N O T I C E

BOARD MEETING OF THE BELLEVUE UNION SCHOOL

DISTRICT BOARD OF TRUSTEES WILL BE HELD ON

Tuesday May 16, 2023

5:30 PM CLOSED SESSION, 6:30PM OPEN SESSION

IN PERSON at 3150 EDUCATION DR

BELLEVUE UNION SCHOOL DISTRICT

3150 EDUCATION DRIVE SANTA ROSA, CA 95407

DATED: **May 12, 2023**

Michael Kellison
SECRETARY TO THE BOARD
AND DISTRICT SUPERINTENDENT

POSTED: **May 12, 2023**

BELLEVUE UNION SCHOOL DISTRICT
Regular Board Meeting
3150 Education Drive
Santa Rosa, CA 95407

Tuesday, May 16, 2023

AGENDA

1. Open Session 5:30pm BUSD District Office 3150 Education Dr

   1.1. Call To Order

   1.2. Public Comment on Closed Session Agenda

   The Public is invited to address the Board regarding items that are on the Closed Session Agenda. Speakers are limited to 3 minutes each. Persons wishing to comment should complete the public comment form and give it to the Superintendent prior to the start of the meeting. Because this is the time for the public to comment, it is our time to hear from you. Although the Board will not respond, we want you to know that we are listening to you carefully.

2. Adjourn To Closed Session

   2.1. Closed Session Agenda

   2.1.1. Consideration of Student Matter – Confidential Matter Involved §35146
   2.1.1.1. Interdistrict Attendance Permit Appeals
   2.1.2. Public Employment §54957
   2.1.3. Public Employee Performance Evaluation §54957
   2.1.3.1. Superintendent
   2.1.4. Conference With Labor Negotiator §54957.6
   2.1.5. Conference With Legal Counsel – Existing Litigation (Gov. Code §54956.9(d)(1))
   Case Name Unspecified: Disclosure of case name would jeopardize existing settlement negotiations

3. Reconvene to Open Session at 6:30pm at Taylor Mountain Elementary School, Multi-Purpose Room

   3.1. BUSD Student Marimba Performance

4. Reconvene to District Office Board Room after Marimba Performance at 6:45pm

   4.1. Flag Salute
   4.2. Report on Closed Session
   4.3. Consider Agenda Adjustment

5. Public Comment

   At this time, members of the public may express opinions or make statements regarding issues pertinent to the District. Action may not be taken on statements or testimony made regarding any item not on the

agenda, per Government Code 54954.2. There will be a limit of three minutes placed on each individual making a statement and a total 30 minute time allocation. Persons wishing to comment should complete the public comment form and give it to the Superintendent prior to the start of the public comment.

Because this is the time for the public to comment, it is our time to hear from you. Although Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments we want you to know that we are listening to you carefully.

6. Informational Items

6.1. Student Services Update, Tracy Whitaker, Director Student Services
6.2. Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations 1st Reading, Michael Kellison, Superintendent

7. Action Items

7.1. Consider Approval of Resolution No. 21: The 2023 Multi-Jurisdictional Hazard Mitigation Plan
7.2. Consider Approval of the Memorandum Of Understanding between the COOL School Expanded Learning programs at the Napa County Office of Education (NCOE) and the Bellevue Union School District (BUSD) for the 2023 – 2024 School Year + 2024 Summer Programming
7.3. Ratification of Bills and Warrants

8. Consent Calendar

8.1. Contracts:
  8.1.1. Renewal - Aeries Student Information System
  8.1.2. Guided Language Acquisition Design (GLAD)
  8.1.3. Agreement with Andrew DeVeny to Provide Music Program (Joy of Singing, 6th grade Digital Music & Songwriting) for 2023-24
  8.1.4. Play Marimba Programs LLC to Provide Music Program for 2023-24
  8.1.5. Renewal - School & College Legal Services Agreement
8.2. Board Meeting Minutes
  8.2.1. Special Board Meeting Minutes April 25, 2023
  8.2.2. Regular Board Meeting Minutes April 18, 2023
  8.2.3. Special Board Meeting Minutes April 18, 2023
8.3. Acknowledge Donations/Grants
  8.3.1. American Endowment Foundation - Ms. Margo Norman, books for BUSD schools in honor of Kathy Mullins, $250
  8.3.2. James and Jody Fairfield, books for BUSD schools in honor of Kathy Mullins, $50
  8.3.3. Skeeter Canevari, books for BUSD schools in honor of Kathy Mullins, $25
  8.3.4. Paul & Susan Reichardt, books for BUSD schools in honor of Kathy Mullins, $60
8.4. Interdistrict Requests 2022-23
8.5. Interdistrict Requests 2023-24
8.6. Board Personnel Transaction Form

9. Reports

9.1. California School Employees Association, Chapter 501
9.2. Bellevue Education Association
9.3. Principal Reports

9.4. Board Reports/Board Items
  9.4.1. Correspondence
9.5. Superintendent Report
  9.5.1. Enrollment Update

10. Planning

June 26, 2023	Special Board Meeting (LCAP/Budget Hearing)	5:30pm	**BUSD District Office** 3150 Education Drive
June 27, 2023	Regular Board Meeting	5:30pm	**BUSD District Office** 3150 Education Drive

11. Return to Closed Session as Needed

Notice

The Bellevue Union School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent's Office by calling (707)542-5197 x2. All efforts will be made for reasonable accommodations.

Agenda available in Spanish upon request. Orden del día disponible en español si se solicita.

District Employees, parents and community members shall treat each other with civility, courtesy and respect. Civility Policy (BP 1313)

Bellevue Union School District

Agenda Item for Board Meeting of May 16, 2023

Agenda Category: Informational

Agenda Item Title: Student Services Update

Prepared By: Tracy Whitaker, M.A., Director of Student Services

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Background: This presentation will update the board on activities and progress related to Student Services.

Recommended Action:
No action needed.

Supporting Documents:

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Information Item

Agenda Item Title: Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations - First Reading

Prepared By: Michael Kellison, Superintendent

Background:
The California School Boards Association (CBSA) policy services provide sample policies, administrative regulations, bylaws and exhibits as a resource for school districts and county offices of education to develop their own policy manual. These policies are in line with current state/federal laws and have been reviewed and compared to our local policies.

This is the first reading. No action will be taken until the second reading/adoption.

Recommended Action:
No action

Supporting Documents:
Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations - First Reading

CSBA POLICY GUIDE SHEET
December 2022

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.

Board Policy 0430 - Comprehensive Local Plan for Special Education

Policy updated to reflect **NEW LAW (AB 181, 2022)** requiring the State Superintendent of Public Instruction to make publicly available the special education funding each local educational agency (LEA) generates for their Special Education Local Plan Area (SELPA), and for the SELPA, to report to member LEA's the amount of funding each LEA generates for the SELPA.

Administrative Regulation 0430 - Comprehensive Local Plan for Special Education

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which extends the timeline for developing an annual assurances support plan to July 1, 2027. A template for the annual assurances support plan will be developed by CDE by July 1, 2026. Additional minor revisions as necessary for clarity.

Board Policy 0450 - Comprehensive Safety Plan

Policy updated to clarify language related to approval of the tactical response plan and add material regarding the district's requirement to provide data to the California Department of Education pertaining to lockdown or multi-option response drills conducted at district schools.

Administrative Regulation 0450 - Comprehensive Safety Plan

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires, starting with the 2023-24 school year, districts to include in the annual notification to parents/guardians information related to the safe storage of firearms, and for certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school and **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC. Additionally, regulation updated to include in the optional list of comprehensive safety plan components (1) strategies aimed at preventing potential incidents involving crime and violence on school campuses, (2) provision of safety materials and emergency communications in language(s) understandable to parents/guardians, (3) procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content, (4) district policy and/or plan related to pandemics, (5) communication with parents/guardians regarding unification plans and necessity of cooperating with first responders, and (6) continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible.

Board Policy 0460 - Local Control and Accountability Plan

Policy updated to reflect **NEW LAW (AB 181, 2022)** which states, by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by the State Board of Education (SBE) shall completed by districts which are identified by the California Department of Education (CDE) as needing an improvement plan. Additionally, policy is updated to reflect **NEW LAW (AB 181, 2022)** requiring the LCAP parent advisory committee to include at least a parent/guardian of currently enrolled students with disabilities. Policy also updated to reflect **NEW LAW (SB 997, 2022)** which requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee.

Administrative Regulation 0460 - Local Control and Accountability Plan

Regulation updated to reflect **NEW LAW (AB 181, 2022)**, which states Beginning July 1, 2025, if the district is identified by State Board of Education (SBE) as needing an improvement plan related to improvements in services for students with disabilities, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE.

Board Policy 3250 - Transportation Fees

Policy updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation. The policy is also updated to include an optional waiver of transportation fees for any group of district students, at the recommendation of the Superintendent. Also, the provision regarding privacy moved from AR to BP.

Administrative Regulation 3250 - Transportation Fees

Regulation updated to add that bus passes shall be sold electronically, if available, and removed language related to income eligibility that is no longer relevant. Moved provision regarding privacy to the Board Policy and deleted it from Administrative Regulation.

Administrative Regulation 3260 - Fees and Charges

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which prohibits charging the parent of an unduplicated student a fee for transportation, removed policy related to the sale or lease of personal computers or internet appliances because of the increased use of technology in the modern classroom, changed terminology from "homemaking" to "family and consumer sciences," and reflect **NEW LAW (AB 130, 2021)** which requires a district to provide a free breakfast and lunch daily to any student who requests a meal.

Board Policy 3460 - Financial Reports and Accountability

Policy updated to reflect the predictors of fiscal distress as identified by FCMAT in its 2019 "Indicators of Risk or Potential Insolvency." Updated policy also revised to reflect the law more clearly with respect to studies, reports, evaluations, and audits, that the County Superintendent of Schools is required or authorized to consider when reviewing a district's budget.

Administrative Regulation 3460 - Financial Reports and Accountability

Regulation updated to add a new section - "Lease Accounting," to reflect GASB Statement 87 which, starting June 15, 2021, changed the rules for the financial reporting of governmental entities' leases, including the rules for the recognition, measurement, and disclosure of such leases in financial statements.

Board Policy 3515 - Campus Security

Policy updated to include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Policy also updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Additionally, policy also updated to include that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, and that school site council's be included with other stakeholders when identifying appropriate locations for the placement of surveillance cameras.

Administrative Regulation 3515 - Campus Security

Regulation updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school, **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC, and **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose

duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to provide that monitoring suspicious and/or threatening digital media content be part of the campus security plan and included in strategies to detect and intervene with school crime.

Administrative Regulation 3516.2 - Bomb Threats

Regulation updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Regulation also updated to move and amend material regarding staff training, include and align language with information provided by the U.S. Department of Homeland Security, and reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement.

Board Policy 3540 - Transportation

Policy updated to reflect **NEW LAW (AB 181, 2022)** which authorizes a district to provide transportation services by way of a joint powers agreement, a cooperative student transportation program, or a consortium, and which requires, as a condition of apportionment, a district to adopt a transportation plan that describes the transportation services to be provided to certain student groups, as specified, by April 1, 2023 and update the plan annually by April 1.

Board Policy 5131.7 - Weapons and Dangerous Instruments

Policy updated to (1) expand the concept of district provided transportation, (2) reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. Regulation also updated to add headings for the Options regarding tear gas or tear gas weapons, and to emphasize that for districts that allow students to bring tear gas of tear gas weapons to school, the student needs to either be accompanied by, or have the written consent, of a parent/guardian.

Administrative Regulation 5131.7 - Weapons and Dangerous Instruments

Regulation updated to expand the list of prohibited weapons and dangerous instruments to include additional items that are listed in law.

Administrative Regulation 5141.3 - Health Examinations

Regulation updated to reflect **NEW LAW (AB 2329)** which authorizes districts to enter into a memorandum of understanding with a nonprofit eye examination provider to provide eye examinations and eyeglasses to students at a school site. Regulation also updated to reflect **NEW LAW (SB 97)** which requires that beginning on or after January 1, 2023, districts make Type 1 diabetes materials developed by CDE available to parents/guardians when student is first enrolled in elementary school or as part of certain notifications. The first note was changed to a Cautionary Note and updated to clarify that the obligation to perform specified mandated activities is relieved any year that the Budget Act does not provide reimbursement.

Board Policy 5142 - Safety

Policy updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online

practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content.

Administrative Regulation 5142 - Safety

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, and add language regarding staff responsibilities and training to align with requirement to report potential homicidal acts. Regulation also updated to add language that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, reflect **NEW LAW (AB 2028, 2022)** which authorizes the Board of an elementary, intermediate, junior high, or high school to assist local law enforcement, nonprofit associations or organizations such as the Girls Scouts, Boys Scouts, and parent-teacher associations, and public agencies that provide safety instruction related to using electric, motorized, or nonmotorized bicycles and scooters, to provide such safety instruction to district students, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, and post on its web site, by September 1, 2023, statewide safety and training programs based on evidence-based practices for users of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

Administrative Regulation 5142.2 - Safe Routes to School Program

Regulation updated to reflect **NEW LAW (AB 2028, 2022)** which authorizes the Governing Board of an elementary, intermediate, junior high, or high school to provide time and facilities to specified agencies that offer bicycle, scooter, electric bicycle, motorized bicycle, or motorized scooter safety instruction, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, by September 1, 2023, statewide safety and training programs based on evidence-based practices for the use of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

Board Policy 5148.2 - Before/After School Programs

Policy updated to clarify that it applies to expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs and to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the Expanded Learning Opportunities (ELO) program requirements for the 2022-23 school year and forward. Detailed information regarding various program collaboration requirements moved to AR.

Administrative Regulation 5148.2 - Before/After School Programs

Regulation updated to include definitions of "offer access" and "provide access" in regard to Expanded Learning Opportunities (ELO) programs. Detailed information regarding program collaboration requirements moved to Regulation from BP. Regulation updated to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the ELO program requirements for the 2022-23 school year and forward, including requirements for the district to offer access to ELO programs based on the district's prior fiscal year local control funding formula unduplicated pupil percentage. Regulation also updated to clarify that district that receive funds for classroom-based instructional programs that serve grades TK-6 cannot opt out of the ELO program funding, pursuant to California Department of Education's "Expanded Learning Opportunities Program FAQs." Regulation also updated to reflect requirement that ELO programs are required to offer a nutritional snack, meal, or both and to reflect California Department of Education guidance that ELO programs do not have an attendance requirement and to reflect **NEW LAW (SB 1380, 2022)** which renumbered The California Prekindergarten Planning and Implementation Grant Program, Education Code 8251.5 to 8322.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022 and SB 1047, 2022)** to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting. Policy also updated to reflect CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022, AB 321, 2022, and SB 1047, 2022)** which revised enrollment criteria, priorities, and requirements for California State Preschool Programs (CSPP). Sections of the regulation affected include "Eligibility and Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs," which were reorganized and revised to comply with law. Other updated sections are "Minimum Hours/Days of Operation" and "Staffing." Regulation was also updated to reflect **NEW LAW (AB 2806, 2022)** with new requirements related to expulsion/unenrollment and/or suspension from a CSPP Program based on behavior. Regulation also updated with CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education

Regulation updated to reflect **NEW LAW** (SB 188, 2022), requiring each district to designate a main point of contact for coordinating and completing the transition of a child and family from Part C (Early Intervention Program for Infants and Toddlers with Disabilities) to Part B (Assistance for Children with Disabilities) of IDEA.

Board Bylaw 9220 - Governing Board Elections

Bylaw updated to reflect **NEW LAW (AB 2584, 2022)**, by adding a new section - "Recalling a Board Member." Updated Bylaw also revised "Election Process and Procedure" section to reflect **NEW LAW (SB 1061, 2022)** regarding the requirement that any petition for a special election to fill a Board vacancy include the county election official's estimate of the cost of conducting the special election.

Board Bylaw 9223 - Filling Vacancies

Bylaw updated to reflect **NEW LAW (SB 1061, 2022)**, by adding a new note and body paragraph at the end of the "Provisional Appointments" section. Updated Bylaw also reflects **New Attorney-General Opinion** on how a vacancy is to be filled when a district's trustee areas have been revised or election method has changed from "at-large" to "by-trustee area," since the Board member whose term is to be completed was last elected. The Bylaw also updated to rearrange the Items in "Timelines for Filling a Vacancy" and to revise as necessary for clarity.

Board Bylaw 9323 - Meeting Conduct

Bylaw Updated to reflect **NEW LAW (SB 1100, 2022)** which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

MINOR REVISION:

Board Policy 3260 - Fees and Charges

Policy updated to include reference to CDE Fiscal Management Advisory 22-01, Summer School, Third Parties, Tuition Fees, and updates reference to CDE FMA 20-01, Pupil Fees, Deposits, and Other Charges.

Policy 0430: Comprehensive Local Plan For Special Education

Status: ADOPTED

Original Adopted Date: 02/01/1998 | **Last Revised Date:** 12/01/2022 | **Last Reviewed Date:** 12/01/2022

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a Special Education Local Plan Area (SELPA) with other districts and the county office of education pursuant to Education Code 56195.1.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the SPI. (Education Code 56195.1)

Each year, the Superintendent or designee shall provide to the Board any data and/or information regarding the special education funding generated by the district as supplied by the SPI and the SELPA in accordance with Education Code 56836.148.

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 3000-3089	Regulations governing special education
Ed. Code 56000-56001	Education for individuals with exceptional needs

Ed. Code 56020-56035	Definitions
Ed. Code 56040-56046	General provisions
Ed. Code 56048-56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 56060-56063	Substitute teachers in special education
Ed. Code 56170-56177	Children enrolled in private schools
Ed. Code 56190-56194	Community advisory committees
Ed. Code 56195-56195.10	Local plans
Ed. Code 56205-56208	Local plan requirements 56213 Special education local plan
Ed. Code 56211-56214	Special education local plan areas with small or sparse populations
Ed. Code 56240-56245	Staff development
Ed. Code 56300-56385	Identification and referral; assessment, instructional planning
Ed. Code 56440-56447.1	Programs for individuals between the ages of three and five years
Ed. Code 56500-56508	Procedural safeguards, including due process rights
Ed. Code 56520-56524	Behavioral interventions
Ed. Code 56600-56606	Evaluation, audits and information
Ed. Code 56836-56836.05	Administration of local plan
Gov. Code 7579.5	Surrogate parent; appointment, qualification and liability
Gov. Code 95000-95004	California Early Intervention Services Act
W&I Code 361	Limitations on parental control
W&I Code 726	Limitations on parental control
Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 300.1-300.818	Assistance to states for the education of students with disabilities
34 CFR 300.500-300.520	Procedural safeguards and due process for parents and students
34 CFR 303.1-303.654	Early intervention program for infants and toddlers with disabilities
34 CFR 99.10-99.22	Inspection, review and procedures for amending education

	records
42 USC 12101-12213	Americans with Disabilities Act

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs

Cross References

Code	**Description**
0400	Comprehensive Plans
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
3541.2	Transportation For Students With Disabilities
3542	School Bus Drivers
4112.23	Special Education Staff
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
6020	Parent Involvement
6020	Parent Involvement
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For

	Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.4	Behavioral Interventions For Special Education Students
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

Regulation 0430: Comprehensive Local Plan For Special Education

Status: ADOPTED

Original Adopted Date: 04/01/2003 | **Last Revised Date:** 12/01/2022 | **Last Reviewed Date:** 12/01/2022

Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (Education Code 56040; 34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1; 34 CFR 300.107, 300.114, 300.117)

Elements of the Local Plan

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to: (Education Code 56122, 56205, 56206)

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:

    a. Free appropriate public education

    b. Full educational opportunity

    c. Child find and referral

    d. Individualized education programs, including development, implementation, review, and revision

    e. Least restrictive environment

    f. Procedural safeguards

    g. Annual and triennial assessments

h. Confidentiality

i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program

j. Children in private schools

k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865

l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)

m. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)

n. Performance goals and indicators

o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments

p. Supplementation of state, local, and other federal funds, including nonsupplantation of funds

q. Maintenance of financial effort

r. Opportunities for public participation before adoption of policies and procedures

s. Suspension and expulsion rates

t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)

u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)

v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)

2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each LEA within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures

3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the

physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

4. Beginning July 1, 2027, an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:

    a. Support the governing board of the SELPA will provide to participating agencies in achieving the goals, actions, and services identified in their local control and accountability plans

    b. The ways in which the governing board of the SELPA will connect participating agencies in need of technical assistance to the statewide system of support

    c. The services, technical assistance, and support the governing board of the SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205

5. A description of programs for early childhood special education from birth through five years of age

6. A description of the method by which members of the public, including parents/guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205

7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan

8. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 and that the committee had at least 30 days to conduct this review before submission of the local plan to CDE

9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303

10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress

11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. (Education Code 56205)

Availability of the Plan

The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the district office and shall be accessible to any interested party. (Education Code 56205.5)

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State	Description
5 CCR 3000-3089	Regulations governing special education
Ed. Code 56000-56001	Education for individuals with exceptional needs
Ed. Code 56020-56035	Definitions
Ed. Code 56040-56046	General provisions
Ed. Code 56048-56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 56060-56063	Substitute teachers in special education
Ed. Code 56170-56177	Children enrolled in private schools
Ed. Code 56190-56194	Community advisory committees
Ed. Code 56195-56195.10	Local plans
Ed. Code 56205-56208	Local plan requirements 56213 Special education local plan
Ed. Code 56211-56214	Special education local plan areas with small or sparse populations
Ed. Code 56240-56245	Staff development
Ed. Code 56300-56385	Identification and referral; assessment, instructional planning
Ed. Code 56440-56447.1	Programs for individuals between the ages of three and five years
Ed. Code 56500-56508	Procedural safeguards, including due process rights
Ed. Code 56520-56524	Behavioral interventions
Ed. Code 56600-56606	Evaluation, audits and information
Ed. Code 56836-56836.05	Administration of local plan
Gov. Code 7579.5	Surrogate parent; appointment, qualification and liability
Gov. Code 95000-95004	California Early Intervention Services Act
W&I Code 361	Limitations on parental control
W&I Code 726	Limitations on parental control

Federal	Description

20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 104.1-104.39	Section 504 of the Rehabilitation Act of 1973
34 CFR 300.1-300.818	Assistance to states for the education of students with disabilities
34 CFR 300.500-300.520	Procedural safeguards and due process for parents and students
34 CFR 303.1-303.654	Early intervention program for infants and toddlers with disabilities
34 CFR 99.10-99.22	Inspection, review and procedures for amending education records
42 USC 12101-12213	Americans with Disabilities Act

Management Resources	**Description**
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs

Cross References

Code	**Description**
0400	Comprehensive Plans
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
3541.2	Transportation For Students With Disabilities
3542	School Bus Drivers
4112.23	Special Education Staff
5144.2	Suspension And Expulsion/Due Process (Students With

	Disabilities)
6020	Parent Involvement
6020	Parent Involvement
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.4	Behavioral Interventions For Special Education Students
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

Policy 0450: Comprehensive Safety Plan

Status: ADOPTED

Original Adopted Date: 11/01/2011 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and

materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

The Superintendent or designee shall also provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

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State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Definition; persistently dangerous schools
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyber attacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion

Ed. Code 49390-49395	Homicide threats
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions

Federal	**Description**
20 USC 7111-7122	Student support and academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	**Description**
CSBA Publication	Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
U.S. DOE Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Secret Service & DOE Publication	Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004
Website	California Military Department
Website	California Department of Technology, Independent Security Assessment
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services

Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities

1330	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills and Fires
3516.2	Bomb Threats

3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing

4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids

5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.7	Sexual Harassment

5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session
9321	Closed Session
9321	Closed Session

Regulation 0450: Comprehensive Safety Plan **Status:** ADOPTED

Original Adopted Date: 11/01/2011 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3
2. Routine and emergency disaster procedures including, but not limited to:
    a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act
    b. An earthquake emergency procedure system in accordance with Education Code 32282
    c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

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Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyber attacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act

Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Federal	**Description**
20 USC 7111-7122	Student support and academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices
Management Resources	**Description**
CSBA Publication	Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CSBA Publication	Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
U.S. DOE Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Secret Service & DOE Publication	Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004
Website	California Military Department
Website	California Department of Technology, Independent Security Assessment
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center

Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools

2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills and Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4112.41	Employee Drug Testing

4112.41	Employee Drug Testing
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development

4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming

5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement

6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session
9321	Closed Session
9321	Closed Session

Policy 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

Beginning July 1, 2025, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, 2025, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, 2028, whichever occurs first. The IDEA addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update to the LCAP, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

Public Review and Input

The Board shall establish a parent advisory committee to provide advice on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

Beginning July 1, 2024, unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting

within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12

Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court

Federal	**Description**
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement

Management Resources	**Description**
CA Department of Education Publication	California School Accounting Manual
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	Family Engagement Framework: A Tool for California School

	Districts, 2014
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention in Underperforming Schools
0520.1	Comprehensive and Targeted School Improvement
1100	Communication With The Public
1113	District And School Web Sites

1113	District And School Web Sites
1113	District And School Web Sites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3110	Transfer Of Funds
3231	Impact Aid
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3517	Facilities Inspection
3517	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment
4131	Staff Development
4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units

4315	Evaluation/Supervision
4331	Staff Development
4340	Bargaining Units
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5137	Positive School Climate
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.5	Environmental Education
6142.92	Mathematics Instruction
6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses

6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Title VI Indian Education Program
6174	Education For English Learners
6174	Education For English Learners

6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies
9320	Meetings And Notices

Regulation 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

    a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

    b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

    c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities

    d. Student achievement, as measured by all of the following as applicable:

        i. Statewide assessments of student achievement

        ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs

iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

iv. The English learner reclassification rate

v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by Items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis

2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas

3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Availability of the Plan

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, including the IDEA Addendum as applicable, and the LCFF budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52064.1, 52064.3, 52065)

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State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment

Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court

Federal	**Description**
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement

Management Resources	**Description**
CA Department of Education Publication	California School Accounting Manual
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability

0520	Intervention in Underperforming Schools
0520.1	Comprehensive and Targeted School Improvement
1100	Communication With The Public
1113	District And School Web Sites
1113	District And School Web Sites
1113	District And School Web Sites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3110	Transfer Of Funds
3231	Impact Aid
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3517	Facilities Inspection
3517	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment

4131	Staff Development
4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units
4315	Evaluation/Supervision
4331	Staff Development
4340	Bargaining Units
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5137	Positive School Climate
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.5	Environmental Education
6142.92	Mathematics Instruction
6142.93	Science Instruction
6143	Courses Of Study

6143	Courses Of Study
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6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth

6173.1	Education For Foster Youth
6173.4	Title VI Indian Education Program
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies
9320	Meetings And Notices

Policy 3260: Fees And Charges

Status: ADOPTED

Original Adopted Date: 04/01/2014 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for student participation in the district's educational program are made available to students at no cost.

No student shall be required to pay a fee, deposit, or other charge for participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socioeconomic conditions of students' families and their ability to pay.

The prohibition against student fees shall not prevent the district from soliciting for donations, conducting fundraising activities, or providing prizes or other recognition for participants in such activities and events. The Superintendent or designee shall emphasize that participation of students, parents/guardians, district employees, volunteers, or educational or civic organizations in such activities and events is voluntary. The district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. The district also shall not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

The Superintendent or designee may provide information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.

Complaints

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification of uniform complaint procedures to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

Collection of Debt

The Superintendent or designee shall, in accordance with law, recover any debt owed to the district as a result of unpaid permissible student fees approved by the Board. However, the district shall not bill a current or former student for accumulated debt, nor take negative action against a student or former student because of such debt, including, but not limited to, any of the following: (Education Code 49014)

1. Denying full credit for any class assignment
2. Denying full and equal participation in any classroom activity
3. Denying access to the library or other on-campus educational facilities
4. Denying or withholding grades or transcripts
5. Denying or withholding a diploma
6. Limiting or barring participation in an extracurricular activity, club, or sport
7. Limiting or excluding the student from participation in an educational activity, field trip, or school ceremony

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 350	Fees not permitted
5 CCR 4600-4687	Uniform complaint procedures
CA Constitution Article 9, Section 5	Common school system
Ed. Code 17453.1	District sale or lease of Internet appliances or personal computers to parents of students
Ed. Code 17551	Property fabricated by students
Ed. Code 19910-19911	Offenses against libraries
Ed. Code 32033	Eye protective devices
Ed. Code 32221	Insurance for athletic team member
Ed. Code 32390	Voluntary program for fingerprinting students
Ed. Code 35330-35332	Field trips

Ed. Code 35335	School camp programs
Ed. Code 38080-38086.1	Cafeteria establishment and use
Ed. Code 38120	Use of school band equipment on excursions to foreign countries
Ed. Code 39801.5	Transportation for adults
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 39837	Transportation to summer employment program
Ed. Code 42238.02	Local Control Funding Formula
Ed. Code 46120	Expanded learning opportunities
Ed. Code 48050	Residents of adjoining states
Ed. Code 48052	Tuition for foreign residents
Ed. Code 48904	Liability of parent or guardian; withholding of grades, diplomas, transcripts
Ed. Code 49010-49013	Student fees
Ed. Code 49014	Public School Fair Debt Collection Act
Ed. Code 49065	Reasonable charge for transcripts
Ed. Code 49066	Grades; effect of physical education class apparel
Ed. Code 49091.14	Parental review of curriculum
Ed. Code 49501.5	California Universal Meals Program
Ed. Code 49557.5	Child Hunger Prevention and Fair Treatment Act of 2017
Ed. Code 51810-51815	Community service classes
Ed. Code 52612	Tuition for adult classes
Ed. Code 52613	Nonimmigrant foreign nationals
Ed. Code 56504	School records; students with disabilities
Ed. Code 60410	Books for adult classes
Ed. Code 8211	Priority for full-day programs
Ed. Code 8213	Income eligible; definition
Ed. Code 8252-8254	Early childhood education family fees
Ed. Code 8263	Eligibility and priorities for subsidized child development services
Ed. Code 8420-8428	21st Century High School After School Safety and Enrichment Program for Teens
Ed. Code 8760-8774	Outdoor science, conservation, and forestry programs
Gov. Code 6253	Request for copy; fee
Federal	**Description**

8 USC 1184	Foreign students

Management Resources	**Description**
California Department of Education Publication	Summer School, Third Parties, and Tuition Fees, Fiscal Management Advisory 22-01, September 1, 2022
California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 20-01, July 23, 2020
Court Decision	CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738
Court Decision	Driving School Assn of CA v. San Mateo Union HSD (1992) 11 Cal. App. 4th 1513
Court Decision	Hartzell v. Connell (1984) 35 Cal. 3d 899
Court Decision	Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739
Court Decision	Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0440	District Technology Plan
0440	District Technology Plan
1230	School-Connected Organizations
1230	School-Connected Organizations
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1321	Solicitation Of Funds From And By Students
1321	Solicitation Of Funds From And By Students
3100	Budget
3100	Budget
3250	Transportation Fees

3250	Transportation Fees
3290	Gifts, Grants And Bequests
3452	Student Activity Funds
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3552	Summer Meal Program
3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3554	Other Food Sales
3554	Other Food Sales
4112.9	Employee Notifications
4112.9	Employee Notifications
4131	Staff Development
4212.9	Employee Notifications
4212.9	Employee Notifications
4231	Staff Development
4312.9	Employee Notifications
4312.9	Employee Notifications
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5111.1	District Residency
5111.1	District Residency
5111.2	Nonresident Foreign Students
5125	Student Records
5125	Student Records

5142	Safety
5142	Safety
5142.1	Identification And Reporting Of Missing Children
5143	Insurance
5143	Insurance
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.4	Service Learning/Community Service Classes
6142.5	Environmental Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6161.2	Damaged Or Lost Instructional Materials
6163.1	Library Media Centers
6163.4	Student Use Of Technology
6163.4	Student Use Of Technology
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children

6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6177	Summer Learning Programs
6178.2	Regional Occupational Center/Program
6200	Adult Education
6200	Adult Education
9323.2	Actions By The Board
9323.2	Actions By The Board
9323.2	Actions By The Board

Regulation 3260: Fees And Charges

Status: ADOPTED

Original Adopted Date: 03/01/2019 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

When approved by the Governing Board, the Superintendent or designee may impose a fee for the following: (5 CCR 350)

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay (Education Code 32221)

2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

3. Expenses of students' participation in a field trip or excursion within the state or to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)

4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)

5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)

6. Reimbursement to the district for the direct cost of materials used by students to fabricate property they will take home for their own possession and use, such as wood shop, art, or sewing projects kept by students (Education Code 17551)

7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student, and an exemption is made for any student with a disability, or any student who is eligible for free or reduced-price meals, any student who is an English learner, or any student who is a foster youth. (Education Code 39807.5)

8. Transportation for students to and from their places of employment in connection with any summer employment program for youth (Education Code 39837)

9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)

10. An adult education or secondary school community service class in civic, vocational, literacy, health, family and consumer sciences, technical, and general education, not to exceed the cost of maintaining the class (Education Code 51810-51815)

11. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the district's actual costs (Education Code 32033)

12. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)

13. Actual cost of duplication for reproduction of the prospectus of school curriculum or for copies of public records (Education Code 49091.14; Government Code 6253)

14. Food sold at school, subject to the California Universal Meals Program, free and reduced-price meal program eligibility, and other restrictions specified in law (Education Code 38084, 49501.5)

15. In accordance with law, replacement cost or reimbursement for lost or willfully damaged district books, supplies, or property, or for district property loaned to a student that the student fails to return (Education Code 19910-19911, 48904)

16. Tuition for district school attendance by an out-of-state or out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)

17. Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects, classes for which high school credit is granted when taken by a person who does not hold a high school diploma, or classes in English and citizenship (Education Code 39801.5, 52612, 60410)

18. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is exempted from fees by law (Education Code 8211, 8213, 8252-8254)

19. Participation in a before-school, after-school, or intersession program that is funded as an After School Education and Safety (ASES) program, 21st Century Community Learning Center (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program, or Expanded Learning Opportunity (ELO) program, provided that fees are waived or reduced for families with students who are eligible for free or reduced-price meals and, in regard to ASES and 21st CCLC programs, fees are not charged if the district knows the student is a homeless or foster youth (Education Code 8422, 8482.6, 46120)

20. Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course

Collection of Debt

Before pursuing payment of any debt that has accumulated from unpaid permissible fees, the Superintendent or designee shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student. The invoice shall reference district policies related to debt collection and the rights established pursuant to Education Code 49014 and 49557.5. For each payment received, the district shall provide a receipt to the parent/guardian. (Education Code 49014)

The Superintendent or designee shall not sell debt owed by a parent/guardian of a student or former student. (Education Code 49014)

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State	Description
5 CCR 350	Fees not permitted
5 CCR 4600-4687	Uniform complaint procedures
CA Constitution Article 9, Section 5	Common school system
Ed. Code 17453.1	District sale or lease of Internet appliances or personal computers to parents of students
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Ed. Code 35335	School camp programs
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Ed. Code 48052	Tuition for foreign residents
Ed. Code 48904	Liability of parent or guardian; withholding of grades,

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Ed. Code 49010-49013	Student fees
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Ed. Code 49557.5	Child Hunger Prevention and Fair Treatment Act of 2017
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Ed. Code 52613	Nonimmigrant foreign nationals
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Ed. Code 60410	Books for adult classes
Ed. Code 8211	Priority for full-day programs
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Ed. Code 8252-8254	Early childhood education family fees
Ed. Code 8263	Eligibility and priorities for subsidized child development services
Ed. Code 8420-8428	21st Century High School After School Safety and Enrichment Program for Teens
Ed. Code 8760-8774	Outdoor science, conservation, and forestry programs
Gov. Code 6253	Request for copy; fee

Federal	**Description**
8 USC 1184	Foreign students

Management Resources	**Description**
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California Department of Education Publication	Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 20-01, July 23, 2020
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Court Decision	Driving School Assn of CA v. San Mateo Union HSD (1992) 11 Cal. App. 4th 1513
Court Decision	Hartzell v. Connell (1984) 35 Cal. 3d 899
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Court Decision	Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251
Website	CSBA District and County Office of Education Legal Services
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Website	CSBA

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0440	District Technology Plan
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1230	School-Connected Organizations
1312.3	Uniform Complaint Procedures
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1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1321	Solicitation Of Funds From And By Students
1321	Solicitation Of Funds From And By Students
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3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
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3554	Other Food Sales
4112.9	Employee Notifications
4112.9	Employee Notifications
4131	Staff Development
4212.9	Employee Notifications
4212.9	Employee Notifications
4231	Staff Development
4312.9	Employee Notifications
4312.9	Employee Notifications
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5111.1	District Residency
5111.1	District Residency
5111.2	Nonresident Foreign Students
5125	Student Records
5125	Student Records
5142	Safety
5142	Safety
5142.1	Identification And Reporting Of Missing Children
5143	Insurance
5143	Insurance
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs

5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.4	Service Learning/Community Service Classes
6142.5	Environmental Education
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6161.2	Damaged Or Lost Instructional Materials
6163.1	Library Media Centers
6163.4	Student Use Of Technology
6163.4	Student Use Of Technology
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6177	Summer Learning Programs
6178.2	Regional Occupational Center/Program
6200	Adult Education
6200	Adult Education
9323.2	Actions By The Board
9323.2	Actions By The Board
9323.2	Actions By The Board

Policy 3460: Financial Reports And Accountability

Status: ADOPTED

Original Adopted Date: 11/01/2004 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Governing Board is committed to ensuring public accountability and the fiscal health of the district. The Board shall adopt sound fiscal management policies and practices, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement.

The Superintendent or designee shall ensure that district financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). The Superintendent or designee shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

When required by law or the Board, the Superintendent or designee shall submit to the Board reports of the district's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When submission of any such report to a local, state, and/or federal agency requires prior Board approval, the Superintendent or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report without breaking any applicable submission deadline.

The Board shall regularly assess the district's financial position and communicate the results to the public, and shall use financial reports to determine the actions and budget amendments, if any, that are needed to ensure the district's financial stability. If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall take action to resolve these conditions without delay. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to provide the district with needed advice or fiscal management or training.

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The Superintendent or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100)

Gann Appropriations Limit Resolution

On or before September 15, the Board shall, at a regular or special meeting, adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit

for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education Code 42132; Government Code 7910)

Interim Reports/Certification of Ability to Meet Fiscal Obligations

Each fiscal year, the Superintendent or designee shall submit two interim reports to the Board. The first report shall cover the district's financial and budgetary status for the period ending October 31 and the second report shall cover the period ending January 31. These reports and supporting data shall be made available by the district for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and, on the basis of the interim report and any additional financial information known by the Board, shall certify in writing whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years

2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years

3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the district receives a qualified or negative certification from the Board or the County Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent. (Education Code 42131)

If the second interim report is accompanied by a qualified or negative certification, the Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

If at any time during the fiscal year, the County Superintendent concludes that the district's budget does not comply with the standards and criteria for financial stability and conducts a comprehensive

review of the district's financial and budgetary conditions, the Board shall review any report of the County Superintendent's findings and recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of the Board's proposed actions on the recommendation. (Education Code 42637)

Audit Report

By April 1 of each year, the Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

Except when, as determined by the Education Audits Appeal Panel, no otherwise eligible auditor is available, a public accounting firm whose lead or coordinating audit partner having primary responsibility for the audit or whose audit partner responsible for reviewing the audit has performed audit services for the district in each of the six previous fiscal years shall not be selected to perform a district audit. (Education Code 41020)

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller. (Education Code 41020)

Prior to December 15 whenever possible, but in no case later than January 31, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The Board shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

Audit Committee

The Board may appoint an audit committee composed of staff knowledgeable about fiscal matters, other staff, and representatives of the community.

The committee shall serve in an advisory capacity and may:

1. Make recommendations regarding the selection of the external independent auditor in accordance with Education Code 41020 and 41020.5

2. Review the plan for the audit process with the independent auditor to determine the adequacy of the nature, scope, and timetable of the audit

3. Review the results of the audit and participate with the independent auditor and management in preparing final recommendations and responses

4. Participate with the independent auditor in presenting the audit report to the Board

5. Review Board policies and administrative regulations to recommend any revisions needed to ensure effective financial reporting

6. Provide input on the effectiveness of the independent auditor

7. Periodically report to the Board regarding the status of previous audit recommendations for improving the accounting and internal control systems

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
2 CCR 1859.104	Leroy F. Greene School Facilities Program; reporting requirements
5 CCR 15060	Standardized account code structure
5 CCR 15070	Submission of reports using standardized account code structure
5 CCR 15440-15451	Criteria and standards for school district budgets
5 CCR 15453-15464	Criteria and standards for school district interim reports
5 CCR 19810-19816.1	Audits
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 14500-14508	Financial and compliance audits
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17150-17150.1	Public disclosure of non-voter-approved debt
Ed. Code 17170-17199.5	California School Finance Authority
Ed. Code 33127	Standards and criteria for local budgets and expenditures
Ed. Code 33128	Standards and criteria; inclusions
Ed. Code 33129	Standards and criteria; use by local agencies
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 41010-41024	Accounting system and audits
Ed. Code 41326	Emergency apportionment
Ed. Code 41344	Repayment of apportionment significant audit exceptions
Ed. Code 41344.1	Appeals of audit findings

Ed. Code 41455	Examination of financial problems of local districts
Ed. Code 42100-42105	Requirement to prepare and file annual statement
Ed. Code 42120-42129	Budget requirements
Ed. Code 42130-42134	Financial reports and certifications
Ed. Code 42140-42142	Public disclosure of fiscal obligations
Ed. Code 42637	County superintendent review of district's financial and budgetary conditions
Ed. Code 42652	Revocation or suspension of warrant authority
Ed. Code 48300-48316	Student attendance alternatives; school district of choice program
Ed. Code 52060-52077	Local control and accountability plan
Gov. Code 16429.1	Local agency investment fund
Gov. Code 3540.2	Meeting and negotiating in public educational employment
Gov. Code 53646	Treasurer reports and statements of investment policy
Gov. Code 7900-7914	Appropriations limit

Federal	**Description**
2 CFR 200.0-200.521	Federal uniform grant guidance
31 USC 7501-7507	Single audits of federal program funds

Management Resources	**Description**
California Department of Education Communication	New Financial Reporting Requirements for Postemployment Benefits Other than Pensions, February 26, 2007
California Department of Education Communication	Audit Resolution Process: Repayment Plans, December 8, 2000
Fiscal Crisis & Management Assistance Team Pub.	Indicators of Risk or Potential Insolvency For K-12 Local Education Agencies
Fiscal Crisis & Management Assistance Team Pub.	Fiscal Oversight Guide for AB 1200, AB 2756, AB 1840 and Related Legislation, September 2021
Governmental Accounting Standards Board Statement	Statement 87, Leases, June 2017
Governmental Accounting Standards Board Statement	Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009
Governmental Accounting Standards Board Statement	Statement 75, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2015
Governmental Accounting Standards Board Statement	Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999
Governmental Accounting Standards Board Statement	Statement 75, Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions, June 2015

State Controller Publication	Standards and Procedures for Audits of California K-12 Local Educational Agencies
U.S. Gov. Accountability Office & PCIE Publication	Financial Audit Manual, revised 2008
U.S. Gov. Accountability Office & PCIE Publication	Government Auditing Standards, 2011
Website	CSBA District and County Office of Education Legal Services
Website	Governmental Accounting Standards Board
Website	California State Controller
Website	U.S. Government Accountability Office
Website	California County Superintendents Educational Services Association
Website	California Department of Education, Finance and Grants
Website	Education Audit Appeals Panel
Website	Fiscal Crisis and Management Assistance Team
Website	CSBA
Website	California Association of School Business Officials
Website	Office of Management and Budget
Website	School Services of California, Inc.

Cross References

Code	Description
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1340	Access To District Records
1340	Access To District Records
3000	Concepts And Roles
3100	Budget
3100	Budget
3110	Transfer Of Funds
3220.1	Lottery Funds
3230	Federal Grant Funds

3230	Federal Grant Funds
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3290	Gifts, Grants And Bequests
3300	Expenditures And Purchases
3312	Contracts
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3314.2	Revolving Funds
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3430	Investing
3430	Investing
3451	Petty Cash Funds
3452	Student Activity Funds
3470	Debt Issuance And Management
3510	Green School Operations
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3580	District Records
3580	District Records
4143	Negotiations/Consultation
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4243	Negotiations/Consultation
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4331	Staff Development

4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5126	Awards For Achievement
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6117	Year-Round Schedules
7210	Facilities Financing
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7214	General Obligation Bonds
9000	Role Of The Board
9130	Board Committees
9140	Board Representatives
9322	Agenda/Meeting Materials

Regulation 3460: Financial Reports And Accountability

Status: ADOPTED

Original Adopted Date: 04/01/2014 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

Interim Reports

Each interim report developed pursuant to Education Code 42130 shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding fiscal year. (Education Code 42130, 42131)

Interim reports shall be based on State Board of Education (SBE) criteria and standards which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected local control funding formula (LCFF) revenue, salaries and benefits, other revenues and expenditures, and facilities maintenance. For purposes of assessing projections of LCFF revenue, the first interim report shall be compared to the adopted district budget and the second interim report shall be compared to the projections in the first interim report. (Education Code 42130; 5 CCR 15453-15464)

An interim report shall also provide supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions (i.e., projected contributions from unrestricted general fund resources to restricted general fund resources, projected transfers to or from the general fund to cover operating deficits in the general fund or any other fund, and capital project cost overruns that may impact the general fund budget), long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130; 5 CCR 15453, 15464)

Audit Report

The Superintendent or designee shall establish a timetable for the completion and review of the annual audit within the deadlines established by law.

The Superintendent or designee shall provide the necessary financial records and cooperate with the independent auditor selected by the Governing Board to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

The district audit shall include all income and expenditures by source of funds, including the student body and cafeteria funds and accounts, state and federal grant funds, and any other funds under the district's control or jurisdiction, as well as an audit of student attendance procedures. The audit shall also include a determination of whether LCFF funds were expended in accordance with the district's local control and accountability plan or an approved annual update of the plan. (Education Code 41020)

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

While a public accounting firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Auditing Standards, Amendment #3, published by the U.S. Government Accountability Office. (Education Code 41020)

Report on Expenditures of State Facilities Funds

When the district participates in the school facilities program pursuant to Education Code 17070.10-17079.30, the Superintendent or designee shall annually report a detailed list of all expenditures of state facilities funds, including interest, and of the district's matching funds for completed projects until all such funds are expended. The report shall identify expenditures on a project-by-project basis, reflect completed projects that were reimbursed within that fiscal year, and clearly indicate the list of projects that have been completed. (Education Code 41024; 2 CCR 1859.104)

Audits of facilities projects shall be concluded within one year of project completion and shall be included as part of the district's audit for the fiscal year in which the project is reported as completed. A project shall be deemed completed when any of the following conditions is met: (Education Code 41024; 2 CCR 1859.104)

1. When the notice of completion for the project has been filed, all outstanding invoices, claims, and change orders have been satisfied, and the facility is currently in use by the district

2. Three years from the date of the final fund release for an elementary school project

3. Four years from the date of the final fund release for a middle or high school project

Fund Balance

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact

2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law

3. Committed fund balance, including amounts constrained to specific purposes by the Board

4. Assigned fund balance, including amounts which the Board or its designee intends to use for a specific purpose

5. Unassigned fund balance, including amounts that are available for any purpose

Negative Balance Report

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Lease Accounting

Any lease agreement involving the district, whether as lessor or lessee, shall be classified as a short-term lease, a contract that transfers ownership, or a lease other than short-term lease and contract that transfers ownership. District financial statement disclosures and schedules related to any lease shall comply with the standards specified in GASB 87.

Non-Voter-Approved Debt Report

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the Superintendent or designee shall notify the County Superintendent of Schools and the county auditor. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

When the Board is considering the issuance of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, the Superintendent or designee shall provide notice to the County Superintendent and county auditor no later than 30 days before the Board's approval to proceed with issuance. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

Other Postemployment Benefits Report

In accordance with GASB Statement 75, the district's financial statements shall report the expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over retirees' active working lifetime, as determined by a qualified actuary procured by the Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

The Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at an open meeting of the Board. (Education Code 42140)

The district's financial obligation for OPEBs shall be reevaluated every two years in accordance with GASB 75.

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5 CCR 15060	Standardized account code structure
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5 CCR 15440-15451	Criteria and standards for school district budgets
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5 CCR 19810-19816.1	Audits
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Ed. Code 52060-52077	Local control and accountability plan
Gov. Code 16429.1	Local agency investment fund
Gov. Code 3540.2	Meeting and negotiating in public educational employment
Gov. Code 53646	Treasurer reports and statements of investment policy
Gov. Code 7900-7914	Appropriations limit

Federal	**Description**
2 CFR 200.0-200.521	Federal uniform grant guidance
31 USC 7501-7507	Single audits of federal program funds

Management Resources	**Description**
California Department of Education Communication	New Financial Reporting Requirements for Postemployment Benefits Other than Pensions, February 26, 2007
California Department of Education Communication	Audit Resolution Process: Repayment Plans, December 8, 2000
Fiscal Crisis & Management Assistance Team Pub.	Indicators of Risk or Potential Insolvency For K-12 Local Education Agencies
Fiscal Crisis & Management Assistance Team Pub.	Fiscal Oversight Guide for AB 1200, AB 2756, AB 1840 and Related Legislation, September 2021
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U.S. Gov. Accountability Office & PCIE Publication	Government Auditing Standards, 2011
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Website	California County Superintendents Educational Services Association
Website	California Department of Education, Finance and Grants
Website	Education Audit Appeals Panel
Website	Fiscal Crisis and Management Assistance Team
Website	CSBA
Website	California Association of School Business Officials
Website	Office of Management and Budget
Website	School Services of California, Inc.

Cross References

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0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1340	Access To District Records
1340	Access To District Records
3000	Concepts And Roles
3100	Budget
3100	Budget
3110	Transfer Of Funds
3220.1	Lottery Funds
3230	Federal Grant Funds
3230	Federal Grant Funds
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3290	Gifts, Grants And Bequests
3300	Expenditures And Purchases
3312	Contracts
3314	Payment For Goods And Services

3314	Payment For Goods And Services
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3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3430	Investing
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3580	District Records
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4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4243	Negotiations/Consultation
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
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7214	General Obligation Bonds
9000	Role Of The Board
9130	Board Committees
9140	Board Representatives
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Policy 3515: Campus Security

Status: ADOPTED

Original Adopted Date: 03/01/2007 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting Threats

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle of high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

Surveillance Systems

In consultation with the district's school site council, safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. These signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

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State	Description
24 CCR 1010.2	Door operations
24 CCR 1010.2.8.2	Lockable doors from the inside
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17583	Classroom security locks; modernization projects
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 35266	Reporting of cyber attacks
Ed. Code 38000-38005	Security departments
Ed. Code 49050-49051	Searches by school employees
Ed. Code 49060-49079	Student records
Ed. Code 49390-49395	Homicide threats
Gov. Code 11549.3	Independent security assessment
Pen. Code 469	Unauthorized making, duplicating or possession of key to public building
Pen. Code 626-626.11	Weapons on school grounds and other school crimes

Federal	Description

20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.3	Definition of education records
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	**Description**
Attorney General Opinion	75 Ops.Cal.Atty.Gen. 155 (1992)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 257 (2000)
California Department of Education Publication	Safe Schools: A Planning Guide for Action Workbook, 2002
Court Decision	Brannum v. Overton County School Board (2008) 516 F. 3d 489
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
National Institute of Justice Publication	The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999
US DOE Publication	FAQs on Photos and Videos under FERPA
Website	California Military Department
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	National Institute of Justice
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3000	Concepts And Roles
3440	Inventories
3515.2	Disruptions

3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.2	Bomb Threats
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4112.6	Personnel Files
4119.1	Civil And Legal Rights
4131	Staff Development
4158	Employee Security
4158	Employee Security
4219.1	Civil And Legal Rights
4231	Staff Development
4258	Employee Security
4258	Employee Security
4319.1	Civil And Legal Rights
4331	Staff Development
4358	Employee Security
4358	Employee Security
5112.5	Open/Closed Campus
5116.2	Involuntary Student Transfers
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information

5125.1	Release Of Directory Information
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.5	Vandalism And Graffiti
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.9	Hate-Motivated Behavior
6142.4	Service Learning/Community Service Classes
6164.2	Guidance/Counseling Services
6184	Continuation Education
6184	Continuation Education
7111	Evaluating Existing Buildings
9321	Closed Session
9321	Closed Session
9321	Closed Session

Regulation 3515: Campus Security

Status: ADOPTED

Original Adopted Date: 06/01/1996 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Superintendent or designee shall develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

   These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings and interior spaces from outsiders and discourage trespassing

   These strategies may include installing locks, requiring visitor registration, providing staff and student identification tags, and patrolling places used for congregating and loitering.

3. Secure the district's network infrastructure and web applications from cyberattacks

   These strategies may include performing an independent security assessment of the district's network infrastructure and selected web applications.

4. Discourage vandalism and graffiti

   These strategies may include plans to immediately cover graffiti and implement campus beautification.

5. Control access to keys and other school inventory

6. Detect and intervene with school crime

   These strategies may include creating a school watch program, increasing adult presence and supervision, establishing an anonymous crime reporting system, monitoring suspicious and/or threatening digital media content, analyzing school crime incidents, and collaborating with local law enforcement agencies, including providing for law enforcement presence.

   Additionally, all staff shall be made aware of their responsibilities regarding the immediate reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

All staff shall receive training in building and grounds security procedures and emergency response.

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.2, 1010.2.8.2)

Keys

The principal or designee shall be responsible for all keys used in a school. Keys shall be issued only to authorized employees who regularly need a key in order to carry out job responsibilities.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Keys shall never be loaned to students, parents/guardians, or volunteers, nor shall the master key ever be loaned.

Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
24 CCR 1010.2	Door operations
24 CCR 1010.2.8.2	Lockable doors from the inside
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17583	Classroom security locks; modernization projects
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 35266	Reporting of cyber attacks
Ed. Code 38000-38005	Security departments
Ed. Code 49050-49051	Searches by school employees
Ed. Code 49060-49079	Student records

Ed. Code 49390-49395	Homicide threats
Gov. Code 11549.3	Independent security assessment
Pen. Code 469	Unauthorized making, duplicating or possession of key to public building
Pen. Code 626-626.11	Weapons on school grounds and other school crimes

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.3	Definition of education records
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	**Description**
Attorney General Opinion	75 Ops.Cal.Atty.Gen. 155 (1992)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 257 (2000)
California Department of Education Publication	Safe Schools: A Planning Guide for Action Workbook, 2002
Court Decision	Brannum v. Overton County School Board (2008) 516 F. 3d 489
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
National Institute of Justice Publication	The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999
US DOE Publication	FAQs on Photos and Videos under FERPA
Website	California Military Department
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	National Institute of Justice
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	**Description**
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders

1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3000	Concepts And Roles
3440	Inventories
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.2	Bomb Threats
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4112.6	Personnel Files
4119.1	Civil And Legal Rights
4131	Staff Development
4158	Employee Security
4158	Employee Security
4219.1	Civil And Legal Rights
4231	Staff Development
4258	Employee Security
4258	Employee Security
4319.1	Civil And Legal Rights
4331	Staff Development
4358	Employee Security
4358	Employee Security
5112.5	Open/Closed Campus

5116.2	Involuntary Student Transfers
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.5	Vandalism And Graffiti
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.9	Hate-Motivated Behavior
6142.4	Service Learning/Community Service Classes
6164.2	Guidance/Counseling Services
6184	Continuation Education
6184	Continuation Education
7111	Evaluating Existing Buildings
9321	Closed Session
9321	Closed Session

Regulation 3516.2: Bomb Threats

Status: ADOPTED

Original Adopted Date: 09/01/1991 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for managing bomb threats. Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Receiving Threats

Any staff member receiving a bomb threat by telephone shall try to keep the caller on the line for as long as possible in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. The staff member should not hang up, even if the caller does, and copy the number and/or letters on the telephone's display, if available.

If the bomb threat is received through regular mail or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email, text messaging, or social media, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee or other school official who receives a bomb threat shall immediately call 911 and report the threat or perceived threat to law enforcement. The employee shall also report the threat to the Superintendent or designee.

   If the threat is in writing, the employee shall rewrite the threat exactly as is on another sheet of paper, including the date, time and location the document was found, any conditions surrounding the discovery or delivery of the document, and the full names of any other employees who saw the threat. The employee shall secure the document and not alter it in any way. If the document is small and/or removable, the employee shall place it in a bag or envelope.

   If the threat is electronic, the employee shall leave the message open, and print, photograph, or copy the message and subject line, and note the date and time of the message.

2. Any student or employee who sees a suspicious package should not touch, tamper with, or move the item, and shall immediately notify law enforcement and the Superintendent or

designee.

3. The Superintendent or designee shall immediately contact law enforcement if not yet done, assess the situation, ensure the area is secured, and initiate standard evacuation procedures as specified in the emergency plan.

4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff, students, parents/guardians, or others on campus shall search for or handle any explosive or incendiary device.

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

Staff Training

The Superintendent or designee shall provide training regarding the assessment and reporting of potential threats and procedures for managing bomb threats to district and site administrators, safety personnel, teachers, and other staff members, as appropriate.

Policy Reference Disclaimer:
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State	Description
Ed. Code 44810	Willful interference with classroom conduct
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 51202	Instruction in personal and public health and safety
Pen. Code 148.1	False report of explosive or facsimile bomb
Pen. Code 17	Felony, misdemeanor, classification of offenses
Pen. Code 245	Assault with deadly weapon

Federal	Description
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	Description
U.S. Dept. of Homeland Security Publication	Bomb Threat Guidance
U.S. Dept. of Homeland Security Publication	Bomb Threat Checklist
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Safe Schools
Website	U.S. Department of Homeland Security
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1112	Media Relations
1313	Civility
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills and Fires
3516.5	Emergency Schedules
4040	Employee Use Of Technology
4040	Employee Use Of Technology
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4131	Staff Development
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4231	Staff Development
4331	Staff Development

5131	Conduct
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
6164.2	Guidance/Counseling Services

Policy 3540: Transportation

Status: ADOPTED

Original Adopted Date: 06/01/1992 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance, and reduce tardiness. In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.

The Superintendent or designee shall recommend to the Board economical, environmentally sustainable, and appropriate means of providing transportation services. The district's transportation services may be provided by means of a joint powers agreement, a cooperative student transportation program, or a consortium, as permitted by law.

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

Transportation Plan

The Superintendent or designee shall develop a transportation plan in consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents/guardians, students, and other stakeholders. (Education Code 39800.1)

The transportation plan shall be presented to and adopted by the Board at an open meeting, with the opportunity for in-person and remote public comment, and shall be updated annually by April 1. (Education Code 39800.1)

The transportation plan shall include descriptions of the following: (Education Code 39800.1)

1. The transportation services offered to students

2. How transportation services will be prioritized for low-income students, students in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive

3. The transportation services accessible to students with disabilities and homeless children and youth, as defined pursuant to the federal McKinney-Vento Homeless Assistance Act (42 USC 11301)

4. How unduplicated students, as defined in Education Code 42238.02, will be able to access available home-to-school transportation at no cost

Transportation Contracts

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802-39803)

Policy Reference Disclaimer:
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State	Description
13 CCR 2025	Retrofitting of diesel school buses
5 CCR 14100-14103	Use of school buses and school pupil activity buses
5 CCR 15240-15343	Allowances for student transportation
5 CCR 15253-15272	District records related to transportation
Ed. Code 35330	Field trips and excursions; student fees
Ed. Code 35350	Authority to transport pupils
Ed. Code 39800	Powers of governing board to provide transportation to and from school
Ed. Code 39800-39860	Transportation
Ed. Code 39801	Contract with County Superintendent of Schools to provide transportation
Ed. Code 39802-39803	Bids and contracts for transportation services
Ed. Code 39806	Payments to parents in lieu of transportation
Ed. Code 39807	Food and lodging payments in lieu of transportation
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 39808	Transportation for private school students
Ed. Code 41850-41854	Allowances for transportation
Ed. Code 41860-41862	Supplemental allowances for transportation
Ed. Code 42238.02	Local Control Funding Formula
Ed. Code 45125.1	Criminal records summary; employees of contracting entity
Ed. Code 52311	Regional occupational centers; transportation
Gov. Code 3540-3549.3	Educational Employment Relations Act
Pen. Code 637.7	Electronic tracking devices

Veh. Code 2807	School bus inspection

Management Resources	Description
Court Decision	Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251
Website	CSBA District and County Office of Education Legal Services
Website	California Air Resources Board
Website	California Energy Commission
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0470	COVID-19 Mitigation Plan
3000	Concepts And Roles
3100	Budget
3100	Budget
3250	Transportation Fees
3250	Transportation Fees
3311	Bids
3311	Bids
3312	Contracts
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3512	Equipment
3512	Equipment
3514	Environmental Safety
3514	Environmental Safety
3515.6	Criminal Background Checks For Contractors
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3541	Transportation Routes And Services
3541.1	Transportation For School-Related Trips
3541.1	Transportation For School-Related Trips

3541.1	Transportation For School-Related Trips
3541.2	Transportation For Students With Disabilities
3542	School Bus Drivers
3543	Transportation Safety And Emergencies
4112.4	Health Examinations
4112.42	Drug And Alcohol Testing For School Bus Drivers
4112.42	Drug And Alcohol Testing For School Bus Drivers
4212.4	Health Examinations
4212.42	Drug And Alcohol Testing For School Bus Drivers
4212.42	Drug And Alcohol Testing For School Bus Drivers
4231	Staff Development
4312.4	Health Examinations
4312.42	Drug And Alcohol Testing For School Bus Drivers
4312.42	Drug And Alcohol Testing For School Bus Drivers
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5131.1	Bus Conduct
5131.1	Bus Conduct
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6142.4	Service Learning/Community Service Classes
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6178.2	Regional Occupational Center/Program
6181	Alternative Schools/Programs Of Choice

Policy 5131.7: Weapons And Dangerous Instruments

Status: ADOPTED

Original Adopted Date: 03/01/2008 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat shall immediately report the threat to law enforcement.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7961)

Unless a student has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

All staff shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats.

Advance Permission for Possession of a Weapon for Educational Purposes

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall submit a written request to the principal, at least five school days in advance of the planned possession which explains the planned use of the weapon and the duration, together with a written explanation from the staff person responsible for the school-sponsored activity or class.

