lech	Digital Arts Media Instructor	Online
Snider, Michelle	Mathematics Instructor	Online
Thomas, Alexander	Philosophy Instructor	Online
*Thomas, Shirlee	History Instructor	Online
Tomlinson, John	Theatre Arts - Acting Instructor	Online
Turner, Lisa	English Instructor	Online
Upton, Chatnaree	Physics Instructor	Online
Von Vogt, Margaret	Basic Skills Instructor Non-Credit	Online
Wakefield, David	English Instructor	Lake Center
Wallace, Rebecca	Art Instructor	Fort Bragg
Watson-Krasts, Dena	Communications Instructor	Online
Weber, David	Computer Science Instructor	Online
*Welch, Diane	Psychology Instructor	Online
Wingler, Douglas	Athletics	Ukiah
Young, Rachel	Counselor, Part-Time Hourly	Ukiah
Zeni, Michael	Welding Instructor	Lake Center
Zhang, Min	Mathematics Instructor	Online
Zotter, Frank	Business Instructor	Online

SUBJECT: EMPLOYMENT – FULL TIME FACULTY

SYNOPSIS:

Employment of two (2) full-time faculty in Nursing and one (1) full-time faculty in Mathematics

RECOMMENDATION:

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

ANALYSIS:

**Employ Faculty Under Second One-Year Contract**

Faculty, Tenure Track - Full Time – Nursing  
Suzanne Hewitt, DNP, MSN, FNP-C  
Effective: August 13, 2021

Dr. Hewitt earned her Doctor of Nursing Practice from California State University, Fresno and holds a Master of Science in Nursing from Baylor University. She is currently licensed as a Family Nurse Practitioner; most recently practicing at Mendocino Coast District Hospital and Ukiah Valley Medical Center. She has over 37 years of direct Nursing experience with over 10 years of Clinical mentorship. Dr. Hewitt has recently taught as a temporary full-time Nursing faculty since January 2020; as such the first year of her probationary contract period has been satisfied.

**Employ Faculty Under First One-Year Contract**

Faculty, Tenure Track - Full Time – Nursing  
Lisa Leonard, RN-BC  
Effective: August 13, 2021

Ms. Leonard has provided adjunct instruction for over eight (8) years with the Mendocino College Nursing Program. She is currently licensed as a registered nurse and has worked at Sutter Lakeside Hospital in Lakeport for over 15 years. She earned her Bachelor of Science in Nursing from Western Governors University and will earn her Masters in Nursing from Western Governors University by July 2021.

Faculty, Tenure Track – Full-Time – Mathematics  
Chatnaree Upton  
Effective: August 13, 2021

Ms. Upton earned her Master of Science in Mathematics from Emporia State University, Kansas and holds a Bachelor of Science in Physics and Education from Chulalongkorn University, Thailand. She has taught as an adjunct faculty member at Mendocino College since 2012; providing instruction in various Physics courses. Most recently, Ms. Upton has taught at Ukiah High School; providing instruction in Advanced Calculus (AB/BC), Advanced Physics, Physics, and MESA.



MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby employs Dr. Suzanne Hewitt as a tenure-track full-time instructor in Nursing; Ms. Lisa Leonard as a tenure-track full-time instructor in Nursing; and Ms. Chatnaree Upton as a tenure-track full-time instructor in Mathematics effective August 13, 2021, pending receipt of all necessary employment eligibility requirements.

SUBJECT: EDUCATIONAL ADMINISTRATOR CONTRACTS

SYNOPSIS:

Approval of educational administrator contract.

RECOMMENDATION:

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

ANALYSIS:

Section 72411(a) of the Education Code states that educational administrators shall be employed and classified administrators may be employed by the Board of Trustees by contract up to four years in duration. At this time, the following educational administrator contract is recommended for approval.

**One Year Contract (Categorical):**

Eric Hoefler, Director of MESA/ STEM Success  
Educational Administrator Contract, 7/1/21 – 6/30/22

*Reference Board Policy 7250, Educational Administrators*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the educational administrator contracts as presented.

SUBJECT: EQUAL EMPLOYMENT OPPORTUNITY (EEO) MULTIPLE METHOD  
ALLOCATION MODEL CERTIFICATION FORM FISCAL YEAR 2020/21

SYNOPSIS:

In order to receive Equal Employment Opportunity (EEO) funding, the District must annually submit a certification form that outlines the methods that the District has utilized to advance diversity and equity in the hiring process.

RECOMMENDATION:

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

In fiscal year 2016/17, the California Community Colleges Chancellor's Office (CCCCO) implemented a new funding allocation model for the Equal Employment Opportunity (EEO) Fund, consistent with Title 5, Section 53030. The Multiple Methods allocation model was developed by the longstanding Equal Employment Opportunity and Diversity Advisory Committee (statewide EEO Committee) and the CCCCCO's Office of the General Counsel in 2015. Each year California Community College districts may apply for funding from the Chancellor's Office Equal Employment Opportunity (EEO) Fund to help promote district-wide EEO efforts. These funds are allocated based upon the number of Districts which apply for and are deemed eligible for the funding each year. Prior to receiving these funds, a district must certify that it has satisfied specific EEO best practices outlined within the Chancellor's Office "Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form" ("EEO Multiple Method Form"). This certification form must be completed by the Human Resources Director, reviewed by the District's Equal Employment Opportunity Advisory Committee (EEOAC), and approved by the Board of Trustees.

The form is attached and outlines the methods that Mendocino College has utilized to advance diversity and equity in the hiring process. This report is due to the Chancellor's Office on June 1, 2021.

At the May 2020 Board of Trustees meeting, data regarding employment statistics specific to ethnic breakdown was requested. As such, attached is supplemental information on EEO data for 2013, 2019, and 2020. These date sets were selected to show the longitudinal trends over a seven (7) year period and also recent year to year changes.

*Reference: Board Policy 3420 Equal Employment Opportunity  
Board Policy 7100 Commitment to Diversity  
Board Policy 7120 Recruitment and Hiring*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees hereby approves the certification of the Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2020/21.

## Supplemental Data

### Mendocino-Lake CCD Hiring Statistics

**EEO Data - Employed Persons  
2013, 2019, 2020**

<b>2020</b>	Total	American Indian/Alaskan Native	Asian	African American	Hispanic	White	Declined To State
FT Faculty	58	0.00%	3.45%	0.00%	15.52%	81.03%	0.00%
PT Faculty	156	2.56%	7.05%	0.64%	10.26%	75.64%	3.85%
Classified	79	1.27%	5.06%	0.00%	30.38%	63.29%	0.00%
Administrators	28	0.00%	3.57%	0.00%	28.57%	67.86%	0.00%

<b>2019</b>	Total	American Indian/Alaskan Native	Asian	African American	Hispanic	White	Declined To State
FT Faculty	58	0.00%	3.45%	0.00%	15.52%	81.03%	0.00%
PT Faculty	216	1.85%	6.02%	0.46%	8.80%	80.09%	2.78%
Classified	76	2.63%	2.63%	0.00%	28.95%	64.47%	0.00%
Administrators	27	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%

<b>2013</b>	Total	American Indian/Alaskan Native	Asian	African American	Hispanic	White	Declined To State
FT Faculty	51	0.00%	1.96%	0.00%	11.76%	84.31%	1.96%
PT Faculty	241	1.24%	4.56%	0.41%	5.81%	85.48%	2.49%
*Classified and Classified Admin	94	2.13%	1.06%	0.00%	19.15%	76.60%	1.06%
Educational Administrators	9	0.00%	0.00%	0.00%	22.22%	77.78%	0.00%

\*2013 data reflects Classified Administrators in the Classified constituent group



Equal Employment Opportunity  
Fund Multiple Method Allocation  
**Certification Form**  
***Fiscal Year 2020-2021***

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district's success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

**Nine (9) Multiple Methods**

***Mandatory for Funding***

1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

***Pre-Hiring***

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

***Hiring***

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

***Post-Hiring***

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

**Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?**

- ☐ **Yes**  
☐ **No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).

Mendocino-Lake Community  
College District  
EEO Multiple Methods Report  
2020-2021

**1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.**

Faculty, staff and administrators were engaged in a collaborative process to write the District's EEO Plan. The Plan was reviewed and was approved by the Academic Senate in Spring 2019 and by the Board of Trustees on May 15, 2019 (Exhibit 1). The Plan will expire on June 30, 2022. The EEO plan provides the basis for outreach and recruitment, training for screening committees, and general training for staff and the handling of complaints. The Current EEO Plan can be found at: [https://www.mendocino.edu/sites/default/files/eeo\\_plan\\_signed\\_js\\_v3\\_pdf.pdf](https://www.mendocino.edu/sites/default/files/eeo_plan_signed_js_v3_pdf.pdf)

In compliance with the Plan, the District has formed an EEO Advisory Committee (EEOAC). The EEOAC provides assistance in developing and implementing the Plan. The EEOAC endeavors to maintain a diverse membership which includes the Vice President of Administrative Services, Vice President of Student Services, Vice President of Academic Affairs, Academic Senate President, Director of Human Resources, Classified Senate President, Management/Supervisor/Confidential President, and an additional representative from each of the employee groups.

Additionally, the resource member, Director of Institutional Effectiveness and Research was added to the committee in 2020-2021.

In September 2020, the District submitted its 2019-20 Expenditure Report. A Copy of this report is attached to this form (Exhibit 2). We have scheduled for submission of the 2020-21 report by September 30, 2021.

**2. Board policies & adopted resolutions**

The District's Mission Statement affirms the commitment to diversity and inclusion (Exhibit 3).

The Board has adopted and regularly reviews and updates policies that demonstrate the organization's commitment to equal employment opportunity, diversity, and inclusion. The policies (BP's) and procedures (AP's) addressing equal employment opportunity and related issues are listed below:

Throughout 20-21 many of these policies were updated in the policy update cycle as noted below.

BP 7120: Recruitment and Hiring - updated 4/14/2021  
AP 7120.1: Selection Procedure (FT and PT Faculty) - updated 2/26/2021;  
AP 7120.2: Selection Procedure (Classified Employees) - updated 2/26/2021;  
AP 7120.3: Selection Procedure (Educational Administrators) - updated 2/26/2021;  
AP 706.1 : Equal Employment Opportunity Complaint Procedure;  
BP 3410: Non-Discrimination - updated 2/5/2020;  
AP 3410.1: Non-Discrimination - updated 11/15/2019;  
BP 3420: Equal Employment Opportunity;  
BP 3430: Prohibition of Harassment - updated 11/18/2020;  
AP 3430.1 : Prohibition of Harassment - updated 10/2/2020;  
BP 7100: Commitment to Diversity - updated 11/18/2020;  
BP 7211: Minimum Qualifications for Faculty – updated 2/10/2021;  
AP 7211.1 Minimum Qualifications for Faculty – updated 12/11/2020



Mendocino-Lake Community  
College District  
EEO Multiple Methods Report  
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As of February 2020; Board Policy 3410 was updated to include "immigration status" as a protected class. Additionally, BP 3410 is the reference point for all policies referring to protected classes, to ensure current information for all policies.

The list of board policies and administrative procedures may be found on the district website at: <https://www.mendocino.edu/college/board-trustees/board-policies-and-administrative-procedures>

### **3. Incentives for hard-to-hire areas/disciplines**

Throughout 2020-2021 in response to the global pandemic, all recruitment and interview processes moved on-line to further incentivize ease and maintain the safety of the process.

Some academic disciplines can be problematic to fill due to the demands from industry or a shortage of qualified and available candidates within the local area. The District advertises both locally and nationally, and via social media for these types of positions, particularly faculty and administrative positions. The purpose is to encourage applicants from difficult to reach groups and wider geographic areas.

The District is interested in hiring the most qualified candidates whenever possible, and will therefore continue to monitor ways to attract and encourage candidates to apply for hard-to-fill areas/disciplines. When conducting recruitments for hard-to-fill areas/disciplines, the District normally lists the positions as "Open Until Filled" to encourage continuous applications. This method allows the District to have an open pool of candidates to be reviewed at regular intervals.

Regarding recruitment techniques; the District has updated the job announcement format to highlight the fully paid employee and family benefits.

Additionally while attending the virtual CCC Registry recruitment fairs, the District developed an illustrative summary card highlighting the desirable qualities our community provides.

### **4. Focused outreach and publications**

The District demonstrates its commitment to diversity in its recruitment materials and communication to employment applicants. Faculty position announcements are developed through a collaborative process between faculty and the Human Resources department. The language in the position announcement is reviewed by the Human Resources Director for currency, compliance, and accuracy.

Hiring departments are encouraged to develop preferred qualifications that describe additional job-related criteria desired in the ideal candidate. The Human Resources Director reviews all preferred qualifications to ensure the elements are consistent with business necessity and will not lead to bias favoring any potential candidate or against members of any protected class.

The district conducts special outreach for difficult-to-fill positions, utilizing an employment advertising agency, JobElephant to identify additional resources to attract a diverse, well-qualified applicant pool: [HispanicsinHigherEd.com](http://HispanicsinHigherEd.com), [NativeAmericansinHigherEd.com](http://NativeAmericansinHigherEd.com), [BlacksinHigherEd.com](http://BlacksinHigherEd.com), [VeteransinHigherEd.com](http://VeteransinHigherEd.com), [LGBTinhigherEd.com](http://LGBTinhigherEd.com), [disabledinhighered.com](http://disabledinhighered.com).

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As of November 2020, the District implemented an on-line application system (NeoGov) to better track the efficacy of our outreach efforts and open the application process to a larger population. The implementation has been instrumental in increasing and diversifying the applicant pool as demonstrated in recent CTE faculty and Counseling recruitment efforts.

The District participated in the virtual CCC Registry Fair in 2021 to focus on faculty hiring. The District utilized both 2020 and 2021 contact information from CCC Registry Recruitment Fair to notify job seekers of the open positions within the discipline.

Our District has developed template email communications to share out employment opportunities in various listserves, colleague contact groups, and amongst community partners.

Additionally, the Human Resources office developed targeted recruitment efforts; specific to four year institutions that provide degrees in the disciplines for which we are recruiting. As an example; we reached out to institutions that offer degrees in Agriculture and Automotive Technology in various geographic regions.

## **5. Procedures for addressing diversity throughout hiring steps and levels**

The District addresses the importance of diversity during each state of every hiring process. The District monitors the diversity of the candidate pool at each step in the process and has the authority to take corrective action when needed or when concerns arise.

Each recruitment step is monitored through a certification form; evaluated and certified by the Director of Human Resources for diversity within the hiring pool and throughout the hiring process (application, first level interview, 2nd level interview).

All selection committees are solicited to form their membership with respect to diversity to encourage a broad variety of perspectives in the selection process in accordance with Title 5 53024. Selection committee members must complete a comprehensive training in EEO regulations and the District's hiring procedures prior to serve as detailed in the District's EEO Plan:

[https://www.mendocino.edu/sites/default/files/eeo\\_plan\\_signed\\_js\\_v3\\_pdf.pdf](https://www.mendocino.edu/sites/default/files/eeo_plan_signed_js_v3_pdf.pdf)

Application evaluation forms and interview materials must contain criteria and questions related directly to sensitivity to and understanding of the diverse backgrounds of those in a community college environment. Human Resources staff send sample diversity-related screening criteria and interview questions to committees to guide them in the appropriate development of these components.

The screening committee includes the following rated criteria in their paper screen rubric when determining who will be offered a first level interview:

Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

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The screening committee forwards its finalists for all positions to the Superintendent/President for final review. The Superintendent/President makes the final selection, or may declare the search unsuccessful.

## **6. Consistent and ongoing training for hiring committees**

The Director of Human Resources provides all new hiring committees members with a comprehensive training in EEO/Diversity, Legal Requirements of Title V, Unconscious Bias, and Best Practice for Screening Committees. The training provided an opportunity for broad-based discussion of the importance of all aspects of the college's hiring process.

Additionally, the District utilizes the Vision Resources Center and Keenan Safe Colleges for additional best practices training modules.

Each hiring committee conducts an initial meeting, in which confidentiality and inclusive practices are reviewed and attested to by each committee member.

These items are broadly addressed for all new hires during the orientation process.

## **7. Professional development focused on diversity**

Resources and opportunities to participate in diversity training are provided for faculty and through their individually designed Flex hours. Faculty and staff also have such opportunities through in-service topics, conferences, sabbatical leave, tuition reimbursement, and on-campus workshops. The Professional Development Committee has broadened the Program Review processes for Professional Development to define departmental learning objectives, rather than source specific trainings. This allows for flexibility in sourcing training opportunities throughout the year.

The District fully complies with the requirements of AB 1825, by providing training every two years for the entire management team. The training includes the prevention of all types of discrimination and harassment in the workplace. Additionally, AB 1343 Sexual Harassment training for all employees was implemented in Fall 2019 and has been maintained for all new hires since. The District will coordinate a renewal of this training in Fall 2021.

Mendocino College perseveres in its promotion and belief in a commitment to diversity and inclusion. District employees engage in topics of diversity and inclusion through participation in several facilitated discussions, workshops, forums, and presentations. These activities focus on raising awareness and self-examination. A list of some of the activities include:

1) Faculty were invited to participate in: "Equity and Culturally Responsive Online Teaching" through @One

<https://onlinenetworkofeducators.org/course-cards/equity-culturally-responsive-teaching-in-the-online-learning-environment/>

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2) All Faculty and Staff were invited to attend: Dimensions of Gender presented by Gender Spectrum on November 18, 2020. This was a follow up session from February 2020, in which strategies and useful approaches for implementing gender inclusive practices in the virtual environment were shared. The recorded webinar was made available to the District.

3) Full-Time Faculty attended the following in-service topics in January 2021:

Writing, Revising, and Assessing SLOs through an Equity Lens

Getting an A in Student Readiness: Faculty will discuss the pros and cons of traditional grading practices. Innovative methods such as Contract Grading and Portfolio Grading will be discussed along with assessment alternatives to essays and exams. Additionally, the importance of frequent communication with students will be discussed.

Early Alert: Walkthrough of the current process and an overview of the updated process completed in Fall 2020. This session will discuss the process, goals, and intentions of the Early Alert Process and will be a good opportunity for Counseling and Instructional faculty to develop effective practices together.

