

Agenda
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
BOARD ROOM – 300 B Street
August 4, 2021
6:30 p.m. Closed Session
7:00 p.m. Estimated Open Session

District LCAP Goals

- ❖ Goal 1 – Biggs Unified will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7.
- ❖ Goal 2 – Biggs Unified will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 and 8.
- ❖ Goal 3 – Biggs Unified will promote students engagement and a school culture conducive to learning. Priority 3, 5 and 6.

OPEN SESSION

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. PLEDGE OF ALLEGIANCE**
- 4. APPROVAL OF AGENDA**
- 5. APPROVAL OF MINUTES**

- Pgs. 4-7 A. June 9, 2021 Regular Minutes
Pgs. 8-10 B. June 23, 2021 Special Minutes

CLOSED SESSION

- 1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957**
- 2. Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957**
- 3. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957**
- 4. Litigation; Pursuant to Government Code Section 54956.9**
- 5. Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)**

If Closed Session is not completed before 7:00 p.m., it will resume immediately following the open session/regular meeting.

RECONVENE TO OPEN SESSION

- 1. ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION**
- 2. PARENT ASSOCIATIONS REPORTS**
- 3. CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS**
- 4. PUBLIC COMMENT**

Anyone wishing to address the Board on items on or off the agenda may do so at this time. No action may be taken on items that are not listed as Action Items. Comments are limited to 3-5 minutes and 20 minutes each subject matter.

5. REPORTS (Pursuant to the Brown Act: Gov. Code 854950 et.seq. - Reports are limited to announcements or brief descriptions of individual activities)

- A. ELEMENTARY SCHOOL PRINCIPAL'S REPORT:
- B. HIGH SCHOOL PRINCIPAL'S REPORT:
- C. M/O/T AND FOOD SERVICE DIRECTOR'S REPORT:
- D. SUPERINTENDENT'S REPORT:

1. State Guidelines for School Opening

- E. BOARD MEMBER REPORTS:

6. CONSENT AGENDA

All matters listed under the Consent Agenda are routine and will be acted upon by one motion and vote. If an item needs further clarification and/or discussion, it may be removed from the Consent portion of the agenda and then be acted upon as a separate item.

- Pg. 11 A. Inter-district Agreement Request(s) for the 2021 – 2022 school year

7. ACTION ITEMS

- A. Approve Revision or Adjustment to 2021-2022 Original Budget of \$60,000 for Transportation.
- Pgs.12-52 B. Approve 2021/24 CCAP Partnership Agreement and 2021/22 CCAP Appendix between Biggs High School and Butte College
- Pgs. 53-54 C. Approve field trip for football program to play at Coral Academy of Science in Reno, NV on September 10th or 11th (TBD)
- Pgs. 55-60 D. Adopt the Following New or Updated Board Policies (BP), Admin. Regulations (AR) and Exhibits (E):

AR 1312.3 - Community Relations – Uniform Complaint Procedures - update
BP 1313 - Community Relations – Civility – added
BP/AR 3511.1 – Business and Noninstructional Operations – Integrated Waste Management - added
BP/AR 3515.31 – Business and Noninstructional Operations – School Resource Officers – added
BP/AR 4112.42/4212.42/4312.42- Personnel – Drug and Alcohol Testing for School Bus Drivers - update
BP 4141/4241 - Personnel – Collective Bargaining Agreement - update
BP/AR 4158/4258/4358 - Personnel – Employee Security - update
BP/AR 5141.4 – Students – Child Abuse Prevention and Reporting – added
BP/AR 5141.52 – Students – Suicide Prevention – updated
BP/AR 5142.2 – Students – Safe Routes to School Program - added
BP 5145.12 – Students – Search and Seizure - updated
BP 5145.9 – Students – Hate-Motivated Behavior - updated
BP/AR 5148 – Students – Child Care and Development - added
BP 6142.5 - Instruction – Environmental Education – added
AR 6162.51 – Instruction – State Academic Achievement Tests – update
BP 6157 – Instruction – Distance Learning - delete
BP/AR 7211 – Facilities – Developer Fees – updated
BP/AR 6158 – Instruction – Independent Study - added

8. PERSONNEL ACTION

- A. Approve Agriculture Teacher Extended Year Agreement with Stephen Boyes
- B. Approve Agriculture Teacher Extended Year Agreement with Tanisha Norvell
- C. Accept resignation of Beth Chavez as Instructional Aide at Biggs Elementary effective July 1, 2021

- D. Approve hiring Jonathan Smith as walk-on football coach for the 2021/2022 season
- E. Accept resignation of Javier Solis as CJSF Advisor for 2021/2022 school year
- F. Approve hiring Dawn Robinson as CJSF Advisor for the 2021/2022 school year
- G. Approve hiring Jessica Evans as HS Cheer coach for the 2021/2022 season
- H. Approve hiring Hollie Byers as a teacher at Biggs Elementary for the 2021/2022 school year
- I. Approve hiring Nicholas Grubiss as a RSP Special Ed teacher at Biggs Elementary for the 2021/2022 school year
- J. Approve hiring Hoku-Lani Wickard as a 5.25/hr. Instructional Aide at Biggs Elementary for the 2021/2022 school year.
- K. Approve hiring Wilbur Bowers, Vanessa Stewart and Charles Tracy as Substitute Teachers starting the 2021/2022 school year

9. INFORMATION ITEMS

- A. LCAP Update
- B. Quarterly Williams Uniform Complaint Report – No complaints were filed with any school in the district during the last quarter.

10. FUTURE ITEMS FOR DISCUSSION

11. ADJOURNMENT

Notice to the Public: Please contact the Superintendent's Office at 868-1281 ext. 250 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request.

Minutes
BIGGS UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
June 9, 2021

OPEN SESSION

CALL TO ORDER – President Phillips called the meeting to order at 6:37 p.m.

ROLL CALL - Board members present: Jonna Phillips, Kathryn Sheppard, America Navarro, Dennis Slusser and Linda Brown.

PLEDGE OF ALLEGIANCE – President Phillips lead the Pledge of Allegiance.

APPROVAL OF AGENDA

The Board approved the agenda with changes and additions. Removed Personnel Action Item 9G – Approve hiring of Ruby Acevedo in the Biggs Elementary Teacher position for 2021/2022 school year. Added Consent item 7B – Approve football program attending football camp in Tahoe June 21 – 24, 2021 MSCU (Slusser/Sheppard) 5/0

Phillips – Aye Slusser – Aye Navarro – Aye Brown – Aye Sheppard – Aye

APPROVAL OF MINUTES

The Board approved the minutes from the May 5, 2021 regular Board meeting as written.
 MSCU (Navarro/Brown) 5/0

Phillips – Aye Slusser – Aye Navarro – Aye Brown – Aye Sheppard – Aye

The Board adjourned into Closed Session at 6:38 pm

CLOSED SESSION

1. **Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957**
2. **Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957**
3. **Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957**
4. **Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)**
5. **Litigation; Pursuant to Government Code Sections 54956.9**

Closed Session was adjourned at 7:08 pm and reconvened to Open Session.

Staff Present: Doug Kaelin, Superintendent; LaQuita Ulrich, Elementary School Principal; Tyler Rutledge, High School Principal; Lorelle Mudd, CBO and Donna Cyr, Admin. Assist. & HR Director

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION – President Phillips announced no action was taken in Closed Session. Changes were made to the agenda - Removed Personnel Action Item 9G – Approve hiring of Ruby Acevedo in the Biggs Elementary Teacher position for 2021/2022 school year. Added Consent Item 7B – Approve football program attending football camp in Tahoe June 21 – 24, 2021

PARENT ASSOCIATIONS REPORTS – Jonna Phillips said the 6th Annual Run Around the Rice was a huge success. Over 300 registered. Everyone worked hard on the event. It was a fun event.

Kris Scott reminded everyone that the annual golf tournament was in the works. Everyone is working hard. Only 25 teams playing.

CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION (CSEA) and BIGGS UNIFIED TEACHERS ASSOCIATION (BUTA) REPORTS -
No report for CSEA or BUTA.

PUBLIC COMMENT: Teachers Tammie Loftin, Danelle Holt, Char Locey and Devin Archie all spoke on their concern about losing good quality teachers due to low salaries. They feel the salary schedule needs to be looked at.

Public Hearing:

The hearing for the LCAP Plan was opened at 7:20 pm. Superintendent Kaelin reviewed the LCAP for the Board and public. He reviewed the color codes and how Biggs stands in those identified areas of math, attendance, dropout rate, suspensions & expulsions. Mr. Kaelin reviewed each new goal and how we are working to meet these goals. He stated that we had stakeholder meetings with students, parents, community members and staff. There was discussion and questions from the public. All questions were addressed. The hearing closed at 7:41 pm

The hearing for the 2021/2022 Original Budget was opened at 7:41 pm. Mrs. Mudd gave an overview of the budget and reviewed the PowerPoint Presentation with the Board and public. She went over the concerns of declining enrollment and increases in PERS & STRS and that effect on the budget. Mrs. Mudd answered all questions from the Board and public. The hearing closed at 7:54 pm.

REPORTS:

ELEMENTARY SCHOOL PRINCIPAL'S REPORT:

Principal Ulrich gave the report:

- Having many team meetings preparing for next year.
- Renee Personius will be our new Intervention teacher next year. We have worked closely on curriculum and schedules
- Kindergarten Roundup brought us 34 new TK & Kinder. students
- Middle school team has been meeting and planning for next year
- Starting a new program for PBIS. Tracking students' behavior.
- Thanked Mr. Slusser for all his hard work for 8th grade graduation

HIGH SCHOOL PRINCIPAL'S REPORT:

Principal Rutledge gave the report:

- Mr. Roles presented an Engineer program & career planning to the HS.
- We have seven dual enrollment classes next year with Butte College
- All 45 seniors finished their Senior Project. Wanted to thank teachers Casey Smith & Lauren Garcia for all their hard work. It was very well planned and presented.
- Athletics – Sports Awards – all student athletes were honored.
- Had Senior Awards Night and Rite of Passage. Awards Assembly is Thurs., June 10th.
- Final practice for graduation.

M/O/T/, FOOD SERVICE and SUPERINTENDENT'S REPORT:

Superintendent Kaelin gave the report:

- Gearing up for summer projects.
- Planning schedules with staff taking vacation.
- Grounds are working hard prepping football field for graduation.
- Can't believe it's the end of the school year. It will be a short summer.

- Working on budget grants and LCAP
- Trying to fill all open positions.

CHIEF BUSINESS OFFICER’S REPORT: Mrs. Mudd reviewed the budget under Public Hearing.