The principal may grant permission for such possession when it is determined that possession of a firearm, imitation firearm, or other prohibited weapon on school grounds is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, the student and staff person shall be provided with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, all necessary precautions shall be taken to ensure the safety of all persons on school grounds and the safe keeping of the weapon, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any permitted weapon shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

Any student granted permission to possess a weapon may be suspended and/or expelled if the weapon is possessed or used inappropriately.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee shall also inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35291	Governing board to prescribe rules for discipline of the schools
Ed. Code 48902	Mandatory notification of law enforcement authorities
Ed. Code 48915	Required recommendation for expulsions
Ed. Code 48916	Readmission

Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49330-49335	Injurious objects
Ed. Code 49390-49395	Homicide threats
Pen. Code 16100-17360	Definitions
Pen. Code 22810-23025	Tear gas weapon (pepper spray)
Pen. Code 245	Assault with deadly weapon
Pen. Code 25200-25225	Firearms; access to children
Pen. Code 30310	Prohibition against ammunition on school grounds
Pen. Code 417.4	Imitation firearm; drawing or exhibiting
Pen. Code 626.10	Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
Pen. Code 626.9	Gun-Free School Zone Act of 1995

Federal	**Description**
20 USC 6301-8961	No Child Left Behind Act
20 USC 7961	Gun-Free Schools Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	**Description**
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011
U.S. Department of Education Publication	Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, 2018
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Safe Schools
Website	National Alliance for Safe Schools
Website	National School Safety Center
Website	U.S. Department of Education, Office of Safe and Drug Free Schools
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	**Description**
0450	Comprehensive Safety Plan

0450	Comprehensive Safety Plan
1313	Civility
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.7	Firearms On School Grounds
3516.2	Bomb Threats
4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5125	Student Records
5125	Student Records
5131	Conduct
5131.41	Use Of Seclusion And Restraint
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)

5145.12	Search And Seizure
5145.12	Search And Seizure
6184	Continuation Education
6184	Continuation Education

Regulation 5131.7: Weapons And Dangerous Instruments

Status: ADOPTED

Original Adopted Date: 07/01/2001 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17360, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, machineguns, "zip guns," "stun guns," tasers, cane guns, camouflaging firearms, and any other device from which is expelled through a barrel and capable of propelling a projectile by the force of an explosion or other form of combustion

2. Ammunition or reloaded ammunition

3. Knives, razor blades, and box cutters: any dirks, daggers (or concealed dirks or daggers), cane swords, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 3-1/2 inches, folding knives with a blade that locks into place, switchblade knives, and razors with an unguarded blade

4. Explosive and/or incendiary devices: pipe bombs, time bombs, rockets or rocket propelled projectile launchers, cap guns, bullets containing or carrying an explosive agent, containers of inflammable fluids, and other hazardous devices or concealed explosive substances

5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun

6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 16000-34370, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use the employee's own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately

2. Immediately notify the principal, who shall take appropriate action

3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

Policy Reference Disclaimer:
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State	Description
Ed. Code 35291	Governing board to prescribe rules for discipline of the schools
Ed. Code 48902	Mandatory notification of law enforcement authorities
Ed. Code 48915	Required recommendation for expulsions
Ed. Code 48916	Readmission
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49330-49335	Injurious objects
Ed. Code 49390-49395	Homicide threats
Pen. Code 16100-17360	Definitions
Pen. Code 22810-23025	Tear gas weapon (pepper spray)
Pen. Code 245	Assault with deadly weapon
Pen. Code 25200-25225	Firearms; access to children
Pen. Code 30310	Prohibition against ammunition on school grounds
Pen. Code 417.4	Imitation firearm; drawing or exhibiting
Pen. Code 626.10	Dirks, daggers, knives, razor or stun gun; bringing or possessing in school
Pen. Code 626.9	Gun-Free School Zone Act of 1995

Federal	Description
20 USC 6301-8961	No Child Left Behind Act
20 USC 7961	Gun-Free Schools Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	Description

CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011
U.S. Department of Education Publication	Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, 2018
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Safe Schools
Website	National Alliance for Safe Schools
Website	National School Safety Center
Website	U.S. Department of Education, Office of Safe and Drug Free Schools
Website	California Department of Education, Safe Schools
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.7	Firearms On School Grounds
3516.2	Bomb Threats
4158	Employee Security
4158	Employee Security
4258	Employee Security
4258	Employee Security
4358	Employee Security
4358	Employee Security
5116.1	Intradistrict Open Enrollment

5116.1	Intradistrict Open Enrollment
5125	Student Records
5125	Student Records
5131	Conduct
5131.41	Use Of Seclusion And Restraint
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
6184	Continuation Education
6184	Continuation Education

Policy 5142: Safety

Status: ADOPTED

Original Adopted Date: 11/01/2002 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and guiding student participation in educational programs and school-sponsored activities.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

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State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14103	Authority of the driver
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 5531	Supervision of extracurricular activities of students

5 CCR 5552	Playground supervision
5 CCR 5570	When school shall be open and teachers present
5 CCR 570-576	School safety patrols
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 215.5	Student identification cards; safety information
Ed. Code 32001	Fire alarms and drills
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32030-32034	Eye safety
Ed. Code 32040	Duty to equip school with first aid kit
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32240-32245	Lead-Safe Schools Protection Act
Ed. Code 32250-32254	CDE School Safety and Security Resource Unit
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 38134	Use of school property
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 44808	Exemption from liability when students are not on school property
Ed. Code 44808.5	Permission for high school students to leave school grounds; notice
Ed. Code 45450-45451	Crossing guards
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49300-49307	School safety patrols
Ed. Code 49330-49335	Injurious objects
Ed. Code 49341	Hazardous materials in school science laboratories
Ed. Code 49390-49395	Homicide threats
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51860	Time and facilities for bicycle and scooter safety instruction
Ed. Code 8482-8484.65	After School Education and Safety Program
Gov. Code 810-996.6	California Tort Claims Act
H&S Code 115725-115735	Playground safety
H&S Code 115775-115800	Wooden playground equipment

H&S Code 116046	Issuance of best practices guidelines for K-12 pool safety
Pen. Code 245.6	Hazing
Pub. Res. Code 5411	Purchase of playground equipment usable by persons with disabilities
Streets and Highways Code 894	Statewide safety and training programs; electric bicycles
Veh. Code 21100	Rules and regulations; crossing guards
Veh. Code 21212	Use of helmets
Veh. Code 42200	Fines and forfeitures; disposition by cities
Veh. Code 42201	Fines and forfeitures; disposition by counties
Vehicle Code 21201	Rules for operation of bicycle on roadway

Federal	**Description**
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	**Description**
American Society for Testing and Materials Pub.	ASTM F1 1487-21, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use
California Department of Education Publication	Science Safety Handbook for California Public Schools, 2014
Court Decision	J.H. v. Los Angeles Unified School District, (2010) 183 Cal.App.4th 123
Court Decision	Knight v. Jewett, (1992) 3 Cal.4th 296
Court Decision	Lane v. City of Sacramento, (2010) 183 Cal. App. 4th. 1337
Court Decision	Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990
Court Decision	Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741
Court Decision	Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508
Court Decision	Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138
U.S. Consumer Product Safety Comm Publication	Public Playground Safety Handbook, 2010
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	National Recreation and Park Association, Certified Playground Safety Inspector Certification
Website	U.S. Department of Education, Safe Schools

Website	American Society for Testing and Materials
Website	U.S. Consumer Product Safety Commission
Website	California Department of Education, Safe Schools
Website	U.S. Environmental Protection Agency
Website	CSBA
Website	California Department of Public Health
Website	Centers for Disease Control and Prevention

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3260	Fees And Charges
3260	Fees And Charges
3452	Student Activity Funds
3512	Equipment
3512	Equipment
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.5	Emergency Schedules
3530	Risk Management/Insurance

3530	Risk Management/Insurance
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.7	Sun Safety
5142.1	Identification And Reporting Of Missing Children
5142.2	Safe Routes To School Program

5142.2	Safe Routes To School Program
5143	Insurance
5143	Insurance
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.11	Questioning And Apprehension By Law Enforcement
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.93	Science Instruction
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6163.2	Animals At School
6163.2	Animals At School
7110	Facilities Master Plan

Regulation 5142: Safety **Status:** ADOPTED

Original Adopted Date: 07/01/2006 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian
2. An adult authorized on the student's emergency card as an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity
3. An authorized law enforcement officer acting in accordance with law
4. An adult taking the student to emergency medical care at the request of the principal or designee

Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time that school starts. (5 CCR 5570)

Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any unusual incidents to the principal or designee and file a written report as appropriate.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle of high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable

suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Clearly identify supervision zones and require all playground supervisors to remain at a location from which they can observe their entire zone of supervision and be observed by students in the supervision zone

2. Consider the size of the playground area, the number of areas that are obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Additionally, all staff and other school officials shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats. The training shall be documented and kept on file.

Playground Safety

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. The Superintendent or designee shall have a playground safety inspector certified by the National Playground Safety Institute conduct an initial inspection to aid compliance with applicable safety standards. (Health and Safety Code 115725)

Activities with Safety Risks

Due to concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining

2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing
6. Cross-country or downhill skiing
7. Motorcycling
8. Target shooting
9. Horseback riding
10. Rodeo
11. Archery
12. Mountain bicycling
13. Rock climbing
14. Rocketeering
15. Surfing
16. Body Contact Sports
17. Other activities determined by the principal to have a high risk to student safety

As needed, the Superintendent or designee may periodically provide training or instruction to students on the safe use of electric, motorized or nonmotorized bicycles, scooters, skateboards, and roller skates. Any student who rides any such bicycle, scooter, skateboard, or roller skates at school shall wear a properly fitted and fastened bicycle helmet.

Events In or Around a Swimming Pool

When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the district and is to be held in or around a swimming pool, at least one adult with a valid certification of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

Laboratory Safety

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to regularly review, update, and implement these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be

taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

Hearing Protection

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee may also provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual cost to the district. (Education Code 32030, 32031, 32033)

Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, when engaging in outdoor activities. Any application of insect repellent shall occur under the supervision of school personnel, and in accordance with the manufacturer's directions.

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State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14103	Authority of the driver
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 5531	Supervision of extracurricular activities of students
5 CCR 5552	Playground supervision

5 CCR 5570	When school shall be open and teachers present
5 CCR 570-576	School safety patrols
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 215.5	Student identification cards; safety information
Ed. Code 32001	Fire alarms and drills
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32030-32034	Eye safety
Ed. Code 32040	Duty to equip school with first aid kit
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32240-32245	Lead-Safe Schools Protection Act
Ed. Code 32250-32254	CDE School Safety and Security Resource Unit
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 38134	Use of school property
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 44808	Exemption from liability when students are not on school property
Ed. Code 44808.5	Permission for high school students to leave school grounds; notice
Ed. Code 45450-45451	Crossing guards
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49300-49307	School safety patrols
Ed. Code 49330-49335	Injurious objects
Ed. Code 49341	Hazardous materials in school science laboratories
Ed. Code 49390-49395	Homicide threats
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51860	Time and facilities for bicycle and scooter safety instruction
Ed. Code 8482-8484.65	After School Education and Safety Program
Gov. Code 810-996.6	California Tort Claims Act
H&S Code 115725-115735	Playground safety
H&S Code 115775-115800	Wooden playground equipment
H&S Code 116046	Issuance of best practices guidelines for K-12 pool safety

Pen. Code 245.6	Hazing
Pub. Res. Code 5411	Purchase of playground equipment usable by persons with disabilities
Streets and Highways Code 894	Statewide safety and training programs; electric bicycles
Veh. Code 21100	Rules and regulations; crossing guards
Veh. Code 21212	Use of helmets
Veh. Code 42200	Fines and forfeitures; disposition by cities
Veh. Code 42201	Fines and forfeitures; disposition by counties
Vehicle Code 21201	Rules for operation of bicycle on roadway

Federal	**Description**
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	**Description**
American Society for Testing and Materials Pub.	ASTM F1 1487-21, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use
California Department of Education Publication	Science Safety Handbook for California Public Schools, 2014
Court Decision	J.H. v. Los Angeles Unified School District, (2010) 183 Cal.App.4th 123
Court Decision	Knight v. Jewett, (1992) 3 Cal.4th 296
Court Decision	Lane v. City of Sacramento, (2010) 183 Cal. App. 4th. 1337
Court Decision	Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990
Court Decision	Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741
Court Decision	Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508
Court Decision	Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138
U.S. Consumer Product Safety Comm Publication	Public Playground Safety Handbook, 2010
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	National Recreation and Park Association, Certified Playground Safety Inspector Certification
Website	U.S. Department of Education, Safe Schools
Website	American Society for Testing and Materials

Website	U.S. Consumer Product Safety Commission
Website	California Department of Education, Safe Schools
Website	U.S. Environmental Protection Agency
Website	CSBA
Website	California Department of Public Health
Website	Centers for Disease Control and Prevention

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1330.1	Joint Use Agreements
3260	Fees And Charges
3260	Fees And Charges
3452	Student Activity Funds
3512	Equipment
3512	Equipment
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3515	Campus Security
3515	Campus Security
3515.21	Unmanned Aircraft Systems (Drones)
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance

4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4219.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
4319.42	Exposure Control Plan for Bloodborne Pathogens
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.4	Student Disturbances
5131.4	Student Disturbances
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.7	Sun Safety
5142.1	Identification And Reporting Of Missing Children
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program

5143	Insurance
5143	Insurance
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.11	Questioning And Apprehension By Law Enforcement
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.93	Science Instruction
6145.2	Athletic Competition
6145.2	Athletic Competition
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6163.2	Animals At School
6163.2	Animals At School
7110	Facilities Master Plan

Policy 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 11/01/2006 | **Last Revised Date:** 12/01/2022 | **Last Reviewed Date:** 12/01/2022

The Governing Board desires to provide learning opportunities for students beyond the regular school day that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

Each program offered by the district shall be planned through a collaborative process as required by law. (Education Code 8422, 8482.5, 8484.75, 46120)

To the extent feasible, the district shall give priority to establishing expanded learning opportunities beyond the regular school day in low-performing schools and/or programs that serve low-income and other at-risk students.

Any expanded learning opportunities, including but not limited to After School Education and Safety Program (ASES), 21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs), Expanded Learning Opportunities Program (ELO) or any other program to be established pursuant to Education Code 8421, 8482.3, 8484.75, or 46120, shall be approved by the Board.

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's expanded learning opportunity programs possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

Each before-school, after-school, summer, vacation or intersessional expanded learning opportunity program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

A family fee may be charged to participating families based on the actual cost of services.

However, for the ASSETs program, a family fee shall be waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422)

For ASES, 21st CCLC, and/or ELO s programs, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student who the district knows is a homeless youth or in foster care. In addition, family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

Eligible students who are 11 or 12 years of age shall be placed in a before-school or after-school program, if and when available, rather than subsidized child-care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child-care and development services in accordance with the enrollment priorities established in AR 5148 - Child Care and Development. (Welfare and Institutions Code 10273)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17264	New construction; accommodation of before- and after-school programs
Ed. Code 35021.3	After-school physical recreation instructors
Ed. Code 45125	Criminal record check
Ed. Code 45330	Paraprofessionals; instructional aides
Ed. Code 45340-45349	Paraprofessionals; instructional aides
Ed. Code 46120	Expanded learning opportunities
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49430-49434	Nutrition standards
Ed. Code 49540-49546	Child care food program
Ed. Code 49553	Free or reduced-price meals
Ed. Code 69430-69460	Cal Grant program
Ed. Code 8263	Eligibility and priorities for subsidized child development services
Ed. Code 8273.1	Family fees; exemptions
Ed. Code 8295-8305	Child development program; personnel qualifications
Ed. Code 8322	California Prekindergarten Planning and Implementation

	Grant Program
Ed. Code 8350-8359.1	Programs for CalWORKS recipients
Ed. Code 8360-8370	Personnel qualifications
Ed. Code 8420-8428	21st Century High School After School Safety and Enrichment Program for Teens
Ed. Code 8482-8484.65	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Centers
Ed. Code 8490-8490.7	Distinguished After School Health Recognition Program
W&I Code 10207-10490	Child Care and Development Services Act
W&I Code 10273	Preferred placement for otherwise eligible children ages 11 or 12

Federal	**Description**
20 USC 6311	State plan
20 USC 6314	Title I schoolwide program
20 USC 7171-7176	21st Century Community Learning Centers
42 USC 11434a	Education for homeless children and youths
42 USC 1766-1766a	Child and Adult Care Food Program
7 CFR 226.17	Child care center nutrition standards

Management Resources	**Description**
California Department of Education Publication	Early Release and Late Arrival Guidance, December 2021
California Department of Education Publication	Quality Program Improvement Plan Instructions: Instructions for Completing a Quality Program Improvement Plan for Expanded Learning Programs in California, January 2022
California Department of Education Publication	21st CCLC and ASSETs FAQs, October 2022
California Department of Education Publication	Request for Applications: 21st Century Community Learning Centers and After School Safety and Enrichment for Teens, September 2022
California Department of Education Publication	Expanded Learning Opportunities Program FAQs, July 2022
California Department of Education Publication	Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014
California Department of Education Publication	A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014
California Department of Education Publication	California After School Physical Activity Guidelines, 2009
U.S. Department of Education Publication	21st Century Community Learning Centers, Nonregulatory Guidance, February 2003
Website	California Afterschool Network

Website	California Child and Adult Care Food Program
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Expanded Learning
Website	U.S. Department of Agriculture
Website	California School-Age Consortium
Website	Partnership for Children and Youth
Website	California Healthy Kids Survey
Website	Commission on Teacher Credentialing
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0000	Vision
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements
1400	Relations Between Other Governmental Agencies And The Schools

1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3540	Transportation
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3552	Summer Meal Program
3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3554	Other Food Sales
3554	Other Food Sales
3580	District Records
3580	District Records
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5	Criminal Record Check
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4331	Staff Development
5030	Student Wellness
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs

5131.62	Tobacco
5131.62	Tobacco
5137	Positive School Climate
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.23	Asthma Management
5141.23	Asthma Management
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5144	Discipline
5144	Discipline
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6142.4	Service Learning/Community Service Classes
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6159	Individualized Education Program

6159	Individualized Education Program
6163.4	Student Use Of Technology
6163.4	Student Use Of Technology
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction

Regulation 5142.2: Safe Routes To School Program

Status: ADOPTED

Original Adopted Date: 07/01/2009 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Education activities that promote safety and awareness, such as:

    a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.

    b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school

    c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes

2. Encouragement strategies designed to generate interest in active transport to school, such as:

    a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

    b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

    c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

    a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

    b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

   a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school

   b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

   c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

   d. Considering safe routes to school when making decisions about siting and designing of new schools

5. Evaluation to assess progress toward program goals, including:

   a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board

   b. Presenting data to the Board, program partners, and the public

   c. Recommending program modifications as needed

6. Emerging technologies that aid in the prevention and mitigation of accidents

7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures

8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 32282	Comprehensive safety plan
Ed. Code 38134	Use of school property

Ed. Code 44808	Liability when students are not on school property
Ed. Code 45450-45451	Crossing guards
Ed. Code 51860	Time and facilities for bicycle and scooter safety instruction
Gov. Code 65352.2	General planning; communication between cities, counties and school districts
S&H Code 2380-2385	Active Transportation Program
Streets and Highways Code 894	Statewide safety and training programs; electric bicycles
Veh. Code 21200-21213	Operation of bicycles
Veh. Code 21212	Helmet required for bicycle, nonmotorized scooter, skateboard, skates
Veh. Code 21949-21971	Pedestrian rights and duties
Veh. Code 312.5	Electric bicycle
Veh. Code 406	Moped or motorized bicycle
Veh. Code 407.5	Motorized scooter

Federal	**Description**
23 USC 133	Surface transportation block grant program
23 USC 148	Highway safety improvement program
42 USC 1758b	Local wellness policy

Management Resources	**Description**
California Dept of Transportation Publication	ATP Purpose and Goals as Defined by the State Legislature and SB 99, March 2015
California Dept of Transportation Publication	Active Transportation Program Fact Sheet, January 2020
Court Decision	Cerna v. City of Oakland (2008) 161 Cal.App.4th 1340
Natl Center for Safe Routes to School Publication	Safe Routes to School Guide
Natl Highway Traffic Safety Admin Publication	Advancing Pedestrian and Bicyclist Safety: A Primer for Highway Safety Professionals, April 2016
Safe Routes to School Natl Partnership Publication	Safe Routes to School by the Numbers: Using Data to Foster Walking and Biking to School, June 2016
Safe Routes to School Natl Partnership Publication	Safe Routes to School 2009 Policy Report: Moving to the Future: Building on Early Achievements, March 2009
Website	CSBA District and County Office of Education Legal Services
Website	National Center for Safe Routes to School
Website	Safe Routes Partnership
Website	U.S. Department of Transportation, Federal Highway Administration, Safe Routes to School
Website	California Department of Transportation, Safe Routes to

	School
Website	National Highway Traffic Safety Administration
Website	CSBA

Cross References

Code	Description
0415	Equity
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1112	Media Relations
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1230	School-Connected Organizations
1230	School-Connected Organizations
1260	Educational Foundation
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3100	Budget
3100	Budget
3290	Gifts, Grants And Bequests
3470	Debt Issuance And Management
3471	Parcel Taxes
3510	Green School Operations
3514	Environmental Safety
3514	Environmental Safety
3540	Transportation
3541	Transportation Routes And Services
5030	Student Wellness
5142	Safety

5142	Safety
6020	Parent Involvement
6020	Parent Involvement
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
7110	Facilities Master Plan
7111	Evaluating Existing Buildings
7150	Site Selection And Development
7150	Site Selection And Development

Policy 5148.3: Preschool/Early Childhood Education

Status: ADOPTED

Original Adopted Date: 11/01/2012 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development and acquisition of instructional knowledge, skills, and abilities. The Board desires to provide a supervised and cognitively rich learning environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

To receive preschool services, a child and the child's parent(s)/guardian(s) shall be required to provide evidence of residency in California. However, any person identified as experiencing homelessness shall only be required to submit a declaration that the person resides in California. (5 CCR 17745)

Preschool eligibility determinations shall be made without regard to a child's immigration status or that of the child's parent(s)/guardian(s) unless the child or the child's parent(s)/guardian(s) are under a final order of deportation from the United States Department of Homeland Security. (5 CCR 17745)

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 17701-17711 and the accompanying

administrative regulation. (5 CCR 17701)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The Superintendent or designee shall identify dual language learners in district preschool programs, and shall collect and report related data to CDE as required by Education Code 8241.5. The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall serve children with exceptional needs as required by Education Code 8208. Children with exceptional needs attending any CSPP program shall be educated in the least restrictive environment in accordance with 20 USC 1412.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (5 CCR 17743; 22 CCR 101218.1)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 17746-17748.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8322)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 17709-17711)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694, 17781)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
22 CCR 101151-101191	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers
22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
5 CCR 14001-14036	School housing
5 CCR 17700-17833	California State Preschool Program
5 CCR 17701-17711	General Program Requirements
5 CCR 17746-17748	Enrollment priorities
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 48000	Transitional kindergarten
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8203.5	Contracts to provide preschool services
Ed. Code 8205	Definitions
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8208	Eligibility of three- or four-year-old child for state preschool program
Ed. Code 8209	Physical examination and immunizations
Ed. Code 8210	Priority for part-day programs
Ed. Code 8211	Priority for full-day programs
Ed. Code 8212	Complaints related to preschool health and safety issues
Ed. Code 8213	Income eligible; definition
Ed. Code 8214	Order of disenrollment
Ed. Code 8217	Enrollment of three- and four-year-old children in state preschool programs

Ed. Code 8220-8221	Family literacy services
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8252-8254	Early childhood education family fees
Ed. Code 8298	Program director qualifications
Ed. Code 8322	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8489-8489.1	Expulsion and Suspension Procedures
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
W&I Code 10207-10215	General provisions
W&I Code 10207-10490	Child Care and Development Services Act
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs
W&I Code 10240-10243	General child care and development programs
W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10480-10487	Local planning councils

Federal	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311-6322	Title I, relative to preschool
20 USC 6391-6399	Education of migratory children
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 1301.1-1305.2	Head Start

Management Resources	**Description**
California Department of Education Publication	Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009
California Department of Education Publication	Prekindergarten Learning Development Guidelines, 2000
California Department of Education Publication	First Class: A Guide for Early Primary Education, 1999
California Department of Education Publication	California Preschool Learning Foundations
California Department of Education	Dream Big for Our Youngest Children: Final Report of the

Publication	California Early Learning Quality Improvement System Advisory Committee, 2010
California Department of Education Publication	First Class: A Guide for Early Primary Education, 1999
CSBA Publication	What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
U.S. Department of Education Publication	Good Start, Grow Smart, April 2002
U.S. Department of Education Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website	CSBA District and County Office of Education Legal Services
Website	National Institute for Early Education Research
Website	California Head Start Association
Website	California Preschool Instructional Network
Website	Child Development Policy Institute
Website	California Association for the Education of Young Children
Website	First 5 California
Website	California Department of Social Services
Website	California County Superintendents Educational Services Association
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	U.S. Department of Education
Website	California Department of Education

Cross References

Code	Description
0415	Equity
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures

1330	Use Of School Facilities
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3523	Electronic Signatures
3523	Electronic Signatures
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112	Appointment And Conditions Of Employment
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5	Criminal Record Check
4112.6	Personnel Files
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development

4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5111	Admission
5111	Admission
5125	Student Records
5125	Student Records
5141.23	Asthma Management
5141.23	Asthma Management
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6159	Individualized Education Program
6159	Individualized Education Program
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special

	Education
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6200	Adult Education
6200	Adult Education
7110	Facilities Master Plan
7210	Facilities Financing

Regulation 5141.3: Health Examinations

Status: ADOPTED

Original Adopted Date: 06/01/1996 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities, including scoliosis screening, when the Budget Act does not provide reimbursement during that fiscal year. As a result, districts should determine whether the Budget Act for the current fiscal year allows for the suspension of these requirements, and if so, suspend certain provisions of the following administrative regulation related to scoliosis screening. For more information, the district should consult CSBA's District and County Offices of Education Legal Services or district legal counsel.

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980; 20 USC 1232h)

A parent/guardian may annually file with the principal a written statement withholding consent to the child's physical examination. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451; 20 USC 1232h)

Vision Tests

Each student's vision shall be appraised, by the school nurse or other personnel authorized under Education Code 49452, during the kindergarten year or upon first enrollment or entry in a district elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the district in grade 4 or 7 shall not be required to be appraised in the next immediate year. (Education Code 49455)

The vision appraisal shall include tests for visual acuity, including near vision. Male students shall also be tested once for color vision in grade 1 or later and the results of the appraisal shall be entered in the student's health record. (Education Code 49455)

Appraisal of a student's vision may be waived under either of the following conditions: (Education Code 49455)

1. The student's parent/guardian requests a waiver and presents a certificate from a physician/surgeon, physician assistant, or optometrist showing the results of an examination of the student's vision, including visual acuity and, in male students, color vision.

2. The student's parents/guardians file with the principal a written statement that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles depend for healing upon prayer in the practice of their religion.

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. The report of a visual defect, if made in writing, shall be made on a form prescribed by the Superintendent of Public Instruction. The report shall not include a referral to any private practitioner. However, the student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health. (Education Code 49456)

In addition to the vision appraisals described above, the school nurse and/or classroom teacher shall continually and regularly observe students' eyes, appearance, behavior, visual performance, and perception that may indicate vision difficulties. (Education Code 49455)

Eye Examinations for the Purpose of Eyeglasses

In addition to the vision appraisals described above, the district may enter into a memorandum of understanding with a nonprofit eye examination provider, including a mobile provider, to provide noninvasive eye examinations at a district school exclusively for the purpose of providing eyeglasses. (Education Code 49455.5)

Prior to any eye examination, the school shall notify parents/guardians of the upcoming eye examination and include a form that allows them to opt their child out of the examination. Parents/guardians who have submitted a general opt-out written statement in accordance with Education Code 49451 are deemed to have opted out. (Education Code 49455.5)

Parents/guardians whose child receives an eye examination shall be provided a report by the provider in accordance with Education Code 49456. (Education Code 49455.5)

Hearing Tests

The Superintendent or designee shall provide for the administration of hearing tests to district students by personnel authorized to conduct such testing pursuant to Education Code 49452 and 49454 and in accordance with the procedures specified in 17 CCR 2951.

Each student shall be given a hearing screening test at the following times: (17 CCR 2951)

1. Kindergarten or grade 1
2. Grade 2
3. Grade 5
4. Grade 8
5. Grade 10 or 11
6. Upon first entry into the California public school system

Each student enrolled in a special education program, other than those enrolled because of a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individualized education

program team's evaluation of the student. (17 CCR 2951)

A follow-up hearing threshold test shall be administered to any student who fails to respond to any of the required frequencies in the screening test or is otherwise determined to need further evaluation. (17 CCR 2951)

The Superintendent or designee shall provide written notification of test results to the parents/guardians of any student who fails the hearing tests. When the test results fall within the levels specified in 17 CCR 2951 or there is evidence of pathology, such as an infection of the outer ear, chronic drainage, or a chronic earache, the notification shall include a recommendation that a further medical and audiological evaluation be obtained. (17 CCR 2951)

The dates and results of all screening tests and copies of threshold tests shall be included in the student's health records. (17 CCR 2951)

The principal or designee shall prepare an annual report of the school hearing testing program, using forms provided by the Department of Health Services, with copies to the Superintendent and the County Superintendent of Schools. (17 CCR 2951)

Type 1 Diabetes Information

The Superintendent or designee shall provide parents/guardians of children enrolled in elementary school for the first time, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by the California Department of Education (CDE) regarding type 1 diabetes as specified in Education Code 49452.6.

Type 2 Diabetes Information

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if the child has type 2 diabetes or pre-diabetes.

The Superintendent or designee shall provide parents/guardians of incoming students in grade 7, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by CDE regarding type 2 diabetes, which includes: (Education Code 49452.7)

1. A description of the disease and its risk factors and warning signs
2. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes be screened for the disease
3. A description of the different types of diabetes screening tests available
4. A description of treatments and prevention methods

The Superintendent or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
17 CCR 2950-2951	Hearing tests
5 CCR 3027	Hearing and vision screening for special education
5 CCR 3028	Audiological screening
5 CCR 590-596	Vision screening
Ed. Code 44871-44879	Employment qualifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49400-49414.5	Student health; general powers of school boards
Ed. Code 49422	Supervision of health and physical development
Ed. Code 49450-49458	Physical examinations of students
Ed. Code 49460-49466	Development of standardized health assessments
Gov. Code 17581.5	Specific costs mandated by the state
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 121475-121520	Tuberculosis tests for students
H&S Code 124025-124110	Child Health and Disability Prevention Program
H&S Code 1685-1686	Audiometrists

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Privacy rights

Management Resources	Description
CA Department of Health Care Services Publication	Manual for the School Audiometrist
California Department of Education Publication	Standards for Scoliosis Screening in California Public Schools, 2007
California Department of Education Publication	A Guide for Vision Testing in California Public Schools, 2005
CSBA Publication	Expanding Access to School Health Services: Policy Considerations for Governing Boards, November 2008
CSBA Publication	Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, November 2008
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	CSBA District and County Office of Education Legal Services

Website	California Department of Education, Type 2 Diabetes Information
Website	California Department of Education, Health Services and School Nursing
Website	California Department of Health Care Services
Website	CSBA

Cross References

Code	Description
0470	COVID-19 Mitigation Plan
4231	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5030	Student Wellness
5111	Admission
5111	Admission
5112.2	Exclusions From Attendance
5125	Student Records
5125	Student Records
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.33	Head Lice
5141.6	School Health Services
5141.6	School Health Services
5143	Insurance
5143	Insurance

5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6145.2	Athletic Competition
6145.2	Athletic Competition
6164.5	Student Success Teams
6164.5	Student Success Teams
6170.1	Transitional Kindergarten

Regulation 5148.2: Before/After School Programs

Status: ADOPTED

Original Adopted Date: 07/01/2015 | **Last Revised Date:** 12/01/2022 | **Last Reviewed Date:** 12/01/2022

Definitions

Expanded learning opportunities means before school, after school, summer, vacation, and/or intersessional learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. Expanded learning opportunities does not mean an extension of instructional time, but rather, opportunities to engage students in enrichment, play, nutrition, and other developmentally appropriate activities. (Education Code 8482.1, 46120)

Offer access, with regard to an Expanded Learning Opportunities (ELO) program, means to recruit, advertise, publicize, or solicit through culturally and linguistically effective and appropriate communication channels. (Education Code 46120)

Provide access, with regard to an ELO program, means to register or enroll a student in an ELO program. (Education Code 46120)

Unduplicated student means a student enrolled in a district who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. (Education Code 42238.02, 46120)

Grades TK-9

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program shall serve students in any of grades TK-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs. (Education Code 8484.8; 20 USC 7173)

The district's ELO program shall serve students in grades TK-6. (Education Code 46120)

The district's programs shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies, including city and county parks and recreation departments, local law enforcement, community organizations, and the private sector. As appropriate, the Superintendent or designee may include other stakeholders in such collaborative process. (Education Code 8482.5, 8484.75, 46120)

For the 2022-23 school year, the district shall offer access to ELO programs to all unduplicated students in grades TK-6 and provide access to such programs to at least 50 percent of enrolled unduplicated students. (Education Code 46120)

Commencing with the 2023-24 school year, the district shall offer access to the ELO program to all classroom-based students in grades TK-6. The district shall provide access to any student whose parent/guardian requests placement in an ELO program.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8322)

The district's ASES, 21st CCLC, and ELO program(s) shall be operated in accordance with the following:

1. Program Elements

    a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3, 8484.75, 46120)

    b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3, 8484.75, 46120)

2. Nutrition

    a. Snacks or meals made available in the program shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3, 8484.75, 46120; 42 USC 1766-1766a; 7 CFR 226.17)

    b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1, 8484.75)

3. Location of Program

    a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3, 8484.75)

    b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site. Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8, 8484.75)

i. Fewer than 20 students participating in the program component

ii. Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation

iii. A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8, 8484.75)

4. Staffing

a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 8484.75, 45330, 45344, 45344.5)

b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4, 8484.75)

c. The student-to-staff ratio shall be no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten students shall maintain a student-to-staff member ratio of no more than 10 to 1 (Education Code 8483.4, 8484.75, 46120)

5. Hours of Operation

a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1, 8484.75)

b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483, 8484.75)

c. An ELO program shall provide in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, shall not be less than nine hours of combined instructional time and expanded learning opportunities per instructional day. (Education Code 46120)

6. Admissions

a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6, 8484.75)

b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:

i. First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year, to students who are identified by the program as being in foster care, and to students who are eligible for free or reduced-price meals. (Education Code 8483, 8483.1, 8484.75)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a homeless or foster youth, or student eligible for free or reduced price meals, of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483, 8484.75)

ii. Second priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulation.

iii. Any remaining capacity shall be filled by students selected at random.

iv. A waiting list shall be established to accommodate additional students if space becomes available.

7. Attendance/Early Release

a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that the student participates. An ELO program offered pursuant to Education Code 46120 does not have an attendance requirement, but the district may track student attendance for safety and continuous quality improvement purposes.

b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival for the before-school program or the reasonable early daily release from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

8. Summer/Intersession/Vacation Programs

a. ELO programs shall offer no less than nine hours of in-person expanded learning opportunities per day for at least 30 non-school days, during intersessional periods.

b. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)

c. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)

d. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)

e. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)

f. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

Volunteers

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. The volunteer shall also submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)

Reports

The Superintendent or designee shall annually submit to CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis

2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35021.3	After-school physical recreation instructors
Ed. Code 45125	Criminal record check
Ed. Code 45330	Paraprofessionals; instructional aides
Ed. Code 45340-45349	Paraprofessionals; instructional aides
Ed. Code 46120	Expanded learning opportunities
Ed. Code 49024	Activity Supervisor Clearance Certificate
Ed. Code 49430-49434	Nutrition standards
Ed. Code 49540-49546	Child care food program
Ed. Code 49553	Free or reduced-price meals
Ed. Code 69430-69460	Cal Grant program
Ed. Code 8263	Eligibility and priorities for subsidized child development services
Ed. Code 8273.1	Family fees; exemptions
Ed. Code 8295-8305	Child development program; personnel qualifications
Ed. Code 8322	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8350-8359.1	Programs for CalWORKS recipients
Ed. Code 8360-8370	Personnel qualifications
Ed. Code 8420-8428	21st Century High School After School Safety and Enrichment Program for Teens
Ed. Code 8482-8484.65	After School Education and Safety Program
Ed. Code 8484.7-8484.9	21st Century Community Learning Centers
Ed. Code 8490-8490.7	Distinguished After School Health Recognition Program
W&I Code 10207-10490	Child Care and Development Services Act
W&I Code 10273	Preferred placement for otherwise eligible children ages 11 or 12
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17264	New construction; accommodation of before- and after-

	school programs
Federal	**Description**
20 USC 6311	State plan
20 USC 6314	Title I schoolwide program
20 USC 7171-7176	21st Century Community Learning Centers
42 USC 11434a	Education for homeless children and youths
42 USC 1766-1766a	Child and Adult Care Food Program
7 CFR 226.17	Child care center nutrition standards
Management Resources	**Description**
California Department of Education Publication	Early Release and Late Arrival Guidance, December 2021
California Department of Education Publication	Quality Program Improvement Plan Instructions: Instructions for Completing a Quality Program Improvement Plan for Expanded Learning Programs in California, January 2022
California Department of Education Publication	21st CCLC and ASSETs FAQs, October 2022
California Department of Education Publication	Request for Applications: 21st Century Community Learning Centers and After School Safety and Enrichment for Teens, September 2022
California Department of Education Publication	Expanded Learning Opportunities Program FAQs, July 2022
California Department of Education Publication	Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014
California Department of Education Publication	A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014
California Department of Education Publication	California After School Physical Activity Guidelines, 2009
U.S. Department of Education Publication	21st Century Community Learning Centers, Nonregulatory Guidance, February 2003
Website	California Afterschool Network
Website	California Child and Adult Care Food Program
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Expanded Learning
Website	U.S. Department of Agriculture
Website	California School-Age Consortium
Website	Partnership for Children and Youth
Website	California Healthy Kids Survey
Website	Commission on Teacher Credentialing
Website	CSBA

Website	U.S. Department of Education

Cross References

Code	Description
0000	Vision
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3540	Transportation
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3552	Summer Meal Program

3552	Summer Meal Program
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3554	Other Food Sales
3554	Other Food Sales
3580	District Records
3580	District Records
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5	Criminal Record Check
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4331	Staff Development
5030	Student Wellness
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.62	Tobacco
5131.62	Tobacco
5137	Positive School Climate
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.23	Asthma Management
5141.23	Asthma Management
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs

5141.52	Suicide Prevention
5141.52	Suicide Prevention
5144	Discipline
5144	Discipline
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6142.4	Service Learning/Community Service Classes
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6159	Individualized Education Program
6159	Individualized Education Program
6163.4	Student Use Of Technology
6163.4	Student Use Of Technology
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children

6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction

Regulation 5148.3: Preschool/Early Childhood Education **Status:** ADOPTED

Original Adopted Date: 07/01/2015 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

Children with exceptional needs means either of the following:

1. Children under three years of age who have been determined to be eligible for early intervention services pursuant to the California Early Intervention Services Act (Government Code 95000-95029.5) and its implementing regulations. These children include an infant or toddler with a developmental delay or established risk condition, or who is at high risk of having a substantial developmental disability, as defined in Government Code 95014. These children shall have active individualized family service plans (IFSP) and shall be receiving early intervention services.

2. Children 3 to 21 years of age, inclusive, who have been determined to be eligible for special education and related services by an individualized education program team according to the special education requirements contained in Education Code 56000-56865, and who meet eligibility criteria described in Education Code 56026 and 56333-56338 and 5 CCR 3030-3031. These children shall have an active individualized education program (IEP) and shall be receiving early intervention services or appropriate special education.

Dual language learner children means children whose first language is a language other than English or children who are developing two or more languages, one of which may be English.

Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by CDE under the CSPP, the district may operate one or more part- or full-day preschool programs in accordance with law and the terms of its contract with CDE.

The district's CSPP program shall include all of the following: (Education Code 8207)

1. Age and developmentally appropriate activities for children

2. Supervision

3. Parenting education and parent engagement

4. Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies

5. Health services

6. Nutrition

7. Training and career ladder opportunities, documentation of which shall be provided to CDE

8. Physical activity to support children's health

The district's preschool program shall satisfy all the requirements described in 5 CCR 17701-17711, including, but not limited to, those related to the program philosophy, goals, and objectives, the educational program, the creation of a developmental profile for each child, staff development, family engagement and strengthening, community involvement, health and social services, nutrition, and program evaluation.

Minimum Hours/Days of Operation

The district's part-day preschool program shall operate a minimum of three hours, and up to three hours and 59 minutes, per day, excluding time for home-to-school transportation, and for at least 175 days per year unless otherwise specified in the contract with CDE. (Education Code 8207; 5 CCR 17727)

However, a part-day preschool program may also offer transitional kindergarten (TK) or kindergarten children whose families meet the requirements of Education Code 8208 less than four hours of wraparound childcare services and a part-day preschool program operating on a school site may be allowed flexibility in the operational hours. (Education Code 48000)

The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation, and for the number of operational hours reasonably necessary to meet the preschool needs of the families in the community. (Education Code 8207; 5 CCR 17728)

Staffing

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. (Education Code 8241, 5 CCR 17713-17716)

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet

other requirements as specified in Health and Safety Code 1597.055.

The district may require any volunteer who is to provide care and supervision to district preschool children to provide evidence that the volunteer is free of infectious tuberculosis.

Family Literacy Services

When any district part-day preschool program receives funding for family literacy services pursuant to Education Code 8221, the Superintendent or designee shall coordinate the provision of: (Education Code 8220)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development

2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:

    a. Providing support for the educational growth and success of their children

    b. Improving parent-school communications and parental understanding of school structures and expectations

    c. Becoming active partners with teachers in the education of their children

    d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral

3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians

4. Staff development for teachers in participating classrooms that includes, but is not limited to:

    a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies

    b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms

    c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities

    d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

Eligibility Criteria for Part-Day CSPP Programs

A three- or four-year-old child is eligible for a part-day CSPP program if the child's family is one of the following: (Education Code 8208)

1. A current aid recipient
2. Income eligible
3. Homeless
4. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited
5. One who has children with exceptional needs, as defined in Education Code 8205
6. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

After all eligible three- and four-year-old children have been enrolled as provided above, a part-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

In addition, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP program may provide services to three- and four-year-old children in families whose income is above the income eligibility threshold if those children are children with exceptional needs. Such children with exceptional needs shall not count towards the 10-percent limit on enrollment of families with income above the income eligibility threshold described above. (Education Code 8208)

A CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price lunch may enroll three- and four-year-old children after all otherwise eligible children have been enrolled as provided in the paragraphs above. (Education Code 8208 and 8217)

The district shall certify eligibility and enroll families into the part-day preschool program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to a child's enrollment, the child shall be deemed eligible for the part-day CSPP program for the remainder of the program year and for the following program year, provided applicable age-eligibility requirements are met, as specified in Education Code 8205 and 48000. (Education Code 8208)

Enrollment Priorities for Part-Day CSPP Programs

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

1. The first priority for services shall be given to three- or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency. If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.

2. When the number of three- or four-year old children with exceptional needs required to be enrolled pursuant to Education Code 8208 have been enrolled and there are additional children with exceptional needs who are interested in enrolling, the second priority for services shall be given to all three- and four-year old children with exceptional needs from families with incomes below the income eligibility threshold, as described in Education Code 8213. Within this priority category, children with exceptional needs from families with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first.

3. The third priority shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten (TK) program. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first.

   If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child from a family in which the primary home language is a language other than English shall be enrolled first. If there are no children from such a family, the child that has been on the waiting list for the longest time shall be admitted first.

4. The fourth priority shall be given to eligible three-year-old children. This priority shall not include children eligible for enrollment as children with exceptional needs pursuant to Education Code 8208 (a)(1)(E), who are from families with incomes above the income eligibility threshold, as described in Education Code 8213. Enrollment determinations within this priority category shall be made in the same way as for third priority in Item #3 above.

5. The fifth priority, after all otherwise eligible children have been enrolled, shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the 10 percent of funded enrollment set aside pursuant to Education Code 8208, then to four-year old children before three-year-old children without exceptional needs.

6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, the district may enroll other children in the following order:

   a. A CSPP program site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described

in Education Code 8217 may enroll any three- or four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.

b. Children enrolling in a CSPP program that provides expanded learning and care to TK or kindergarten students, pursuant to Education Code 48000

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8210)

Eligibility and Enrollment Priorities for Full-Day CSPP Programs

A three- or four-year-old child is eligible for a full-day CSPP program if the family meets both of the following requirements: (Education Code 8208)

1. The child's family is one of the following:

    a. A current aid recipient, income eligible, or homeless

    b. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited

    c. One who has children with exceptional needs, as defined in Education Code 8205

    d. One with a household member who is certified to receive benefits from Medi-Cal, CalFresh, the California Food Assistance Program, the California Special Supplemental Nutrition Program for Women, Infants, and Children, the federal Food Distribution Program on Indian Reservations, Head Start, Early Head Start, or any other designated means-tested government program, as determined by CDE

2. The child's family needs the childcare services because of either the following:

    a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as being homeless

    b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all eligible three- and four-year-old children have been enrolled as provided above, a full-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

After all families meeting the criteria specified in the paragraphs above have been enrolled, a full-day CSPP program may provide services to three- and four-year-old children in families who do not meet at least one of the criteria in Item #2 above. (Education Code 8208)

After all otherwise eligible children have been enrolled as provided above, a CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217 may enroll any four-year-old child. (Education Code 8208)

For full-day CSPP programs, the district shall use the same priority ranking specified in Items #1-#4 of "Enrollment Priorities for Part-Day CSPP Programs" above, and the following: (Education Code 8211)

1. After all otherwise eligible children based on Items 1-4 of "Enrollment Priorities for Part-Day CSPP Programs" have been enrolled, fifth priority shall be given to children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to three- and four-year-old children with an IFSP or IEP, then to four-year old children before three-year-old children without IFSP or IEP.

2. After all otherwise eligible children based on Items 1-4 of "Enrollment Priorities for Part-Day CSPP Programs" and Item #1 above have been enrolled, the district may enroll other children in the following order:

    a. Three- and four-year old children from families who do not meet at least one of the need requirements in Item #2 above. Within this priority, families shall be enrolled in income ranking order, lowest to highest, and within income ranking order, four-year old children before three-year old children

    b. When a CSPP program site operates within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced-price meals as described in Education Code 8217, three- or four-year-old children whose families reside within the attendance boundary of the school may be enrolled without establishing eligibility or a need for services. Such children shall, to the extent possible, be enrolled by lowest to highest income ranking order.

Regardless of the priorities listed above, until the district attains the percent of funded enrollment set aside for children with exceptional needs pursuant to Education Code 8208, children with exceptional needs shall be enrolled without regard to the priorities listed above. Within this category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the SPI at the time of enrollment, shall be enrolled first. If two or more families have the same income ranking, the child that has been on the waiting list for the longest time shall be admitted first. (Education Code 8211)

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP program, a family shall be considered to meet all eligibility and need requirements for those services for not less than 24 months. Such families shall receive those services for not less than 24 months before having eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 24 months. If the eligibility period ends before the end of a program year, eligibility shall be extended until the end of the program year, provided age-eligibility requirements are met, as specified in Education Code 8205. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. In addition, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

Waiting List

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with applicable enrollment priorities. As vacancies occur, applicant families shall be contacted in order of priority on the waiting list. (5 CCR 17744)

Combined Preschool/Transitional Kindergarten Classroom

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.

2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.

3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.

4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.

5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.

6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252)

However, for the 2022-2023 school year, family fees shall not be collected as specified in Education Code 8252.

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 17735)

A family may be exempt from the fees for up to 12 months for any child enrolled in full-day preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused or neglected. (Education Code 8253)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8254)

Disenrollment Based on Reduced Funding

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse order of the priority for services specified in Education Code 8210 and 8211 and as described above in the sections "Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs." (Education Code 8214; 5 CCR 17744)

Expulsion/Unenrollment and Suspension Based on Behavior

A district preschool program shall not expel or unenroll a child or persuade or encourage a child's parents/guardians to voluntarily unenroll from the program based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8489.1)

1. In writing, inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program

2. If the child has an IFSP or IEP, contact, with written parent/guardian consent, the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child

3. If appropriate, consider completing a comprehensive screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, and implementing behavior supports within the program

If the district has taken the actions specified in Items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The

district shall, to the greatest extent possible, support direct transition to a more appropriate placement. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code 8489.1)

A child shall not be suspended from a CSPP program, nor shall a child's parent/guardian be encouraged or persuaded to prematurely pick up a child before the program day ends, except as a last resort in extraordinary circumstances, when a safety threat exists that cannot be eliminated or reduced without the removal of the child.

Before determining that a suspension is necessary, the district shall collaborate with the child's parents/guardians and, as needed, shall use appropriate community resources to determine that no other reasonable option is appropriate.

When suspension is deemed necessary, the district shall help the child return to full participation in the program as soon as possible while ensuring safety, by doing the following:

1. Continuing to engage with the child's parents/guardians and continuing to use appropriate community resources
2. Developing a written plan to document the action and supports needed
3. Providing referrals to appropriate community resources
4. If the child has an IFSP or IEP, contacting, with written parent/guardian consent, the agency responsible for the child's IFSP or IEP, to seek consultation on servicing the child

Upon enrollment, the parents/guardians of each child shall be notified, in writing, of the limitations on expulsion, suspension, or any form of disenrollment and how the parents/guardians may file an appeal to CDE in the event of expulsion or suspension. If the district suspends or expels a child from any CSPP program, the district shall, at least 24 hours before the effective date of the suspension or expulsion, issue the child's parents/guardians a written "Notice of Action, Recipient of Services," as described in 5 CCR 17783, informing the parents/guardians of the right to file an appeal of the action directly with CDE no later than 14 calendar days after receiving the notice.

Children with exceptional needs may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Notice of Action

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 17782)

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a

parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 17783)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified

2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing

3. An indication by the parent/guardian that the parent/guardian no longer wants the service

4. The death of a parent/guardian or child

5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 17758)

Parent Hearing

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 17784)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 17784 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 17785-17786)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
22 CCR 101151-101191	Licensing and application procedures
22 CCR 101151-101239.2	General requirements; licensed child care centers

22 CCR 101212-101231	Continuing requirements
22 CCR 101237-101239.2	Facilities and equipment
5 CCR 14001-14036	School housing
5 CCR 17700-17833	California State Preschool Program
5 CCR 17701-17711	General Program Requirements
5 CCR 17746-17748	Enrollment priorities
5 CCR 18295	Waiver of qualifications for site supervisor
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 80105-80125	Commission on Teacher Credentialing; child care and development permits
Ed. Code 17375	California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
Ed. Code 44065	Issuance of and functions requiring credentials
Ed. Code 44256	Authorization for teaching credentials
Ed. Code 48000	Transitional kindergarten
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 8200-8340	California State Preschool Program
Ed. Code 8203.5	Contracts to provide preschool services
Ed. Code 8205	Definitions
Ed. Code 8207	California State Preschool Program administration
Ed. Code 8208	Eligibility of three- or four-year-old child for state preschool program
Ed. Code 8209	Physical examination and immunizations
Ed. Code 8210	Priority for part-day programs
Ed. Code 8211	Priority for full-day programs
Ed. Code 8212	Complaints related to preschool health and safety issues
Ed. Code 8213	Income eligible; definition
Ed. Code 8214	Order of disenrollment
Ed. Code 8217	Enrollment of three- and four-year-old children in state preschool programs
Ed. Code 8220-8221	Family literacy services
Ed. Code 8241	Staffing ratios for center-based program
Ed. Code 8252-8254	Early childhood education family fees

Ed. Code 8298	Program director qualifications
Ed. Code 8322	California Prekindergarten Planning and Implementation Grant Program
Ed. Code 8489-8489.1	Expulsion and Suspension Procedures
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 1596.70-1596.895	California Child Day Care Act
H&S Code 1596.90-1597.21	Day care centers
W&I Code 10207-10215	General provisions
W&I Code 10207-10490	Child Care and Development Services Act
W&I Code 10217-10224.5	Resource and referral programs
W&I Code 10225-10234	Alternative payment programs
W&I Code 10235-10238	Migrant child care and development programs
W&I Code 10240-10243	General child care and development programs
W&I Code 10250-10252	Family child care home education networks
W&I Code 10260-10263	Child care and development services for children with special needs
W&I Code 10480-10487	Local planning councils

Federal	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311-6322	Title I, relative to preschool
20 USC 6391-6399	Education of migratory children
42 USC 9831-9852c	Head Start programs
42 USC 9857-9858r	Child Care and Development Block Grant
45 CFR 1301.1-1305.2	Head Start

Management Resources	**Description**
California Department of Education Publication	Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009
California Department of Education Publication	Prekindergarten Learning Development Guidelines, 2000
California Department of Education Publication	First Class: A Guide for Early Primary Education, 1999
California Department of Education Publication	California Preschool Learning Foundations
California Department of Education Publication	Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010
California Department of Education Publication	First Class: A Guide for Early Primary Education, 1999
CSBA Publication	What Boards of Education Can Do About Kindergarten

	Readiness, Governance Brief, May 2016
U.S. Department of Education Publication	Good Start, Grow Smart, April 2002
U.S. Department of Education Publication	Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Website	CSBA District and County Office of Education Legal Services
Website	National Institute for Early Education Research
Website	California Head Start Association
Website	California Preschool Instructional Network
Website	Child Development Policy Institute
Website	California Association for the Education of Young Children
Website	First 5 California
Website	California Department of Social Services
Website	California County Superintendents Educational Services Association
Website	Cities Counties and Schools Partnership
Website	CSBA
Website	U.S. Department of Education
Website	California Department of Education

Cross References

Code	Description
0415	Equity
0470	COVID-19 Mitigation Plan
0500	Accountability
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1330	Use Of School Facilities
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements

1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
3523	Electronic Signatures
3523	Electronic Signatures
3541	Transportation Routes And Services
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3580	District Records
3580	District Records
4112	Appointment And Conditions Of Employment
4112.4	Health Examinations
4112.5	Criminal Record Check
4112.5	Criminal Record Check
4112.6	Personnel Files
4131	Staff Development
4212.4	Health Examinations
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4222	Teacher Aides/Paraprofessionals
4222	Teacher Aides/Paraprofessionals
4231	Staff Development
4312.4	Health Examinations
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files

4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5111	Admission
5111	Admission
5125	Student Records
5125	Student Records
5141.23	Asthma Management
5141.23	Asthma Management
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services
5141.6	School Health Services
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6159	Individualized Education Program
6159	Individualized Education Program
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs

6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
6175	Migrant Education Program
6175	Migrant Education Program
6200	Adult Education
6200	Adult Education
7110	Facilities Master Plan
7210	Facilities Financing

Regulation 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: ADOPTED

Original Adopted Date: 03/01/2007 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct an individual initial evaluation of the student's educational needs related to all areas of suspected disability. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public

2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible

3. Explain the types of evaluation to be conducted

4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.

2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.

3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.

4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

   If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

   If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

Parent/Guardian Consent for Evaluations

Consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought

2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom

3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time

4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

The district shall make reasonable efforts to obtain the consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

The district shall maintain a record of its attempts to obtain consent, such as: (Education Code 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls

2. Copies of correspondence sent to the parent/guardian and any responses received

3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the consent from the parent/guardian of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student

2. The rights of the parent/guardian of the student have been terminated in accordance with state law

3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043,

56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (Education Code 56320; 34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis

2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer

3. Used for the purposes for which the assessments or measures are valid and reliable

4. Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist

5. Administered in accordance with any instructions provided by the producer of the assessments

6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient

7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student

2. The present levels of academic achievement and related developmental needs of the student

3. Whether the student needs, or continues to need, special education and related services

4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (Education Code 56320; 34 CFR 300.304)

Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services

2. The basis for making the determination

3. The relevant behavior noted during the observation of the student in an appropriate setting

4. The relationship of that behavior to the student's academic and social functioning

5. The educationally relevant health, developmental, and medical findings, if any

6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services

7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate

8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

Independent Educational Evaluation

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

Public expense means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate

2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

Coordinating Transitions

The district designates the individual listed below as the main point of contact for coordinating and completing, with other agencies and persons, the transition of a child and family from infant/toddler programs to preschool (Part C to Part B of the federal Individuals with Disabilities Education Act), including establishing practices to educate and support families during the transition: (Government Code 95008)

Program Specialist
2014 Moraga Ave
Santa Rosa, CA 95404
707-388-8540
studentservices@busd.org

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

The district's point of contact for coordinating and completing the transition of a child and family from infant/toddler programs to preschool, may coordinate the reevaluation and monitoring as described above for kindergarten or first grade.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
34 CFR 303.1-303.734	Early Intervention Program for Infants and Toddlers with Disabilities
5 CCR 3021-3029	Identification, referral and assessment
5 CCR 3030-3031	Eligibility criteria
Ed. Code 44265.5	Professional preparation for teachers of impaired students
Ed. Code 56000-56885	Special education programs
Ed. Code 56043	Special education; timelines
Ed. Code 56195.8	Adoption of policies
Ed. Code 56300-56305	Identification of individuals with disabilities
Ed. Code 56320-56330	Assessment
Ed. Code 56333-56338	Eligibility for specific learning disabilities
Ed. Code 56340-56347	Individualized education program teams
Ed. Code 56381	Reassessment of students
Ed. Code 56425-56432	Early education for individuals with disabilities
Ed. Code 56441.11	Eligibility criteria; children ages 3-5
Ed. Code 56445	Transition to grade school; reassessment
Ed. Code 56500-56509	Procedural safeguards
Gov. Code 95000-95029.5	California Early Intervention Services Act

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 1412	State eligibility
20 USC 1415	Procedural safeguards

34 CFR 104.35	Evaluation and placement
34 CFR 104.36	Procedural safeguards
34 CFR 300.1-300.818	Individuals with Disabilities Education Act
34 CFR 300.301-300.306	Evaluations and reevaluations
34 CFR 300.323	When IEPs must be in effect
34 CFR 300.502	Independent educational evaluation of student with disability

Management Resources	**Description**
California Department of Education Publication	California Practitioners' Guide for Educating English Learners with Disabilities, 2019
Court Decision	N.B. and C.B v. Hellgate Elementary School District (9th Cir. 2008) 541 F.3d 1202
Court Decision	Compton Unified School District v. Addison (9th Cir. 2010) 598 F.3d 1181
Court Decision	Timothy O. v. Paso Robles Unified School District (9th Cir. 2016) 822 F.3d 1105
Court Decision	M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842
Court Decision	Hood v. Encinitas Union School District (2007) 486 F.3d 1099
Federal Register	Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
U.S. Department Of Education Publication	Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021
U.S. Department Of Education Publication	Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021
U.S. Department of Education Publication	A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Special Education
Website	U.S. Department of Education, Office of Special Education Programs
Website	CSBA

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
0430	Comprehensive Local Plan For Special Education

0430	Comprehensive Local Plan For Special Education
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
3541.2	Transportation For Students With Disabilities
3552	Summer Meal Program
3552	Summer Meal Program
4112.23	Special Education Staff
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6120	Response To Instruction And Intervention
6146.4	Differential Graduation And Competency Standards For Students With Disabilities
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students

6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.2	Animals At School
6163.2	Animals At School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.41	Children With Disabilities Enrolled By Their Parents In Private School
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6183	Home And Hospital Instruction

Bylaw 9220: Governing Board Elections

Status: ADOPTED

Original Adopted Date: 06/01/2006 | **Last Revised Date:** 12/01/2022 | **Last Reviewed Date:** 12/01/2022

Board Member Qualifications

Any person is eligible to be a member of the Governing Board, without further qualifications, if the person is 18 years of age or older, a citizen of California, a resident of the school district or, if applicable, the trustee area, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or elected as a Board member except when the person has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

A district employee elected to the Board shall resign from district employment before being sworn in or shall have the employment automatically terminated upon being sworn into office. (Education Code 35107)

The Board encourages all candidates to become knowledgeable about the role of board members. The Superintendent or designee shall provide all candidates with information that will enable them to understand the responsibilities and expectations of being a Board member, including information regarding available workshops, seminars, and/or training. The Superintendent or designee shall provide all candidates with the county election official's contact information and general information about school programs, district operations, and Board responsibilities.

Recalling a Board Member

A Board member may be recalled as permitted by Elections Code 11000. Proponents of a recall are required to serve, file, and publish or post a notice of intention to circulate the recall petition and to comply with other applicable law and formalities and county elections official directives. The petition, pursuant to Elections Code 11041, is required to be in the format provided by the Secretary of State and to include an estimate of the cost of conducting the special election, as determined by the county elections official, in consultation with the district.

Within 14 days after the meeting at which the Board receives a certificate of sufficiency of signatures on a recall petition from the county elections official, the Board shall order an election to be held to determine whether the Board member named in the petition shall be recalled. The election shall be held not less than 88, nor more than 125, days after the date that the Board orders the election. However, the election may be conducted within 180 days after the issuance of the

Board's order to consolidate the election with a regularly scheduled election.

Recall elections shall be conducted in accordance with Elections Code 11381-11386.

Elections Process and Procedures

Board members may reside anywhere within the district's boundaries and shall be elected by all voters in the district.

To ensure ongoing compliance with the California Voting Rights Acts, the Board may review the district's Board election method to determine whether any modification is necessary due to changes in the district's population or any of its racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.

When the district's election method is to be changed, the Board shall hold public hearings in accordance with Elections Code 10100 before adopting a resolution at an open meeting specifying the change(s), and shall, in accordance with Education Code 5019, obtain approval from the county committee on school district organization having jurisdiction over the district.

The election method or trustee-area boundaries in effect at the beginning of a Board member's term shall be used when any vacancy that occurs during that term is to be filled, even if, during the term, the district has adopted "by-trustee area" election method or trustee area boundaries have been adjusted.

Any petition for a special election ordered pursuant to Education Code 5091 shall contain the county election official's estimate of the cost of conducting the special election, expressed on a per-student basis. (Education Code 5091)

Campaign Conduct

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign donations, funding, and expenditures.

A Board member shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

Statement of Qualifications

On the 125th day prior to the day fixed for the general district election, the Board secretary or designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term

2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

The district shall pay the cost of printing, handling, translating, mailing, and/or electronically distributing candidate statements filed pursuant to Elections Code 13307 for the winning candidate.

Tie Votes in Board Member Elections

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)

Policy Reference Disclaimer:
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State	Description
CA Constitution Article 2, Section 2	Voters; qualifications
CA Constitution Article 7, Section 7	Conflicting offices
CA Constitution Article 7, Section 8	Disqualification from office
Ed. Code 1006	Prohibition against school district employees serving on county board of education
Ed. Code 35107	School district employees
Ed. Code 35177	Campaign expenditures or contributions
Ed. Code 35239	Compensation of governing board member of districts with less than 70 ADA
Ed. Code 5000-5033	Election of school district board members
Ed. Code 5091	Vacancies; petition for special election
Ed. Code 5220-5231	Elections
Ed. Code 5300-5304	General provisions; conduct of elections

Ed. Code 5320-5329	Order and call of elections
Ed. Code 5340-5345	Consolidation of elections
Ed. Code 5360-5363	Election notice
Ed. Code 5380	Compensation; election officer
Ed. Code 5390	Qualifications of voters
Ed. Code 5420-5426	Cost of elections
Ed. Code 5440-5442	Miscellaneous provisions
Ed. Code 7054	Use of district property; campaign purposes
Elec. Code 10010	District boundaries
Elec. Code 10400-10418	Consolidation of elections
Elec. Code 10509	Notice of election by secretary
Elec. Code 10600-10604	School district elections
Elec. Code 11000	Recall of officers
Elec. Code 1302	Local elections; school district election
Elec. Code 13307	Candidate's statement
Elec. Code 13308	Candidate's statement contents
Elec. Code 13309	Candidate's statement; indigence
Elec. Code 14025-14032	California Voting Rights Act
Elec. Code 14050-14057	California Voter Participation Rights Act
Elec. Code 20	Public office eligibility
Elec. Code 20440	Code of Fair Campaign Practices
Elec. Code 2201	Grounds for cancellation
Elec. Code 4000-4008	Elections conducted wholly by mail
Gov. Code 1021	Conviction of crime
Gov. Code 1097	Illegal participation in public contract
Gov. Code 12940	Unlawful discriminatory employment practices
Gov. Code 1770	Vacancy of office
Gov. Code 81000-91014	Political Reform Act of 1974
Pen. Code 424	Embezzlement and falsification of accounts by public officers
Pen. Code 661	Removal for neglect or violation of official duty
Pen. Code 68	Bribes
Pen. Code 74	Acceptance of gratuity
Federal	**Description**

52 USC 10301-10508	Voting Rights Act

Management Resources	Description
Attorney General Opinion	105 Ops.Cal.Atty.Gen. 182 (2022)
Attorney General Opinion	69 Ops.Cal.Atty.Gen. 290 (1986)
Attorney General Opinion	81 Ops.Cal.Atty.Gen. 98 (1998)
Attorney General Opinion	83 Ops.Cal.Atty.Gen. 181 (2000)
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 49 (2002)
Court Decision	Dusch v. Davis, (1967) 387 U.S. 112
Court Decision	Randall v. Sorrell, (2006) 126 S.Ct. 2479
Court Decision	Rey v. Madera Unified School District, (2012) 203 Cal. App. 4th 1223
Court Decision	Sanchez v. City of Modesto, (2006) 145 Cal. App. 4th 660
CSBA Publication	Legal Alert on the Impact of Senate Bill No. 415 on School Board Elections, January 2017
Website	CSBA District and County Office of Education Legal Services
Website	Institute for Local Government
Website	Fair Political Practices Commission
Website	California Secretary of State's Office
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
9005	Governance Standards
9110	Terms Of Office
9223	Filling Vacancies
9224	Oath Or Affirmation
9230	Orientation
9240	Board Training
9270	Conflict Of Interest
9270	Conflict Of Interest
9320	Meetings And Notices

Bylaw 9223: Filling Vacancies

Status: ADOPTED

Original Adopted Date: 09/01/1989 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

Events Causing a Vacancy

A vacancy on the Governing Board may arise from any of the following events:

1. The death of an incumbent (Government Code 1770)

2. The adjudication pursuant to a quo warranto proceeding declaring that an incumbent is physically or mentally incapacitated due to disease, illness, or accident and that there is reasonable cause to believe that the incumbent will not be able to perform the duties of the office for the remainder of the term (Government Code 1770)

3. A Board member's resignation (Government Code 1770)

   A vacancy resulting from resignation occurs when the written resignation is filed with the County Superintendent of Schools having jurisdiction over the district, except where a deferred effective date is specified in the resignation so filed, in which case the resignation shall become operative on that date. A Board member may not defer an effective date of resignation for more than 60 days after the date the resignation is filed with the County Superintendent. Upon being filed with the County Superintendent, a written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable. (Education Code 5090, 5091)

4. A Board member's removal from office by recall (Elections Code 11000; Government Code 1770)

5. A Board member's ceasing to be a resident of the district (Government Code 1770)

6. A Board member's absence from the state for more than 60 days, except in the following situations: (Government Code 1064, 1770)

   a. Upon district business with the approval of the Board

   b. With the consent of the Board for an additional period not to exceed a total absence of 90 days

   c. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Board

   d. For federal military deployment, not to exceed an absence of a total of six months, as a member of the armed forces of the United States or the California National Guard

      If the absence of the Board member for this purpose exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the Board may appoint an interim member to serve during the absence. If two or more members of the Board are absent by reason of these circumstances, and those absences result in the inability to establish a quorum at a regular meeting, the

Board may immediately appoint one or more interim members as necessary to enable the Board to conduct business and discharge its responsibilities. The term of an interim member appointed in these circumstances shall not extend beyond the return of the absent Board member or beyond the next regularly scheduled election for that office, whichever occurs first.