4) Faculty Meetings Included the following professional development topics:

Faculty meetings in Fall 2020 In Service had breakout group discussions on the CCCO *Call to Action*, specifically as it relates a cultural audit of the curriculum

Faculty meeting at Spring 2021 In Service has a follow up report on the work completed by the Curriculum Committee as it relates to a cultural audit of the curriculum

Faculty meetings in Fall 2020 and Spring 2021 In Service had workshop, presentations specifically focused on CCCCO *Call to Action*

5) The Equity workgroup of the Guided Pathways Leadership Team sponsored professional development with two cohorts of faculty. A group of 12 faculty took a course entitled Best Practices in Community College Teaching offered by CORA Learning. CORA (the Center for Organizational Responsibility and Advancement), is a widely respected professional educational organization committed to training faculty to better service historically underrepresented and underserved students. The cohort supplemented the online course with group meetings to discuss the course content and how it can be applied at Mendocino College. This course ran from early February through March 5th when the cohort members met with Dr. Luke Wood, one of the founders of CORA.

6) Managers were invited to: Mitigating Bias in Hiring: Equitable and Inclusive Practice through CUPA-HR held on May 5.

7) All Faculty and Staff were invited to attend: Identifying Hiring Bias on Search Committees through The National Association of Student Personnel Administrators (NASPA) Region VI held on April 29.

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8) Faculty, Administrators and Staff actively participate in the biweekly Chancellor's Office webinars; covering many justice, equity, diversity, and inclusion professional development topics.

9) Five (5) Classified staff will be attending the Classified Leadership Institute in Spring 2021.

## **8. Diversity incorporated into criteria for employee evaluation and tenure review**

Mendocino faculty evaluations incorporate diversity-related criteria. For example, the "Evaluator Observation" form for a Counselor includes the following evaluation criteria:

- Maintains a counseling environment that is free from harassment and discrimination related to sex, race, color, national origin, religion, or physical or mental disability

- Is flexible and willing to change an approach to meet the needs of the individual student

The evaluation procedures are contained in Article 8 of the Agreement between the Mendocino-Lake CCD and the Mendocino College Federation of Teachers AFT/CFT Local 6322.

The District is currently in the process of updating the Faculty Evaluation Tools; working with faculty and management to develop current forms and incorporate further equity and access considerations.

## **9. Grow-Your-Own programs**

Newly hired employees and faculty are provided a robust overview of the District, resources, and student/service populations through a new hire orientation. This orientation is followed by Keenan Safe College trainings to cover the essential training topics including: Sexual Harassment Prevention, IT and Email Security, Mandated Reporting, Run/Hide/Fight, IIPP and Safety Training, and COVID prevention strategies.

Managers and full time faculty in the area meet with new hires to review program specific process and expectations.

District wide updates and trainings are offered through our semesterly in-service presentation. These presentations provide important District notifications including resource allocation; budgetary status, accreditation status, and District initiatives. This keeps all constituents current in various components of the District.

Ongoing trainings and professional development opportunities are sought by individuals and supported by leadership. These include utilizing the Vision Resource Center and other virtual trainings.

In response to COVID-19 the District provided immediate support for the transition to an on-line learning environment. Including multiple Zoom, Canvas, and Cranium Cafe Trainings. These trainings were available to all staff and faculty (including adjuncts).

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A cohort of DE proficient faculty was developed for real time support and application of best practices for all faculty; available throughout Spring 2020, Fall 2020, and Spring 2021.

Managers are encouraged to participate in professional development programs in their areas. These include ACCCA Admin 101, ACCCA 001 ACHRO, ACBO, Leadership Mendocino, and COLEGAS. Multiple Faculty and Administrators participate on accreditation peer review teams across the region.

Classified Senate members participate in a Senate Leadership conference annually, supported by Professional Development funds. Additionally, Classified Senate has initiated the Caring Campus program to provide better and more equitable student services.

The Classified Senate held four sessions for the Caring Campus project throughout Fall 2020. During the second session, they discussed an implementation plan for three traditional and three virtual commitments. The third session consisted of implementing a new monitoring plan for those commitments. During the last session, they created a communication plan for the different constituent groups at the college. The Caring Campus participants created a presentation for the administration group about our established traditional and virtual commitments. Now that all sessions have been completed, they move to implementing the various plans. There were 18 Classified participants who participated as part of the Caring Campus team and helped to develop these plans.

Faculty Senate Leaders regularly participate in the Academic Senate for California Community Colleges (ASCCC) Fall and Spring Plenary Sessions; including ASCCC Leadership Institute and ASCCC Curriculum Institute.

Two groups have participated in Leading from the Middle. Both groups included cross functional membership.

All Faculty and Staff were invited to attend: Dimensions of Gender Part 2 presented by Gender Spectrum in November 2020.

Per Article 15 of the Agreement between the Mendocino-Lake CCD and the Mendocino-Lake Community College Classified Bargaining Unit, SEIU Local 1021, classified employees may request leave for educational purposes if they demonstrate a relationship to the employee's duties and responsibilities and/or other career opportunities in the District.

Professional Development Leave for a full time CalWorks Counselor was approved for Spring 2021. Specifically the CalWorks Counselor will be utilizing her leave time to further her bilingual skills and cultural applications and considerations. Due to COVID-19 this professional development leave will be postponed.

# EXHIBIT 1

## Mendocino-Lake CCD EEO Plan 19-22

Approved May 15, 2019

**EQUAL EMPLOYMENT OPPORTUNITY**  
**and**  
**STAFF DIVERSITY PLAN**

**Mendocino-Lake Community College District**



**2019-2022**

*Reviewed by EEO Advisory Committee: February 11, 2019 and March 4, 2019  
Reviewed and Approved by Board of Trustees: May 15, 2019*



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## Plan Component 1: Introduction

The Mendocino-Lake Community College District Equal Employment Opportunity (EEO) Plan, which reflects the District's commitment to equal employment opportunity, was adopted by the Board on May 15, 2019. The 2018-19 District Priorities adopted by the Board of Trustees includes strengthening our inclusive, equitable, and ethnically diverse college culture to be more welcoming to all students and increase access and support for underrepresented students.

The goal of Mendocino College is to take active steps to ensure equal employment opportunity and to create a diverse work and academic environment that is welcoming and inclusive for all. Fostering diversity, promoting excellence, and providing a positive student learning experience is the primary focus of this endeavor. Through such an inclusive educational environment, our students will be better prepared to thrive in our diverse society.

The EEO Plan focuses on providing equal employment opportunity in the District's recruitment and hiring policies and practices pursuant to the applicable Regulations of the Board of Governors of the California Community Colleges (Title 5 of the California Code of Regulations, Sections 53000 et seq) and the steps the District shall take in the event of underrepresentation of monitored groups. It also includes a complaint procedure for noncompliance with the EEO Plan; the establishment of the Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all; and procedures for dissemination of the EEO Plan.

Mendocino College is proud to serve a large population of Native American students and is currently working toward being named a Native American Serving Institution, alongside our title as a Hispanic Serving Institution. We are also making progress through our current Student Equity model to further promote and ensure success for our diverse student population.

The Mendocino-Lake Community College District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success and to recruiting and hiring persons from diverse backgrounds. Diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students including first generation students, underrepresented students, and students of color. The District will strive to employ and retain faculty, staff and administrative personnel who promote a positive learning environment and are well prepared to serve our increasingly diverse student population.

*J. Arturo Reyes, Ed. D.*  
J. Arturo Reyes, Superintendent/President

## **Plan Component 2: Definitions**

### **CCR, Title 5, §53001**

1. *Adverse Impact* is a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
2. *Business Necessity* means circumstances which justify an exception to the requirements of Section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than does mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
3. *Diversity* means broad inclusion in the employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experiences and other enriching characteristics.
4. *Equal Employment Opportunity* means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in Section 534004(a), namely: executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
  - Identifying and eliminating barriers to employment that are not job related; and
  - Creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
5. *Equal Opportunity Plan* is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
6. *Equal Employment Opportunity Program* means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of Section 53006 and this EEO Plan.
7. *Ethnic Group Identification* means an individual's identification in one or more of the ethnic Groups reported to the Chancellor pursuant to Section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

8. In-house or Promotional Only Hiring means that only existing district employees are allowed to apply for a position.
9. Monitored Groups means those groups identified in Section 54004(b) for which monitoring and reporting is required pursuant to Section 53004(a). Section 53004(b) indicates that data about employees and applicants should be collected and reported with respect to gender, ethnic group identification, and disability. Thus, monitored groups are men, women, American Indians or Alaskan natives, Asian or Pacific Islanders, Blacks/African Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.
10. Person with a Disability means any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926, which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult. If the federal Americans with Disabilities Act of 1990 defines "disability" which results in a broader protection than would be available under California law, federal definitions will apply.
11. Reasonable accommodation means the efforts made on the part of the district to afford disabled applicants access to the job application process and disabled employees to perform the essential functions of their positions, consistent with the District's legal obligations under the Americans with Disabilities Act and the Fair Employment and Housing Act.
12. Screening or Section Procedure means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
13. Significantly Underrepresented Group means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Section 53004(a) is below eight percent (80%) of the projected representation for that group in the job category in question.

All Section references are to Title 5 of The California Code of Regulations unless otherwise indicated.

### **Plan Component 3: Policy Statement**

#### **CCR, Title 5, §53002**

The Mendocino-Lake Community College District is committed to academic excellence and providing all students with the opportunity to succeed in their chosen educational pursuits. Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparation who can provide services to an increasingly diverse student population. A workforce that is continually responsive to the needs of a diverse student population may be achieved by ensuring that all persons receive an equal opportunity to compete for employment and promotion and by eliminating barriers to equal employment opportunity. The District will strive to achieve a workforce reflective of the diversity of our student population.

It shall be the policy of the Mendocino-Lake Community College District that all qualified applicants and employees have equal opportunity to seek, obtain, hold, and advance in employment in the District, and are not subjected to discrimination on the basis of ethnic group identification, culture, socioeconomic level, color, national origin, religion, age, physical disability, mental disability, ancestry, sexual orientation, gender identity or expression, genetic information, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The District will strive to achieve a workforce that is welcoming to all genders, persons with disabilities and individuals from all ethnic and other groups to ensure the District provides an inclusive educational and employment environment. The Board also has adopted Board Policy 3410, Non-Discrimination, which prohibits unlawful discrimination in the workplace and in all programs and activities of the District. In addition, Board Policy 1200 defines the Mission of the District which also aligns with these principles.

#### **Plan Component 4: Delegation of Responsibility, Authority and Compliance CCR, Title 5, §53003(c)(1) and §53020**

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

1. Board of Trustees

The MLCCD Board of Trustees is ultimately responsible for proper implementation of the District's Plan at all levels of District's operation, and for ensuring equal employment opportunity as described in the Plan. The MLCCD Board of Trustees assumes overall responsibility for the success of the District's effort to achieve Equal Employment Opportunity and provides a supportive environment free of cultural bias for all staff and students.

2. Superintendent/President

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

3. Equal Employment Opportunity Officer

The Director of Human Resources is designated as the Equal Employment Opportunity (EEO) Officer responsible for the day-to-day implementation of the Plan. The EEO Officer shall monitor compliance with the requirements of Title 5, Sections 53003-53034. The EEO Officer is also responsible for receiving complaints per Title 5, Section 53026, and ensuring that employment practices are properly monitored. The District shall make a continuous good faith effort to comply with all requirements of the Plan.

4. Equal Employment Opportunity Advisory Committee

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

5. Screening Committees

A screening committee member, or any organization or individual, whether or not an employee of the District, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel is subject to the requirements of the District's EEO Plan and applicable Title 5 provisions.

6. Agents of the District

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

7. Good Faith Effort

The district shall make a continuous good faith effort to comply with all the requirements of the EEO plan.

## **Plan Component 5: Equal Employment Opportunity Advisory Committee CCR, Title 5, §53005**

The District has established an Equal Employment Opportunity Advisory Committee to assist the District in implementing its Plan and to advise the District on personnel matters relating to equal employment opportunities. The Equal Employment Opportunity Advisory Committee will review Staff Availability Data and other relevant data for the purpose of advising the District and assisting in its commitment and goals in achieving equal employment opportunities.

The EEO Office shall train the EEO Advisory Committee on equal employment compliance and the Plan itself. The advisory committee shall receive training in all of the following:

- a. The requirements of subchapter 53003 and of state and federal nondiscrimination laws;
- b. Identification and elimination of bias in hiring;
- c. The educational benefits of workforce diversity; and
- d. The role of the advisory committee in carrying out the District's EEO Plan.

Composition of the Equal Employment Opportunity Advisory Committee shall include the Vice President of Administrative Services, Vice President of Academic Affairs, Vice President of Student Services, Academic Senate President, Classified Senate President, Management/Supervisory/Confidential President or their designees, and one other representative from each of the employee groups. In addition, the Student Equity, Success and Support Program Coordinator will participate on this committee so that EEO efforts will complement the Student Equity Plan.

The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The Committee shall meet at least once every fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. The committee will review the EEO Plan at least once every three (3) years, and any revised plan will be submitted to the Chancellor's Office.



**Plan Component 6: Complaints**  
**CCR, Title 5, § 53003(c)(2), 53026, and 59300 et seq.**  
**[See also MCLCCD Board Policy 706.1]**

The District has established the following process which permits any person to file a complaint alleging that the requirements of the equal employment opportunity regulations (California Code of Regulations, Title 5, Sections 53000 et seq.) have been violated.

1. Any person who believes that the equal employment opportunity regulations have been violated may file a written complain describing in detail the alleged violation.
2. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.
3. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and no later than thirty (30) days after such occurrence unless the complainant can verify a compelling reason for the district to waive the thirty (30) day limitation.
4. Complaints alleging violations of the EEO Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the violation is ongoing.
5. A copy of the complaint shall immediately be forwarded to the Chancellor's Office which may require the District to provide a written investigative report within ninety (90) days.

The decision of the District in complaints pursuant to Title 5, Section 53026, is final.

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

The complaint shall be filed with the EEO Officer. If the complaint involves the EEO Officer, the complaint may be filed with the Superintendent/President.

A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The District may extend the determination date in the interest of the investigation upon written notice to the complainant.

In the event that a complaint filed under Title 5, Section 53026, alleges unlawful discrimination, it will be processed according to the requirements of Title 5, Section 59300 et seq.

**Alleging Unlawful Discrimination or Harassment (Title 5, Section 59300 et seq.)**

The District has adopted procedures for complaints alleging unlawful discrimination or harassment (see Board Policy 307 and Administrative Procedure 307.1). The Director of Human Resources is responsible for receiving such complaints and for coordinating their investigation in accordance with established procedures.

**Plan Component 7: Notification to District Employees**  
**CCR, Title 5, §53003(c)(3)**

The commitment of the Board of Trustees and Superintendent/President to equal opportunity employment is emphasized through the broad dissemination of this Plan which is available to all District employees on the District portal. The EEO plan will be widely distributed electronically on an annual basis.

Policy statements prohibiting discrimination in all programs and services of the District are included in the college catalog and schedule of classes.

Upon employment, new employees will be provided with a copy of the District's Non-Discrimination policy and this Plan. Also, an annual notice to employees will emphasize the importance of employee participation and responsibility in ensuring implementation of the EEO Plan.

Every three years the EEO Advisory Committee will update and revise the EEO Plan. The suggested revisions will be reviewed through President's Policy Advisory Committee processes including distribution to constituent groups for input. Final approval of the Plan will be made by the Board of Trustees.

**Plan Component 8: Training for Screening Committees**  
**CCR, Title 5, §53003(c)(4) and 53020(c)**

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening of personnel shall receive appropriate training on the requirements of the title 5 regulations on equal employment opportunity (section 53000 et. Seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; recognizing bias; and best practices in serving on a selection committee.

A person serving on a screening committee must have either completed training or served on a prior screening committee within one year of their current service but in no event will a person serve on a screening committee who has not received training within the last 24 months. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening committees.

The District Equal Employment Opportunity Officer is responsible for providing the required training. Any individual, whether or not an employee of the District, who acts on behalf of the District with regard to recruitment and screening of applicants for employment, is subject to the equal employment opportunity requirements of Title 5 and the District's Equal Employment Opportunity Plan.

**Plan Component 9: Annual Written Notice to Community Organizations  
CCR, Title 5, 53003(c)(5)**

Human Resources will provide annual written notice to appropriate community-based and professional organizations concerning the EEO Plan, and shall solicit their assistance in identifying qualified candidates from diverse backgrounds. The notice will include a summary of the Plan. The notice will also include the Internet address where the District advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this Plan in Appendix A. This list may be revised from time to time as necessary.

## **Plan Component 10: Analysis of District Workforce and Applicant Pools CCR, Title 5, §53003(c)(6)**

The Human Resources department will annually collect the District's employee demographic data and shall monitor applicants for employment on an ongoing basis in order to evaluate the District's progress in implementing the Plan and to provide data needed for the reports required by this Plan. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

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

- Executive/Administrative/Managerial
- Faculty and Other Instructional Staff (full-time and part-time)
- Professional Non-Faculty
- Secretarial/Clerical
- Technical and Paraprofessional
- Skilled Crafts
- Service and Maintenance

District Workforce Analysis  
EEO Data Collection Monitored Group Definitions:

**GENDER IDENTIFICATION:** The District requested employees to self-identify as female, male, or non-binary.

**RACE AND ETHNICITY IDENTIFICATION:** The District requested that employee's self-identify into the following ethnicity categories:

1. Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
2. White Caucasian (Not Hispanic or Latino) – A person having origins in any of the original people of Europe, the Middle East, or North Africa.
3. Black African American (Not Hispanic or Latino) – A person having origins in any of the black racial groups of Africa.

4. Asian or Other Pacific Islander (Not Hispanic or Latino) – Persons having origins in any of the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands. This category includes, for example, persons of Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian decent.
5. American Indian or Alaska Native (Not Hispanic or Latino) – A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

The District understands that some persons may identify with multiple ethnic groups, but they shall be counted in only one ethnic group for reporting purposes. All persons will be asked to designate the ethnic group with which he or she most closely identifies.

**DISABILITY IDENTIFICATION:** The District requests that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act:

“Disabled person” means any person who (1) has a physical or mental impairment which limits one or more of such person’s major life activities, (2) has a record of such impairment, or (3) is regarded as having such impairment.

“Major life activities” means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working.