BOARD MEMBER REPORTS: Nothing from the Board

CONSENT AGENDA

The Board approved the Consent Agenda Items A & B. MSCU (Slusser/Sheppard) 5/0
 Phillips – Aye Slusser – Aye Navarro – Aye Brown – Aye Sheppard – Aye

- A. Inter-district Agreement Request(s) for the 2020/2021 school year
- B. *Approve football program attending football camp in Tahoe June 21 – 24, 2021 - **ADDED***

ACTION ITEMS

The Board approved Action Items B – H moving item 7A to the June 23rd meeting. MSCU (Slusser/Navarro) 5/0
 Phillips – Aye Slusser – Aye Navarro – Aye Brown – Aye Sheppard – Aye

- A. *Superintendent’s Evaluation – **MOVED TO JUNE 23 MEETING.***
- B. Approve Addendum of Lease for Development & Use of Facilities between BUSD and the City of Biggs
- C. Approve Agreement between Biggs Unified and Medical Billing Systems Inc. for one year starting 7/1/2021
- D. Approve Three Year Contract with Document Tracking Services (DTS) effective June 15, 2021
- E. Approve Certificated Substitute Salary Schedule & Extra Duty Pay effective July 1, 2021
- F. Approve Education Protection Account (EPA) expenses

The Superintendent recommends approval.
- G. Approve 2021/2022 Designation of CIF Representatives to League

The Superintendent recommends approval of the following representatives: Doug Kaelin and Tyler Rutledge
- H. Approve additional 6 hour Instructional Aide position in the SDC classroom effective July 1, 2021

PERSONNEL ACTION

The Board approved Personnel Action Items A – F and H - I. MSCU (Sheppard/Brown) 5/0
 Phillips – Aye Slusser – Aye P Navarro – Aye Brown – Aye Sheppard – Aye

- A. Approve hiring of Deanna Jones and Katie Cyr as Short-term Summer Lt. Maintenance/Custodian positions.
- B. Accept resignation of Erin Medeiros as H.S. Secretary/Attendance effective June 30, 2021
- C. Approve hiring of Erin Medeiros as H.S. Secretary effective July 1, 2021
- D. Approve hiring of Christine Ryan in the H.S. Secretary/Attendance effective July 1, 2021.
- E. Accept resignation of Kris Scott as Instructional Aide at Biggs Elementary School effective May 18, 2021

F. Accept resignation of Gretchen Nevens as BHS Spanish Teacher effective June 30, 2021

~~G. Approve hiring of Ruby Acevedo in the Biggs Elementary Teacher position for 2021-2022 school year. - REMOVED~~

H. Approve hiring of Carlos Mendoza as a walk-on coach for Varsity Football for the 2021/2022 season

I. Approve Stipend List for the 2021-2022 School Year.

1. BES Lead Teacher	Melissa Green
2. BES Student Coun. Adv.	Javier Solis
3. CJSF Advisor	Javier Solis
4. Chess Advisor (K - 5 th Grades)	Tammie Loftin
5. BES Testing Coord. (SBAC)	LaQuita Ulrich
6. Shady Cr. Coord.	Gina Stephens
7. Shady Cr. Teacher (1 of 2)	Gina Stephens
8. CSF Advisors	Vince Sormano

INFORMATION ITEMS - None

FUTURE ITEMS FOR DISCUSSION - Mrs. Sheppard asked about the tennis courts and what we can do with them – to at least clean them up.

The Board adjourned into Closed Session at 8:17 pm

CLOSED SESSION

1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957
2. Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957
3. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957
4. Litigation; Pursuant to Government Code Section 54956.9
5. Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)

Closed Session was adjourned at 8:20 p.m.

OPEN SESSION – President Phillips called the meeting to order at 8:37 p.m.

ROLL CALL - Dennis Slusser, Kathryn Sheppard, Linda Brown, Jonna Phillips and America Navarro

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION –President Phillips announced no action was taken during closed session.

ADJOURNMENT – 8:38 p.m.

MINUTES APPROVED AND ADOPTED:

Presiding President

Date

Distribution: Board of Trustees, Superintendent, Elementary School Principal, Financial Officer/Administrative Advisor, BUTA and CSEA Presidents, Student Representative, Student Government Class, Gridley Herald, District Office and Schools for Posting, and Official Record.

Minutes
BIGGS UNIFIED SCHOOL DISTRICT
SPECIAL MEETING OF THE BOARD OF TRUSTEES
June 23, 2021

OPEN SESSION

CALL TO ORDER – President Phillips called the meeting to order at 9:37 a.m.

ROLL CALL - Board members present: Jonna Phillips, Kathryn Sheppard and Linda Brown were present. America Navarro and Dennis Slusser were absent.

PLEDGE OF ALLEGIANCE –President Phillips lead the Pledge of Allegiance.

APPROVAL OF AGENDA

The Board approved the agenda with the change to **Remove** Action Item 7F – Approve Resolution 2020/2021# 15 Intention of Layoff Certificated Position. Changes/Additions to Personnel Action Items. Personnel Action Item 8B – **Change Resignation to Retirement** of Geri Clayton; Item 8F – **Add** name of Ashley Nelson as new hire as Instructional Aide; **Add** Item 8G – Accept resignation of Chris Hall as math teacher at Biggs High School effective June 30, 2021.

- MSCU (Sheppard/Brown) 3/0/2 Brown – Aye Phillips – Aye Navarro – Absent Slusser – Absent Sheppard - Aye

PUBLIC COMMENT - No public comments.

CONSENT AGENDA

The Board approved the Consent Agenda. MSCU (Sheppard/Brown) 3/0/2

Brown – Aye Phillips – Aye Navarro – Absent Slusser – Absent Sheppard - Aye

- A. Inter-district Agreement Request(s) for the 2019/2020 school year
- B. Approve Purchase Order and Vendor Warrants

ACTION ITEMS

The Board approved Action Items A – G with the removal of F. MSCU (Brown/Sheppard) 3/0/2

Brown – Aye Phillips – Aye Navarro – Absent Slusser – Absent Sheppard - Aye

- A. Approve LCAP Plan
 - Superintendent recommends approval
- B. Adopt Original Budget for 2021/2022
 - Superintendent recommends approval
- C. Approve Ag Incentive Grant for 2021-2022 School Year
- D. Approve the 2021-2022 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at [Http://www.cde.ca.gov/fg/aa/co/ca13asstoc.asp](http://www.cde.ca.gov/fg/aa/co/ca13asstoc.asp). Attached are the Consolidated Application Certification statement, Protected Prayer Certification, Application for Categorical Programs Funding, Nonprofit Private School Participation, and Title I Part A Planned School Allocations. The Superintendent recommends approval.

- E. Adopt the Following New or Updated Board Policies (BP), Admin. Regulations (AR) and Exhibits (E):

BP 0420.42 - Philosophy, Goals, Objectives and Comprehensive Plans – Charter School Renewal – update

BP 3110 – Business and Noninstructional Operations – Transfer of Funds – updated
BP/AR 3230 – Business and Noninstructional Operations – Federal Grant Funds - updated
AR 3311.2 – Business and Noninstructional Operations – Lease-Leaseback Contracts - updated
BP 3311.3 – Business and Noninstructional Operations – Design-Build Contracts - updated
BP 3320 – Business and Noninstructional Operations – Claims and Actions Against the District - updated
BP 3452 – Business and Noninstructional Operations – Student Activity Funds - updated
BP 3600 – Business and Noninstructional Operations – Consultants - updated
E 4112.9/4212.9/4312.9- Personnel – Employee Notifications - update
AR 4161.2/4261.2/4361.2 - Personnel – Personal Leaves - update
AR 4161.8/4261.8/4361.8 Personnel – Family Care and Medical Leave - update
BP/AR 6142.8 - Instruction – Comprehensive Health Education - update
BP 7210 – Facilities – Facilities Financing – updated

F. ~~Approve Resolution 2020/2021# 15 Intention to Layoff Certificated Position~~ - **REMOVED**

G. Approve Revised Attorney-Client contract with Minasian, Meith, Soares, Sexton & Cooper, LLP effective August 1, 2021

PERSONNEL ACTION

The Board approved Personnel Action Items A - G. MSCU (Sheppard/Brown) 3/0/2

Brown – Aye Phillips – Aye Navarro – Absent Slusser – Absent Sheppard - Ayes

- A. Accept resignation of Melissa Heath as teacher at Biggs Elementary School effective June 30, 2021
- B. Accept ~~resignation~~ **RETIREMENT** of Geri Clayton as Home Art/Crafts teacher at Biggs High School effective June 30, 2021
- C. Approve hiring of Esmeralda Esquivel in the Biggs High School Spanish teacher position effective August 9, 2021
- D. Approve hiring Beth Chavez in the Biggs Elementary School teacher position on a STSP (Short Term Staff Permit) effective August 9, 2021
- E. Approve hiring Jessica Jensen in a Biggs Elementary School Instructional Aide position effective August 10, 2021
- F. Approve hiring a Biggs Elementary School Instructional Aide effective August 10, 2021 – **Ashley Nelson**.
- G. ~~Accept resignation of Chris Hall as math teacher at Biggs High School effective June 30, 2021~~ - **ADDED**

The Board adjourned into Closed Session at 10:15 am

CLOSED SESSION

- 1. Public Employment Appointment of Personnel as listed under “Personnel Action” below; Pursuant to Government Code Section 54957
- 2. Classified, Certificated, Classified Confidential, and Management Personnel Discipline, Dismissal and/or Release; Pursuant to Government Code Section 54957
- 3. Public Employee Performance Evaluation of Classified, Certificated, Classified Confidential, Management and Superintendent; Pursuant to Government Code Section 54957
- 4. Litigation; Pursuant to Government Code Section 54956.9
- 5. Instructions to Board Negotiators, Superintendent and Board Member; Pursuant to Government Code Section 54957.6(a)

Closed Session was adjourned at 10:52 am

OPEN SESSION – President Phillips called the meeting to order at 10:53 am

ROLL CALL - Kathryn Sheppard, Linda Brown and Jonna Phillips. Dennis Slusser and America Navarro were not present.

ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION –President Phillips announced no action was taken during closed session.

INFORMATION ITEMS - Mr. Kaelin updated the board on some little construction issues. The Richvale Post Office is now officially closed.

FUTURE ITEMS FOR DISCUSSION - None

ADJOURNMENT - The meeting was adjourned at 11:00 am

MINUTES APPROVED AND ADOPTED:

Presiding President	Date
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Distribution: Board of Trustees, Superintendent, Elementary School Principal, Financial Officer/Administrative Advisor, BUTA and CSEA Presidents, Student Representative, Student Government Class, Gridley Herald, District Office and Schools for Posting, and Official Record.

BIGGS UNIFIED SCHOOL DISTRICT

Meeting Date: August 4, 2021

Item Number: 6A
Item Title: Inter-district Agreement Request(s)
Presenter: Doug Kaelin, Superintendent & Donna Cyr, Admin. Assistant/HR Officer
Attachment: None
Item Type: Consent Agenda Action Report Work Session Other:

Background/Comments:

We have received the following interdistrict transfer requests. After reviewing each one with Board Policy and Administration Regulations 5117, we make the following recommendations.

2021-2022 School Year	From:	To:	Action	New/Ongoing:
1. (4 th grade)	Biggs	Oroville	Released	Ongoing
2. (3 rd grade)	Biggs	Oroville	Released	Ongoing
3. (Kinder.)	Princeton	Biggs	Accept	New
4. (11 th grade)	Biggs	Gridley	Released	Ongoing
5. (6 th grade)	Biggs	Gridley	Released	Ongoing
6. (8 th grade)	Biggs	Manzanita	Released	Ongoing
7. (3 rd grade)	Biggs	Manzanita	Released	Ongoing
8. (5 th grade)	Biggs	Manzanita	Denied	New
9. (3 rd grade)	Biggs	Manzanita	Denied	New
10. (11 th grade)	Oroville	Biggs	Accept	Ongoing
11. (9 th grade)	Oroville	Biggs	Accept	Ongoing
12. (1 st grade)	Biggs	Manzanita	Released	New
13. (Kinder.)	Biggs	Princeton	Released	New

Fiscal Impact: We will have a loss of ADA for those outgoing transfer requests and an increase of ADA for those incoming transfer requests.