7. A Board member's ceasing to discharge the duties of the office for the period of three consecutive months, except when prevented by illness or when absent from the state with the permission required by law (Government Code 1770)

8. A Board member's conviction of a felony or any offense involving a violation of official duties or conviction of a designated crime resulting in a forfeiture of office (Government Code 1770, 3000-3003)

9. A Board member's refusal or neglect to file the required oath within the time prescribed (Government Code 1770)

10. The decision of a competent tribunal declaring void a Board member's election or appointment (Government Code 1770)

11. A Board member's commitment to a hospital or sanitarium as a drug addict, dipsomaniac, inebriate, or stimulant addict by a court of competent jurisdiction, in which case the office shall not be deemed vacant until the order of commitment has become final (Government Code 1770)

12. A "failure to elect" in which no candidate or an insufficient number of candidates have filed to run for a Board seat(s) (Education Code 5090, 5326, 5328)

Timelines for Filling a Vacancy

When a vacancy occurs, the Board shall take the following action, as appropriate:

1. When a vacancy occurs within four months of the end of a Board member's term, the Board shall take no action. (Education Code 5093)

2. When a vacancy occurs from six months to 130 days before a regularly scheduled Board election at which the position is not scheduled to be filled, a special election to fill the position shall be consolidated with the regular election. The person so elected shall take office at the first regularly scheduled Board meeting following the certification of the election and shall serve only until the end of the term of the position which the person was elected to fill. (Education Code 5093)

3. When a vacancy occurs outside of the statutory time windows identified in Items #1 and #2 above, the Board shall, within 60 days of the date of the vacancy or the filing of the member's deferred resignation, either order an election or make a provisional appointment. (Education Code 5091, 5093)

Eligibility

In order to be appointed or elected to fill a vacancy on the Board, a person must meet the eligibility requirements specified in Education Code 35107, as described in BB 9220 - Governing Board

Elections.

Provisional Appointments

When authorized by law to make a provisional appointment to fill a vacancy on the Board, the Board shall advertise in the local media to solicit candidate applications or nominations. A committee consisting of less than a quorum of the Board shall ensure that applicants are eligible for Board membership and announce the names of the eligible candidates. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by majority vote.

Within 10 days after the appointment is made, the Board shall post notices of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be published in the local newspaper pursuant to Government Code 6061 and posted in at least three public places within the district. (Education Code 5092)

The notice shall contain: (Education Code 5092)

1. The date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation

2. The full name of the appointee

3. The date of appointment

4. A statement notifying the voters that unless a petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent within 30 days of the provisional appointment, it shall become an effective appointment

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment. (Education Code 5091)

If within 30 days of the Board's appointment, registered voters of the district or, where elections are by trustee areas, of the trustee area submit a petition for special election which the County Superintendent determines to be legally sufficient, the provisional appointment is terminated, and a special election shall be held in accordance with Education Code 5091 to fill the vacancy.

Appointment Due to Failure to Elect

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect) and a district election will not be held, the Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting as if elected at the district election. (Education Code 5328)

When an appointment is being made because of a failure to elect, the district shall publish a notice once in a newspaper of general circulation published in the district, or if no such newspaper exists, in a newspaper having general circulation within the district. This notice shall state that the Board

intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

The procedure for selecting and interviewing candidates shall be the same as the procedures for "Provisional Appointments," as specified above.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35107	School district employees
Ed. Code 35178	Resignation with deferred effective date
Ed. Code 5000-5033	Election of school district board members
Ed. Code 5090-5095	Vacancies on the board
Ed. Code 5200-5208	Districts governed by boards of education
Ed. Code 5300-5304	General provisions; conduct of elections
Ed. Code 5320-5329	Order and call of elections
Ed. Code 5340-5345	Consolidation of elections
Ed. Code 5360-5363	Election notice
Ed. Code 5420-5426	Cost of elections
Ed. Code 5440-5442	Miscellaneous provisions
Elec. Code 10600-10604	School district elections
Elec. Code 11000-11386	Candidates for recall
Gov. Code 1064	Absence from state
Gov. Code 1770	Vacancy of office
Gov. Code 3000-3003	Forfeiture of office
Gov. Code 3060-3075	Removal other than by impeachment
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 6061	Manner of notice as prescribed in designated section
Pen. Code 88	Bribery; forfeiture from office

Federal	Description
18 USC 704	Military medals or decorations

Management Resources	Description
Attorney General Opinion	105 Ops.Cal.Atty.Gen. 182 (2022)
Attorney General Opinion	58 Ops.Cal.Atty.Gen. 888 (1975)
CSBA Publication	Filling a Board Vacancy, rev. 2022

Website	CSBA District and County Office of Education Legal Services
Website	California State Attorney General's Office, Quo Warranto Applications
Website	CSBA

Cross References

Code	Description
1340	Access To District Records
1340	Access To District Records
9100	Organization
9110	Terms Of Office
9130	Board Committees
9220	Governing Board Elections
9222	Resignation
9224	Oath Or Affirmation
9230	Orientation
9323.2	Actions By The Board
9323.2	Actions By The Board
9323.2	Actions By The Board

Bylaw 9323: Meeting Conduct

Status: ADOPTED

Original Adopted Date: 11/01/2006 **| Last Revised Date:** 12/01/2022 **| Last Reviewed Date:** 12/01/2022

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, if necessary, may subsequently be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)

2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)

3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

   Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

   In general, individual speakers will be allowed three minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

   In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:

   a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.

b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)

c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

7. The Board president shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting.

   The Board President or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

   When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

   Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

   True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

   Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

   When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a

distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CCP. 527.8	Workplace violence safety
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35163	Official actions, minutes and journal
Ed. Code 35164	Actions by majority vote
Ed. Code 35165	Effect of vacancies upon majority and unanimous votes by seven member board
Ed. Code 5095	Powers of remaining board members and new appointees
Elec. Code 18430	Prevention or hinderance of electors assembling in public meeting
Gov. Code 54953.3	Meetings to be open and public; remote attendance
Gov. Code 54953.5	Audio or video recording of proceedings
Gov. Code 54953.6	Broadcasting of proceedings
Gov. Code 54954.2	Agenda posting requirements; board actions
Gov. Code 54954.3	Opportunity for public to address legislative body
Gov. Code 54957	Closed session personnel matters
Gov. Code 54957.9	Disorderly conduct of general public during meeting; clearing of room
Gov. Code 54957.95	Opening meetings; orderly conduct
Pen. Code 403	Disruption of assembly or meeting

Management Resources	Description
Attorney General Opinion	55 Ops.Cal.Atty.Gen. 26 (1972)
Attorney General Opinion	61 Ops.Cal.Atty.Gen. 243, 253 (1978)
Attorney General Opinion	63 Ops.Cal.Atty.Gen. 215 (1980)
Attorney General Opinion	66 Ops.Cal.Atty.Gen. 336 (1983)
Attorney General Opinion	76 Ops.Cal.Atty.Gen. 281 (1993)

Attorney General Opinion	90 Ops.Cal.Atty.Gen. 47 (2007)
Attorney General Opinion	59 Ops.Cal.Atty.Gen. 532 (1976)
Attorney General Publication	The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Court Decision	Baca v. Moreno Valley Unified School District, (1996) 936 F. Supp. 719
Court Decision	City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526
Court Decision	McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275
Court Decision	Norse v. City of Santa Cruz, (9th Cir. 2010) 629 F3d 966
Court Decision	Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2019
CSBA Publication	Call to Order: A Blueprint for Great Board Meetings, 2018
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
1000	Concepts And Roles
1100	Communication With The Public
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1313	Civility
3100	Budget
3100	Budget
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3312	Contracts
9005	Governance Standards
9100	Organization

9121	President
9130	Board Committees
9200	Limits Of Board Member Authority
9230	Orientation
9270	Conflict Of Interest
9270	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9321	Closed Session
9321	Closed Session
9322	Agenda/Meeting Materials
9323.2	Actions By The Board
9323.2	Actions By The Board
9323.2	Actions By The Board
9324	Minutes And Recordings

Bellevue Union School District

Agenda Item for Board Meeting of May 16, 2023

Agenda Category: Action

Agenda Item Title: Consider Approval of Resolution No 21: The 2023 Multi-Jurisdictional Hazard Mitigation Plan

Prepared By: Michael Kellison, Superintendent

Background:

The Disaster Mitigation Act of 2000 requires communities to develop, implement, and update hazard mitigation plans recognizing potential natural hazards and to identify and consider mitigation measures to reduce the risks associated with those hazards. The plan is a tool to aid in facility and infrastructure planning and improvements. It is also a requirement to qualify for federal hazard mitigation grants. Federal regulations require hazard mitigation plans to be reviewed and approved by FEMA. This Multi-Jurisdictional Hazard Mitigation Plan has received an "Approval Pending Adoption" from FEMA and now must be adopted by the jurisdiction's decision-making body.

Background/Analysis

The Multi-Jurisdictional Hazard Mitigation Plan (Plan) process began in January 2020 with assistance from Emergency Planning Consultants (EPC) and the Multi-Jurisdictional Hazard Mitigation Executive Planning Team (Planning Team), which consisted of representatives from the Sonoma County Office of Education and all of the School Districts included within. Carolyn Harshman, EPC President, facilitated a total of nearly 50 meetings, developed the 2023 Plan, and led the formal review with California Office of Emergency Services (CalOES) and the Federal Emergency Management Agency (FEMA).

Through the planning process, the Executive Planning Team developed a Mitigation Actions Matrix for each of the participating agencies which identify ongoing, planned, and desired projects and programs. The mitigation action projects and programs are directly tied to the following goals: (1) protect life and property, (2) enhance public awareness, (3) preserve natural systems, (4) encourage partnerships and implementation, and (5) strengthen emergency services. The adoption of the Plan will allow each participating agency to seek mitigation grant funding when the opportunity becomes available including following Presidential Disaster Declarations and annual grant allotments. The Plan will be a living document and will be reviewed by the Executive Planning Team members on a bi-annual basis to ensure the Mitigation Actions Matrix is implemented and funding opportunities are being pursued.

Recommendation:

It is recommended that the Board adopt the Multi-Jurisdictional Hazard Mitigation Plan and forward the signed adoption resolution to SCOE for FEMA for approval.

Supporting Documents:

Resolution No 21 and Multi-Jurisdictional Hazard Mitigation Plan.

RESOLUTION NO. 22

RESOLUTION OF THE BOARD OF TRUSTEES OF THE BELLEVUE UNION SCHOOL DISTRICT ADOPTING THE 2023 MULTI-JURISDICTIONAL HAZARD MITIGATION PLAN

MAY 16, 2023

WHEREAS, the project area of Sonoma County is vulnerable to natural hazards which may result in loss of life and property, economic hardship, and threats to public health and safety; and

WHEREAS, Section 322 of the Disaster Mitigation Act of 2000 (DMA 2000) requires state and local governments to develop and submit for approval a mitigation plan that outlines processes for identifying their respective natural hazards, risks, and vulnerabilities; and

WHEREAS, the Bellevue Union School District acknowledges the requirements of Section 322 of DMA 2000 to prepare the Multi-Jurisdictional Hazard Mitigation Plan (Plan) in order to be eligible for pre- and post-disaster federal hazard mitigation grant funds; and

WHEREAS, the Sonoma County Office of Education acted as the lead for the Executive Planning Team and worked with 38 agencies representatives including opening the planning process to pertinent external stakeholders; and

WHEREAS, a public involvement process consistent with the requirements of DMA 2000 was conducted to develop the Plan; and

WHEREAS, the Plan recommends mitigation activities that will reduce losses to life and property affected by natural hazards that face the Sonoma County Office Education; and

NOW, THEREFORE THE BELLEVUE UNION SCHOOL DISTRICT, RESOLVES AS FOLLOWS:

SECTION 1. The Board finds that all of the facts set forth in the Recitals of this Resolution are true and correct.

SECTION 2. The Board has reviewed the Plan and based upon the whole record before it, in the exercise of its independent judgment and analysis, approves and adopts the 2023 Multi-Jurisdictional Hazard Mitigation Plan.

The foregoing resolution was moved by _____, seconded by _____, and adopted at a regular meeting of the Bellevue Union School District on May 16, 2023, by the following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA

COUNTY OF SONOMA

IN WITNESS WHEREOF, I have hereunto set my hand and seal this May 16, 2023

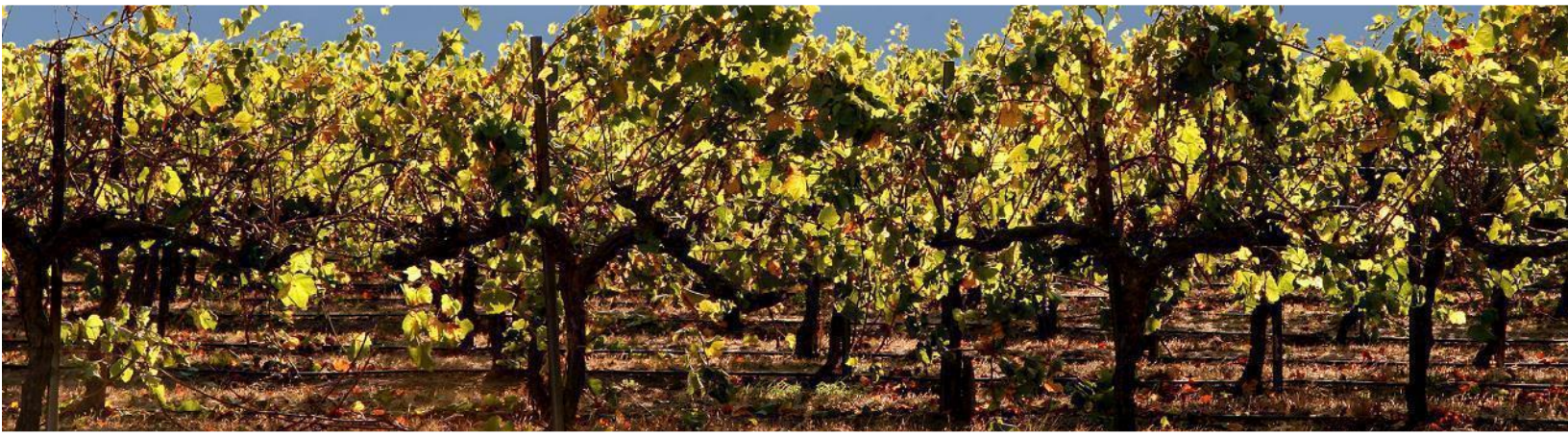
_____	_____
Lisa Reyes	Michael Kellison
President	Superintendent
Bellevue Union School District	Bellevue Union School District

March 20, 2023 | # Multi-Jurisdictional Hazard Mitigation Plan















emergency planning consultants

Sonoma County Office of Education

Credits

Q&A | ELEMENT A: PLANNING PROCESS | A1c.

Q: Does the plan identify who represented each jurisdiction? (At a minimum, it must identify the jurisdiction represented and the person's position or title and agency within the jurisdiction.) (Requirement §201.6(c)(1))

A: See **Hazard Mitigation Planning Team** below.

Multi-Jurisdictional Hazard Mitigation Executive Planning Team:

Agency	*Name*	*Title/Position*
Alexander Valley Union	Matt Reno	Superintendent-Principal
Bellevue Union	Roger Ferrell	Director of Maintenance and Operations
Bennett Valley Union	Sue Field	Superintendent
Cinnabar	Angel Judy	CBO
Cloverdale Unified	Rick Scaramella	Director of MOT
Cotati-Rohnert Park Unified	Josh Savage	Executive Director of Facilities, Maintenance and Operations
Dunham	Daniel Hoffman	Superintendent
Forestville Union	Renee Semik	Superintendent
Fort Ross	John Markatos	Superintendent (former)
Fort Ross	Jennifer Dudley	Superintendent
Geyserville Unified	Deborah Bertolucci	Superintendent
Gravenstein Union	Wanda Holden	CBO
Guerneville	Dana Pedersen	Superintendent
Harmony Union	Matthew Morgan	Superintendent-Principal
Healdsburg Unified	Robert Smith	Maintenance and Operations Supervisor
Horicon	Jeff McFarland	Superintendent-Principal
Kashia	Patti Pomplin	CBO
Kenwood	Bob Bales	Superintendent-Principal
Liberty	Christopher Rafanelli	Superintendent
Mark West Union	Regina Cuculich	Associate Superintendent of Business
Monte Rio Union	Nathan Myers	Superintendent
Montgomery	Taryn Parmeter	District Secretary
Oak Grove	Amber Stringfellow	Superintendent
Old Adobe Union	Lynda Williams	CBO
Petaluma City Schools	Chris Thomas	Chief Business Official
Piner-Olivet Union	Felicia Koha	Chief Business Official
RESIG (non-participant)	Christine Dektor	Loss Prevention
Rincon Valley Union	Mike Moniot	M&O Supervisor

Roseland	Amy Jones-Kerr	Superintendent (former)
Roseland	Gail Ahlas	Superintendent (former)
Santa Rosa City Schools	Erik Oden	Director of Maintenance and Operations
SCOE	Mark Silva	Director of Facilities
SCOE	Mary Downey	Deputy Superintendent, Business Services (former)
SCOE	Bonnie Brown	Department Administrative Specialist
Sebastopol Union	Brent Ono	Facilities Supervisor
Sonoma Valley Unified	Doug Weidemann	Manager of Maintenance and Operations
Twin Hills Union	Barbara Bickford	Superintendent
Two Rock Union	Betha MacClain	Superintendent
Two Rock Union	Michelle Panizzera	Chief Business Official
Waugh	Mike Gardner	Superintendent
West Side Union	Kris Menlove	Superintendent-Principal (Former)
West Sonoma County Union High	Jennie Bruneman	Director of Facilities
Wilmar Union	Sheila Garvey	Superintendent-Principal
Windsor Unified	Lois Standring	Chief Business Official (former)
Windsor Unified	Chris Canelake	Director of Human Resources
Wright	Bill Jereb	Director of Maintenance

Acknowledgements

Board of Education, Sonoma County Office of Education

- ✓ Herman G. Hernandez, Board President, Area 5 – Northwest County
- ✓ Gina Cuclis, Board Vice President, Area 1 – Southeast County
- ✓ Peter Kostas, Board Member, Area 2 – Southwest County
- ✓ Andrew Leonard, Board Member, Area 3 – Central County
- ✓ Steven D. Herrington, Board Member, Area 4 – Northeast County

Board of Trustees, Alexander Valley Union

- ✓ Steve Smit, Board President
- ✓ Yvonne Kreck, Clerk
- ✓ Alison Green Doran, Board Member
- ✓ Joe Stewart, Board Member
- ✓ Isual Macias, Board Member

Board of Education, Bellevue Union

- ✓ Lisa Reyes, Board President
- ✓ Adele Walker, Board Member
- ✓ Irene Rosario, Board Member
- ✓ Jamie Padilla, Board Member
- ✓ John Jarvis, Clerk

Board of Trustees, Bennett Valley Union

- ✓ Deborah Bull, Board President
- ✓ Jeremy Brott, Board Member
- ✓ Jacob Kemnec, Board Member
- ✓ Mindy McKeon, Clerk
- ✓ Steven Sharpe, Vice President

Board of Education, Cinnabar

- ✓ Paul Sequeira, Board President
- ✓ Jennifer Elu, Board Member
- ✓ Cathy Thompson, Clerk
- ✓ Richard O'Hare, Board Member
- ✓ Ken Ishizu, Board Member

Board of Education, Cloverdale Unified

- ✓ Ashley White, Board President
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- ✓ Sheldon Gen, Board Member
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- ✓ Elizabeth Smith, Clerk/CC

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- ✓ Julie Aiello, Board President
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- ✓ Jeanne Fernandes, CC
- ✓ Shawn Chernila, Board Member
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Board of Education, Wilmar Union

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- ✓ Darren Crawford, Board Member
- ✓ Steven Stiles, CC
- ✓ LaDonna Moore, Clerk
- ✓ Stan Greenberg, Board Member

Point of Contact

To request information or provide comments regarding this mitigation plan, please contact:

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Consulting Services

Emergency Planning Consultants

- ✓ Principal Planner: Carolyn J. Harshman, CEM, President
- ✓ Local Planning Officer: Don Silverek
- ✓ HAZUS Mapping: Alex Fritzler
- ✓ Research Analyst and Technical Writer: Megan Fritzler
- ✓ Emergency Management Specialist: Israel Estrada

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Mapping

The maps in this plan were provided by the Sonoma County Office of Education (SCOE), other participating school districts, County of Sonoma, Federal Emergency Management Agency (FEMA), California Office of Emergency Services (Cal OES) or were acquired from public Internet sources. Care was taken in the creation of the maps contained in this plan, however they are provided "as is". The Project Area jurisdictions cannot accept any responsibility for any errors, omissions or positional accuracy, and therefore, there are no warranties that accompany these products (the maps). Although information from land surveys may have been used in the creation of these products, in no way does this product represent or constitute a land survey. Users are cautioned to field verify information on this product before making any decisions.

Mandated Content

In an effort to assist the readers and reviewers of this document, the jurisdiction has inserted "markers" emphasizing mandated content as identified in the Disaster Mitigation Act of 2000 (Public Law – 390). Following is a sample marker:

EXAMPLE

Q&A | ELEMENT A: PLANNING PROCESS | A1a.
Q Does the plan document the planning process, including how it was prepared (with a narrative description, meeting minutes, sign-in sheets, or another method)? (Requirement §201.6(c)(1)) **A:**

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Part I: PLANNING PROCESS

Introduction

Q&A | ELEMENT A: PLANNING PROCESS | A1b.

Q: Does the plan list the jurisdiction(s) participating in the plan that are seeking approval? (Requirement §201.6(c)(1))
A: See **Introduction** below.

The Hazard Mitigation Plan (Mitigation Plan) was prepared in response to the Disaster Mitigation Act of 2000 (DMA 2000). DMA 2000 (also known as Public Law 106-390) since 2005 has required state and local governments (including special districts and joint powers authorities) to prepare mitigation plans to document their mitigation planning process, and identify hazards, potential losses, mitigation needs, goals, and strategies. This type of planning supplements the Project Area's emergency management planning programs. The Project Area includes the following 39 planning entities identified by "planning area":

Planning Area North: Cloverdale, Geyserville, Healdsburg, West Side, Alexander Valley, Windsor

Planning Area West: Horicon, Kashia, Montgomery, Guerneville, Monte Rio, Harmony, Twin Hills, Sebastopol, Gravenstein, West Sonoma County Unified High School District, Fort Ross, Forestville, Oak Grove

Planning Area Central: Santa Rosa City Schools, Piner-Olivet, Mark West, Bellevue, Wright, Roseland, Cotati-RP, Bennett Valley, Rincon Valley, Kenwood

Planning Area South: Petaluma, Sonoma Valley, Old Adobe, Cinnabar, Two Rock, Liberty, Dunham, Waugh, Wilmar, Sonoma County Office of Education

This is the first hazard mitigation plan for all the participating jurisdictions within the Project Area.

DMA 2000 was designed to establish a national program for pre-disaster mitigation, streamline disaster relief at the federal and state levels, and control federal disaster assistance costs. Congress believed these requirements would produce the following benefits:

- ✓ Reduce loss of life and property, human suffering, economic disruption, and disaster costs.
- ✓ Prioritize hazard mitigation at the local level with increased emphasis on planning and public involvement, assessing risks, implementing loss reduction measures, and ensuring critical facilities/services survive a disaster.
- ✓ Promote education and economic incentives to form community-based partnerships and leverage non-federal resources to commit to and implement long-term hazard mitigation activities.

The following FEMA definitions are used throughout this plan (Source: FEMA, 2002, *Getting Started, Building Support for Mitigation Planning*, FEMA 386-1):

Hazard Mitigation – "Any sustained action taken to reduce or eliminate the long-term risk to human life and property from hazards".

Planning – "The act or process of making or carrying out plans; specifically, the establishment of goals, policies, and procedures for a social or economic unit."

Planning Approach

The four-step planning approach outlined in the FEMA publication, *Developing the Mitigation Plan: Identifying Mitigation Actions and Implementing Strategies* (FEMA 386-3) was used to develop this plan:

- ✓ **Develop mitigation goals and objectives -** The risk assessment (hazard characteristics, inventory, and findings), along with municipal policy documents, were utilized to develop mitigation goals and objectives.
- ✓ **Identify and prioritize mitigation actions -** Based on the risk assessment, goals and objectives, existing literature/resources, and input from participating entities, mitigation activities were identified for each hazard.
- ✓ **Prepare implementation strategy -** Generally, high priority activities are recommended for implementation first. However, based on organizational needs and goals, project costs, and available funding, some medium or low priority activities may be implemented before some high priority items.
- ✓ **Document mitigation planning process -** The mitigation planning process is documented throughout this plan.

Q&A | ELEMENT A: PLANNING PROCESS | A3
Q: Does the plan document how the public was involved in the planning process during the drafting stage? (Requirement §201.6(b)(1)) **A:** See **Stakeholders** below.

Stakeholders

A Multi-Jurisdictional Executive Planning Team (Executive Planning Team) supported by SCOE staff and represented by the 39 participating agencies (SCOE and 38 districts), worked with Emergency Planning Consultants to create the Multi-Jurisdictional Hazard Mitigation Plan (MJHMP). **The Executive Planning Team served as the primary stakeholders throughout the planning process.**

As required by DMA 2000, the Executive Planning Team shared the MJHMP with their respective communities during the plan writing phase. The general public and external agencies were invited to contribute to the mitigation plan during the plan writing phase. The Second Draft Plan was announced and posted on the SCOE website on August 21, 2021. External agencies were emailed on the same day with information about accessing the Second Draft Plan on the SCOE website and instructions for inviting parents and staff to contribute to the plan. In order to avoid multiple invitations, SCOE staff took the lead on informing external agencies via email with an invitation to provide input.

The general public and external agencies served as secondary stakeholders with opportunities to contribute to the plan during the Plan Writing Phase of the planning process.

Q&A | ELEMENT C. MITIGATION STRATEGY | C2
Q: Does the plan address each jurisdiction's participation in the NFIP and continued compliance with NFIP requirements, as appropriate? (Requirement §201.6(c)(3)(ii)) **A:** See **NFIP Participation** below.

National Flood Insurance Program

Established in 1968, the NFIP provides federally backed flood insurance to homeowners, renters, and businesses in communities that adopt and enforce floodplain management ordinances to reduce future flood damage. None of the participating jurisdictions have control over land use so has no floodplain management ordinance or a floodplain administrator. Furthermore, the Project Area and its facilities rely on infrastructure (roads, bridges, etc.) throughout an expansive area included in many Flood Insurance Rate Maps (FIRM) that show floodways, 100-year flood zones, and 500-year flood zones.

NFIP Participation

Special districts are not allowed to participate in NFIP.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B4
Q: Does the Plan address NFIP insured structures within the jurisdiction that have been repetitively damaged by floods? (Requirement §201.6(c)(2)(ii)) **A:** See **Repetitive Loss Properties** below.

Repetitive Loss Properties

According to the Sonoma County Hazard Multijurisdictional Mitigation Plan (2021), the County has the highest number of repetitive flood loss properties in the State of California; the cost of which is higher than the next nine highest repetitive loss communities combined. Repetitive flood loss properties comprise only one percent of the flood insured properties but account for 25 to 30 percent of all claims paid by the National Flood Insurance Program (NFIP). The community with the largest number of repetitive loss properties is Guerneville, followed by Monte Rio and Forestville.

Repetitive Loss Properties (RLPs) are most susceptible to flood damages; therefore, they have been the focus of flood hazard mitigation programs. A repetitive loss property is one for which two or more claims of $1,000 or more have been paid by the National Flood Insurance Program (NFIP) within any given ten-year period. According to FEMA resources, none of the Project Area facilities are designated as a Repetitive Loss Property (RLPs).

None of the repetitive loss properties are owned or leased by the MJHMP participating agencies.

Planning Process

The Executive Planning Team consisted of one representative from each of the participating agencies along with 3 representatives from SCOE. They met at the beginning of the project for a Kick-Off Meeting which also included a customized delivery of FEMA's Independent Study 318 – Mitigation Planning for Local and Tribal Communities. The course was customized and delivered by Emergency Planning Consultants. The second meeting of the Executive Planning Team was at the conclusion of the project to review and contribute to the First Draft Plan. In addition to the Executive Planning Team, four Area Planning Teams were created based on commonalities of hazards and geography. The Area Planning Teams included North, West, Central, and South and they met once for a project overview and hazard briefing. Following the Area meeting, each individual jurisdiction met one-on-one with Emergency Planning Consultants to begin work on a Mitigation Actions Matrix.

Throughout the project, the Executive Planning Team served as the primary stakeholder while also making a concerted effort to gather information from the Area Planning Teams, general public, external agencies (cities and county served, utility providers, and other special districts). In addition, the Executive Planning Team solicited information from agencies and people with specific knowledge of hazards and past historical events, as well as building codes and facilities maintenance planning. The hazard mitigation strategies contained in this plan were developed through an extensive planning process involving the Planning Team with input gathered from the Area Planning Teams, general public, and external agencies.

Following review and input by the Executive Planning Team to the First Draft Plan, next (still during the Plan Writing Phase), the Second Draft Plan was shared with the Area Planning Teams, general public and external agencies. The Area Planning Team, general public and external agencies served as the secondary stakeholders. Next, the comments gathered from the secondary stakeholders were incorporated into a Third Draft Plan which was submitted to Cal OES. Following the Cal OES review, revisions were incorporated into a Fourth Draft Plan which was once again shared with the external agencies and general public.

Next, the Executive Planning Team completed amendments to the Plan to reflect mandated input by Cal OES and FEMA. The Final Draft Plan was then posted in advance of decision maker hearings by SCOE's Board of Education as well as each of the 40 participating school districts. Any comments gathered were included in the staff report to the various Boards of Education. Following adoption by each of the Boards, proof of adoption was forwarded to FEMA with a request for approval. A singular FEMA Letter of Approval was included in the Final Plan. The planning process described above is portrayed below in a progression:

Q&A | ELEMENT A: PLANNING PROCESS | A1a.
Q: Does the plan document the planning process, including how it was prepared (with a narrative description, meeting minutes, sign-in sheets, or another method)? (Requirement §201.6(c)(1)) **A:** See **Plan Methodology and Planning Phases Progression** below.
Q&A | ELEMENT A: PLANNING PROCESS | A3
Q: Does the plan document how the public was involved in the planning process during the drafting stage? (Requirement §201.6(b)(1)) **A:** See **Planning Phases Progression** below.

Table: Planning Phases Progression

PLANNING PHASES PROGRESSION				
Plan Writing Phase (First & Second Draft Plan)	**Plan Review Phase (Third and Fourth Draft Plan)**	**Plan Adoption Phase (Final Draft Plan)**	**Plan Approval Phase (Final Plan)**	**Plan Implementation Phase**
• Executive Planning Team input – research, meetings, writing, review of First Draft Plan • Incorporate input into Second Draft Plan • Invite general public and external agencies to provide input to the Second Draft Plan • Incorporate input into the Third Draft Plan	• Third and Fourth Draft Plan sent to Cal OES and FEMA for review • Address any mandated revisions identified by Cal OES • Fourth Draft Plan distributed to external agencies and general public • FEMA issues approval pending adoption	• Post public notice of Board of Education meetings along with the Final Draft Plan • Final Draft Plan distributed to Boards in advance of meeting • Present Final Draft Plan to the Boards of Education for adoption • Boards of Education adopt Plan	• Submit Proof of Adoptions to FEMA with request for final approval • Receive FEMA Letter of Approval • Incorporate FEMA approval and Board of Education resolutions into the Final Plan	• Conduct semi-annual Executive Planning Team meetings which will be integrated into an existing standing meeting • Integrate mitigation action items into budget and other funding and strategic documents



Q&A | ELEMENT E: PLAN ADOPTION | E1

Q: Does the plan include documentation that the plan has been formally adopted by the governing body of the jurisdiction requesting approval? (Requirement §201.6(c)(5))
A: See **Plan Adoption Process** below.

Plan Adoption Process

Adoption of the plan by the local governing body demonstrates the jurisdictions within the Project Area's commitment to meeting mitigation goals and objectives. Governing body approval legitimizes the plan and authorizes responsible agencies to execute their responsibilities.

The Third Draft Plan was submitted to Cal OES and FEMA for review and approval. Following the review by Cal OES and related revisions, the Fourth Draft Plan was once again made available to external agencies and the general public.

FEMA issued an Approval Pending Adoption on _____ requiring the adoption of the Plan by the Boards of Education. The adoption resolutions were submitted to FEMA along with a request for a FEMA Letter of Approval.

In preparation for the public meeting with the Boards of Education, the Planning Team prepared a staff report including an overview of the Planning Process, Risk Assessment, Mitigation Goals, and Mitigation Actions. The staff presentation concluded with a summary of the input received

during the public review of the document. The meeting participants were encouraged to present their views and make suggestions on possible mitigation actions. Any input gathered was added to the Final Plan.

Each of the thirty-nine Boards of Education heard the item on (insert table with names and dates). The Boards voted to adopt the hazard mitigation plan. The Resolutions of adoption are in the **Attachments**.

Plan Approval

FEMA issued an Approval Pending Adoption notice on _____. Upon adoption by the Boards of Education, the resolutions were forwarded to FEMA. The FEMA Letter of Approval was issued on _____. A copy of the FEMA Letter of Approval is in the **Attachments**.

Plan Methodology

The Planning Team discussed knowledge of hazards and past historical events, as well as facilities maintenance plans.

The rest of this section describes the mitigation planning process including 1) Executive Planning Team involvement, 2) Area Planning Team, general public and external agency involvement; and 3) integration of existing data and plans.

Q&A | ELEMENT A: PLANNING PROCESS | A1a.
Q: Does the plan document the planning process, including how it was prepared (with a narrative description, meeting minutes, sign-in sheets, or another method)? (Requirement §201.6(c)(1)) **A:** See **Executive Planning Team Involvement** below.

Executive Planning Team Involvement

The Executive Planning Team served as the primary stakeholder throughout the planning process. The Area Planning Teams, general public, and external agencies served as secondary stakeholders in the planning process. The Executive Planning Team was responsible for the following tasks:

- ✓ Confirming planning goals,
- ✓ Prepare timeline for plan,
- ✓ Ensure plan meets DMA 2000 requirements,
- ✓ Organize and solicit involvement of public and external agencies,
- ✓ Analyze existing data and reports,
- ✓ Review hazard information,
- ✓ Review HAZUS loss projection estimates,
- ✓ Create Mitigation Action Items,
- ✓ Participate in Planning Team meetings and Board of Education public meeting, and
- ✓ Provide existing resources including maps and data.

The Executive Planning Team, with assistance from Emergency Planning Consultants, identified and profiled hazards; determined hazard rankings; estimated potential exposure or losses; evaluated development trends and specific risks; and developed mitigation goals and action items.

Table: Level of Participation at Executive Planning Team, Area Planning Team, and Entity Level Meetings

Agency and Name of Attendee	Research and Writing of Plan	Executive Planning Team Kick-Off Meeting: February 11 or 12, 2020	Area Planning Team Meeting: April 27 or 28, 2020	One on One Meeting with Individual Planning Entity (May 2020)	Executive Planning Team Meeting to Review and Contribute to First Draft Plan (February 11 or 25, 2021)	Distribute Second Draft Plan to General Public and External Agencies	Review Input From Public, and External Agencies of the Second Draft Plan	Submit Third Draft Plan to Cal OES/FEMA for Approval Pending Adoption	Submit Fourth Draft Plan to External Agencies and General Public	Post Final Draft Plan in Advance of Board of Education Meetings	Present Final Draft Plan to Boards of Education at Public Meeting for Plan Adoption	Submit Proof of Adoptions to FEMA for Final Approval	Incorporate FEMA Approval into Final Plan
Alexander Valley Union School District													
Matt Reno		X		X	X	X	X						
Bellevue Union School District													
Roger Farrell		X	X	X	X	X	X						
Bennett Valley Union School District													
Jimmy Hughes					X	X	X						
Sue Field		X	X	X									
Cinnabar School District													
Angel Judy		X	X	X	X	X	X						
Kristine Arcuri					X								
Cloverdale Unified School District													
Rick Scaramella			X	X	X	X	X						
Cotati-Rohnert Park Unified School District													
Josh Savage		X	X	X	X	X	X						
Dunham School District													

Agency and Name of Attendee	Research and Writing of Plan	Executive Planning Team Kick-Off Meeting: February 11 or 12, 2020	Area Planning Team Meeting: April 27 or 28, 2020	One on One Meeting with Individual Planning Entity (May 2020)	Executive Planning Team Meeting to Review and Contribute to First Draft Plan (February 11 or 25, 2021)	Distribute Second Draft Plan to General Public and External Agencies	Review Input From Public, and External Agencies of the Second Draft Plan	Submit Third Draft Plan to Cal OES/FEMA for Approval Pending Adoption	Submit Fourth Draft Plan to External Agencies and General Public	Post Final Draft Plan in Advance of Board of Education Meetings	Present Final Draft Plan to Boards of Education at Public Meeting for Plan Adoption	Submit Proof of Adoptions to FEMA for Final Approval	Incorporate FEMA Approval into Final Plan
Daniel Hoffman		X	X	X									
Maggie Vasquez					X	X	X						
Forestville Union School District													
Renee Semik		X	X	X	X	X	X						
Fort Ross Elementary School District													
John Markatos				X									
Jennifer Dudley					X	X	X						
Geyserville Unified School District													
Deborah Bertolucci		X	X	X									
Christina Menicucci					X	X	X						
Gravenstein Union School District													
Wanda Holden		X	X	X	X	X	X						
Guerneville Elementary School District													
Cherie Cahn					X	X	X						
Dana Pedersen			X	X									
Harmony Unified School District													
Matthew Morgan		X	X	X	X	X	X						
Healdsburg Unified School District													
Robert Smith		X	X	X	X	X	X						
Horicon Elementary School District													

Agency and Name of Attendee	Research and Writing of Plan	Executive Planning Team Kick-Off Meeting: February 11 or 12, 2020	Area Planning Team Meeting: April 27 or 28, 2020	One on One Meeting with Individual Planning Entity (May 2020)	Executive Planning Team Meeting to Review and Contribute to First Draft Plan (February 11 or 25, 2021)	Distribute Second Draft Plan to General Public and External Agencies	Review Input From Public, and External Agencies of the Second Draft Plan	Submit Third Draft Plan to Cal OES/FEMA for Approval Pending Adoption	Submit Fourth Draft Plan to External Agencies and General Public	Post Final Draft Plan in Advance of Board of Education Meetings	Present Final Draft Plan to Boards of Education at Public Meeting for Plan Adoption	Submit Proof of Adoptions to FEMA for Final Approval	Incorporate FEMA Approval into Final Plan
Jeff McFarland		X	X	X		X	X						
Kashia School District													
Patti Pomplin		X	X	X	X	X	X						
Kenwood School District													
Bob Bales		X	X	X	X	X	X						
Liberty School District													
Christopher Rafanelli		X	X	X	X	X	X						
Mark West Union School District													
Regina Cuculich		X		X		X	X						
Monte Rio Union School District													
Nathan Myers		X	X	X	X	X	X						
Montgomery Elementary School District													
Taryn Parmeter		X	X	X									
Laurie Mason					X	X	X						
Oak Grove School District													
Amber Stringfellow		X	X	X	X	X	X						
Old Adobe Union School District													
Lynda Williams		X	X	X	X	X	X						
Petaluma City Schools													
Chris Thomas		X	X	X	X	X	X						

Agency and Name of Attendee	Research and Writing of Plan	Executive Planning Team Kick-Off Meeting: February 11 or 12, 2020	Area Planning Team Meeting: April 27 or 28, 2020	One on One Meeting with Individual Planning Entity (May 2020)	Executive Planning Team Meeting to Review and Contribute to First Draft Plan (February 11 or 25, 2021)	Distribute Second Draft Plan to General Public and External Agencies	Review Input From Public, and External Agencies of the Second Draft Plan	Submit Third Draft Plan to Cal OES/FEMA for Approval Pending Adoption	Submit Fourth Draft Plan to External Agencies and General Public	Post Final Draft Plan in Advance of Board of Education Meetings	Present Final Draft Plan to Boards of Education at Public Meeting for Plan Adoption	Submit Proof of Adoptions to FEMA for Final Approval	Incorporate FEMA Approval into Final Plan
Gary Callahan					X								
Piner-Olivet Union School District													
Felicia Koha		X	X	X	X	X	X						
RESIG (not a participant agency)													
Christine Dektor		X	X										
Erin Tarkhanian		X											
Rincon Valley School District													
Daniel Hebel		X	X	X									
Mike Moniot					X	X	X						
Roseland Public Schools													
Amy Jones-Kerr		X	X	X									
Gail Ahlas					X	X	X						
Santa Rosa City Schools													
Rick Edson		X	X	X	X	X	X						
Erik Oden				X	X								
Sebastopol School District													
Brent Ono		X	X	X	X	X	X						
Sonoma County Office of Education													
Bonnie Brown		X	X	X	X	X	X			X			
Mary Downey		X	X	X	X	X	X						
Mark Silva		X	X	X	X								

Agency and Name of Attendee	Research and Writing of Plan	Executive Planning Team Kick-Off Meeting: February 11 or 12, 2020	Area Planning Team Meeting: April 27 or 28, 2020	One on One Meeting with Individual Planning Entity (May 2020)	Executive Planning Team Meeting to Review and Contribute to First Draft Plan (February 11 or 25, 2021)	Distribute Second Draft Plan to General Public and External Agencies	Review Input From Public, and External Agencies of the Second Draft Plan	Submit Third Draft Plan to Cal OES/FEMA for Approval Pending Adoption	Submit Fourth Draft Plan to External Agencies and General Public	Post Final Draft Plan in Advance of Board of Education Meetings	Present Final Draft Plan to Boards of Education at Public Meeting for Plan Adoption	Submit Proof of Adoptions to FEMA for Final Approval	Incorporate FEMA Approval into Final Plan
Sonoma Valley Unified School District													
David Sandoval		X	X	X									
Doug Weidemann					X	X	X						
Twin Hills Union School District													
Barbara Bickford		X	X	X	X	X	X						
Patty Nosecchi					X								
Two Rock Union School District													
Betha MacClain		X	X	X									
Michelle Panizzera					X	X	X						
Waugh School District													
Sharon Battaglia					X	X	X						
Mike Gardner				X	X								
West Side Union School District													
Kris Menlove		X	X	X									
Mark Zastrow					X	X	X						
West Sonoma County Union High School District													
Jennie Bruneman			X	X	X	X	X						
Denise Fisher					X								
Wilmar Union School District													
Sheila Garvey		X	X	X	X	X	X						

Agency and Name of Attendee	Research and Writing of Plan	Executive Planning Team Kick-Off Meeting: February 11 or 12, 2020	Area Planning Team Meeting: April 27 or 28, 2020	One on One Meeting with Individual Planning Entity (May 2020)	Executive Planning Team Meeting to Review and Contribute to First Draft Plan (February 11 or 25, 2021)	Distribute Second Draft Plan to General Public and External Agencies	Review Input From Public, and External Agencies of the Second Draft Plan	Submit Third Draft Plan to Cal OES/FEMA for Approval Pending Adoption	Submit Fourth Draft Plan to External Agencies and General Public	Post Final Draft Plan in Advance of Board of Education Meetings	Present Final Draft Plan to Boards of Education at Public Meeting for Plan Adoption	Submit Proof of Adoptions to FEMA for Final Approval	Incorporate FEMA Approval into Final Plan
Windsor Unified School District													
Chris Canelake		X											
Lois Standring			X	X	X	X	X						
Wright Elementary School District													
Bill Jereb		X			X	X	X						
EMERGENCY PLANNING CONSULTANTS													
Carolyn Harshman	X	X	X	X	X		X	X					
Don Silverek	X	X	X										

Table: Executive Planning Team and Area Planning Team Timeline

Tasks	December 2019	January 2020	February	March	April	May	June-December	January 2021	February	March-May	April	May	June	July-December	January 2022	February-March	April	September-May	June	July-December	January 2023	February	March	April
Hazard Research, HAZUS-MH, Plan Writing, and Locational Maps																								
Research for Risk and Vulnerability Assessment	X	X																						
HAZUS-MH Maps and Reports for each Area (3 hazard-specific scenarios for each of the 4 Planning Areas)	X	X	X	X																				
Executive Planning Team Meetings																								
Meeting #1 – Project Kickoff, Initial Hazard Briefing, Community Outreach Strategy, Hazard Mitigation Course (2 offerings)			X																					
Meeting #2 – Review First Draft Plan									X															
Area Planning Team Meetings (4 Areas)																								
Area Meetings #1 – Project Timeline, Mitigation Concepts, Review Hazard Research and HAZUS-MH (4 meetings total)					X																			
Area Meetings #2 – Individual Meetings with Participating Jurisdictions (41 meetings total)						X																		
Community Outreach																								
Develop Opportunities for External Agencies and General Public to Provide Input to the Third Draft Plan													X	X	X	X								
Distribute Fourth Draft Plan to External Agencies and General Public																				X				
Formal Review, Approval, and Adoption of Plan																								
Submit Third Draft Plan to Cal OES																	X							
Work with Cal OES and FEMA on DMA 2000-Mandated Revisions to the Plan																		X	X	X	X	X	X	
Receive FEMA Approval Pending Adoption																								
Present to SCOE Board of Education to Adopt the Final Draft Plan																								
Present to District Boards of Education to Adopt the Final Draft Plan																								
Submit Proof of Adoptions to FEMA																								
Receive FEMA Letter of Approval																								
Incorporate FEMA Letter of Approval and Adoption Documentation into Final Plan																								

Q&A | ELEMENT A: PLANNING PROCESS | A2a.
Q: Does the plan document an opportunity for neighboring communities, local, and regional agencies involved in hazard mitigation activities, agencies that have the authority to regulate development, as well as other interested parties to be involved in the planning process? (Requirement §201.6(b)(2))
A: See **Secondary Stakeholder Involvement** below.
Q&A | ELEMENT A: PLANNING PROCESS | A2b.
Q: Does the plan identify how the stakeholders were invited to participate in the process? (Requirement §201.6(b)(2))
A: See **Secondary Stakeholder Involvement** below.

Secondary Stakeholder Involvement

In addition to the Planning Team, the secondary stakeholders also provided information, expertise, and other resources during the plan writing phase. The secondary stakeholders included the jurisdictional staff, general public and external agencies. All gathered input was incorporated into the Third Draft Plan prior to distribution to Cal OES and FEMA. Following review by Cal OES, a Fourth Draft Plan was distributed to the general Public and external agencies. For a specific accounting of the date, source, information gathered, and use of information during the Plan Writing Phase, please see the **Attachments**.

In advance of the Board of Education public meetings, the same stakeholders were informed of the availability of the Final Draft Plan and encouraged to participate in the public meeting. Any comments gathered were noted in the Planning Team Staff Report and added to the Final Plan.

Q&A | ELEMENT C. MITIGATION STRATEGY | C1a.
Q: Does the plan document each jurisdiction's existing authorities, policies, programs and resources? (Requirement §201.6(c)(3))
A: See **Capability Assessment – Existing Processes and Programs** below.

Capability Assessment – Existing Processes and Programs

The districts and SCOE will incorporate mitigation planning as an integral component of daily operations. This will be accomplished by the Executive Planning Team member with their respective departments to integrate mitigation strategies into their planning documents and operational guidelines. FEMA identifies four types of capabilities: Planning and Regulatory, Administrative and Technical, Financial, and Education and Outreach. Following are explanations drawn from "Beyond The Basics" a website developed as part of a multi-year research study funded by the U.S. Department of Homeland Security, Coastal Resilience Center and led by the Center for Sustainable Community Design within the Institute for the Environment at the University of North Carolina at Chapel Hill and the Institute for Sustainable Coastal Communities at Texas A&M University. This excellent resource ties FEMA regulations together with best practices in hazard mitigation.

Planning and Regulatory

Planning and regulatory capabilities are based on the implementation of ordinances, policies, local laws and State statutes, and plans and programs that relate to guiding and managing growth and development. Examples of planning capabilities that can either enable or inhibit mitigation include comprehensive land use plans, capital improvements programs, transportation plans, small area development plans, disaster recovery and reconstruction plans, and emergency

preparedness and response plans. Plans describe specific actions or policies that support community goals and drive decisions. Likewise, examples of regulatory capabilities include the enforcement of zoning ordinances, subdivision regulations, and building codes that regulate how and where land is developed and structures are built. Planning and regulatory capabilities refer not only to the current plans and regulations, but also to the community's ability to change and improve those plans and regulations as needed.

Administrative and Technical
Administrative and technical capability refers to the community's staff and their skills and tools that can be used for mitigation planning and to implement specific mitigation actions. It also refers to the ability to access and coordinate these resources effectively. Think about the types of personnel employed by each jurisdiction, the public and private sector resources that may be accessed to implement mitigation activities in your community, and the level of knowledge and technical expertise from all of these sources. These include engineers, planners, emergency managers, GIS analysts, building inspectors, grant writers, floodplain managers, and more. For jurisdictions with limited staff resources, capacity should also be considered; while staff members may have specific skills, they may not have the time to devote to additional work tasks.

The planning team can identify resources available through other government entities, such as counties or special districts, which may be able to provide technical assistance to communities with limited resources. For example, a small town may turn to county planners, engineers, or a regional planning agency to support its mitigation planning efforts and provide assistance. For large jurisdictions, reviewing administrative and technical capabilities may involve targeting specific staff in various departments that have the expertise and are available to support hazard mitigation initiatives. The degree of 63 intergovernmental coordination among departments also affects administrative capability.

Financial
Financial capabilities are the resources that a jurisdiction has access to or is eligible to use to fund mitigation actions. The costs associated with implementing mitigation activities vary. Some mitigation actions, such as building assessment or outreach efforts, require little to no costs other than staff time and existing operating budgets. Other actions, such as the acquisition of flood-prone properties, could require a substantial monetary commitment from local, state, and federal funding sources. Some local governments may have access to a recurring source of revenue beyond property, sales, and income taxes, such as stormwater utility or development impact fees. These communities may be able to use the funds to support local mitigation efforts independently or as the local match or cost-share often required for grant funding.

Education and Outreach
This type of capability refers to education and outreach programs and methods already in place that could be used to implement mitigation activities and communicate hazard-related information. Examples include fire safety programs that fire departments deliver to students at local schools; participation in community programs, such as Firewise, TsunamiReady or StormReady; and activities conducted as part of hazard awareness campaigns, such as Fire Prevention Month or Flood Awareness Month.

The table below includes a broad range of capabilities within SCOE to successfully accomplish mitigation. See **Annexes** for the district Capability Assessments.

Table: Capability Assessment - Existing Processes and Programs for SCOE (Source: EPC and SCOE)

Type of Capability				Name of Capability	Capability Description and Ability to Support Mitigation
Planning and Regulatory	Administrative and Technical	Financial	Education and Outreach		
				SCOE Departments	
			X	Administration Department	The Superintendent and Community Engagement Specialist both play critical roles in day-to-day and disaster operations. Since the mitigation plan is a new policy document, both staff will need to be directly involved in the plan's implementation.
	X	X		Business Services Department	The purpose of Business Services is to provide the support and infrastructure needed by our schools to carry on the important work of educating the children of our community. Our number one job is to continuously improve the learning environment for all our students. Business Services addresses a wide range of issues and operations including risk management. Business Services will be instrumental in monitoring availability of grants and other funding sources to help implement the MJHMP.
X	X	X	X	Facilities Planning Department	Facilities Planning has the responsibility to provide the best possible facility-related environment for students and staff. This involves the continuous assessment of the needs of the schools and the development of plans to meet those needs. In addition, Facilities Planning works to identify all available fund sources required to make significant capital improvements for campuses. Working closely with architects and engineers, Facilities Planning develops detailed plans and specifications which must meet very stringent requirements. Facilities Planning can immediately incorporate many mitigation action items from the MJHMP into building designs. Also, they can share new mitigation-related building standards with the Executive Planning Team for inclusion in future updates to the plan.
	X		X	Maintenance and Operations Department	The mission of Maintenance and Operations is to provide the support and services necessary to ensure the school environment is conducive to student learning and improved academic performance. The team provides safe, clean, well-maintained, functional, and aesthetically pleasing facilities for the students and staff members, as well as visitors and the community as a whole. Maintenance and Operations staff are the "boots on the ground" who witness the results of deferred maintenance and hazard-related damages to the buildings and infrastructure. This information is of great importance to any priority changes or updates to the MJHMP. Additionally, staff interface with each of the campuses and with that comes opportunity to "teach by showing" activities that help to minimize threats associated with hazards.

Type of Capability				Name of Capability	Capability Description and Ability to Support Mitigation
Planning and Regulatory	Administrative and Technical	Financial	Education and Outreach		
	X			Sonoma County Board of Education	The Sonoma County Board of Education is comprised of five elected representatives from trustee areas that roughly correspond to the Sonoma County Board of Supervisor districts. The Sonoma County Superintendent of Schools serves as the ex-officio secretary to the County Board. The Board's policy and funding support is critical to the Mitigation Plan.
				SCOE Plans and Programs	
	X		X	Comprehensive School Safety Plan	The CSSP consists of several components, including identifying hazards. Hazard-related information from the MJHMP will be added to the CSSP.
	X		X	Emergency Response Plan	The ERP for SCOE identifies hazards and related response protocols. Various assignments are identified in the ERP which are assigned to staff. Training and exercises assist in informing the staff of their roles as well as sharing information about the various hazards.
	X		X	Facilities Master Plan	The Facilities Master Plan is a compilation of information, policies, and statistical data about a school district. It is organized to provide (1) a continuous basis for planning educational facilities that will meet the changing needs of a community; and (2) provide alternatives in allocating facility resources to achieve district's goals and objectives. It is used for planning facilities needs for either pupil enrollment growth or decline. Many of the mitigation action items in the plan will be added to the Facilities Master Plan which is ensure the implementation of the MJHMP.
		X		Capital Improvement Program	Phased and other long-term constructions projects are managed through the Capital Improvement Program. Such projects are funded through taxation, impact fees, and general obligation bonds.
	X			Maintenance Program	The Annual Budget includes funds for staffing, equipment, and supplies intended to reduce risk (e.g., tree trimming, clearing drainage systems).
	X	X	X	Annual Budget	The Annual Budget and its associated review, update, and approval process provide a plethora of opportunities to explain details tasks, priorities, and spending allocations for the projects, programs, and equipment supporting the efforts of SCOE and the districts. Many of the ongoing mitigation items in the plan are supported through the Annual Budget.
X				Building Code	SCOE adheres to the California Department of Education's "Field Act" that mandates minimum requirements for all buildings occupied with school children.
				SCOE External Agencies and Resources	

Type of Capability				Name of Capability	Capability Description and Ability to Support Mitigation
Planning and Regulatory	Administrative and Technical	Financial	Education and Outreach		
			X	Community Support	Support for mitigation can be gathered from parent groups, local citizen groups, and non-profit organizations focusing on environmental protection, emergency preparedness, access, and functional needs populations, etc.
	X		X	Cities, Towns, and Unincorporated Area Public Safety Entities	Within the project area there are numerous local governments providing law enforcement and fire suppression/prevention. Each entity provides technical expertise in a variety of public safety subject areas along with knowledge of regulatory requirements. Also, each maintains robust capabilities for education and outreach through a variety of venues and mediums.

Expanding and Improving on Capabilities

Planning and Regulatory Capabilities - SCOE builds and maintains its own buildings and infrastructure according to the CDE "Field Act". Future plans are laid out in the Facilities Maintenance Plan. The funding of future construction often relies on successful bond measures where plans and justifications are shared with the public. Given the fact this is the first mitigation plan for SCOE, the topic of mitigation has been limited to Environmental Impact Reports tied to major development projects. Although mitigation is new, schools are highly experienced in adhering to federal, state, and local mandate, and comply with a wide array of reporting requirements pertinent to school operations and student performance. That well-practiced experience positions the school's community as prepared to participate and respond as mitigation weaves itself into the school culture. Once complete, the MJHMP will be shared with the Sonoma County Office of Emergency Services which will result in more effective emergency planning. With all of the county's school district under one umbrella in the MJHMP, SCOE will take a more active role in coordinating and planning for all of the schools.

Administrative and Technical –

Existing SCOE capabilities are limited. Adding grant writing, GIS, mutual aid agreements, and a warning/notification system would greatly enhance the Office's capabilities. Grant writing capabilities will be especially important once the mitigation plan is approved by FEMA. That approval will trigger eligibility for a range of federal and state grants. Also, the Board of Education could form a sub-committee dedicated to land use matters and mitigation plan implementation. The Plan's opportunities for success will be increased by the Board's involvement. Perhaps in the future, SCOE will consider adding a staff position dedicated to overseeing all of the emergency planning efforts which could include the Comprehensive School Safety Plans, Emergency Response Plans, and updates to the MJHMP.

Finance -

School systems have a number of funding resource acquisition mechanisms that can be utilized for mitigation planning. Aside from the ability to levy taxes, charge impact fees, and initiate

general obligation bonds, schools and students are favored targets for philanthropic support. And while the need for fiscal resources for the school community in Sonoma County is at an all-time high as repetitive disaster plague the region, SCOE knows that the outcomes that hazard mitigation planning and project execution bring are transformative in making schools operationally safer. As student and staff safety is our number one priority, the mitigation planning effort and partnership with the County will serve to prioritize funding capture efforts to meet the objectives and initiatives undertaken herein. We envision inter-school and inter-agency collaborations and funding applications where mutual benefits are found, as well as regular solicitation of our business, industry, and private donor partners to satisfy the financial obligations found in executing hazard mitigation activities.

Education and Outreach –
Utilize parent groups, local citizen groups, and non-profit organizations to support and encourage SCOE mitigation as well as home and business mitigation. Enlist the Superintendent and Community Engagement Specialist in learning and talking about the MJHMP.

Q&A | ELEMENT A: PLANNING PROCESS | A4

Q: Does the plan describe the review and incorporation of existing plans, studies, reports, and technical information? (Requirement §201.6(b)(3))
A: See **Use of Existing Data** below.

Use of Existing Data

The Planning Team gathered and reviewed existing data and plans during plan writing and specifically noted as "sources". Numerous electronic and hard copy documents were used to support the planning process:

Sonoma County Office of Education
https://www.scoe.org/
Applicable Incorporation: Board Members, Maps, Location, and the Environment

Sonoma County Multijurisdictional Hazard Mitigation Plan Update (2021)
https://permitsonoma.org/longrangeplans/adoptedlong-rangeplans/hazardmitigation
Applicable Incorporation: Maps, Location, Environment, Plans, Programs

State of California Hazard Mitigation Plan (2018)
https://www.caloes.ca.gov/
Applicable Incorporation: Used to identify hazards posing the greatest threat to State.

HAZUS Maps and Reports
Created by Emergency Planning Consultants
Applicable Incorporation: Numerous HAZUS maps and reports have been included for Earthquake to determine specific risks and impacts to the Project Area.

FEMA "How To" Mitigation Series (386-1 to 386-9)
www.fema.gov/media
Applicable Incorporation: Mitigation Measures Categories and 4-Step Planning Process are quoted in the Executive Summary.

National Flood Insurance Program
www.fema.gov/national-flood-insurance-program
Applicable Incorporation: Used to confirm repetitive loss properties within the Project Area.

Local Flood Insurance Rate Maps
https://msc.fema.gov/portal/home
Applicable Incorporation: Provided by FEMA and included in Flood Hazard section.

California Department of Forestry and Fire Protection (CAL FIRE)
www.fire.ca.gov
Applicable Incorporation: Wildfire hazard mapping.

California Department of Conservation
www.conservation.ca.gov/cgs
Applicable Incorporation: Seismic hazards mapping.

U.S. Geological Survey (USGS)
www.usgs.gov
Applicable Incorporation: Earthquake records and statistics.

Using HAZUS for Mitigation Planning (2018)
https://www.fema.gov/media-library-data/1540479624999-ab1eca852448e271f0de82cf2031a01b/Using_Hazus_in_Mitigation_Planning_20180820_Final_508_Compliant.pdf
Applicable Incorporation: HAZUS Information.

NOAA National Centers for Environmental Information, Climate at a Glance (2019)
https://www.ncdc.noaa.gov/cag/county/time-series
Applicable Incorporation: Data Image.

Beyond the Basics (website)
https://mitigationguide.org/
Applicable Incorporation: Definitions of Capability Assessment Categories.

Part II: RISK ASSESSMENT

Project Area Profile

Overview

The Sonoma County Office of Education (SCOE) is a strategic partner to the County of Sonoma's 38 school districts including 165 schools serving roughly 71,000 students (K-12). SCOE maintains a total of 12 buildings valued at $51 million and 325 occupants. Each of the districts is autonomous and governed by its own board of trustees/education. The Sonoma County Office of Education's area of responsibility (Project Area) is the same as the County's boundaries.

Table: Sonoma County Office of Education Assets
(Source: SCOE 2023)

Sonoma County Office of Education Facilities	# Occupants	# Buildings	$ Property Value (millions)	$ Contents Value (millions)	$ Total Value (millions)
SCOE					
SCOE Main Facility – Santa Rosa	220	1	10	3	13
SCOE Legal Facility – Santa Rosa	10	1	3	0.3	3.3
SCOE Overflow Parking Lot – Santa Rosa	0	0	2	0.0	2
SCOE Valley of the Moon – Santa Rosa (includes SELPA)	15	1	7	0.5	7.5
SCOE Juniper Shop Facility – Santa Rosa	5	1	1	0.1	1.1
SCOE - CBI	5	1	1	0.1	1.1
SCOE Sonoma Valley – Sassari Elementary	5	1	1	0.1	1.1
SCOE Petaluma City – 4C's McDowell Elementary	5	1	1	0.1	1.1
SCOE SELPA Properties					
SELPA Lewis Opportunity School – Santa Rosa	5	1	1	0.1	1.1
SELPA Headwaters Academy – Petaluma (includes Alternative Education)	20	1	7	0.5	7.5
Sonoma Community Center (SE)	5	1	1	0.1	1.1
SCOE Alternative Education Properties					
Satellite Office Space – Rohnert Park	0	1	1	0.1	1.1
Amarosa Academy – Santa Rosa	30	1	9	1	10
Totals	**325**	**12**	**$45 million**	**$6 million**	**$51 million**

According to the LCAP for SCOE, Sonoma County covers over 1,700 square miles with an estimated 502,146 residents. There are 38 separate school districts, nine separate cities and large unincorporated rural and semi-rural areas. Socio-economic conditions within the county vary widely, including a spectrum from wealthy winery owners and retired corporate millionaires to suburban families, migrant farm workers and Native American residents living on isolated reservations. Highway 101 serves as a corridor linking the north county communities to Santa Rosa, the county's primary urban area with a population of 167,815 and the southernmost city of Petaluma.