#### EEO Data Collection Monitored Group Identification Issue:

There are significant numbers of employees who decline to state their gender, ethnicity, or disability status with the District. The District shall make an effort to accurately capture this information and encourages all persons to provide the above data but understands that this information is voluntarily collected and will not require employees to respond. The District shall distribute its EEO Identification Survey each year during the Fall Semester.

Historical data is provided in Appendix B and exemplifies the manner in which future data shall be collected.

**Plan Component 11: Analysis of Degree of Under Representation and Significant Underrepresentation**  
**CCR, Title 5, §53003(c)(7)**

In the event that the State Chancellor provides new availability data regarding job applicants, districts must analyze the degree to which monitored groups are underrepresented in comparison to their representation in the field or job category in which they are applying. The District EEO Office shall be responsible for developing procedures to implement this requirement if and when availability data becomes available.

Note: The limits placed on data analysis in this section do not affect the District's obligation to review and compare data regarding the District's own employees and applicants.

**Plan Component 12: Methods to Address Underrepresentation  
CCR, Title 5, §§53003(c)(8) and 53003(c)(9)**

Underrepresentation based on availability data

Section 53003(c)(8) of Title 5 requires EEO Plans to identify steps to be taken if the analysis pursuant to Section 53003(c)(7) and Component 11, reveals underrepresentation of a monitored group. Should the State Chancellor provide the availability data necessary to conduct this analysis, the District EEO Officer will be responsible for developing appropriate measures for addressing findings of underrepresentation and significant underrepresentation.

Underrepresentation within the District's workforce and/or applicant pools. CCR, Title 5, §53003(c)(9)

The District will review the information gathered pursuant to Plan Component 10, to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of Plan Component 13, the phases of the employment process include, but are not limited to, recruitment, hiring, retention and promotion. The information to be reviewed shall include, but need not be limited to:

1. Longitudinal analysis of data regarding job applicants, gathered pursuant to Plan Component 10, to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool, to the qualified applicant pool;
2. Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group; and
3. Analysis pursuant to section 53003(c)(7) to determine whether the group is significantly underrepresented.

Where the above described review identifies that significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process, the District shall implement additional measures designed to address the specific area of concern. These additional measures shall include the following:

1. Review its recruitment procedures and identify and implement any additional measures which might reasonably be expected to attract candidates from the significantly underrepresented group;
2. Consider various other means of reducing the significant underrepresentation which do not involve taking monitored group status into account, and implement any such techniques which are determined to be feasible and potentially effective;



3. Determine whether the group is still significantly underrepresented in the category or categories in question after the measures described in (1) and (2) have been in place a reasonable period of time; and
4. Review each locally established “required,” “desired” or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with:
  - a. Any requirements of federal law; and
  - b. Qualifications which the Board of Governors has found to be job-related throughout the community college system, including the requirement that applicants for academic and administrative positions demonstrate sensitivity to the diversity of community college students; or
5. Discontinue the use of any locally established qualification that has not been found to satisfy the requirements set forth in paragraph (4) of this subdivision;
6. Continue using qualification standards meeting the requirements of paragraph (4) of this subdivision only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of paragraph (4) and be expected to have a less exclusionary effect; and
7. Consider the implementation of additional measures designed to promote diversity that are reasonably calculated to address the area of specific need.

For the purposes of this Plan Component, “a reasonable period of time” means three years, or such longer period as the California Community Colleges Chancellor’s Office may approve, upon the request of the Equal Employment Opportunity Advisory Committee and the District Chancellor, where the District has not filled enough positions to appreciably affect its work force in the job category in question.

Nothing in this Plan Component shall be construed to prohibit the District from taking any other steps it concludes are necessary to ensure equal employment opportunity, provided that such actions are consistent with the requirements of federal and state constitutional and statutory nondiscrimination law. These steps may include:

1. Having the Equal Employment Opportunity Advisory Committee, in conjunction with appropriate human resources staff, review the district’s recruitment procedures and make recommendations on modifications that would address the underrepresentation.
2. Increasing the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.
3. Requiring that the responsible administrator for the department where the significant underrepresentation occurs develop, in conjunction with the Director of Human Resources a

recruitment and hiring action plan to assist in addressing the significant underrepresentation. The action plan will include, but is not limited to:

- a. Additional locations or resources to advertise positions that would likely attract candidates from the significantly underrepresented groups;
  - b. Promotion of curricular offerings that would assist in attracting candidates from significantly underrepresented groups;
  - c. Additional training for current faculty and staff on the value of a diverse workforce;
  - d. Recommended changes to the job announcement and screening criteria, including interview questions, which may reasonably be expected to attract candidates from the significantly underrepresented group.
4. Focusing attention on intern programs where graduate students will be provided the opportunity to co-teach a class offered by the district in the significantly underrepresented discipline.
  5. Actively monitoring the representation rate of each group, which was identified as being significantly underrepresented in one or more categories. If significant underrepresentation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the district will:
    - a. Review each locally established “required”, “desired”, or “preferred” qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
    - b. Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.
    - c. Analyze the feasibility of significantly increasing the recruitment budget for another three years.
    - d. Develop a recruitment committee composed of the President, Director of Human Resources, the dean or responsible administrator for the department where the significant underrepresentation persists and members of the Equal Employment Opportunity Advisory Committee to review the effectiveness of the recruitment and hiring program described in *section 3* above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant underrepresentation.

**Plan Component 13: Process for Developing and Implementing Strategies that Promote Diversity**  
**CCR, Title 5, §§53003(c)(9) and 53024**

The District is responsible for developing and implementing strategies designed to promote the diversity of its workforce at all levels and demonstrate the District's institutional commitment to diversity. This process shall include the components noted below.

The District recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity, the development of a diverse workforce, and the creation of an inclusive, equitable and fair working and learning environment. The District shall take vigorous steps to promote, on an on-going basis, equal opportunity, workplace diversity and an inclusive work environment. The District shall also take specific steps to monitor its progress in these areas.

The Director of Human Resources shall ensure the specific steps that will be utilized by the District are identified and updated on a regular basis. These vigorous steps may include any of the examples listed below, or other measures as identified and developed by the Equal Employment Opportunity Advisory Committee in close consultation with the Director of Human Resources. In identifying and implementing particular strategies, the Director of Human Resources will:

1. Work closely with the Advisory Committee, as noted above.
2. On an annual basis identify steps that shall be taken.
3. Select strategies that, over time, will produce comparative longitudinal information.
4. Operate collaboratively and transparently with all stakeholders.

**Component 1: Recruitment and Hiring Strategies**

It is the policy of the district to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals. Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Equal Employment Opportunity Advisory Committee is encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants.

The district will include in the recruitment section of its recruitment and hiring procedures the following provisions:

- Recruitment for all open positions shall include, but not be limited to, placement of job announcements in electronic, aggregate job boards recommended by the Equal Employment Advisory;

- Social media sites associated with affinity groups;
- Local and regional community newspapers;
- Electronic aggregate job boards that provide information in languages other than English and to low-income communities;
- Electronic aggregate job boards whose primary audience is comprised of groups found to be underrepresented in the district's workforce
- Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the district's workforce;

The district's recruitment and hiring procedures section on "Job Announcements" will be revised to include the following provisions:

- Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all positions, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the district wishes to utilize, will be reviewed by the Director of Human Resources before the position is announced, to ensure conformity with equal employment regulations and state and federal nondiscrimination laws.
- The District's applicant software and Human Resources Homepage shall state that the district is an "Equal Opportunity Employer."

## Component 2: Additional Strategies

Examples of additional strategies that may be utilized by the District to promote diversity include:

- Conduct diversity dialogues, forums, and cross-cultural workshops;
- Involve guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees;
- Highlight the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties;
- Conduct campus climate studies to identify areas for attention;

- Review and revise college/District publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image;
- Offer a series of Equal employment Opportunity/diversity workshops for faculty and staff;
- Evaluate administrators yearly on their ability and efforts to meet the District's equal employment opportunity and diversity efforts;
- Maintain an Equal Employment Opportunity online presence on the District's website by highlighting the District's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the District's website. The website will also list contact persons for further information on all of these topics.
- Promote various cultural celebrations on campus;
- Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees;
- Promote leadership opportunities, such as a Latina Leadership Network and APAHE (Asian Pacific Americans in Higher Education) for staff, faculty and students;
- Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates;
- Conduct exit interviews with employees who voluntarily leave the district, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information;
- Maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities;
- Audit and update job descriptions and/or job announcements;
- Ensure the timely and thorough investigation of all harassment and discrimination complaints.

**Plan Component 14: Persons with Disabilities**  
**CCR, Title 5, §53025**

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and note takers.

**Plan Component 15: Graduate Assumption Program of Loans for Education  
Education Code §§87106 and 69618 et seq.**

The District will encourage community college students to become qualified for and seek employment as higher education employees. The District will also consider strategies to inform students about the opportunity to participate in the Graduate Assumption of Loans Program for Education when the program is funded and available.

The District will inform graduate students in local colleges and universities about the benefits of employment in higher education through participation in area job fairs and similar employee recruitment events.

## APPENDIX A

### Organizations for Annual Written Notice Per Plan Component 9

Adventist Health	Lucerne School District
American Association of University Women (AAUW)	Mendocino Coast District Hospital
Anderson Valley Unified School District	Mendocino County
Arena Union Elementary School District	Mendocino County Health & Human Services Agency
Big Valley Band Rancheria	Mendocino County Office of Education
CA Hispanic Chamber of Commerce Northern Region	Mendocino County Public Health
Cahto Tribe	Mendocino Unified School District
CCC Registry	Middletown Rancheria of Pomo Indians
City of Clearlake	North Bay Black Chamber of Commerce
City of Fort Bragg	PFLAG - Ukiah Parents, Families and Friends of Lesbians and Gays
City of Lakeport	Pinoleville Pomo Nation
City of Willits	Point Arena Joint Union High School District
Clear Lake Chamber of Commerce	Potter Valley Community Unified School District
Coyote Valley Band of Pomo Indians	Potter Valley Tribe
Elem Indian Colony	Redwood Coast Chamber of Commerce
Fort Bragg Unified School District	Redwood Community Services
Fort Bragg/Mendocino Coast Chamber of Commerce	Redwood Valley or Little River Band of Pomo Indians of the Redwood Valley Rancheria
Guidiville Indian Rancheria	Robinson Rancheria
Habematolel Pomo of Upper Lake	Round Valley Reservation
Hopland Band of Pomo Indians	Round Valley Unified School District
Kelseyville Unified School District	Scotts Valley Reservation
Lake County	Sherwood Valley Reservation
Lake County Chamber of Commerce	Sonoma County
Lake County Office of Education	Sutter Lakeside Hospital, Lakeport
Lake County Public Health	Tapestry Family Services
Lake County Tribal Health Consortium	Ukiah Chamber of Commerce
Lakeport Unified School District	Ukiah Unified School District
Latina Leadership Network	Upper Lake School District
Leggett Valley Unified School District	Willits Unified School District

Updated June 16, 2020



## APPENDIX B HISTORICAL DEMOGRAPHIC DATA

### Workforce Analysis Fall 2018

Category	Current Workforce	American Indian/Alaskan Native	Asian/Pacific Islander	Black/African American	Hispanic/Latino	Two or more Race	Unknown	White	Male	Female
Executive/Admin/Managerial	29	0			9	0	2	18	11	18
Full-time Faculty	69	1	4		10	4	0	50	35	34
Part-time Faculty	214	6	15	1	16	7	4	165	89	125
Secretarial/Clerical	39	3			8		2	26	2	37
Technical/Paraprofessional	14		1		2			11	11	3
Skilled Crafts	1				1				1	
Service/Maintenance	87	2	2		36		13	34	39	48
<b>Total</b>	<b>453</b>	<b>12</b>	<b>22</b>	<b>1</b>	<b>82</b>	<b>11</b>	<b>21</b>	<b>304</b>	<b>188</b>	<b>265</b>

Employees with Disabilities: Unknown

In comparison to the previous year, this data is higher based on inclusion of STNC positions (allocated to the service/maintenance category), where as they were previously excluded.

This work force analysis includes all employees employed during the month of October 2018.

Data is reflective of EEO-1 Reporting submitted for Federal Reporting.

**Applicant Pool Analysis  
(2015-16, 2016-17, 2017-18)**

Category	Total Applicants	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black/ African American	Hispanic / Latino	White	Ethnicity Undisclosed	Male	Female	Gender Undisclosed
Executive/Admin/ Managerial	185	4.5	10.5	10	31.5	114.5	14	28	13	11
Full-time Faculty	267	3.5	19	15	45	159.5	25	126	91	3
Part-time Faculty	77	1.5	3	3	9.5	55	5	14	4	4
Secretarial/Clerical	146	7.5	6	0	31.5	87	14	11	55	0
Technical/ Paraprofessional	32	0	3	0	4	21	4	23	0	0
Skilled Crafts	8	0	0	0	0	8	0	5	0	0
Service/Maintenance	32	2	0	1	6	21	2	12	0	0
<b>Total</b>	<b>747</b>	<b>19</b>	<b>41.5</b>	<b>29</b>	<b>127.5</b>	<b>466</b>	<b>64</b>	<b>219</b>	<b>163</b>	<b>18</b>

Data is based on submitted voluntary EEO Applicant Surveys, collected and maintained for the three year period defined above. This data does not capture any short term, non-continuing applicants (STNCS).

EXHIBIT 2  
Mendocino-Lake CCD  
EEO Expenditure Report  
2019-2020



Equal Employment Opportunity Fund  
**District Expenditure Report**  
*Fiscal Year 2019-2020*

**District Name:**

<b>Report</b>	<b>EEO/Diversity Allocation Fund (Ed. Code § 87108)</b>
(a) Total Unexpended Allocation from Previous Year (Carry Over)	\$
(b) 2019-2020 Allocation	\$
(c) 2019-2020 Expenditures (Same total listed below in column 1)	\$
Unexpended Allocations (a + b - c) ** On a separate page, please describe anticipated use of funds and projected date.	\$

<b>Controlling Account</b>	<b>EEO/Diversity Allocation Fund (Ed. Code § 87108)</b>	<b>Other Funds</b>	<b>Total</b>
1000 Academic Salaries			
2000 Classified Salaries			
3000 Employee Benefits			
4000 Supplies & Materials			
5000 Other Oper. Exp. & Svcs.			
6000 Capital Outlay			
7000 Other Outgo			
<b>Totals</b>			

*I certify that this expenditure or local report is complete and accurate. Please Print:*

**Name:**

**Title:**

**Phone:**

**E-Mail Address:**

**Signature:**

**Date:**

**Prepared by:**

**Contact Phone No:**



Equal Employment Opportunity Fund  
**District Performance Report**  
*Fiscal Year 2019-2020*

**District Name:**

**USE WHOLE DOLLAR AMOUNTS**

(1) Performance Indicators	(2A) EEO Diversity Fund Expenditures (Ed. Code § 87108)	(2B) Other Fund Expenditures (Identify amount and source)	(3) Description of Activities
1. Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators.	\$	\$	
2. Outreach and recruitment.	\$	\$	
3. Professional development on equal employment opportunity.	\$	\$	
4. Accommodations for applicants and employees with disabilities pursuant to title 5, section 53025.	\$	\$	
5. Other reasonable and justifiable activities to promote equal employment opportunities.	\$	\$	

**Print Name:**

**Phone:**

**Signature:**

**Prepared by:**

**Print Title:**

**E-Mail Address:**

**Date:**

**Contact Phone No:**

## EXHIBIT 3

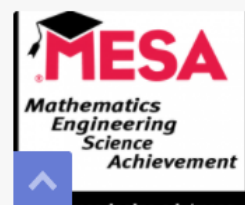
Mendocino-Lake CCD EEO

Mission, Vision, Values, and Goals



President's Office	>
Mission, Vision, Values, Goals	
Board of Trustees	>
Our Campus	>
Directory	>
Employment	>
Administrative Services	>
Centers	>
Public Information Office	>
General Information	>
Measure W Bond Program	>
Institutional Research	>
Academic Senate	>
Accessibility Statement	>
Classified Senate	>

### Recent College News



Mendocino College MESA  
Program Awarded Three Year  
Grant

## Mission, Vision, Values, Goals

### Our Mission

Mendocino College partners with a dynamic community of diverse students to help them achieve their educational goals. Informed by research, reflection and dialogue, the College offers programs in Basic Skills, Transfer Preparation and Career and Technical Education as well as Workforce Improvement. The College demonstrates its commitment to student success and achievement through high-quality and innovative instruction, providing individual attention to student needs in an inclusive and accessible learning environment, and providing services to students at all stages of their educational and/or career path. Mendocino College embraces its role as an intellectual, economic and cultural anchor for the region. (revised June 12, 2019)

### Our Vision

Mendocino College faculty, staff and students inspire each other to engage in quality educational experiences to achieve student success.

Within this partnership, all members share a mutual accountability for student success. Faculty and staff serve as the catalyst for students actively engaged in the learning process; students accept their responsibility to define their goals and to work actively toward them.

### Our Core Values

*Student Success:* Students come to us with rich experiences, goals and backgrounds. We create meaningful learning environments to support each student in developing and accomplishing their personal, educational and career goals and to prepare them for a lifetime of learning and achievement.

*Collaboration:* We promote collaboration among and across many groups: students, faculty, staff, and our community partners.

*Respect:* We recognize the inherent value of each individual. We work and communicate collegially, creating working and learning environments which are conducive to the open exchange of ideas.

*Integrity:* We maintain public trust by being honest, fair transparent, and equitable. We honor our commitments to our students, staff and communities.

*Diversity:* We value the creativity and insight that emerge from multiple perspectives and we recognize the importance of equity and diversity in achieving our goals. As an institution we are strengthened by our many communities, cultures, and traditions.

*Continuous Improvement:* We are committed to inquiry, professional development, and reflection. We adjust our practices and embrace new tools and methods to provide equitable opportunities and outcomes.

*Sustainability:* We are responsible stewards of fiscal, natural and human resources.