Recommendation: The Superintendent recommends action as indicated.

This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is entered into by and between the **Butte-Glenn Community College District** on behalf of Butte Community College ("College") and the **Biggs Unified School District School District** ("School District") pursuant to the enacted Assembly Bill 288 College and Career Access Pathways Act ("AB 288") and California Education Code section 76004.

WHEREAS, Education Code section 76004 enables 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 public school district that is governed by a CCAP partnership agreement approved by the governing boards of both districts (Education Code § 76004 (a) and (b)); and

WHEREAS, School District is a public school district serving grades 9-12 located in Butte County or Glenn County and within the regional service area of the College, unless otherwise specified and agreed to as specified in Education Code section 76004 (e); and

WHEREAS, College and School District desire to enter into this CCAP Agreement, consistent with the provisions of Education Code Section 76004, for the purpose of offering or expanding dual enrollment opportunities for high school 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, including continuation 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 (Education Code, § 76004 (a)).

NOW THEREFORE, the College and School District agree as follows:

1. TERM OF AGREEMENT

- 1.1. The term of this CCAP Agreement shall be for THREE (3) years beginning on **July 1, 2021**, and ending on **June 30, 2024**, unless terminated earlier in accordance with this CCAP Agreement.

2. CCAP AGREEMENT APPENDIX

This CCAP Agreement outlines the terms of the CCAP partnership between the College and School District. The CCAP Agreement Appendix shall specify additional detail regarding, but not limited to:

- 2.1. The total number of high school students projected to be served;
- 2.2. The total number of full-time equivalent students projected to be claimed by the College for those students;
- 2.3. The scope, nature, time, location and listing of community college courses to be offered;
- 2.4. The criteria to assess the ability of pupils to benefit from those courses; (Ed. Code, § 76004 (c)(1)); and
- 2.5. A point of contact for the College and School District (Ed. Code, § 76004 (c)(2)).
- 2.6. Specify which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education (Ed. Code § 76004 (m)(2)).

3. STUDENT ELIGIBILITY, ADMISSION, REGISTRATION AND ENROLLMENT

- 3.1. Student Eligibility. 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, including continuation 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. (Ed. Code, § 76004, subd. (a))
- 3.2. The School District and College understand and agree that successful College admission and registration requires that each high school student complete the College's application for admission and Dual Enrollment Approval Form.
- 3.3. Admission, registration, and withdrawal procedures for students participating in this CCAP Agreement shall be governed by the College and shall be in compliance with College's admissions, registration, and withdrawal guidelines set forth in applicable law and College policy. The College policy on open enrollment must be published in the College catalog, schedule of classes, and any addenda to the schedule of classes.
- 3.4. The College will provide the necessary admission, registration, and withdrawal forms and procedures, and will be responsible for processing student applications.
- 3.5. The School District agrees to assist College in the admission, registration, and withdrawal of School District students as may be necessary and requested by College.
- 3.6. The College and School District will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 3.7. Enrollment in College courses offered as part of this CCAP Agreement shall be open to School District students who:
 - 3.7.1. are high school students enrolled in the School District;
 - 3.7.2. have been admitted to the College;
 - 3.7.3. meet all applicable prerequisite requirements as established by the College and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement;
 - 3.7.4. have a written parental consent to enroll in a course offered as part of this CCAP Agreement on the Dual Enrollment Approval Form. (Ed. Code, § 76004, subd. (c)(1))
- 3.8. Students seeking to enroll in College courses offered as part of this CCAP Agreement may enroll in up to a maximum of 11 units per term if the all of the following circumstances are satisfied:
 - 3.8.1. The units constitute no more than four community college courses per term.
 - 3.8.2. The units are part of an academic program that is part of this CCAP Agreement.
 - 3.8.3. The units are part of an academic program that is designed to award students with both a high school diploma and an associate degree or certificate or a credential. (Ed. Code, § 76004, subd. (p)(1)(2)(3))

4. PARTICIPATING STUDENTS

- 4.1. Students enrolled in College courses offered as part of this CCAP Agreement will be directed to the official catalog of the College for information regarding applicable policies and procedures.
- 4.2. Grades earned by students enrolled in College courses offered as part of this CCAP Agreement will be posted on the official College transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the College catalog.
- 4.3. Students enrolled in College courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the College and School District.
- 4.4. Students who withdraw from College courses offered as part of this CCAP Agreement will not receive College credit. Students must submit appropriate paperwork by College's published deadlines. Transcripts will be annotated according to College policy.
- 4.5. Students enrolled in College courses offered as part of this CCAP Agreement at the School District shall be held to the same standards of achievement, grading standards, methods of assessment (e.g., papers, portfolios, quizzes, labs, etc.), and behavioral standards (College's Student Code of Conduct) as those expected of students in courses taught on the College campus.

5. PARTICIPATING STUDENT FEES

- 5.1. A high school student enrolled in College courses offered through this CCAP Agreement shall not be assessed or charged a fee prohibited by Education Code section 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. (Ed. Code, §§ 49010 et seq.; 76004 (f))
- 5.2. A high school student enrolled in College courses offered through this CCAP Agreement and that are properly classified as having "special part- time student" status as described by Education Code section 76004, subdivision (p), shall be exempt from the following community college fee requirements (Ed. Code, § 76004, subd. (q)):
 - 5.2.1. Student Representation Fee. (Ed. Code, § 76060.5)
 - 5.2.2. Nonresident Tuition Fee. (Ed. Code, § 76140)
 - 5.2.3. Transcript Fees. (Ed. Code, § 76223)
 - 5.2.4. Course Enrollment Fees. (Ed. Code, § 76300)
 - 5.2.5. Apprenticeship Course Fees. (Ed. Code, § 76350)
 - 5.2.6. Child Development Center Fees. (Ed. Code, § 79121)
 - 5.2.7. Any other fees charged as a condition for course registration, pursuant to Education Code section 49011.
- 5.3. The total cost of books and instructional materials for School District students who enroll in a College course offered as part of this CCAP Agreement will be specified in the CCAP Agreement Appendix. Costs will be borne by School District.

6. CCAP AGREEMENT COURSES

- 6.1. Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All College courses offered as part of this CCAP Agreement have been approved in accordance with the policies and guidelines of the College and applicable law.
- 6.2. The scope, nature, time, location and listing of courses offered by the College as part of this CCAP Agreement shall be determined by the College and will be recorded in the CCAP Agreement Appendix. (Educ. Code, § 76004 (c)(1))
- 6.3. The courses offered as part of this CCAP Agreement must be held at facilities which are clearly identified as being open to the general public, and must be open to any person who has been admitted to the College and has met any applicable prerequisite, except that the College may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered as part of this CCAP Agreement. (Ed. Code § 76004 (o)(1))
- 6.4. The College is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the School District or at the College. Procedures shall be put into place by the College to ensure instructors teaching different sections of the same course teach in a manner consistent with the approved outline of record for that course.
- 6.5. Courses offered as part of this CCAP Agreement either at the College or School District shall be jointly reviewed and approved.
- 6.6. Courses offered as part of this CCAP Agreement shall not provide physical education course opportunities to high school pupils participating in this CCAP Agreement or any other course opportunities that do not assist in the attainment of at least one of the goals outlined in this CCAP Agreement. (Ed. Code, § 76004, subd. (d))
- 6.7. Courses offered as part of this CCAP Agreement at the School District shall:
 - 6.7.1. Be of the same quality and rigor as those offered on College campus and shall be in compliance with College academic standards.
 - 6.7.2. Be listed in the College catalog with the same department designations, course descriptions, numbers, titles, and credits, and shall identify if the credit is transferable.
 - 6.7.3. Adhere to the official course outline of record and the student learning outcomes established by the associated College academic department.
- 6.8. Courses offered as part of this CCAP Agreement shall comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to College as well as any corresponding policies, practices and requirements of the School District. In the event of a conflict between College course related regulations, policies, procedures, prerequisites and standards and School District policies, practices and requirements, the College regulations, policies, procedures, prerequisites, and standards shall prevail. Standard FTES computation rules, support documentation, course section tabulations, and record retention requirements continue to apply.

- 6.9. Site visits and instruction audits by one or more representatives of the College shall be permitted by the School District to ensure that courses offered as part of this CCAP Agreement in the School District are the same as the courses offered on the College campus and in compliance with College academic standards.
- 6.10. College has the sole right to ensure compliance with course outline of record.
- 6.11. Prior to establishing a vocational or occupational training program (career technical education program), the governing board of the College shall conduct a job market study of the labor market area, and determine whether or not the results justify the proposed vocational education program. (Ed. Code § 78015) Degree and certificate programs require approval of the California Community Colleges Chancellor's Office and courses that make up the programs must be part of the approved program, or the College must have received delegated authority to separately approve those courses locally.

7. INSTRUCTORS

- 7.1. All instructors teaching College courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in California Code of Regulations, Title 5, Sections 53410 and 58060 as amended. The College shall be responsible to ensure all instructors teaching College courses offered as part of this CCAP Agreement meet the minimum qualifications for instruction in the discipline of the course in a California community college.
- 7.2. The College and School District may agree to select instructors from School District personnel to teach College courses offered as part of this CCAP Agreement. The School District shall provide and pay School District personnel selected to teach courses offered as part of this CCAP Agreement. School District personnel selected to be instructors remain employees of the School District, subject to the authority of the School District, but will also be subject to the authority of the College specifically with regard to their duties as instructors teaching College courses offered as a part of this CCAP Agreement.
- 7.3. Each instructor furnished by the School District to teach College courses offered as a part of this CCAP Agreement shall execute a separate written agreement with the College in the form of a CCAP Agreement Instructor Agreement as specified in Exhibit A to this CCAP Agreement. The CCAP Agreement Instructor Agreement shall require student attendance and FTES be reported by the instructor, and state that the College has the primary right to control and direct the instructional activities of the instructor. Instructors provided by the School District shall not be considered adjunct faculty for the College, and shall not be entitled to any of the benefits to which adjunct faculty are entitled. (Cal. Code Regs. tit. 5 § 58058(b))
- 7.4. The School District will be responsible for reporting pursuant to applicable federal teacher quality mandates for all instructors provided by the School District. (Ed. Code, § 76004, subd. (m)(2))
- 7.5. Instructors who teach College courses offered as part of this CCAP Agreement must provide the supervision and control reasonably 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. tit. 5 §§ 58050, 58051, 58056, 58058)
- 7.6. Instructors who teach College courses offered as part of this CCAP Agreement shall be responsible for the evaluation of students enrolled in courses in accordance with College policies, guidelines, and pertinent statutes and regulations.

- 7.7. Instructors who teach College courses offered as part of this CCAP Agreement shall comply with the fingerprinting requirements set forth in Education Code section 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code section 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a School District site.
- 7.8. Prior to teaching College courses offered as part of this CCAP Agreement, instructors shall receive discipline-specific training and orientation from the College regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities, as is provided to College's hourly on-campus instructors. Said training shall be approved by and provided by the College. The College shall provide materials to instructors as are provided to College's hourly on-campus instructors, which may include instructor's manuals, course outlines, curriculum materials, and other materials.
- 7.9. Instructors who teach College courses offered as part of this CCAP Agreement will participate in professional development activities sponsored by the College and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.10. Instructors who teach College courses offered as part of this CCAP Agreement will be evaluated by the College using the adopted performance evaluation process and standards for faculty of the College, subject to the approval of the College.