Although the majority of the county's population (63.5%) is white, 38% of the county's population is made up of minorities, with Latinos representing 27% of the total. In the county schools, Latinos represent 45.5% of the total youth population and 50% of the total youth population is considered economically disadvantaged. While enrollment in Sonoma County schools had been decreasing since 2001, it began slowly increasing again in 2013-14, with a subsequent decrease in the 2016-17 and 2017-18 school years. In 2017-18, enrollment in Sonoma County schools was 70,449.
The Sonoma County Office of Education (SCOE) Alternative Education Program provides education for students (grades 7-12) who have had difficulty in the traditional school setting or in the community. Daily academic instruction is provided for students who are detained or referred by districts because of expulsion, who self-select, or who benefit from a program based on alternative instructional strategies. The program has two "schools": Court School and Community School.

The Court School Program provides educational services to students who are incarcerated. The Juvenile Justice Center serves girls and boys, ages 12 to 18, who have been arrested and booked on criminal charges and are serving time or awaiting disposition by the court. The Probation Youth Camp classroom serves 16 to 18 year-old males and features vocational and school-to-career instruction. The Court School program served 311 students (unduplicated count) in the 2017-18 school year and 259 students to date in the 2018-19 school year.

The Community School Program provides an alternative learning environment for 12 to 18 year-old students in grades 7–12 who may be experiencing difficulties in a traditional school setting or who may be exhibiting negative behavior patterns in school or in the community. This program serves students who have been expelled from school, identified as habitually truant, placed on probation by the court, or otherwise referred by a school district, probation, or social service agency. The Community School program includes an Independent Study option and a Teen Parent Program. The emphasis of the Community School Program is to reestablish the educational direction of students and to transition them to a learning environment that meets their needs. Counseling and other support services are provided by public and community agencies. The Community School program served 142 students (unduplicated count) in the 2017-18 school year and 132 students to date in the 2018-19 school year.

Q&A | ELEMENT B3:
Q: Is there a description of each identified hazard's impact on the community as well as an overall summary of the community's vulnerability for each jurisdiction? (Requirement §201.6(b)(3)) **A:** See **Geography and Climate** below.

Geography and Climate

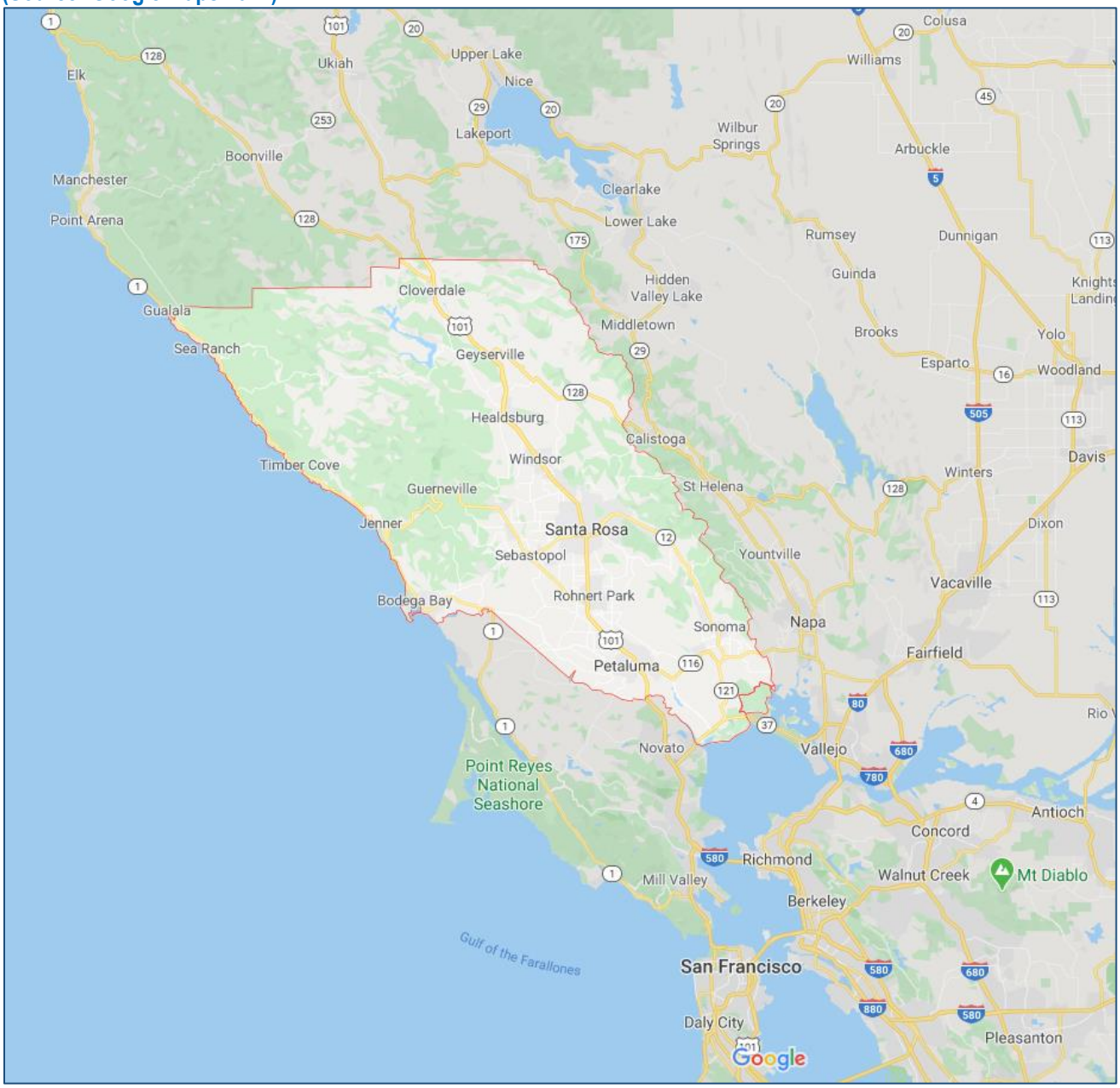
According to the 2021 Sonoma County Multijurisdictional Hazard Mitigiation Plan, the county (also the project area) is the most northerly of nine counties in the San Francisco Bay Region, located along the Pacific coastline about forty miles north of San Francisco. Sonoma County is just over 1,500 square miles, making it the largest of the nine Bay Area counties. The Project Area are bordered by the Pacific Ocean on the west, Marin County and San Pablo Bay to the south, Solano, Napa and Lake Counties to the east, and Mendocino County to the north.

Topography within the Project Area is varied and includes mountainous areas, rolling hills and broad flat river valleys, and bay flats. The valleys and foothills are predominantly in agricultural uses with some urbanized areas and with a dense population. The area contains numerous watersheds, but the Russian River is the largest and most significant, draining over 1,485 square miles as it flows to the Pacific Ocean. The Russian River is the primary water supply and a key attraction to many communities along its banks. Approximately half of the project area is in rugged rural areas with limited access and most of the development in these areas is limited to open space and timber/natural resource production.

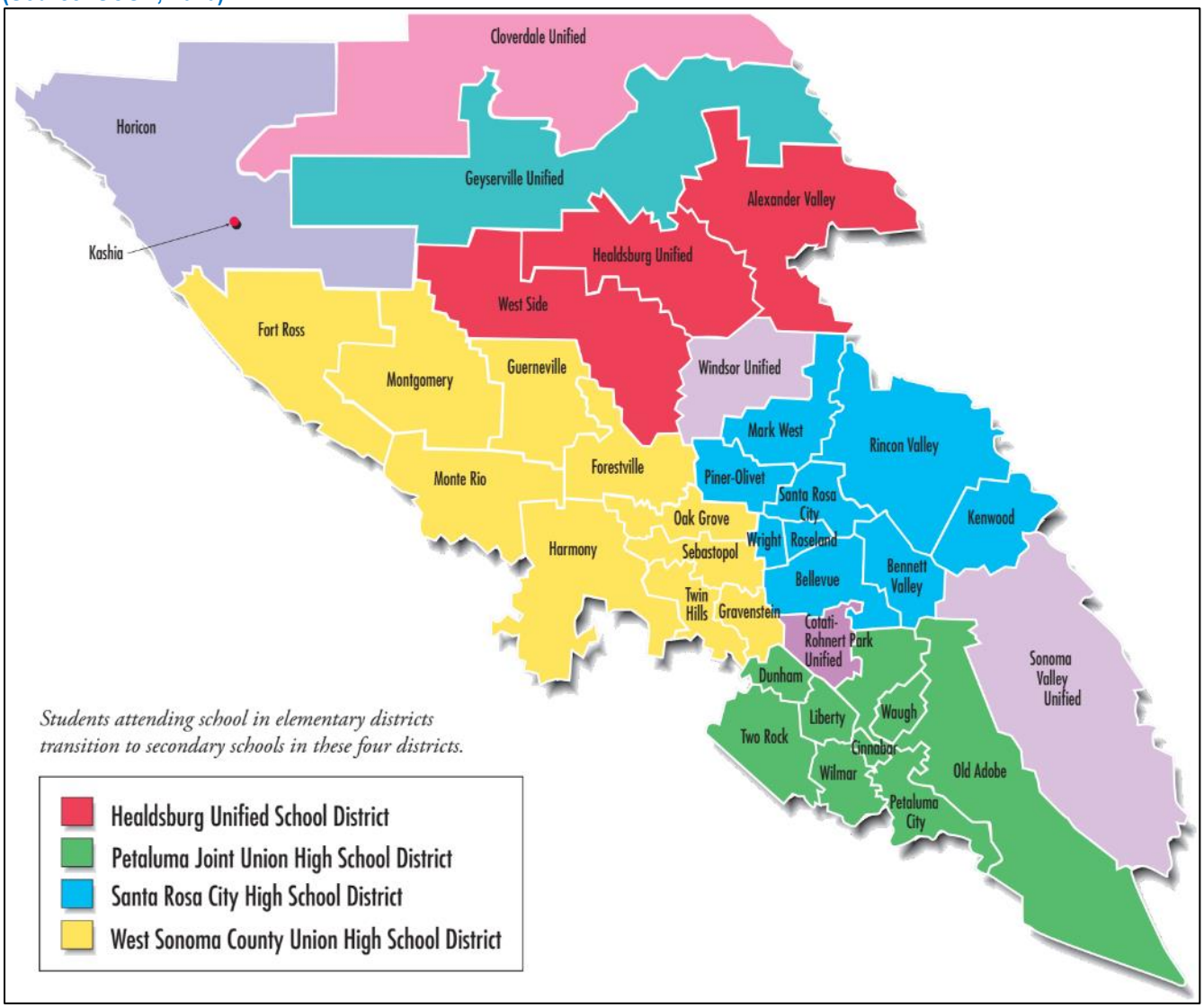
According to the Sonoma County Climate Action Plan (2016), the project area has a typical mediterrannean climate with hot, dry summers and cool, wet winters. Rainfall and humidity are low. The annual average precipitation for the area is approximately 31 inches.



Map: Sonoma County Boundary (same as MJHMP project area)
(Source: Google Maps 2021)



Map: Sonoma County School Districts
(Source: SCOE, 2020)



Risk Assessment

What is a Risk Assessment?

Conducting a risk assessment can provide information regarding: the location of hazards; the value of existing land and property in hazard locations; and an analysis of risk to life, property, and the environment that may result from natural hazard events. Specifically, the five levels of a risk assessment are as follows:

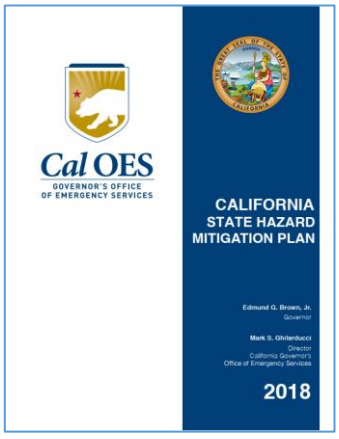
1. *Hazard Identification*
2. *Profiling Hazard Events*
3. *Vulnerability Assessment/Inventory of Existing Assets*
4. *Risk Analysis*
5. *Assessing Vulnerability/Analyzing Development Trends*

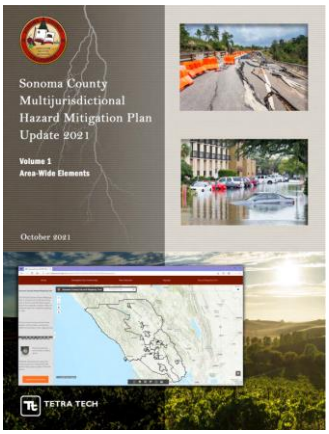
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1a.
Q: Does the plan include a general **description** of all natural hazards that can affect each jurisdiction? (Requirement §201.6(c)(2)(i))
A: See **Hazard Identification** below.

1) Hazard Identification

This section is the description of the geographic extent, potential intensity, and the probability of occurrence of a given hazard. Maps are used in this plan to display hazard identification data. The Planning Team utilized the categorization of hazards as identified in California's State Hazard Mitigation Plan, including Earthquakes, Floods, Levee Failures, Wildfires, Landslides and Earth Movements, Tsunami, Climate-Related Hazards, Volcanoes, and Other Hazards. Additionally, the Planning Team considered the hazards identified in the Sonoma County Multijurisdictional Hazard Mitigation Plan (2021) including Dam Failure, Drought, Earthquake, Flooding, Landslide/Mass Movement, Sea Level Rise, Severe Weather, Tsunami, Wildfire, and Climate Change.

Next, the Planning Team reviewed existing documents to determine which of the hazards posed the most significant threat to the Project Area and its ability to deliver services. In other words, which hazard would likely result in a local declaration of emergency.





The geographic extent of each of the identified hazards was identified by the Planning Team utilizing maps and data contained in the Sonoma County Multijurisdictional Hazard Mitigation Plan (2021).

The following hazards identified in the Sonoma County Multijurisdictional Hazard Mitigation Plan (2021) that have been omitted from inclusion in the SCOE MJHMP:

- ✓ Sea Level Rise – The Planning Team chose not to address this issue since there are no agency-owned facilities within the areas mapped as being prone to sea level rise.
- ✓ Climate Change – The Planning Team chose to break out what they perceived as the greatest areas of concern into the Utility Related Events Hazard Specific Chapter.

The following hazards identified in the Sonoma County Multijurisdictional Hazard Mitigation Plan (2021) that have not been omitted from the plan but were not fully profiled or CPRI ranked due to their low priority and the organization's limited capability to mitigate.

- ✓ Drought – The Planning Team chose to address this issue in the Utility Related Hazard-Specific Chapter.
- ✓ Dam Failure – The Planning Team included within the Flooding Hazard-Specific Chapter.
- ✓ Severe Weather – The Planning Team chose to address this issue in the Utility Related Hazard-Specific Chapter.

Equally important was the Planning Team's decision to add two hazards to the research and mitigation action items. The two hazards not included in the Sonoma County Multijurisdictional Hazard Mitigation Plan are Utility Related Events because of the Project Area's recent experience with Public Safety Power Shutoff (PSPS), and Epidemic / Pandemic / Vector-Borne Disaster Hazards because of the Project Area's recent experience with COVID-19.

Based on the reasoning above, the Planning Team identified the following hazards for research and analysis:

Earthquake | Flood | Landslide | Wildfire | Tsunami

Epidemic/Pandemic/Vector-Borne Diseases | Utility Related

Next, the Planning Team utilized the Calculated Priority Risk Index to rank the selected hazards. The hazard ranking system is described in **Table: Calculated Priority Risk Index**, while the actual ranking is shown in **Table: Calculated Priority Risk Index Ranking for the Project Area.** It's important to note that "maximum credible events" were used for each of the hazards. In other words, an event of such significance that the jurisdiction would declare a local emergency.

Table: Calculated Priority Risk Index
(Source: Federal Emergency Management Agency)

CPRI Category	Degree of Risk			Assigned Weighting Factor
	Level ID	Description	Index Value	
Probability	Unlikely	Extremely rare with no documented history of occurrences or events. Annual probability of less than 1 in 1,000 years.	1	45%
	Possibly	Rare occurrences. Annual probability of between 1 in 100 years and 1 in 1,000 years.	2	
	Likely	Occasional occurrences with at least 2 or more documented historic events. Annual probability of between 1 in 10 years and 1 in 100 years.	3	
	Highly Likely	Frequent events with a well-documented history of occurrence. Annual probability of greater than 1 every year.	4	
Magnitude/ Severity	Negligible	Negligible property damage (less than 5% of critical and non-critical facilities and infrastructure. Injuries or illnesses are treatable with first aid and there are no deaths. Negligible loss of quality of life. Shut down of critical public facilities for less than 24 hours.	1	30%
	Limited	Slight property damage (greater than 5% and less than 25% of critical and non-critical facilities and infrastructure). Injuries or illnesses do not result in permanent disability, and there are no deaths. Moderate loss of quality of life. Shut down of critical public facilities for more than 1 day and less than 1 week.	2	
	Critical	Moderate property damage (greater than 25% and less than 50% of critical and non-critical facilities and infrastructure). Injuries or illnesses result in permanent disability and at least 1 death. Shut down of critical public facilities for more than 1 week and less than 1 month.	3	
	Catastrophic	Severe property damage (greater than 50% of critical and non-critical facilities and infrastructure). Injuries and illnesses result in permanent disability and multiple deaths. Shut down of critical public facilities for more than 1 month.	4	
Warning Time	> 24 hours	Population will receive greater than 24 hours of warning.	1	15%
	12–24 hours	Population will receive between 12-24 hours of warning.	2	
	6-12 hours	Population will receive between 6-12 hours of warning.	3	
	< 6 hours	Population will receive less than 6 hours of warning.	4	
Duration	< 6 hours	Disaster event will last less than 6 hours	1	10%
	< 24 hours	Disaster event will last less than 6-24 hours	2	
	< 1 week	Disaster event will last between 24 hours and 1 week.	3	
	> 1 week	Disaster event will last more than 1 week	4	

Table: Calculated Priority Risk Index Total and Priority Ranking for the Project Area (Source: MJHMP Planning Team)

Hazard	Probability	Weighted 45% (x.45)	Magnitude/Severity	Weighted 30% (x.3)	Warning Time	Weighted 15% (x.15)	Duration	Weighted 10% (x.1)	CPRI Total	Hazard Priority Ranking (H-High, M-Medium, L-Low) *
Earthquake	3	1.35	4	1.20	4	0.6	1	0.1	3.25	H
Wildfire	4	1.80	2	0.6	1	0.15	3	0.3	2.85	H
Utility Related	3	1.35	2	0.6	4	0.6	2	0.2	2.75	M
Epidemic/Pandemic/Vector-Borne Diseases	3	1.35	2	0.6	4	0.6	2	0.2	2.75	M
Flood	3	1.35	2	0.6	2	0.3	3	0.3	2.55	M
Landslide	3	1.35	1	0.3	4	0.6	2	0.2	2.45	L
Tsunami	1	0.45	2	0.6	4	0.6	2	0.2	1.85	L

Hazard Priority Ranking
High=CPRI score for probability + magnitude/severity (impact) = 6 or higher
Medium=CPRI score for probability + magnitude/severity (impact) = 5
Low=CPRI score for probability + magnitude/severity (impact) = 3 or 4
N/A=CPRI score for probability + magnitude/severity (impact) = 2

2) Profiling Hazard Events

This process describes the causes and characteristics of each hazard and the Project Area facilities, infrastructure, and environment that may be vulnerable to each specific hazard. A profile of each hazard discussed in this plan is provided in the Hazard Analysis. **Table: Hazard Profile of Location, Extent, Probability, and Recent Occurrence for the Project Area** indicates a generalized perspective of the community's vulnerability of the various hazards according to extent (or degree), location, probability, and most recent occurrence.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1b.
Q: Does the plan provide rationale for the omission of any natural hazards that are commonly recognized to affect the jurisdiction(s) in the planning area? (Requirement §201.6(c)(2)(i)) **A:** See **Table: Hazard Profile of Location, Extent, Probability, and Recent Occurrence for the Project Area** below.
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1c.
Q: Does the plan include a description of the **location** for all natural hazards that can affect each jurisdiction? (Requirement §201.6(c)(2)(i)) **A:** See **Table: Hazard Profile of Location, Extent, Probability, and Recent Occurrence for the Project Area** below.
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1d.
Q: Does the plan include a description of the **extent** for all natural hazards that can affect each jurisdiction? (Requirement §201.6(c)(2)(i)) **A:** See **Table: Hazard Profile of Location, Extent, Probability, and Recent Occurrence for the Project Area** below.
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B2a.
Q: Does the plan include information on **previous occurrences** of hazard events for each jurisdiction? (Requirement §201.6(c)(2)(i)) **A:** See **Table: Hazard Profile of Location, Extent, Probability, and Recent Occurrence for the Project Area** below.
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B2b.
Q: Does the plan include information on the **probability** of future hazard events for each jurisdiction? (Requirement §201.6(c)(2)(i)) **A:** See **Table: Hazard Profile of Location, Extent, Probability, and Recent Occurrence for the Project Area** below.

Table: Hazard Profile: Location, Extent, Probability, and Recent Occurrence for the Project Area

Hazard	Location (Where)	Extent (How Big an Event)	Probability (How Often) *	Recent Occurrence
Earthquake	Entire Project Area	The Southern California Earthquake Center (SCEC) in 2007 concluded that there is a 99.7 % probability that an earthquake of M6.7 or greater will hit California within 30 years.[1]	Likely	2014 – West Napa Earthquake M6.0
Epidemic/Pandemic/ Vector-Borne Diseases	Entire Project Area	Uncontrollable virus infecting a large portion of the population with fatality rates greater than 2.0%.	Likely	2020 – Present COVID-19 Pandemic
Flood	District facilities located within 100-year flood zones. See hazard chapter for most vulnerable sites.	100-Year Flood Zone areas subject to inundation, flooding, and flash flooding.	Highly Likely	2019 – Russian River
Landslide	Four Districts have facilities located near landslide hazard zones.	Earthquake-induced and rain-induced landslide events possibly impacting dozens of structures.	Likely	2017 – Guerneville
Wildfire	Varies by location within the Project Area – see Wildfire Hazards chapter (Table: Map: Fire Hazard Severity Zones) for specific locations.	Ranges from Very Low to Very High Fire Hazard Severity Zone Ratings.	Likely	2020 - LNU Lightning Complex Fire
Tsunami	Pacific Ocean Coastline	Sonoma County identifies the entire project area as being outside of the Tsunami Risk Zone, with the exception of portions of the coastline.	Unlikely	No previous occurrences.
Utility Related	Entire Project Area	Impacts would range from mild to severe throughout the project area.	Likely	2019 – Kincade Fire
* Probability is defined as: Unlikely = 1:1,000 years, Possibly = 1:100-1:1,000 years, Likely = 1:10-1:100 years, Highly Likely = 1:1 year				
[1] Uniform California Earthquake Rupture Forecast				

HAZUS-MH



The hazard maps in the Mitigation Plan were generated by Emergency Planning Consultants using FEMA's Hazards United States – Multi Hazard (HAZUS-MH) software program. Please see **Attachments – HAZUS** (Attached Separately) for complete reports. Once the location and size of a hypothetical earthquake are identified, HAZUS-MH estimates the intensity of the ground shaking, the number of buildings damaged, the number of casualties, the amount of damage to transportation systems and utilities, the number of people displaced from their homes, and the estimated cost of repair and clean up. It's important to note that the "project area" is based on Census Tracts not jurisdictional boundaries.

As per FEMA's HAZUS Guidebook, HAZUS is a GIS-based software that can be used to estimate potential damage, economic loss, and social impacts from earthquakes, floods, tsunamis and hurricane wind hazards. The HAZUS software includes nationwide general GIS datasets, and a model for the four natural disasters below. The model results can support the risk assessment piece of mitigation planning.

Graphic: Model Results to Support Risk Assessment for Mitigation Planning (Source: Using HAZUS for Mitigation Planning, Federal Emergency Management Agency, 2018)

Earthquake model	Estimates damages and losses to buildings, essential facilities, transportation, and utility lifelines from a single scenario or probabilistic earthquake analysis. There are also tools that allow the user to integrate earthquake hazard data generated outside of Hazus into the earthquake model. This model estimates debris generation, shelter requirements, casualties, and fire following an earthquake disaster.
Flood model	Generates flood hazard data using nationwide hydrological datasets. There are also tools that allow the user to integrate flood hazard data generated outside of Hazus software into the flood model. This model estimates the expected levels of damage to infrastructure and buildings. Debris generation and shelter requirements, as well as agricultural losses, can be calculated with this model.
Tsunami model	Can produce analyses that have several pre-tsunami and/or post-tsunami applications. Use of the methodology will generate an estimate of the consequences to a county or region of a "scenario tsunami," i.e., a tsunami with a specified inundation depth, velocity, and location. The resulting "loss estimate" generally will describe the scale and extent of damage and disruption that may result from the scenario tsunami.
Hurricane wind model	Can create the wind hazard data from a historical or real-time event, probabilistic event, or from a user-defined scenario. Estimates of potential damage and economic loss to buildings can then be calculated. The storm surge analysis combines the wind and coastal flood model to simulate storm surge for historical, and manual hurricanes. The model combines the wind and flood losses.

HAZUS is packaged with datasets that include building inventories and infrastructure for the entire United States. Because HAZUS is currently built on GIS technology, the inventory and infrastructure datasets can be mapped and intersected with the hazard information created from the four models.

Following the intersection, HAZUS determines the effects of wind, ground shaking, and water depths on buildings and infrastructure to calculate losses and damages. The outputs and estimates can be used in hazard mitigation planning, emergency response, and planning for recovery and reconstruction.

Losses estimated in HAZUS are based on the accuracy of input data. Basic analysis can be developed using the default data and parameter data provided within HAZUS. Users can conduct more advanced analysis using more accurate data that is specific to the region, hazard, population, etc. User-supplied data improves the accuracy of inventories and/or parameters.

Advanced-level analyses may also incorporate data from third-party studies. The user must determine the appropriate level of analysis to meet the user's needs and resources.

HAZUS analysis can be performed at three different levels:

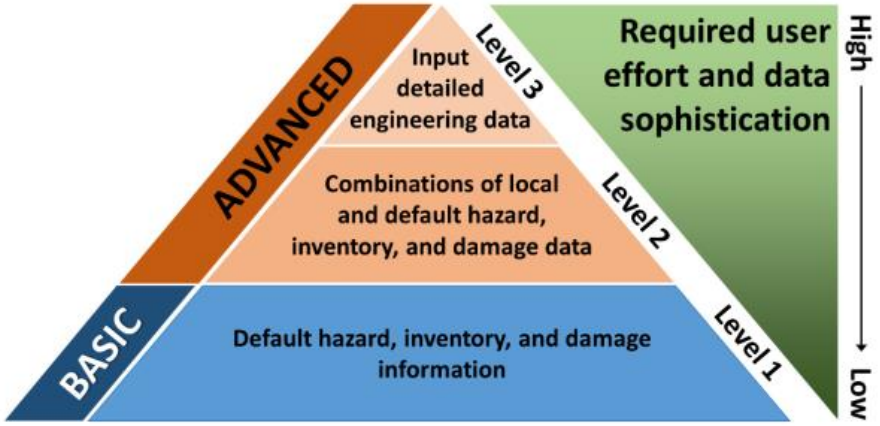
- A Level 1 basic analysis can be performed simply using the default data provided. This level of analysis is very coarse, and because the results will be subject to a much higher level of uncertainty, this should serve primarily as a baseline for further study. The user will still be able to produce basic maps and results. Limited additional data will be required to complete the flood analysis. Site specific input data produces more accuracy in vulnerability identification and loss estimation amounts. If the data is available, it is highly recommended that a user integrate site specific data to reduce uncertainty associated with the results of default data. Using a user defined depth grid, in the flood model, against default state data is classified as a level 1 analysis and is the recommendation of HAZUS Program.

- A Level 2 advanced analysis increases the accuracy and precision of an analysis by incorporating user-supplied data relevant to a given hazard. While the data included with the HAZUS software can be utilized to run a basic level one analysis, level two inputs are supplied by local sources and contain a higher level of detail. This can include datasets that model the hazards in more detail, or datasets that increase the accuracy of the inventory information. Incorporating more detailed data will improve the quality of the results. Level 2 is broadly defined as the incorporation of user-defined hazard and updated GBS or site-specific data.

- A Level 3 advanced analysis achieves the highest degree of precision and involves modifying or substituting the model parameters and/or equations, relevant to a given hazard. Users can modify inputs depending on the time and resources available. Keeping track of the data used is suggested so that any relationships between input and results is documented. It is usually done by advanced users experienced with both the hazard and the HAZUS software.

FEMA's Natural Hazard Risk Assessment Program (NHRAP) encourages users to conduct Level 2 or 3 analyses to improve the accuracy of results and recommends the use of user defined data (e.g., depth grids for all flood analysis) for mitigation planning.

Graphic: HAZUS Analysis Levels
(Source: Using HAZUS for Mitigation Planning, Federal Emergency Management Agency, 2018)



HAZUS creates credible estimates for losses and damages; datasets created on the local level typically provide greater detail than the datasets that are packaged with HAZUS (Level 1). Incorporating local datasets into the analysis will improve the results.

HAZUS Outputs

The user plays a major role in selecting the scope and nature of the output of a HAZUS analysis. A variety of maps can be generated for visualizing the extent of the losses. Numerical results may be examined at the level of the census block or tract or may be aggregated by county or region. There are three main categories of HAZUS outputs: direct physical damage, induced damage, and direct losses. Direct physical damage includes general building stock (GBS), essential facilities, high potential loss facilities, transportation systems, utility systems, and user defined facilities. Induced damage includes building debris, tree debris generation and fire following disaster occurrence. Direct losses include losses for buildings, contents, inventory, income, crop damage, vehicle loss, injuries, casualties, sheltering needs and displaced households.

Graphic: HAZUS Outputs
(Source: Using HAZUS for Mitigation Planning, Federal Emergency Management Agency, 2018)

Hazus Capabilities	**Earthquake** Ground Shaking Ground Failure	**Flood** Frequency | Depth Riverine | Coastal Surge	**Hurricane** Wind | Surge	**Tsunami** Depth | Momentum Flux | Runup | Velocity
Inputs				
Historic	✓		✓	
Deterministic	✓	✓	✓	✓
Probabilistic	✓	✓	✓	
User-supplied	✓	✓	✓	✓
Other supported inputs	Real-time & scenario USGS ShakeMaps	Risk MAP, User-supplied depth grids (ArcGRID, GeoTIFF, IMAGINE), HEC-RAS (.FLT)	Hurrevac, User-supplied wind files (.dat)	NOAA PMEL SIFT, State models
Direct Damage				
General Building Stock	✓	✓	✓	✓
Essential Facilities	✓	✓	✓	
Transportation Systems	✓	✓		
Utility Systems	✓	✓		
User-Defined Facilities	✓	✓	✓	✓
Induced Damage				
Fire Following	✓			
Debris Generation	✓	✓	✓	
Direct Losses				
Cost of Repair	✓	✓	✓	✓
Income Loss	✓	✓	✓	✓
Agricultural		✓		
Casualties	✓			✓
Shelter and/or Evacuation Needs	✓	✓	✓	✓
Average Annualized Loss (AAL)	✓	✓	✓	

3) Vulnerability Assessment/Inventory of Existing Assets

A Vulnerability Assessment in its simplest form is a simultaneous look at the geographical location of hazards and an inventory of the underlying land uses (populations, structures, etc.). Facilities that provide critical and essential services following a major emergency are of particular concern because these locations house staff and equipment necessary to provide important public safety, emergency response, and/or disaster recovery functions.

Critical Facilities

FEMA separates critical buildings and facilities into the five categories shown below based on their loss potential. All of the following elements are considered critical facilities:

Essential Facilities are essential to the health and welfare of the whole population and are especially important following hazard events. Essential facilities include hospitals and other medical facilities, police and fire stations, emergency operations centers and evacuation shelters, and schools.

Transportation Systems include airways – airports, heliports; highways – bridges, tunnels, roadbeds, overpasses, transfer centers; railways – trackage, tunnels, bridges, rail yards, depots; and waterways – canals, locks, seaports, ferries, harbors, drydocks, piers.

Lifeline Utility Systems such as potable water, wastewater, oil, natural gas, electric power and communication systems.

High Potential Loss Facilities are facilities that would have a high loss associated with them, such as nuclear power plants, dams, and military installations.

Hazardous Material Facilities include facilities housing industrial/hazardous materials, such as corrosives, explosives, flammable materials, radioactive materials, and toxins.

Table: Hazard Proximity to Critical and Essential Facilities below illustrates the hazards with potential to impact critical facilities owned by or providing services to the Project Area.

Table: Hazard Proximity to Critical and Essential Facilities (Source: Emergency Planning Consultants)

Y – Yes, area is within hazard zone **N** – No, area is not within hazard zone

Agency and Facility	Earthquake	Wildfire	Landslide	Flooding	Tsunami	Utility Related Events	Epidemic/Pandemic/ Vector-borne Diseases
Alexander Valley Union School District							
Alexander Valley Union School District Office	Y	N	N	N	N	Y	Y
Alexander Valley School	Y	N	N	N	N	Y	Y
Bellevue Union School District							
Bellevue Union School District Office	Y	N	N	Y	N	Y	Y
Bellevue School	Y	N	N	N	N	Y	Y
Kawana Springs Elementary School	Y	N	N	N	N	Y	Y
Meadow View School	Y	N	N	N	N	Y	Y
Taylor Mountain School	Y	N	N	N	N	Y	Y
Bennett Valley Union School District							
Bennett Valley Union School District Office	Y	N	N	Y	N	Y	Y
Strawberry School	Y	N	N	Y	N	Y	Y
Yulupa School	Y	N	N	Y	N	Y	Y
Cinnabar School District							
Cinnabar School District Office	Y	N	N	N	N	Y	Y
Cinnabar Elementary School	Y	N	N	N	N	Y	Y
Cloverdale Unified School District							
Cloverdale Unified School District Office	Y	N	N	N	N	Y	Y
Cloverdale High School	Y	N	N	N	N	Y	Y
Jefferson School	Y	N	N	N	N	Y	Y
Johanna Echols-Hansen Continuation High School	Y	N	N	N	N	Y	Y
Washington School	Y	N	N	N	N	Y	Y
Cotati-Rohnert Park Unified School District							
Cotati-Rohnert Park Unified School District Office	Y	N	N	N	N	Y	Y
El Camino Continuation High School	Y	N	N	N	N	Y	Y
El Colegio (SE)	Y	N	N	N	N	Y	Y
Evergreen Elementary School	Y	N	N	N	N	Y	Y

Agency and Facility	Earthquake	Wildfire	Landslide	Flooding	Tsunami	Utility Related Events	Epidemic/Pandemic/ Vector-borne Diseases
John Reed School	Y	N	N	N	N	Y	Y
Lawrence E. Jones Middle School (SE)	Y	N	N	N	N	Y	Y
Marguerite Hahn Elementary School	Y	N	N	N	N	Y	Y
Monte Vista Elementary School	Y	N	N	N	N	Y	Y
Rancho Cotate High School (SE)	Y	N	N	N	N	Y	Y
Richard Crane Elementary	Y	N	N	N	N	Y	Y
Technology High School	Y	N	N	N	N	Y	Y
Technology Middle School	Y	N	N	N	N	Y	Y
Thomas Page Academy	Y	N	N	N	N	Y	Y
University Elementary at La Fiesta	Y	N	N	N	N	Y	Y
LaBath (SE)	Y	N	N	N	N	Y	Y
Dunham School District							
Dunham School District Office	Y	N	N	N	N	Y	Y
Dunham School	Y	N	N	N	N	Y	Y
Dunham Charter School	Y	N	N	N	N	Y	Y
Forestville Union School District							
Forestville Union School District Office	Y	Y	N	N	N	Y	Y
Forestville Academy	Y	Y	N	N	N	Y	Y
Forestville School	Y	Y	N	N	N	Y	Y
Fort Ross Elementary School District							
Fort Ross Elementary School District	Y	Y	Y	N	N	Y	Y
Fort Ross School	Y	Y	Y	N	N	Y	Y
Geyserville Unified School District							
Geyserville Unified School District Office	Y	Y	N	Y	N	Y	Y
Buena Vista High School	Y	Y	N	Y	N	Y	Y
Geyserville Elementary School	Y	Y	N	Y	N	Y	Y
Geyserville New Tech Academy	Y	Y	N	Y	N	Y	Y
Gravenstein Union School District							
Gravenstein Union School District	Y	N	N	Y	N	Y	Y
Gravenstein Community Day School	Y	N	N	Y	N	Y	Y

Agency and Facility	Earthquake	Wildfire	Landslide	Flooding	Tsunami	Utility Related Events	Epidemic/Pandemic/ Vector-borne Diseases
Gravenstein Elementary School	Y	N	N	Y	N	Y	Y
Gravenstein First	Y	N	N	Y	N	Y	Y
Hillcrest Middle School	Y	N	N	N	N	Y	Y
Guerneville School District							
Guerneville School District Office	Y	Y	Y	Y	N	Y	Y
Guerneville School	Y	Y	Y	Y	N	Y	Y
Harmony Union School District							
Harmony Elementary School District Office	Y	Y	Y	N	N	Y	Y
Harmony Elementary School	Y	Y	Y	N	N	Y	Y
Salmon Creek School: A Charter School	Y	Y	Y	N	N	Y	Y
Healdsburg Unified School District							
Healdsburg High School District Office	Y	N	N	Y	N	Y	Y
Healdsburg Charter School-Fitch Mountain Campus	Y	N	N	Y	N	Y	Y
Healdsburg Charter School-HES Campus	Y	N	N	Y	N	Y	Y
Healdsburg High School	Y	N	N	Y	N	Y	Y
Healdsburg Junior High School	Y	N	N	Y	N	Y	Y
HES–Fitch Mountain Campus	Y	N	N	Y	N	Y	Y
HES-Healdsburg Campus	Y	N	N	Y	N	Y	Y
Marce Becerra Academy	Y	N	N	Y	N	Y	Y
Horicon School District							
Horicon School District Office	Y	N	N	N	N	Y	Y
Horicon School	Y	N	N	N	N	Y	Y
Kashia School District							
Kashia School District Office	Y	N	N	N	N	Y	Y
Kashia School	Y	N	N	N	N	Y	Y
Kenwood School District							
Kenwood School District Office	Y	N	N	N	N	Y	Y
Kenwood School	Y	N	N	N	N	Y	Y
Liberty School District							
Liberty School District Office	Y	N	N	N	N	Y	Y

Agency and Facility	Earthquake	Wildfire	Landslide	Flooding	Tsunami	Utility Related Events	Epidemic/Pandemic/ Vector-borne Diseases
Liberty Elementary School	Y	N	N	N	N	Y	Y
Liberty Primary School	Y	N	N	N	N	Y	Y
Mark West Union School District							
Mark West Union School District Office	Y	Y	N	N	N	Y	Y
John B. Riebli Elementary School	Y	Y	N	N	N	Y	Y
Mark West Charter School	Y	N	N	N	N	Y	Y
Mark West Elementary School	Y	N	N	N	N	Y	Y
San Miguel Elementary School (SE)	Y	N	N	N	N	Y	Y
Monte Rio Union School District							
Monte Rio Union School District Office	Y	Y	N	Y	N	Y	Y
Monte Rio Union School	Y	Y	N	Y	N	Y	Y
Montgomery Elementary School District							
Montgomery Elementary School District Office	Y	Y	Y	N	N	Y	Y
Montgomery School	Y	Y	Y	N	N	Y	Y
Oak Grove Union School District							
Oak Grove Union School District Office	Y	Y	N	Y	N	Y	Y
Oak Grove Elementary School	Y	Y	N	N	N	Y	Y
Willowside Middle School	Y	Y	N	Y	N	Y	Y
Old Adobe Union School District							
Old Adobe Union School District Office	Y	Y	N	Y	N	Y	Y
La Tercera School (SE)	Y	Y	N	Y	N	Y	Y
Loma Vista Immersion Academy (SE)	Y	Y	N	Y	N	Y	Y
Miwok Valley Elementary Charter School	Y	Y	N	Y	N	Y	Y
Old Adobe Charter School	Y	Y	N	Y	N	Y	Y
Sonoma Mountain Charter School	Y	Y	N	Y	N	Y	Y
Petaluma City Schools District							
Petaluma City School District Office	Y	N	N	N	N	Y	Y
Grant School	Y	N	N	N	N	Y	Y
McDowell School	Y	N	N	N	N	Y	Y
McKinley School	Y	N	N	N	N	Y	Y

Agency and Facility	Earthquake	Wildfire	Landslide	Flooding	Tsunami	Utility Related Events	Epidemic/Pandemic/ Vector-borne Diseases
McNear School	Y	N	N	N	N	Y	Y
Penngrove School	Y	N	N	N	N	Y	Y
Valley Vista School	Y	N	N	N	N	Y	Y
Carpe Diem High School	Y	N	N	N	N	Y	Y
Casa Grande High School	Y	N	N	N	N	Y	Y
Kenilworth Junior High School	Y	N	N	N	N	Y	Y
Mary Collins at Cherry Valley Charter School	Y	N	N	N	N	Y	Y
Petaluma Accelerated Charter School	Y	N	N	N	N	Y	Y
Petaluma High School (SE)	Y	N	N	N	N	Y	Y
Petaluma Junior High School	Y	N	N	N	N	Y	Y
San Antonio High School	Y	N	N	N	N	Y	Y
Sonoma Mountain High School	Y	N	N	N	N	Y	Y
Valley Oaks High School	Y	N	N	N	N	Y	Y
Piner-Olivet Union School District							
Piner-Olivet Union School District Office	Y	Y	N	N	N	Y	Y
Jack London School (SE)	Y	Y	N	N	N	Y	Y
Northwest Prep at Piner-Olivet (SE)	Y	Y	N	N	N	Y	Y
Olivet Elementary (SE)	Y	Y	N	N	N	Y	Y
Piner-Olivet Charter School	Y	Y	N	N	N	Y	Y
Schaefer (Morrice) Charter School	Y	Y	N	N	N	Y	Y
Rincon Valley Union School District							
Rincon Valley Union School District Office	Y	N	N	N	N	Y	Y
Austin Creek School	Y	N	N	N	N	Y	Y
Binkley School	Y	N	N	N	N	Y	Y
Douglas L. Whited School	Y	N	N	N	N	Y	Y
Madrone Elementary School	Y	N	N	N	N	Y	Y
Rincon Valley Charter School: Matanzas (SE)	Y	N	N	N	N	Y	Y
Rincon Valley Charter School: Sequoia	Y	N	N	N	N	Y	Y
Sequoia School	Y	N	N	N	N	Y	Y
Spring Creek Matanzas Charter	Y	N	N	N	N	Y	Y

Agency and Facility	Earthquake	Wildfire	Landslide	Flooding	Tsunami	Utility Related Events	Epidemic/Pandemic/ Vector-borne Diseases
Village School	Y	N	N	N	N	Y	Y
Roseland Public Schools							
Roseland School District Office	Y	N	N	Y	N	Y	Y
Roseland Creek Elementary School	Y	N	N	N	N	Y	Y
Roseland Elementary School	Y	N	N	N	N	Y	Y
Sheppard Accelerated School	Y	N	N	N	N	Y	Y
Santa Rosa City Schools							
Santa Rosa City Schools District Office	Y	N	N	N	N	Y	Y
Abraham Lincoln School	Y	N	N	N	N	Y	Y
Albert F. Biella Elementary (SE)	Y	N	N	N	N	Y	Y
Brook Hill School	Y	N	N	Y	N	Y	Y
Cesar Chavez Language Academy	Y	N	N	N	N	Y	Y
Helen Lehman School	Y	N	N	N	N	Y	Y
Hidden Valley School	Y	Y	N	N	N	Y	Y
James Monroe School	Y	N	N	N	N	Y	Y
Luther Burbank School	Y	N	N	Y	N	Y	Y
Proctor Terrace School	Y	N	N	Y	N	Y	Y
Santa Rosa Accelerated Charter School	Y	Y	N	N	N	Y	Y
Santa Rosa French-American Charter School (SE)	Y	N	N	Y	N	Y	Y
Steele Lane School	Y	N	N	N	N	Y	Y
Comstock (Hilliard) Middle School (SE)	Y	N	N	N	N	Y	Y
Cook (Lawrence) Middle School (SE)	Y	N	N	N	N	Y	Y
Elsie Allen High (SE)	Y	N	N	N	N	Y	Y
Maria Carrillo High (SE)	Y	Y	N	N	N	Y	Y
Montgomery High School	Y	N	N	Y	N	Y	Y
Piner High School	Y	Y	N	N	N	Y	Y
Ridgway High School	Y	N	N	N	N	Y	Y
Rincon Valley Middle School	Y	Y	N	N	N	Y	Y
Santa Rosa High School	Y	N	N	N	N	Y	Y
Santa Rosa Middle School (SE)	Y	N	N	N	N	Y	Y

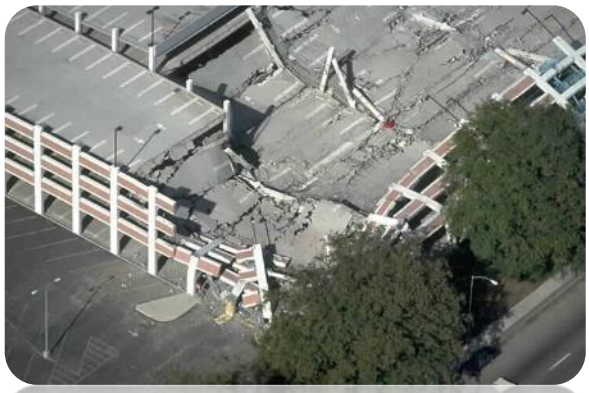
Agency and Facility	Earthquake	Wildfire	Landslide	Flooding	Tsunami	Utility Related Events	Epidemic/Pandemic/ Vector-borne Diseases
Slater (Herbert) Middle School	Y	N	N	N	N	Y	Y
SCOE							
SCOE Main Facility – Santa Rosa	Y	N	N	N	N	Y	Y
SCOE Legal Facility – Santa Rosa	Y	N	N	N	N	Y	Y
SCOE Overflow Parking Lot – Santa Rosa	Y	N	N	N	N	Y	Y
SCOE Valley of the Moon – Santa Rosa	Y	Y	N	N	N	Y	Y
SCOE Juniper Shop Facility – Santa Rosa	Y	N	N	N	N	Y	Y
SCOE - CBI	Y	N	N	N	N	Y	Y
SCOE Sonoma Valley – Sassari Elementary	Y	N	N	N	N	Y	Y
SCOE Petaluma City – 4C's McDowell Elementary	Y	N	N	N	N	Y	Y
SCOE SELPA Properties							
SELPA Lewis Opportunity School – Santa Rosa	Y	N	N	N	N	Y	Y
SELPA Headwaters Academy – Petaluma	Y	N	N	Y	N	Y	Y
SELPA Valley of the Moon – Santa Rosa	Y	Y	N	N	N	Y	Y
Sonoma Community Center (SE)	Y	N	N	Y	N	Y	Y
SCOE Alternative Education Properties							
Headquarters Academy – Petaluma	Y	N	N	Y	N	Y	Y
Satellite Office Space – Rohnert Park	Y	N	N	N	N	Y	Y
Amarosa Academy – Santa Rosa	Y	N	N	N	N	Y	Y
Sebastopol Union School District							
Sebastopol Union School District Office	Y	Y	N	N	N	Y	Y
Brook Haven School	Y	Y	N	N	N	Y	Y
Park Side School	Y	Y	N	N	N	Y	Y
Sonoma Valley Unified School District							
Sonoma Valley Unified School District Office	Y	N	N	N	N	Y	Y
Adele Harrison Middle School	Y	N	N	N	N	Y	Y
Altimira Middle School (SE)	Y	N	N	N	N	Y	Y
Creekside High School	Y	N	N	N	N	Y	Y
Dunbar School	Y	N	N	N	N	Y	Y
El Verano School	Y	N	N	N	N	Y	Y

Agency and Facility	Earthquake	Wildfire	Landslide	Flooding	Tsunami	Utility Related Events	Epidemic/Pandemic/ Vector-borne Diseases
Flowery School	Y	Y	N	N	N	Y	Y
Prestwood School	Y	N	N	N	N	Y	Y
Sassarini School	Y	N	N	N	N	Y	Y
Sonoma Valley High School	Y	N	N	N	N	Y	Y
Twin Hills Union School District							
Twin Hills Union School District Office	Y	N	N	N	N	Y	Y
Apple Blossom School	Y	N	N	N	N	Y	Y
Orchard View School	Y	N	N	N	N	Y	Y
SunRidge Charter School	Y	N	N	N	N	Y	Y
Twin Hills Charter Middle School	Y	N	N	N	N	Y	Y
Two Rock Union School District							
Two Rock Union School District Office	Y	N	N	N	N	Y	Y
Two Rock Union School	Y	N	N	N	N	Y	Y
Waugh School District							
Waugh School District Office	Y	Y	N	N	N	Y	Y
Corona Creek School	Y	Y	N	N	N	Y	Y
Meadow School	Y	Y	N	N	N	Y	Y
West Side Union School District							
West Side Union School District	Y	N	N	Y	N	Y	Y
West Side School	Y	N	N	Y	N	Y	Y
West Sonoma County High School District							
West Sonoma County High School District Office	Y	N	N	Y	N	Y	Y
Analy High School	Y	N	N	Y	N	Y	Y
El Molino High School	Y	N	N	N	N	Y	Y
Laguna High School	Y	N	N	Y	N	Y	Y
Wilmar Union School District							
Wilmar Union School District	Y	N	N	N	N	Y	Y
Wilson School	Y	N	N	N	N	Y	Y
Windsor Unified School District							
Windsor Unified School District Office	Y	N	N	Y	N	Y	Y

Agency and Facility	Earthquake	Wildfire	Landslide	Flooding	Tsunami	Utility Related Events	Epidemic/Pandemic/ Vector-borne Diseases
Brooks Elementary School	Y	N	N	Y	N	Y	Y
Cali Calmécac Language Academy	Y	N	N	Y	N	Y	Y
Mattie Washburn Elementary School	Y	N	N	Y	N	Y	Y
North Bay Met Academy	Y	N	N	Y	N	Y	Y
Windsor High School	Y	N	N	Y	N	Y	Y
Windsor Middle School (SE)	Y	N	N	Y	N	Y	Y
Wright Elementary School District							
Wright Elementary School District Office	Y	N	N	Y	N	Y	Y
J.X. Wilson School (SE)	Y	N	N	Y	N	Y	Y
Robert L. Stevens School	Y	N	N	Y	N	Y	Y
Wright Charter School	Y	N	N	Y	N	Y	Y
Wright Preschool	Y	N	N	Y	N	Y	Y

Earthquake Hazards

Hazard Definition



An earthquake is a sudden motion or trembling that is caused by a release of strain accumulated within or along the edge of the Earth's tectonic plates. The effects of an earthquake can be felt far beyond the site of its occurrence. They usually occur without warning and, after just a few seconds, can cause massive damage and extensive casualties. Common effects of earthquakes are ground motion and shaking, surface fault ruptures, and ground failure.

One tool used to describe earthquake "intensity" is the Magnitude Scale. The Magnitude Scale is sometimes referred to as the Richter Scale. The two are similar but not exactly the same. The Magnitude Scale was devised as a means of rating earthquake strength and is an indirect measure of seismic energy released. The Scale is logarithmic with each one-point increase corresponding to a 10-fold increase in the amplitude of the seismic shock waves generated by the earthquake. In terms of actual energy released, however, each one-point increase on the Richter scale corresponds to about a 32-fold increase in energy released. Therefore, a Magnitude 7 (M7) earthquake is 100 times (10 X 10) more powerful than a M5 earthquake and releases 1,024 times (32 X 32) the energy.

Table: Mercalli Scale and Peak Ground Acceleration Comparison
(Source: Sonoma County Multijurisdictional Hazard Mitigation Plan 2021)

Modified Mercalli Scale	Perceived Shaking	Potential Structure Damage		Estimated PGA[a] (%g)
		Resistant Buildings	Vulnerable Buildings	
I	Not Felt	None	None	<0.17%
II-III	Weak	None	None	0.17% - 1.4%
IV	Light	None	None	1.4% - 3.9%
V	Moderate	Very Light	Light	3.9% - 9.2%
VI	Strong	Light	Moderate	9.2% - 18%
VII	Very Strong	Moderate	Moderate/Heavy	18% - 34%
VIII	Severe	Moderate/Heavy	Heavy	34% - 65%
IX	Violent	Heavy	Very Heavy	65% - 124%
X – XII	Extreme	Very Heavy	Very Heavy	>124%

a. PGA = peak ground acceleration. Measured in percent of g, where g is the acceleration of gravity
Sources: USGS, 2008; USGS, 2010

Another tool used to describe earthquakes is in terms of "magnitude". An earthquake's magnitude is a measure of the energy released at the source of the earthquake. Magnitude is commonly expressed by ratings on the moment magnitude scale (Mw), the most common scale used today (USGS, 2017). This scale is based on the total moment release of the earthquake

(the product of the distance a fault moved and the force required to move it). The scale is as follows:

- Great—Mw > 8
- Major—Mw = 7.0 – 7.9
- Strong—Mw = 6.0 – 6.9
- Moderate—Mw = 5.0 – 5.9
- Light—Mw = 4.0 – 4.9
- Minor—Mw = 3.0 – 3.9
- Micro—Mw < 3

Earthquake Related Hazards

Ground shaking, landslides, and liquefaction are the specific hazards associated with earthquakes. The severity of these hazards depends on several factors, including soil and slope conditions, proximity to the fault, earthquake magnitude, and the type of earthquake.

Ground Shaking

Ground shaking is the motion felt on the earth's surface caused by seismic waves generated by the earthquake. It is the primary cause of earthquake damage. The strength of ground shaking depends on the magnitude of the earthquake, the type of fault, and distance from the epicenter (where the earthquake originates). Buildings on poorly consolidated and thick soils will typically see more damage than buildings on consolidated soils and bedrock.

Earthquake-Induced Landslides

Earthquake-induced landslides are secondary earthquake hazards that occur from ground shaking. They can destroy the roads, buildings, utilities, and other critical facilities necessary to respond and recover from an earthquake. Many communities in Southern California have a high likelihood of encountering such risks, especially in areas with steep slopes.

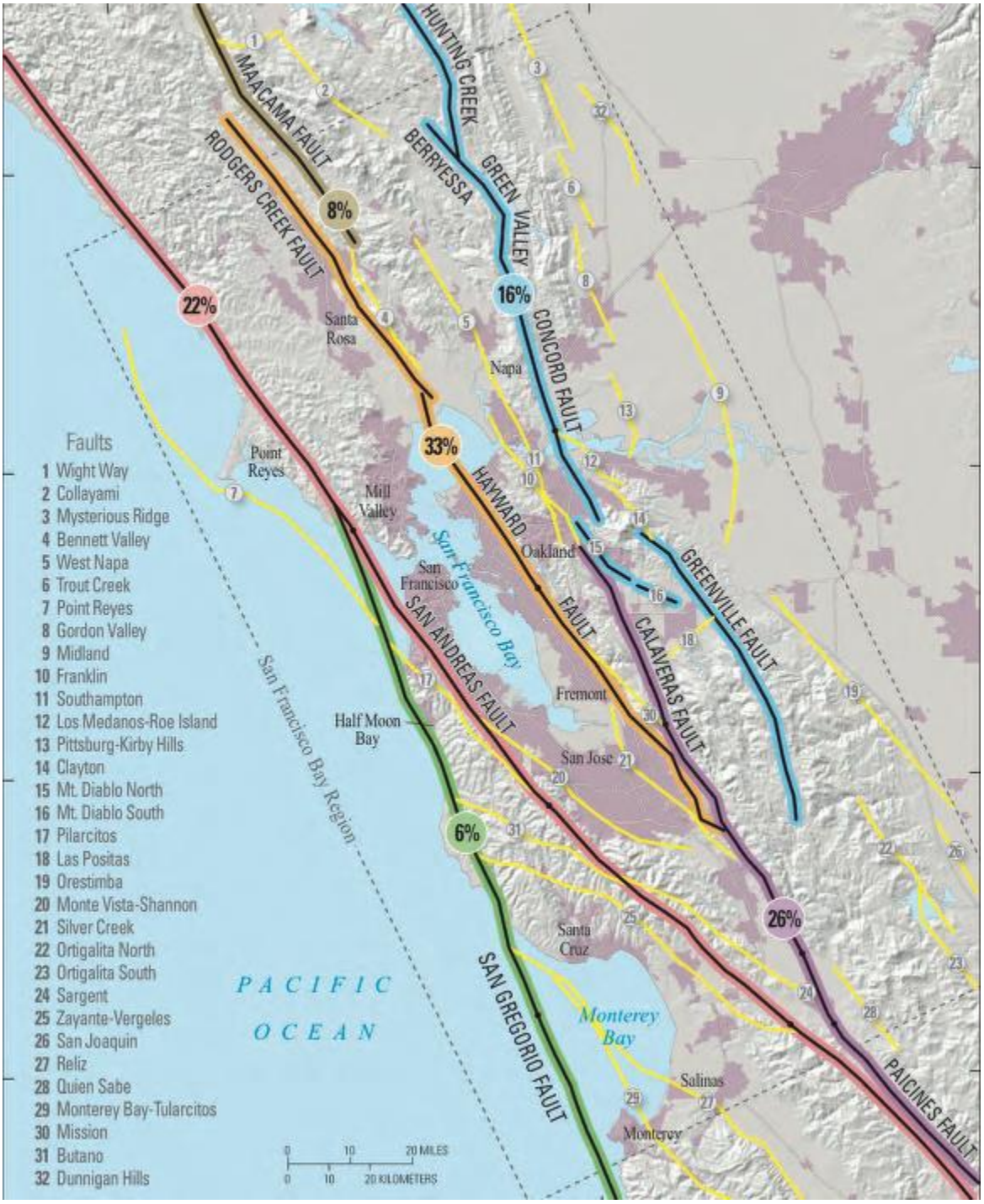
Rock falls may happen suddenly and without warning but are more likely to occur in response to earthquake induced ground shaking, during periods of intense rainfall, or as a result of human activities, such as grading and blasting. Ground acceleration of at least 0.10g in steep terrain is necessary to induce earthquake-related rock falls.

Liquefaction

Liquefaction is a phenomenon in which the strength and stiffness of a soil is reduced by earthquake shaking or other events. Liquefaction occurs in saturated soils, which are soils in which the space between individual soil particles is completely filled with water. This water exerts a pressure on the soil particles that influences how tightly the particles themselves are pressed together. Prior to an earthquake, the water pressure is relatively low. However, earthquake shaking can cause the water pressure to increase to the point where the soil particles can readily move with respect to each other. Because liquefaction only occurs in saturated soil, its effects are most commonly observed in low lying areas. Typically, liquefaction is associated with shallow groundwater, which is less than 50 feet beneath the earth's surface.

The potential for liquefaction in the Project Area exists primarily in the low-lying areas adjacent to San Pablo Bay; along the Russian and Petaluma Rivers, Santa Rosa and Sonoma Creeks; the Laguna de Santa Rosa and Santa Rosa Plains. **Map: Major Earthquake Faults & Areas of Liquefaction** shows the areas of liquefaction risk within the Project Area.

Map: Mapped Faults in Sonoma County
(Source: Sonoma County Multijurisdictional Hazard Mitigation Plan 2021)



Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B2a.

Q: Does the plan include information on **previous occurrences** of hazard events for each jurisdiction? (Requirement §201.6(c)(2)(i))

A: See **Previous Occurrences of Earthquakes in the Project Area** below.

Previous Occurrences of Earthquakes in the Project Area

According to the Sonoma County Multijurisdictional Hazard Mitigation Plan (2021), significant earthquakes have impacted the region historically, specifically the 1906 San Francisco Earthquake and the 1989 Loma Prieta Earthquake.

Table: Historical Earthquakes in Sonoma County
(Source: Sonoma County Multijurisdictional Hazard Mitigation Plan, 2021)

Year	Magnitude and Fault	Impact
1868	M7.2 Hayward Fault	Minimal damage due to sparse population at the time.
1898	M6.7 Rodgers Creek Fault	Minimal damage due to sparse population at the time.
1906	M8.3 San Andreas Fault	The only reported casualties in Sonoma County were in the City of Santa Rosa, where 65 persons died and 12 remained missing. The shaking lasted for about fifty seconds. The Santa Rosa Courthouse was destroyed by the shaking and ensuing fire, as were approximately eight blocks of commercial buildings. It was reported that almost all non-wood buildings were destroyed by the shaking alone.
1969	M5.7 Rodgers Creek/Healdsburg	Total property damage estimated at $6 million including severe damage to multiple County buildings and schools. Fortunately, there was no loss of life from the earthquakes, which can be attributed to the earthquakes striking in the evening hours, when most residents were at home.
1989	M6.9 Loma Prieta Earthquake	Total property damage is estimated at $6 billion. The quake killed 63 people and injured 3,757 throughout Northern California. It caused a total of over 16,700 housing units to be uninhabitable throughout the Monterey and San Francisco Bay Areas and left some 3,000-12,000 people homeless.
2014	M6.0 West Napa Fault	The epicenter was located about six miles southwest of the City of Napa and nine miles southeast of the City of Sonoma. 257 people were injured during the quake and one person was killed. 163 structures, many in downtown Napa, were severely damaged and red-tagged by Inspectors. Several structures in eastern Sonoma County were also severely damaged. An additional 3,517 structures were inspected, of which 1,749 were identified as being moderately damaged. Napa, Solano, and Sonoma County experienced electrical and water service disruptions.
2016	M5.0 The Geysers Earthquake	A 5.0 magnitude earthquake occurred 4 miles west of The Geysers and 14 miles southwest of Clearlake on December 14, 2016, following a series of medium size earthquakes in Mammoth Lakes and the Central Coast. This event was primarily felt in the Clearlake and Santa Rosa areas but was also felt throughout the Bay Area.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1a.
Q: Does the plan include a general **description** of all natural hazards that can affect each jurisdiction? (Requirement §201.6(c)(2)(i)) **A:** See **Local Conditions** below.
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.
Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii)) **A:** See **Local Conditions** below.

Local Conditions

The Sonoma County Office of Education is in an area of high seismic activity and several faults have the potential to cause damage to the region. The Project Area is located along the west coast of California where the Pacific Plate is slowly moving to the northwest. It grinds against the west-moving North American Plate creating large stresses. When the stress exceeds the strength of the earth materials, fault rupture occurs. As a result, the project area is seismically active, and several major faults traverse the region.