(reviewed February 4, 2020)

## ADDENDUM

EEO Committee Agenda

Approval of MM Report

April 30, 2021

# Equal Employment Opportunity Committee

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Date: April 30, 2021

Time: 1:00 pm-2:00 pm

Location: Zoom <https://cccconfer.zoom.us/j/94862252549>

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Chair: Nicole Marin

Faculty: Catherine Indermill, Laura Mays

MSC: Monica Flores, Janelle Meyers Bird

Classified: Mayra Sanchez, Jeana Thompson

Resource members: Minerva Flores, Eileen Cichocki, Ulises Velasco, Debra Polak

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## Agenda Items

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1. Review Multiple Methods Report Draft  
[20-21 Multiple Methods Report Draft](#)
2. Committee Consensus for Submission to BOT
3. Annual planning and scheduling
  - I. EEO Plan update in 21-22
  - II. Review for September
  - III. Chancellor's Office Initiatives

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## Other Information 20-21

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Purpose: The EEO Committee promotes a climate of equal access and opportunity in order to improve workforce diversity. The Committee also seeks to strengthen and expand the ability of management, faculty and classified employees to demonstrate sensitivity to, and understanding of, the values and benefits of diversity among college students and the workforce.

Typical Actions: Review the EEO Plan and make recommendations biennially.

SUBJECT: FISCAL REPORT AS OF MARCH 31, 2021

SYNOPSIS:

A report on District fiscal data as of March 31, 2021

RECOMMENDATION:

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

ANALYSIS:

The fiscal report as of March 31, 2021 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 March 31, 2021

		2020/21	Year-to-date		%	
		Working Budget	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	14,280	105,720	0%	
	CAMP	547,391	301,344	246,047	55%	
	PELL Grant Administration	7,500	5,420	2,080	72%	
	HEP	398,348	142,917	255,431	36%	
	HSI	541,215	241,887	299,328	45%	
	CTEA	150,264	0	150,264	0%	
	CARES act & HEERF	4,285,373	453,508	3,831,865	11%	
	Other Federal Revenue	67,052	27,581	39,471	41%	
	TOTAL FEDERAL SOURCES	\$6,147,143	\$1,186,937	\$4,960,206	19%	
STATE	State General Apportionment	\$11,451,457	\$5,659,233	\$5,792,224	49%	
	Education Protection Account	2,761,460	2,192,493	568,967	79%	
	Board of Governors Grant	37,352	37,352	0	100%	
	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	109,098	0	100%	
	Part-time Faculty Compensation	116,113	109,002	7,111	94%	
	AEBG Adult Education Block Grant	2,060,787	1,668,250	392,537	81%	
	CTE Strong Workforce Program	3,136,318	2,607,245	529,073	83%	
	Construction State Grant	1,000,000	1,000,000	0	100%	
	Other Categorical Apportionments	481,351	877,414	-396,063	182%	
	TANF	45,040	0	45,040	0%	
	DSPS	421,734	406,535	15,199	96%	
	CALWORKS	244,259	230,906	13,353	95%	
	BFAP	166,279	166,279	0	100%	
	EOPS	671,662	671,662	0	100%	
	EOPS CARE	78,560	78,560	0	100%	
	MESA	33,237	0	33,237	0%	
	Other Categorical Program Allowances	346,102	343,772	2,330	99%	
	State Subventions	211,829	112,736	99,093	53%	
	Lottery	550,761	126,833	423,928	23%	
	Mandated Cost Reimbursements	79,250	79,250	0	100%	
	Other State Revenue	492,052	279,379	212,673	57%	
	TOTAL STATE SOURCES	\$26,468,067	\$17,444,094	\$9,023,973	66%	
	LOCAL	Property Taxes	\$9,783,397	\$6,039,570	\$3,743,827	62%
		Local Contributions/Grants/Donations	391,915	179,530	212,385	46%
Contract Instructional Services		7,000	0	7,000	0%	
Rents/Leases (Facilities Use)		51,400	39,484	11,916	77%	
Interest		59,000	32,388	26,612	55%	
Student Fees		1,272,000	1,248,319	23,681	98%	
Bookstore Commission		7,000	9,640	-2,640	138%	
Other Local Revenue		361,038	320,062	40,976	89%	
TOTAL LOCAL SOURCES		\$11,932,750	\$7,868,993	\$4,063,757	66%	
TOTAL REVENUES		\$44,547,960	\$26,500,024	\$18,047,936	59%	
TOTAL RESOURCES AVAILABLE		\$51,290,215				
EXPENDITURES						
	Certificated Salaries	\$12,735,542	\$8,343,728	\$4,391,814	66%	
	Classified Salaries	6,802,502	4,629,893	2,172,609	68%	
	Benefits	8,106,554	5,575,722	2,530,832	69%	
	Subtotal Personnel Costs	\$27,644,598	\$18,549,343	\$9,095,255	67%	
	Supplies	\$1,982,952	\$536,134	\$1,446,818	27%	
	Services	5,934,031	2,282,139	3,651,892	38%	
	Capital Outlay	3,923,273	181,933	3,741,340	5%	
	Transfers/Other Outgo	3,101,045	1,596,295	1,504,750	51%	
TOTAL EXPENDITURES		\$42,585,899	\$23,145,844	\$19,440,055	54%	
	Ending Fund Balance	\$8,704,316				
TOTAL EXPENDITURES/CONTINGENCY		\$51,290,215				

SUBJECT: QUARTERLY FISCAL STATUS REPORT – AB 2910

SYNOPSIS:

A report on the District fiscal status as of March 31, 2021.

RECOMMENDATION:

The Superintendent/President recommends the Board of Trustees accept this report.

ANALYSIS:

This quarterly fiscal report for the second quarter of the 2020/21 fiscal year reflecting data as of March 31, 2021 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 quarterly fiscal status report as presented.

# CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-31 IQ

**VIEW QUARTERLY DATA**

**CHANGE THE PERIOD** ▼

**Fiscal Year: 2020-2021**

**District: (140) MENDOCINO-LAKE**

**Quarter Ended: (Q3) Mar 31, 2021**

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2017-18	Actual 2018-19	Actual 2019-20	Projected 2020-2021

**I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:**

A.	<b>Revenues:</b>				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	24,632,885	26,128,614	26,366,339	26,917,905
A.2	Other Financing Sources (Object 8900)	0	0	34,338	0
A.3	<b>Total Unrestricted Revenue (A.1 + A.2)</b>	24,632,885	26,128,614	26,400,677	26,917,905
B.	<b>Expenditures:</b>				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	23,322,260	25,431,473	26,173,832	24,397,354
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	500,793	502,361	515,566	547,853
B.3	<b>Total Unrestricted Expenditures (B.1 + B.2)</b>	23,823,053	25,933,834	26,689,398	24,945,207
C.	<b>Revenues Over(Under) Expenditures (A.3 - B.3)</b>	809,832	194,780	-288,721	1,972,698
D.	<b>Fund Balance, Beginning</b>	5,749,761	6,559,593	6,754,373	6,465,652
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	<b>Adjusted Fund Balance, Beginning (D + D.1)</b>	5,749,761	6,559,593	6,754,373	6,465,652
E.	<b>Fund Balance, Ending (C. + D.2)</b>	6,559,593	6,754,373	6,465,652	8,438,350
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	27.5%	26%	24.2%	33.8%

**II. Annualized Attendance FTES:** This data is being captured in CCFS-320 and is no longer required here.

G.1	Annualized FTES (excluding apprentice and non-resident)				
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III. Total General Fund Cash Balance (Unrestricted and Restricted)		As of the specified quarter ended for each fiscal year			
		2017-18	2018-19	2019-20	2020-2021
H.1	Cash, excluding borrowed funds		4,746,218	6,849,817	7,891,571
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	4,554,772	4,746,218	6,849,817	7,891,571

**IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:**

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	<b>Revenues:</b>				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	25,382,951	26,917,905	16,099,187	59.8%
I.2	Other Financing Sources (Object 8900)	0	0	0	
I.3	<b>Total Unrestricted Revenue (I.1 + I.2)</b>	25,382,951	26,917,905	16,099,187	59.8%
J.	<b>Expenditures:</b>				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	24,839,289	24,397,354	16,914,591	69.3%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	544,687	547,853	0	
J.3	<b>Total Unrestricted Expenditures (J.1 + J.2)</b>	25,383,976	24,945,207	16,914,591	67.8%
K.	<b>Revenues Over(Under) Expenditures (I.3 - J.3)</b>	-1,025	1,972,698	-815,404	
L	Adjusted Fund Balance, Beginning	6,465,652	6,465,652	6,465,652	
L.1	<b>Fund Balance, Ending (C. + L.2)</b>	6,464,627	8,438,350	5,650,248	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	25.5%	33.8%		



V. Has the district settled any employee contracts during this quarter?

NO

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

NO

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?

This year?

NO

Next year?

NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

SUBJECT: STUDENT TRUSTEE PRIVILEGES

SYNOPSIS:

Annual review of the student trustee privileges is required per Education Code 72023.5.

RECOMMENDATION:

The Superintendent/President recommends that the Mendocino-Lake Community College District Board of Trustees maintain the Student Trustee Privileges as listed below.

ANALYSIS:

Existing Board Policy 202 – Student Trustee, and Board Policy 213 – Participation in Local Decision-Making recognizes the importance of the student role in college governance. This action affirms that the Board of Trustees continues to support these Board Policies and participatory governance. These provisions are adopted annually and will be available for consideration by the Board of Trustees each subsequent year.

In the past, the Board of Trustees has voted to extend to the Student Trustee all privileges allowable under Education Code Section 72023.5.

The Superintendent/President proposes the following privileges:

- Maintain the ability to make and second motions.
- Maintain the advisory vote.
- Maintain the compensation rate equal to the Board compensation rate.

*Board Policy 202, Student Trustee*  
*Board Policy 213, Participation in Local Decision-Making*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby maintain the Student Trustee Privileges as presented.

SUBJECT: SALE OF SURPLUS PROPERTY

SYNOPSIS:

Board of Trustees authorization is requested for the sale of surplus property.

RECOMMENDATION:

The Superintendent/President recommends authorization of the sale of surplus property.

ANALYSIS:

The District recommends for disposition by sale the surplus property as listed on Attachment A.

None of the items listed on Attachment A exceeds the value of One Thousand Dollars (\$1,000).

This is a comprehensive list of what is now surplus. The College reserves the right to remove from surplus any and all items which are subsequently found to be needed elsewhere in the District.

*Reference Board Policy 613, Disposition of Property*

MOTION/ACTION:

RESOLVED, That the Mendocino-Lake Community College District Board of Trustees does hereby authorize the sale of the surplus property as listed on Attachment A and further authorizes staff to dispose of property with an insufficient value to defray the costs of arranging a sale in a manner consistent with the College's commitment to recycling.

**ATTACHMENT A - SURPLUS INVENTORY LIST MAY 12, 2021**

<b>Quantity</b>	<b>Description</b>	<b>Inventory #</b>
1	Leclerc Table Top Loom	00855
1	AVL 45" 8 Harness Loom w/ Bench & Accessories	002541
1	AVL 45" 8 Harness Loom w/ Bench & Accessories	002542
1	Baby Wolf 4 Harness Floor Loom	002555
1	Baby Wolf 4 Harness Floor Loom	002556
1	Baby Wolf 8 Harness Floor Loom	002552
1	Baby Wolf 8 Harness Floor Loom	002553
1	Baby Wolf 8 Harness Floor Loom	002554
		002539 &
1	Combu Dobby AVL Loom w/ iMac and Computer Stand	002540
		010151 &
1	Combu Dobby AVL Loom w/ iMac and Computer Stand	010152
1	Large Manual Loom w/ Bench & Accessories	002544
1	LeClair 45" 8 Harness Loom w/ Bench & Accessories	002548
1	LeClair 45" 8 Harness Loom w/ Bench & Accessories	002549
1	LeClair 45" 8 Harness Loom w/ Bench & Accessories	002550
1	LeClair 45" 8 Harness Loom w/ Bench & Accessories	002551
8	Leclerc Inkle Looms	not tagged
1	Leclerc Table Top Loom	00852
1	Leclerc Table Top Loom	00853
1	Leclerc Table Top Loom	00854
1	Leclerc Table Top Loom	03560
1	Leclerc Table Top Loom	03561
1	Leclerc Table Top Loom	03562
1	Leclerc Table Top Loom	03563
1	Leclerc Table Top Loom	03790
1	Leclerc Table Top Loom	07394
1	Leclerc Table Top Loom	07558
1	Leclerc Tapestry Loom	00847
1	Leclerc Tapestry Loom	00849
1	Leclerc Tapestry Loom	00850
1	Leclerc Tapestry Loom	03003
1	Leclerc Tapestry Loom	03809
1	Rug Loom w/ Bench & Accessories	02545

SUBJECT: BOARD POLICY ADDITIONS 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 2355 – Decorum – This new legally advised board policy has been created 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 February 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on March 26, 2021.

Board Policy 7110 – Delegation of Authority – This legally required board policy was last revised in September 2014 and has been revised and updated under the direction of the Director of Human Resources. The policy was first reviewed by the President's Policy Advisory Committee on February 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on March 26, 2021. A copy of the approved administrative procedure is included as information only.

Board Policy 7130 – Compensation – This new legally required board policy has been developed under the direction of the Director of Human Resources using the League template as a guide. The policy was first reviewed by the President's Policy Advisory Committee on February 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on March 26, 2021.

Board Policy 7140 – Collective Bargaining – This new legally required board policy has been developed under the direction of the Director of Human Resources using the League template as a guide. The policy was first reviewed by the President's Policy Advisory Committee on February 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on March 26, 2021.

Board Policy 7220 – Faculty Service Areas – This local board policy has been revised to reflect the updated numbering system. It was previously listed as board policy 722 and was last revised

in August 2010. The policy was first reviewed by the President's Policy Advisory Committee on February 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on March 26, 2021.

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 2355, Board Policy 7110, Board Policy 7130, Board Policy 7140 and Board Policy 7220 as presented.



# BOARD POLICY

No. 2355

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

**NEW**

## DECORUM

The following will be ruled out of order by the presiding officer.

- Disrupting, disturbing, or otherwise impeding the orderly conduct of the meeting.
- Physical violence or threats of physical violence directed toward any person or property.

In the event that any meeting is willfully interrupted by the actions of one or more persons so as to render the orderly conduct of the meeting unfeasible, the persons may be removed from the meeting room.

Speakers who engage in such conduct may be removed and denied the opportunity to speak to the Board for the duration of the meeting.

Before removal, a warning and a request that the persons curtail the disruptive activity will be made by the President of the Board. If the behavior continues, the persons may be removed based on a finding that the person is violating this policy, and that such activity is intentional and has substantially impaired the conduct of the meeting.

If order cannot be restored by the removal in accordance with these rules of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and may continue in session. The Board shall only consider matters appearing on the agenda.

Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this rule.

References: Education Code Section 72121.5;  
Government Code Section 54954.3 subdivision (b)



# BOARD POLICY

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## MENDOCINO-LAKE COMMUNITY COLLEGE DISTRICT

NO. 7110

### DELEGATION OF AUTHORITY

The Board delegates authority to the Superintendent/President to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed subject to confirmation by the Board.

See Administrative Procedures AP 7110.1

Reference: Education Code 70902(d)





# ADMINISTRATIVE PROCEDURES

No. 7110.1

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## DELEGATION OF AUTHORITY – HUMAN RESOURCES

The Director of Human Resources is delegated responsibility from the Superintendent/President to recommend employment, develop job responsibilities, and perform other personnel actions provided that all federal and state law and regulations, board policies, and administrative procedures are followed.

References: Educational Code Section 70902 subdivision (d);  
ACCJC Accreditation Standard III.A.11

**COMPENSATION****NEW****General Provision**

Salary schedules, compensation and benefits, including health and welfare benefits, for all classes of employees and each administrator employed pursuant to a contract under Education Code Section 72411 shall be established by the Board.

**Prohibition of Incentive Compensation**

The District shall not provide any commission, bonus, or other incentive payment based, directly or indirectly, on the success in securing enrollments or financial aid, to any person or entity engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance. Employees covered by this ban shall be referred to as “covered employees” for purposes of this policy.

References: Education Code Sections 70902 subdivision (b)(4), 72411, 87801, and 88160;  
Government Code Section 53200;  
34 Code of Federal Regulations Part 668 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended)

**COLLECTIVE BARGAINING****NEW**

If eligible employees of the District select an employee organization as their exclusive representative, and if after recognition by the District or after a properly conducted election, an exclusive representative is certified as the representative of an appropriate unit of employees under the provisions of the Educational Employment Relations Act, Government Code Sections 3540 et seq., the District will meet and negotiate in good faith on matters within the scope of bargaining as defined by law.

References: Government Code Section 3540 et seq.



# BOARD POLICY

No. 7220

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## FACULTY SERVICE AREAS

In consultation with the Academic Senate and administration, the Board of Trustees hereby establishes one (1) Faculty Service Area for the faculty of the Mendocino-Lake Community College District for the purpose of reduction-in-force (layoffs).

The competency criteria to serve in this Faculty Service Area shall either be a valid California Community College Credential or the ~~State mandated minimum qualifications~~ ***Minimum Qualifications for Faculty and Administrators in California Community Colleges***, published by the Chancellor's Office.

The Board shall make assignments and reassignments in a manner so that employees shall be retained to render any service which their seniority and qualifications entitle them to render.

Reference: Education Code 87743

SUBJECT: MENDOCINO COLLEGE FOUNDATION REPORT

SYNOPSIS:

This is an informational report from the Mendocino College Foundation staff.

ANALYSIS:

The Foundation has awarded all of the named, perpetual, endowed and pass-through scholarships for the 21/22 year. The total dollars distributed are \$197,000. Students have received their congratulatory letters and funds will be distributed in August for the Fall 2021 semester.

The Lake County Friends of Mendocino College (LCFMC) successfully hosted their first ever Lake County Scholarship and AAFG Reception Saturday, May 1<sup>st</sup>. Congratulations to the scholarship and AAFG recipients as well as the LCFMC scholarship committee!

The 2021 AAFG adoptions to date are at 75 adoptions. Schools are currently making their selections for 2021. Students will receive a \$25 check, certificate and Mendocino College swag.

The Food Pantry has been available to Mendocino College students to provide them with food security in the form of \$100 gift cards to purchase groceries. The Community Foundation of Mendocino County provided a generous grant of \$10,000 to add additional funds to the program.

At the April 6<sup>th</sup> MCF Board of Directors meeting, the board participated in a Brown Act Overview provided by Erinn Stagg from School and College Legal Services.

The next Foundation Board meeting will be held on June 1 beginning at noon. The Board will approve their 21/22 budget at that meeting.