8. LIAISON COORDINATION OF RESPONSIBILITIES

- 8.1. The College shall appoint an educational administrator, to be specified in the CCAP Agreement Appendix, who will serve as point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with College policies and standards. (Ed. Code, 76004, subd. (c)(2))
- 8.2. The School District shall appoint an educational administrator, to be specified in the CAAP Agreement Appendix, who will serve as the point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with School District standards. (Ed. Code, 76004, subd. (c)(2))
- 8.3. The College will provide School District personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach and recruitment activities, and compliance with the College policies, procedures and academic standards.
- 8.4. The School District will provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students, and other related services as deemed necessary. The School District's personnel will perform services as part of their regular assignment. School District personnel performing these services will be employees of School District, subject to the authority of School District.
- 8.5. The College shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the College.

8.6. The School District shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the School District.

9. STATE APPORTIONMENT

9.1. The College shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionment when the course(s) complies with current requirements for dual enrollment under applicable California law.

9.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. (Ed. Code, § 76004, subd. (o)(2))

9.3. The College 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. (Ed. Code, § 76004, subd. (r))

9.4. The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this CCAP Agreement is authorized attendance for which the College shall be credited or reimbursed pursuant to Education Codes sections 48802 or 76002, provided that School District has not received reimbursement for the same instructional activity. (Ed. Code, § 76004, subd. (s))

9.5. The School District agrees and acknowledges that College will claim apportionment for the School District students enrolled in community college course(s) under this CCAP Agreement.

9.6. The College shall demonstrate, and maintain documentation, that instruction claimed for apportionment pursuant to this CCAP Agreement is under the immediate supervision and control of an employee of the College who has met the minimum qualifications for instruction in the discipline of the course in a California community college. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)

10. CCAP AGREEMENT CERTIFICATIONS

10.1. This CCAP Agreement certifies:

10.1.1. That any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code section 87010, or any controlled substance offense as defined in Education Code section 87011. (Ed. Code, 76004, subd. (h))

10.1.2. That 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. (Ed. Code, § 76004, subd. (i))

10.1.3. 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. (Ed. Code, § 76004, subd. (j))

- 10.1.4. That any remedial course taught by community college faculty (which includes a qualified high school teacher teaching a college course as an "employee" of the community college district pursuant to California Code of Regulations, title 5, section 58058, subdivision (b)) at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both based on an interim assessment in grade 10 or 11, as determined by the partnering school district, and that the delivery of these remedial courses shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon high school graduation. (Ed. Code, § 76004, subd. (n))
- 10.1.5. That both the school district and the community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching an CCAP Agreement course offered for high school credit. (Ed. Code, § 76004, subd. (l))
- 10.2. The College certifies that:
 - 10.2.1. 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. (Ed. Code, § 76004, subd. (k)(1))
 - 10.2.2. That a community college course that is oversubscribed or has a waiting list shall not be offered in this CCAP Agreement. (Ed. Code, § 76004, subd. (k)(2))
 - 10.2.3. That participation in this CCAP Agreement is consistent with the core mission of the community colleges pursuant to Ed Code § 66010.4, and that pupils participating in this CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college. (Ed. Code, § 76004, subd. (k)(3))
 - 10.2.4. The College certifies that it will not receive full compensation for the direct education costs of the course(s) offered under this CCAP Agreement from any public or private agency, individual or group. (Ed. Code, § 84752; Cal. Code of Regs., tit. 5, § 58051.5)
- 10.3. The School District certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources. (Ed. Code, § 84752; Cal. Code Regs. tit. 5 § 58051.5)

11. RECORDS

- 11.1. Permanent records of student attendance, grades and achievement will be maintained by School District for School District students who enroll in a course(s) offered as part of this CCAP Agreement.
- 11.2. Permanent records of student enrollment, grades and achievement for College students shall be maintained by College.
- 11.3. Records will be open for review at all times by College officials and submitted on a schedule developed by the College. (Cal. Code Regs., tit. 5, §§ 55021, 55040, 58030)

- 11.4. Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

12. REIMBURSEMENT

- 12.1. The financial arrangements implied in this CCAP Agreement will be further detailed in the CCAP Agreement Appendix.

13. FACILITIES

- 13.1. The School District will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction of courses offered as part of this CCAP Agreement and do so without charge to College or students. School District agrees to clean, maintain, and safeguard School District's premises. School District warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 13.2. The School District will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all School District students. The parties understand that such equipment and materials are School District's sole property. The instructor shall determine the type, make and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement.
- 13.3. The College facilities may be used subject to mutual agreement by the parties as expressed in the CCAP Agreement Appendix.

14. REPORTING TO THE STATE CHANCELLOR'S OFFICE

- 14.1. The College, in conjunction with the School District, shall report annually to the State Chancellor's Office all of the following information. (Ed. Code, § 76004, subd. (t))
 - 14.1.1. 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.
 - 14.1.2. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
 - 14.1.3. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
 - 14.1.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants.
- 14.2. The School District and College shall work cooperatively for timely submission of said annual reports in accordance with any and all deadlines prescribed by the State Chancellor's Office.

15. CCAP AGREEMENT APPROVAL REQUIREMENTS

- 15.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Agreement or any CCAP Agreement Appendix, take comments from the public, and approve or disapprove this CCAP Agreement or any CCAP Agreement Appendix. (Ed. Code, § 76004, subd. (b))

- 15.2. Upon approval of this CCAP Agreement or any CCAP Agreement Appendix by the governing boards of both the College and School District, the College will provide a copy of this CCAP Agreement or any CCAP Agreement Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the CCAP partnership. (Ed. Code, § 76004, subd. (c)(3))

16. PRIVACY OF STUDENT RECORDS

- 16.1. College and School District understand and agree that education records of students enrolled in a College course offered as part of this CCAP Agreement and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). College and School District agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076)
- 16.2. Limitation on Use. College and School District shall use each student education record that it may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with its authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076)
- 16.3. Recordkeeping Requirements. College and School District shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- 16.4. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this CCAP Agreement, College and School District hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

17. INDEMNIFICATION

- 17.1. School District shall defend, indemnify and hold College, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this CCAP Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of School District, its officers, employees or agents.
- 17.2. College shall defend, indemnify and hold School District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this CCAP Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of College, its officers, employees or agents.

18. INSURANCE

- 18.1. The School District shall secure and maintain in force during the entire term of this CCAP Agreement the following insurance coverage or an approved program of self-insurance with an

admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority authorized to provide public liability and property damage insurance in the State of California.

- 18.1.1. General Liability insurance with a limit of not less than \$1,000,000 per occurrence, for bodily injury, property damage, personal injury, products and completed operations, and blanket contractual coverage, including but not limited to, the liability assumed under the indemnification provisions of this agreement.

The General Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

- 18.1.2. Automobile Liability insurance, "any auto" with a limit of not less than \$1,000,000 combined single limit per accident for bodily injury and property damage.

The Automobile Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

- 18.1.3. Workers' Compensation insurance with limits statutorily required by the State of California, and Employer's Liability insurance with limits of not less \$1,000,000 per accident for bodily injury or disease.

- 18.2. School District shall furnish the College with original certificates of insurance and endorsements evidencing the coverages, conditions, and limits required by this CCAP Agreement.

- 18.3. For the purpose of Workers' Compensation, School District shall be the "primary employer" for all its personnel who perform services as instructors and support staff. School District shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective School District personnel made in connection with performing services and receiving instruction under this CCAP Agreement. School District agrees to hold harmless, indemnify, and defend College, its officers, employees and agents from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by School District personnel connected with providing services under this CCAP Agreement. School District is not responsible for non-School District personnel who may serve as instructors.

19. NON-DISCRIMINATION

- 19.1. Neither the School District nor the College shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

20. TERMINATION

- 20.1. Either party may terminate this CCAP Agreement by giving written notice specifying the effective date of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester.

21. FUNDS UNAVAILABLE

- 21.1. This CCAP Agreement may be terminated immediately by either party if funds become unavailable for the support of the CCAP Agreement. In the event termination is pursuant to this

paragraph, a notice specifying the reason for termination shall be sent as soon as possible after the termination.

22. NOTICES

- 22.1. Any and all notices under this CCAP Agreement shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive
Oroville, CA 95965
ATTN: Vice President for Administration

BIGGS UNIFIED SCHOOL DISTRICT
300 B Street, Biggs, CA 95917
ATTN: Superintendent

23. ENTIRETY OF AGREEMENT

- 23.1. This CCAP Agreement sets forth the entire agreement and understanding between the parties relating to the subject matter of this CCAP Agreement, and supersedes all prior written or oral representations and agreements with respect to the subject matter herein.

24. AMENDMENTS

- 24.1. This CCAP Agreement may be modified only by written amendments duly executed by the College and the School District.

25. APPLICABLE LAW AND VENUE

- 25.1. This CCAP Agreement shall be construed in accordance with and governed by the laws of the State of California.

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 26.1. For locations outside the geographical boundaries of Butte-Glenn Community College District, College will comply with the requirements of California Code of Regulations, title 5, sections 55300 et seq., or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

27. SEVERABILITY

- 27.1. If any term, provision, covenant, or condition of this CCAP Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the CCAP Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

28. TERMS AND CONDITIONS

- 28.1. The parties to this CCAP Agreement acknowledge that they have read and understood this CCAP Agreement completely, and will fully comply with all terms and conditions of this CCAP Agreement set forth herein.

29. COUNTERPARTS

29.1. This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

30. BOARD APPROVAL

30.1. The College and School District enter into this CCAP Agreement pursuant to action of the governing boards of the College and School District.

College Public Comment and Approval Board Meeting Date:	DATE: 8/11/21
School District Public Comment and Approval Board Meeting Date:	DATE: 8/4/21

IN WITNESS WHEREOF, the parties to this CCAP Agreement have executed this CCAP Agreement by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

BIGGS UNIFIED SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Agreement on behalf of College.)

By: _____
 (Signature of person authorized to execute Agreement on behalf of School District.)

Name: Andrew B. Suleski

Name: Doug Kaelin

Title: VP for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

CCAP Agreement Appendix
 Exhibit A – College and Career Access Pathways Agreement Instructor Agreement

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BIGGS UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP PARTNERSHIP AGREEMENT - 2021/22				
Budget Code:	12.410.700.1.640000.55800	PO Amount:			
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between Butte-Glenn Community College District ("College") and NAME OF SCHOOL DISTRICT School District ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on DATE, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement:	Appendix:
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1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement:	Appendix:
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2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:		Title:	
Telephone:		Email:	

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:		EDUCATIONAL PROGRAM:	
SCHOOL DISTRICT:		HIGH SCHOOL:	

TOTAL NUMBER OF STUDENTS TO BE SERVED:	TOTAL PROJECTED FTES:
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COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
							<input type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input type="checkbox"/> HS
							<input type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input type="checkbox"/> HS
							<input type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input type="checkbox"/> HS
							<input type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
N/A				

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **\$400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College’s Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. **FACILITIES USE.**

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.