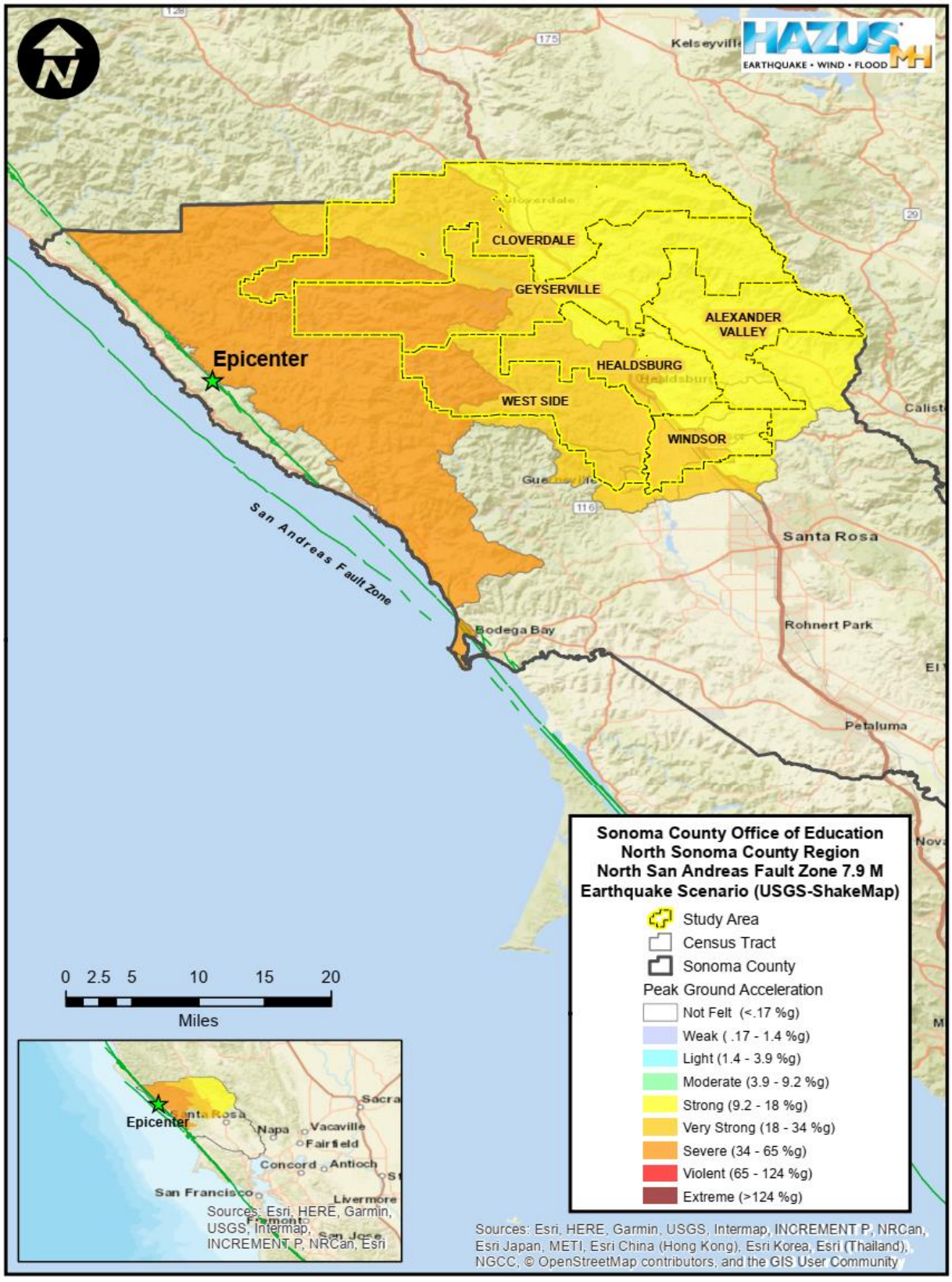
According to the Sonoma County Multijurisdictional Hazard Mitigation Plan (2021), three earthquake faults run the length of the County. The Northern Segment of the San Andreas Fault (plate boundary) crosses Sonoma County land at Bodega Bay but continues northward offshore. It appears to land again at Fort Ross and continues past the community of The Sea Ranch to the County's northern border. The Rodgers Creek Fault connects southward to other faults that merge into the San Andreas Fault. The Maacama Fault lies to the east of the Healdsburg Fault and continues northward, passing east of the City of Cloverdale. The faults are all right lateral strike-slip faults, meaning that the land on the western side of the fault moves north in an earthquake. The locations of these faults are shown in **Map: Mapped Earthquake Faults** above. Seismic activity along other active regional faults, or unknown faults in the area could also affect the region.

Earthquakes that could significantly impact the Project Area would most likely originate from the San Andreas, Healdsburg, or Rodgers Creek Fault Zones. These faults are close enough in proximity or expected to generate strong enough shaking that could affect the District.

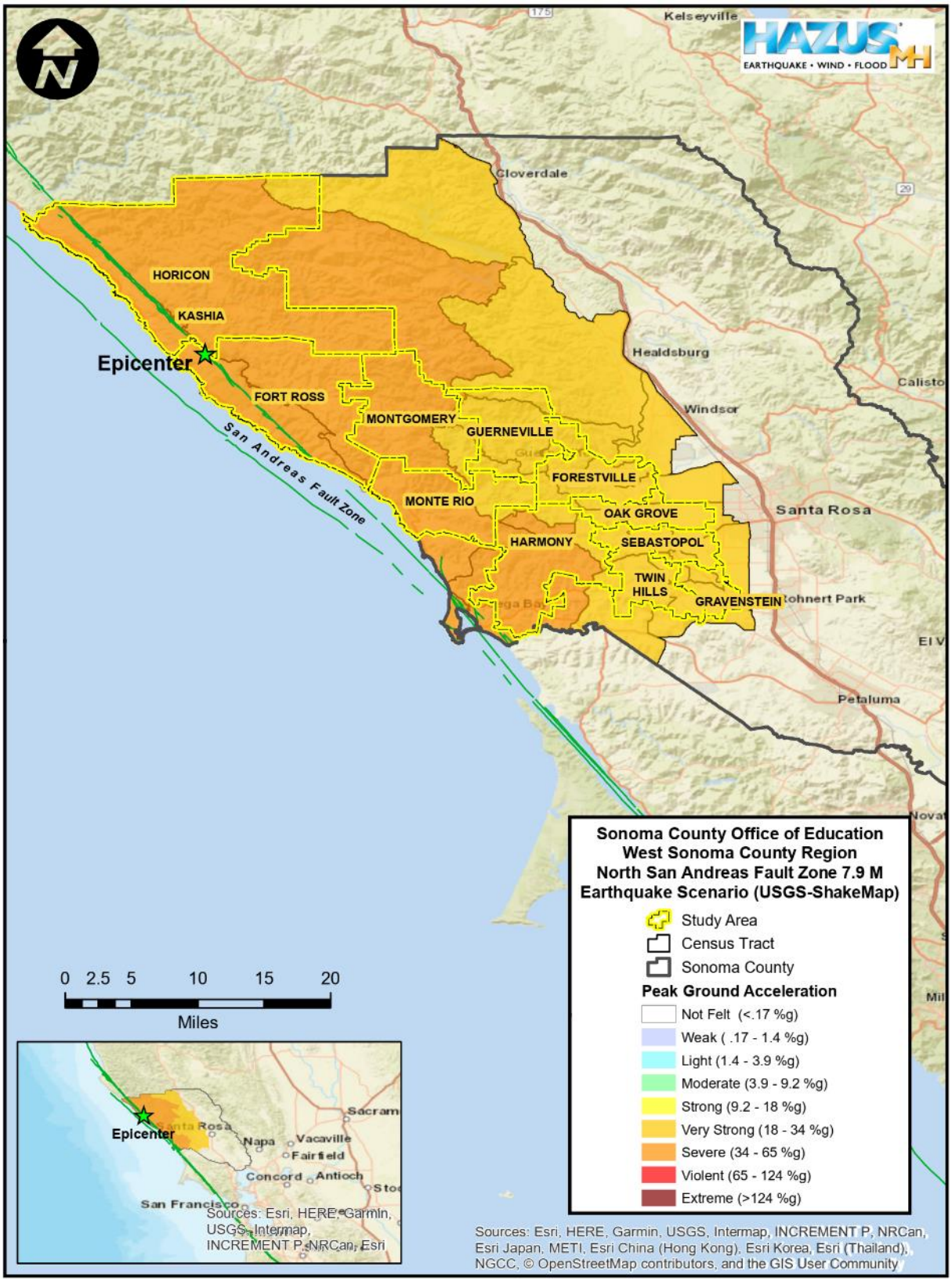
San Andreas Fault Zone

The San Andreas Fault Zone falls West and Southwest of SCOE. This fault zone extends from the Gulf of California northward to the Cape Mendocino area where it continues northward along the ocean floor. The total length of the San Andreas Fault Zone is approximately 750 miles. The activity of the fault has been recorded during historic events, including the 1906 (M8.0) event in San Francisco and the 1857 (M7.9) event between Cholame and San Bernardino, where at least 250 miles of surface rupture occurred. These seismic events are among the most significant earthquakes in California history. Geologic evidence suggests that the San Andreas Fault has a 50 percent chance of producing a magnitude 7.5 to 8.5 quake (comparable to the great San Francisco earthquake of 1906) within the next 30 years.

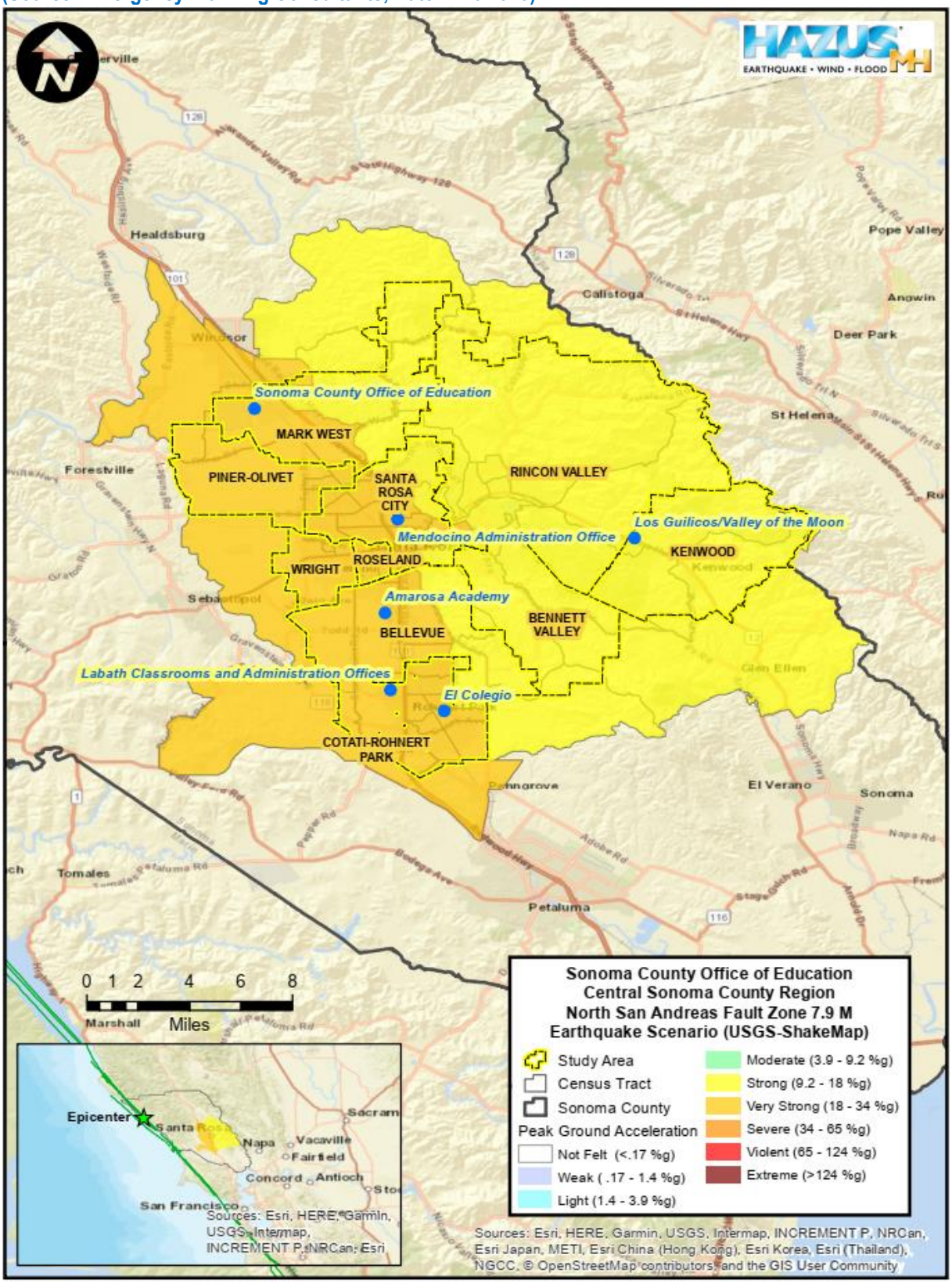
Map: Shake Intensity Map – San Andreas Fault M7.9 – North Sonoma County Region (Source: Emergency Planning Consultants)



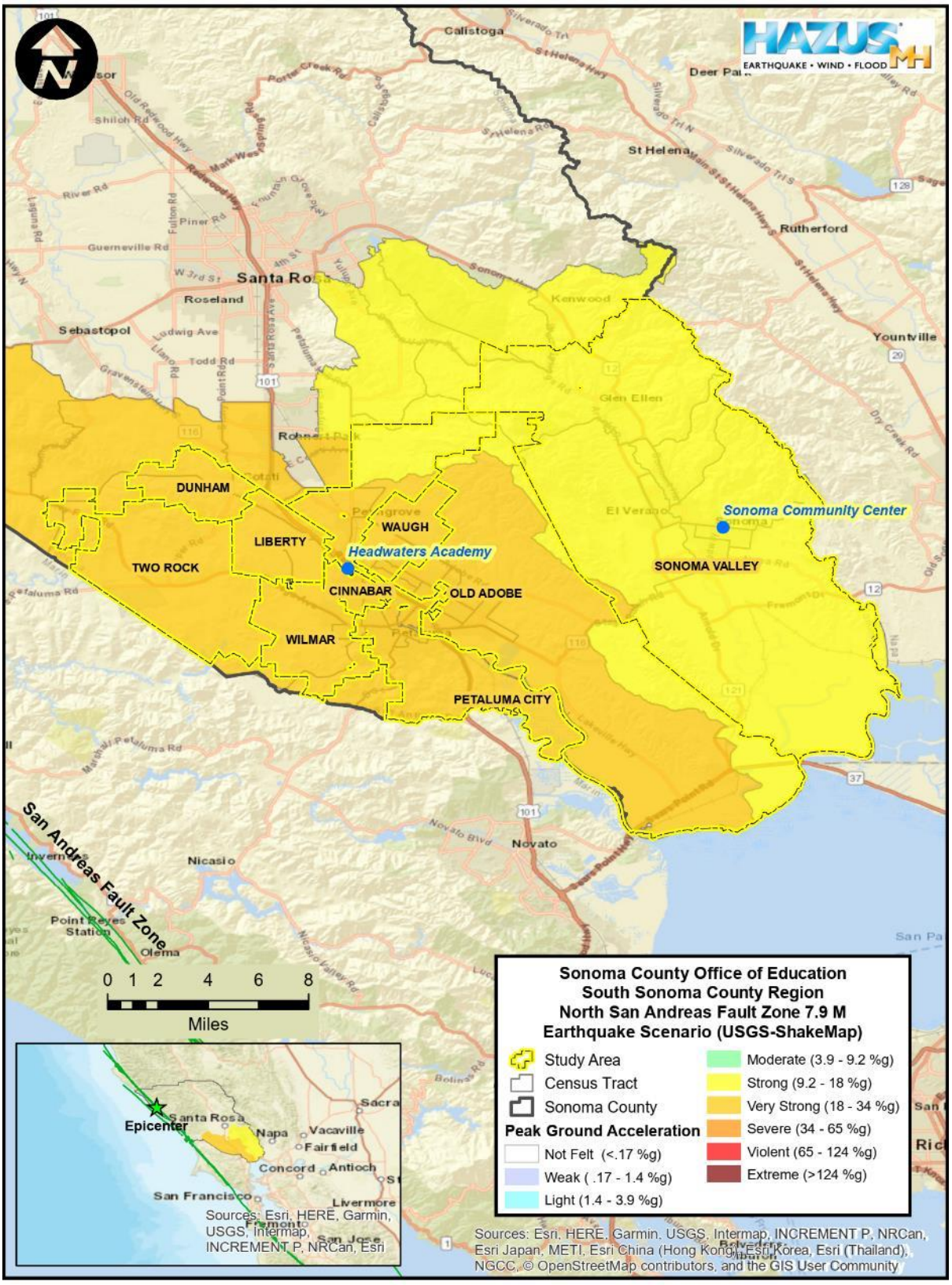
Map: Shake Intensity Map – San Andreas Fault M7.9 – West Sonoma County Region
(Source: Emergency Planning Consultants, Date: 1.26.2020)



Map: Shake Intensity Map – San Andreas Fault M7.9 – Central Sonoma County Region
(Source: Emergency Planning Consultants, Date: 1.26.2020)



Map: Shake Intensity Map – San Andreas Fault M7.9 – South Sonoma County Region
(Source: Emergency Planning Consultants, Date: 1.26.2020)



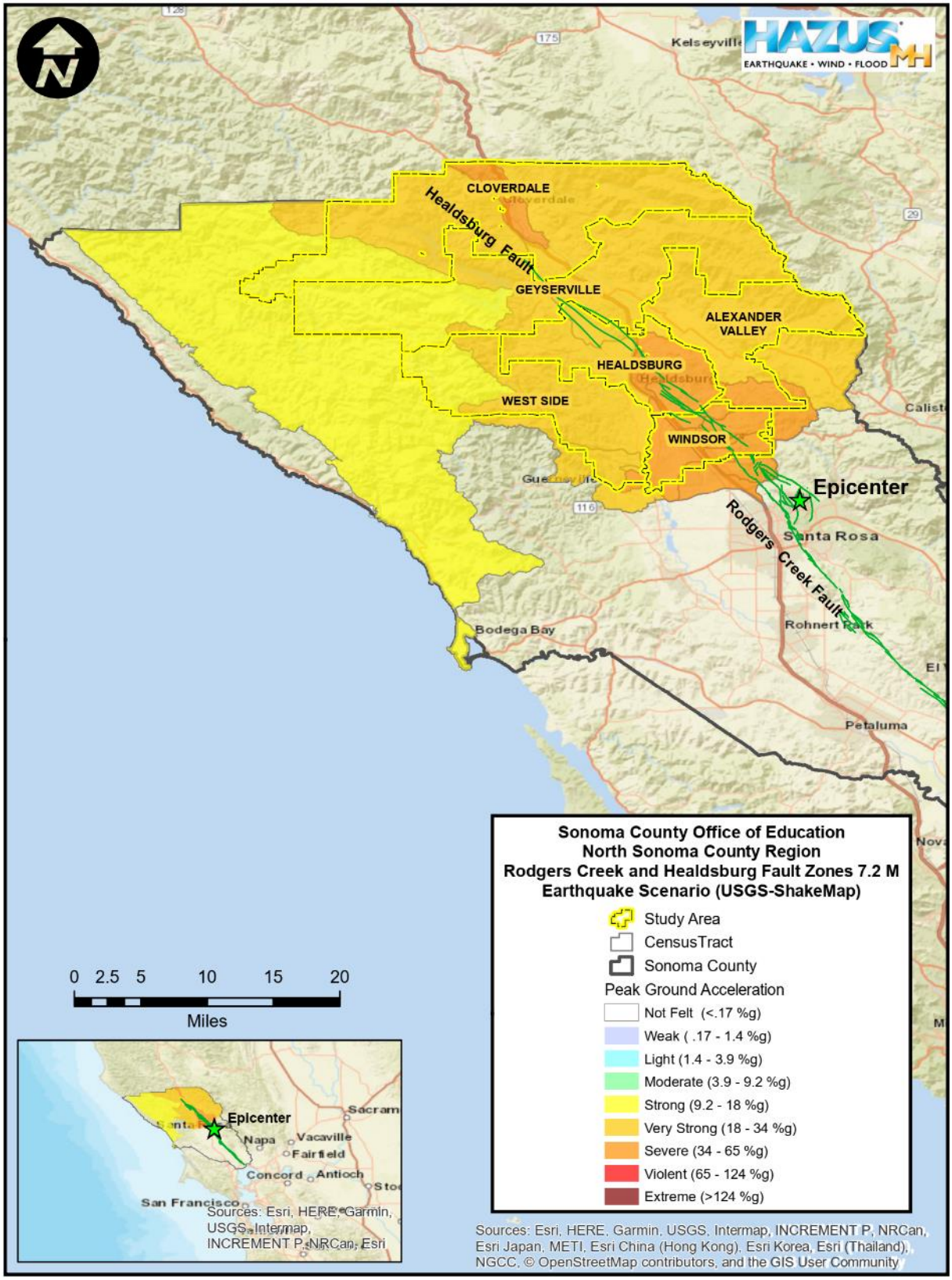
Rodgers Creek Fault

The Rodgers Creek Fault, which lies east of the San Andreas Fault, is the main strand of the North American-Pacific Plate boundary north of San Francisco Bay. USGS estimates there is a 33% chance of a M>=6.7 earthquake on the combined Rodgers Creek-Hayward fault system over the 30-year period 2014-2043. The Rodgers Creek fault is one fault in a series of right-stepping en-echelon faults that include the Hayward fault to the south, and the Healdsburg and Maacama faults to the north.

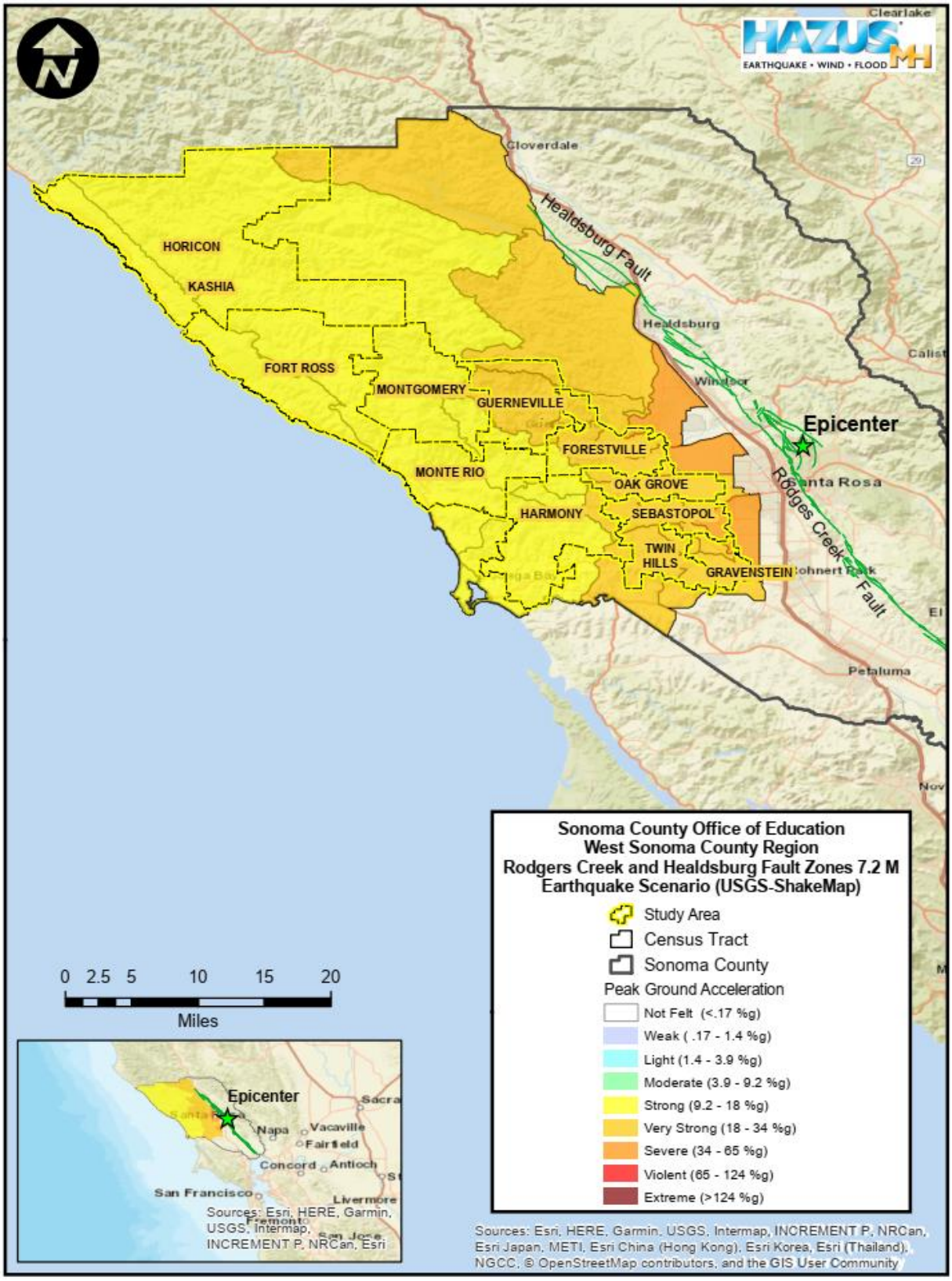
Healdsburg Creek Fault

The Healdsburg Fault is a northward, step-over extension of the Rodgers Creek Fault along the east side of the Cotati Valley north of Santa Rosa. The maximum credible earthquake expected to be generated from the Healdsburg Fault is estimated to be about M7.5.

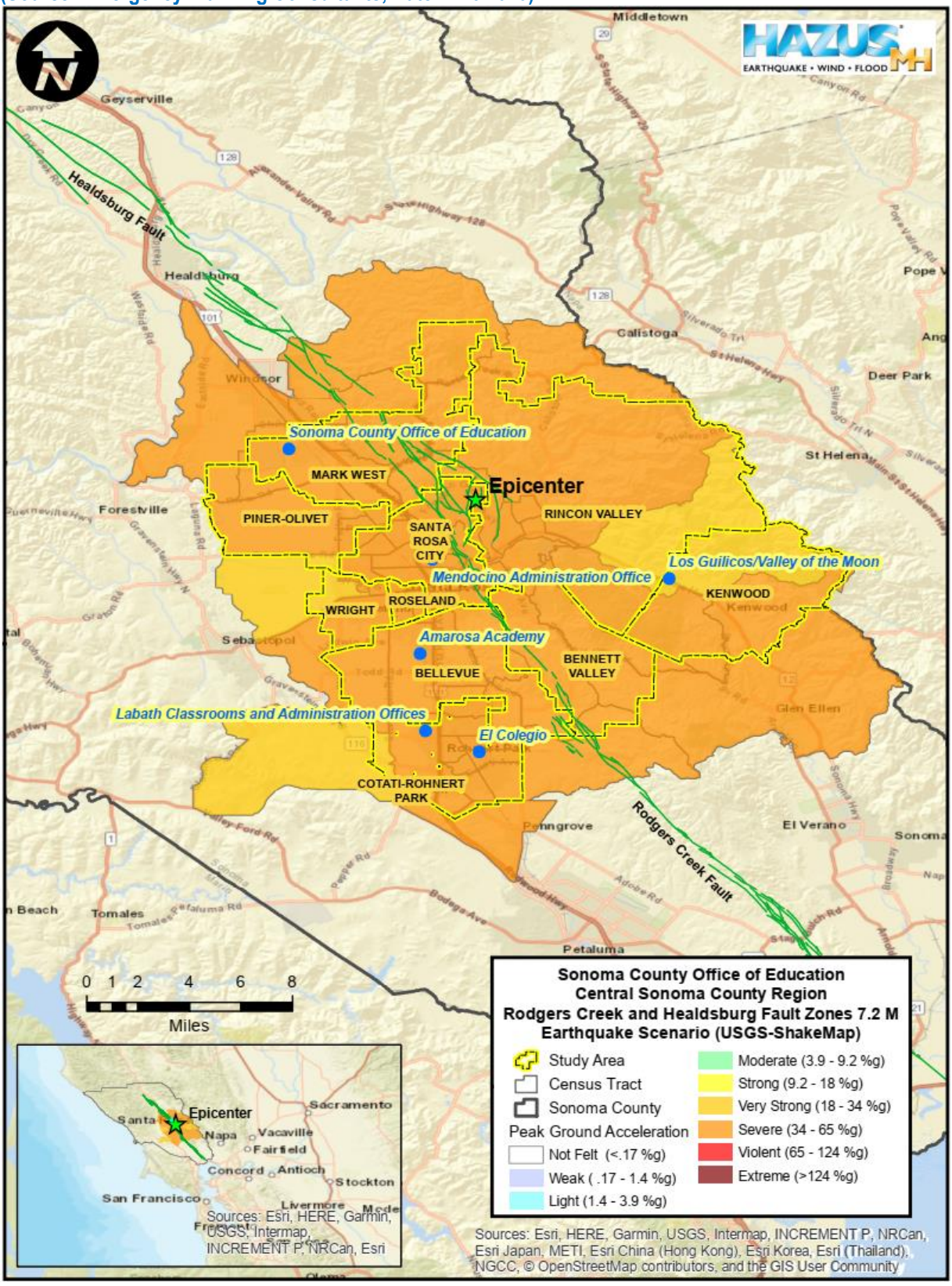
Map: Shake Intensity Map – Rodgers Creek & Healdsburg Fault Zones M7.2 – North Sonoma County Region (Source: Emergency Planning Consultants, Date: 1.26.2020)



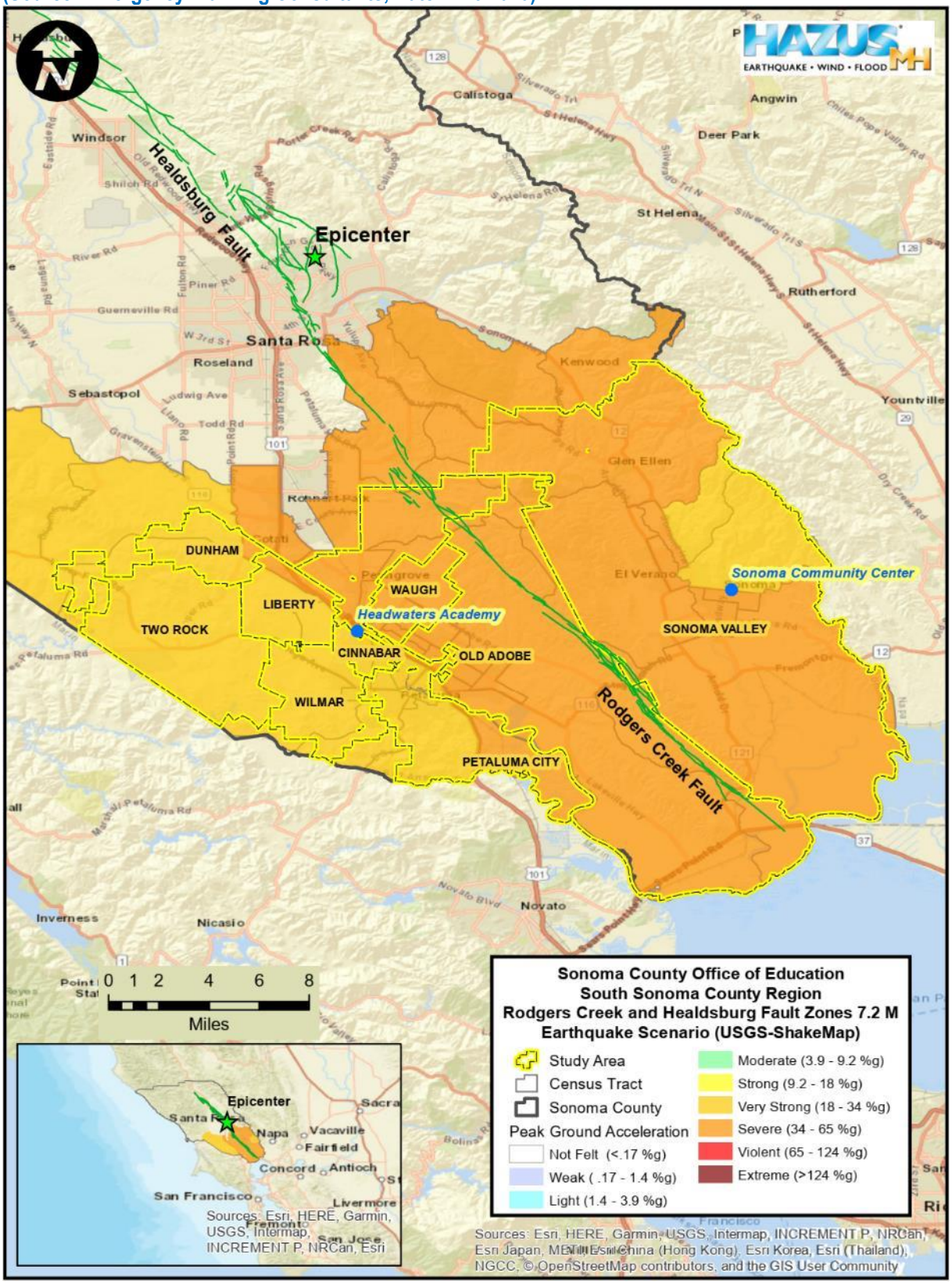
Map: Shake Intensity Map – Rodgers Creek & Healdsburg Fault Zones M7.2 – West Sonoma County Region (Source: Emergency Planning Consultants, Date: 1.26.2020)



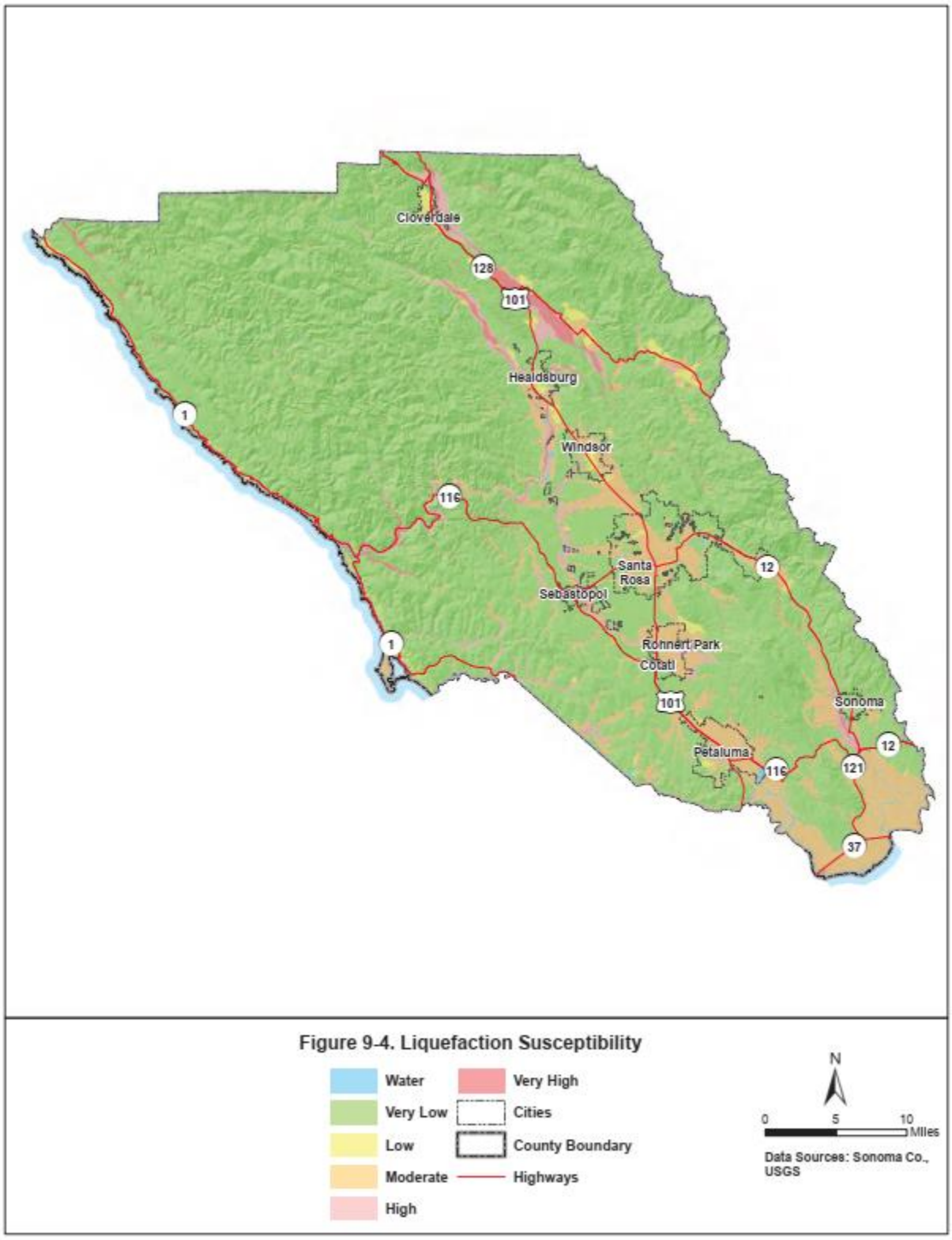
Map: Shake Intensity Map – Rodgers Creek & Healdsburg Fault Zones M7.2 – Central Sonoma County Region (Source: Emergency Planning Consultants, Date: 1.26.2020)



Map: Shake Intensity Map – Rodgers Creek & Healdsburg Fault Zones M7.2 – South Sonoma County Region (Source: Emergency Planning Consultants, Date: 1.26.2020)



Map: Liquefaction Susceptibility in Sonoma County
(Source: Sonoma County Multijurisdictional Hazard Mitigation Plan 2021)



Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3a.
Q: Is there a description of each hazard's **impacts** on each jurisdiction (what happens to structures, infrastructure, people, environment, etc.)? (Requirement §201.6(c)(2)(ii)) **A:** See **Impact of Earthquakes in the Project Area** below.

Impact of Earthquakes in the Project Area

Based on the risk assessment, it is evident that earthquakes will continue to have potentially devastating economic impacts to the Project Area. Impacts that are not quantified, but can be anticipated in future events, include:

- ✓ Injury and loss of life,
- ✓ Commercial and residential structural damage,
- ✓ Disruption of and damage to public infrastructure,
- ✓ Secondary health hazards e.g. mold and mildew,
- ✓ Damage to roads/bridges resulting in loss of mobility,
- ✓ Significant economic impact (jobs, sales, tax revenue) upon the community,
- ✓ Negative impact on commercial and residential property values, and
- ✓ Significant disruption to students and teachers as temporary facilities and relocations would likely be needed.

Issues Relating to Earthquakes

The following information is drawn from the 2021 Sonoma County Multijurisdictional Hazard Mitigation Plan.

Important issues associated with an earthquake include the following:

- ✓ A large percentage of the Project Area is prone to liquefaction.
- ✓ Structures on these soils may experience significant structural damage.
- ✓ It is estimated more than a third of the planning area's building stock was built prior to 1975, when seismic provisions became uniformly applied through building code applications. Many structures may need seismic retrofits in order to withstand a moderate earthquake. Residential retrofit programs, such as Earthquake Brace+Bolt, may be able to assist in the costs of these efforts.
- ✓ Due to limitations in current modeling abilities, the risk to critical facilities in the planning area from the earthquake hazard is likely understated. A more thorough review of the age of critical facilities, codes they were built to, and location on liquefiable soils should be conducted.
- ✓ Damage to transportation systems in the planning area after an earthquake has the potential to significantly disrupt response and recovery efforts and lead to isolation of populations.
- ✓ Earthquakes can cause fires in wooden homes and the collapse of essential buildings such as fire stations.
- ✓ Landslides and tsunamis are major secondary hazards that could have a widespread effect on the county.
- ✓ Citizens are expected to be self-sufficient up to two weeks after a major earthquake without government response agencies, utilities, private-sector services, and infrastructure components. Education programs are currently in place to facilitate development of individual, family, neighborhood, and business earthquake preparedness.

It takes individuals, families, and communities working in concert with one another to be prepared for disaster.

- ✓ After a major seismic event, the planning area is likely to experience disruptions in the flow of goods and services resulting from the destruction of major transportation infrastructure across the broader region.
- ✓ A seismic event can damage communication systems, complicating efforts to coordinate response to the event.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.
Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii)) **A:** See **Summary of Vulnerability to Earthquakes** below.

Summary of Vulnerability to Earthquakes

The following is a summary of vulnerability to earthquakes. All of SCOE-owned properties would be impacted by an earthquake including SCOE's Main Facility, Legal Facility, Overflow Parking Lot, Valley of the Moon, Juniper Shop Facility, CBI, Sonoma Valley – Sassari Elementary, Petaluma City – 4C's McDowell Elementary, and SELPA Properties Lewis Opportunity School, Headwaters Academy, Sonoma Community Center (SE), and SCOE Alternative Education Properties Satellite Office Space, and Amarosa Academy including a total of approximately 325 occupants, 12 buildings, and property/contents valued at $51 million. These estimates are based on 2023.

The combination of plate tectonics and associated California coastal mountain range building geology generates earthquakes as a result of the periodic release of tectonic stresses. Sonoma County's mountainous terrain lies in the center of the North American and Pacific tectonic plate activity. There have been earthquakes as a result of this activity in the historic past, and there will continue to be earthquakes in the future of the California north coastal mountain region. Fault ruptures themselves contribute very little to damage unless the structure or system element crosses the active fault; however, liquefaction can occur further from the source of the earthquake. In general, newer construction is more earthquake resistant than older construction due to enforcement of improved building codes. Many schools use portable buildings and classrooms to expand school footprints. These manufactured buildings are very susceptible to damage because their foundation systems are rarely braced for earthquake motions. Locally generated earthquake motions and associated liquefaction, even from very moderate events, tend to be more damaging to smaller buildings, especially those constructed of unreinforced masonry (URM) and soft story buildings.

According to the SCOE, there are no URM buildings owned by SCOE. The Uniform Building Code (UBC) identifies four seismic zones in the United States. California's Field Act holds public school building construction to a higher standard than all other structures in the built environment. Portable classrooms are exempt from those regulations if the intended use is no longer than six years. Portables used by public schools for non-temporary purposes are required by the Field Act to have extra-strong construction, and to be bolted to a concrete foundation or wooden foundation secured to the ground. They are inspected during both manufacture and installation by the Division of the California State Architect. The SCOE understands that utilization of these buildings is rife throughout the County, particularly in smaller, more rural districts, and that many of these placements have outlived the six-year use mandate. That said, replacing these

structures with permanent buildings is well beyond the current budget allocation that most County schools receive and constitute a formidable financial burden. There are no recorded histories of any seismic related retrofits performed on school facilities within the County. Those historic structures that pre-date CDE building requirements for student and staff safety are no longer used for school functions.

Impacts from earthquakes in the SCOE will vary depending on the fault that the earthquake occurs on, the depth of the earthquake strike, and the intensity of shaking. Should ground shaking be intense, SCOE facilities and critical infrastructure could be damaged or destroyed. Of greater risk than the building is the students and staff who occupy those buildings; injury or loss of life could occur during a significant event. In addition to earthquakes causing structural damage, the SCOE has multiple non-structural components that may be damaged during earthquake shaking. Nonstructural components include furnishings and equipment, electrical and mechanical fixtures, and architectural features such as suspended ceilings, partitions, cabinets, and shelves. In general, nonstructural components and building contents become hazards when they slide, break, fall, or tip over during an earthquake. Securing the nonstructural components and building contents improves safety and security of the school facility. The only retrofitting projects that have been undertaken within the County in the last decade have been solar installations that in some instances have required non-structural elements—ground bracings and footing, as example.

Wildfire Hazards

Hazard Definition



Wildfire is an uncontrolled fire spreading through vegetative fuels and exposing or possibly consuming structures. They often begin unnoticed and spread quickly. Naturally occurring and non-native species of grasses, brush, and trees fuel wildfires. A wildland fire is a wildfire in an area in which development is essentially nonexistent, except for roads, railroads, power lines and similar facilities. A wildland/urban interface fire is a wildfire in a geographical area where structures and other human development meet or intermingle with wildland or vegetative fuels.

Wildfire Characteristics

There are three categories of wildland/urban interface fire: The classic wildland/urban interface exists where well-defined urban and suburban development presses up against open expanses of wildland areas; the mixed wildland/urban interface is characterized by isolated homes, subdivisions, and small communities situated predominantly in wildland settings. The occluded wildland/urban interface exists where islands of wildland vegetation occur inside a largely urbanized area. Certain conditions must be present for significant interface fires to occur. The most common conditions include hot, dry and windy weather; the inability of fire protection forces to contain or suppress the fire; the occurrence of multiple fires that overwhelm committed resources; and a large fuel load (dense vegetation). Once a fire has started, several conditions influence its behavior, including fuel topography, weather, drought, and development.



Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B2a.

Q: Does the plan include information on **previous occurrences** of hazard events for each jurisdiction? (Requirement §201.6(c)(2)(i))

A: See **Previous Occurrences of Wildfire in the Project Area** below.

Previous Occurrences of Wildfire in the Project Area

Wildfires, particularly wildland/urban interface fires, have historically occurred in Sonoma County and the Project Area. CAL FIRE has identified several "historic wildland fire corridors" in Sonoma County, including the Guerneville/Cazadero area which experienced fires in 1923, 1951, and 1978; the Geysers area which has experienced multiple fires, the most recently in 2013; and the 1964 Hanley fire area. Another area with a repetitive fire loss history is Sonoma Valley where the Cavedale fires of 1925 and 1996 caused significant property damage.

Table: Historic Wildfires in Sonoma County
(Source: Sonoma County Multijurisdictional Hazard Mitigation Plan 2021 and CALFIRE)

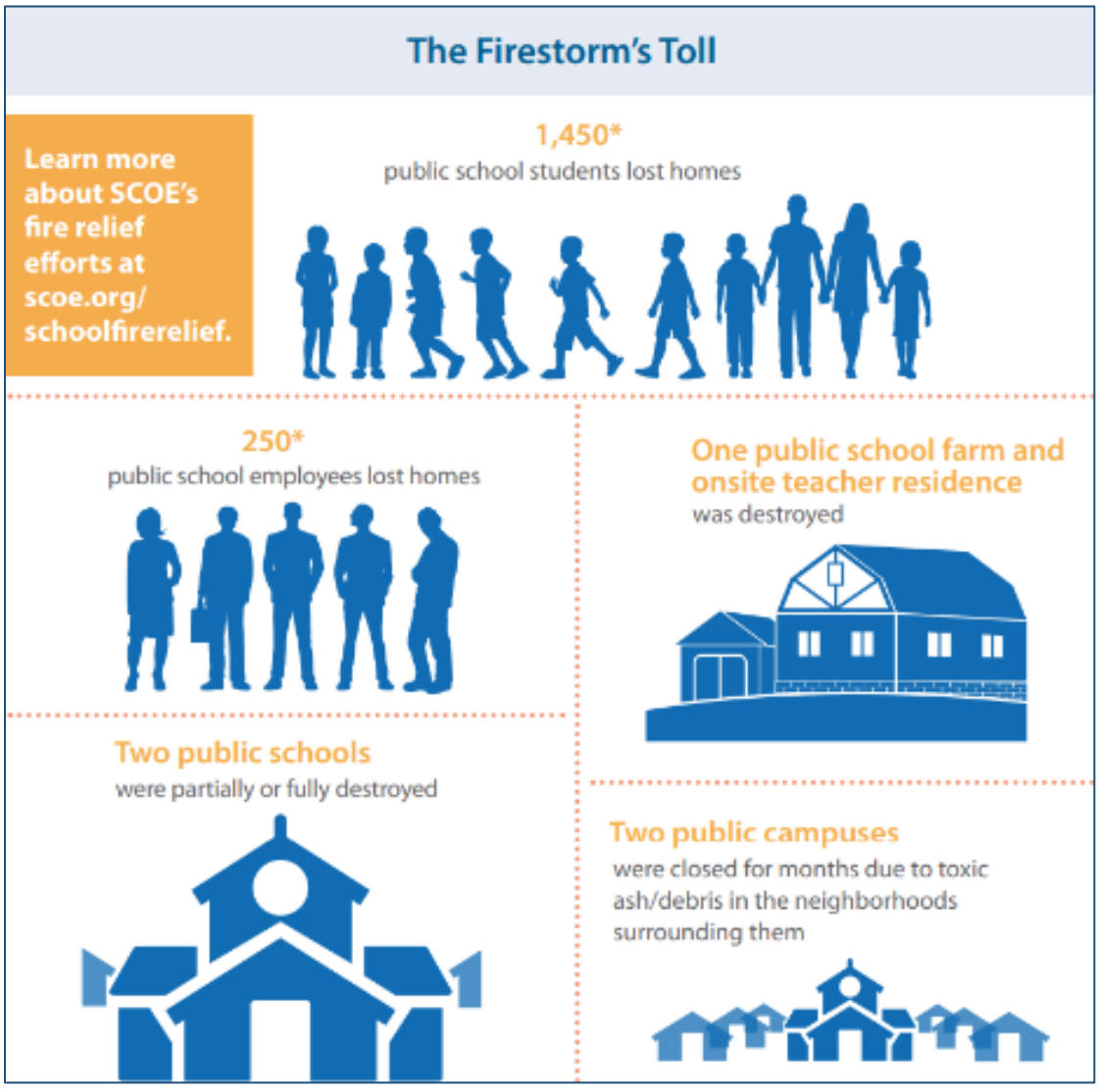
Year	Name	Acres Burned	Structures Burned
1964	Hanley	52,700	108
1964	Nuns Canyon	10,400	27
1965	Knight's Valley	6,000	0
1965	Pocket Ranch	4,000	0
1965	Austin Creek	7,000	0
1972	Bradford	1,760	4
1978	Creighton Ridge	11,405	64
1988	Cloverdale	1,833	100
1988	Geysers	9,000	7
1996	Porter Creek	300	0
1996	Cavedale	2,100	0
1999	Geyser Road	1,300	0
2000	Berryessa	5,731	15
2004	Geysers	12,000	6
2008	Pine	989	0
2013	McCabe	3,505	0
2015	Valley	76,067	1,955
2017	Sonoma Complex	110,700	6,997
2019	Kincade	77,758	374
2020	LNU Lightning Complex (Walbridge and Meyers)	57,563	303
2020	Glass	67,484	661

2017 Wildfires

On the night of October 8, 2017, a historic wind event led to one of the worst firestorms in Sonoma County history, followed by almost three weeks of fire. In total, the Nuns, Tubbs, and Pocket Fires (together comprising the Sonoma Complex Fire) burned over 110,700 acres in Sonoma and Napa counties. Twenty-four lives were lost as a result of the fires. According to the CA Insurance Commissioner, 6,997 structures were destroyed, resulting in direct losses exceeding $7.8 billion dollars.



The wildfires that swept through Sonoma County took an unprecedented toll on all 40 school districts, 179 public schools, and roughly 70,500 students. The blazes left a great number of students and teachers without homes and reduced several school sites to ashes.



2019 Kincade Fire

The 2019 Kincade fire erupted on October 23, 2019, due to a damaged electrical transmission line controlled by PG&E near the community of Pulga. The fire, driven by strong winds, quickly spread in dry vegetation. The fire was fully contained on November 6, 2019, after burning roughly 77,758 acres. The fire threatened over 90,000 structures and caused widespread evacuations throughout Sonoma County, including the communities of Geyserville, Healdsburg, and Windsor. Evacuation orders and air quality concerns forced the closure of 23 districts within the Project Area.



2020 LNU Lightning Complex Fire

The LNU Lightning Complex fires were a large complex of wildfires that burned during the 2020 California wildfire season across much of the Wine Country area of Northern California – Lake, Napa, Sonoma, Solano, and Yolo Counties, from August 17 to October 2, 2020. The complex was composed of numerous lightning-sparked fires, most of which were small. However, while they initially started separate from each other, the Hennessey Fire eventually grew to merge with the Gamble, Green, Markley, Spanish, and Morgan Fires, scorching 192,000 acres by itself, for a total burn area of 363,220 acres in the complex. The fire, which burned in the hills surrounding several large cities, such as Fairfield, Napa, and Vacaville, destroyed 1,491 structures and damaged a further 232. In all, six people were killed and another five injured.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1a.
Q: Does the plan include a general **description** of all natural hazards that can affect each jurisdiction? (Requirement §201.6(c)(2)(i)) **A:** See **Local Conditions** below.
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.
Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii)) **A:** See **Local Conditions** below.

Local Conditions

According to the Sonoma County Multijurisdictional Hazard Mitigation Plan (2021), the risk to many parts of the Project Area from wildfire is of significant concern. **See Map: Fire Hazard Severity Zones** for specific locations. The combination of highly flammable fuel, long dry summers and steep slopes creates a significant natural hazard of large wildland fires in many areas of Sonoma County. Wildland fire season in Sonoma County spans the months after the last spring rains have fallen and until the first fall or winter rains occur. The months of August, September and October have the greatest potential for wildland fires as vegetation dries out, humidity levels fall, and offshore winds blow. However, as effects of climate change are being realized, fire season has been lengthened and in drought conditions fires can occur at any time of year.

Fuels

Fuels consist of a variety of vegetation (grass, brush, or trees) available for combustion. The amount and density of fuel directly affects the intensity of the fire and the rate of fire spread. Different fuels have different burn qualities. For example, grasses release little energy, but can sustain extremely high rates of spread. Throughout the Project Area, there is a diverse range of fuels. The southern third of the project area is characterized by grasslands and/or oak woodland. Highly fire-prone nob cone pine and chaparral landscapes can be found in the east, along the Napa and Lake County lines. Redwood forest environments are found across the project area, especially along the north coast and in the lower Russian River drainage. In much of the oak woodlands, fire exclusion is allowing Douglas Fir and other brushy species to colonize the grass lands, changing fuel models, and increasing fire potential.

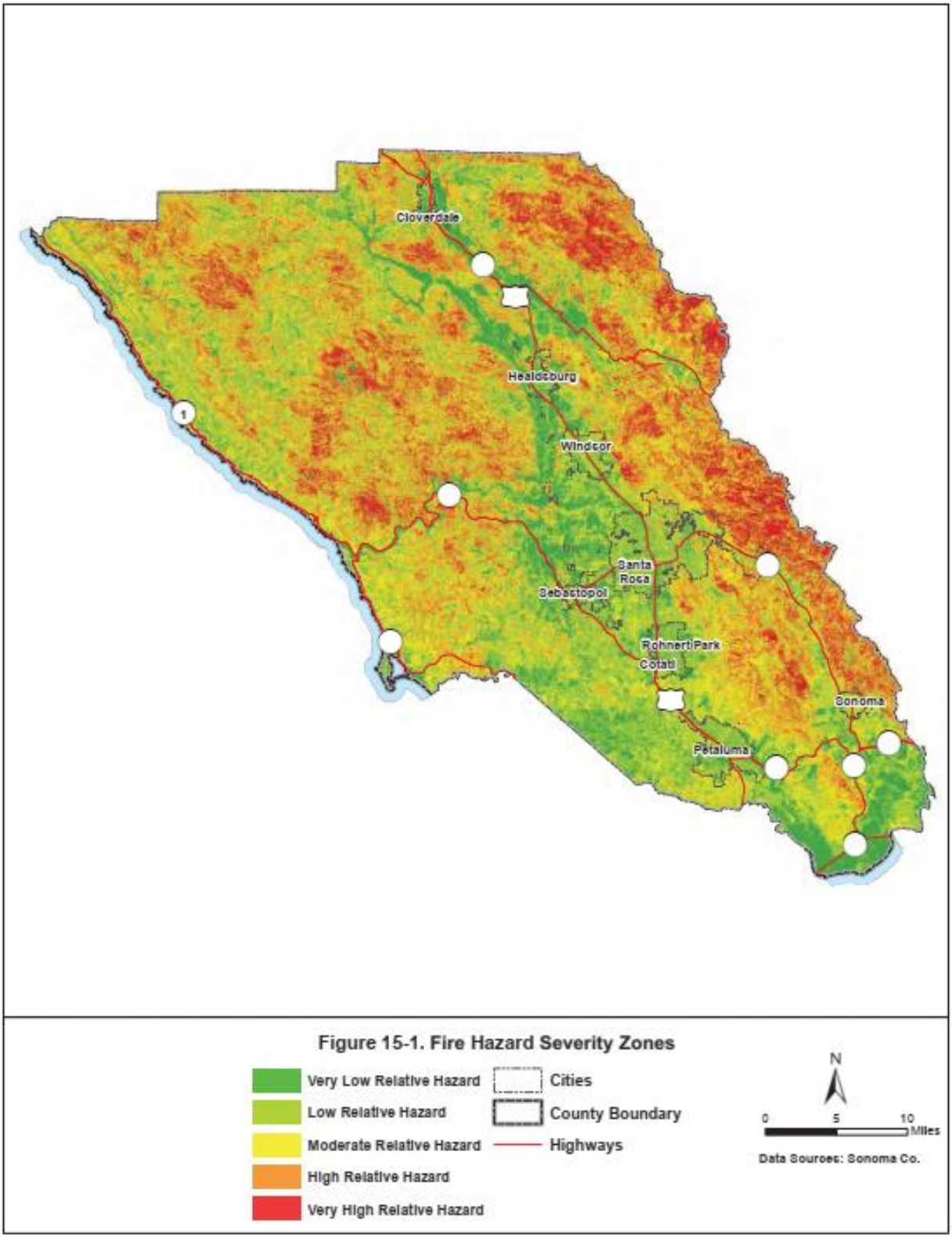
Weather

Strong and dry north-east Diablo winds significantly increase the likelihood and severity of wildland fires across Sonoma County. Except for areas immediately along the coast, during fire season the weather is generally warm and dry during the day, with peak summer day temperatures 80° – 100° F, and relative humidity ranging between 20% and 35%. Gradient winds are generally out of the South/Southwest at 5-10 mph, strengthening to 10-15 mph in the late afternoon and diminishing by dark. Coastal onshore flow, often accompanied by fog, frequently prevails after sunset, allowing for good nighttime relative humidity recovery in the warm inland areas.

Risk

Considering the above factors, CAL FIRE has mapped fire hazard severity levels in Sonoma County as shown in **Map: Fire Hazard Severity Zones**. Over half of Sonoma County has been rated as moderate or high fire hazard risk. Area of Very High Fire Severity Zone (VHFSZ are designated along the mountainous eastern range of Sonoma County. Cloverdale Unified, Geyserville Unified, Alexander Valley, Healdsburg Unified, Rincon Valley, Kenwood, and Sonoma Valley Unified school districts are at considerable risk due to very high fire hazard severity zones.

Map: Fire Hazard Severity Zones
(Source: Sonoma County Multijurisdictional Hazard Mitigation Plan 2021)



Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3a.
Q: Is there a description of each hazard's **impacts** on each jurisdiction (what happens to structures, infrastructure, people, environment, etc.)? (Requirement §201.6(c)(2)(ii)) **A:** See **Impact of Wildfire in the Project Area** below.

Impact of Wildfire in the Project Area

Wildfires and their impact vary by location and severity of any given wildfire event. Based on the risk assessment, it is evident that wildfires will continue to have potentially devastating economic impacts to the Project Area facilities. Impacts that are not quantified, but anticipated in future events include:

- ✓ Injury and loss of life,
- ✓ Commercial and residential structural damage,
- ✓ Disruption of and damage to public infrastructure,
- ✓ Secondary health hazards e.g. mold and mildew,
- ✓ Damage to roads/bridges resulting in loss of mobility,
- ✓ Significant economic impact (jobs, sales, tax revenue) upon the community,
- ✓ Negative impact on commercial and residential property values, and
- ✓ Significant disruption to students and teachers as temporary facilities and relocations would likely be needed.

Issues Relating to Wildfire

The following information is drawn from the 2021 Sonoma County Multijurisdictional Hazard Mitigation Plan.

Wildfire is an inevitable and normal ecological process in the fire-adapted landscape of Sonoma County. Nearly 100 years of aggressive fire suppression has contributed to the high wildfire risk of today. Absent fire for many years, wildland areas became overstocked with highly flammable vegetation. At the same time, expansion of homes into rural WUI areas increased the number of homes in high-risk areas. Typically, residential property owners do not maintain forested lands, exacerbating wildfire potential. On public lands, availability of budget for large-scale wildland fuels maintenance is an ongoing issue. Overcrowded conditions degrade overall forest health and degrade the environmental values provided by forest ecosystems. While in a few areas, recent wildfires burned hot enough to damage wildland ecosystems, in general wildland ecosystems have not sustained irrevocable damage. In many cases fires were beneficial. Large, uncontrolled wildfires can cause significant damage to ecosystem services, however life, home and economic losses to residents and communities must be considered along with environmental consequences.

Research shows that home loss in wildland fires is primarily driven by two equally important factors:

1 - The vulnerabilities of buildings that make them prone to ignition—Embers cause 80 percent of wildland fire home ignitions. The following elements are most vulnerable to embers but can be retrofitted on existing homes to reduce risk of ignition:

- ✓ Non-Class A roofs
- ✓ Roof edges and soffits
- ✓ Combustible plants and materials within 5 feet of house walls
- ✓ Non-WUI approved venting products that allow for ember entry into structures
- ✓ Wooden attachments, such as fences and decks

- ✓ Non-WUI rated windows
- ✓ Siding

2 - The vegetative fuels within 100 feet of structures (the area referred to as defensible space)—Good defensible space, wherein vegetation has been reduced to reduce fire intensity and spread, is critical to reduce ignition.

Most of the homes in Sonoma County's WUI areas were constructed before 2008, when the WUI Building Code went into effect. This code requires ignition-resistant building materials in WUI areas. Structures built before it took effect and those without adequate vegetation management are at higher risk from wildland fire ignition.

Outside of the home and the 100-foot defensible space zone, surrounding wildland fuels can play a role in home destruction, as fire and embers can spread from nearby wildland areas into communities. It is in this area that vegetation management can come into play. This refers to actions taken to alter natural vegetation or plant communities that abut communities, usually on the scale of 10s to 1,000s of acres. Vegetation management can include prescribed fire, prescribed grazing, timber harvest techniques, invasive plant removal, or mechanical treatment to remove fine fuels, dense stands of fire-prone species, shrubs, and dead and dying vegetation. Fuels are reduced in order to create "community calming zones" or restore ecosystems to less flammable conditions. Strategically placed calming zones can reduce near-community fire intensity and spread, provide safe anchors that firefighters can use to stop forward progress of the fire, and supplement and support near-home mitigation strategies. Roadside fuels treatment can support emergency ingress and egress, increasing community and firefighter safety.

Although the patterns of land use, natural plant communities, topography, weather, soils, and geology vary across the landscapes of Sonoma County, notable patterns are discernible. An approach is needed for deploying existing techniques at the scale of whole communities. Such an approach would be informed by the principles of landscape ecology. It would view the natural lands where fires tend to originate and the built infrastructure of human communities that abut the natural landscapes as a coupled system. Mitigating large-scale loss of life and property can be achieved using relatively well-established techniques of home hardening, defensible space and vegetation management at the scale of whole communities and the natural landscapes that surround them.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.

Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii))
A: See **Summary of Vulnerability to Wildfires** below.

Summary of Vulnerability to Wildfires

The following is a summary of vulnerability to wildfires for SCOE-owned properties. Valley of the Moon which serves as a nursery/child care and special needs facility. It is the only property vulnerable to direct impacts from wildfire including a total of approximately 15 occupants, 1 building, and property/contents valued at $7.5 million. These estimates are based on 2023 data.

The wildfire hazard is one of the highest priority hazards in the County and is the hazard with the greatest potential for catastrophic loss. High fuel loads throughout the County, along with geographical and topographical features, create the potential for both natural and human-caused fires that can result in loss of life and property. These factors, combined with natural weather conditions common to the area, including periods of drought, high temperatures, low relative humidity, and periodic winds, can result in frequent and sometimes catastrophic fires. The more urbanized areas within the County are not immune from fire. The dry vegetation and hot and sometimes windy weather, combined with continued growth in the Wildland Urban Interface (WUI) areas, results in an increase in the number of ignitions. Any fire, once ignited, has the potential to quickly become a large, out-of-control fire. As development continues throughout the County, especially in these interface areas, the risk and vulnerability to wildfires will likely increase. Potential impacts from wildfire include loss of life and injuries; damage to structures and other improvements, natural and cultural resources, croplands, and timber; and loss of recreational opportunities. Wildfires can cause short-term and long-term disruption to the SCOE. Fires can have devastating effects on watersheds through loss of vegetation and soil erosion, which may impact the SCOE by changing runoff patterns, increasing sedimentation, reducing natural and reservoir water storage capacity, and degrading water quality. Fires can also affect air quality in the SCOE; smoke and air pollution from wildfires can be a severe health hazard.

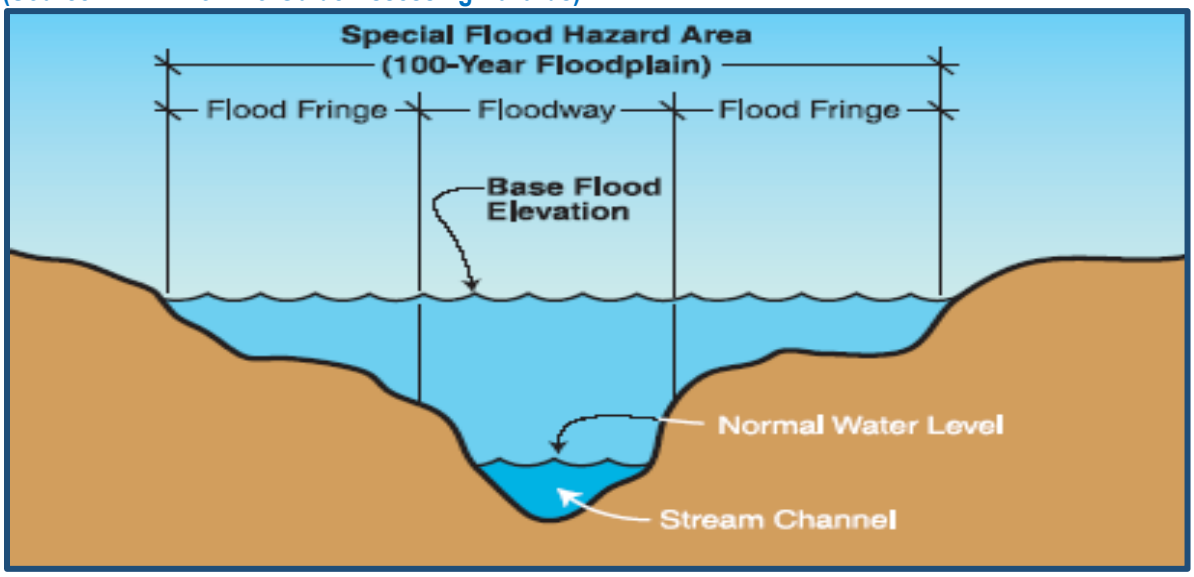
Although the physical damage and casualties arising from wildland-urban interface fires may be severe, it is important to recognize that they also cause significant economic impacts by resulting in a loss of function of buildings and infrastructure. Economic impacts of loss of transportation and utility services may include traffic delays/detours from road and bridge closures and loss of electric power, potable water, and wastewater services. Schools and businesses can be forced to close for extended periods of time. Recently, the threat of wildfire, combined with the potential for high winds, heat, and low humidity, has caused PG&E to initiate Public Safety Power Shutoffs (PSPSs) which can also significantly impact a community through loss of services, business closures, and other impacts associated with loss of power for an extended period. In addition, catastrophic wildfire can create favorable conditions for other hazards such as flooding, landslides, and erosion during the rainy season.