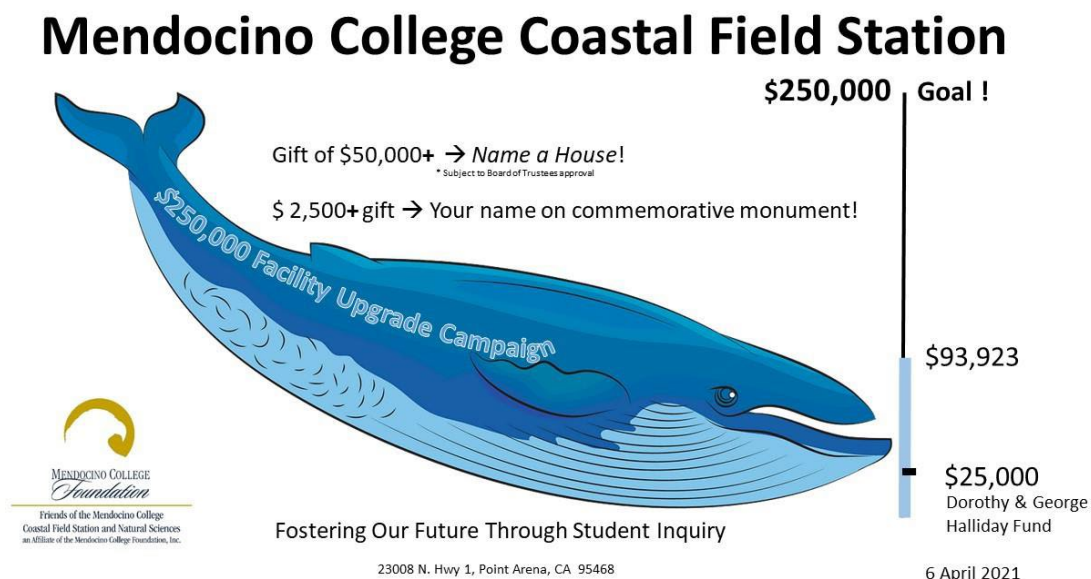
SUBJECT: FRIENDS OF THE MENDOCINO COLLEGE COASTAL FIELD STATION  
AND NATURAL SCIENCES AFFILIATE REPORT

SYNOPSIS:

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

ANALYSIS:

- Dr. Brianna Zuber participated in the National Shellfisheries Association annual meeting, presenting an invited poster in a special session on coastal field stations on March 23.
- Science faculty are pleased to announce the awarding of three faculty-nominated student scholarship awards through the Friends of the Mendocino College Coastal Field Station and Natural Sciences (see attached press release):
  - Missael Barosa - Mendocino Coast Audubon Society annual Brandon Pill Memorial Scholarship
  - Erin Orth - Mendocino Coast Audubon Society Greg Grantham Memorial Scholarship
  - Ana Delgado Mendoza - FMCCFSNS Mary Lou Koeninger Memorial Scholarship in Earth Science
- 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 surpass the 1/3 mark toward our ambitious goal!
- 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 time of year, the faculty are working with students in their classes to prepare for final exams, the completion of term projects and other end of the semester assignments. This year, as we all know, has been particularly difficult for students. I applaud the enormous efforts faculty have put forth to ensure students are successful. A group of students I met with recently said their experiences at the college and interactions with faculty and staff this year have taught them to be *resilient*, to *thrive* and *mature*. I am honored to recognize these efforts.

It is also time to recognize and thank the faculty members who are leaving the Academic Senate after multiple terms of service. Professor Rodney Grisanti (Music) is completing his third term (2015-2021). Professor Rhea Hollis (Counseling) and Associate Adjunct Professor Taylor Canon are completing their second term (2017-2021). All three of these faculty members have served the District well in their representative duties on the senate. They have embraced their role as representatives of the faculty working towards the betterment the student experience with professionalism and resolve.

During their years on the Academic Senate they have noted some of the accomplishments they are the most proud of, which include:

- Providing leadership during the early days of the pandemic and the pivot to online instruction,
- As a senate representative on the Facilities and Safety Committee helping to formulate safety produces for the response to the pandemic and post-pandemic campus,
- As a member of the Technology Committee helping to determine new technologies for hybrid classrooms,
- As the Open Education Resources Liaison to the ASCCC helping faculty find lower cost textbooks for student use in classes,
- Increasing the part-time faculty awareness of participatory governance processes and representation on various committees,
- Working on revisions to the Minimum Qualification and Faculty Hiring Policies and Procedures,
- Helping to advocate and educate on equity, diversity, inclusion, social justice, and anti-racism.
- The work of the Academic Senate requires patience and perseverance,

- We are good listeners and continually ask “what is best for students?”

As we thank these fine faculty members for their dedication we also welcome the newly elected Senators. Adjunct Instructor Pamela Heston-Bechtol (Administrative of Justice), Professor Laura Mays (Woodworking), and Assistant Professor Nick Wright (DSPS Counselor/Coordinator) will begin serving a two-year term (2021-2023) at the end of the semester. We are looking forward to another productive year with their insights, knowledge and passion for student success.

### **Classified Senate:**

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

Our first MendoCares newsletter was released to the college faculty and staff on April 27<sup>th</sup> to great reviews. In addition, we have been able to hold virtual departmental open houses on April 20<sup>th</sup> with Financial Aid and EOPS and again on May 4<sup>th</sup> with Admissions and Records and the Centers acting as our hosts. We will be holding one more virtual open house on May 18<sup>th</sup>. Our plan is to continue holding these virtual departmental open houses again beginning in the fall so we have the opportunity to highlight all our constituent group areas of expertise. The Classified Senate leadership team would like to thank everyone who participated or attended these informational forums.

Another upcoming event the Classified Senate is looking forward to is the Classified Leadership Institute. Currently, three of our classified senate officers will be attending. This event will be held virtually and we are trying to garner as many of our classified members as possible to participate.

### **Management/Supervisory/Confidential:**

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

The Management Team has been collaborating about the best ways to prepare our department offices for the upcoming transition back to campus. We plan to take the advice of those departments who have never actually left campus, in order to implement best practices. Each department will complete a “department readiness” questionnaire to be submitted to their direct supervisor. The questionnaire will include details such as how many students the staff will have contact with, whether they will be able to implement proper social distancing measures, and what tools and supplies may be needed to ensure a safe transition back. We know this is a daunting change for some and we hope to make the transition as smooth as possible so that students and staff feel comfortable.

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



ITEM NO: 9.3  
DATE: May 12, 2021

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 5010 – Admission and Concurrent Enrollment – This legally required board policy has been revised under the direction of the Director of Admissions and Records using the league template as a guide. It was last revised in January 2017 and has now been updated to include a statement regarding denial of enrollment based upon expulsion from another California Community College, a legally required statement regarding the evaluation of a student's high school completion, and the recent allowance to admit students in an adult education or noncredit program as special part-time students. 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 March 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021. A copy of the approved administrative procedure is included as information only.

Board Policy 5020 – Nonresident Tuition – This new legally required board policy has been developed under the direction of the Director of Admissions and Records using the league template as a guide. The policy was first reviewed by the President's Policy Advisory Committee on March 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021. A copy of the approved administrative procedure is included as information only.

Board Policy 5300 – Student Equity – This new legally required board policy has been developed under the direction of the Director of Admissions and Records using the league template as a guide. The policy was first reviewed by the President's Policy Advisory Committee on March 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021. A copy of the approved administrative procedure is included as information only.

Board Policy 5800 – Prevention of Identity Theft in Student Financial Transactions - This new legally required board policy has been developed under the direction of the Director of Admissions and Records using the league template as a guide. The policy was first reviewed by the President's Policy Advisory Committee on March 26, 2021; was shared with constituents for comments or

suggestions and finalized by the committee at their meeting on April 23, 2021. A copy of the approved administrative procedure is included as information only.

Board Policy 7230 – Classified Employees – This legally advised board policy has been revised under the direction of the Director of Human Resources. It was last revised in September 2014. The policy was first reviewed by the President’s Policy Advisory Committee on February 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021.

Board Policy 7260 – Classified Supervisors and Managers – This new legally required board policy has been developed under the direction of the Director of Human Resources using the League template as a guide. The policy was first reviewed by the President’s Policy Advisory Committee on February 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021.

Board Policy 7300 – Employment/Termination of Short-Term and Substitute Employees – This local board policy has been revised under the direction of the Director of Human Resources. It was previously listed under BP 703 and was last reviewed in February 2011. The policy was first reviewed by the President’s Policy Advisory Committee on February 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021.

Board Policy 7310 – Nepotism – This legally required board policy has been revised under the direction of the Director of Human Resources using the League template as a guide. It was last updated in April 2016. The policy was first reviewed by the President’s Policy Advisory Committee on March 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021.

Board Policy 7365 – Discipline and Dismissal – Classified Employees – This new legally required board policy has been developed under the direction of the Director of Human Resources using the League template as a guide. The policy was first reviewed by the President’s Policy Advisory Committee on February 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021. A copy of the approved administrative procedure is included as information only.

Board Policy 7370 – Political Activity – This new legally required board policy has been developed under the direction of the Director of Human Resources using the league template as a guide. The policy was first reviewed by the President’s Policy Advisory Committee on March 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021.

Board Policy 7400 – Travel – This legally required board policy has been revised under the direction of the Director of Human Resources using the League template as a guide and was last updated in April 2016. The policy was first reviewed by the President’s Policy Advisory Committee on March 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021. Copies of the approved administrative procedures are included as information only.

Board Policy 7500 – Volunteers – This local board policy has been updated under the direction of the Director of Human Resources using the statewide numbering system. It was previously listed under BP 702 and was last reviewed in August 2010. The policy was first reviewed by the President’s Policy Advisory Committee on February 26, 2021; was shared with constituents for comments or suggestions and finalized by the committee at their meeting on April 23, 2021. A copy of the approved administrative procedure is included as information only.

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



# BOARD POLICY

No. 5010

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## **ADMISSION, ~~ENROLLMENT, AND ATTENDANCE~~ AND CONCURRENT ENROLLMENT**

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person over the age of 18 or possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or his or her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Section 3077 of the Labor Code.

**The District may deny or place conditions on a student's enrollment upon a finding by the Board or designee that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.**

**The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Superintendent/President shall establish procedures for evaluating the validity of a student's high school completion.**

### **Admission**

- Any student whose age or class level is equal to grades 9-12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.
- Any student whose age or class level is equal to grades 11-12 is eligible to attend as a special full-time student.
- **Any student in an adult education program administered by a school district or noncredit program administered by a community college district that is pursuing a high school diploma or high school equivalency certificate, and receives the recommendation of the administrator of the student's adult school or noncredit program of attendance, is eligible to attend as a special part-time student.**
- Any students enrolled in grades 9-12 may attend summer session. The Superintendent/President or his or her designee shall establish procedures regarding ability to benefit and admission of high school and younger students.

*Adopted: May 1, 2002*  
*Revised: January 12, 2011*  
*January 11, 2017*  
*March 2021*

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### **Denial of Requests for Admission**

- If the Board denies a request for special full-time or part-time enrollment by a pupil who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.
- The written recommendation and denial shall be issued at the next regularly scheduled Board meeting that occurs at least 30 days after the pupil submits the request to the district.

The Superintendent/President or his or her designee shall establish procedures regarding evaluation of requests for special full-time or part-time enrollment by a pupil who is identified as highly gifted.

### **Claims for State Apportionment for Concurrent Enrollment**

Claims for state apportionment submitted by the District based on enrollment of high school pupils shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Superintendent/President or his or her designee shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

Reference: Education Code Sections **52620, 52621**, 76000, 76001, 76002 and 76038;  
Labor Code Section 3077;  
34 Code of Federal Regulations Section 668.16(p) (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);  
ACCJC Accreditation Standard II.C.6

*Adopted: May 1, 2002*  
*Revised: January 12, 2011*  
*January 11, 2017*  
*March 2021*

*Page 2 of 2*



# ADMINISTRATIVE PROCEDURES

No. 5010.1

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## ADMISSION

Under the direction of the Vice President of Student Services, the Director of Admissions and Records has the designated authority and responsibility for District admission procedures. The Superintendent/President, or designee, makes final admission determinations. Current admission procedures are published in the most recent version of the college catalog and on the college website.

### Admission

All prospective students are required to complete a paper or online application for admission. Students who applied but never attended or are returning to the college after an absence of two or more semesters, must submit a new application for admission.

All information provided by the applicant on the application for admission must be true and accurate as required by law. A student who knowingly falsifies any information required on the application for admission, or other college documents, is subject to disciplinary action.

A person eligible for admission is anyone who meets one of the following:

- Has graduated from high school, including students who have received high school certificates of completion (or equivalent) but did not pass the California High School Exit Exam.
- Has passed the California High School Proficiency or the GED test.
- Is a non-high school graduate 18 years of age or older, who is no longer attending high school and is able to benefit from instruction.
- Is a non-high school graduate under 18 years of age who has been released from compulsory attendance by their high school governing board.
- Is a K-12 student currently enrolled in 9<sup>th</sup>-12<sup>th</sup> grade and has met all conditions set forth in Administrative Procedure 5011.1 or 5011.2.
- Is a student enrolled in an adult education program administered by a school district or noncredit program administered by a community college and is pursuing a high school diploma or high school equivalency certificate and receives a recommendation from the adult school administrator or noncredit program of attendance.
- Is an apprentice as defined in Labor Code Section 3077.
- Is an international student who has completed admission procedures for international students as set forth in Administrative Procedure 5012.1.

The Vice President of Student Services shall be responsible for evaluating the validity of a student's high school completion if the college or the United States Department of Education has reason to believe that the high school diploma is not valid or was not obtained from an entity that provides secondary school education.

### **Residency Determination**

Admission of each student includes the determination of California State residency as outlined in Administrative Procedure 5015.1.

Students determined to be California residents are charged the California State Enrollment Fee as set by the California Community College Chancellor's office. All other fees apply.

Students determined to be non-residents are charged the non-resident tuition fee in addition to the resident enrollment fee.

### **Specialized Programs**

Admission to specialized programs (i.e., Fine Woodworking, Physical Therapy Assistant, and Registered Nursing programs) may require the completion of a program admission application and other admission requirements. Current program admission requirements are published by the respective programs and made available in the college catalog and on the college website. The Admission criteria, process and application for specialized programs are valid for the current application cycle only.

**References:** Education Code Sections 76000; 34 Code of Federal Regulations 668.16(p) (U.S. Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended); ACCJC Accreditation Standard II.C.6



# BOARD POLICY

No. 5020

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

**NEW**

## NONRESIDENT TUITION

Nonresident students shall be charged nonresident tuition for all units enrolled, unless specifically required otherwise by law.

Not later than March 1 of each year, the Superintendent/President shall bring to the Board for approval an action to establish nonresident tuition for the following fiscal year. The fee shall be calculated in accordance with guidelines contained in applicable state regulations and/or the California Community Colleges Budget and Accounting Manual.

The Superintendent/President shall establish procedures regarding collection, waiver, and refunds of nonresident tuition.

References: Education Code Sections 68050, 68051, 68130, 68130.5, 76140, and 76141;  
Title 5 Section 54045.5





# ADMINISTRATIVE PROCEDURES

No. 5020.1

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## NONRESIDENT TUITION

Nonresident tuition will be charged to students who have not established residency in the state of California for a period of one year prior to the first day of the term. In addition to nonresident tuition, nonresident students will be charged the California Community College Enrollment Fee.

### **Nonresident Tuition Exemption Request**

A student who qualifies for the Nonresident Tuition Exemption Request will be exempt from paying the out-of-state tuition fee and will pay an in-state enrollment fee. The qualifications for the waiver are stated below.

A student, other than non-immigrant aliens under 8 U.S. Code Section 1101(a)(15), who meets all of the following requirements shall be exempt from paying nonresident tuition:

- either high school attendance in California for three or more years OR attainment of credits earned in California from a California high school equivalent to three or more years of fulltime high school coursework and a total of three or more years of attendance in California elementary schools, California secondary schools, or combination of those schools;
- graduation from a California high school or attainment of the equivalent thereof;
- registration or enrollment in a course offered for any term commencing on or after January 1, 2002;
- completion of a questionnaire form prescribed by the California Community C Chancellor's Office verifying eligibility for this nonresident tuition exemption; and
- in the case of a student without lawful immigration status, the filing of an affidavit that the student has filed an application to legalize his/her immigration status, or will file an application as soon as he/she is eligible to do so.

### **Additional Nonresident Tuition Exemptions**

- A. Any student who meets all of the following requirements:
  - demonstrates financial need;
  - has a parent or guardian who has been deported or was permitted to depart voluntarily;
  - moved abroad as a result of that deportation or voluntary departure;
  - lived in California immediately before moving abroad;
  - attended a public or private secondary school in the state for three or more years; and
  - upon enrollment, will be in his/her first academic year as a matriculated student in California public higher education, will be living in California, and will file an affidavit with the District stating that he/she intends to establish residency in California as soon as possible.
- B. The District shall exempt from nonresident tuition any non-immigrant aliens granted "T" or "U" visa status under title 8 U.S. Code Section 1101(a)(15)(T)(i) or (ii), or section 1101(a)(15)U(i) or (ii), respectively, who meet all the following requirements:

- high school attendance in California for three or more years;
  - graduation from a California high school or attainment of the equivalent thereof;
  - registration or enrollment in a course offered for any term or commencing on or after January 1, 2002; and
  - completion of a questionnaire form prescribed by the State Chancellor's Office verifying eligibility for this non-resident tuition exemption.
- C. The District shall exempt from nonresident tuition a special part-time student, other than a non-immigrant alien under 8 U.S. Code Section 1101(15)(a), participating in a College and Career Access Pathways (CCAP) partnership program and enrolled in no more than 15 units per term.

The nonresident enrollment fee (U.S. Citizen and Non-U.S. Citizen), and exemptions, are published in the college catalog and on the college website.

The nonresident tuition fee shall be set no later than March 1 of each year. The nonresident tuition calculation will reflect the current expense of education calculated according to the California Community Colleges Budget and Accounting Manual. The nonresident tuition calculation will include the expense of education in the preceding fiscal year, reflect fees in contiguous Districts and will provide for students enrolled in more or less than 15 units per term.

A non-refundable processing fee is charged for international students. This fee is applied to the student's tuition upon registration.