7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS

8. APPENDIX APPROVAL

8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))

8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

NAME OF SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	INSERT DEPT	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	INSERT VENDOR NAME		Vendor ID:	INSERT VENDOR ID	
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX 2020-21				
Budget Code:	12.205.110.1.601010.55890	PO Amount:	INSERT VALUE FOR PO		
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

This College and Career Access Pathways ("CCAP") Instructor Agreement ("CCAP Instructor Agreement") is made and entered into this day of _____, by the Butte-Glenn Community College District ("College") and [*INSERT CCAP INSTRUCTOR NAME*] ("CCAP Instructor") an employee of the [*INSERT SCHOOL DISTRICT NAME*] ("School District") who is being assigned to the College on a part-time basis pursuant to Title 5, California Code of Regulations, Sections 58058 (b), and shall be an at-will and uncompensated temporary academic employee of the College on a limited basis during this part-time assignment pursuant to this Agreement.

RECITALS

WHEREAS, the College needs supervisory and instructional services with regard to instruction for classes offered by the College in cooperation with the School District, subject to the terms and conditions set forth in the separate College and Career Access Pathways ("CCAP") Partnership Agreement ("CCAP Agreement") between the College and the School District; and

WHEREAS, the School District has the experience, training, equipment and other resources, and qualified staff necessary to provide supervisory and instructional services in the area of [*INSERT DESCRIPTION OF TRAINING PROGRAM*] to School District students. Such training will be structured and designed 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, the authority for this CCAP Instructor Agreement includes Title 5, California Code of Regulations, Section 58058 (b) and Education Code section 76004.

NOW, THEREFORE, the parties to this CCAP Instructor Agreement hereby agree as follows:

1. The CCAP Instructor is an employee of School District but will be assigned to College as an at-will, uncompensated temporary academic employee of the College for the purposes of providing supervisory and instructional services as authorized by the separate CCAP Agreement, for the courses specifically described in the appendix to the CCAP Agreement, attached and incorporated herein as Attachment 1, which may be updated from time to time by the School District and College.
2. At all times during which the CCAP Instructor is providing supervisory and instructional services on behalf of the College, the College shall have the right to control and direct the instructional activities of the CCAP Instructor.
3. The College shall be responsible for providing the CCAP Instructor with 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.
4. The CCAP Instructor is responsible for the following.
 - 4.1. Meeting the "Minimum Qualifications" identified by the College, in compliance with Title 5, California Code of Regulations, Section 53410. Said minimum qualifications are attached hereto as Attachment 2.
 - 4.2. Complying with the fingerprinting requirements set forth in Education Code Sections 44830.1 and 87013, as applicable, and the tuberculosis testing and risk assessment requirements of the Education Code Sections 49406 and 87408.6, as applicable.

- 4.3. Attending discipline-specific training and orientation provided by College regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities.
- 4.4. Participating in professional development activities sponsored by the College and in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation and/or research and development in the field.
- 4.5. Being familiar with and comply with all relevant College policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
- 4.6. Complying with the supervision and control requirements outlined in Title 5, California Code of Regulations, Sections 58055 and 58056, which include but are not limited to the following.
- 4.7. Being in sufficient physical proximity and range of communication to provide line-of-sight instructional supervision and control of students.
- 4.8. Providing the supervision and control necessary for the protection of the health and safety of students.
- 4.9. Ensuring that he/she does not have any other assigned duty during the hours of supervisory and instructional services provided pursuant to this CCAP Instructor Agreement.
- 4.10. Ensuring that instructional services he/she provides adhere to the official course outlines of record and the student learning outcomes established by the College.
- 4.11. Ensuring and reporting accurate and current daily student attendance records.
- 4.12. Ensuring and reporting the accurate calculation of final student grades and the prompt submission of them to the College.
5. The term of this CCAP Instructor Agreement shall be for the period of [DATE] through [DATE].
6. For purposes of indemnification and defense of any claims, actions or lawsuits, pursuant to Section 17 of the CCAP Agreement, the CCAP Instructor shall be considered an employee of the College only during those times when he/she is actually performing supervisory and instructional services on behalf of the College, except that any worker's compensation claims filed by the CCAP Instructor shall be filed with the School District pursuant to CCAP Agreement Section 18.1.3.
7. The College may terminate this CCAP Instructor Agreement at any time, in the College's sole and exclusive discretion, upon written notice to the CCAP Instructor.
8. The CCAP Instructor may terminate this CCAP Instructor Agreement, in the CCAP Instructor's sole and exclusive discretion, by providing the College with thirty (30) days' prior written notice.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties enter into this Career and College Access Pathway Instructor Agreement as of the date executed by the College.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

CCAP INSTRUCTOR

By: _____
(Signature of person authorized to execute agreement.)

Name: Andrew B. Suleski
Title: Vice President for Administration

Date: _____

By: _____
(Signature of person authorized to execute agreement.)

Name: _____
Title: CCAP Instructor

Date: _____

TO BE COMPLETED BY COLLEGE ONLY	
<i>Approved by Dean/Director</i>	<i>Approved by Human Resources</i>
By: _____	By: _____
Name: _____	Name: _____
Title: <u>Dean for Student Services</u>	Title: <u>Human Resources Academic Analyst</u>
Date: _____	Date: _____

CCAP Instructor shall meet the Minimum Qualifications listed herein:

[INSERT MINIMUM QUALIFICATIONS]

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Biggs Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/11/21
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1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/4/21	Appendix: 8/4/21
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2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Donna Cyr	Title:	Administrative Assistant
Telephone:	868-1281 x8100	Email:	dcyr@biggs.org

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2021/22	EDUCATIONAL PROGRAM:	Dual Enrollment
SCHOOL DISTRICT:	Biggs Unified School District	HIGH SCHOOL:	Biggs High School

ESTIMATED NUMBER OF STUDENTS TO BE SERVED: 90	TOTAL PROJECTED FTES: 9
--	--------------------------------

COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Natural Resources/Agri Construction Intro to Animal Science	AET 22	FA21	1	8-3:30	M-F	S. Boyes	<input type="checkbox"/> CC	<input type="checkbox"/> CC
	AGS 40	FA21	1	8-3:30	M-F	T. Norvell	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Environmental Horticulture Career, Education, & Life Choices	EH 20	FA21	2	8-3:30	M-F	T. Norvell	<input type="checkbox"/> CC	<input type="checkbox"/> CC
	CLP 101	FA21	1	8-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education, & Life Choices Beginning AutoCAD Drafting	CLP 101	SP22	1	8-3:30	M-F	A. Sharrock	<input type="checkbox"/> CC	<input type="checkbox"/> CC
	DFT 12	FA21	2	8-3:30	M-F	A. Sharrock	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Digital Video Production	RTVF 40	FA21	1	8-3:30	M-F	A. Sharrock	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS	<input type="checkbox"/> CC <input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Natural Resources/Agri Construction	Agriculture Mechanics	\$0	None	\$0
Intro to Animal Science	Modern Livestock Production	\$0	None	\$0
Intro to Environmental Horticulture	Pending	\$0	None	\$0
Career, Education, & Life Choices	Career Changes and Choices	\$0	None	\$0
Beginning AutoCAD Drafting	Online Resources/Use of CAD Program & Solidworks	\$0	None	\$0
Digital Video Production	Online Resources	\$0	None	\$0
		\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **\$400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
BHS	TBD	M-F	8-3:30
BHS	TBD	M-F	8-3:30
BHS	TBD	M-F	8-3:30
BHS	3	M-F	8-3:30
BHS	3	M-F	8-3:30
BHS	3	M-F	8-3:30
BHS	3	M-F	8-3:30

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

BIGGS UNIFIED SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: Doug Kaelin

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	BIGGS UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP AGREEMENT APPENDIX				
Budget Code:	12.410.700.1.640000.55800	PO Amount:	\$3,900		
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AET 22 - Natural Resources and Agri-Construction

3 Unit(s)

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This course introduces students to the selection and use of farm structural and mechanical equipment. It will cover farm wiring, carpentry, concrete, masonry, plumbing, painting and metal work with emphasis on the actual practices used in agricultural construction.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Explain terms and nomenclature pertaining to the tools, materials and hardware associated with agricultural construction.
- B. Demonstrate the safe and proper usage of basic construction tools, both power and hand.
- C. Perform fundamental and proper techniques of construction including concrete, foundations, carpentry, plumbing and electrical.
- D. Prepare a simple three dimensional drawing and a cost estimate for a small building.
- E. Demonstrate safe work habits.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	Lecture	<u>Lec Hrs</u>
1. Tools, safety and operation		3.00
2. Building plans and cost estimate		3.00
3. Concrete and masonry		6.00
4. Plumbing		6.00
5. Electrical		8.00
6. Carpentry and construction projects		8.00
Total Hours		34.00

<u>Topics</u>	Lab	<u>Hours</u>
1. Safety and orientation to to work areas		3.00
2. Maintenance and proper use of tools and equipment		3.00
3. Concrete and masonry		6.00
4. Plumbing		6.00
5. Electrical		6.00
6. Three dimensional drawings and cost estimates		6.00
7. Carpentry and project construction		21.00

Total Hours

51.00
37 of 60

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Demonstrations
- E. Problem-Solving Sessions
- F. Laboratory Experiments

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Projects
- C. Class participation
- D. Lab Projects
- E. Mid-term and final examinations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. Read an article on shop safety and be prepared to discuss power tool safety with the class.
 2. Read the chapter in your book on preparing concrete forms and be ready for a class discussion.
- B. Writing Assignments
 1. Write a 2-3 page paper on basic electrical wiring safety and basic rules when working with electricity.
 2. Create a bill of materials for a small building and identify the costs associated with each item.
- C. Out-of-Class Assignments
 1. Visit a construction site and observe the workers' safety practices. Be prepared to share your observations with the class.
 2. Go to a building supply store and get pricing for the list of electrical items that we will use during our electrical lab.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Fleming, Eric. Construction Technology. 1st Edition. Blackwell Publishing, 2005.