Flood Hazards

Hazard Definition

A floodplain is a land area adjacent to a river, stream, lake, estuary, or other water body that is subject to flooding. This area, if left undisturbed, acts to store excess flood water. The floodplain is made up of two sections: the floodway and the flood fringe. The 100-year flooding event is the flood having a one percent chance of being equaled or exceeded in magnitude in any given year. Contrary to popular belief, it is not a flood occurring once every 100 years. The 100-year floodplain is the area adjoining a river, stream, or watercourse covered by water in the event of a 100-year flood. Schematic: Floodplain and Floodway shows the relationship of the floodplain and the floodway.

Figure: Floodplain and Floodway
(Source: FEMA How-To-Guide Assessing Hazards)



Types of Flooding

Two types of flooding primarily affect the region: slow-rise or flash flooding. Slow-rise floods may be preceded by a warning period of hours or days. Evacuation and sandbagging for slow-rise floods have often effectively lessened flood related damage. Conversely, flash floods are most difficult to prepare for, due to extremely limited, if any, advance warning and preparation time.



Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B2a.

Q: Does the plan include information on **previous occurrences** of hazard events for each jurisdiction? (Requirement §201.6(c)(2)(i))

A: See **Previous Occurrences of Flooding in the Project Area** below.

Previous Occurrences of Flooding in the Project Area

According to Sonoma County, floods are the most frequent natural hazard impacting the region, causing the greatest property losses and account for the highest number of local, Gubernatorial, and Presidential disasters. The Sonoma county Operational Area Emergency Operations Center (EOC) has been activated ten times due to flood related local emergencies since 1995.

In February 2019, the region experienced days of heavy rains and flooding along the Russian River causing mandatory evacuations of thousands of residents. The river crested at over 45 feet, the highest recorded level since 1995. Damage to Sonoma County roads was estimated at over $23 million. Guerneville School was closed due to the flooding and damages were estimated between $300 and $700 thousand dollars.





Additional flooding events that have impacted the region surrounding the Project Area are below:

Table: Historical Flooding Events – Sonoma County
(Source: FEMA and Sonoma County Multijurisdictional Hazard Mitigation Plan 2021)

Date	Loss Estimates	Description
January 1995	$21 million	• Over 50 roads closed • 15,000 residents without power • Total displaced persons exceeded 2,000, of which 456 flood victims were evacuated by air • 13 medical cases were treated, and 2 flood-related fatalities occurred
March 1995	$13.3 million	• Over 100 roads closed • 45,000 residents without power • At least 3,000 residents displaced • Up to 30 containers of possible toxic materials identified in the flood zone
December 1997	$31 million	• Up to 200 roads were closed or damaged temporarily • 463 homes damaged

Date	Loss Estimates	Description
		• 12,000 residents without power • Over 1,200 victims evacuated their residences and 2 storm-related deaths occurred • Sewage and treatment plants overflowed
February 1998	$28 million	• 200 roads were listed as flooded or closed • 6,400 residents without power • 250+ homes were inundated • 1,200 residents voluntarily evacuated • 4 storm-related deaths
December 2005	$104 million	• Over 100 roads closed due to flooding and landslides • Approximately 50,000 county residents without power • 2106 properties inundated, 67 declared uninhabitable • Unknown number of self-evacuations • Laguna Wastewater Treatment Plant flooded with partially treated sewage spill into the Laguna
December 2014	$1.1 million	• 48 businesses and single-family dwellings damaged along Foss Creek
January 2017	$162.3 million	• Severe winter storms, flooding, and mudslides
February 2017	$537.1 million	• Severe winter storms, flooding, mudslides
February 2019	$56 million	• Guerneville significantly impacted • $23 million in road damage • 1,900 homes damaged and 578 businesses

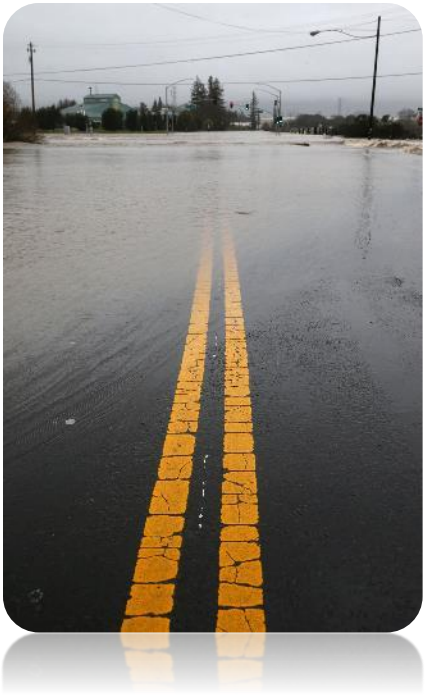
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1a.

Q: Does the plan include a general **description** of all natural hazards that can affect each jurisdiction? (Requirement §201.6(c)(2)(i))
A: See **Local Conditions** below.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.

Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii))
A: See **Local Conditions** below.

Local Conditions



Flooding is a significant hazard within the Project Area due to high intensity rainstorms.

According to the NOAA, Sonoma County's Mediterranean climate is characterized by a summer dry season followed by a winter rainy season, generally extending from November to April. Precipitation in the Russian River is distinctly seasonal, 93 percent occurs during November through March. The bulk of the precipitation occurs during moderate storms of over several days. Rainfall varies throughout the county from 20 to 70 inches annually in the north central and the southeastern sections of the County.

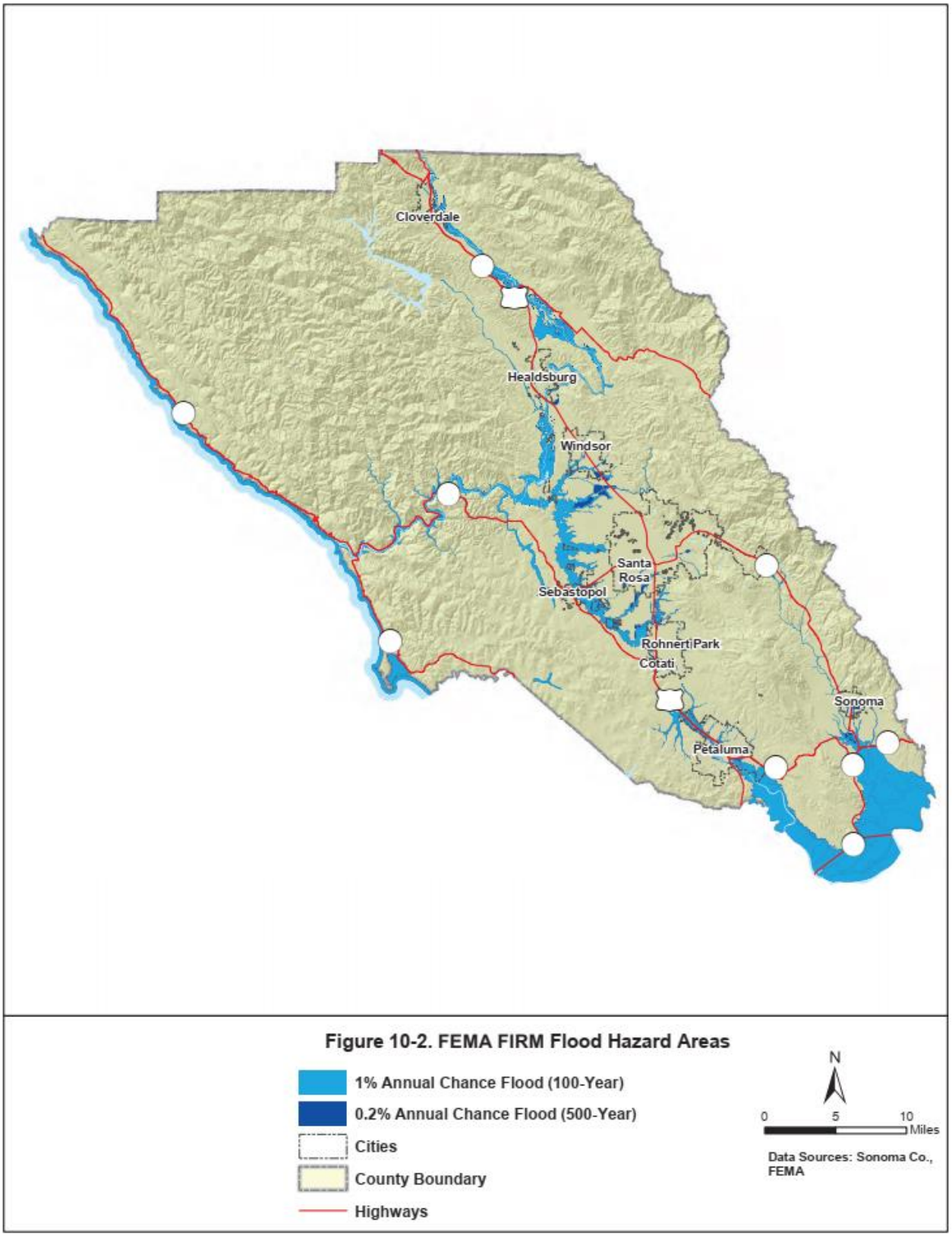
The Federal Emergency Management Agency (FEMA) has identified 100 year flood zones in **Map: FEMA FIRM Flood Hazard Areas**.

According to Sonoma County Multijurisdictional Hazard Mitigation Plan (2021), damaging floods occur most frequently along the Russian River, Petaluma River, and Sonoma Creek; and the tributaries in these watersheds. Floods in Sonoma typically occur during the winter months, develop within 24 to 48 hours after a storm event, and recede within three days after the end of the storm. In the southwest segment of the Russian River, aka Lower Russian River, floods are characterized by high velocity and significant depth of flow due to the relatively narrow floodplain. The frequency of flooding in this portion of the river causes repetitive flood losses to occur in the residential and commercial districts of Mirabel Park, Duncans Mills, Monte Rio, Rio Nido and Guerneville.

The intensity, distribution and duration of rainfall are the most important factors in determining the magnitude of floods. If a storm event extends many hours or days, flooding can be enhanced as soils become saturated, reservoirs full and runoff from the upland and upstream areas accumulates downstream.

Within the Project Area, schools and properties located along the Russian River are at greatest risk of flooding events given the proximity to 100-year flood zones.

Map: FEMA FIRM Flood Hazard Areas
(Source: Sonoma County Multijurisdictional Hazard Mitigation Plan 2021)



Q&A | ELEMENT C. MITIGATION STRATEGY | C2
Q: Does the Plan address each jurisdiction's participation in the NFIP and continued compliance with NFIP requirements, as appropriate? (Requirement §201.6(c)(3)(ii)) **A:** See **NFIP Participation** below.

National Flood Insurance Program

The Project Area is fully contained within Sonoma County. The County participates in the National Flood Insurance Program (NFIP). Created by Congress in 1968, the NFIP makes flood insurance available in communities that enact minimum floodplain management rules consistent with the Code of Federal Regulations §60.3. However, special districts are prohibited from participating in NFIP.

Definitions of FEMA Flood Zone Designations

Flood zones are geographic areas that the FEMA has defined according to varying levels of flood risk. These zones are depicted on a community's Flood Insurance Rate Map (FIRM) or Flood Hazard Boundary Maps as shown in the maps above. Each zone reflects the severity or type of flooding in the area.

Moderate to Low Risk Areas

In communities that participate in the NFIP, flood insurance is available to all property owners and renters in these zones:

ZONE	DESCRIPTION
B and X (shaded)	Area of moderate flood hazard, usually the area between the limits of the 100-year and 500-year floods. B Zones are also used to designate base floodplains of lesser hazards, such as areas protected by levees from 100-year flood, or shallow flooding areas with average depths of less than one foot or drainage areas less than 1 square mile.
C and X (unshaded)	Area of minimal flood hazard, usually depicted on FIRMs as above the 500-year flood level. Zone C may have ponding and local drainage problems that don't warrant a detailed study or designation as base floodplain. Zone X is the area determined to be outside the 500-year flood and protected by levee from 100-year flood.

High Risk Areas

In communities that participate in the NFIP, mandatory flood insurance purchase requirements apply to all of these zones:

ZONE	DESCRIPTION
A	Areas with a 1% annual chance of flooding and a 26% chance of flooding over the life of a 30-year mortgage. Because detailed analyses are not performed for such areas; no depths or base flood elevations are shown within these zones.
AE	The base floodplain where base flood elevations are provided. AE Zones are now used on new format FIRMs instead of A1-A30 Zones.

ZONE	DESCRIPTION
A1-30	These are known as numbered A Zones (e.g., A7 or A14). This is the base floodplain where the FIRM shows a BFE (old format).
AH	Areas with a 1% annual chance of shallow flooding, usually in the form of a pond, with an average depth ranging from 1 to 3 feet. These areas have a 26% chance of flooding over the life of a 30-year mortgage. Base flood elevations derived from detailed analyses are shown at selected intervals within these zones.
AO	River or stream flood hazard areas, and areas with a 1% or greater chance of shallow flooding each year, usually in the form of sheet flow, with an average depth ranging from 1 to 3 feet. These areas have a 26% chance of flooding over the life of a 30-year mortgage. Average flood depths derived from detailed analyses are shown within these zones.
AR	Areas with a temporarily increased flood risk due to the building or restoration of a flood control system (such as a levee or a dam). Mandatory flood insurance purchase requirements will apply, but rates will not exceed the rates for unnumbered A zones if the structure is built or restored in compliance with Zone AR floodplain management regulations.
A99	Areas with a 1% annual chance of flooding that will be protected by a Federal flood control system where construction has reached specified legal requirements. No depths or base flood elevations are shown within these zones.

Undetermined Risk Areas

ZONE	DESCRIPTION
D	Areas with possible but undetermined flood hazards. No flood hazard analysis has been conducted. Flood insurance rates are commensurate with the uncertainty of the flood risk.

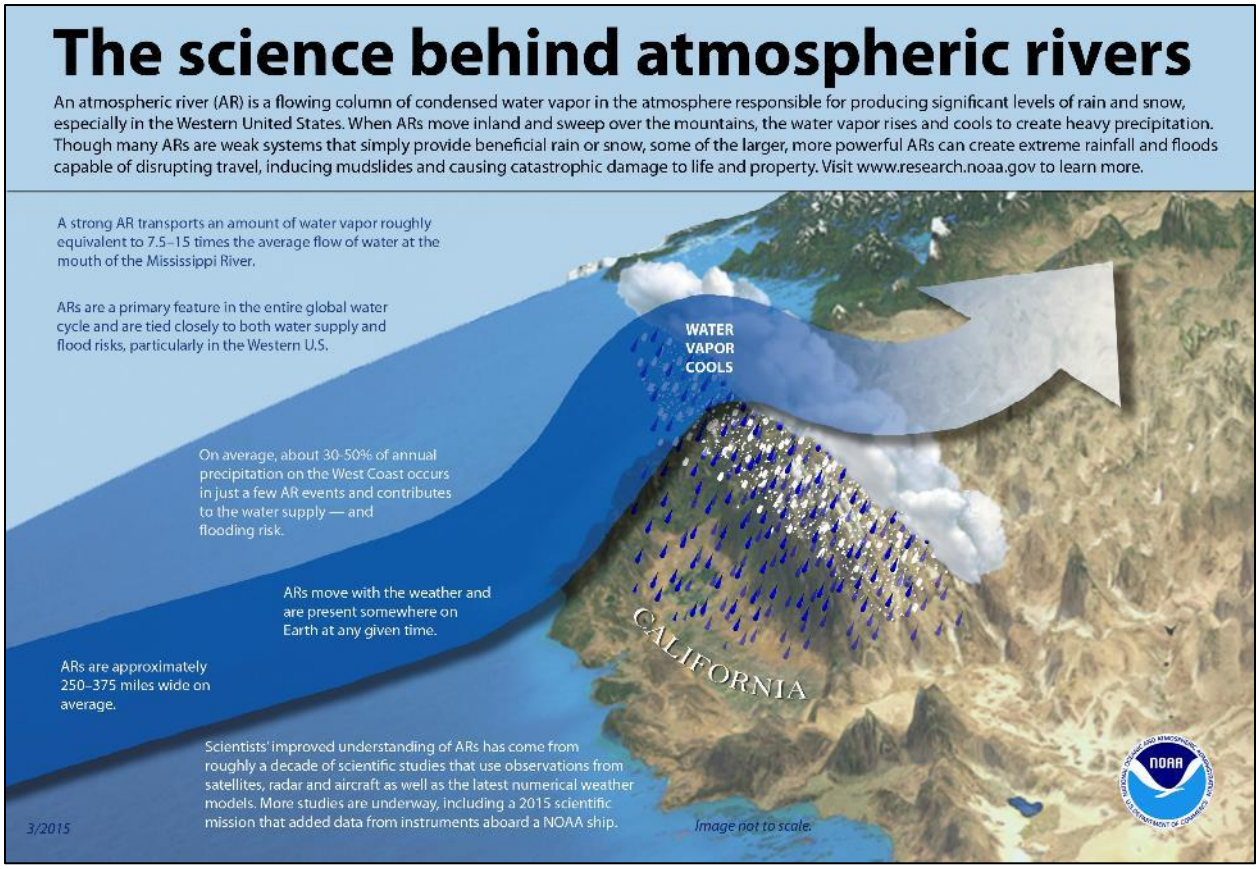
Atmospheric Rivers

According to the National Oceanic and Atmospheric Administration (NOAA), atmospheric rivers are relatively long, narrow regions in the atmosphere – like rivers in the sky – that transport most of the water vapor outside of the tropics. These columns of vapor move with the weather, carrying an amount of water vapor roughly equivalent to the average flow of water at the mouth of the Mississippi River. When the atmospheric rivers make landfall, they often release this water vapor in the form of rain or snow.



Although atmospheric rivers come in many shapes and sizes, those that contain the largest amounts of water vapor and the strongest winds can create extreme rainfall and floods, often by stalling over watersheds vulnerable to flooding. These events can disrupt travel, induce mudslides, and cause catastrophic damage to life and property. A well-known example is the "Pineapple Express," a strong atmospheric river that can bring moisture from the tropics near Hawaii over to the U.S. West Coast.

Graphic: Atmospheric Rivers
(Source: National Oceanic and Atmospheric Administration)



While atmospheric rivers are responsible for great quantities of rain that can produce flooding, they also contribute to beneficial increases in snowpack. A series of atmospheric rivers fueled the strong winter storms that battered the U.S. West Coast from western Washington to southern California from December 10–22, 2010, producing 11 to 25 inches of rain in certain areas. These rivers also contributed to the snowpack in the Sierras, which received 75 percent of its annual snow by December 22, the first full day of winter.

NOAA research (e.g., NOAA Hydrometeorological Testbed and Cal Water) uses satellite, radar, aircraft and other observations, as well as major numerical weather model improvements, to better understand atmospheric rivers and their importance to both weather and climate.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3a.
Q: Is there a description of each hazard's **impacts** on each jurisdiction (what happens to structures, infrastructure, people, environment, etc.)? (Requirement §201.6(c)(2)(ii)) **A:** See **Impact of Flooding in the Project Area** below.

Impact of Flooding in the Project Area

Floods and their impacts vary by location and severity of any given flood event, and likely only affect certain areas of the region during specific times. Based on the risk assessment, it is evident that floods will continue to have potentially devastating economic impacts to the Project Area facilities. Impacts that are not quantified, but anticipated in future events include:

- ✓ Injury and loss of life
- ✓ Commercial and residential structural damage
- ✓ Disruption of and damage to public infrastructure
- ✓ Secondary health hazards e.g. mold and mildew
- ✓ Damage to roads/bridges resulting in loss of mobility
- ✓ Significant economic impact (jobs, sales, tax revenue) upon the community
- ✓ Negative impact on commercial and residential property values
- ✓ Significant disruption to students and teachers as temporary facilities and relocations would likely be needed

Issues Relating to Flooding

The following information is drawn from the 2021 Sonoma County Multijurisdictional Hazard Mitigation Plan.

- ✓ Structures in the planning area built before any regulations existed on floodplain development may be particularly vulnerable to the flood hazard.
- ✓ The accuracy of the existing flood hazard mapping produced by FEMA in reflecting the true flood risk within the planning area is questionable, especially along the Russian River.
- ✓ The extent of the flood-protection currently provided by flood control facilities (dams, dikes and levees) is not known due to the lack of an established national policy on flood protection standards.
- ✓ Older levees are subject to failure or do not meet current building practices for flood protection.
- ✓ The risk associated with the flood hazard overlaps the risk associated with other hazards such as earthquake, landslide, and severe weather. This provides an opportunity to seek mitigation alternatives with multiple objectives that can reduce risk for multiple hazards.
- ✓ There is no area-wide degree of consistency in land-use and floodplain management practices.
- ✓ Climate change may cause more extensive flood problems due to possible sea level rise and more severe weather patterns. The 0.2 percent-annual-chance floodplain inundation area may become a higher probability risk. Coastal flood hazard ratings may also need to be reviewed.
- ✓ More information is needed on flood risk to support the concept of risk-based analysis of capital projects.

- ✓ There needs to be a sustained effort to gather historical damage data, such as high-water marks on structures and damage reports, to measure the cost-effectiveness of future mitigation projects.
- ✓ Ongoing flood hazard mitigation will require funding from multiple sources.
- ✓ Coordinated hazard mitigation efforts among jurisdictions affected by flood hazards in the county are recommended.
- ✓ Floodplain residents should continue to be educated about flood preparedness and the resources available during and after floods.
- ✓ The concept of residual risk should be considered in the design of future capital flood control projects and should be communicated with residents living in the floodplain.
- ✓ The promotion of flood insurance as a means of protecting private property owners from the economic impacts of frequent flood events should continue.
- ✓ The economy affects a jurisdiction's ability to manage its floodplains. Budget cuts and personnel losses can strain resources needed to support floodplain management.
- ✓ Sonoma County is the State of California largest "repetitive loss" community. Challenges in the acquisition of repetitive loss data from FEMA have made it difficult to acquire data necessary to study the repetitive flood loss problem in depth.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.

Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii))

A: See **Summary of Vulnerability to Flooding** below.

Summary of Vulnerability to Flooding

The following is a summary of vulnerability to flooding for SCOE-owned properties. Headwaters Academy in Petaluma and Sonoma Community Center (SE) are the properties vulnerable to direct impacts from flooding including a total of approximately 25 occupants, 2 buildings, and property/contents valued at $8.6 million. These estimates are based on 2023 data.

Floods have been a part of the County's historical past and will continue to be so in the future. During winter months, long periods of precipitation and the timing of that precipitation are critical in determining the threat of flood, and these characteristics further dictate the potential for widespread structural and property damage. Predominantly, the effects of flooding are generally confined to areas near the waterways of the County. As waterways grow in size from local drainages, so grows the threat of flood and dimensions of the threat. This threatens structures in the floodplain. Structures can also be damaged from trees falling as a result of water-saturated soil. Electrical power outages happen, and the interruption of power causes major problems. Loss of power is usually a precursor to closure of schools. The SCOE may be required to close or be placed on a delayed start schedule. Roads that transport students and staff can be damaged and closed, causing safety and evacuation issues. People may be swept away in floodwater, causing injuries or deaths.

Equally troubling are urban or localized flooding events. Primary concerns associated with stormwater flooding include impacts to infrastructure that provides a means of ingress and egress throughout the SCOE, as well as damage to SCOE facilities and property. Ground saturation can result in instability, collapse, or other damage to trees, structures, roadways, and other critical

infrastructure. Floodwater can break utility lines and interrupt services. Standing water can cause damage to roads used to transport staff and students and can also damage school foundations.

Landslide Hazards

Hazard Definition



A landslide is defined as the movement of a mass of rock, debris, or earth movement down a slope. Landslides are a type of "mass wasting" which denotes any down slope movement of soil and rock under the direct influence of gravity. The term "landslide" encompasses events such as rock falls, topples, slides, spreads, and flows. Landslides are initiated by rainfall, earthquakes, volcanic activity, changes in groundwater, disturbance and change of a slope by human-caused construction activities, or any combination of these factors. Landslides also occur underwater, causing tidal waves and damage to coastal areas. These landslides are called submarine landslides.

Landslide Characteristics

Landslides are a serious geologic hazard in almost every state in America. Nationally, landslides cause 25 to 50 deaths each year. The best estimate of direct and indirect costs of landslide damage in the United States range between $1 and $2 billion annually. As a seismically active region, California has a significant number of locations impacted by landslides. Some landslides result in private property damage, other landslides impact transportation corridors, fuel and energy conduits, and communication facilities. They can also pose a serious threat to human life.

Landslides can be broken down into two categories: 1) rapidly moving (generally known as debris flows), and; 2) slow moving. Rapidly moving landslides or debris flows present the greatest risk to human life, and people living in or traveling through areas prone to rapidly moving landslides, are at increased risk of serious injury. Slow moving landslides can cause significant property damage but are less likely to result in serious human injuries.



The primary effects of mudslides/landslides include abrupt depression and lateral displacement of hillside surfaces over distances of up to several hundreds of feet, disruption of surface drainage, blockage of flood control channels and roadways, displacement or destruction of improvements such as roadways, buildings, and water wells.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B2a.

Q: Does the plan include information on **previous occurrences** of hazard events for each jurisdiction? (Requirement §201.6(c)(2)(i))

A: See **Previous Occurrences of Landslides in the Project Area** below.

Previous Occurrences of Landslides in the Project Area

According to Sonoma County Multijurisdictional Hazard Mitigation Plan (2021), the winters of 1982, 1983, 1986, 1998, and 2006 produced significant landslides in Sonoma County.

The most recent and most destructive mass movements in Sonoma County occurred in April 2006. Persistent heavy rainfall caused a massive number of landslides across the Sonoma and Marin County valleys area during the first half of April. About $20 million of damage was done to agriculture, with over $9 million spent on road repair damage in Sonoma County alone. Over $5 million worth of damage was done to single family dwellings in Sonoma - with lesser (but still substantial) amounts of damage experienced to businesses and public buildings. In Marin County the hardest hit areas were Mill Valley, Fairfax, and San Rafael. In Mill Valley, a man was killed after he was buried in a mudslide in his backyard.

The most extreme case occurred during the El Nino Winter Storms in January 1998. Landslides caused an estimated $21 million in damage at seven major locations as shown on **Map: Susceptibility to Deep-Seated Landslides**. The three most heavily damaged communities were: (1) Rio Nido, (2) Hidden Acres, and (3) Gold Ridge.

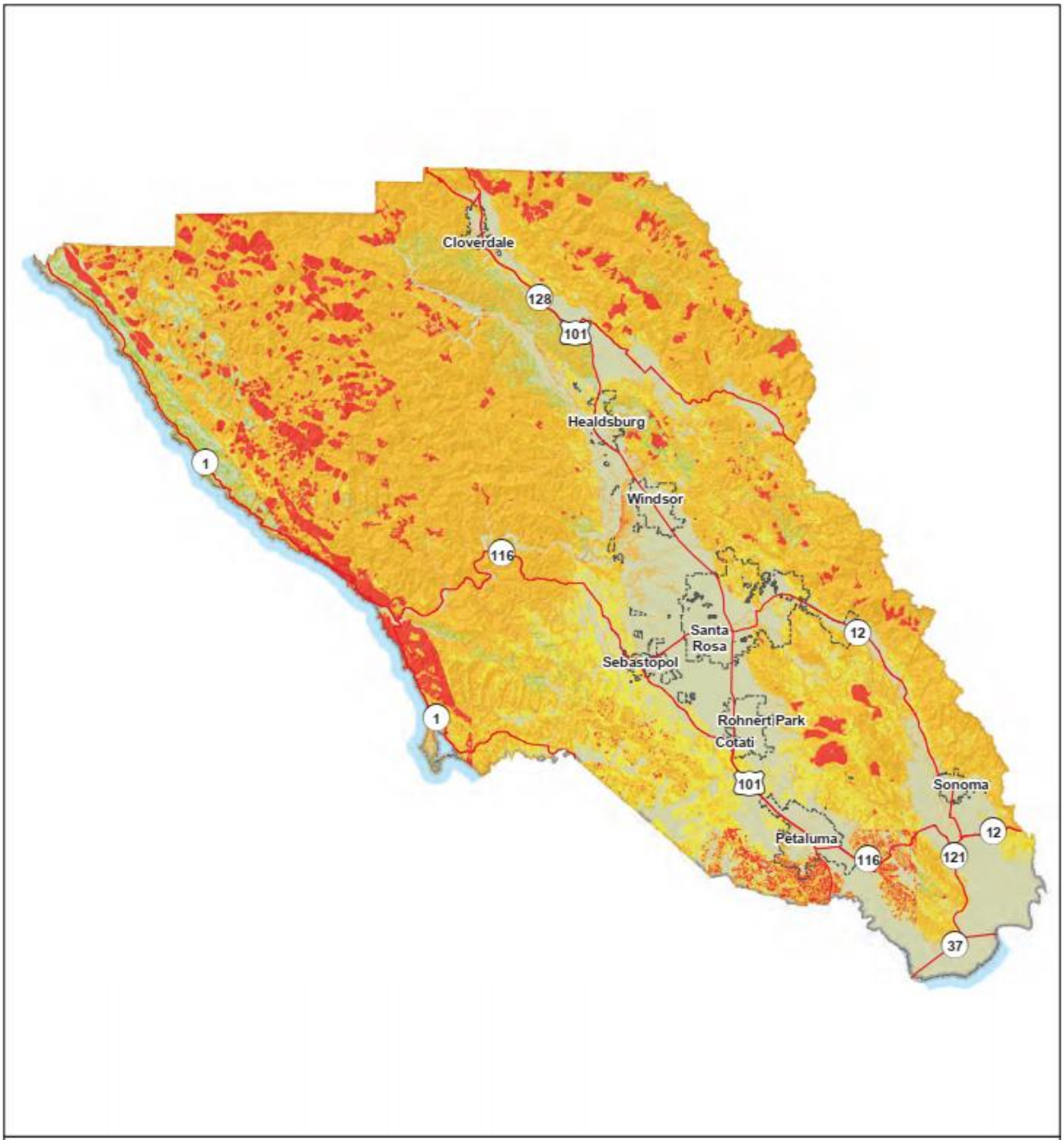
Specifically, in Rio Nido, two large debris flow failures traveled approximately 1,500 feet down a narrow ravine causing the destruction of three homes and damaging four others in Upper Canyon Three. The road and all underground and above-ground utilities were destroyed. The threat of further slippage of the main slide and resulting debris-flow activity forced the evacuation of 140 homes downslope from the slide. Residents were evacuated until the stability of the slides could be determined. Geologic studies were performed, and movement of the slides monitored for years. Evacuation zones maps were periodically revised, and residents gradually permitted to return to some areas.

Other damaging slides occurred in the communities of Monte Rio, Gold Ridge, Hidden Acres, Blucher Valley, Fitch Mountain, and the coastal community of Gleason's Beach.





Map: Susceptibility to Deep-Seated Landslides
(Source: Sonoma County Multijurisdictional Hazard Mitigation Plan 2021)



Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1a.
Q: Does the plan include a general **description** of all natural hazards that can affect each jurisdiction? (Requirement §201.6(c)(2)(i)) **A:** See **Local Conditions** below.
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.
Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii)) **A:** See **Local Conditions** below.

Local Conditions

Landslides are a significant tertiary hazard prevalent throughout the region, however they pose a relatively small danger to the Project Area for several reasons. Landslides tend to be localized and only a small portion, less than 10 percent of the high landslide hazard area has been urbanized.

The landslide hazard map below indicates areas of high and low landslide potential based on slope and earth materials; however, the risk of landslide would increase if these areas are subject to either strong earthquake shaking or ground saturation. Landslide risks increase significantly when rainfall saturates soil on steep slopes, triggering mud or debris flows.

In the Project Area, historic landslides are the best indicator of where landslides may occur in the future, unless the conditions that contributed to the prior landslide have been mitigated. Current Sonoma County codes prohibits construction of new structures on known landslide areas. However, existing developments with history of damaging landslides, remain at risk from future events.



Project Area Schools

There are public schools and three public school office buildings in areas that are potentially at risk of landslides. Site specific investigations have not been conducted on individual buildings and actual risk is not known. See **Table: Critical Facilities Vulnerable to Hazards** for specific sites affected.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3a.

Q: Is there a description of each hazard's **impacts** on each jurisdiction (what happens to structures, infrastructure, people, environment, etc.)? (Requirement §201.6(c)(2)(ii))
A: See **Impacts of Landslides in the Project Area** below.

Impacts of Landslides in the Project Area

Based on the risk assessment, it is evident that landslides will continue to have potentially devastating economic impacts to the Project Area facilities. Impacts that are not quantified, but can be anticipated in future events, include:

- ✓ Injury and loss of life,
- ✓ Commercial and residential structural damage,
- ✓ Disruption of and damage to public infrastructure,
- ✓ Secondary health hazards e.g., mold and mildew,
- ✓ Damage to roads/bridges resulting in loss of mobility,
- ✓ Significant economic impact (jobs, sales, tax revenue) upon the community,
- ✓ Negative impact on commercial and residential property values, and
- ✓ Significant disruption to students and teachers as temporary facilities and relocations would likely be needed.

Issues Relating to Landslides

The following information is drawn from the 2021 Sonoma County Multijurisdictional Hazard Mitigation Plan.

Important issues associated with landslides in the planning area include the following:

- ✓ An accurate picture of where landslides occurred during previous storms is vital in making intelligent land use planning and mitigation decisions.
- ✓ Landslides may result in isolation of neighborhoods and communities, due to the fact that large portions of the transportation infrastructure are in areas of high and moderate slope instability. Isolation may result in food shortages, loss of power, and severely reduced economic productivity.
- ✓ There are critical facilities in areas of unstable slopes that could result in interruption to utility services, particularly water and power. This creates a need for mitigation and for continuity of operations planning to develop procedures for providing services without access to essential facilities.
- ✓ Landslides may result in loss of water quality to the environment and for drinking purposes, due to increased sediment delivery into surface waterways.
- ✓ There are existing homes in landslide hazard areas throughout the planning area. The degree of vulnerability of these structures depends on the codes and standards the structures were constructed to. Information to this level of detail is not currently available.
- ✓ The impact of climate change on landslides is uncertain. If climate change impacts the timing and intensity of rain event, then the frequency of landslide events may increase.
- ✓ The risk associated with the landslide hazard overlaps the risk associated with other hazards such as earthquake, flood, and wildfire. This provides an opportunity to seek mitigation alternatives with multiple objectives that can reduce risk for multiple hazards.

- ✓ California's Disclosures in Real Property Transactions law requires disclosure if a property is in a landslide hazard area. Such disclosure is dependent upon knowledge by the seller or the seller's real estate agent or the posting of a landslide hazard map at the offices of the County recorder, County assessor, and County planning agency and a notice identifying the location of the map and any changes to it.
- ✓ Future development could lead to more homes in landslide risk areas.
- ✓ Mapping and assessment of landslide hazards are constantly evolving. As new data and science become available, assessments of landslide risk should be reevaluated.
- ✓ Coastal bluff erosion is particularly susceptible to ocean wave height and the direction of wave approach. El Niño conditions often result in substantial increases of coastal bluff retreat. Roads and residential developments are most exposed to these hazards.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.

Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii))

A: See **Summary of Vulnerability to Landslides** below.

Summary of Vulnerability to Landslides

None of the SCOE properties are vulnerable to the impacts of landslides, however four participating districts including Fort Ross, Guerneville, Healdsburg, and Montgomery are vulnerable to landslides.

Although landslides are primarily associated with slopes greater than 15 percent, they can also occur in relatively flat areas and as cut-and-fill failures, river bluff failures, lateral spreading landslides, failures associated with quarries, and open-pit mines, as well as within post-fire areas. Landslides may be triggered by both natural- and human-caused activity. In the vulnerable participating districts, landslides could cause damage to schools, as well as cause transportation issues that may affect one or more sites in the participating districts. This would affect both facilities and enrolled students. Utilities may be impacted, which could cut power or water to the participating district facilities. In some instances, injuries and deaths of students and staff could occur.

Tsunami Hazards

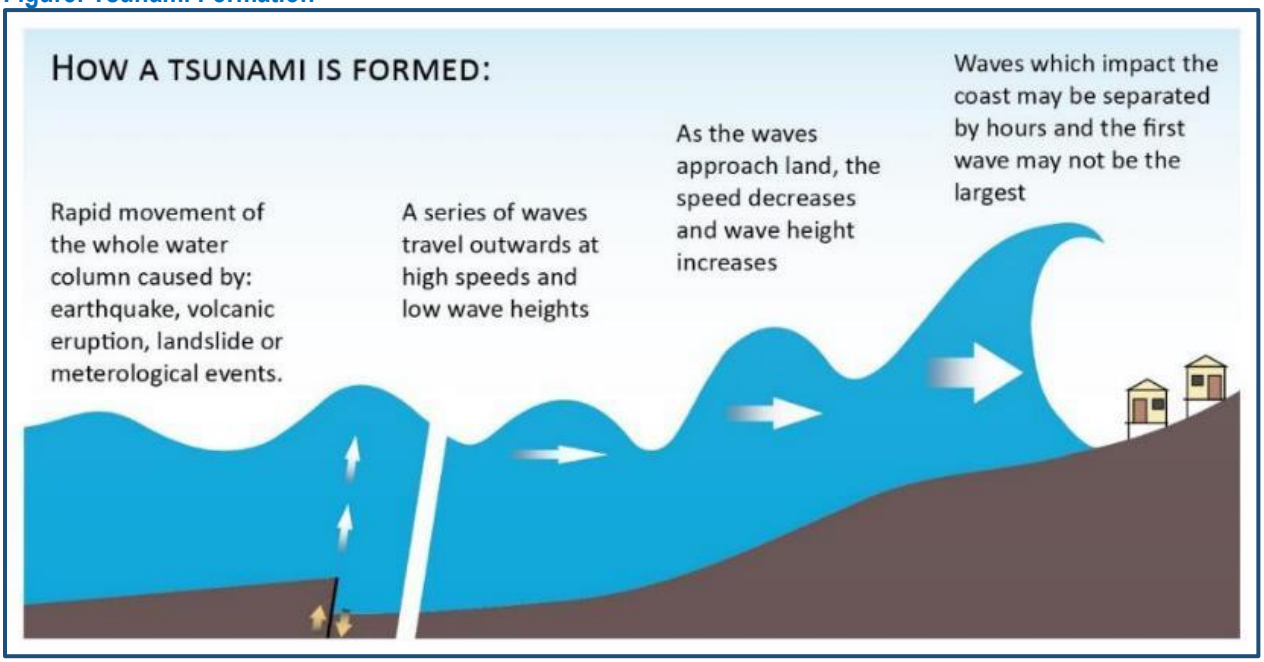
Hazard Definition

The phenomenon we call “tsunami” (soo-NAH-mee) is a series of traveling ocean waves of extremely long length generated primarily by earthquakes occurring below or near the ocean floor. Underwater volcanic eruptions and landslides can also generate tsunamis. In the deep ocean, the tsunami waves move with a speed exceeding 500 miles per hour, and a wave height of only a few inches. Tsunami waves are distinguished from ordinary ocean waves by their great length between wave crests, often exceeding 60 miles or more in the deep ocean, and by the time between these crests, ranging from 10 minutes to an hour.



As they reach the shallow waters of the coast, the waves slow down and the water can pile up into a wall of destruction up to 30 feet or more in height. The effect can be amplified where a bay, harbor or lagoon funnels the wave as it moves inland. Large tsunamis have been known to rise over 100 feet. Even a tsunami 1-3 feet high can inflict destructive damage and cause many deaths and injuries.

Figure: Tsunami Formation



Earthquakes and Tsunamis



An earthquake can be caused by volcanic activity, but most are generated by movements along fault zones associated with the plate boundaries. Most strong earthquakes, representing 80% of the total energy released worldwide by earthquakes, occur in subduction zones where an oceanic plate slides under a continental plate or another younger oceanic plate.

Not all earthquakes generate tsunamis. To generate a tsunami, the fault where the earthquake occurs must be underneath or near the ocean and cause vertical movement of the sea floor over a large area, hundreds or thousands of square miles. "By far, the most destructive tsunamis are generated from large, shallow earthquakes with an epicenter or fault line near or on the ocean floor." The amount of vertical and horizontal motion of the sea floor, the area over which it occurs, the simultaneous occurrence of slumping of underwater sediments due to the shaking, and the efficiency with which energy is transferred from the earth's crust to the ocean water are all part of the tsunami generation mechanism. The sudden vertical displacements over such large areas disturb the ocean's surface, displace water, and generate destructive tsunami waves.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B2a.
Q: Does the plan include information on **previous occurrences** of hazard events for each jurisdiction? (Requirement §201.6(c)(2)(i))
A: See **Previous Occurrences of Tsunami in the Project Area** below.

Previous Occurrences of Tsunamis in the Project Area



Fortunately, the Project Area has never been impacted by a major tsunami event. The most recent tsunami warning occurred in March 2011. A magnitude 9.0 earthquake off the coast of Japan triggered a tsunami warning along the coast of Sonoma County. Although tsunami waves were only predicted to be an additional 2 feet, all Sonoma County coasts were closed, and coastal residents alerted. The tsunami warning did not cause any interruption to the Project Area.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1a.
Q: Does the plan include a general **description** of all natural hazards that can affect each jurisdiction? (Requirement §201.6(c)(2)(i)) **A:** See **Local Conditions** below.
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.
Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii)) **A:** See **Local Conditions** below.

Local Conditions

The County of Sonoma was officially recognized as a Tsunami Ready community in March 2016 by National Weather Service representatives. This designation recognizes voluntary community programs that promote collaborative tsunami hazard preparedness efforts. In order to become a Tsunami Ready community, the County developed a local Tsunami Response Plan, mapped inundation areas along the coast, identified evacuation routes, established refuge areas, installed over 160 tsunami signs in the hazard zones, provided education to the public, deployed and maintained redundant and reliable means to disseminate tsunami warnings and participated in readiness exercises.

Sonoma County's rugged cliffs and generally elevated coastline reduces its exposure and vulnerability to tsunamis. Areas with the greatest exposure to potential damage by a tsunami are the coastal communities along the southern Sonoma County coast from Jenner to Bodega Bay. Tsunami inundation maps for the Sonoma Coast area near Jenner, Bodega Bay, and the San Pablo Bay were released in 2009 and form the basis for the County's Tsunami Response Plan.

As indicated on the following map, areas of tsunami danger within Sonoma are limited to those with coastal exposure, namely in Archer Rock, Duncans Mills, Bodega Head, Valley Ford, Petaluma River, Sears Point, Cuttings Wharf, Petaluma Point, Mare Island, and Novato. Although there are multiple communities within tsunami inundation areas, SCOE facilities do not have coastal exposure and therefore are not anticipated to be directly affected by tsunamis. However, the Planning Team recognizes that the indirect impacts could be significant given the need for their facilities to be involved in host shelters and sharing of resources.

Map: Tsunami Inundation Zones
(Source: Sonoma County Multijurisdictional Hazard Mitigation Plan 2021)

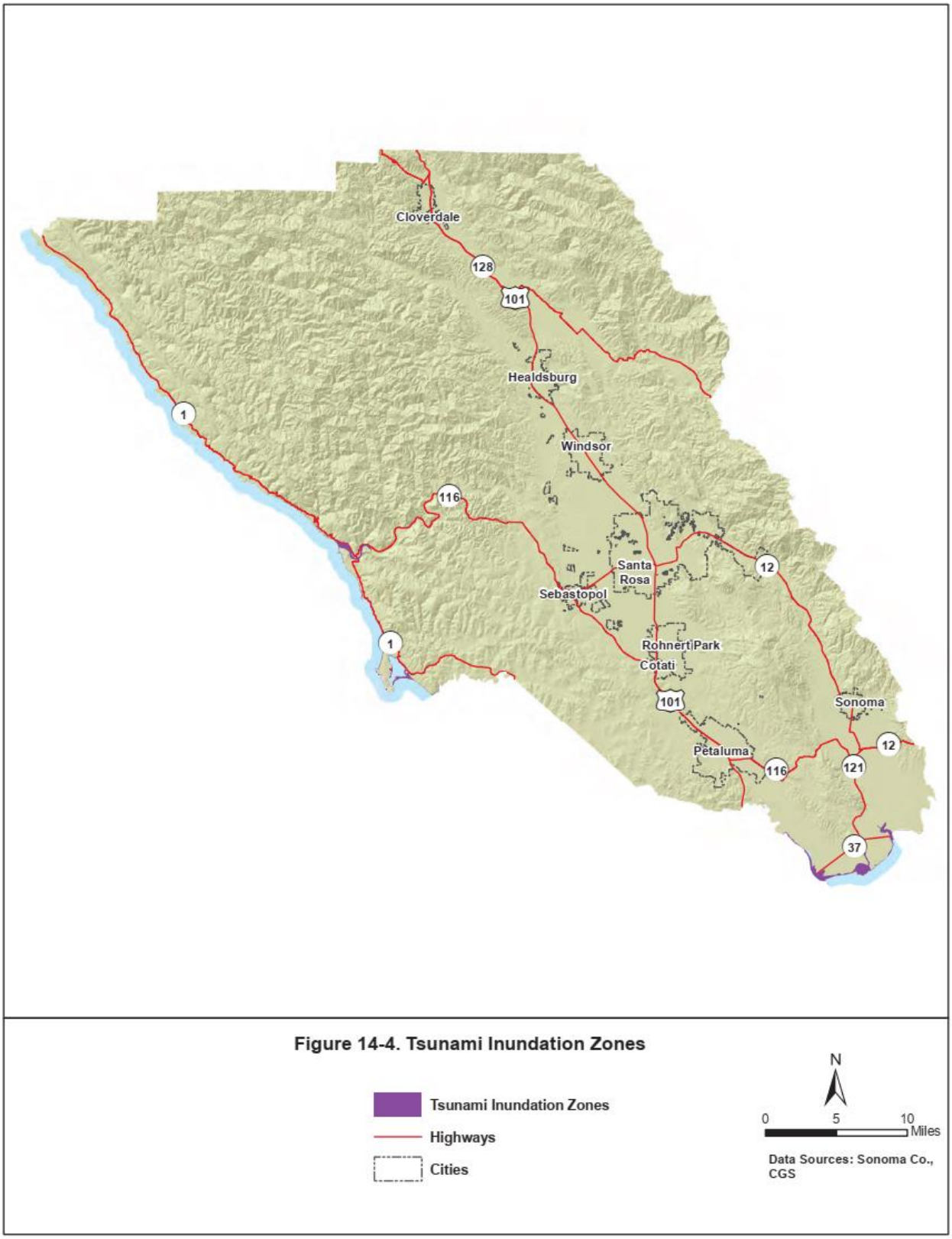


Figure 14-4. Tsunami Inundation Zones

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3a.

Q: Is there a description of each hazard's **impacts** on each jurisdiction (what happens to structures, infrastructure, people, environment, etc.)? (Requirement §201.6(c)(2)(ii))
A: See **Impact of Tsunamis in the Project Area** below.

Impact of Tsunamis in the Project Area

Based on the risk assessment, it is evident that tsunamis will continue to threaten the coastline of the Project Area. Impacts that are not quantified, but can be anticipated in future events, include:

- ✓ Injury and loss of life,
- ✓ Commercial and residential structural damage,
- ✓ Disruption of and damage to public infrastructure,
- ✓ Secondary health hazards e.g., mold and mildew,
- ✓ Damage to roads/bridges resulting in loss of mobility,
- ✓ Significant economic impact (jobs, sales, tax revenue) upon the community,
- ✓ Negative impact on commercial and residential property values, and
- ✓ Significant disruption to students and teachers as temporary facilities and relocations would likely be needed.

Issues Relating to Tsunamis

The following information is drawn from the 2021 Sonoma County Multijurisdictional Hazard Mitigation Plan.

Although there are no SCOE or District facilities threatened by tsunami. For the sake of awareness, the following information is offered for the overall County:

Important issues associated with a tsunami in the Project Area include the following:

- ✓ Many structures may not be designed to resist tsunami forces.
- ✓ Present building codes and guidelines do not adequately address the impacts of tsunamis on structures. It is anticipated that future updates to the California Building Code (and Field Act) will include amendments that address these issues.
- ✓ As tsunami warning technologies evolve, the tsunami warning capability within the Project Area will need to be enhanced to provide the highest degree of warning to planning partners with tsunami risk exposure.
- ✓ With the future impacts from climate change, the issue of sea level rise may become an important consideration as probable tsunami inundation areas are identified through future studies.
- ✓ Special attention will be focused on vulnerable communities and tourists in the tsunami zone and on hazard mitigation through public education and outreach.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.

Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii))
A: See **Summary of Vulnerability to Tsunamis** below.

Summary of Vulnerability to Tsunamis

None of the SCOE or District facilities or associated infrastructure are vulnerable to tsunami. However, it is certainly possible that any of the SCOE facilities could be indirectly impacted or be designated as possible shelters for community members in need of a temporary facility.

A tsunami is a series of great waves that are created by undersea disturbances, such as earthquakes or volcanic eruptions. As opposed to typical waves that crash at the shoreline, tsunamis bring a continuously flowing “wall of water” that has the potential to cause devastating damage in coastal areas immediately along the shore. Areas at greatest risk are less than 50 feet above sea level and within 1 mile of the shoreline. Most deaths that occur during a tsunami result from drowning. Associated risks include flooding, polluted water supplies, and damaged gas lines.

Utility Related Hazards

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B2a.

Q: Does the plan include information on **previous occurrences** of hazard events for each jurisdiction? (Requirement §201.6(c)(2)(i))

A: See **Previous Occurrences of Utility Related Hazards in the Project Area** below.

Previous Occurrences of Utility Related Hazards in the Project Area

Power Failure/Stoppages



Pacific Gas and Electric (PG&E) provides utility service to the Project Area. There have been brief power failures and deliberate outages as recent as October 2019 with impacts to 87,000 homes and businesses. If severe weather threatens a portion of the electric system, it may be necessary for PG&E to turn off electricity in the interest of public safety. Known as the Public Safety Power Shutoff program (PSPS), it was most recently activated during the Kincade Wildfire. *Note: any utility service-related wildfires are discussed in the Wildfire Hazards Section.*

Drought/Water Shortages

The majority of impacts relating to drought to the Project Area result from distribution shortages that are regulated by utility providers. See **Local Conditions – Chart: 5-Year Drought History** below for historical information regarding drought in the Project Area.

Natural Gas Pipelines

There have been no pipeline incidents posting a significant threat to the Project Area.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1a.

Q: Does the plan include a general **description** of all natural hazards that can affect each jurisdiction? (Requirement §201.6(c)(2)(i))

A: See **Local Conditions** below.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.

Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii))

A: See **Local Conditions** below.

Local Conditions

Power Failure and Stoppages

Power failure is defined as any interruption or loss of electrical service caused by disruption of power transmission caused by accident, sabotage, natural hazards, or equipment failure (also

referred to as a loss of power or power outage). A significant power failure is defined as any incident of a long duration, which would require the involvement of the local and/or State emergency management organizations to coordinate provision of food, water, heating, cooling, and shelter. Power failures in the planning area are usually localized and are usually the result of a natural hazard event involving high winds or storms. Electricity throughout the project area is provided by Pacific Gas and Electric (PG&E).

The massive 2011 Southern California electricity outage brought to light many critical issues surrounding the state's power generation and distribution system, including its dependency on out-of-state resources. Although California has implemented effective energy conservation programs, the state continues to experience both population growth and weather cycles that contribute to a heavy demand for power.

Hydro-generation provides approximately 25% of California's electric power, with the balance coming from fossil fuels, nuclear, and green sources. As experienced in 2000 and 2001, blackouts can occur due to losses in transmission or generation and/or extremely severe temperatures that lead to heavy electric power consumption.

The effects of an energy shortage would affect all occupants of the project area. Perhaps most at risk would be medically challenged individuals with health care equipment reliant on electricity (e.g., oxygen), businesses, emergency service locations, and vulnerable population centers (e.g., schools).

In 2018, the California Public Utilities Commission (CPUC) directed California's three largest energy companies to coordinate to prepare all Californians for the threat of wildfires and power outages during times of extreme weather. To help protect customers and communities during extreme weather events, electric power may now be shut off for reasons of public safety. This new protocol is referred to as Public Safety Power Shutoff (PSPS).

Drought/Water Shortages

It's impossible to separate drought from water supply shortages. Drought is defined as a deficiency of precipitation over an extended period of time, usually a season or more. This deficiency results in a water shortage for some activity, group, or environmental sector. Drought should be considered relative to some long-term average condition of balance between precipitation and evapotranspiration (i.e., evaporation + transpiration) in a particular area, a condition often perceived as "normal". It is also related to the timing (e.g., principal season of occurrence, delays in the start of the rainy season, occurrence of rains in relation to principal crop growth stages) and the effectiveness of the rains (e.g., rainfall intensity, number of rainfall events).

Other climatic factors such as high temperature, high wind, and low relative humidity are often associated with it in many regions of the world and can significantly aggravate its severity. Drought should not be viewed as merely a physical phenomenon or natural event. Its impacts on society result from the interplay between a natural event (less precipitation than expected resulting from natural climatic variability) and the demand people place on water supply. Human beings often exacerbate the impact of drought. Recent droughts in both developing and developed countries and the resulting economic and environmental impacts and personal hardships have underscored the vulnerability of all societies to this natural hazard.

One dry year does not normally constitute a drought in California but serves as a reminder of the need to plan for droughts. California's extensive system of water supply infrastructure — its

reservoirs, groundwater basins, and inter-regional conveyance facilities — mitigates the effect of short-term dry periods for most water users. Defining when a drought begins is a function of drought impacts to water users. Hydrologic conditions constituting a drought for water users in one location may not constitute a drought for water users elsewhere, or for water users having a different water supply. Individual water suppliers may use criteria such as rainfall/runoff, amount of water in storage, or expected supply from a water wholesaler to define their water supply conditions.

Drought is a gradual phenomenon. Although droughts are sometimes characterized as emergencies, they differ from typical emergency events. Most natural disasters, such as floods or forest fires, occur relatively rapidly and afford little time for preparing for disaster response. Droughts occur slowly, over a multiyear period. There is no universal definition of when a drought begins or ends. Impacts of drought are typically felt first by those most reliant on annual rainfall -- ranchers engaged in dry land grazing, rural residents relying on wells in low-yield rock formations, or small water systems lacking a reliable source. Criteria used to identify statewide drought conditions do not address these localized impacts. Drought impacts increase with the length of a drought, as carry-over supplies in reservoirs are depleted and water levels in groundwater basins decline.



There are four different ways that drought can be defined:

- **Meteorological** - a measure of departure of precipitation from normal. Due to climatic differences, what is considered a drought in one location may not be a drought in another location.
- **Agricultural** - refers to a situation when the amount of moisture in the soil no longer meets the needs of a particular crop.
- **Hydrological** - occurs when surface and subsurface water supplies are below normal.
- **Socioeconomic** - refers to the situation that occurs when physical water shortage begins to affect people.

The U.S. Drought Monitor (USDM) is a map that is updated weekly to show the location and intensity of drought across the country. The USDM uses a five-category system (USDM, 2021):

• D0—Abnormally Dry
  - Short-term dryness slowing planting, growth of crops
  - Some lingering water deficits
  - Pastures or crops not fully recovered

• D1—Moderate Drought
  - Some damage to crops, pastures

- Some water shortages developing
- Voluntary water-use restrictions requested

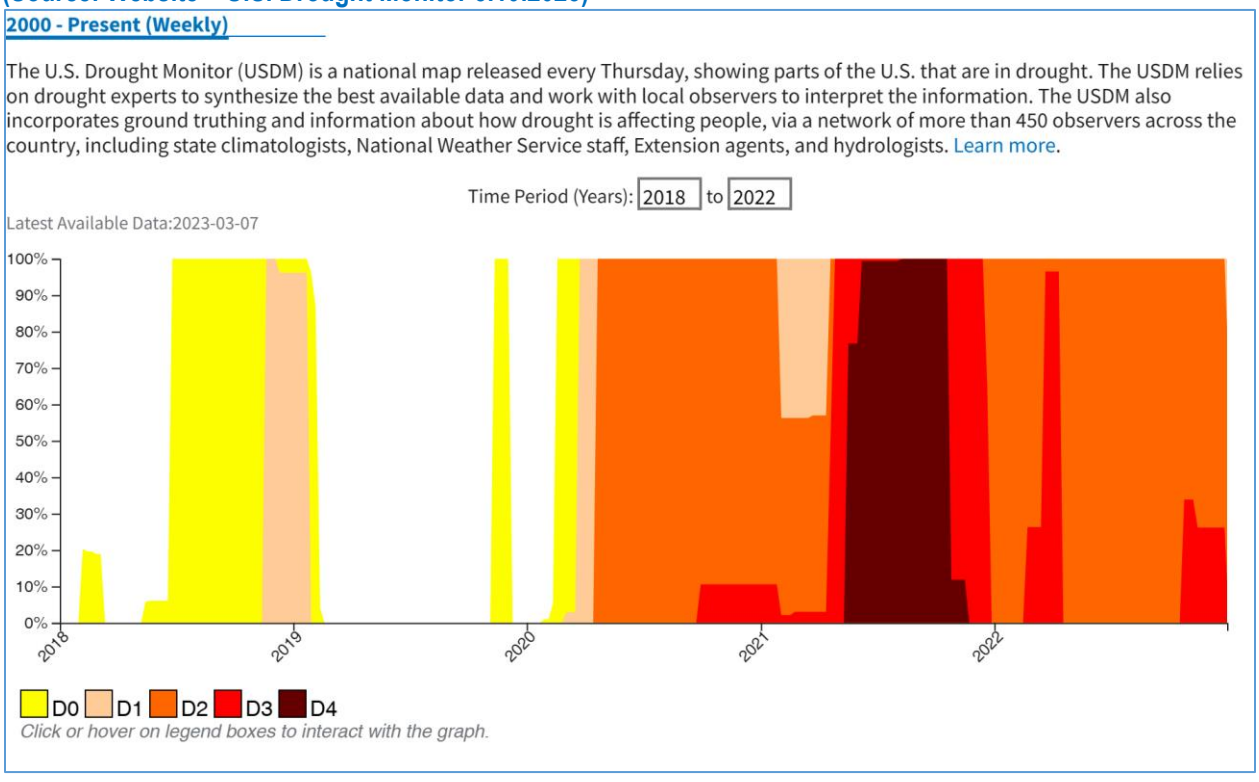
• D2—Severe Drought
- Crop or pasture loss likely
- Water shortages common
- Water restrictions imposed

• D3—Extreme Drought
- Major crop/pasture losses
- Widespread water shortages or restrictions

• D4—Exceptional Drought
- Exceptional and widespread crop/pasture losses
- Shortages of water creating water emergencies

The USDM categories show experts' assessments of conditions related to drought. These experts check variables including temperature, soil moisture, stream flow, water levels in reservoirs and lakes, snow cover, and meltwater runoff. They also check whether areas are showing drought impacts such as water shortages and business interruptions. Associated statistics show what proportion of various geographic areas are in each category of dryness or drought, and how many people are affected. U.S. Drought Monitor data go back to 2000.

Chart: 5-Year Drought History - Sonoma County, California
(Source: Website – U.S. Drought Monitor 3.10.2023)



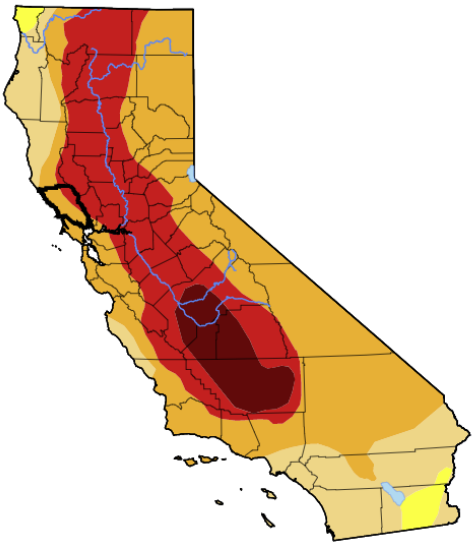
U.S. Drought Monitor – Sonoma County, California
(Source: Website – U.S. Drought Monitor 12.15.2022)

U.S. Drought Monitor

Current Map | Maps | Data | Summary | About | Conditions & Outlooks | En Español | NADM

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Sonoma County, CA



Map released: Thurs. December 15, 2022

Data valid: December 13, 2022 at 7 a.m. EST

Intensity

- None
- D0 (Abnormally Dry)
- D1 (Moderate Drought)
- D2 (Severe Drought)
- D3 (Extreme Drought)
- D4 (Exceptional Drought)
- No Data

Authors

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Pacific Islands and Virgin Islands Author(s):
Denise Gutzmer, National Drought Mitigation Center

Week	Date	None	D0-D4	D1-D4	D2-D4	D3-D4	D4	DSCI
Current	2022-12-13	0.00	100.00	100.00	100.00	26.16	0.00	326
Last Week	2022-12-06	0.00	100.00	100.00	100.00	26.16	0.00	326
3 Months Ago	2022-09-13	0.00	100.00	100.00	100.00	0.00	0.00	300
Start of Calendar Year	2021-12-28	0.00	100.00	100.00	100.00	0.00	0.00	300
Start of Water Year	2022-09-27	0.00	100.00	100.00	100.00	0.00	0.00	300
One Year Ago	2021-12-14	0.00	100.00	100.00	100.00	100.00	0.00	400

Additionally, the long-term effects of climate change on regional water resources are unknown, but global water resources are already stressed without climate change. Current stresses on water resources include:

- Growing populations
- Increased competition for available water
- Poor water quality
- Environmental claims
- Uncertain reserved water rights
- Groundwater overdraft
- Aging urban water infrastructure

With a warmer climate, droughts could become more frequent, more severe, and longer lasting. The drought of the late 1980s showed what the impacts might be if climate change leads to a change in the frequency and intensity of droughts across the United States. From 1987 to 1989, losses from drought in the United States totaled $39 billion (OTA, 1993). More frequent extreme events such as droughts and floods could end up being more cause for concern than the long-term change in temperature and precipitation averages.

Natural Gas Pipelines

There are several major natural gas pipelines that traverse the planning area as shown on **Map: California Natural Gas Utility Service Area**. While pipelines are often thought of as presenting risks to communities, natural hazards can impact the integrity of pipelines. According to the U.S. Department of Transportation, although natural hazards are cited as the cause in fewer than ten percent (10%) of pipeline incidents, the failure of a large-diameter, high-pressure natural gas or hazardous liquid transmission pipeline during an earthquake can significantly complicate a communities' ability to respond and recover from the event. Natural gas is supplied to the planning area by Pacific Gas & Electric (PG&E).

On September 9, 2010, a 30-inch steel natural gas transmission pipeline owned and operated by PG&E ruptured and exploded in the City of San Bruno residential neighborhood. The blast and ensuing inferno resulted in 8 confirmed deaths, 66 reported injuries, 34 destroyed structures, and 8 damaged structures. Cal OES has identified preliminary damage estimates at $15.4 million, including $2.5 million for debris removal, $10.2 million for protective measures, $2.1 million for roads and bridges, and $0.6 million for utilities and other facilities. Investigations into the cause of the explosion are under way by the National Safety Transportation Board (NSTB), the California Public Utilities Commission (CPUC), and PG&E. Although it will not be confirmed until official investigations are completed, initial speculation points to the weakening of the 60-year-old pipeline due to corrosion. The day after the explosion, the CPUC asked PG&E to provide a list of its top 100 high-priority projects to upgrade or replace portions of the pipeline for reasons of public safety, as well as information on the status of listed projects. The list was published on September 21, 2010. Although targeted for repair several years ago, the San Bruno pipeline was not on the list.