References: Education Code Sections 68075.65, 68130.5 and 76140 et seq.;  
Title 5 Section 54045.5



# BOARD POLICY

No. 5300

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

**NEW**

## STUDENT EQUITY

The Board of Trustees is committed to assuring student equity in educational programs and college services. The Superintendent/President shall establish and implement a Student Equity Plan that meets the Title 5 standards and ensures that all students, especially underrepresented students, have the opportunity to achieve their academic goals.

See Administrative Procedures 5300.1

References: Education Code Sections 66030, 66250 et seq., and 72010 et seq.;  
Title 5 Section 54220



# ADMINISTRATIVE PROCEDURES

No. 5300.1

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## STUDENT EQUITY

In accordance with a requirement by the Chancellor's Office for the California Community Colleges, Mendocino College has adopted a Student Equity Plan, following approval by the Board of Trustees.

The Student Equity Plan includes:

- the active involvement of the groups on campus through governance committees, and instructional and student development departments, and through the program review process
- involvement by appropriate people from the community who can articulate the perspective and concerns of historically underrepresented groups
- campus-based research as to the extent of student equity and to determine what activities are most likely to be effective
- institutional barriers to equity
- goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer for each historically underrepresented group
- activities most likely to be effective to attain the goals, including coordination of existing student equity related programs
- sources of funds for the activities in the plan
- a schedule and process for evaluation of progress towards the goals
- an executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the District will undertake to achieve the goals, the resources budgeted for that purpose, and the District officer or employee who can be contacted for further information

The Student Equity Plan shall be developed, maintained, and updated through the participatory governance process under the supervision of the Superintendent/President or designee.

References: Education Code Sections 66030, 66250 et seq., and 72010 et seq.;  
Title 5 Section 54220



# BOARD POLICY

No. 5800

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## PREVENTION OF IDENTITY THEFT IN STUDENT FINANCIAL TRANSACTIONS

**NEW**

The District is required to provide for the identification, detection, and response to patterns, practices, or specific activities (“Red Flags”) that could indicate identity theft of students when the District serves as a creditor in relation to its students. When applicable, the Chief Information Officer is directed to develop procedures to implement an Identity Theft Prevention Program (ITPP) to control reasonably foreseeable risks to students from identity theft.

References: 15 U.S. Code Section 1681m subdivision (e), Fair and Accurate Credit Transactions Act (FACT Act or FACTA)



# ADMINISTRATIVE PROCEDURES

No. 5800.1

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## PREVENTION OF IDENTITY THEFT IN STUDENT FINANCIAL TRANSACTIONS

### I. The Purpose of the Identity Theft Prevention Program

The purpose of this Identity Theft Prevention Program (ITPP) is to control reasonably foreseeable risks to students from identity theft, by providing for the identification, detection, and response to patterns, practices, or specific activities (“Red Flags”) that could indicate identity theft.

### II. Definitions

“Identity theft” is a fraud attempted or committed using identifying information of another person without authority.

A “creditor” includes government entities who defer payment for goods (for example, payment plans for bookstore accounts or parking tickets), issued loans or issued student debit cards. Government entities that defer payment for services provided are not considered creditors for purposes of this ITPP.

“Deferring payments” refers to postponing payments to a future date and/or installment payments on fines or costs.

A “covered account” includes one that involves multiple payments or transactions.

“Person” means any individual who is receiving goods, receives a loan, and/or is issued a debit card from the District and is making payments on a deferred basis for said goods, loan, and/or debit card.

Detection or discovery of a “Red Flag” implicates the need to take action under this ITPP to help prevent, detect, and correct identity theft.

### III. Procedures for Detecting “Red Flags” For Potential Identity Theft

#### A. Risk Factors for Identifying “Red Flags”

The District will consider the following factors in identifying relevant “Red Flags:”

1. the types of covered accounts the District offers or maintains;
2. the methods the District provides to open the District’s covered accounts;
3. the methods the District provides to access the District’s covered accounts; and

4. the District's previous experience(s) with identity theft.

## **B. Sources of "Red Flags"**

The District will continue to incorporate relevant "Red Flags" into this ITPP from the following sources:

1. incidents of identity theft that the District has experienced;
2. methods of identity theft that the District identifies that reflects changes in identity theft risks; and
3. guidance from the District's supervisors who identify changes in identity theft risks.

## **C. Categories of "Red Flags"**

The following Red Flags have been identified for the District's covered accounts:

1. Alerts, Notifications, or Warnings from a Consumer Reporting Agency:
  - a. A fraud or active duty alert is included with a consumer report the District receives as part of a background check.
  - b. A consumer reporting agency provides a notice of credit freeze in response to a request for a consumer report.
  - c. A consumer reporting agency provides a notice of address discrepancy. An address discrepancy occurs when an address provided by a student substantially differs from the one the credit reporting agency has on file. See Section (V)(9) for specific steps that must be taken to address this situation.
  - d. A consumer report indicates a pattern of activity that is inconsistent with the history and usual pattern of activity of an applicant, such as:
    - i. A recent and significant increase in the volume of inquiries;
    - ii. An unusual number of recently established credit relationships;
    - iii. A material change in the use of credit, especially with respect to recently established credit relationships; or
    - iv. An account that was closed for cause or identified for abuse of account privileges by a creditor or financial institution.
2. Suspicious Documents:
  - a. Documents provided for identification appear to have been forged or altered.
  - b. The photograph or physical description on the identification is not consistent with the appearance of the applicant or customer presenting the identification.
  - c. Other information on the identification is not consistent with information provided by the person opening a new covered account or customer presenting the identification.
  - d. Other information on the identification is not consistent with readily accessible information that is on file with the District, such as a signature card or a recent check.
  - e. An application appears to have been altered or forged, or gives the appearance of having been destroyed or reassembled.
3. Suspicious Personally Identifying Information:
  - a. Personal identifying information provided is inconsistent when compared against external information sources used by the District. For example:
    - i. The address does not match any address in the consumer report; or
    - ii. The Social Security Number (SSN) has not been issued, or is listed on the Social Security Administration's Death Master File.

- b. Personal identifying information provided by a person is not consistent with other personal identifying information provided by the person. For example, there is a lack of correlation between the SSN range and date of birth.
  - c. Personal identifying information is associated with known fraudulent activity as indicated by internal or third-party sources used by the District. For example:
    - i. The address on an application is the same as the address provided on a fraudulent application;
    - ii. The phone number on an application is the same as the phone number provided on a fraudulent application.
  - d. Personal identifying information provided is of a type commonly associated with fraudulent activity as indicated by internal or third-party sources used by the District. For example:
    - i. The address on an application is fictitious, a mail drop, or a prison; or
    - ii. The phone number is invalid, or is associated with a pager or answering service.
  - e. The SSN provided is the same as that submitted by other persons currently being served by the District.
  - f. The address or telephone number provided is the same or similar to the account number or telephone number submitted by an unusually large number of other persons being served by the District.
  - g. The person opening the covered account fails to provide all required personal identifying information on an application or in response to notification that the application is incomplete.
  - h. Personal identifying information provided is not consistent with personal identifying information that is on file with the District.
  - i. The person opening the covered account cannot provide authenticating information beyond that which generally would be available from a wallet or consumer report.
4. Unusual Use Of – Or Suspicious Activity Relating To – A Covered Account:
- a. A new covered account is used in a manner that is commonly associated with known patterns of fraud patterns. For example, a person makes a first payment, but there are no subsequent payments made.
  - b. A covered account is used in a manner that is not consistent with established patterns of activity on the account. For example, there is:
    - i. Nonpayment when there is no history of late or missed payments; or
    - ii. A material change in electronic fund transfer patterns in connection with a payment.
  - c. A covered account that has been inactive for a reasonably lengthy period of time is suddenly used or active.
  - d. Mail sent to the person holding the covered account is returned repeatedly as undeliverable although transactions continue to be conducted in connection with the person's covered account.
  - e. The District is notified that the person is not receiving paper account statements.



- f. The District is notified of unauthorized transactions in connection with a person's covered account.
5. Notices from Customers/Persons, Victims of Identity Theft, Law Enforcement Authorities, or Other Businesses About Possible Identity Theft in Connection with Covered Accounts:
  - a. The District is notified by a person with a covered account, a victim of identity theft, a law enforcement authority, or any other person, that it has opened a fraudulent account for a person engaged in identity theft.

#### **IV. Measures to Detect "Red Flags"**

The District shall do the following to aid in the detection of "Red Flags:"

1. When a new covered account is open, the District shall obtain identifying information about, and information verifying the identity of, the student or other person seeking to open a covered account. Two forms of identification shall be obtained (at least one of which must be a photo identification).

The following are examples of the types of valid identification that a person may provide to verify the identity of the person seeking to open the covered account: valid state-issued driver's license, valid state-issued identification card, current passport, a Social Security Card, current residential lease, or copy of a deed to the person's home or invoice/statement for property taxes.

1. Persons with covered accounts who request a change in their personal information on file, such as a change of address, will have the requested changes verified by the District.

The person shall provide at least one written form of verification reflecting the requested changes to the personal information. For example, if an address change is requested, then documentation evidencing the new address shall be obtained. If a phone number change is requested, then documentation evidencing the new phone number, such as a phone bill, shall be obtained.

#### **V. Preventing and Mitigating Identity Theft**

One or more of the following measures, as deemed appropriate under the particular circumstances, shall be implemented to respond to "Red Flags" that are detected:

1. Monitor the covered account for evidence of identity theft;
2. Contact the person who holds the covered account;
3. Change any passwords, security codes, or other security devices that permit access to a covered account;
4. Reopen the covered account with a new account number;
5. Not open a new covered account for the person;
6. Close an existing covered account;
7. Not attempt to collect on a covered account or not sell a covered account to a debt collector;
8. Notifying law enforcement;
9. Where a consumer reporting agency provides an address for a consumer that substantially differs from the address that the consumer provided, the District shall take the necessary steps to for a reasonable belief that the District knows the identity

- of the person for whom the District obtained a credit report, and reconcile the address of the consumer with the credit reporting agency, if the District establishes a continuing relationship with the consumer , and regularly, and in the course of business, provides information to the credit reporting agency; or
10. Determine that no response is warranted under the particular circumstances.

## **VI. Updating the ITPP**

The District shall update this ITPP on an annual basis to reflect changes in risks to persons with covered accounts, or to reflect changes in risks to the safety and soundness of the District from identity theft, based on the following factors:

1. The experiences of the District with identity theft;
2. Changes in methods of identity theft;
3. Changes in methods to detect, prevent and mitigate identity theft;
4. Changes in the types of covered accounts that the District maintains;
5. Changes in the business arrangements of the District, including service provider arrangements.

## **VII. Methods for Administering the ITPP**

### **A. Oversight of the ITPP**

Oversight by the District's Chief Information Officer shall include:

1. Assigning specific responsibility for the ITPP's implementation;
2. Reviewing reports prepared by the staff regarding compliance of the ITPP; and
3. Approving material changes to the ITPP as necessary to address changing identity theft risks.

### **B. Reports**

1. *In General.* Staff responsible for the development, implementation, and administration of this ITPP shall report to the Board of Education on an annual basis.
2. *Contents of Report.* The report shall address material matters to the ITPP and evaluate the following issues: the effectiveness of the policies and procedures in addressing the risk of identity theft in connection with opening new covered accounts and with respect to existing covered accounts; service provider arrangements; significant incidents involving identity theft and management's response; and recommendations for material changes to the ITPP.
3. *Oversight of Service Provider Arrangements* – Whenever the District engages a service provider to perform an activity in connection with one or more covered accounts the District shall take steps to ensure that the activity of the service provider is conducted in accordance with reasonable policies and procedures designed to detect, prevent, and mitigate the risk of identity theft. To that end, the District shall require our service contractors, by contract, to have policies and procedures to detect relevant "Red Flags" that may arise in the performance of the service provider's activities, and either report the "Red Flags" to the District, or to take appropriate steps to prevent or mitigate identity theft.

References: 15 U.S. Code Section 1681m(e), (Fair and Accurate Credit Transactions

Act FACT ACT or FACTA)



# BOARD POLICY

No. 7230

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## CLASSIFIED EMPLOYEES

Classified employees are those who are employed in positions that are not academic positions. The employees and positions shall be known as the classified service.

The classified service does not include:

- Substitute and short-term employees who are employed and paid for less than 75 percent of the fiscal year.
- Part-time apprentices and professional experts employed on a temporary basis for a specific project, regardless of length of employment. Full time students employed part time, and part-time students employed part time in any college workstudy program or in a work experience education program conducted by the District.

The Board shall fix and prescribe the duties of the members of the classified service. (See BP 7110 titled Delegation of Authority).

~~Before a short-term employee is employed, the Board, at a regularly scheduled meeting, shall specify the service required to be performed and certify the ending date of the service. The Board may later act to shorten or extend the ending date, but shall not extend it beyond 75 percent of an academic year.~~

The Superintendent/President shall establish procedures to assure that the requirements of state law and regulations regarding the classified service are met.

The probationary period for classified employees shall be six months.

~~See Administrative Procedures AP 7230.1~~

References: Education Code 88003, 88004, 88009, and 88013

**CLASSIFIED SUPERVISORS AND MANAGERS****NEW**

Classified administrators are administrators who are not employed as educational administrators.

Classified supervisors are those classified administrators, regardless of job description, having authority to hire, transfer, suspend, recall, promote, discharge, assign, reward, or discipline other employees, or having the responsibility to assign work to and direct them, adjust their grievances, or effectively recommend such action.

Classified managers are those classified administrators, regardless of job description, having significant responsibilities for formulating District policies or administering District programs other than the educational programs of the District.

Classified administrators may be employed by an appointment or contract of up to four years in duration. If a classified administrator is employed by an appointment or contract, the appointment or contract shall be subject to the same conditions as applicable to educational administrators.

References: Education Code 72411  
Government Code Section 3540.1 subdivisions (g) and (m)



# BOARD POLICY

No. ~~703~~-7300

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## EMPLOYMENT/TERMINATION OF SHORT-TERM AND SUBSTITUTE EMPLOYEES

The Mendocino-Lake Community College District employs short-term and substitute employees, including student employees, on a temporary, hourly basis. These employees are not part of the classified service.

The Board of Trustees hereby directs the Superintendent/President, or designee, to approve the employment of short-term, substitute employees in accordance with Education Code 88003.

A list of short-term and substitute employees including the service to be performed, as well as the start and end dates of the service, will be presented for ratification at a regularly scheduled Board meeting. **The Board may later act to shorten or extend the ending date, but shall not extend it beyond 75 percent of an academic year.**

Short-term and substitute employees may be terminated at any time by the Superintendent/President.

Salary schedules for short-term and substitute employees will be ~~determined by the Superintendent/President and revised as needed~~ **negotiated with the exclusive bargaining unit.**

**Reference:** Education Code 88003



# BOARD POLICY

No. 7310

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## NEPOTISM

The District does not prohibit the employment of relatives or domestic partners as defined by Family Code Sections 297 et seq. in the same department or division, with the exception that they shall not be assigned to a regular position within the same department, division or site that has an immediate family member who is in a position to recommend or influence personnel decisions.

Personnel decisions include appointment, retention, evaluation, tenure, work assignment, promotion, demotion, or salary of the relative or domestic partner as defined by Family Code Sections 297 et seq.

Immediate family member means spouse or domestic partner, parents, grandparents, siblings, children, grandchildren and in-laws, or any other relative living in the employee's home. The District retains the right to identify further relationships as being governed by this policy when favoritism is perceived.

The District will make reasonable efforts to assign job duties to minimize the potential for creating an adverse impact on supervision, safety, security, morale, or creating other potential conflicts of interest.

Notwithstanding the above, the District retains the right where such placement has the potential for creating an adverse impact on supervision, safety, security, or morale, or involves other potential conflicts of interest, to refuse to place spouses in the same department, division or facility. The District retains the right to reassign or transfer any person to eliminate the potential for creating an adverse impact on supervision, safety, security, morale, or involves other potential conflicts of interest.

See Administrative Procedures 7310.1

References: Government Code Sections 12940 et seq., and 1090 et seq.

*Adopted:* December 19, 1978  
*Revision:* January 11, 2012  
April 13, 2016  
March 2021

*Page 1 of 1*

**DISCIPLINE AND DISMISSAL – CLASSIFIED EMPLOYEES****NEW**

The Superintendent/President shall enact procedures for the disciplinary proceedings applicable to permanent classified employees of the District. Such procedures shall conform to the requirements of the Education Code.

The Board's determination of the sufficiency of the cause for disciplinary action of a classified employee shall be conclusive.

No disciplinary action shall be taken for any cause that arose prior to the employee becoming permanent, or for any cause that arose more than two years preceding the date of the filing of any charge against the employee, unless the cause was concealed or not disclosed by the employee when it could be reasonably assumed that the employee should have disclosed the facts to the District.

A permanent member of the classified service shall be subject to disciplinary action, including, but not limited to, oral reprimand, written reprimand, involuntary transfer, demotion, suspension, or discharge, for any of the following grounds:

- Fraud in securing employment or making a false statement on an application for employment.
- Incompetence, i.e., inability to comply with the minimum standard of an employee's position for a significant period of time.
- Inefficiency or inexcusable neglect of duty, i.e., failure to perform duties required of an employee in the position.
- Willful disobedience and insubordination, a willful failure to submit to duly appointed and acting supervision, conform to duly established orders or directions of, or insulting or demeaning the authority of a supervisor or manager.
- Dishonesty involving employment.
- Being impaired by or under the influence of alcohol or illegal drugs or narcotics while on duty, which could impact the ability to do the job.
- Excessive absenteeism.
- Unexcused absence without leave.
- Abuse or misuse of sick leave.
- The conviction of either a misdemeanor or a felony involving moral turpitude shall constitute grounds for dismissal of any employee. The record of conviction shall be conclusive evidence only of the fact that the conviction occurred. A plea or verdict of guilty, or a conviction showing a plea of *nolo contendere* made to charge a felony or any offense involving moral turpitude, is deemed to be a conviction within the meaning of this section.
- Discourteous treatment of the public or other employees.
- Disorderly or immoral conduct.
- Improper or unauthorized use of District property.