Materials Other Than Textbooks:

- A. Students will need to provide: a. Safety glasses b. 16' steel tape (or longer) c. Nail apron e. Combination square f. Carpenter's hammer g. Bump hat

Created/Revised by: Bruce Enyeart

Date: 11/17/2014

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AGS 40 - Introduction to Animal Science

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level III; English Level III; Math Level II

Transfer Status: CSU/UC

34 hours Lecture

51 hours Lab

This course is a scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. There will be special emphasis on the origin, characteristics, adaptation and contributions of farm animals to the global agriculture industry. Analysis of the economic trends and career opportunities in animal agriculture will be covered.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Identify animal contributions to the development of human civilizations.
- B. Describe economically significant breeds of animals and their unique adaptations.
- C. Describe the function of the major body systems.
- D. Identify reproductive cycles and biotechnological principles of animal reproduction.
- E. Analyze genetic change through artificial/natural selection.
- F. Discuss nutritional needs for various body functions.
- G. Describe animal behavior as it relates to animal domestication, health and performance.
- H. Explain basic strategies for disease control, prevention and management.
- I. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.
- J. Identify and discuss current issues affecting animal agriculture.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	<u>Lecture</u>	<u>Hours</u>
1. Introduction to animal agriculture		4.00
a. Career opportunities		
b. Importance of domestic animals to the world and to the United States		
c. Economic importance of animal agriculture		
d. Animal contributions to human needs		
e. Ethnic and cultural contributions to animal domestication		
2. Unique adaptations of various species		4.00
a. Natural selection vs artificial selection		
b. Meat animal use and production		
c. Fiber production		
d. Dairy production		
e. Recreational and companionship use of animals		
3. Anatomy and physiology		3.00
a. Identification of external anatomy for various species		
b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory		

4. Animal reproduction	3.00
a. Animal breeding systems	
b. Reproductive management and technology	
c. Fertility assessment	
5. Genetics	3.00
a. Introduction and review of genetic principles	
b. Gene modification and genetic interactions	
c. Genetic improvement and variation	
d. Inheritance and population genetics	
6. Nutrition	3.00
a. Classes of nutrients	
b. Feed identification and composition	
c. Livestock feeding management practices	
7. Animal behavior (ethology)	3.00
a. Behavioral characteristics	
b. Animal handling and safety	
c. Conditioning	
8. Animal health	3.00
a. Biosecurity	
b. Vital Signs	
c. Indications of health vs disease	
d. Common diseases	
9. The scientific method	3.00
a. Research in animal agriculture	
b. Developing a research model	
c. Humane treatment of research animals	
10. Issues affecting animal agriculture	5.00
a. Animal welfare issues	
b. Advances in biotechnology	
c. Governmental and environmental concerns	
d. Food safety	
e. Public policy and consumer awareness	
Total Hours	34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Beef and Dairy	3.00
2. Sheep and Swine	3.00
3. Meats lab, safety and processes	3.00
4. Grocery store - meat, cheese, butter, ice cream	3.00
5. Purebred Beef - Expected Progeny Differences (EPD)	3.00
6. Commerical cattle operation - weaning, castration	3.00
7. Dairy farm - production cycle	3.00
8. Milk processing - cheese plant	3.00
9. Sheep - lambing and handling	3.00
10. Purebred Sheep - production cyle	3.00
11. Swine - vaccination, selection, management	3.00
12. Poultry - quality of carcasses and eggs	3.00

13. Horse - production cycle	3.00
14. Selection workshop	3.00
15. Biotechnology and environmental workshop	3.00
16. North Valley Livestock Tour	6.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Class Activities
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Discussion
- E. Problem-Solving Sessions

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Class participation
- C. Written Examinations
- D. Practical Evaluations
- E. Mid-term and final examinations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. Read the chapter on genetic change through selection and be prepared to share your findings with the class.
 2. Read the chapter on market classes and grades of livestock and be able to discuss in a group setting the evaluative criteria for each grade of beef, pork and lamb.
- B. Writing Assignments
 1. Read the chapter on animal behavior and and write a 2-3 page paper on the fields of animal behavior and systems of animal behavior.
 2. Read an article from a trade magazine on the issues in animal agriculture and write 2 page paper on animal welfare.
- C. Out-of-Class Assignments
 1. Visit any livestock operation in the local area and be prepared to share with the class, the breeds, total numbers and management practices utilized at the operation.
 2. Use the Internet to check current pricing on the major market animals as well as breeding stock for swine, sheep, beef and dairy cattle. This information will be shared with the class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Taylor, R. Scientific Farm Animal Production. 10th Edition. Prentice Hall, 2012.

Materials Other Than Textbooks:

- A. Materials: 3 ring notebook, proper clothing for labs

Created/Revised by: Bruce Hicks

Date: 10/20/2014

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

EH 20 - Introduction to Environmental Horticulture

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level III; English Level II; Math Level II

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This course is an introduction to environmental horticulture including nursery operations, landscaping, turf management and arboriculture. Topics include basic botany, cultural practices, propagation, structures and layout, pest management, planting, transplanting, container gardening, houseplants, plant identification, turfgrass installation and care, and a broad survey of the 'Green Industry' and other career opportunities.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Identify various horticultural occupations and their employment requirements.
- B. Identify and safely use common tools and equipment.
- C. List and describe the major structures of plants and their functions.
- D. Formulate potting mixes and container media.
- E. Propagate plants by sexual and asexual methods.
- F. Explain the requirements of plant growth including watering needs, fertilizers requirements and pest control.
- G. Identify the various types of horticultural structures including shade structures, greenhouses, and cold frames.
- H. Describe the basic operations of various environmental horticulture businesses.
- I. Plant and care for horticultural crops.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	Lecture	<u>Hours</u>
1. The 'Green Industry' in Butte County and Around the World		2.00
2. Environmental Issues and Regulations		2.00
3. Horticultural Occupations and Their Employment Requirements		2.00
4. Tools, Equipment and Safety Practices		2.00
5. Plant Structures and Functions		2.00
6. Soils and Container Media		2.00
7. Plant Propagation		2.00
8. Requirements of Plant Growth		2.00
9. Irrigation and Fertilization		2.00
10. Pest and Disease Damage Identification		2.00
11. Horticultural Structures		2.00
12. Environmental Horticulture Businesses		2.00

13. Nursery and Greenhouse Crops – Planting and Care	2.00
14. Plants in the Landscape – Care and Pruning	2.00
15. Plant Identification and Nomenclature	2.00
16. Common Turf and Landscape Practices	2.00
17. Agriculture and Horticulture Policy concerns	2.00
Total Hours	34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. The ‘Green Industry’ in Butte County and Around the World	3.00
2. Tools, Equipment and Safety Practices	3.00
3. Plant Structures and Functions	3.00
4. Soils and Container Media	3.00
5. Plant Propagation	6.00
6. Requirements of Plant Growth	3.00
7. Irrigation and Fertilization	3.00
8. Pest and Disease Damage Identification	3.00
9. Horticultural Structures	3.00
10. Nursery and Greenhouse Crops – Planting and Care	6.00
11. Plants in the Landscape – Care and Pruning	6.00
12. Plant Identification and Nomenclature	3.00
13. Common Turf and Landscape Practices	3.00
14. Vineyard and Orchard Pruning Practices	3.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Class Activities
- C. Field Trips
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Discussion
- F. Demonstrations
- G. Reading Assignments
- H. Multimedia Presentations
- I. Laboratory Experiments

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Oral Presentation
- D. Demonstration
- E. Homework
- F. Class participation
- G. Lab Projects

VI. EXAMPLES OF ASSIGNMENTS

A. Reading Assignments

1. Read the UC-IPM website covering one of each type of plant disorder and be ready to give an oral report to the class on proper care for the affected plant.
2. Read the text chapter on diagnosing plant disorders and complete the corresponding homework assignment. Be prepared for class discussion on the following:
 - a. Plant disorders caused by cultural practices.
 - b. Plant disorders caused by insect damages.
 - c. Plant disorders caused by diseases.

B. Writing Assignments

1. Write a two page essay on a plant of your choice. Give your reasons for choosing this plant, its history of association with humans and its future uses and value to mankind.
2. Write a two page essay on current employment trends for Horticulturists. Give regional data for trends and salary ranges.

C. Out-of-Class Assignments

1. Visit a local business that is in the ornamental horticulture category and be prepared to give an oral report to the class.
2. Visit a local or regional business in the agricultural or viticultural areas of horticulture and be prepared to give an oral report to your class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Laura Williams Rice & Robert P. Rice. Practical Horticulture. 7th Edition. Prentice-Hall , 2011.

Materials Other Than Textbooks:

- A. Materials: three ring binder, pocket knife, pruning shears, water bottle, gloves, shade hat and boots. Warm clothing, when necessary.

Created/Revised by: Jared Wilmarth

Date: 02/23/2015

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CLP 101 - Career, Education and Life Choices

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level II; English Level II

Transfer Status: NT

51 hours Lecture

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
- B. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
- C. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
- D. Create plans and use self-directed strategies for career changes and lifelong learning.
- E. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	<u>Lecture</u>	<u>Hours</u>
1. Envisioning your future		2.00
2. Setting goals and creating plans		4.00
3. Career research		6.00
4. Budgeting for your envisioned lifestyle		5.00
5. Rubrics for making informed education, career, and life choices		4.00
6. Transitioning through post-secondary education into the workforce		4.00
7. Long-range plans for educational and training opportunities		8.00
8. Strategies for making career and life changes		3.00
9. Self-mastery skills and resiliency strategies		4.00
10. Connecting your education and career decisions with the planning process		4.00
11. Designing and maintaining your 10-year plan		7.00
Total Hours		51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Group Discussions
- C. Guest Speakers
- D. Class Activities

- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Multimedia Presentations

V. METHODS OF EVALUATION

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments
- F. Final Project

VI. EXAMPLES OF ASSIGNMENTS

A. Reading Assignments

1. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.
2. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.

B. Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and desired roles.
2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

C. Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Bingham, Mindy. Career Choices and Changes: Workbook and Portfolio. 5th Edition. Academic Innovations, 2013.
- B. Bingham, Mindy & Stryker, Sandy. Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. 5th Edition. Academic Innovations, 2013.

Materials Other Than Textbooks:

- A. Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle
Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.
- B. My10yearPlan.com® Interactive, Academic Innovations, 2012.

Created/Revised by: Brian Donnelly

Date: 10/31/2016

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

DFT 12 - Beginning AutoCAD Drafting

3 Unit(s)

Transfer Status: CSU/UC

34 hours Lecture

51 hours Lab

This course introduces students to basic drafting concepts using both freehand sketching and AutoCAD, an industry-standard computer-aided drafting (CAD) application. It is intended for drafting majors, engineering majors, interior design majors and pre-architectural students. Topics include line and geometric shape development, freehand sketching, basic AutoCAD commands, text commands, file management, orthographic and pictorial projection, dimensioning, sectioning, auxiliaries, and architectural drawings using sketching and a two-dimensional (2D) drafting application. Document reproduction, printing and plotting will be introduced and practiced.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Create representative freehand sketches of objects using lines, curves and circles to create technical shapes using orthographic and pictorial techniques.
- B. Properly setup AutoCAD with drafting settings to create, edit and save drawing files.
- C. Draw, edit and dimension freehand sketches or technical details, using AutoCAD including the control of software options and creation of paper-based prints.
- D. Produce, edit and dimension orthographic projection drawings, pictorial drawings in mechanical and architectural applications using AutoCAD.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	Lecture	<u>Lec Hrs</u>
1. Sketching		2.00
2. Starting AutoCAD		1.00
3. Drawing Setup and Saving Drawing Files		1.00
4. Basic Drawing Commands		1.00
5. Cartesian Coordinate Problems		2.00
6. Templates and Layers		2.00
7. Dimensioning		3.00
8. Mechanical Parts Problems		4.00
9. Geometric Construction Problems		2.00
10. Orthographic Construction Problems		4.00
11. Sectional Views		2.00
12. Auxiliary Drawings		2.00
13. Annotation and Pictorial Drawings Applications		4.00
14. Architectural Drawings, Layers and Scales		4.00
Total Hours		34.00

<u>Topics</u>	<u>Hours</u>
1. Sketching	3.00
2. Drawing Setup and Saving Drawing Files	1.00
3. Basic Drawing Commands	1.00
4. Cartesian Coordinate Problems	3.00
5. Templates and Layers	3.00
6. Dimensioning	4.00
7. Mechanical Parts Problems	6.00
8. Geometric Construction Problems	3.00
9. Orthographic Construction Problems	8.00
10. Sectional Views	3.00
11. Auxiliary Drawings	4.00
12. Annotation and Pictorial Drawing applications	6.00
13. Architectural Drawings, Layers and Scales	6.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Collaborative Group Work
- C. Class Activities
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Demonstrations
- F. Multimedia Presentations

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Homework
- E. Class participation

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. Please read the chapter on Section Views. Consider the question "Why are section views important to drafting?" and be prepared to discuss at the start of next class.
 2. Please read the section in your text about dimension applications and be prepared to answer questions from the reading at the next class.
- B. Writing Assignments
 1. Complete the instructor-led exercise on drafting parameters in class, and write a brief summary of the parameters used to prepare your DWG file for submission.
 2. Having read the chapter on Section Views, write complete answers to the worksheet questions and submit to the instructor when complete.
- C. Out-of-Class Assignments
 1. Prepare a freehand sketch of the kitchen floorplan provided by the instructor and submit your sketch at the next class meeting.
 2. For extra credit, please search the acronym NIST and the term ISO and prepare^{48 of 60}

hand-written definitions for each and turn in at the start of the next class. No late submissions will be accepted.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Shih, Randy H.. Principles and Practices: An Integrated Approach to Engineering Graphics. 2011 Edition. Schroff Development Corporation, 2011.