Virtually all natural gas, which accounts for about 28 percent of energy consumed annually, is transported by transmission pipelines. Although California is a leader in exploring and implementing alternative energy sources such as wind and solar, the expansion of traditional energy sources, such as natural gas, continues. There are natural gas transmission pipelines within the Project Area, as well as adjoining communities.

Map: California Natural Gas Utility Service Area (Source: California Energy Commission, Date: 2020)



Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3a.
Q: Is there a description of each hazard's **impacts** on each jurisdiction (what happens to structures, infrastructure, people, environment, etc.)? (Requirement §201.6(c)(2)(ii)) **A:** See **Impact of Utility Related Hazards in the Project Area** below.

Impacts of Utility Related Hazards in the Project Area

Based on the risk assessment, it is evident that Utility-Related hazards will continue to have potentially devastating impacts to certain portions of the Project Area.

Impacts that are not quantified, but can be anticipated in future events, include:

- ✓ Injury and loss of life,
- ✓ Commercial and residential structural damage,
- ✓ Disruption of and damage to public infrastructure,
- ✓ Significant economic impact,
- ✓ Negative impact on commercial and residential property values, and
- ✓ Significant disruption to students and teachers as temporary facilities and relocations would likely be needed.

Issues Relating to Utility Related Hazards

Important issues associated with utility related events include the following:

- ✓ A large percentage of the Project Area could be impacted all at the same time which would significantly impact emergency services capabilities.
- ✓ In the event of a power outage, it may be necessary for the utility provider to assist certain properties with reactivation.
- ✓ In the event of an outage of natural gas or propane, the utility provider may be required to assist customers with reactivation.
- ✓ Transportation systems in the planning area after an outage has the potential to significantly disrupt response and recovery efforts and lead to isolation of populations.
- ✓ Results loss of heating and air conditioning systems can impact comfort and safety levels for building occupants.
- ✓ Infrastructure-related computer systems are vulnerable to power outages.
- ✓ Schools and other educational facilities would be expected to be self-sufficient during outages and may be compromised as to decreased services from government response agencies, utilities, private-sector services, and infrastructure components.
- ✓ Lack of refrigeration would impact storage of onsite medicines, food, and other supplies.
- ✓ The flow of goods and services could result due to impacts to major transportation infrastructure across the broader region.
- ✓ A power outage can compromise or damage communication systems, complicating efforts to coordinate response to the event.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.
Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii)) **A:** See **Summary of Vulnerability to Utility Related** below.

Summary of Vulnerability to Utility Related

The following is a summary of vulnerability to utility related events. All of SCOE-owned properties would be impacted by a utility related event including SCOE's Main Facility, Legal Facility, Overflow Parking Lot, Valley of the Moon, Juniper Shop Facility, CBI, Sonoma Valley – Sassari Elementary, Petaluma City – 4C's McDowell Elementary, and SELPA Properties Lewis Opportunity School, Headwaters Academy, Sonoma Community Center (SE), and SCOE Alternative Education Properties Satellite Office Space, and Amarosa Academy including a total of approximately 325 occupants, 12 buildings, and property/contents valued at $51 million. These estimates are based on 2023.

Public Safety Power Shutoff (PSPS) can be initiated by PG&E for a range of reasons including wildfire, high wind, severe weather, flooding, and earthquake. The power shutoffs are initiated in large areas within the County so property may not even be impacted by the initial event but still impacted by the power shutoff.

Drought is a much slower moving hazard. Severe reductions and shutoffs can take place following a broken water main or during major repairs. It is possible that water agencies could resort to restrictions rather than just fines.

Epidemic/Pandemic/Vector-Borne Disease Hazards

Hazard Definition

According to the California State Hazard Mitigation Plan (2018), the California Department of Public Health has identified epidemics, pandemics, and vector-borne diseases as specific hazards that would have a significant impact throughout the State.

According to the Centers for Disease Control (CDC), an epidemic refers to an increase, often sudden, in the number of cases of a disease above what is normally expected in that population area. A pandemic refers to an epidemic that has spread over several countries or continents, usually affecting a large number of people. Vector-borne diseases are human illnesses caused by parasites, viruses and bacteria that are transmitted by vectors – living organisms that can transmit infectious pathogens between humans, or from animals to humans.



Seasonal Influenza

Seasonal influenza, also known as the flu, is a disease that attacks the respiratory system (nose, throat, and lungs) in humans. Seasonal influenza occurs every year. In the U.S., the influenza season typically occurs from October through May, peaking in January or February with yearly epidemics of varying severity. Although mild cases may be similar to a viral "cold," influenza is typically much more severe. Influenza usually comes on suddenly; may include fever, headache, tiredness (which may be extreme), dry cough, sore throat, nasal congestion, and body aches; and can result in complications such as pneumonia. Persons aged 65 and older, those with chronic health conditions, pregnant women, and young children are at the highest risk for serious complications, including death.

Pandemic Influenza

Pandemic influenza occurs when a new influenza virus, for which there is little or no human immunity, emerges and spreads on a worldwide scale, infecting a large proportion of the human population. The 20th century saw three such pandemics. The most notable pandemic was the 1918 Spanish influenza pandemic that was responsible for 20 million to 40 million deaths throughout the world. There have been two pandemics in the 21st century; H1N1 in 2009, and the most recent COVID-19 outbreak in 2019. As demonstrated historically and currently, pandemic influenza has the potential to cause serious illness and death among people of all age groups and have a major impact on society. These societal impacts include significant economic

disruption that can occur due to death, loss of employee work time, and costs of treating or preventing the spread of influenza.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B1a.
Q: Does the plan include a general description of all natural hazards that can affect each jurisdiction? (Requirement §201.6(c)(2)(i)) **A:** See **Local Conditions** below.
Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.
Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii)) **A:** See **Local Conditions** below.

Local Conditions

H1N1 Influenza

In 2009 a pandemic of H1N1 influenza, popularly referred to as the swine flu, resulted in many hospitalizations and deaths. Pandemic H1N1 influenza is spread in the same way as seasonal influenza, from person to person through coughing or sneezing by infected people. In April 2009, two kids living more than 100 miles apart in Southern California came down with the flu. By mid-April, their illnesses had been diagnosed as being caused by a new strain of H1N1 influenza. Persons infected with H1N1 experienced fever and mild respiratory symptoms, such as coughing, runny nose, and congestion. In some cases, symptoms were severe and included diarrhea, chills, and vomiting, and in rare cases respiratory failure occurred. The H1N1 virus caused relatively few deaths in humans. In the United States, for example, it caused fewer deaths (between 8,870 and 18,300) than seasonal influenza, which, based on data for the years 2014–2019, causes an average of about 40,000 deaths each year. The H1N1 virus was most lethal in individuals affected by chronic disease or other underlying health conditions.

COVID-19

As of 2020, the CDC is responding to a pandemic of respiratory disease spreading from person to person caused by a novel (new) coronavirus. The disease has been named "Coronavirus Disease 2019" (abbreviated "COVID-19"). Coronaviruses are a large family of viruses that are common in people and many different species of animals, including camels, cattle, cats, and bats. Rarely, animal coronaviruses can infect people and then spread between people such as with Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS).

According to the CDC, many of the patients at the epicenter of the outbreak in Wuhan, Hubei Province, China had some link to a large seafood and live animal market, suggesting animal-to-person spread. Later, a growing number of patients reportedly did not have exposure to animal markets, indicating person-to-person spread. Person-to-person spread was subsequently reported outside Hubei and in countries outside China, including in the United States. Most international destinations now have ongoing community spread with the virus that causes COVID-19, as does the United States.

On March 4, 2020, Governor Newsom proclaimed a state of emergency for California in response to the COVID-19 outbreak. On March 19, 2020, Governor Newsom issued an executive order

directing all residents immediately to heed current State public health directives to stay home, except as needed to maintain continuity of operations of essential critical infrastructure sectors.



According to the 2021 Sonoma County Multijurisdictional Hazard Mitigation Plan, in March 2020, Sonoma County was included in the FEMA Major Disaster Declaration for the COVID-19 coronavirus pandemic. As of January 2021, about 23,000 people, or 4.57 percent of the Sonoma County population, had contracted the coronavirus and 234 people, 1.01 percent of the population, had died from it (Sonoma County Emergency 2021). As of January 2021, over 18,000 people in Sonoma County had received the COVID-19 vaccine (Sonoma County Emergency 2021).

Avian Influenza

Avian Influenza, commonly referred to as “Bird Flu,” remains a looming pandemic threat. Avian Influenza primarily spreads from birds to birds and rarely to humans. Public health experts continue to be alert to the possibility that an avian virus may mutate or change so that it can be passed from birds to humans, potentially causing a pandemic in humans. Some strains of the Avian Influenza could arise from Asia or other continents where people have very close contact with infected birds. This disease could have spread from poultry farmers or visitors to live poultry markets who had been in very close contact with infected birds and contracted fatal strains of Avian Influenza. Thus far, Avian Influenza viruses have not mutated and have not demonstrated easy transmission from person to person. However, if Avian Influenza viruses were to mutate into a highly virulent form and become easily transmissible from person to person, the public health community would be very concerned about the potential for an influenza pandemic. Such a pandemic could disrupt all aspects of society and severely affect the economy.

Vector-Borne Diseases

Vector-borne diseases are human illnesses caused by parasites, viruses and bacteria that are transmitted by vectors. Every year there are more than 700,000 deaths from diseases such as malaria, dengue, schistosomiasis, human African trypanosomiasis, leishmaniasis, Chagas disease, yellow fever, Japanese encephalitis and onchocerciasis. Vectors are living organisms that can transmit infectious pathogens between humans, or from animals to humans. Many of these vectors are bloodsucking insects, which ingest disease-producing microorganisms during a blood meal from an infected host (human or animal) and later transmit it into a new host, after the pathogen has replicated. Often, once a vector becomes infectious, they can transmit the pathogen for the rest of their life during each subsequent bite/blood meal.

Mosquito-Borne Viruses



Mosquito-borne viruses belong to a group of viruses commonly referred to as arboviruses (for arthropod-borne). Although 12 mosquito-borne viruses are known to occur in California, only West Nile virus (WNV), western equine encephalomyelitis virus (WEE), and St. Louis encephalitis virus (SLE) are significant causes of human disease. WNV continues to seriously affect the health of humans, horses, and wild birds throughout the state. Since 2003, there have been over 6,000 WNV human cases with 248 deaths, and over 1,200 equine cases.

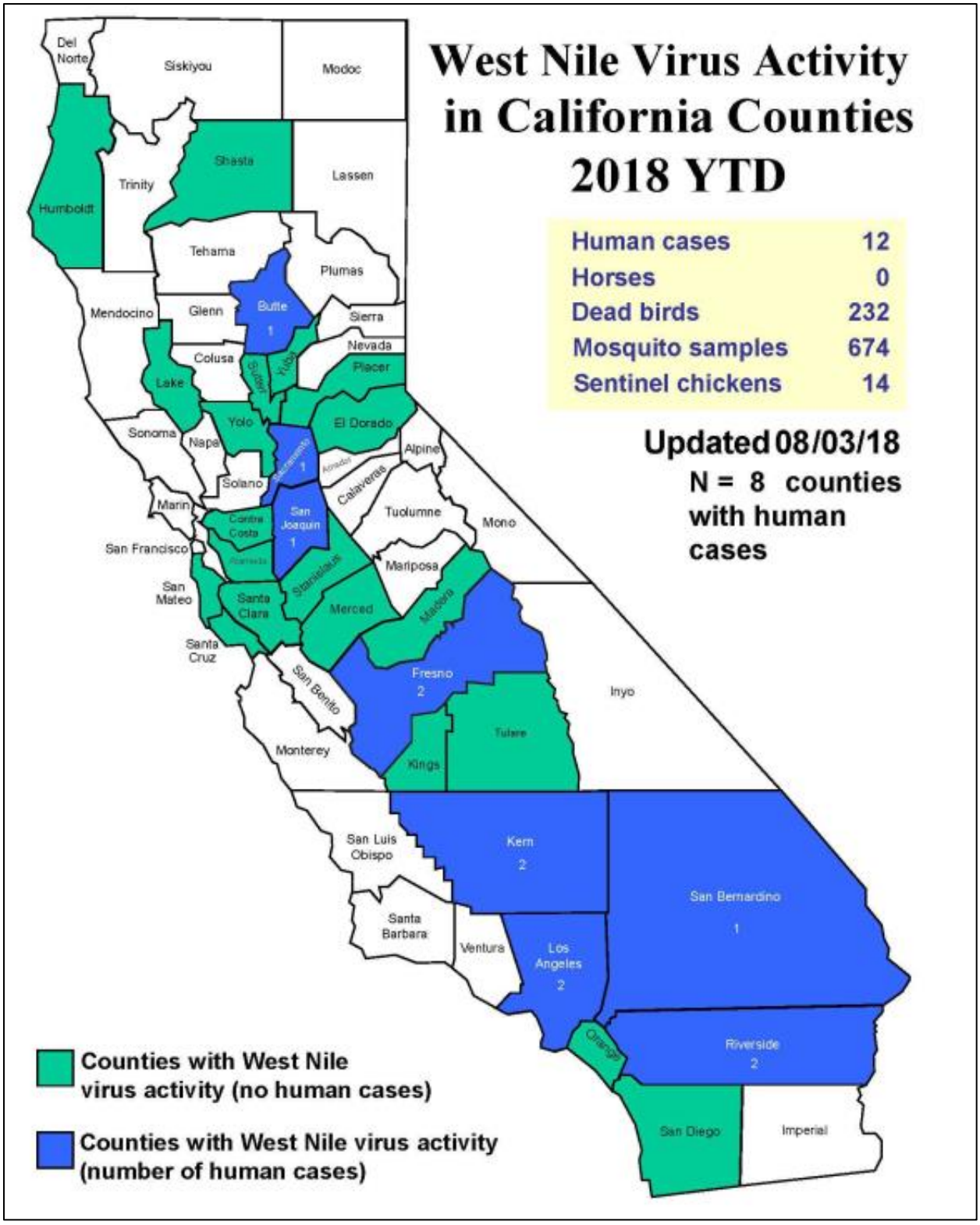
WNV first appeared in the United States in 1999 in New York and rapidly spread across the country to California in subsequent years. California has historically maintained a comprehensive mosquito-borne disease surveillance and control program including the Mosquito-borne Virus Surveillance and Response Plan, which is updated annually in consultation with local vector control agencies.

Climate change will likely affect vector-borne disease transmission patterns. Changes in temperature and precipitation can influence seasonality, distribution, and prevalence of vector-borne diseases. A changing climate may also create conditions favorable for the establishment of invasive mosquito vectors in California.

For most Californians, WNV poses the greatest mosquito-borne disease threat. Above-normal temperatures are among the most consistent factors associated with WNV outbreaks. Mild winters are associated with increased WNV transmission due, in part, to less mosquito and resident bird mortality. Warmer winter and spring seasons may also allow for transmission to start earlier. Such conditions also allow more time for virus amplification in bird-mosquito cycles, increasing the potential for mosquitoes to transmit WNV to people.

The effects of increased temperature are primarily through acceleration of physiological processes within mosquitoes, resulting in faster larval development and shorter generation times, more frequent mosquito biting, and shortening of the incubation period time required for infected mosquitoes to transmit WNV. During periods of drought, especially in urban areas, mosquitoes tend to thrive more due to changes in stormwater management practices. Mosquitoes in urban areas can reach higher abundance due to stagnation of water in underground stormwater systems that would otherwise be flushed by rainfall. Runoff from landscape irrigation systems mixed with organic matter can also create ideal mosquito habitat. Drought conditions may also force birds to increase their utilization of suburban areas where water is more available, bringing these WNV hosts into contact with urban vectors.

Map: West Nile Virus Activity in California Counties
(Source: California State Hazard Mitigation Plan - 2018)



Lyme Disease

Lyme disease is caused by a spirochete (a corkscrew-shaped bacteria) called Borrelia burgdorferi and is transmitted by the Western black-legged tick. Lyme disease was first described in North America in the 1970s in Lyme, Connecticut, the town for which it was then named. Though the tick has been reported from 56 of the 58 counties in California, the highest incidence of disease occurs in the northwest coastal counties and northern Sierra Nevada counties with western-facing slopes. Ticks prefer cool, moist areas and can be found in wild grasses and low vegetation in both urban and rural areas.

The map below shows Western black-legged tick and Lyme disease incidence in California. The Western black-legged tick is commonly found in all green areas shown on the map; dark green areas on the map show where reported Lyme disease cases most often had exposure.

Map: Tick and Lyme Disease Incidence in California
(Source: California State Hazard Mitigation Plan - 2018)



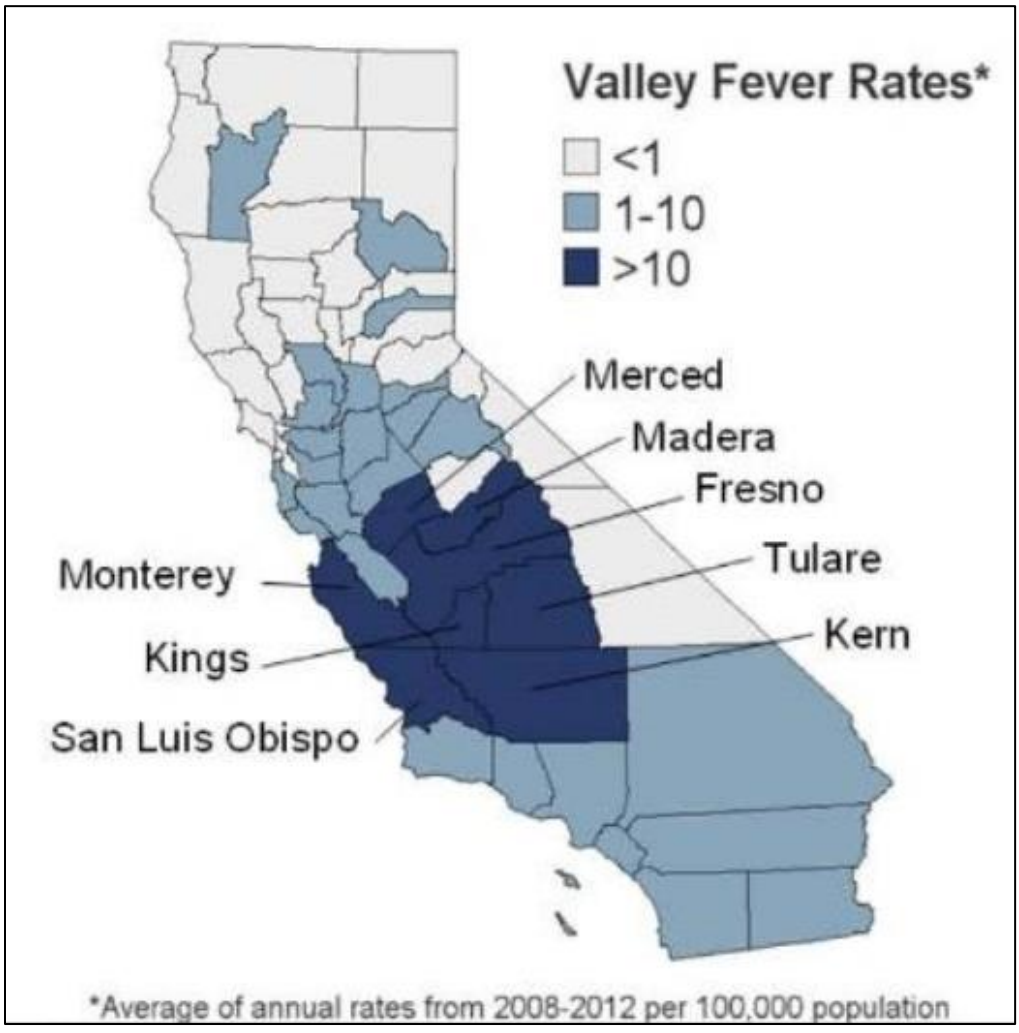
Valley Fever

Valley Fever is caused by Coccidioides, a fungus that lives in the soil in the southwestern United States and parts of Mexico, Central America, and South America. Inhaling the airborne fungal spores can cause an infection called coccidioidomycosis, which is also known as "cocci" or "Valley Fever."

Most people who are exposed to the fungus do not get sick, but some people develop flu-like symptoms that may last for weeks to months. In a very small proportion of people who get Valley Fever, the infection can spread from the lungs to other parts of the body and cause more severe conditions, such as meningitis or even death. Valley Fever cannot spread from person to person.

Most cases of Valley Fever in the U.S. occur in people who live in or have traveled to the southwestern United States, especially Arizona and California. The map below shows the areas where the fungus that causes Valley Fever is thought to be endemic, or native and common in the environment. The full extent of the current endemic areas is unknown and is a subject for further study

Map: Valley Fever Average Annual Rates by California County
(Source: California State Hazard Mitigation Plan - 2018)



Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B2a.

Q: Does the plan include information on **previous occurrences** of hazard events for each jurisdiction? (Requirement §201.6(c)(2)(i))

A: See **Previous Occurrences of Epidemic/Pandemic/Vector-Borne Diseases in the Project Area** below.

Previous Occurrences of Epidemic/Pandemic/Vector-Borne Diseases in the Project Area

The most recent outbreak to affect SCOE is the current COVID-19 pandemic. On March 14, 2020, SCOE recommended that all Sonoma County school districts temporarily close and suspend classes. Following the school closures, SCOE transitioned to distance learning for all students on March 25th. During this time, SCOE and school districts across the county rapidly adapted to the emergency by providing remote learning, “grab-and-go" meal distribution, pop-up childcare for emergency/medical providers and telecommuting.

On June 12, 2020, SCOE, in collaboration with the Sonoma County Department of Health Services and a committee of regional superintendents, released a document of guiding principles and planning considerations that schools and districts should consider when making plans for opening the 2020-2021 school year. Each district will be responsible for creating its own reopening plan.

The guidance is intended to help school districts plan for the next school year, with the acknowledgment that COVID-19 presents an ever-changing set of challenges. As the COVID-19 situation evolves, and as additional guidance from the State and Sonoma County Department of Health Services is issued during the summer, local school districts will adjust as needed.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3a.

Q: Is there a description of each hazard’s impacts on each jurisdiction (what happens to structures, infrastructure, people, environment, etc.)? (Requirement §201.6(c)(2)(ii))

A: See **Impact of Epidemic/Pandemic/Vector-Borne Diseases in the Project Area** below.

Impact of Epidemic/Pandemic/Vector-Borne Diseases in the Project Area

Based on the risk assessment, it is evident that Epidemic/Pandemic/Vector-Borne Diseases will continue to have potentially devastating economic impacts to SCOE. Impacts that are not quantified, but can be anticipated in future events, include:

- ✓ Injury and loss of life
- ✓ Disruption of public infrastructure
- ✓ Significant economic impact (jobs, sales, tax revenue) upon the community
- ✓ Negative impact on commercial and residential property values
- ✓ Significant disruption to citizens as facilities, businesses, and public areas could be closed
- ✓ Significant decrease in convenience of shopping
- ✓ Business operations may be closed or limited to essential and critical needs only

Issues Relating to Epidemic /Pandemic/ Vector-Borne Diseases

Important issues associated with Epidemic / Pandemic / Vector-Borne include the following:

- ✓ A large percentage of the Project Area could be impacted all at the same time which would significantly impact emergency services capabilities.
- ✓ In the event separation or isolation of the populations becomes necessary, schools will be significantly impacted and delivery methods re-examined.
- ✓ Depending on the severity of the situation, it may be necessary to have remote access to computer and control systems.
- ✓ As seen during COVID-19, schools need to be prepared to distance and/or isolate students and staff. The actual disease or outbreak will dictate public health protocols.
- ✓ Transportation systems may be altered or discontinued which will compromise the abilities of staff and parents to be on time.
- ✓ HVAC systems may need to shut down or filters changed more frequently.
- ✓ If an outbreak occurs in a school, the facility may be directed to shelter in place until onsite medical resources can be provided and occupants released for advanced or home care.

Q&A | ELEMENT B: HAZARD IDENTIFICATION AND RISK ASSESSMENT | B3b.

Q: Is there a description of each identified hazard's overall **vulnerability** (structures, systems, populations, or other community assets defined by the community that are identified as being susceptible to damage and loss from hazard events) for each jurisdiction? (Requirement §201.6(c)(2)(ii))

A: See **Summary of Vulnerability to Epidemic / Pandemic / Vector-Borne Diseases** below.

Summary of Vulnerability to Epidemic / Pandemic / Vector-Borne Diseases

The following is a summary of vulnerability to epidemic / pandemic / vector-borne diseases. All of SCOE's properties could be impacted by any of these events including SCOE's Main Facility, Legal Facility, Overflow Parking Lot, Valley of the Moon, Juniper Shop Facility, CBI, Sonoma Valley – Sassari Elementary, Petaluma City – 4C's McDowell Elementary, and SELPA Properties Lewis Opportunity School, Headwaters Academy, Sonoma Community Center (SE), and SCOE Alternative Education Properties Satellite Office Space, and Amarosa Academy including a total of approximately 325 occupants, 12 buildings, and property/contents valued at $51 million. These estimates are based on 2023.

As with COVID-19, it's very possible that future events will also involve entire regions. As such, social distancing and business closures can curtail SCOE's capability to provide services to the districts. Larger events could also include problems with supply chain, and delivery of utility-related services including water and electricity.

Students, parents, and staff can be directly and indirectly involved. Public transportation could be minimized or eliminated. As discussed above in "Issues", many onsite capacities could be impacted including use of HVAC systems requiring filter replacements. Also, large demands could be placed on custodial services.

PART III: MITIGATION STRATEGIES

Mitigation Strategies

Overview of Mitigation Strategy

As the cost of damage from disasters continues to increase nationwide, SCOE recognizes the importance of identifying effective ways to reduce vulnerability to disasters. Mitigation Plans assist communities in reducing risk from natural hazards by identifying resources, information and strategies for risk reduction, while helping to guide and coordinate mitigation activities at SCOE facilities.

The plan provides a set of action items to reduce risk from hazards through education and outreach programs, and to foster the development of partnerships. Further, the plan provides for the implementation of preventative activities.

The resources and information within the Mitigation Plan:

1. Establish a basis for coordination and collaboration among agencies and the public in the Project Area
2. Identify and prioritize future mitigation projects
3. Assist in meeting the requirements of federal assistance programs

The Mitigation Plan is integrated with other plans including the jurisdictional Emergency Operations Plans.

Mitigation Measure Categories

Following is FEMA's list of mitigation categories. The activities identified by the Planning Team are consistent with the six broad categories of mitigation actions outlined in FEMA publication 386-3 *Developing the Mitigation Plan: Identifying Mitigation Actions and Implementing Strategies*.

- ✓ **Prevention:** Government administrative or regulatory actions or processes that influence the way land and buildings are developed and built. These actions also include public activities to reduce hazard losses. Examples include planning and zoning, building codes, capital improvement programs, open space preservation, and storm water management regulations.
- ✓ **Property Protection:** Actions that involve modification of existing buildings or structures to protect them from a hazard, or removal from the hazard area. Examples include acquisition, elevation, relocation, structural retrofits, storm shutters, and shatter-resistant glass.
- ✓ **Public Education and Awareness:** Actions to inform and educate citizens, property owners, and elected officials about hazards and potential ways to mitigate them.

  Such actions include outreach projects, real estate disclosure, hazard information centers, and school-age and adult education programs.
- ✓ **Natural Resource Protection:** Actions that, in addition to minimizing hazard losses preserve or restore the functions of natural systems. Examples include sediment and

erosion control, stream corridor restoration, watershed management, forest and vegetation management, and wetland restoration and preservation.

- ✓ **Emergency Services:** Actions that protect people and property during and immediately following a disaster or hazard event. Services include warning systems, emergency response services, and protection of critical facilities.
- ✓ **Structural Projects:** Actions that involve the construction of structures to reduce the impact of a hazard. Such structures include dams, levees, floodwalls, retaining walls, and safe rooms.

Q&A | ELEMENT C. MITIGATION STRATEGY | C3
Q: Does the plan include goals to reduce/avoid long-term vulnerabilities to the identified hazards? (Requirement §201.6(c)(3)(i)) **A:** See **Goals** below.
Q&A | ELEMENT D. MITIGATION STRATEGY | D3
Q: Was the plan revised to reflect changes in priorities? (Requirement §201.6(d)(3)) **A:** See **Mitigation Actions Matrix** below.

Goals

The Executive Planning Team established goals based on the risk assessment that represent a long-term vision for hazard reduction and enhanced mitigation capabilities. Each goal is supported by mitigation action items. The Executive Planning Team developed these action items through its knowledge of the local area, risk assessment, review of past efforts, identification of mitigation activities, and qualitative analysis.

The five mitigation goals and descriptions are listed below.

Protect Life and Property

Implement activities that assist in protecting lives by making homes, businesses, infrastructure, critical facilities, and other property more resistant to losses from natural, human-caused, and technological hazards. Improve hazard assessment information to make recommendations for avoiding new development in high hazard areas and encouraging preventative measures for existing development in areas vulnerable to natural, human-caused, and technological hazards.

Increase Public Awareness

Develop and implement education and outreach programs to increase public awareness of the risks associated with natural, human-caused, and technological hazards. Provide information on tools; partnership opportunities, and funding resources to assist in implementing mitigation activities.

Protect Natural Systems

Support management and land use planning practices with hazard mitigation to protect life. Preserve, rehabilitate, and enhance natural systems to serve hazard mitigation functions.

Promote Partnerships and Implementation

Strengthen communication and coordinate participation with public agencies, riders, non-profit organizations, business, and industry to support implementation. Encourage leadership within SCOE and public organizations to prioritize and implement local and regional hazard mitigation activities.

Enhance Emergency Services

Establish policy to ensure mitigation projects for critical facilities, services, and infrastructure. Strengthen emergency operations by increasing collaboration and coordination among public agencies, non-profit organizations, business, and industry. Coordinate and integrate hazard mitigation activities where appropriate, with emergency operations plans and procedures.

Q&A | ELEMENT C. MITIGATION STRATEGY | C5a.

Q: Does the plan explain how the mitigation actions and projects will be prioritized (including cost benefit review)? (Requirement §201.6(c)(3)(iv)); (Requirement §201.6(c)(3)(iii))

A: See **Benefit/Cost Ratings** and **Priority Rating** below.

Benefit/Cost Ratings

The benefits of proposed projects were weighed against estimated costs as part of the project prioritization process. The benefit/cost analysis was not of the detailed variety required by FEMA for project grant eligibility under the Hazard Mitigation Grant Program (HMGP), Pre-Disaster Mitigation (PDM), and Building Resilient Infrastructure and Communities (BRIC) grant programs. A less formal approach was used because some projects may not be implemented for up to 10 years, and associated costs and benefits could change dramatically in that time. Therefore, a review of the apparent benefits versus the apparent cost of each project was performed. Parameters were established for assigning subjective ratings (high, medium, and low) to the costs and benefits of these projects.

Cost ratings were defined as follows:

High: Existing jurisdictional funding will not cover the cost of the action item so outside sources of revenue would be required.

Medium: The action item could be funded through existing jurisdictional funding but would require budget modifications.

Low: The action item could be funded under existing departmental funding.

Benefit ratings were defined as follows:

High: The action item will provide short-term and long-term impacts on the reduction of risk exposure to life and property.

Medium: The action item will have long-term impacts on the reduction of risk exposure to life and property.

Low: The action item will have only short-term impacts on the reduction of risk exposure to life and property.

Q&A | ELEMENT D. MITIGATION STRATEGY | D3
Q: Was the plan revised to reflect changes in priorities? (Requirement §201.6(d)(3))
A: See **Mitigation Actions Priority Rating** below.

Mitigation Actions Priority Rating

The Planning Team utilized the following Priority Rating method. Designations of "High", "Medium", and "Low" priority have been assigned to all of the action item using the following criteria:

Does the Action:
- ☐ solve the problem?
- ☐ address Vulnerability Assessment?
- ☐ reduce the exposure or vulnerability to the highest priority hazard?
- ☐ address multiple hazards?
- ☐ benefits equal or exceed costs?
- ☐ implement a goal, policy, or project identified in the General Plan or Capital Improvement Plan?

Can the Action:
- ☐ be implemented with existing funds?
- ☐ be implemented by existing state or federal grant programs?
- ☐ be completed within the 5-year life cycle of the LHMP?
- ☐ be implemented with currently available technologies?

Will the Action:
- ☐ be accepted by the community?
- ☐ be supported by community leaders?
- ☐ adversely impact segments of the population or neighborhoods?
- ☐ require a change in local ordinances or zoning laws?
- ☐ positive or neutral impact on the environment?
- ☐ comply with all local, state and federal environmental laws and regulations?

Is there:
- ☐ sufficient staffing to undertake the project?
- ☐ existing authority to undertake the project?

As mitigation action items were updated or written the Planning Team, representatives were provided worksheets for each of their assigned action items. Answers to the criteria above determined the priority according to the following scale.

- 1-6 = Low priority
- 7-12 = Medium priority
- 13-18 = High priority

Q&A | ELEMENT C. MITIGATION STRATEGY | C1b.
Q: Does the plan document each jurisdiction's ability to expand on and improve these existing policies and programs? (Requirement §201.6(c)(3)) **A:** See **Mitigation Actions Matrix** below.
Q&A | ELEMENT C. MITIGATION STRATEGY | C4a.
Q: Does the plan identify and analyze a comprehensive range (different alternatives) of specific mitigation actions and projects to reduce the impacts from hazards? (Requirement §201.6(c)(3)(ii)) **A:** See **Mitigation Actions Matrix** below.
Q&A | ELEMENT C. MITIGATION STRATEGY | C4b.
Q: Does the plan identify mitigation actions for every hazard posing a threat to each participating jurisdiction? (Requirement §201.6(c)(3)(ii)) **A:** See **Mitigation Actions Matrix** below.
Q&A | ELEMENT C. MITIGATION STRATEGY | C4c.
Q: Do the identified mitigation actions and projects have an emphasis on new and existing buildings and infrastructure? (Requirement §201.6(c)(3)(ii)) **A:** See **Mitigation Actions Matrix** below.
Q&A | ELEMENT C. MITIGATION STRATEGY | C5a.
Q: Does the plan explain how the mitigation actions and projects will be prioritized (including cost benefit review)? (Requirement §201.6(c)(3)(iv)); (Requirement §201.6(c)(3)(iii)) **A:** See **Mitigation Actions Matrix** below.
Q&A | ELEMENT C. MITIGATION STRATEGY | C5b.
Q: Does the plan identify the position, office, department, or agency responsible for implementing and administering the action/project, potential funding sources and expected timeframes for completion? (Requirement §201.6(c)(3)(iv)); (Requirement §201.6(c)(3)(iii)) **A:** See **Mitigation Actions Matrix** below.
Q&A | ELEMENT D. MITIGATION STRATEGY | D1
Q: Was the plan revised to reflect changes in development? (Requirement §201.6(d)(3)) **A:** See **Mitigation Actions Matrix** below.
Q&A | ELEMENT D. MITIGATION STRATEGY | D2
Q: Was the plan revised to reflect progress in local mitigation efforts? (Requirement §201.6(d)(3)) **A:** See **Mitigation Actions Matrix** below.
Q&A | ELEMENT D. MITIGATION STRATEGY | D3
Q: Was the plan revised to reflect changes in priorities? (Requirement §201.6(d)(3)) **A:** See **Mitigation Actions Matrix** below.
Q&A | ELEMENT C. MITIGATION STRATEGY | C6c.
Q: The updated plan must explain how the jurisdiction(s) incorporated the mitigation plan, when appropriate, into other planning mechanisms as a demonstration of progress in local hazard mitigation efforts. (Requirement §201.6(c)(4)(ii)) **A:** See **Mitigation Actions Matrix** below.

Mitigation Actions Matrix

Following is **Table: Mitigation Actions Matrix** which identifies the existing and future mitigation activities developed by the Planning Team. *(Note: Funding Source and Planning Mechanism acronyms are FMP-Facilities Maintenance Plan, HMGP-Hazard Mitigation Grant Program, PDM-Pre Disaster Mitigation Grant, BRIC-Building Resilient Infrastructure and Communities)*

Sonoma County Office of Education												
Mitigation Action Item	**Coordinating Agency**	**Timeline**	**Goal**: Protect Life and Property	**Goal**: Public Awareness	**Goal**: Natural Systems	**Goal**: Emergency Services	**Goal:** Partnerships and Implementation	**Buildings & Infrastructure:** Does the Action item involve New and/or Existing Buildings and/or Infrastructure? Yes (Y)	**Funding Source and Planning Mechanism:** GF- General Fund, FMP, HMGP, PDM, BRIC	**Benefit:** L-Low, M-Medium, H-High	**Cost:** L-Low, M-Medium, H-High	**Priority:** L-Low, M-Medium, H-High
MULTI-HAZARD ACTION ITEMS												
MH-1 Annually update the Facilities Inspection Tool (FIT).	Facilities	Ongoing	X	X	X	X	X	Y	GF	H	L	H
MH-2 Provide annual briefing to the campus Emergency Response Team and Leadership on the results of the Facilities Inspection Tool. A "heads up" on vulnerabilities will help them to assess damages more efficiently.	Facilities	Ongoing	X	X	X	X	X	Y	GF	H	L	H
EARTHQUAKE ACTION ITEMS												
EQ-1 Conduct seismic inventory of facilities and inspect integrity of non-structural devices.	Facilities	1-5 years	X	X	X	X	X	Y	FMP, HMGP, PDM, BRIC, GF	H	M-H	H

EQ-2 Based on the results of the seismic inventory, retrofit or rebuild as necessary.	Facilities	1-5 years	X	X	X	X	X	Y	FMP, HMGP, PDM, BRIC, GF	H	M-H	H
EPIDEMIC/PANDEMIC/VECTOR-BORNE DISEASES ACTION ITEMS												
EPV-1 Upgrade HVAC units in order to be compliant with present-day energy standards.	Facilities	1-5 years	X	X	X	X	X	Y	GF	H	M	H
EPV-2 Install automatization devices/openers to decrease surface contact (doors, fountains, etc.).	Facilities	1-5 years	X	X	X	X	X	Y	GF	H	M	H
FLOODING ACTION ITEMS												
FLD-1 Trim vulnerable trees on campus before large storms.	Facilities	Ongoing	X	X	X	X	X	Y	GF	H	L	H
FLD-2 Clean out and/or expand storm drain capacity as necessary.	Facilities	1 year	X	X	X	X	X	Y	FMP, HMGP, PDM, BRIC, GF	H	M-H	H
TSUNAMI ACTION ITEMS												
TSU-1 Encourage wildfire mitigation measures (i.e., tree breaks) in tsunami-prone areas to reduce impacts of fires that may occur after a tsunami impacts the coastline or river.	Facilities	Ongoing	X	X	X	X	X		GF, FMP, HMGP, PDM, BRIC	H	M-H	H
TSU-2 Locate new infrastructure and critical facilities outside of the tsunami hazard area.	Facilities	1-5 years	X	X	X	X	X	Y	GF, FMP, HMGP, PDM, BRIC	H	M-H	H
UTILITY-RELATED ACTION ITEMS												
UT-1 Research and/or purchase generators suitable for the campus.	Facilities	1 year	X	X	X	X	X	Y	FMP, HMGP, PDM, BRIC, GF	H	M-H	H
UT-2 Research and/or purchase water filtration for the campus.	Facilities	1 year	X	X	X	X	X	Y	FMP, HMGP, PDM, BRIC, GF	H	M-H	H
WILDFIRE ACTION ITEMS												

WF-1 Implement defensible space practices.	Facilities	1 year	X	X	X	X	X		FMP, HMGP, PDM, BRIC, GF	H	M-H	H
WF-2 Research and/or purchase a fire monitoring system.	Facilities	1 year	X	X	X	X	X	Y	FMP, HMGP, PDM, BRIC, GF	H	M-H	H

Plan Maintenance

The plan maintenance process includes a schedule for monitoring and evaluating the Plan annually and producing a plan revision every five years. This section describes how the Project Area jurisdictions will integrate public participation throughout the plan maintenance process.

Local Mitigation Officer

Each of the participating jurisdictions will be responsible for maintaining their Mitigation Actions Matrix – a key to plan implementation. Each participating jurisdiction will have its own Local Mitigation Officer (same individual as assigned to the MJHMP Executive Planning Team). The review and update to the Mitigation Actions Matrices will take place in advance of the semi-annual Plan Maintenance Meeting of the MJHMP Executive Planning Team.

In addition to those efforts of individual jurisdictions, the overall MJHMP will be maintained by the MJHMP Executive Planning Team. The Team will be led by the Executive Planning Team Chair Greg Medici who also serve as SCOE's Local Mitigation Officer. Under the direction of the Chair, the Planning Team will take responsibility for overall plan maintenance and implementation. The Chair will facilitate the MJHMP Planning Team meetings and will assign tasks such as updating and presenting the Plan to the members of the Team. Plan implementation and evaluation will be a shared responsibility among all of the Team members. The various Local Mitigation Officers will coordinate with their leadership to ensure funding for 5-year updates to Plan as required by FEMA.

The Team will be responsible for coordinating implementation of plan action items and undertaking the formal review process. The Local Mitigation Officers will be authorized to make changes in assignments to the current Planning Team.

The MJHMP Planning Team will meet no less than semi-annually during a standing meeting. Meeting dates will be scheduled once the final Planning Team has been established. These meetings will provide an opportunity to discuss the progress of the action items and maintain the partnerships that are essential for the sustainability of the mitigation plan. The Local Mitigation Officers or designee will be responsible for contacting the Planning Team members and organizing the annual meeting which will take place annually during the month of the Plan's approval.

Method and Scheduling of Plan Implementation

	Year 1	Year 2	Year 3	Year 4	Year 5
Monitoring	XX	XX	XX	XX	XX
Evaluating					
Internal Planning Team Evaluation	X	X	X	X	X
Cal OES and FEMA Evaluation					X
Updating					X

Monitoring and Implementing the Plan

Plan Adoption

Each of the participating jurisdiction's Boards of Education will be responsible for adopting the Mitigation Plan. These governing bodies have the authority to promote sound public policy regarding hazards. Once the plan has been adopted, the MJHMP Planning Team Chair will be responsible for submitting it to the State Hazard Mitigation Officer at California Office of Emergency Services (Cal OES). Cal OES will then submit the plan to the Federal Emergency Management Agency (FEMA) for review and approval. This review will address the requirements set forth in 44 C.F.R. Section 201.6 (Local Mitigation Plans). Upon acceptance by FEMA, the MJHMP participating jurisdictions will gain eligibility for Hazard Mitigation Grant Program funds.

Q&A | ELEMENT A: PLANNING PROCESS | A6a.
Q: Does the plan identify how, when, and by whom the plan will be **monitored** (how will implementation be tracked) over time? (Requirement §201.6(c)(4)(i)) **A:** See **Monitoring the Plan** below.

Monitoring the Plan

The Local Mitigation Officers will hold semi-annual meetings to gather status updates on their mitigation action items. These meetings will provide an opportunity to discuss the progress of the action items and maintain the partnerships that are essential for the sustainability of the mitigation plan. See the **Semi-Annual Implementation Report** discussed below which will be a valuable tool for the Planning Team to measure the success of the Hazard Mitigation Plan. The focus of the annual meeting will be on the progress and changes to the Mitigation Action Items.

Q&A | ELEMENT C. MITIGATION STRATEGY | C6a.
Q: Does the plan identify the local planning mechanisms where hazard mitigation information and/or actions may be incorporated? (Requirement §201.6(c)(4)(ii)) **A:** See **Implementation through Existing Program** below.
Q&A | ELEMENT C. MITIGATION STRATEGY | C6b.
Q: Does the plan describe each community's process to integrate the data, information, and hazard mitigation goals and actions into other planning mechanisms? (Requirement §201.6(c)(4)(ii)) **A:** See **Implementation through Existing Programs** below.
Q&A | ELEMENT C. MITIGATION STRATEGY | C6c.
Q: The updated plan must explain how the jurisdiction(s) incorporated the mitigation plan, when appropriate, into other planning mechanisms as a demonstration of progress in local hazard mitigation efforts. (Requirement §201.6(c)(4)(ii)) **A:** See **Implementation through Existing Programs** below.

Implementation through Existing Programs

The Mitigation Plan provides a series of recommendations - many of which are closely related to the goals and objectives of existing planning programs. The Local Mitigation

Officers will implement recommended mitigation action items through existing programs and procedures.

Each of the project area jurisdictions is responsible for adhering to the State of California's "Field Act" under the direction of the State's Department of Education.

Some of the goals and action items in the MJHMP will be achieved through activities recommended in the policy, capital, and fiscal documents. Within each of the Plan's 39 participants, each will have an internal team including department representatives tasked with mitigation action items. The internal team will meet on a bi-annual basis. Upon bi-annual review, the internal team will work with the departments to identify areas that the MJHMP action items are consistent with the strategic and budget documents to ensure the MJHMP goals and action items are implemented in a timely fashion.

Upon FEMA approval, the MJHMP Executive Planning Team will begin the process of incorporating risk information and mitigation action items into existing planning mechanisms. The bi-annual meetings of the Executive Planning Team will provide an opportunity for Team members to report back on the progress made on the integration of mitigation planning elements into the planning documents and procedures of the various jurisdictions.

Specifically, the Team will utilize the following section from the MJHMP to integrate with other policy, capital, and fiscal documents within their jurisdiction:

- ✓ Risk Assessment (Base Plan), Project Area Profile (Base Plan), Planning Process (Base Plan) – Emergency Operations Plan, Facilities Maintenance Plans, FIT Reports, Comprehensive School Safety Plans, etc.
- ✓ Mitigation Actions Matrix – Capital Projects, Grants, Bonds

Semi-Annual Implementation Report

The Semi-Annual Implementation Matrix is the same as the Mitigation Actions Matrix but with a column added to track the annual status of each Action Item. Upon approval and adoption of the Plan, the entire Semi-Annual Implementation Report will be added to the Appendix of the Plan. Following is a view of the Semi-Annual Implementation Matrix:

Insert here during finalization of the MJHMP

An equal part of the monitoring process is the need to maintain a strategic planning process which needs to include funding and organizational support. In that light, at least one year in advance of the FEMA-mandated 5-year submission of an update, the MJHMP Planning Team Chair will convene the Team to discuss funding and timing of the update planning process. On the fifth year of the planning cycles, the Planning Team will broaden its scope to include discussions and research on all of the sections within the Plan with particular attention given to goal achievement and public participation. If the Planning Team intends to seek federal grant funding, the application should be submitted well in advance of the plan's expiration date to allow for the full grant application process.

Economic Analysis of Mitigation Projects



FEMA's approach to identifying the costs and benefits associated with hazard mitigation strategies, measures, or projects fall into two general categories: benefit/cost analysis and cost-effectiveness analysis.

Conducting benefit/cost analysis for a mitigation activity can assist communities in determining whether a project is worth undertaking now, in order to avoid disaster-related damages later.
Cost-effectiveness analysis evaluates how best to spend a given amount of money to achieve a specific goal. Determining the economic feasibility of mitigating hazards can provide decision-makers with an understanding of the potential benefits and costs of an activity, as well as a basis upon which to compare alternative projects.

Given federal funding, the Planning Team will use a FEMA-approved benefit/cost analysis approach to identify and prioritize mitigation action items. For other projects and funding sources, the Planning Team will use other approaches to understand the costs and benefits of each action item and develop a prioritized list.

The “benefit”, “cost”, and overall “priority” of each mitigation action item was included in the Mitigation Actions Matrix located in Part III: Mitigation Strategies. A more technical assessment will be required in the event grant funding is pursued through the Hazard Mitigation Grant Program. FEMA Benefit-Cost Analysis Guidelines are discussed below.

FEMA Benefit-Cost Analysis Guidelines

The Stafford Act authorizes the President to establish a program to provide technical and financial assistance to state and local governments to assist in the implementation of hazard mitigation measures that are cost effective and designed to substantially reduce injuries, loss of life, hardship, or the risk of future damage and destruction of property. To evaluate proposed hazard mitigation projects prior to funding FEMA requires a Benefit-Cost Analysis (BCA) to validate cost effectiveness. BCA is the method by which the future benefits of a mitigation project are estimated and compared to its cost. The end result is a benefit-cost ratio (BCR), which is derived from a project’s total net benefits divided by its total project cost. The BCR is a numerical expression of the cost effectiveness of a project. A project is considered to be cost effective when the BCR is 1.0 or greater, indicating the benefits of a prospective hazard mitigation project are sufficient to justify the costs.

Although the preparation of a BCA is a technical process, FEMA has developed software, written materials, and training to support the effort and assist with estimating the expected future benefits over the useful life of a retrofit project. It is imperative to conduct a BCA early in the project development process to ensure the likelihood of meeting the cost-effective eligibility requirement in the Stafford Act.

The BCA program consists of guidelines, methodologies and software modules for a range of major natural hazards including:

- ✓ Flood (Riverine, Coastal Zone A, Coastal Zone V)
- ✓ Hurricane Wind
- ✓ Hurricane Safe Room
- ✓ Damage-Frequency Assessment
- ✓ Tornado Safe Room
- ✓ Earthquake
- ✓ Wildfire

The BCA program provides up to date program data, up to date default and standard values, user manuals and training. Overall, the program makes it easier for users and evaluators to conduct and review BCAs and to address multiple buildings and hazards in a single BCA module run.

Evaluating and Updating the Plan

Q&A | ELEMENT A: PLANNING PROCESS | A6b.
Q: Does the plan identify how, when, and by whom the plan will be **evaluated** (assessing the effectiveness of the plan at achieving stated purpose and goals) over time? (Requirement §201.6(c)(4)(i)) **A:** See **Evaluation** below.

Evaluation

At the conclusion of the Semi-Annual Implementation Meeting, the MJHMP Planning Team Chair will lead a discussion with the Planning Team on the success (or failure) of the Hazard Mitigation Plan to meet the plan goals. The results of that discussion will be added to the Evaluation portion of the Semi-Annual Implementation Report and inclusion in the 5-year update to the Plan. Efforts will be made immediately by the Planning Team to address any failed plan goals.

Q&A | ELEMENT A: PLANNING PROCESS | A6c.
Q: Does the plan identify how, when, and by whom the plan will be **updated** during the 5-year cycle? (Requirement §201.6(c)(4)(i)) **A:** See **Formal Update Process** below.

Formal Update Process

As identified above, the Mitigation Action Items will be monitored for status on a semi-annual basis as well as an evaluation of the Plan's goals. The MJHMP Planning Team Chair or designee will be responsible for contacting the Planning Team members and organizing the annual meeting which will take place annually during the month of the Plan's approval. Planning Team members will also be responsible for participating in the formal update to the Plan every fifth year of the planning cycle.

The Planning Team will begin the update process with a review the goals and mitigation action items to determine their relevance to changing situations within the Project Area as well as changes in State or Federal policy, and to ensure they are addressing current and expected conditions. The Planning Team will also review the Plan's **Risk Assessment**

portion of the Plan to determine if this information should be updated or modified, given any new available data. The **coordinating organizations** responsible for the various action items will report on the status of their projects, including the success of various implementation processes, difficulties encountered, success of coordination efforts, and which strategies should be revised. Amending will be made to the Mitigation Actions Matrix and other sections in the Plan as deemed necessary by the Planning Team.

Q&A | ELEMENT A: PLANNING PROCESS | A5
Q: Is there discussion of how the community(ies) will continue public participation in the plan maintenance process? (Requirement §201.6(c)(4)(iii)) **A:** See **Continued Public Involvement** below.

Continued Public Involvement

Each of the participating jurisdictions is dedicated to involving the public directly in the continual review and updates to the Multi-Jurisdictional Hazard Mitigation Plan. Copies of the plan will be made available at each of the District Offices and on each of their websites. The existence and location of these copies will be publicized through customary mediums for each of the jurisdictions. These postings will also contain an email address and phone number where people can direct their comments and concerns. At the discretion of the MJHMP Planning Team Chair, a public meeting may be held after the Semi-Annual Implementation Meeting. The meeting would provide the public a forum in which interested individuals and/or agencies could express their concerns, opinions, or ideas about the plan.

The MJHMP Planning Team Chair will be responsible for using a range of resources to publicize any public meetings and always free to maintain public involvement through the public access channel, web page, and newspapers.

Annexes

The “Base Plan” was prepared for the Sonoma County Office of Education. The Base Plan contains all of the background information and hazard research for the entire project area.

Annexes were prepared for each of the 38 districts within the project area. The Annexes include agency-specific information including participation in the planning process, a location map and description of the agency, and a hazard profile, ranking, and map. Additionally, the Annexes contain information regarding agency-specific protocols for integrating the MJHMP with other plans and processes.

Attachments

FEMA Letter of Approval

Board of Education Adoption Resolutions

Sample Staff Report to Board of Education

Invitation to Executive Team Kick-Off Meeting

On Wednesday, March 4, 2020, 02:32:04 PM PST, Bonnie Tanner <btanner@scoe.org> wrote:

We are starting to plan for the first of 3 planning sessions with the districts for the SCOE Hazard Mitigation Plan development. The hazard mitigation planning process entails identifying natural hazards posing the greatest threat to properties owned by the Districts. Hazard mitigation is defined as actions taken to minimize or eliminate threats associated with hazards. The planning process will include hazard identification and capturing existing and future mitigation actions. The resulting plan will make SCOE and all of the districts eligible for federal and state grants. The project has been divided into 4 "areas". Each of those Area Planning Teams will meet for 2-hours on 3 occasions. The purpose of the first meeting will be to discuss the overall project, timeline, review of concepts and issues relating to hazard mitigation and to discuss opportunities for community outreach. We will also review the initial hazard research conducted to date by the consultant.

Below is a list of how the districts are divided into areas as well as the schedule of the upcoming meetings. Your district will need to attend the specified meeting that coordinates with the area you have been assigned. Your attendance is required at each meeting. Please mark your calendar for all future meetings (reminders will be sent out).

Intended participants are as follows: Point of Contact (required), Superintendent, CBO, Facilities Director, and any additional district or site staff you feel is appropriate for this project. This could include site personnel for individual schools. Those that attend will be asked to weigh in on their ideas of mitigation projects needed for the district.

Areas:
North: Cloverdale, Geyserville, Healdsburg, West Side, Alexander Valley, Windsor
West: Horicon, Kashia, Montgomery, Guerneville, Monte Rio, Harmony, Twin Hills, Sebastopol, Gravenstein, WSCUHSD, Fort Ross, Forestville, Oak Grove
Central: SRCS, Piner-Olivet, Mark West, Bellevue, Wright, Roseland, Cotati-RP, Bennett Valley, Rincon Valley, Kenwood, SCOE
South: Petaluma, Sonoma Valley, Old Adobe, Cinnabar, Two Rock, Liberty, Dunham, Waugh, Wilmar, SCOE

1st Area Planning Team:
March 23rd
9:00-11:00 am West Area
1:00-3:00 pm North Area
March 24th
9:00-11:00 am, South Area
1:00-3:00 pm Central Area
2nd Area Planning Team:
April 27th
9:00-11:00 am West Area
1:00-3:00 pm North Area
April 28th
9:00-11:00 am, South Area
1:00-3:00 pm Central Area
3rd Area Planning Team:
May 18th
9:00-11:00 am West Area
1:00-3:00 pm North Area
May 19th
9:00-11:00 am, South Area
1:00-3:00 pm Central Area

Please use the link below to let us know how many people to expect from your district. Please let me know if you have any questions.

RSVP **Due by March 13th**

Bonnie Tanner
Department Administrative Specialist
Business Services
707-524-2628

Executive Team Kick-Off Meeting Sign-In Sheets

Sonoma County Office of Education | Hazard Mitigation Kick-Off Meeting | February 11, 2020

Initials	District	Last Name	First Name	Title/Position	Will you be the official Point of	Email Address
	Bennett Valley	Field	Sue	Superintendent	Yes	sue.field@bvusd.org
	Cloverdale Unified School	Scaramella	Rick	Director Of MOT	Yes	scaramellar@cusd.org
	Cotati-Rohnert Park Unified School District	Savage	Josh	Executive Director of Facilities, Maintenance and Operations	Yes	josh_savage@crpusd.org
	Forestville	Semik	Renee	Superintendent	Yes	rsemik@forestvilleusd.org
	Fort Ross	Markatos	John	Supt	Yes	fresd@mcn.org
	Geyserville	Bertolucci	Deborah	Superintendent	Yes	dbert@gusd.com
	Geyserville	Menicucci	Christina	Manager of Business Services	No	cmenicucci@gusd.com
	Guerneville	Pedersen	Dana	Superintendent	Yes	dpedersen@guernevilleschool.org
	Harmony	Morgan	Matthew	Superintendent-Principal	Yes	mmorgan@harmonyusd.org
	Healdsburg Unified School District	Smith	Robert	Maintenance and Operations Supervisor	Yes	rsmith@husd.com
	Kashia	Pomplin	Patti	CBO	Yes	ppomplin@kashiaesd.org
	Mark West	Calloway	Ronald	Suprintendent	No	rcalloway@mwusd.org
	Mark West	Cuculich	Regina	Assoc. Supt of Business	No	rcuculich@mwusd.org
	Monte Rio	Myers	Nathan	Superintendent	Yes	nmyers@monteriousd.org
	Montgomery School District	Parmeter	Taryn	District Secretary	Yes	office@mescaz.org
	Oak Grove	Stringfellow	Amber	Superintendent	Yes	astringfellow@ogusd.org
	Old Adobe	Williams	Lynda	CBO	Yes	lwilliams@oldadobe.org
	Petaluma City Schools	Thomas	Chris	Chief Business Officia	Yes	cthomas@petk12.org
	Piner-Olivet USD	Koha	Felicia	Chief Business Officia	Yes	fkoha@pousd.org
	RESIG	Davis	Will	Director of Environmental Services	No	wdavs@resig.org
	RESIG	Fields	Steven	Risk Manager	No	sfields@resig.org

Sonoma County Office of Education | Hazard Mitigation Kick-Off Meeting | February 11, 2020

Initials	District	Last Name	First Name	Title/Position	Will you be the official Point of	Email Address
	Rincon Valley Union School District	Hebel	Daniel	M&O Supervisor	Yes	dhebel@rvusd.org
	Roseland	Jones-Kerr	Amy	Superintendent	Yes	ajones-kerr@roselandsd.org
	Santa Rosa City Schools	Edson	Rick	Deputy Superintendent	Yes	redson@srcs.k12.ca.us
	SCOE	Silva	Mark	Director of Facilities	Yes	msilva@scoe.org
	Sebastopol	Irving	Linda	Superintendent	No	lirving@sebusd.org
	Sebastopol Union Schools	Ono	Brent	Fac. Sup	Yes	bono@sebusd.org
	Sonoma Valley	Sandoval	David	Manager of Maintenance and Operations	Yes	dsandoval@sonomaschools.org
	Twin Hills	Bickford	Barbara	Superintendent	Yes	bbickford@twinhillsusd.org
	Two Rock	Hurley	TJ	Chief Business Officer	No	thurley@trusd.org
	Waugh	Gardner	Mike	Superintendent	Yes	mgardner@waughsd.org
	Wight	Jereb	Bill	Director of Maintenance	Yes	bjereb@wrightesd.org
	Wight	Schaible	Adam	Superintendent	No	aschaible@wrightesd.org
	Cinnabar	Judy	Angel	CBO	Yes	ajudy@cinnabar.org
	RESIG	Dekker	Christine	Loss Prev.		cdekker@resig.org
	WRIGHT	JEREB	BILL	DIRECTOR	Yes	bjereb@wrightesd.org

Sonoma County Office of Education | Hazard Mitigation Kick-Off Meeting | February 12, 2020

Initials	District	Last Name	First Name	Title/Position	Will you be the official Point of	Email Address
	Alexander Valley	Reno	Matt	Supt./Principal	Yes	mreno@alexandervalleyusd.org
	Bellevue	Farrell	Roger	Director of Maintenance & Operations	Yes	rfarrell@busd.org
	Dunham	Hoffman	Daniel	Superintendent	Yes	Dhoffman@dunhamsd.k12.ca.us
	Gravenstein USD	Holden	Wanda	CBO	Yes	wholden@grav.k12.ca.us
	Horicon	McFarland	Jeff	Superintendent/ Principal	Yes	jmcfarland@horiconsd.org
	Kenwood	Bales	Bob	Superintendent/Principal	Yes	bbpetaluma@gmail.com
	Liberty	Rafanelli	Christopher	Superintendent	Yes	crafanelli@libertysd.org
	Mark West	Smith	Michael	Dir of M&O	Yes	msmith@mwusd.org
	Two Rock	MacClain	Betha	Superintendent	Yes	bmacclain@trusd.org
	West Side	Menlove	Kris	Superintendent-Prindpal	Yes	kmenlove@westsideusd.org
	West Sonoma County UHS District	Bruneman	Jennie	Director of Facilities	Yes	jbruneman.do@wscuhsd.k12.ca.us
	Windsor Unified	Canelake	Chris	Director of Human Resources	Yes	ccanelake@wusd.org
	Wilmar	Garvey	Sheryle	Supt/Principal	Yes	sgarvey@wilmarusd.org
	Erin Tarkanian	Tarkanian	Erin	Loss Prevention		etarkanian@presg.org

Planning Team Agendas

Executive Planning Team

Agenda: Executive Planning Team Meeting #1

Agenda

SCOE Executive Planning Team Kick-Off Meeting

February 11 or 12, 2020

1. **Introductions**
    a. **Consultants**
    b. **Executive Planning Team**

2. **FEMA Independent Study Course 318 – Hazard Mitigation**

3. **Discuss Planning Process**
    a. **Executive Planning Team**
    b. **Area Planning Teams**
    c. **Site-Specific Planning Team**

4. **Community Outreach Alternatives**

5. **Adoption and Approval Process**

Area Planning Team

Agenda: Area Planning Team Meeting

Agenda

Area Planning Team Meeting

April 27 or 28, 2020

1. **Introductions**
2. **Summary of Hazard Analysis**
3. **Examples of Hazard Mitigation**
4. **Federal Requirements Regarding Hazard Mitigation Planning**
5. **Developing a Hazard Mitigation Strategy**
    a. **Document Existing and Future Hazard Mitigation Activities (including review of items identified in first draft plan).**
        i. **Action Item**

ii. **Goals Achieved**
iii. **Coordinating Agency**
iv. **Timeline**
v. **Funding and Planning Mechanisms**
vi. **Benefit, Cost, and Priority**

Entity Planning Team

Agenda: Entity Planning Team Meeting

Agenda

Entity Planning Team Meeting

May 2020

1. **Developing a Hazard Mitigation Strategy**
    a. **Document Existing and Future Hazard Mitigation Activities (including review of items identified in first draft plan).**
        1. **Action Item**
        2. **Goals Achieved**
        3. **Coordinating Agency**
        4. **Timeline**
        5. **Funding and Planning Mechanisms**
        6. **Benefit, Cost, and Priority**

Secondary Stakeholders Involvement

The Third Draft Plan was distributed to the general public and external agencies on August 21, 2021. Following the review by Cal OES, a Fourth Draft Plan was distributed on January 30, 2023.