- Refusal to subscribe to any oath or affirmation which is required by law in connection with District employment.
- Any willful act of conduct undertaken in bad faith, either during or outside of duty hours which is of such a nature that it causes discredit to the District, the employee's department or division.
- Inattention to duty, tardiness, indolence, carelessness, or negligence in the care and handling of District property.
- Mental or physical impairment which renders the employee unable to perform the essential functions of the job without reasonable accommodation or without presenting a direct threat to the health and safety of self or others.
- Acceptance from any source of a reward, gift, or other form of remuneration in addition to regular compensation to an employee for the performance of his/her/their official duties.
- The refusal of any officer or employee of the District to testify under oath before any court, grand jury, or administrative officer having jurisdiction over any then pending cause of inquiry in which the District is involved. Violation of this provision may constitute of itself sufficient ground for the immediate discharge of such officer or employee.
- Willful violation of policies, procedures and other rules which may be prescribed by the District, college(s), or departments.
- Working overtime without authorization.
- Conduct of personal business for personal gain while on work assignment.
- Abandonment of position.

References: Education Code 88013  
Government Code Sections 3300 et seq.



# ADMINISTRATIVE PROCEDURES

No. 7365.1

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## DISCIPLINE AND DISMISSAL – CLASSIFIED EMPLOYEES

### Grounds for Discipline

See BP 7365 for detailed grounds for discipline and dismissal.

### Background Checks

Background checks may be conducted as part of disciplinary or harassment investigations. (Civil Code Sections 1786 et seq. (Investigative Consumer Reporting Agencies Act); 15 U.S. Code Sections 1681 et seq. (Fair Credit Reporting Act).)

Advanced notice of discipline/harassment investigations shall be provided to those under investigation. If the investigation results in action that adversely affects the employee, the employee shall receive oral, written, or electronic notice of:

- the adverse action;
- the name, address, and telephone number of the third party agency that furnished the report;
- the employee's right to obtain a free copy of the report; and
- the employee's right to dispute the accuracy or completeness of any of the information in the report.

### Disciplinary Actions

Disciplinary action taken by the District against a permanent member of the classified service may include, but not be limited to oral reprimand, written reprimand, and the following:

- **Involuntary Transfer** – The District may transfer an employee out of their current assignment, if performance of the required duties falls below standard, or for misconduct.
- **Suspension** – An employee may be suspended for disciplinary purposes without pay.
- **Discharge** – A permanent member of the classified service may be discharged for just cause at any time. Formal written notice of discharge may be made after considered action during a period of suspension.

### Procedure for Disciplinary Action and Appeal

The District may, for disciplinary purposes, suspend, demote or terminate any employee holding a position in the classified service. Demotion shall include reduction in pay from a step within the class to one or more lower steps.

For classified employees suspended, demoted or discharged the District shall follow a pre-disciplinary procedure as follows:

**Notice of Intent:** Whenever the District intends to suspend an employee, demote the employee, or dismiss the employee, the employee shall be given a written notice of discipline which sets forth the following:

- The disciplinary action intended;
- The specific charges upon which the action is based;
- A factual summary of the grounds upon which the charges are based;
- A copy of all written materials, reports, or documents upon which the discipline is based;
- Notice of the employee's right to respond to the charges either orally or in writing to the appropriate manager;
- The date, time and person before whom the employee may respond in no less than five working days;
- Notice that failure to respond at the time specified shall constitute a waiver of the right to respond prior to final discipline being imposed.

**Response by Employee:** The employee shall have the right to respond to the appropriate manager orally or in writing. The employee shall have a right to be represented at any meeting set to hear the employee's response. In cases of suspensions, demotions, or dismissal, the employee's response will be considered before final action is taken.

**Final Notice:** After the response or the expiration of the employee's time to respond to the notice of intent, the appropriate authority shall: 1) dismiss the notice of intent and take no disciplinary action against the employee; or 2) modify the intended disciplinary action; or 3) prepare and serve upon the employee a final notice of disciplinary action. The final notice of disciplinary action shall include the following:

- The disciplinary action taken;
- The effective date of the disciplinary action taken;
- Specific charges upon which the action is based;
- A factual summary of the facts upon which the charges are based;
- The written material reports and documents upon which the disciplinary action is based;
- The employee's right to appeal.

**Appeal and Request for Hearing:** If a classified employee, having been issued the final notice of disciplinary action, wants to appeal the action, they shall within fifteen calendar days from the date of receipt of the notice, appeal to the Governing Board by filing a written answer to the charges and a request for hearing with the Director of Human Resources.

**Time for Hearing:** The Governing Board shall, within a reasonable time from the filing of the appeal, commence the hearing. The Board shall secure the services of an experienced hearing officer or Administrative Law Judge (arbitrator), mutually selected by the District and the employee, to conduct a hearing and render a proposed decision for consideration by the Board. However, in every case, the decision of the Board itself shall be final. The Board of Trustees may affirm, modify or revoke the discipline. Any employee, having filed an appeal with the Board and having been notified of the time and place of the hearing, who fails to make an appearance before the Board, may be deemed to have abandoned their appeal. In this event, the Board may dismiss the appeal.

**Record of Proceedings and Costs:** All disciplinary appeal hearings may, at the discretion of either party or the Board of Trustees, be recorded by a court reporter. Any hearing which does not utilize a court reporter shall be recorded by audio tapes. If a court reporter is requested by either party, that party shall pay the cost of the court reporter.

**Conduct of the Hearing:**

- The hearing need not be conducted in accordance with technical rules relating to evidence and witnesses but hearings shall be conducted in a manner most conducive to determination of the truth.
- Any relevant evidence may be admitted if it is the type of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rules which might make improper the admission of such evidence over objection in civil actions.
- Hearsay evidence may be used for the purpose of supplementing or explaining any direct evidence that shall not be sufficient in itself to support a finding unless it would be admissible over objection in civil actions.
- The rules dealing with privileges shall be effective to the same extent that they are now or hereafter may be recognized in civil actions.
- Irrelevant and unduly repetitious evidence may be excluded.
- The Board shall determine relevancy, weight and credibility of testimony and evidence. Decisions made by the Board shall not be invalidated by any informality in the proceedings.
- During examination of a witness, all other witnesses, except the parties, shall be excluded from the hearing upon motion of either party.

**Burden of Proof:** In a disciplinary appeal the District has the burden of proof by preponderance of the evidence.

**Proceed with Hearing or Request for Continuance:** Each side should be asked if it is ready to proceed. If either side is not ready and wishes a continuance, good cause must be stated.

**Testimony under Oath:** All witnesses shall be sworn in for the record prior to offering testimony at the hearing. The chairperson will request the witnesses to raise their right hand and respond to the following:

“Do you swear that the testimony you are about to give at this hearing is the truth, the whole truth and nothing but the truth?”

**Presentation of the Case:** The hearing shall proceed in the following order unless the Board of Trustees, for special reason, directs otherwise:

- The party imposing discipline (District) shall be permitted to make an opening statement.
- The appealing party (employee) shall be permitted to make an opening statement.
- The District shall produce its evidence.
- The party appealing from such disciplinary action (employee) may then offer their evidence.
- The District followed by the appealing party (employee) may offer rebutting evidence.
- Closing arguments shall be permitted at the discretion of the Board of Trustees. The party with the burden of proof shall have the right to go first and to close the hearing by making the last argument. The Board may place a time limit on closing arguments. The Board or the parties may request the submission of written briefs. After the request for submittal of written briefs, the Board will determine whether to allow the parties to submit written briefs and determine the number of pages of briefs.

**Procedure for the Parties:** The District representative and the employee representative will address their remarks, including objections, to the President of the Board. Objections may be ruled upon summarily or argument may be permitted. The Board reserves the right to terminate argument at any time and issue a ruling regarding an objection or any other matter, and thereafter the representative shall continue with the presentation of their case.

**Right to Control Proceedings:** While the parties are generally free to present their case in the order that they prefer, the Board reserves the right to control the proceedings, including, but not limited to, altering the order of witnesses, limiting redundant or irrelevant testimony, or by the direct questioning of witnesses.

**Hearing Demeanor and Behavior:** All parties and their attorneys or representatives shall not, by written submission or oral presentation, disparage the intelligence, ethics, morals, integrity or personal behavior of their adversaries or members of the Board of Trustees.

**Deliberation Upon the Case:** The Board of Trustees should consider all oral and documentary evidence, the credibility of witnesses, and other appropriate factors in reaching their decision. The Board may deliberate at the close of the hearing or at a later fixed date and time. In those cases where the Board has received a proposed decision from a hearing officer or Administrative Law Judge, the proposed decision, the record of the hearing and all documentary evidence shall be available for review by the Board when it deliberates.

**Written Findings, Conclusion, and Decision:** The Board shall render its findings, conclusions and decision as soon after the conclusion of the hearing as possible. A finding must be made by the Board on each material issue. The Board may sustain or reject any or all of the charges filed against the employee. The Board may sustain, reject or modify the disciplinary action invoked against the employee. In those cases where the Board has received a proposed decision from a hearing officer or Administrative Law Judge, the Board may adopt the proposed decision, modify the proposed decision or render a new decision. If the Board recommends reinstatement of the terminated employee, the employee is only entitled to back pay minus the sum the employee has earned during the period of absence.

**Decision of the Board to be Final:** The decision of the Board of Trustees in all cases shall be final.

**Emergency Suspension:** If an employee's conduct presents an immediate threat to the health and safety of the employee or others, the employee may be suspended without compliance with the provisions this procedure. However, as soon as possible after suspension, the employee shall be given notice as set forth herein.

**Record Filed:** When final action is taken, the documents shall be placed in the employee's personnel file.

References: Educational Code Sections 88013  
Government Code Sections 3300 et seq.



# BOARD POLICY

No. 7370

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## POLITICAL ACTIVITY

**NEW**

Employees shall not use District funds, services, supplies or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Board of Trustees. This policy prohibits political activity during an employee's working hours, but shall not be construed to prohibit an employee from urging the support or defeat of a ballot measure or candidate during nonworking time.

References: Education Code Sections 7054 and 7056  
Government Code Section 8314



# BOARD POLICY

No. 7400

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## TRAVEL

The Superintendent/President is authorized to attend conferences, meetings and other activities that are appropriate to the functions of the District or as approved by the Board.

The Superintendent/President shall establish procedures regarding the attendance of District employees at conferences, meetings, or activities. The procedures shall include authorized expenses, advance of funds, and reimbursement.

All travel outside the State of California must be approved in advance by the Superintendent/President.

**The District prohibits its employees, officers, or members to travel on business to, or approve a request for state-funded or sponsored business travel to, any state that, after June 26, 2015, has eliminated protections against discrimination on the basis of sexual orientation, gender identity, or gender expression. This prohibition also applies to any state that has enacted a law that authorizes or requires discrimination against same-sex couples or their family or on the basis of sexual orientation, gender identity, or gender expression, subject to certain exceptions.**

See Administrative Procedure 7400.1.

Reference: Education Code Section 87032  
**Government Code section 11139.8**

*Adopted: December 19, 1978*  
*Revised: December 8, 1993*  
*November 12, 2006*  
*April 13, 2016*  
*March 2021*

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# ADMINISTRATIVE PROCEDURES

No. 7400.1

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## TRAVEL MANUAL

### FORWARD

The procedure's purpose is to provide information and guidance to staff members regarding District travel. The outlined procedures are in general terms so as to allow reasonable flexibility. These procedures may not cover every possible situation. It is recommended that all travelers discuss unusual situations or items with Fiscal Services prior to the trip.

### TRAVEL POLICY AND REGULATIONS

Members of the Board of Trustees, employees, and students of the Mendocino-Lake Community College District are eligible for reimbursement of expenses as provided by this policy when on official travel status.

### OFFICIAL TRAVEL STATUS

An individual is on official travel status when an approved Travel Requisition is on file with the Fiscal Office. An approved Requisition is one signed by the supervisor, the appropriate manager and the responsible Vice President or designee. In addition, all out-of-state travel requests require approval by the Superintendent/President. Travel Requisitions are due in the ESCAPE (Accounting System) Office at least seven (7) working days prior to travel.

### TRAVEL ADVANCES

1. Advances are available for estimated travel costs while on official travel status, providing requests reach the Fiscal Office at least seven (7) working days prior to travel.
2. If the hotel reservations, conference registration, etc., requires prepayment, the Travel Requisition must arrive in the Fiscal Office at least seven (7) working days prior to the prepayment deadline.
3. Advance requests need Fiscal Office approval.
4. Advances to the traveler will be available in the Fiscal Office or by direct deposit. Advances will be disbursed up to three (3) working days prior to the trip.
5. The traveler will be held responsible for the total advance received until a properly completed Travel Expense Claim is filed with the Fiscal Office as explained below. Should the trip be cancelled, any advanced funds must be returned immediately to the Fiscal Office.
6. Travelers with delinquent expense claims are ineligible for travel advances for subsequent trips.
7. Travel Requisitions are required for all trips whether or not expenses are to be charged to the District.

### REIMBURSEMENT

1. Claims for reimbursement are due in the District Fiscal Office on a Travel Expense Claim Form immediately upon completion of the trip, but no more than ten (10) working days later.

*Adopted: August 4, 1982*

*Revised: September 5, 1984*

*November 2, 1988*

*November 7, 2006*

*April 23, 2021*

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2. Travel advances will be used to reduce the amount of the travel reimbursement claim and will be handled as follows:
  - a. If the expenses claimed are less than the amount of the advance, a check payable to Mendocino-Lake Community College District for the difference should accompany the Travel Expense Claim. If the amount due is less than \$5.00, no refund to the District is expected.
  - b. If expenses are greater than the amount of the advance, a check for the difference will be mailed to the traveler at the address indicated on the Travel Expense Claim. There will be no additional payment to the traveler if the amount due is less than \$5.00.
3. Travel Expense Claims must be signed by the traveler and approved by the traveler's supervisor.
4. Only expenses actually incurred, supported by receipt and in accordance with District travel procedures, are eligible for reimbursement.
5. Reimbursement is limited by contractual restrictions, code requirements, reimbursement rate maximums (i.e., mileage, meals, and lodging), and the availability of funds. In order to timely determine if any of the above limitations exist, a Travel Request Form must be submitted to the District Fiscal Office at least seven (7) days prior to travel.

#### PUBLIC TRANSPORTATION

1. Train, bus, taxi, shuttle, and air travel fares are eligible for reimbursement.
2. Individuals must make their own travel arrangements consistent with this policy. Reimbursement is made only for travel by the most direct route and most economical mode of transportation.
3. Reimbursement for air travel is limited to less than first-class fares whenever such reduced fare accommodations are available. First-class accommodations are allowed only when less than first-class accommodations would: require circuitous routing; require travel during unreasonable hours; or greatly increase the duration of the flight. Where reimbursement for the cost of first-class fare is requested, the Requisition must provide the justification. In the absence of an explanation, reimbursement will be at the appropriate reduced rate.
4. Claims for reimbursement of train, bus, or air travel must be supported by ticket stubs or receipts. Absence of receipts must be explained in the Travel Expense Claim. Travel tickets or stubs for all fares claimed for reimbursement on the Travel Expense Claim must be attached to the Travel Expense Claim for the trip.
5. Taxis or ride sharing services are allowed between terminals and hotels or places of business, upon arrival or departure; and between hotel and place of business if shuttle service is not provided.
6. Travel to and from San Francisco, Oakland, Sacramento, and Santa Rosa airports will be reimbursed for travel by private automobile or airporter for both departure and return, or one round trip plus parking at the airport.

#### AUTOMOBILE TRAVEL/DISTRICT OWNED VEHICLES

1. All drivers must be at least 18 years of age and must possess a valid California Class C driver's license. A valid California Class B driver's license with passenger endorsement and valid medical certificate on file with Human Resources are required for all persons driving the 12 passenger vans and carrying passengers.

*Adopted: August 4, 1982*

*Revised: September 5, 1984*

*November 2, 1988*

*November 7, 2006*

*April 23, 2021*

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2. Safety of vehicle passengers, as well as the public in general, must be the prime consideration when approving any driver. Driver is responsible to ensure that all occupants wear seat belts when vehicle is being operated.
3. Passengers in vehicles being used for District business are limited to faculty, staff members, students, and persons conducting official business with or on behalf of the District. Friends or relatives of faculty, staff members, and students participating in College related functions shall not be transported in vehicles being used for District business.
4. An approved driver has the responsibility of operating an assigned vehicle in strict compliance with all laws. Any citations, fines, or confinement resulting from violations of the law will be the driver's responsibility and could result in loss of driving privileges. All motor vehicle accidents or traffic violations must be reported immediately to the Director of Facility Services.
5. Except in case of emergency, changing the approved destination or authorized driver is not permitted without the knowledge and consent of the Director of Facility Services, appropriate Dean, or Vice President.

#### AUTOMOBILE TRAVEL/PRIVATELY OWNED VEHICLES

1. Reimbursement for travel by private automobile:
  - a. Shall not exceed the equivalent of round-trip economy air fare. This is considered full reimbursement for all transportation expenses. Reimbursement for meals, lodging and expenses other than for transportation are limited to those normally incurred during the period of time applicable to commercial air travel.
  - b. Will be paid to the owner of the vehicle at the District approved rate per mile in those cases where two or more staff members share the vehicle and it is demonstrated that the total costs incurred by all travelers (mileage, meals, lodging, etc.) during the normal driving time, are no more than the cost to the District had they gone by air. Expenses for meals, lodging, and other expenses while traveling must be shown separately on the Travel Expense Claim.
  - c. Is allowed when mileage is incurred in the vicinity of the destination and at the District approved rate per mile when the vehicle is used for business purposes in the area being visited. This item should be shown separately on the Travel Expense Claim.
  - d. See also Admin Reg. 7400.2 – Mileage Reimbursement.
2. The District's insurance does not cover privately owned vehicles, operators or occupants for claims or losses while used for District business. It is required that privately owned vehicles are insured by their owners as required by California Financial Responsibility laws. Therefore, a Private Vehicle Certification Form acknowledging that the District will not be responsible for damage to the owner's vehicle and certifying that he or she carries liability insurance for his or her own protection is included on the Travel Requisition and is acknowledged by the employee by submitting the Requisition.

#### AUTOMOBILE TRAVEL/RENTAL VEHICLES

1. The use of rental vehicles is limited to situations where District vehicles or commercial transportation either are not available, or their use is impractical. For maximum economy, the use of compact cars is encouraged.
2. Rental car expenses must be supported with receipts.

3. The District insurance does not cover physical loss of or damage to rental vehicles. Rental agencies provide full coverage insurance for a nominal cost. Such insurance shall be purchased as part of the rental agreement.