Created/Revised by: John Dahlgren

Date: 04/16/2012

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

RTVF 40 - Digital Video Production

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level IV; English Level III

Transfer Status: CSU

34 hours Lecture

51 hours Lab

The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and basic editing. This course focuses on the aesthetics and fundamentals of scripting, producing, directing on location, postproduction, and exhibition/distribution.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Demonstrate both the technical and aesthetic aspects of video field production and demonstrate knowledge of basic production techniques.
- B. Operate video field recording equipment correctly to acquire quality video and audio products.
- C. Conceive and execute appropriate approaches to editing field footage into cohesive projects.
- D. Demonstrate the skills needed for successful teamwork in television, film or other media employment.
- E. Demonstrate through projects that with the power of a communicator, comes moral and ethical responsibility.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

<u>Topics</u>	Lecture	<u>Hours</u>
1. An overview of the process of pre-production, production and post-production camera operation including recording formats, lens operation, basic filters and tripod use		6.00
2. Picture composition		6.00
3. Basic lighting techniques and equipment		5.00
4. Basic audio including different microphones and mounting techniques, and appropriate sound theory (i.e. balance, presence and perspective)		6.00
5. General concepts of acting and directing		5.00
6. Post-production theory (i.e. continuity and dynamic editing) plus basic operation for nonlinear editing including ingest, editing operation and distribution		6.00
Total Hours		34.00

Lab

Topics

Hours

1. Produce recordings using various lenses and filters	8.00
2. Produce projects using multiple picture compositions	7.00
3. Use basic lighting techniques and equipment	7.00
4. Record projects using different microphones and mounting techniques (i.e. balance, presence and perspective)	8.00
5. Create projects that incorporate acting and directing	8.00
6. Use post-production to create nonlinear editing projects	7.00
7. Assemble as a final individual project a live action (or dramatic creation) suitable for review and evaluation during a public showing	6.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

- A. Lecture
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Discussion
- D. Demonstrations
- E. Reading Assignments
- F. Multimedia Presentations
- G. Individual and Group Projects

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Projects
- C. Homework
- D. Final Examination
- E. Written Assignments
- F. Written Examinations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. Read the chapter on basic videography; complete the reading assessment quiz and be prepared to apply the chapter information during the videography shooting assignment.
 2. Read the chapter on non-linear video editing and write a 200 word minimum summary of the chapter information for a class discussion of video editing.
- B. Writing Assignments
 1. Write a 200 word minimum analysis of how the “Rule of Thirds” is used in a video production to improve composition and direct viewer interest. Be prepared to present your findings during a class discussion of effective video composition.
 2. View a student video project and write 250 word minimum analysis of its content and presentation in terms of accepted principles of videography and editing.
- C. Out-of-Class Assignments
 1. Plan and design a storyboard for a video production including details of camera placement, character dialog, camera moves, and composition.
 2. Use an online job search database to identify opportunities for videographers/editors in California and the United States. Write a 200 word minimum report on your findings.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Zettl, H. TV Production Handbook. Wadsworth Publishing, 2011.
- B. Musberger, R. Single Camera Video Production. 5th Edition. Focal Press, 2010.
- C. Compesi, R. Video Field Production and Editing. 7th Edition. Focal Press, 2006.

Created/Revised by: Mark Hall

Date: 10/19/2015

Biggs Unified School District Field Trip Request Approval Form

Proposed Activity: FOOTBALL VS CORAL ACADEMY OF SCIENCE IN RENO

Date of Request: 7/27/2021 School: BIGGS HS

Name of Staff Member/Position Making the Request: Tyler Rutledge

Class, Grade or Organization Making the Request: FOOTBALL (ATHLETICS)

Destination: RENO (FIELD LOCATION TBD)

Number of Students Involved in this Activity: 7-50 Cost Per Student: _____

Funding Source: _____ Cost to District: _____

Was Trip Budgeted: yes no

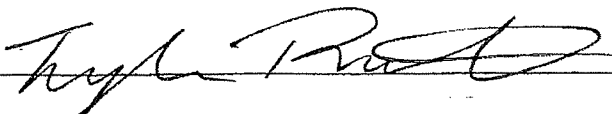
Adult Chaperones (including teachers): COACHES

*Attach a list of all Adult Chaperones: Include name and cell telephone number
(Reminder: All chaperones need fingerprint clearance before chaperoning a trip.)*

Purpose and relationship of trip to class activities: _____

Educational Standard(s) to be realized through trip: Extra Curricular Activity

Signature of Staff Member Making the Request:

X 

Date(s) of the Field Trip:

A complete itinerary of the trip including a breakdown of activities by hours, housing arrangements(s) including phone number(s) and address(es), and an explanation of the educational purpose(s) of this trip must be included with this request. The Field trip request form must be received by the principal 30 days prior to the trip. All out-of-state and overnight trips need Biggs Unified Board of Trustees approval. Out-of-state and overnight trips must be submitted one week prior to a regular Board meeting.

Travel Information

All Means of Transportation (check all that apply):

- Personal Car(s)
- Rental Vehicle(s)
- Charter Bus
- Air
- Bus(es) * Number _____

(School approval of this form signifies that proper car insurance documents are on file with the school.)

*If trip is approved you will need to schedule a bus.

Itinerary

Departure: FRIDAY or SATURDAY Return: FRIDAY or SATURDAY

4 hrs Prior to

Date: 9-10 or 9-11 Time: start of JV game Date: 9-10 9-11 Time: Following the conclusion of the Varsity game

Departure Location: BHS to Reno Return Location: Reno to BHS

A current roster of students must be submitted to the site office on the day of the trip prior to leaving the school.

Approved Denied

[Signature]
Principal's Signature

Approved Denied

[Signature]
Superintendent or Designee Signature

Board Approval Date:
(For overnight/Out-of-State)

CSBA POLICY GUIDE SHEET

June 2021

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Administrative Regulation 1312.3 - Uniform Complaint Procedures

Regulation updated to correct the timeline in the "Notifications" section for submitting appeals to the California Department of Education (CDE), as specified in state regulations. Section on "Investigation of Complaint" revised to clarify that state regulations regarding the consequences of a respondent's failure to cooperate in an investigation only apply when the respondent is the district. Additional revisions, including expansion of the section "Health and Safety Complaints in License-Exempt Preschool Programs," made to more directly reflect the standards in CDE's Federal Program Monitoring instrument.

NEW - Board Policy 1313 - Civility

New policy addresses the importance of civility to the effective operation of the district, including its role in creating a positive school climate and enabling a focus on student well-being, learning, and achievement. Policy includes First Amendment free speech considerations, behavior that constitutes civil behavior, practices that promote civil behavior, and authorization to educate or provide information to students, staff, parents/guardians, and community members to assist in the recognition, development, and demonstration of civil behavior. Policy also includes material regarding behavior that is disruptive, hinders the orderly conduct of district operations or programs, or creates an unsafe learning or working environment, as well as the prohibition of, and consequences for, behavior which is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence.

Board Policy 3511.1 - Integrated Waste Management

Policy updated to reflect current legal requirements for recycling waste which are based on specified thresholds of waste generation and are detailed in the accompanying administrative regulation, add district goal to develop strategies for recycling organic waste, and more directly link waste management to education goals.

Administrative Regulation 3511.1 - Integrated Waste Management

Regulation updated to add new section on "Recycling" which contains (1) material formerly in item #2 above, (2) new material reflecting a determination by the California Department of Resources Recycling and Recovery (CalRecycle) regarding the level of statewide disposal of organic waste which triggered a requirement for any facility generating two or more cubic yards of solid waste per week to meet specified requirements pertaining to the recycling of organic waste, and (3) new material reflecting legal requirements to provide recycling bins or containers in a facility that generates four or more cubic yards of solid waste or two or more cubic yards of organic waste per week.

NEW - Board Policy 3515.31 - School Resource Officers

New policy is for use by districts that choose to employ school resource officers (SROs) or enter into an agreement with local law enforcement for the purpose of providing SROs on school campuses and/or school activities. Policy reflects **NEW LAW (SB 98, 2020)** which encourages districts to redirect resources currently allocated to contracts with local law enforcement into student support services. If the district decides to contract for SROs, the policy advises districts to enter into a memorandum of understanding (MOU) which clearly defines roles, responsibilities, and expectations for the district, school site, law enforcement agency, and individual officers. Policy includes recommended components of the MOU, reflects a requirement for SROs to use de-escalation techniques to mitigate the use of force in accordance with policy adopted by the law enforcement agency, clarifies that SROs should not handle routine disciplinary matters, requires SROs to complete specialized training, and calls for periodic evaluation of

disaggregated data on student interactions with SROs to ensure compliance with nondiscrimination provisions of district policy and/or the MOU.

Board Policy 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers

Policy updated to clarify the obligation of drivers to submit to drug and alcohol testing as required under federal law. Section on "Consequences Based on Test Results" updated to (1) add the agency responsible for reviewing and approving district requests to temporarily remove a driver from safety-sensitive functions before drug test results are verified by a certified medical review officer and (2) describe consequences that will be imposed on drivers based on findings of specific concentrations of alcohol. Policy also clarifies the requirement to ensure that a driver who is offered an opportunity to return to work following a violation first receive an evaluation by a qualified substance abuse professional and successfully comply with the evaluation recommendations.

Administrative Regulation 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers

Regulation updated to clarify that marijuana remains an illegal drug under the federal Controlled Substances Act and use of it by a driver remains a violation of federal drug testing regulations. Definition of "alcohol concentration" revised to delete information regarding consequences for drivers based on specific alcohol concentrations, now addressed in the BP. Regulation also expands the responsibilities of the designated employer representative pursuant to federal regulations, clarifies requirements pertaining to pre-employment testing including the requirement to conduct a pre-employment query using the Commercial Driver's License Drug and Alcohol Clearinghouse, and reflects additional requirements related to post-accident testing. New section reflects federal regulations which require districts to report any violation of federal drug and alcohol regulations to the Clearinghouse and conduct inquiries of the Clearinghouse's online database for all drivers employed by the district on an annual basis and before hiring any driver.

Board Policy 4141/4241 - Collective Bargaining Agreement

Revised policy reflects court decision holding that a provision in a collective bargaining agreement that directly conflicts with the Education Code cannot be enforced. Policy also adds language clarifying that, whenever a law conflicts with a provision in the collective bargaining agreement, the law will prevail.

Board Policy 4158/4258/4358 - Employee Security

Policy updated to reflect law authorizing a district to petition, on behalf of an employee, for a gun violence restraining order prohibiting a person from owning, purchasing, possessing, or receiving a firearm. Policy also reflects law requiring a district to provide reasonable accommodations, upon request, to an employee who is a victim of domestic violence, sexual assault, or stalking. Policy adds a requirement of law to inform administrators and counselors, along with teachers, regarding certain crimes and offenses committed by students.

Administrative Regulation 4158/4258/4358 - Employee Security

Regulation updated to more directly reflect law requiring a report to law enforcement of any attack, assault, or physical threat made against an employee by a student. Material in section on "Notice Regarding Student Offenses" reorganized to clarify the required notifications that must be made to staff pertaining to (1) student offenses that are grounds for suspension or expulsion and (2) any report received from a court that a student has been found to have committed a felony or misdemeanor involving specified offenses. In that section, paragraph on notifications that may be provided by a district police or security department deleted and moved into Note since its applicability is limited. New section on "Accommodations for Victims of Domestic Violence, Sexual Assault, or Stalking" reflects law requiring a district to provide reasonable accommodations, including, but not limited to, safety procedures or adjustments to a job structure, workplace facility, or work requirement, upon the request of an employee who is a victim of domestic violence, sexual assault, or stalking.

Board Policy 5141.4 - Child Abuse Prevention and Reporting

Board policy updated to clarify that districts are not required, but are authorized, to include age-appropriate and culturally sensitive child abuse prevention curriculum in the instructional program, add material regarding displaying posters on campus notifying students of the appropriate telephone number to call to report child abuse or neglect, include the requirement for student identifications cards for students in grades

7-12 to include the National Domestic Hotline telephone number, and clarify that the training regarding duties of mandated reporters be according to law and administrative regulation.

Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting

Regulation updated to reflect **NEW LAW (AB 1145, 2020)** which amends the definition of sexual assault for purposes of mandated reporting to not include voluntary conduct in violation of Penal Code 286, 287, or 289 (sodomy, oral copulation, or sexual penetration) if there are no indicators of abuse unless such conduct is between a person who is 21 years of age or older and a minor who is under 16 years of age. Regulation also adds licensees of licensed child day care facilities to the list of mandated reporters, reflects that the California Department of Justice form is now titled BCIA 8572, clarifies that when a staff member or volunteer aide is selected by a child to be present at an interview where child abuse is being investigated that the principal or designee inform the person of specified requirements prior to the interview, and reflects **NEW STATE REGULATION (Register 2020, No. 21)** which authorizes parents/guardians of special education students to file a complaint with CDE for safety concerns that interfere with the provision of a free appropriate public education pursuant to 5 CCR 3200-3205 rather than through uniform complaint procedures.

Board Policy 5141.52 - Suicide Prevention

Policy updated to expand material regarding stakeholder engagement and best practices for suicide prevention, intervention, and postvention, and for consistency with CDE's Model Youth Suicide Prevention Policy, including an enhanced list of participants for staff development, the importance of resiliency skills to student instruction, the review of materials and resources for alignment with safe and effective messaging, information to be provided to parents/guardians and caregivers, and the establishment of district and/or school site crisis intervention team(s). Policy also updated to clarify that the policy may be reviewed more frequently than the five-year review requirement of law, and that district data pertaining to reports of suicidal ideation, attempts, or death and data that reflect school climate be periodically reviewed to aid in program development.

Administrative Regulation 5141.52 - Suicide Prevention

Regulation updated to expand the section on "Staff Development" by adding to the list of participants for suicide prevention training, topics to be included in such training, and additional professional development for specified groups and to enhance the section on "Instruction" by adding to the list of topics to be taught and authorizing the development and implementation of school activities that raise awareness about mental health wellness and suicide prevention. Regulation also updated to include, for districts that have crisis intervention teams, the contact information for district and/or school site crisis intervention team members, add that school counselors may disclose a student's personal information to report child abuse and neglect as required by law, and include providing comfort to a student who has attempted or threatened to attempt suicide.

Board Policy 5142.2 - Safe Routes to School Program

Policy updated to clarify potential liability issues, recognize that active transportation positively impacts student achievement, add material regarding equitable access and opportunity to participate in the district's safe routes to school program, and update information about state and federal grant programs.

Administrative Regulation 5142.2 - Safe Routes to School Program

Regulation updated to reflect current strategies recommended by the U.S. Department of Transportation's Federal Highway Administration and National Center for Safe Routes to School to improve student safety along routes to school and to promote walking, bicycling, and forms of active transport to school. Regulation adds that active transportation positively impacts student achievement; clarifies that offering driver safety information to high school students, parents/guardians, and the community promotes safety around school campuses and routes; and adds strategies related to emerging technologies that aid in the prevention and mitigation of accidents, emergency response in managing injuries after an accident occurs, and equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner.

Board Policy 5145.12 - Search and Seizure

Policy updated to reflect court decision upholding a school policy that called for limited searches without individualized suspicion if students left campus and returned in the middle of the day. Policy also updated to reflect law which places restrictions on searches of electronic devices such as cellular phones, court decision regarding searches of lockers without individualized suspicion, and court decision upholding policy of random weapons screening with a handheld metal detector.

Board Policy 5145.9 - Hate-Motivated Behavior

Policy updated to bolster the governing board's commitment to providing a respectful, inclusive, and safe learning environment, including adding a definition of hate-motivated behavior which incorporates a list of characteristics which may motivate prohibited behavior, reflecting the importance of celebrating diversity, enhancing the list of topics for student instruction and staff development, adding material regarding regularly occurring staff training, and including student and staff discipline for engaging in hate-motivated behavior. Policy also updated to include the requirement to post the policy in a prominent location on the district's web site and add that, in addition to other staff listed, complaints may be reported to the district's compliance officer.

Board Policy 5148 - Child Care and Development

Policy updated to reflect **NEW LAW (SB 98, 2020)** which transfers responsibility for state administration of child care and development programs from CDE to the California Department of Social Services (CDSS) effective July 1, 2021. Information about the Child Care Facilities Revolving Fund deleted as the fund is no longer operative. Policy also reflects **NEW STATE REGULATIONS (Register 2020, No. 21)** which retain the requirement to refer health and safety complaints regarding licensed child care and development programs to CDSS but eliminate the requirement that complaints regarding a license-exempt facility be referred to a Child Development regional administrator.

Administrative Regulation 5148 - Child Care and Development

Regulation updated to reflect **NEW LAW (SB 98, 2020)** which transfers responsibility for state administration of child care and development programs from CDE to CDSS effective July 1, 2021. Regulation also contains information about the delay, due to COVID-19, of CDSS' adoption of regulations implementing a new, single license for infant, toddler, preschool, and school-age child care programs. References to the Desired Results Developmental Profile made more general to account for possible future changes in program requirements. New section on "Health and Safety" adds requirement for licensed centers to test drinking water for lead contamination between January 1, 2020 and January 1, 2023 if the building was constructed before January 1, 2010, and to notify parents/guardians of the test results. Section on "Health Examination and Immunizations" expanded to reflect the requirement that a child care center may only accept a medical exemption request that is made on an electronic, standardized form developed by the California Department of Public Health.

Board Policy 6142.5 - Environmental Education

Policy updated to reflect law which required that the state-adopted environmental principles and concepts be integrated into content standards, curriculum frameworks, and textbook criteria. Policy also reflects legislative intent that governing boards undertake specified actions to promote instruction in environmental literacy, including by embedding environmental literacy in the local priorities addressed in the district's local control and accountability plan, collaborating with other agencies to enhance the environmental curriculum, providing professional development in environmental literacy, and ensuring equity in the provision of environment-based learning opportunities.

Administrative Regulation 6162.51 - State Academic Achievement Tests

Regulation updates information regarding administration of the California Assessment of Student Performance and Progress, including provisions that: (1) the district may administer the California Science Test (CAST) in any of grades 10-12, (2) the California Alternate Assessments in science should be administered to students with significant cognitive disabilities who are unable to take the CAST with accommodations, and (3) the California Spanish Test is the primary language assessment that is available to be administered to English learners. Regulation also adds optional language regarding the use of Smarter Balanced interim and formative assessments to provide timely feedback regarding students' progress and

assist teachers in continually adjusting instruction to improve learning. Testing windows and testing variations updated to reflect current state regulations, as renumbered.

Board Policy 7211 - Developer Fees

Policy updated to include material formerly in the AR pertaining to responsibilities of the board with respect to levying developer fees, such as conducting a fee justification study, holding a public hearing, and adopting a board resolution. Policy also clarifies the applicability of Government Code 65997, which became operative due to the failure of state bond measure Proposition 13 in March 2020 and gives districts the flexibility to deny or refuse a legislative act involving the planning, use, or development of real property, other than requiring a fee in excess of the fee imposed by law. Policy addresses factors that must be included in the fee justification study based on recent court decision.

Administrative Regulation 7211 - Developer Fees

Regulation revised to delete board responsibilities pertaining to the imposition of developer fees, now addressed in the BP, and to require the superintendent or designee to provide specified information regarding capital facilities accounts to the board as well as the public.

CSBA POLICY GUIDE SHEET

July 2021

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

DELETE - Board Policy 6157 - Distance Learning

Policy deleted due to expiration of emergency legislation that temporarily waived apportionment requirements to permit distance learning for the 2020-2021 school year.

Board Policy 6158 - Independent Study

Policy updated to reflect **NEW LAW (AB 130, 2021)** which requires all districts, for the 2021-22 school year, to offer independent study to meet the educational needs of students unless a waiver is obtained and to adopt policy with specified components in order to generate apportionment for independent study. Policy updates the minimum period of time permitted for independent study to be three consecutive school days, requires an evaluation to determine if the student should continue in independent study if the student fails to make satisfactory educational progress, and requires that content be aligned to grade level standards including the requirement for high schools to offer access to all courses offered by the district for graduation and approved as creditable for A-G admission criteria. Policy also updated to include the requirement for live interaction and/or synchronous instruction based on grade level, tiered reengagement strategies for students not generating attendance for a specified period of time, expeditious transition for students whose families wish to return to in-person instruction, notice to parents/guardians of specified information, the provision of a student-parent-educator conference, upon request, prior to enrollment and/or disenrollment, and the keeping of additional records including documentation of each student's participation in live interaction and synchronous instruction on each school day, as applicable. Policy updated to include material formerly in the AR regarding requirements for independent study and written agreements as well as new requirements regarding the same, including that written agreements must include a detailed statement of academic and other supports that will be provided to address the needs of particular students, that the agreement may be signed electronically as specified, and that, for the 2021-22 school year, the written agreement must be signed no later than 30 days after the first day of instruction. Policy updated to include material formerly in the AR regarding course-based independent study and to generally align the requirements of course-based independent study with the requirements for general independent study.

Administrative Regulation 6158 - Independent Study

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which includes, adding definitions for "live interaction," "student-parent-educator conference" and "synchronous instruction," the requirement for all districts for the 2021-22 school year to offer independent study to meet the educational needs of students unless the district has obtained a waiver, that independent study may be offered to students whose health would be put at risk by in-person instruction as determined by the parent/guardian, the assurance of access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work, and the documentation of each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable. Material regarding requirements for independent study, written agreements and course-based independent study moved to BP.