#### ATHLETIC TRAVEL/COMMERCIAL TRANSPORTATION

1. All trips outside the Mendocino-Lake Community College District made by College athletic teams should be arranged on commercially chartered buses (for larger teams) or rental vehicles (for smaller teams).
2. Exceptions to Paragraph (1) above may be made if such transportation is unavailable or is impractical; however, exceptions must be approved by the Vice President of Administrative Services.
3. The Athletic Department will arrange all transportation for athletic teams in accordance with approval District procedures, including a properly processed Travel Request Form with approval from the Fiscal Office.
4. The District will reimburse student athletes on travel status for meals which are not reimbursed by any other source at the rate of \$20.00 per day.

#### MEALS AND LODGING

1. The District will reimburse authorized individuals on travel status for the actual expenses of meals and lodging which are not reimbursed from any other source. Actual lodging expenses are not to exceed reasonable accommodations for that specific area. Meal expenses are not to exceed the Federal Per Diem Rates for breakfast, lunch and dinner. Expenses for lodging must be supported by receipted bills. Exceptions for lodging expenses may, with prior approval of the Vice President of Administrative Services or designee be granted when staying at the hotel hosting the conference.
2. When an individual on official District travel shares lodging facilities with a non-District person (e.g., spouse, children, etc.) reimbursement to the traveler is limited to rates for the traveler only. All receipts for such instances must indicate the charges for the single occupancy.
3. Federal Per Deim Rate per day may be claimed for travel days when all three meals are reimbursable. On travel days in which less than three meals are reimbursable, the sum of the allowable meal rates above is the maximum amount which may be claimed.
4. Meals included in conference fees may not be claimed as meal expense.
5. The District does not allow reimbursement for alcoholic beverages at any time.
6. Conferences held within the Mendocino-Lake Community College District will be reimbursed in the following manner:
  - a. Direct payment by the District will be made through the vendor warrant system against an approved purchase order supported by an invoice and a guest check indicating the number of people served. The purchase order must indicate the number of individuals to be served and the purpose of the meeting, or
  - b. Direct payments can be made by the individual responsible for the meeting and reimbursement will be made based on a completed Reimbursement Claim (for mileage and other expenses). Those served and the purpose of the meeting must be detailed.

#### OTHER TRAVEL EXPENSES

1. Bridge tolls and parking fees are allowable in connection with authorized travel.

2. Telephone calls, fax, and internet access charges made for business purposes are allowable and must be listed separately on the Travel Expense Claim showing dates, names, and organizational affiliation of persons called or contacted.
3. Reasonable expenses incurred for handling, storage, and checking of baggage are allowed. Various registration fees are allowed and should be supported by paid receipts or copy of the program in which the fee is listed.
4. Personal charges will not be approved, i.e., laundry, valet service, tips, entertainment, trip insurance, personal telephone calls, and similar items.

#### TRAVEL INSURANCE

1. The District's Student Accident Insurance covers currently enrolled students while traveling on College sponsored activities.
2. Employees or agents of the District traveling on District business are covered by the District's general liability insurance and Worker's Compensation Insurance.

#### SICKNESS, ACCIDENT OR EMERGENCY

1. In case of sickness, accident or emergency occurring while traveling on District business, the responsible faculty/staff member must immediately notify:
  - a. Local emergency or medical services if circumstances so dictate.
  - b. Proper legal authorities in case of accident.
  - c. Their supervisor by telephone. If the supervisor cannot be reached, contact the Fiscal Office.
2. In case of accident or serious illness a written report must be submitted promptly. The authorized District driver is responsible to report in writing every vehicle accident, regardless of fault while traveling on District business. The written report should be submitted to Administrative Services and must include vehicle identification information and all details as required for law enforcement, insurance, and other reporting obligations of the District.
3. It is the responsibility of the traveling faculty/staff member to inform their immediate supervisor of their address and telephone number (s) while traveling. This is necessary so that the staff member can be contacted in case of emergency.

#### IN-DISTRICT TRAVEL

Provisions for in-district travel and expense reimbursement are described in Administrative Regulation 7400.2.

As this guide deals with typical travel situations, advice regarding special situations may be obtained from the Fiscal Office.



# ADMINISTRATIVE PROCEDURES

No. 7400.2

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## MILEAGE REIMBURSEMENT

The Mendocino-Lake Community College District pays its permanent employees, Board members, and other authorized district representatives' mileage for use of their personal vehicle in the performance of District business. Mileage reimbursement for the use of a privately owned vehicle is based on the standard rate established by the Internal Revenue Code. Aside from mileage reimbursement, the District assumes no costs that may be incurred as a result of the use of such privately-owned vehicle. The Fiscal Office will establish the effective date of any changes in the reimbursement rate.

Round trip mileage is paid to the destination from the employee's normal place of work or home, whichever is fewer miles. Mileage is not paid from the employee's home to their normal place of work.

The immediate supervisor's approval is required for all mileage reimbursements. Upon receipt of an approved Travel Expense Claim form, or an in-District expense claim reimbursement will be made through Accounts Payable.

Full time instructors assigned to an outlying area or college center as part of their regular teaching assignment will be paid mileage. Instructors assigned to an outlying area or college center as part of their overload assignment will not be paid mileage. When an instructor has an assignment in Ukiah and at an outlying area or college center on the same day, round trip mileage will be paid between the Ukiah Campus and the outlying area or college center or vise versa.

Part-time instructors are not paid mileage to or from their teaching assignments. Part-time instructors include: Part-time faculty, and "overload" assignments of full-time faculty.

In an emergency or in an undue hardship situation when a part-time employee is needed at a Center or an off-campus location and no other acceptable individual living in the immediate location can be found to fill the assignment, mileage payments may be made with the prior approval of the responsible Dean, Vice President, or Superintendent/President. It is intended that such payments of mileage will be held to an absolute minimum, with proper written documentation of need, and will be judged on an individual basis, weighing all options.



# ADMINISTRATIVE PROCEDURES

No. 7400.3

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## DRIVER ELIGIBILITY

Under the direction of the Vice President of Administrative Services, or designee, a Department of Motor Vehicle Record check on all drivers must be completed.

Motor Vehicle Records shall be obtained from the California Department of Motor Vehicles for review. The following point system shall be used in assigning values to the various types of traffic violations in order to determine eligibility of the individual to operate vehicles for purposes of District travel.

<u>Convictions/Nolo Contendre Pleas</u>	<u>Points</u>
Major conviction (past 2 years)	6
Major conviction (3-6 years)	3
At-fault accident	3
Minor conviction, not involving accident	1
In addition:	
2 incidents within 18 months	1
or	
3 incidents within 18 months	1

Acceptable Point Total is 5 Points or fewer

### Major conviction

Major convictions include, but are not limited to, driving while intoxicated or under the influence of alcohol or drugs; failure to stop and report an accident; homicide, manslaughter or assault arising out of the operation of a motor vehicle; driving during a period while license is suspended or revoked; reckless driving; possession of opened container of alcoholic beverage; speed contest, drag or highway racing, or attempting to elude a peace officer.

### Minor conviction

Any moving traffic conviction other than a major conviction except the following:

1. Motor vehicle equipment, load or size requirement.
2. Improper display or failure to display license plates provided such plates exist.
3. Failure to sign or display registration card.
4. Failure to have in possession driver's license provided valid license exists.

### At-Fault Accident

An accident arising out of the use of a motor vehicle due to the negligence of the operator or for which the operator was at fault, and any other accident where reasonable proof of non-chargeability cannot be furnished.

### Incident

At-fault accident, minor conviction or major conviction.

### Vehicle

Any motor vehicle, either owned by the District or by the operator, which is being driven on District business.

### Other Considerations

When an employee's Motor Vehicle Record point totals exceed the acceptable limit, a judgment will be made to determine if this employee should be permitted to operate a vehicle on District business. Other factors which may be considered in making this decision include:

1. The necessity of driving a vehicle in the performance of the employee's regularly assigned duties.
2. The overall work record of the employee.
3. The type and pattern of the conviction record.
4. Police records.
5. Employment references.
6. Availability of alternate drivers.

### Instructions for adult drivers of non-District owned vehicles

1. Insure that your driver's license is valid.
2. Maintain current vehicle insurance. Minimum limits are \$100,000/\$300,000 Bodily injury and \$25,000 Property Damage. You are primarily liable in the event of an accident or injury resulting from such use of your vehicle.
3. A thorough check of your vehicle should be conducted by you, or a mechanic, prior to the trip. Includes lights, horn, turn signals, brakes, tires (including spare), emergency tools and suspension.
4. Carry only the number of passengers for which your vehicle is designed, one for each seat belt. All passengers shall use their seat belts.
5. Travel caravan style if more than one vehicle is used.



# ADMINISTRATIVE PROCEDURES

No. 7400.4

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## ADMINISTRATIVE EXPENSE REIMBURSEMENTS

Because the District benefits from participation of Administrators in community activities, specifically community service clubs, District Administrators may be reimbursed for annual membership dues and meal costs (breakfast, lunches, dinners). Organizations included would be the generally accepted community service club organizations, not fraternal groups or other special organizations.

Administrators may be reimbursed for actual and necessary expenses when such expenses are incurred in the course of performing direct services for or on behalf of the District. Administrators, as used above, include the Superintendent/President, Vice Presidents, Deans and Directors, subject to approval by the Superintendent/President.

Reimbursements will be made by using the In-District Monthly Travel Reimbursement Claim form.

*Adopted: August 4, 1982*  
*Revised: September 5, 1984*  
*November 2, 1988*  
*November 7, 2006*  
*April 23, 2021*

*Page 1 of 1*





# BOARD POLICY

No. 702-7500

MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## VOLUNTEERS

Unsalariesd persons may volunteer their services to the Mendocino-Lake Community College District. However, only those individuals who have been approved as volunteers by the administration and the Board of Trustees shall be authorized as volunteers. Authorized volunteers shall be entitled to worker's compensation benefits.

An "Authorization to Serve as a Volunteer" form shall be completed and approved for individuals wishing to volunteer their services to the District, and their names shall be forwarded to the Board of Trustees for approval. Forms are available from the Office of Human Resources. Authorizations to serve as a volunteer will expire according to the dates indicated on the form.

The District reserves the right to terminate the voluntary services of an approved volunteer worker at any time.

This process will not apply to individuals who wish to "volunteer" for a part-time faculty assignment. Such individuals will be considered employees, contracted for the sum of \$1.00, and be bound by all regular terms and conditions of employment as members of the part-time faculty.

**Reference:** ~~Labor Code 3364.5~~  
Education Code Sections 72401, 87010, 87011, and 88249;  
Government Code Section 3119.5



# ADMINISTRATIVE PROCEDURES

No. 7500.1

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MENDOCINO - LAKE COMMUNITY COLLEGE DISTRICT

## VOLUNTEERS

### **Purpose and Scope**

The purpose of this procedure is to outline the District policy on volunteers. Each volunteer is subject to the screening process set forth in this policy, with the following exceptions:

- volunteers serving in single day college events.
- individuals serving as volunteers in Associated Students of Mendocino College (ASMC) officer positions at the colleges. ASMC officers are not entitled to defense and indemnity by the District.

The Director of Human Resources may authorize suspension of the screening process when they believe that this process is not necessary for the volunteers serving in the particular event.

### **General**

The District may enter into agreements with outside organizations to provide volunteers to the District to work at college locations. Such agreements will contain appropriate defense and indemnification language to protect the district from liability in connection with the volunteer services.

Volunteers serve the District in an "at will" capacity. The District may terminate a volunteer's services for any reason or no reason at all.

Pursuant to Government Code Section 3119.5, no person aged 60 years or older may be excluded from volunteer service if the person is physically, mentally and professionally capable of performing the services involved. A person shall be deemed "professionally capable" if they can demonstrate reasonable proficiency or relevant certification and performs their professional duties in accordance with laws, regulations or the technical standards that govern their area of volunteer responsibility.

Volunteers may not be used in lieu of classified employees. The District may not refuse to employ a person in a vacant classified position and use volunteers instead, nor may it abolish any classified positions and use volunteers instead.

### **Screening**

The District shall use a written application form that requires, at a minimum, the volunteer's name, address, phone number and emergency contact.

Subject to the limitations of this procedure, employees assigned to other positions within the District may serve as volunteers during off-hours.

Fingerprints of each volunteer may be required. Volunteers with on-going assignments and volunteers who interact with minors shall be required to provide a complete set of fingerprints for the purpose of running a criminal background check.

No person may serve as a volunteer in the District if:

- They have been convicted of or if they have charges pending which pertains to any sex offense (as defined in Education Code Section 87010), or controlled substance offense (as defined in Education Code Section 87011).
- They have been convicted of a crime and the Director of Human Resources determines that: the nature of the crime is too serious to serve as a volunteer; the crime was too recent; and/or the crime is inconsistent with obligations in performing assigned duties as a volunteer.
- They make a false statement or omits a statement as to any material fact on the application form.

### **Benefits**

Volunteers are employees of the District only for the purpose of worker's compensation benefits for injuries sustained while engaged in the performance of any service under the direction and control of the District. With the exception of worker's compensation (Education Code Section 72401), volunteers shall serve without any type of compensation or any other benefits granted to district employees. Volunteers shall not be entitled to defense and indemnity from the District.

Volunteers are not considered approved and eligible for worker's compensation benefits until such time they are ratified by the Board of Trustees.

References: Education Code Sections 72401, 87010, 87011, and 88249;  
Government Code Section 3119.5

SUBJECT: COLLEGE AND CAREERS ACCESS PATHWAYS (CCAP)  
PARTNERSHIP AGREEMENT – FIRST READING

SYNOPSIS:

New College and Careers Access Pathways (CCAP) Partnership Agreement is presented for review and discussion.

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 agreement, the Governing Boards of Mendocino-Lake Community College District and Point Arena Unified School District certify compliance with the following regulations required for the adoption of said CCAP agreement:

- 1) CCAP agreements shall be presented as an information item at an open public meeting of each governing board EC §76004 (b).
- 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*

**College and Careers Access Pathways Partnership (CCAP) Agreement Between  
Mendocino Lake Community College District and Point Arena 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 Point Arena Unified School District (PAUSD) 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 Point Arena 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 Point Arena 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 Point Arena 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 Point Arena 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 PAUSD 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. PAUSD 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 Point Arena Unified School District, shall be the Point Arena 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 Point Arena 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 95452  
EMAIL [dpolak@mendocino.edu](mailto:dpolak@mendocino.edu)  
PHONE 707-468-3068

2. Superintendent, Warren Galletti  
Point Arena Unified School District  
45 Lake St, Point Arena, CA 95468  
EMAIL: [wgalletti@mcn.org](mailto:wgalletti@mcn.org)  
PHONE: 707-882-2803

3. Principal, Marty Wilkes  
Point Arena High School  
240 Lake St, Point Arena, CA 95468  
EMAIL: [mwilkes@pauhs.org](mailto:mwilkes@pauhs.org)  
PHONE: 707-895-3496

4. Dean of Centers, Amanda Xu  
Mendocino-Lake Community College District  
1000 Hensley Creek Rd. Ukiah CA 95452  
EMAIL [axu@mendocino.edu](mailto: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  
Point Arena 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

PAUSD 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 Point Arena 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 PAUSD 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 PAUSD, 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.
- c. 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 PAUSD, 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

PAUSD shall be responsible for the provision of the facilities for courses offered on one or more Point Arena Unified School District campuses as part of this CCAP.

c. Books and Supplies

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

d. Support Services

PAUSD 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 PAUSD CCAP Partnership Agreement*

	Mendocino Community College	Point Arena Unified School District	Explanation
Facilities		x	In addition to their high school coursework, CCAP participants will have the opportunity to take college coursework on Point Arena Unified School District campuses during the school day in PAUSD 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 PAUSD Schools shall collaborate to provide CCAP participants with appropriate counseling and guidance.

Assessment and Placement	x	x	Mendocino Community College and PAUSD 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 Point Arena School campuses through registration conducted on site at Point Arena 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 Point Arena High School.

### c. Evaluation of Students

College faculty instructing the course shall be responsible for the supervision and evaluation of the students. PAUSD 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 Point Arena 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 PAUSD to arrange additional instruction if required by PAUSD. 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 PAUSD 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](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 PAUSD 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 PAUSD. 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 PAUSD 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 PAUSD, 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. PAUSD 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 PAUSD or any of PAUSD'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, PAUSD 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. PAUSD agrees to provide a Certificate of Insurance verifying liability coverage in the amount of one million dollars. MLCCD and PAUSD 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:**

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Warren Galletti, Superintendent  
Point Arena Unified School District

Date

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Tim Karas, E.D., Superintendent/President  
Mendocino Lake Community College District

Date

## APPENDIX I: CCAP PROGRAMS AND CLASSES:

### Mendocino College Career Access Pathways

1. Administration of Justice
2. Agriculture – Sustainable Small Farms Management
3. Business – Business Management & Business Entrepreneurship
4. Child Development
5. Computer Science – Computer Applications and Office Administration
6. Culinary Arts Management
7. Digital Arts and Media
8. Fire Science
9. Nursing
10. Sustainable Construction & Energy Technology – Construction
11. Woodworking

### 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 unit)

### 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. COM 203 – Introduction to Public speaking (3 units)
5. CSC 201 – Computers and Computer Applications (3 Units)
6. ENG 200 – Reading and Composition (3 units)
7. HLH 200 – Health Education (3 units)
8. HST 202 – The United States to 1877 (3 units)
9. HST 203- The United States since 1865 (3 units)
10. HST 222- Native American History (3 units)
11. HST 250- Contemporary America: The People and the Issues (3 units)
12. MTH 200 Pre-calculus Mathematics (5 units)
13. MTH 220 – Statistics (4 units)
14. PSY 205- Introduction to Psychology (3 units)
15. SPN 200- Elementary Spanish I (4 units)
16. SPN 201- Elementary Spanish II (4 units)

### Mendocino College Basic English and Math Courses PLUS\*

1. MTH 79 – Mathematics for Technical Fields (3.0 units)
2. MTH 80- Intermediate Algebra for STEM and Business Majors (5.0 Units)
3. MTH 121- Trigonometry (4 units)
4. MTH 178 – Applied Math (4 units)
5. ENG 85 – Accelerated Preparation for College Writing (4.0)

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



ITEM NO: 10.1  
DATE: May 12, 2021

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 – 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
- A big picture presentation by the Lake County Superintendent of Schools similar to the presentation made by the Mendocino County Superintendent of Schools.