Date Invited to Provide Input or Input Gathered	Agency Represented, Name, Position Title	Information Received	How Information was Incorporated into Plan
External Agencies			
August 21, 2021	Department of Emergency Management, Christopher Godley, Director	None	N/A
August 21, 2021	PRMD, Administration, Regina De Le Cruz, Deputy Director	None	N/A
August 21, 2021	PRMD, Natural Resources, Lisa Hulette, Department Program Manager	None	N/A
August 21, 2021	PRMD, Engineering and Construction, Nathan Quarles, Deputy Director	None	N/A
August 21, 2021	PRMD, Fire Prevention & Hazardous Materials, Steve Mosiurchak, Fire Warden / Fire Marshall	None	N/A
August 21, 2021	Emergency Operations Center, Jeff DuVall, Deputy Director	None	N/A
August 21, 2021	City of Petaluma, Peggy Flynn, City Manager	None	N/A
August 21, 2021	City of Santa Rosa, Clare Hartman, Acting Assistant City Manager	None	N/A
August 21, 2021	City of Sonoma, Garrett Toy, City Manager	None	N/A
August 21, 2021	City of Windsor, Kem MacNab, Town Manager	None	N/A
August 21, 2021	City of Cloverdale, David Kelley, City Manager	None	N/A
August 21, 2021	City of Rohnert Park, Darrin Jenkins, City Manager	None	N/A
August 21, 2021	City of Cotati, Damien O'Bid, City Manager	None	N/A

August 21, 2021	City of Sebastopol, Larry McLaughlin, City Manager	None	N/A
August 21, 2021	City of Healdsburg, Jeff Kay, City Manager	None	N/A
August 21, 2021	County Administrator's Office, Sheryl Bratton, County Administrator	None	N/A
General Public			
August 21, 2021	Jennifer Palladini	"I appreciate the plan's recognition of the role that climate change plays in amplifying hazardous risks to our schools. I would like the plan to recognize the importance of coordinated local action to reduce carbon emissions within Sonoma County in order to do our part to reduce future hazards predicted to continue to increase with climate change. An important part of mitigation, of reducing the severity of these hazards, is confronting the growing emissions that amplify these hazards."	Added multi-hazard mitigation action item.
August 21, 2021	Anonymous	Several comments regarding the Calculated Priority Risk Index.	Comment added to the introduction to the Calculated Priority Risk Index in the Risk Assessment clarifying the scale is used to compare maximum credible events (e.g., local declaration declared)
August 21, 2021	Eric Hoffman	Correction to change Santa Ana winds to Diablo winds.	Correction to Wildfire Hazard Section.
August 21, 2021	Eric Hoffman	Recommended addition of Local Responsibility Area maps of high fire hazard locations within incorporated cities.	Defensible Space maps added for Cloverdale and Santa Rosa.
August 21, 2021	Bill Jensen	Recommended better clarification on wildfires vs public safety power shutoff events.	Clarification added to Utility-Related Events Hazard Section.

August 21, 2021	Hannah Lee	Wants to volunteer to help with implementing mitigation actions. Has written LHMPs and have HMGP grants I'm currently on at work. Also, the need for seismic assessment/inventory of facilities was common among districts. Would this occur individually by each district or could there be a countywide grant application for this work? It seems like it would be eligible for HMGP planning funding if it is part of the risk assessment for a 2026 update. I think multi-jurisdictional updates are eligible for $250k. If the cost of a countywide assessment is much more than that of older buildings could be grouped and prioritized for the 2026 update.	No changes made to content of plan document. This community outreach comment will memorialize the offer of assistance.
August 21, 2021	Robin Haines	I appreciate the work that has gone into this document. As a volunteer at The Petaluma Wildlife Museum at Petaluma High School I do have concerns about power outages and our live animal collection in the event of a long-term power outage. We are not linked to the high solar grid and have been waiting two years for the generator we were told we would get. Our reptiles will develop significant health issues without proper heat and lighting.	Shared with Petaluma High School for inclusion in the mitigation action items.
August 21, 2021	Jen Sturdy	FIRST COMMENT: From the risk mitigation section, "EPV-1 Upgrade HVAC units in order to be compliant with present-day energy standards." This is helpful, but can you confirm if this includes a filtration system for air purification in the event of wildfire and toxic air pollution? It is a much more likely scenario that we have wildfire smoke affecting the area and kids may remain in school, but a concern is air quality - what is the mitigation strategy?	This level of specificity will be based on the "present-day energy standards" in place when the mitigation action item is carried out.

August 21, 2021	Jen Sturdy	SECOND COMMENT: In the risk mitigation plan, how is 'extreme heat' not included as a risk with corresponding risk mitigation? As we look at increasing temperatures during the school year (April, May, June, August, September, October) and drier winters, how might this impact schools and ability for children to stay safely in school? There seem to be a variety of issues to consider here - anywhere between solar energy options and smart grid options (to stay powered through rolling blackouts or other power outages - some districts list this, many list generators - are generators really the only/best option here for sustainability?), considering cool roofing and cool pavement options, ensuring trees/shade and safe play areas, reconsidering extent of impermeable vs. permeable surfaces, etc. Please consider including 'extreme heat' as a likely probable risk factor for our County and risk mitigation strategies.	The Utility Related Hazard-Specific Section identifies issues relating to extreme heat and impacts to utility services. There are several mitigation action items in the Base Plan and Annexes mitigating against extreme heat – they are listed in the Multi-Hazard section of the Mitigation Actions Matrices.
		THIRD COMMENT: As we think about risk factors and risk mitigation - much of this seems to dovetail with great work being done in city/school infrastructure resiliency and what schools can do on a large scale to directly mitigate forces driving climate change - points in addition to those listed above: creating green space, rain gardens, what about electric school buses? (If Stockton can do it, can't Sonoma County - https://www.greencarcongress.com/2021/05/20210506-stockton.html) how is school food waste managed/composted? etc..	Excellent point. During the Implementation phase of this project, the Planning Team will be reminded to look over the comments received.

August 21, 2021	Jen Sturdy	FOURTH COMMENT: Funding may be a limitation for why we see only a certain list of mitigation efforts - is this the case? If so, again how is this work viewed through the larger lens of climate resiliency and green infrastructure to identify government and private funding options? This report is excellent and thoughtful, but it does seem that it needs to be placed in a larger picture so that we aren't limiting our risk assessment and mitigation around a certain set of available funds.	Funding source is identified and the "cost" ranking for each mitigation action item is not based on a dollar amount but rather the level of difficulty to acquire the funds. Please see the Mitigation Strategies section for information on the ranking and prioritizing process.
August 21, 2021	Anonymous	Have worked for Gravenstein since 2003. When I started working there, we had around 250 students. I feel that the school has grown too big. These safety concerns are a bit unnerving. I look forward to hearing what the plan is going forward. At the moment, I feel completely unprepared for an emergency that would require everyone to leave campus all at once.	These excellent points should be considered as the District updates its Emergency Response Plan and District's Strategic Plan.
August 21, 2021	Dan Northern	He finds it interesting and disappointing that the plan does not address active shooters, structural fires on campus and threatening the campus and hazardous materials releases from nearby roadways or industry.	HMPs are tied to natural hazards.
August 21, 2021	Dan Northern	He finds it interesting that the WSCUHSD only has 12 items listed for 3 campuses, 1500 students, and over 70 acres of facilities and grounds. Further oversite of the District's hazard mitigation issues seems necessary.	Such observations should be shared during the decision-making process at the District level.

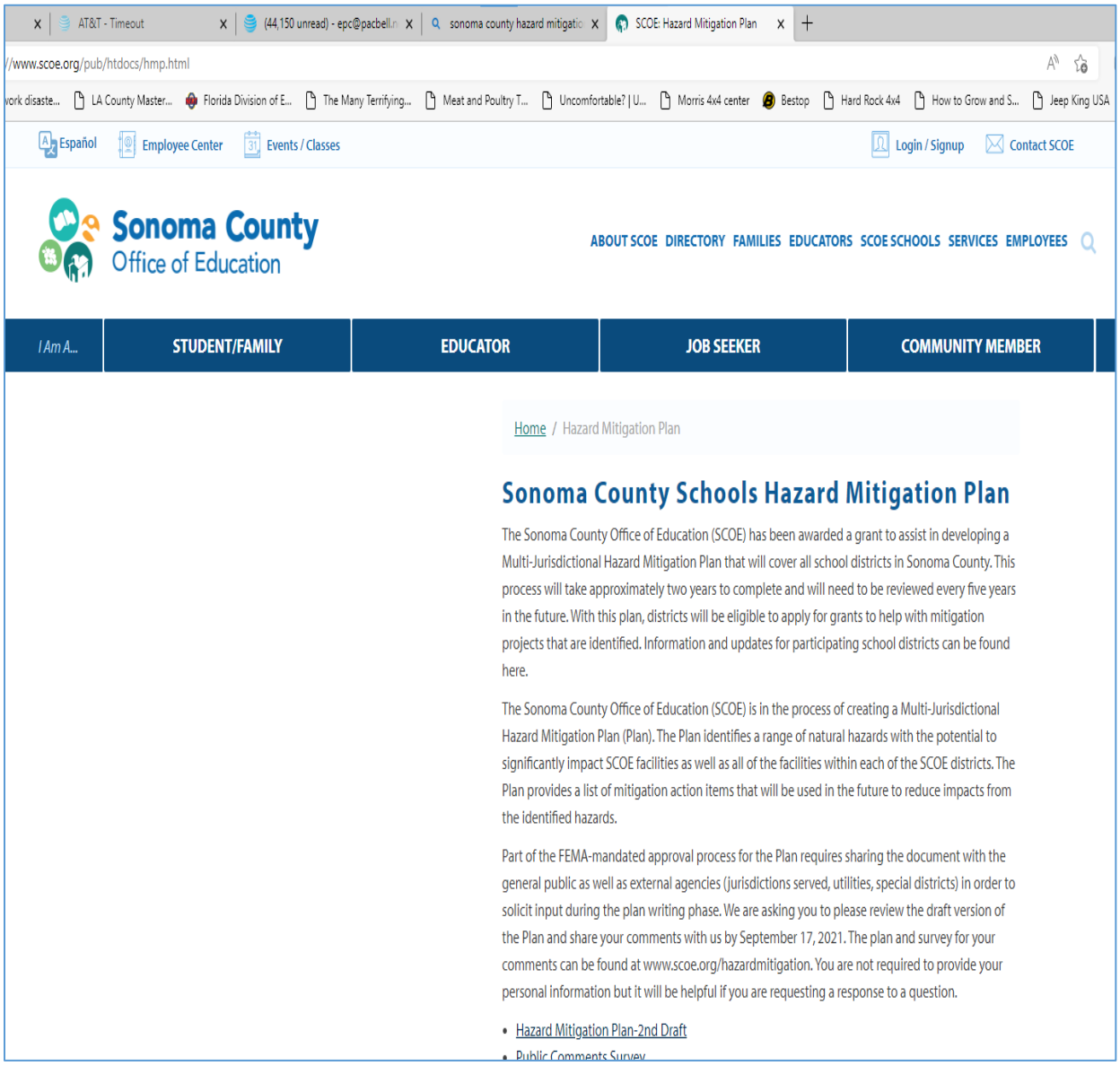
August 21, 2021	Andy Kiehl	This is an extremely high level review. Good job on identifying hazards. The mitigation activities are lacking across all areas. The report fails to indicate, based on risk level, the highest level priorities across the county and within district. All of the dangers and mitigation plans are treated with similar import and priority. Earthquake safety is paramount to the community as shown by the risk assessment. Many of these schools were constructed a half century ago. The only reason local earthquakes have not had a higher death toll is because people were at home as stated in the report. This is a key area to look into investment for the districts (instead of replacing sidewalks that were functionally great and not a safety hazard, instead of putting a new reader board outside all schools…) that no one is willing to step up to write into the report. Risk should also include funding into the calculation of risk.	Clarification: the risks are "ranked" using the Calculated Priority Risk Index.
August 21, 2021	David Rose	For the section on the Gravenstein Union School District, I think it is very important for the committee to be aware of an additional hazard for the students at our elementary school, Gravenstein Elementary. Our school, with an enrollment of 495, is located at the end of Twig Avenue, meaning there is only one way in and out. As a result, we have significant traffic issues. On normal days, this is an inconvenience. If we were to have an emergency on this campus that would require an evacuation, it would take a minimum of 3 hours for all families to get to campus to pick up their student(s). If the emergency involved an immediate threat to safety, that timeline would put many students at risk, and would greatly inhibit access to the campus by law enforcement or emergency services personnel. I think it is very important for this situation to be noted in the plan and included in any mitigation efforts.	These important points should be shared with the District's Hazard Mitigation Planning Team as well as the Board of Trustees during the decision-making process.

August 21, 2021	Sam Cole	Gravenstein Elementary School is located at the end of Twig Avenue. There is no other road in or out of the school. This causes significant traffic which could be extremely dangerous in an evacuation scenario, as it would take hours for all students to be able to be picked up. The traffic, when at its worst, would almost certainly block road and school access for emergency vehicles needing to reach the school.	These important points should be shared with the District's Hazard Mitigation Planning Team as well as the Board of Trustees during the decision-making process.
August 21, 2021	Anonymous	I am concerned about access to the Gravenstein Union School District in the event of an emergency. There is only one street in and out of the school so there is a serious traffic issue if emergency vehicles need to get to the school in a timely matter during any hazardous or emergency situation.	These important points should be shared with the District's Hazard Mitigation Planning Team as well as the Board of Trustees during the decision-making process.
August 21, 2021	Katie Anderson	There was no mention of improving access to the Gravenstein Elementary School site and creating evacuation routes. This is a significant concern for a school of 550 people and one ingress/egress.	These important points should be shared with the District's Hazard Mitigation Planning Team as well as the Board of Trustees during the decision-making process.

August 21, 2021	Erin Hillmer	In the section on Gravenstein School District in Sebastopol (page 138) there is no mention of dealing with the issue of the school being at the end of a one way street. On normal days, this is inconvenient and mildly dangerous. In case of emergency or need to evacuate, it would be very dangerous and nearly impossible to navigate. There are nearly 500 students enrolled and evacuation would take hours with the current traffic limitations. There is also an issue if emergency vehicles or police need to get to campus, as the road is completely blocked with cars coming/going. If there was an imminent threat, the staff and nearly 500 enrolled students would be in danger, with only one way in/out. I urge the committee to add this to the Gravenstein School plans.	These important points should be shared with the District's Hazard Mitigation Planning Team as well as the Board of Trustees during the decision-making process.
August 21, 2021	Gail Carnahan	I second our Superintendent's comments: "I think it is important for the committee to be aware of another potential hazard for the Gravenstein Elementary School District in Sebastopol. Gravenstein Elementary School is located at the end of Twig Avenue and has an enrollment of 495 students. The school is located where Twig Avenue ends, which means there is only one way in and out. On a normal day, this causes some significant traffic and is inconvenient. On a day where there is a threat to student and staff safety and an evacuation is necessary, it would take a minimum of three hours in order for all families to be able to get to campus to take their child(ren) to safety. If the threat to the campus was imminent, many students and staff would be at risk. Additionally, if law enforcement or public safety vehicles were needed on campus, the traffic would severely limit access and would significantly delay the arrival of safety services to the campus. I think it is very important for the committee to consider addressing this situation with mitigation plans."	These important points should be shared with the District's Hazard Mitigation Planning Team as well as the Board of Trustees during the decision-making process.

August 21, 2021	Amber Ray Hernandez	My children attend Gravenstein Elementary School in the Gravenstein Union School District. Our school is at the end of Twig Ave which is a dead end street. There are almost 500 students at our school. Administration does their best to move traffic in/out as efficiently as possible but I fear if there was ever an emergency and mass evacuation were necessary the school population will be at serious risk. Our school informs us it could take up to three hours to evacuate everyone. That is extremely concerning. Possible evacuation is not the only potential hazard here. If there were an emergency where rescue vehicles had to make it to the school during pick up or drop off time, traffic is complete gridlock and may delay help getting to campus. I feel this is a very serious risk and plead with this committee to consider mitigation plans for our school.	These important points should be shared with the District's Hazard Mitigation Planning Team as well as the Board of Trustees during the decision-making process.
August 21, 2021	Kim Hawkins	There appears to be no action plan for a huge potential disaster at Gravenstein Elementary should it ever be necessary to evacuate due to a fast-moving wildfire. It´s hard to believe they ever got permits to build such a large school (nearly 500 enrolled now) with only one way in and out over the long stretch of Twig Avenue and only one lane in each direction! It may require some government action including acquiring property through eminent domain to provide at least one alternate route of escape. It´s above my paygrade to figure out how to create another road to the 116 or perhaps an access road connecting further north on Lone Pine, but options need to be explored.	These important points should be shared with the District's Hazard Mitigation Planning Team as well as the Board of Trustees during the decision-making process.
January 30, 2023	Rima Meechan, Superintendent/Principal, West Side Union School District	Updated names of Board members	Incorporated changes.

Website Posting



Invitations to the General Public

The members of the general public (staff, parents, community) were invited by each of the participating entities using the same letter produced by SCOE. Districts were provided with guidance on the need to distribute the information to their "public" using whatever means they preferred (social media, newsletter, etc.) and to forward proof of distribution to SCOE. This solicitation took place during the plan writing process and yielded input from several stakeholders (See **Stakeholder Involvement** below). The information included background of the project and access to the website posting of the Second Draft Plan. Also, announcements were made during the SCOE Board of Education meetings. Following is the emailed invitation, a screen shot of the

posting on the SCOE website, and a sample web posting from one of the participating districts. Following the Cal OES review, the Fourth Draft was distributed on January 30, 2023 to the public.

August 31, 2021

Subject: 2021 Multi-Jurisdictional Hazard Mitigation Plan

Hello,

The Sonoma County Office of Education (SCOE) is in the process of creating a Multi-Jurisdictional Hazard Mitigation Plan (Plan). The Plan identifies a range of natural hazards with the potential to significantly impact SCOE facilities as well as all of the facilities within each of the SCOE districts. The Plan provides a list of mitigation action items that will be used in the future to reduce impacts from the identified hazards.

Part of the FEMA-mandated approval process for the Plan requires sharing the document with the general public as well as external agencies (jurisdictions served, utilities, special districts) in order to solicit input during the plan writing phase.

We are asking you to please review the draft version of the Plan and share your comments with us by September 17, 2021. The plan and survey for your comments can be found at www.scoe.org/hazardmitigation. You are not required to provide your personal information but it will be helpful, if you are requesting a response to a question.

Thank you in advance for your time and assistance with this project. We look forward to receiving your comments.

Bonnie Brown
Administrative Operations Specialist
Business Services
Sonoma County Office of Education

707-524-2628
bbrown@scoe.org

January 30, 2023

Subject: 2023 Multi-Jurisdictional Hazard Mitigation Plan

Hello,

The Sonoma County Office of Education (SCOE) has been in the process of creating a Multi-Jurisdictional Hazard Mitigation Plan (Plan) since 2020. The Plan identifies a range of natural hazards with the potential to significantly impact SCOE facilities as well as all of the facilities within each of the SCOE districts. The Plan provides a list of mitigation action items that will be used in the future to reduce impacts from the identified hazards.

Part of the FEMA-mandated approval process for the Plan requires sharing the document with the general public as well as external agencies (jurisdictions served, utilities, special districts) in order to solicit input during the plan writing phase.

We are asking you to please review the draft version of the Plan and share your comments with us by February 16, 2023. The plan and survey for your comments can be found at www.scoe.org/hazardmitigation. You are not required to provide your personal information but it will be helpful if you are requesting a response to a question.

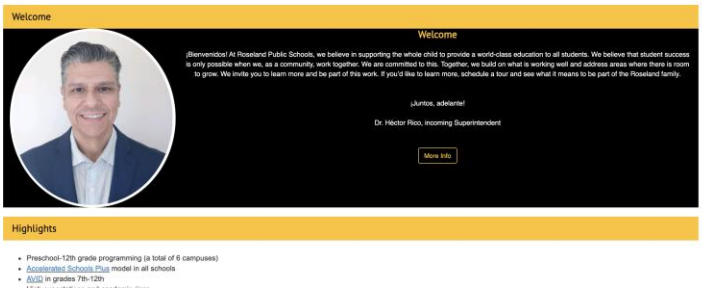
Thank you in advance for your time and assistance with this project. We look forward to receiving your comments.

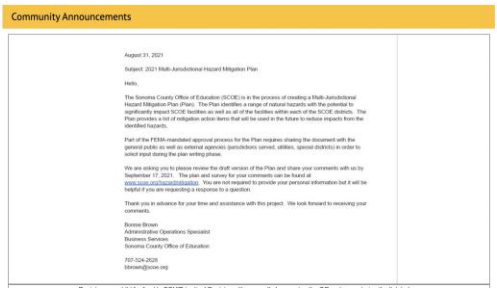
Bonnie Brown
Administrative Operations Specialist
Business Services
Sonoma County Office of Education

707-524-2628
bbrown@scoe.org

In addition to the invitations sent by SCOE shown above, following is a sample website invitation sent from one of the participating districts – Roseland Public Schools:







Here is a sample of a district forwarding the SCOE email soliciting input on the Hazard Mitigation Plan. The sample is from Wright Elementary School District:

Sonoma County Office of Education

Bonnie Brown <bbrown@scoe.org>

2021 Multi-Jurisdictional Hazard Mitigation Plan

1 message

Kristin Enbysk <kenbysk@wrightesd.org> Tue, Sep 14, 2021 at 3:05 PM
Reply-To: Kristin Enbysk <kenbysk@wrightesd.org>
To: WRIGHT ELEMENTARY SCHOOL DISTRICT Recipients <recipients@wrightesd.parentlink.net>

Subject: 2021 Multi-Jurisdictional Hazard Mitigation Plan

Hello,

The Sonoma County Office of Education (SCOE) is in the process of creating a Multi-Jurisdictional Hazard Mitigation Plan (Plan). The Plan identifies a range of natural hazards with the potential to significantly impact SCOE facilities as well as all of the facilities within each of the SCOE districts. The Plan provides a list of mitigation action items that will be used in the future to reduce impacts from the identified hazards.

Part of the FEMA-mandated approval process for the Plan requires sharing the document with the general public as well as external agencies (jurisdictions served, utilities, special districts) in order to solicit input during the plan writing phase.

We are asking you to please review the draft version of the Plan and share your comments with us by September 17, 2021. The plan and survey for your comments can be found at www.scoe.org/hazardmitigation. You are not required to provide your personal information but it will be helpful if you are requesting a response to a question.

Thank you in advance for your time and assistance with this project. We look forward to receiving your comments.

Bonnie Brown

Administrative Operations Specialist

Business Services

Sonoma County Office of Education

707-524-2628

bbrown@scoe.org

You are receiving this email because of your relationship with WRIGHT ELEMENTARY SCHOOL DISTRICT. If you wish to stop receiving email updates sent through the Blackboard service, please unsubscribe.
WRIGHT ELEMENTARY SCHOOL DISTRICT | 4385 Price Ave., Santa Rosa, CA 95407 | 707-542-0550

Invitations to the External Agencies

External agencies listed above were invited by SCOE via email and provided with an electronic link to the SCOE website. Following is the email distributed along with both invitations to contribute to the planning process:

August 31, 2021

Subject: 2021 Multi-Jurisdictional Hazard Mitigation Plan

Dear Public Agency Official,

The Sonoma County Office of Education (SCOE) is in the process of creating a Multi-Jurisdictional Hazard Mitigation Plan (Plan). The Plan identifies a range of natural hazards with the potential to significantly impact SCOE facilities as well as all the facilities within each of the SCOE districts. The Plan provides a list of mitigation action items that will be used in the future to reduce impacts from the identified hazards.

Part of the FEMA-mandated approval process for the Plan requires sharing the document with the general public as well as external agencies (jurisdictions served, utilities, special districts) in order to solicit input during the plan writing phase. If you are not the correct person to receive this email please forward onto the more appropriate department, and if possible please use the link below to indicate that you did receive this email and who you forwarded it to.

We are asking you to please review the draft version of the **Plan** and share **your comments** with us by September 17, 2021. If you are not able to provide your comments by this date, we will move forward with the understanding that you do not have any concerns and you are comfortable with the Plan as it is written. FEMA requires that we record the agency you represent, your name and your job title. Please include this information with your response.

Thank you in advance for your time and assistance with this project. We look forward to receiving your comments.

Copy of Hazard Mitigation Plan

Survey for Comments

Bonnie Brown
Administrative Operations Specialist
Business Services
Sonoma County Office of Education

707-524-2628
bbrown@scoe.org

January 30, 2023

Subject: 2023 Multi-Jurisdictional Hazard Mitigation Plan

Hello,

The Sonoma County Office of Education (SCOE) has been in the process of creating a Multi-Jurisdictional Hazard Mitigation Plan (Plan) since 2020. The Plan identifies a range of natural hazards with the potential to significantly impact SCOE facilities as well as all of the facilities within each of the SCOE districts. The Plan provides a list of mitigation action items that will be used in the future to reduce impacts from the identified hazards.

Part of the FEMA-mandated approval process for the Plan requires sharing the document with the general public as well as external agencies (jurisdictions served, utilities, special districts) in order to solicit input during the plan writing phase.

We are asking you to please review the draft version of the Plan and share your comments with us by February 16, 2023. The plan and survey for your comments can be found at www.scoe.org/hazardmitigation. You are not required to provide your personal information but it will be helpful if you are requesting a response to a question.

Thank you in advance for your time and assistance with this project. We look forward to receiving your comments.

Bonnie Brown
Administrative Operations Specialist
Business Services
Sonoma County Office of Education

707-524-2628
bbrown@scoe.org

HAZUS – Study Areas

SCOE HAZUS Study Areas

North
School Districts: Cloverdale Unified School District, Geyserville Unified School District, Healdsburg Unified School District, West Side Union School District, Alexander Valley Union School District, Windsor Unified School District
SCOE Facilities: None

West
School Districts: Horicon School District, Kashia School District, Montgomery Elementary School District, Guerneville School District, Monte Rio Union School District, Harmony Union School District, Twin Hills Union School District, Sebastopol Union School District, Gravenstein Union School District, West Sonoma County High School District, Fort Ross Elementary School District, Forestville Union School District, Oak Grove Union School District
SCOE Facilities: None

Central
School Districts: Santa Rosa City Schools (includes Santa Rosa Elementary School District, Santa Rosa City High School District), Piner-Olivet Union School District, Mark West Union School District, Bellevue Union School District, Wright School District, Roseland School District, Cotati-Rohnert Park Unified School District, Bennett Valley Union School District, Rincon Valley Union School District, Kenwood School District
SCOE Facilities: Sonoma County Office of Education 5340 Skylane Boulevard, Santa Rosa; Amarosa Academy, 3261 Dutton Ave., Santa Rosa; Los Guilicos/Valley of the Moon , 542 Eliza Way, Santa Rosa; Mendocino Administration Office, 1006 Mendocino Ave, Santa Rosa; LaBath Classrooms and Administration Offices, 5860 LaBath Avenue, Rohnert Park; El Colegio,1059 Camino Colegio, Rohnert Park

South
School Districts: Petaluma City Elementary School District, Petaluma Joint Union High School District, Sonoma Valley Unified School District, Old Adobe Union School District, Cinnabar School District, Two Rock Union School District, Liberty School District, Dunham School District, Waugh School District, Wilmar Union School District
SCOE Facilities: Sonoma Community Center 276 E. Napa Street, Sonoma; Headwaters Academy, 1355 Industrial Avenue, Petaluma

HAZUS Reports (available under separate cover)

Introduction

This Annex of the SCOE Multi-Jurisdictional Hazard Mitigation Plan (MJHMP) details the hazard mitigation planning elements specific to the Bellevue Union School District, as a participating jurisdiction to the 2023 Sonoma County Office of Education MJHMP. This Annex is not intended to be a standalone document but appends to and supplements the information contained in the SCOE MJHMP Base Plan document. As such, all sections of the Base Plan, including the planning process and other procedural requirements apply to and were met by this school district. This Annex provides additional information specific to Bellevue Union School District with a focus on providing additional details on the planning process, risk assessment, and mitigation strategy.

Planning Process

In coordination with the Executive Planning Team discussed in Part 1: Planning Process of the Base Plan, district representatives followed the planning process. In addition to providing representation on the Executive Planning Team, the district representative shared hazard information and draft plans within the district. The table below indicates the steps in the planning process and the representative's involvement.

Table: District Planning Team Participation

Agency and Name of Attendee	Research and Writing of Plan	Executive Planning Team Kick-Off Meeting: February 11 or 12, 2020	Area Planning Team Meeting: April 27 or 28, 2020	One on One Meeting with Individual Planning Entity (May 2020)	Executive Planning Team Meeting to Review and Contribute to First Draft Plan (February 11	Distribute Second Draft Plan to General Public and External Agencies	Review Input From Public, and External Agencies of the Second Draf	Submit Third Draft Plan to Cal OES/FEMA for Approval Pending Adopt	Distribute Fourth Draft Plan to General Public and External Agenc	Post Final Draft Plan in Advance of Board of Education Meetings	Present Final Draft Plan to Board of Education at Public Meeting f	Submit Proof of Adoption to FEMA for Final Approval	Incorporate FEMA Approval into Final Plan

					or 25, 2021)	ies	tPlan	ion	ies		orPlanAdoption		
Bellevue Union School District													
Roger Ferrell, Director of Maintenance and Operations		X		X	X	X			X				

District Profile

The profile includes an overview of the district, population, geography, and climate.

According to the Local Accountability Plan and Annual Update (LCAP), the Bellevue Union School District (BUSD), located in Southwest Santa Rosa, is committed to providing a quality education to every child and meet their academic, social/emotional and health/well-being so they can reach their potential while they are in our district and when they leave our district.

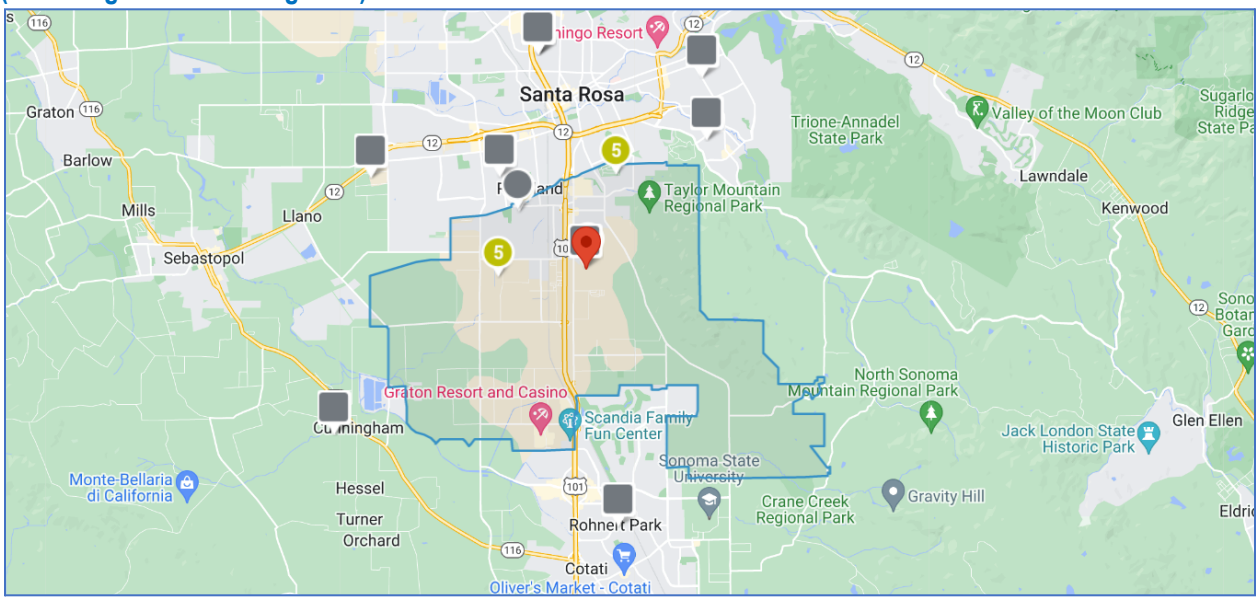
Our schools strive to meet the needs of each student with comprehensive, standards-aligned programs along with specialized services and programs including a Spanish Dual Immersion program. This is the third year that BUSD has provided comprehensive preschool services with the Early Learning Center (ELC) which includes quality early childhood education and coordinated
special education services.

Each of our schools provides the following:
• A challenging, standards-based academic program,
• Additional supports for students who require extra assistance, and
• Enrichment opportunities and programs.

Recognizing that students may face a variety of challenges, additional academic, behavioral and social-emotional supports are available through our multi-tiered system of support to ensure the success of each student. We are always looking for ways to ensure that BUSD's instruction and programs are engaging, relevant, and innovative, providing the support all students need to be successful. This includes greater efforts to listen to the voices of students in our process of continuing improvement. By partnering with parents/guardians, staff, students, and the community, we continue to make adjustments to better meet the needs of our children and families.

• 4 schools
    Bellevue School 406
    Kawana Springs Elementary School 354
    Meadow View School 414
    Taylor Mountain School 439
    Total Students: 1621 TK-grade 6
• 999 English learners (61%) students
• 1324 FRE aka low-income students (82%) students
• 83 homeless (5%) students
• 7 foster youth (.4%) students

Map: District Location
(Source: greatschools.org 2022)



Overview

Bellevue Union School District is a public school district located in Santa Rosa, California and includes four (4) schools, in addition to the school district offices. The school district's offices are located at 3150 Education Drive, Santa Rosa, CA 95448.

The district's assets are as follows:

# Buildings	90
Property value	$52,882,151
Contents value	$6,824,934
Total value	**$59,707,085**

Geography and Climate

According to the 2021 Sonoma County Multijurisdictional Hazard Mitigation Plan, the following information identifies the geography and climate of the project area.

Geography

The broad, flat Santa Rosa Plain, which lies between the Sonoma Mountains on the east and low coastal hills on the west, contains the cities of Santa Rosa, Rohnert Park, and Cotati. The sparsely settled coastal area of the county includes redwood and mixed conifer forests in the north and rolling oak woodland, dairy lands, and coastal prairies in the south. The Mayacamas Range forms the eastern boundary of the county. The Mayacamas and Sonoma Mountain ranges enclose the Sonoma Valley or "Valley of the Moon," which extends from near Santa

Rosa southeast to the City of Sonoma and San Pablo Bay. In the north, the Mayacamas Range and Mendocino Highlands surround the farming regions of Alexander and Dry Creek Valleys. In the far northeast, the remote interior of the Mayacamas Range contains the Geysers geothermal steam field.

The topography in the county is varied and includes mountainous areas, rolling hills and broad flat river valleys, and bay flats. The valleys and foothills are predominantly in agricultural uses with some urbanized areas and with a dense population. The county contains numerous watersheds, but the Russian River is the largest and most significant, draining over 1,485 square miles as it flows south from Mendocino County to the Pacific Ocean. The Russian River is the primary water supply and a key attraction to many communities along its banks. The Petaluma River connects to San Pablo Bay and thence to the San Francisco Bay in the south. Lake Sonoma is a dam-created reservoir on Dry Creek in the northwest part of the county.

Sonoma County is on the coast of the Pacific Ocean, north of San Francisco Bay. Santa Rosa lies in the county's central valley near the junction of the Mantazas and Santa Rosa Creeks, which flow to the west from hills that surround a large central valley (U.S. Soil Conservation Service 1972). In general, the northern half of the county is made up of small, rugged mountains that begin at the coast and rise to an elevation of 3,500 to 4,400 feet. The Russian River flows from Mendocino County in a southeasterly direction through the north-central half of Sonoma County and then turns west a few miles south of Healdsburg. Eventually, after passing through the large resort and recreational areas surrounding Guerneville and Monte Rio, this river empties into the Pacific Ocean.

The western part of the southern half of Sonoma County generally is low, rolling grassy hills at an elevation of 500 to 600 feet. The cities of Petaluma and Sonoma are in long narrow valleys in the southwestern and southeastern parts of the county, respectively. East of the Sonoma Plains and on both sides of the Sonoma Valley are grass-covered hills that rise to about 2,000 feet. Tidal flats reclaimed from the San Pablo Bay are at the lower ends of Sonoma and Petaluma Valleys and the Petaluma plains area.

Climate

Sonoma County's Mediterranean climate is characterized by a summer dry season followed by a winter rainy season, generally extending from November to April. Rainfall varies throughout the county from 70 to 20 inches annually in the north central and the southeastern sections of the county. The quantity of rainfall in the county increases with elevation, with the greatest precipitation occurring over the highest ridges. The valleys, where most of the water users are located, receive considerably less rainfall with some areas averaging just over 20 inches of precipitation annually. In the Russian River Watershed, approximately 93 percent of the annual precipitation normally falls during the wet season, October to May, with a large percentage of the rainfall typically occurring during three or four major winter storms. These major storms often come in the form of an atmospheric river, the horizontal transport of large amounts of water vapor through the atmosphere along a narrow corridor. Although brief, atmospheric rivers can produce 30 to 50 percent of the region's annual precipitation in a matter of a few days.

Except for areas immediately along the coast, the weather from May through October is generally warm and dry during the day, with peak summer day temperatures of 80° to 100° F, and relative humidity ranging between 20 and 35 percent. Gradient winds are generally out of the south/southwest at 5 to 10 mph, strengthening to 10 to 15 mph in late afternoon and

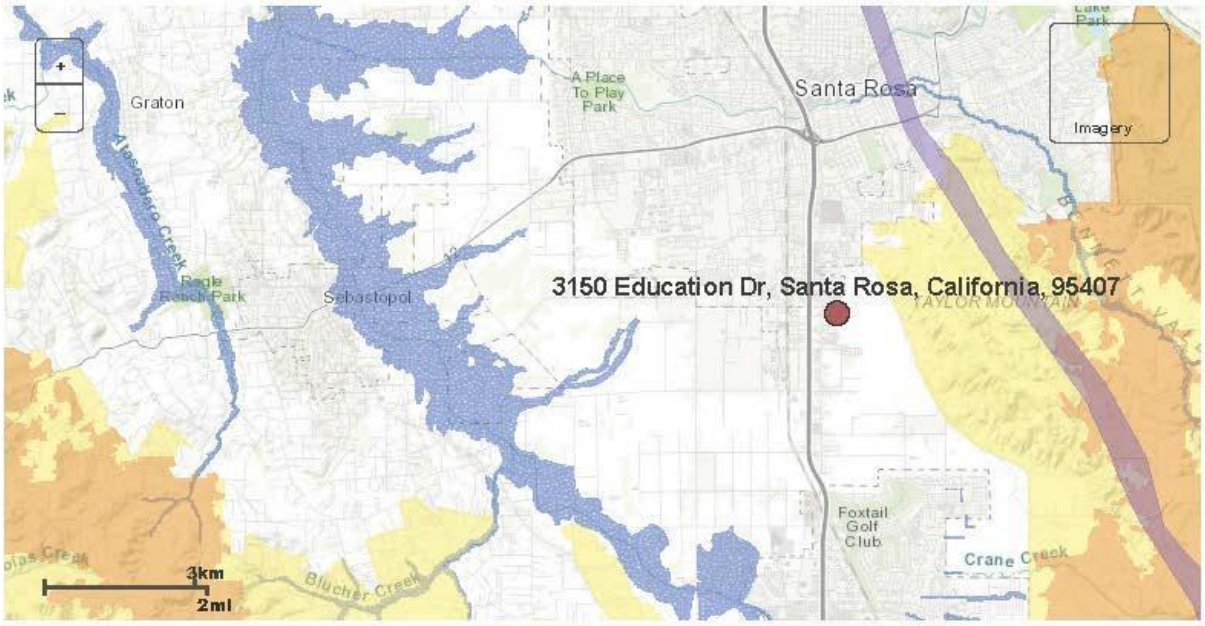
diminishing by dark. Strong and dry northeast “Santa Ana” or “Foehn” winds often occur in the fall months.
Coastal onshore flow, often accompanied by fog, frequently prevails after sunset, allowing for good nighttime relative humidity recovery in the warm inland areas. In the inland valleys, fog usually dissipates by 11:00 am. Fog in the county usually is seen at elevations between 1,000 and 1,500 feet. Elevations above this often do not experience fog or receive the same nighttime cooling and moisture recovery as lower elevations.

Hazard Map

Utilizing California’s “MyHazards” online hazard mapping resource, the following map identifies earthquake, flooding, liquefaction, and wildfire threats. MyHazards was designed by the State of California as a tool for the general public to discover hazards in their area (earthquake, flood, fire, and tsunami) and learn steps to reduce personal risk. Using the MyHazards tool, users may enter an address, city, zip code, or may select a location from a map. The map targets the location and allows users to zoom and scroll to their desired view. The screen then presents information on the risks identified within the search radius, and recommended actions. MyHazards website performs best when using Internet Explorer. Hazard Data is approximate and data layer visibility are subject to the extent of the Map. To access MyHazards to create a map of your own, follow the link to MyHazards (https://myhazards.caloes.ca.gov/).

Below is the MyHazards map prepared for the Bellevue Union School District.

Map: MyHazards for Bellevue Union School District (Source: Cal OES 2022)



TsunamiHazardAreas_July2021

State Responsibility Areas (2007), Severity

- SRA, Very High
- SRA, High
- SRA, Moderate

100-Year Floodplains

- FEMA/DWR Awareness/Regional Studies /USACE Comprehensive Study

Earthquake Fault Zone of Required Investigation

Liquefaction Zone of Required Investigation

- Liquefaction Zone Area

The State Responsibility Area (SRA) is the area of the state where the State of California is financially responsible for the prevention and suppression of wildfires. SRA does not include lands within city boundaries or in federal ownership. FEMA's Flood Map Service Center (https://msc.fema.gov/portal/)

Hazard Identification and Profile

The SCOE Executive Team identified hazards posing a significant threat to the entire project area (Sonoma County). That determination was based on reviewing the State Hazard Mitigation Plan and the 2021 Sonoma County Multijurisdictional Hazard Mitigation Plan. After a review of each of the hazards from both plans, the Executive Team chose to omit climate change, severe weather, and sea level rise. (See Base Plan – Risk Assessment for discussion on the omissions).

In summary, the Executive Team identified the project area hazards as: earthquake, flood, landslide, wildfire, tsunami, epidemic/pandemic/vector-borne diseases, and utility related.

Next, the Executive Team utilized a hazard ranking tool known as the Calculated Priority Risk Index. As a whole, the Executive Team completed a CPRI for the project area. The CPRI instructions, key, and results are located in the Base Plan – Risk Assessment. The Base Plan also includes a hazard assessment for each of the identified hazards including hazard identification, previous occurrences, local conditions, impacts, and vulnerabilities.

Then, each of the district representatives was provided a list of the identified hazards, a copy of the project area CPRI, instructions, and index key to complete a district-specific CPRI with the assistance of district staff.

The results were used to prioritize hazard rankings (high, medium, and low) which drove development of the District's Mitigation Actions Matrix (located at the end of the Annex).

Following is the Bellevue Union School District-specific CPRI and the CPRI Index Key which explains the rating system:

Table: Bellevue Union School District CPRI

Hazard	Probability	*Weighted 45% (x. 45)*	Magnitude Severity	*Weighted 30% (x. 3)*	Warning Time	*Weighted 15% (x. 15)*	Duration	*Weighted 10% (x. 1)*	CPRI Total	Priority Ranking (H-High, M-Medium, L-Low) *
Earthquake	**3**	*1.35*	**4**	*1.20*	**4**	*0.60*	**3**	*0.30*	**3.45**	**H**
Flood	**2**	*0.90*	**2**	*0.60*	**3**	*0.45*	**1**	*0.10*	**2.05**	**L**
Landslide	**1**	*0.45*	**1**	*0.30*	**1**	*0.15*	**1**	*0.10*	**1.00**	**N/A**
Wildfire	**1**	*0.45*	**1**	*0.30*	**1**	*0.15*	**1**	*0.10*	**1.00**	**N/A**
Tsunami	**1**	*0.45*	**1**	*0.30*	**1**	*0.15*	**1**	*0.10*	**1.00**	**N/A**
Utility Related	**3**	*1.35*	**3**	*0.90*	**2**	*0.30*	**4**	*0.40*	**2.95**	**H**

Epidemic / Pandemic / Vector-Borne Diseases	**3**	*1.35*	**4**	*1.20*	**1**	*0.15*	**4**	*0.40*	**3.10**	**H**

**** Rankings:***
High = CPRI score for probability + magnitude/severity (impact) = 6 or higher
Medium = CPRI score for probability + magnitude/severity (impact) = 5
Low = CPRI score for probability + magnitude/severity (impact) = 3 or 4
N/A = CPRI score for probability + magnitude/severity (impact) = 2

Following is the Index Key used to determine risk:

Table: Calculated Priority Risk Index Key

CPRI Category	Degree of Risk			Assigned Weighting Factor
	Level ID	Description	Index Value	
Probability	Unlikely	Extremely rare with no documented history of occurrences or events. Annual probability of less than 1 in 1,000 years.	1	45%
	Possibly	Rare occurrences. Annual probability of between 1 in 100 years and 1 in 1,000 years.	2	
	Likely	Occasional occurrences with at least 2 or more documented historic events. Annual probability of between 1 in 10 years and 1 in 100 years.	3	
	Highly Likely	Frequent events with a well-documented history of occurrence. Annual probability of greater than 1 every year.	4	
Magnitude/ Severity	Negligible	Negligible property damage (less than 5% of critical and non-critical facilities and infrastructure. Injuries or illnesses are treatable with first aid and there are no deaths. Negligible loss of quality of life. Shut down of critical public facilities for less than 24 hours.	1	30%
	Limited	Slight property damage (greater than 5% and less than 25% of critical and non-critical facilities and infrastructure). Injuries or illnesses do not result in permanent disability, and there are no deaths. Moderate loss of quality of life. Shut down of critical public facilities for more than 1 day and less than 1 week.	2	
	Critical	Moderate property damage (greater than 25% and less than 50% of critical and non-critical facilities and infrastructure). Injuries or illnesses result in permanent disability and at least 1 death. Shut down of critical public facilities for more than 1 week and less than 1 month.	3	
	Catastrophic	Severe property damage (greater than 50% of critical and non-critical facilities and infrastructure). Injuries and illnesses result in permanent disability and multiple deaths. Shut down of critical public facilities for more than 1 month.	4	
Warning Time	> 24 hours	Population will receive greater than 24 hours of warning.	1	15%
	12–24 hours	Population will receive between 12-24 hours of warning.	2	
	6-12 hours	Population will receive between 6-12 hours of warning.	3	
	< 6 hours	Population will receive less than 6 hours of warning.	4	
Duration	< 6 hours	Disaster event will last less than 6 hours	1	10%
	< 24 hours	Disaster event will last less than 6-24 hours	2	
	< 1 week	Disaster event will last between 24 hours and 1 week.	3	
	> 1 week	Disaster event will last more than 1 week	4	

Hazard Profile

The Base Plan – Risk Assessment described hazards by location, extent, probability, and recent occurrence. Table: Hazard Profile from the Base Plan was customized below for the Bellevue Union School District's identified hazards.

Table: Hazard Profile of Location, Extent, Probability, and Recent Occurrence for the Bellevue Union School District

Hazard	Location (Where)	Extent (How Big an Event)	Probability (How Often) *	Recent Occurrence
Earthquake	Entire District	The Southern California Earthquake Center (SCEC) in 2007 concluded that there is a 99.7 % probability that an earthquake of M6.7 or greater will hit California within 30 years.[1]	Likely	2014 – West Napa Earthquake M6.0
Flood	District Office	Impacts would range from mild to severe depending on volume of stream and downstream flow.	Possibly	Minor in recent history
Utility Related	Entire District	Impacts would range from mild to severe throughout the district.	Likely	2019 – Kincade Fire
Epidemic/Pandemic / Vector-Borne Diseases	Entire District	Uncontrollable virus infecting a large portion of the population with fatality rates greater than 2.0%.	Likely	2020 – Present COVID-19 Pandemic
* Probability is defined as: Unlikely = 1:1,000 years, Possibly = 1:100-1:1,000 years, Likely = 1:10-1:100 years, Highly Likely = 1:1 year				
[1] Uniform California Earthquake Rupture Forecast				

Critical Facilities List

The Critical and Essential Facilities List was prepared for each of the district offices and facilities within the project area. Hazard maps from the Sonoma County HMP were used as a basis for determining whether or not a facility was located in or near a hazard. See additional language below on vulnerability to the identified hazards.

Table: Hazard Proximity to Critical and Essential Facilities
(Source: Emergency Planning Consultants)

Y – Yes, area is within hazard zone **N** – No, area is not within hazard zone

Agency and Facility	Earthquake	Wildfire	Landslide	Flooding*	Tsunami	Utility Related	Epidemic/Pandemic/ Vector-borne Diseases
Bellevue Union School District Office	Y	N	N	Y	N	Y	Y
Bellevue School	Y	N	N	N	N	Y	Y
Kawana Springs Elementary School	Y	N	N	N	N	Y	Y
Meadow View School	Y	N	N	N	N	Y	Y
Taylor Mountain School	Y	N	N	N	N	Y	Y

* See Base Plan for information regarding NFIP regulations

Summary of Vulnerability

The SCOE Base Plan – Risk Assessment provides a complete risk and vulnerability assessment for each of the project area hazards.

Following is a summary of vulnerability to the hazards identified as impacting the Bellevue Union School District, Bellevue School, Kawana Springs Elementary School, Meadow View School, and Taylor Mountain School which totals approximately 1,733 occupants, 90 buildings, and contents/property valued at $59,707,085. Note: these estimates are based on 2023.

Earthquake

- School and administrative buildings are built to withstand strong earthquakes. Non-structural hazards can still cause serious injury and damage.

Flood

- Floods within streams and floodplains have been a part of the district's historical past and could continue to be so in the future. During winter months, long periods of precipitation and the timing of that precipitation are critical in determining the threat of flood, and these characteristics further dictate the potential for widespread structural and property damage. As waterways grow in size from local drainage, so grows the threat of flooding.
- Flooding can also occur in random areas not associated with streams and floodplains. Primary concerns associated with stormwater (localized) flooding include impacts to infrastructure that provides a means of ingress and egress throughout the School, as well as damage to schools and administrative properties. Ground saturation can result in instability, collapse, or other damage to trees, structures, roadways and other critical infrastructure. Floodwater can break utility lines and interrupt services. Standing water can cause damage to roads used to transport staff and students and can also damage school foundations.

Utility-Related

- Child nutrition storage areas could be without generation to preserve food during power outages.

Epidemic / Pandemic / Vector-Borne

- Future outbreaks like COVID-19 can take place in the future.
- Social distancing could require remote learning
- Illness could limit availability of students and staff

Mitigation actions are located at the end of this Annex that directly address these vulnerabilities.

Capability Assessment

The district will incorporate mitigation planning as an integral component of daily operations. This will be accomplished through the leadership of the district representative in coordination with district departments involved in integrating mitigation strategies into their planning documents and operational guidelines. FEMA identifies four types of capabilities (see SCOE Base Plan for definitions of the four capabilities):

- ✔ Planning and Regulatory
- ✔ Administrative and Technical
- ✔ Financial
- ✔ Education and Outreach

The table below includes a broad range of capabilities within the district to successfully accomplish mitigation.

Table: Capability Assessment for Bellevue Union School District

Type of Capability				Name of Capability	Capability Description and Ability to Support Mitigation
Planning & Regulatory	Administrative & Technical	Financial	Education & Outreach		
Departments					
X	X	X	X	Superintendent	The Superintendent will be instrumental in facilitating the implementation of the Mitigation Actions Matrix. This includes managing communications with parents and staff providing an excellent medium for educating the community on hazards and mitigation activities.
X	X	X	X	Board of Education	The Board of Education is responsible for governing and overseeing the management of the public schools of the district. The Board may adopt rules and bylaws necessary to carry out

Type of Capability				Name of Capability	Capability Description and Ability to Support Mitigation
Planning & Regulatory	Administrative & Technical	Financial	Education & Outreach		
					these powers and duties. The Board may be assigned to approve many of the Mitigation Actions as they are implemented. The Board meetings are open to the public making it an excellent medium for informing attendees on mitigation related activities.
X	X	X		Maintenance & Operations	M&O has the responsibility to provide the best possible facility-related environment for students and staff. This involves the continuous assessment of the needs of the schools and the development of plans to meet those needs. In addition, M&O works to identify all available fund sources required to make significant capital improvements for the campuses. Working closely with our architects and engineers, M&O develops detailed plans and specifications which must meet very stringent requirements. M&O can immediately incorporate many of the Mitigation Action into building designs. Also, M&O will share new mitigation-related building standards with the MJHMP Planning Team for inclusion in future updates to the plan. M&O is assigned to lead all of the mitigation actions items identified in the 2023 District Annex.
	X	X		Business Services	Provides administrative direction and evaluation to all major business functions including fiscal and payroll, bond programs, and support collective bargaining functions as required. Will be instrumental in seeking and administering grants and other funding mechanisms critical to the implementation of the plan.
X	X			Risk Management	Plans, coordinates, and directs a comprehensive risk management and safety compliance program. This position has primary responsibility for the development and maintenance of a comprehensive master emergency preparedness plan for all District sites, students and employees. This includes the District's Safe Schools Program as well as Emergency Preparedness Management including active shooter drills, earthquake and fire

Type of Capability				Name of Capability	Capability Description and Ability to Support Mitigation
Planning & Regulatory	Administrative & Technical	Financial	Education & Outreach		
					preparedness and crisis management. The focus of the program is to also identify and control, to the maximum extent possible, the risk of loss, damage or injury to people, property and revenue, by identifying the sources of risk, evaluating risk probability and magnitude, and recommending policies, procedures and practices to mitigate risk and liability.
	X			Human Resources	Provides administrative direction and evaluation for employee recruitment, selection and performance management of all District personnel; collective bargaining and contract management; and administration of health and welfare benefits and Workers' Compensation.
	X		X	Technology	Plans, organizes, controls and directs the District's Technology program in support of future ready classrooms and student centered learning environments; assists with the selection and implementation of computing platforms, mobile devices and applications, and related technology for the District's instructional and administrative needs; provides leadership in the development of information management systems, network services, voice and data applications, cloud services, mobile device management and instructional technology; and performs related work as required.
Plans and Programs					
X	X	X	X	Annual Budget	The Annual Budget and its associated review, update, and approval process provide a plethora of opportunities to explain detailed tasks, priorities, and spending allocations for the projects, programs, and equipment supporting the efforts of the district. Many of the District's ongoing Mitigation Actions are supported through the Annual Budget.

Type of Capability				Name of Capability	Capability Description and Ability to Support Mitigation
Planning & Regulatory	Administrative & Technical	Financial	Education & Outreach		
	X		X	Comprehensive School Safety Plan (CSSP)	The CSSP consists of several components, including identifying hazards. The document is updated each year in compliance with state regulations and made available to the staff, parents and general public.
	X		X	Emergency Response Plan (ERP)	The ERP for the district identifies hazards and related response protocols. Various assignments are identified in the ERP which are assigned to staff. Training and exercises assist in informing the staff of their roles as well as sharing information about the various hazards.

Expanding and Improving District Capabilities

Planning and Regulatory Capabilities – The District builds and maintains its own buildings and infrastructure according to the CDE "Field Act". Future plans are laid out in the Facilities Maintenance Plan. The funding of future construction often relies on successful bond measures where plans and justifications are shared with the public. Given the fact this is the first mitigation plan for SCOE, the topic of mitigation has been limited to Environmental Impact Reports tied to major development projects. Although mitigation is new, schools are highly experienced in adhering to federal, state, and local mandate, and comply with a wide array of reporting requirements pertinent to school operations and student performance. That well-practiced experience positions the school's community as prepared to participate and respond as mitigation weaves itself into the school culture. Once complete, the MJHMP will be shared with the Sonoma County Office of Emergency Services which will result in more effective emergency planning. With all of the county's school district under one umbrella in the MJHMP, SCOE will take a more active role in coordinating and planning for all of the schools.

Administrative and Technical –

Existing District capabilities are limited. Grant writing capabilities will be especially important once the mitigation plan is approved by FEMA. That approval will trigger eligibility for a range of federal and state grants. Also, the Board of Education could form a sub-committee dedicated to land use matters and mitigation plan implementation. The Plan's opportunities for success will be increased by the Board's involvement. Perhaps in the future, the District will consider adding responsibility for the Plan's implementation to the staff member tasked with maintaining and exercising the Comprehensive School Safety Plan, and Emergency Response Plan.

Finance -
School systems have a number of funding resource acquisition mechanisms that can be utilized for mitigation planning. Aside from the ability to levy taxes, charge impact fees, and initiate general obligation bonds, schools and students are favored targets for philanthropic support. And while the need for fiscal resources for the school community in Sonoma County is at an all-time high as repetitive disaster plague the region, the District knows that the outcomes that hazard mitigation planning and project execution bring are transformative in making schools operationally safer. As student and staff safety is our number one priority, the mitigation planning effort and partnership with the County will serve to prioritize funding capture efforts to meet the objectives and initiatives undertaken herein. The District envisions inter-school and inter-agency collaborations and funding applications where mutual benefits are found, as well as regular solicitation of our business, industry, and private donor partners to satisfy the financial obligations found in executing hazard mitigation activities.

Education and Outreach –
Utilize parent groups, local citizen groups, and non-profit organizations to support and encourage the District's mitigation as well as home and business mitigation. Enlist District staff in learning and talking about the MJHMP and promoting mitigation programs like StormReady and TsunamiReady.

Plan Implementation

As identified in the Base Plan, the Executive Planning Team has agreed to reconvene on a bi-annual basis to review the Base Plan and Annexes. In addition to those meetings, the district representative intends to gather a District Planning Team together on a quarterly basis to discuss the District's Mitigation Actions Matrix. The members of the District Team will represent the departments with responsibilities identified in the Mitigation Actions Matrix. See MJHMP Base Plan – Mitigation Strategies section for a description of the categories portrayed in the Matrix.

Integration with Existing Programs

The Mitigation Plan provides a series of recommendations - many of which are closely related to the goals and objectives of existing planning programs. The District's Local Mitigation Officer will be responsible for implementing recommended mitigation action items through existing programs and procedures.

The district is responsible for adhering to the State of California's Field Act as administered for the State Department of Education.

Some of the goals and action items in the MJHMP will be achieved through activities recommended in the district's policy, capital, and funding documents. The MJHMP will be

reviewed on a bi-annual basis during a gathering of the various Local Mitigation Officers. Upon the bi-annual review, the District's Local Mitigation Officer will work with other district departments to identify areas that the MJHMP action items are consistent with the policy, capital, and funding documents to ensure the Plan goals and action items are implemented in a timely fashion.

Upon FEMA approval, the MJHMP Executive Planning Team will begin the process of incorporating risk information and mitigation action items into existing planning mechanisms. The bi-annual meetings of the Team will provide an opportunity for Team members to report back on the progress made on the integration of mitigation planning elements into the planning documents and procedures of the various jurisdictions.

Specifically, the District's Local Mitigation Officer will utilize the following sections of the Plan to make revisions to other documents within the District:

- ✔ Risk Assessment Section (Base Plan), District Profile, Planning Process (stakeholders) – Emergency Operations Plan, Facilities Maintenance Plans, FIT Reports, etc.
- ✔ Mitigation Actions Matrix – Capital Projects, Grants, Bonds

Mitigation Actions Matrix

Mitigation Action Item	Coordinating Agency	Timeline	Goal: Protect Life and Property	Goal: Public Awareness	Goal: Natural Systems	Goal: Emergency Services	Goal: Partnerships and Implementation	Buildings & Infrastructure: Does the Action item involve New and/or Existing Buildings and/or Infrastructure? Yes (Y)	Funding Source and Planning Mechanism: GF-General Fund, FMP, HMGP, BRIC	Benefit: L-Low, M-Medium, H-High	Cost: L-Low, M-Medium, H-High	Priority: L-Low, M-Medium, H-High
MULTI-HAZARD ACTION ITEMS												

Mitigation Action Item	Coordinating Agency	Timeline	Goal: Protect Life and Property	Goal: Public Awareness	Goal: Natural Systems	Goal: Emergency Services	Goal: Partnerships and Implementation	Buildings & Infrastructure: Does the Action item involve New and/or Existing Buildings and/or Infrastructure? Yes (Y)	Funding Source and Planning Mechanism: GF- General Fund, FMP, HMGP, BRIC	Benefit: L-Low, M-Medium, H-High	Cost: L-Low, M-Medium, H-High	Priority: L-Low, M-Medium, H-High
MH-1 Annually update the Facilities Inspection Tool (FIT).	Maintenance & Operations	Ongoing	X	X	X	X	X	Y	GF	H	L	H

Mitigation Action Item	Coordinating Agency	Timeline	Goal: Protect Life and Property	Goal: Public Awareness	Goal: Natural Systems	Goal: Emergency Services	Goal: Partnerships and Implementation	Buildings & Infrastructure: Does the Action item involve New and/or Existing Buildings and/or Infrastructure? Yes (Y)	Funding Source and Planning Mechanism: GF- General Fund, FMP, HMGP, BRIC	Benefit: L-Low, M-Medium, H-High	Cost: L-Low, M-Medium, H-High	Priority: L-Low, M-Medium, H-High
MH-2 Provide annual briefing to the campus Emergency Response Team on the results	Maintenance & Operations	Ongoing	X	X	X	X	X	Y	GF	H	L	H

Mitigation Action Item	Coordinating Agency	Timeline	Goal: Protect Life and Property	Goal: Public Awareness	Goal: Natural Systems	Goal: Emergency Services	Goal: Partnerships and Implementation	Buildings & Infrastructure: Does the Action item involve New and/or Existing Buildings and/or Infrastructure? Yes (Y)	Funding Source and Planning Mechanism: GF-General Fund, FMP, HMGP, BRIC	Benefit: L-Low, M-Medium, H-High	Cost: L-Low, M-Medium, H-High	Priority: L-Low, M-Medium, H-High
of the Facilities Inspection Tool. A "heads												

Mitigation Action Item	Coordinating Agency	Timeline	Goal: Protect Life and Property	Goal: Public Awareness	Goal: Natural Systems	Goal: Emergency Services	Goal: Partnerships and Implementation	Buildings & Infrastructure: Does the Action item involve New and/or Existing Buildings and/or Infrastructure? Yes (Y)	Funding Source and Planning Mechanism: GF-General Fund, FMP, HMGP, BRIC	Benefit: L-Low, M-Medium, H-High	Cost: L-Low, M-Medium, H-High	Priority: L-Low, M-Medium, H-High
up" on vulnerabilities will help them to assess damages more efficiently.												

Mitigation Action Item	Coordinating Agency	Timeline	Goal: Protect Life and Property	Goal: Public Awareness	Goal: Natural Systems	Goal: Emergency Services	Goal: Partnerships and Implementation	Buildings & Infrastructure: Does the Action item involve New and/or Existing Buildings and/or Infrastructure? Yes (Y)	Funding Source and Planning Mechanism: GF-General Fund, FMP, HMGP, BRIC	Benefit: L-Low, M-Medium, H-High	Cost: L-Low, M-Medium, H-High	Priority: L-Low, M-Medium, H-High
EARTHQUAKE ACTION ITEMS												

EQ-1 Conduct seismic inventory of facilities and inspect integrity of non-structural devices.	Maintenance & Operations	1-5 years	X	X	X	X	X	Y	FMP, HMGP, BRIC	H	H	H
EQ-2 Based on the results of the seismic inventory, retrofit or rebuild as necessary.	Maintenance & Operations	1-5 years	X	X	X	X	X	Y	FMP, HMGP, BRIC	H	H	H
EPIDEMIC/PANDEMIC/VECTOR-BORNE DISEASES ACTION ITEMS												
EPV-1 Upgrade HVAC units in order to be compliant with present-day energy standards.	Maintenance & Operations	1 year	X	X	X	X	X	Y	FMP, HMGP, BRIC	H	H	H
EPV-2 Install automatization devices/openers to decrease surface contact (doors, fountains, etc.).	Maintenance & Operations	1 year	X	X	X	X	X	Y	FMP, HMGP, BRIC	H	H	H
FLOODING ACTION ITEMS												
FLD-1 Trim vulnerable trees on campus before large storms.	Maintenance & Operations	Ongoing	X	X	X	X	X	Y	FMP, HMGP, BRIC, GF	H	H	H
FLD-2 Clean out and expand storm drain capacity as necessary.	Maintenance & Operations	1 year	X	X	X	X	X	Y	FMP, HMGP, BRIC	H	H	H
UTILITY RELATED ACTION ITEMS												
UT-1 Research and purchase generators suitable for the campus.	Maintenance & Operations	1 year	X	X	X	X	X	Y	FMP, HMGP, BRIC	H	H	H
UT-2 Research and purchase water filtration for the campus.	Maintenance & Operations	1 year	X	X	X	X	X	Y	FMP, HMGP, BRIC	H	H	H

Bellevue Union School District

Agenda Item for Board Meeting of May 16, 2023

Agenda Category: Review and Action

Agenda Item Title: Consider Approval of the Memorandum Of Understanding between the COOL School Expanded Learning programs at the Napa County Office of Education (NCOE) and the Bellevue Union School District (BUSD) for the 2023 – 2024 School Year + 2024 Summer Programming

Prepared By: Chris J. Kim, CBO

Background:

Presented for the Board is the Memorandum of Understanding between the COOL School Expanded Learning programs at the Napa County Office of Education (NCOE) and the Bellevue Union School District (BUSD) to provide TK-6th Grade BUSD students with the opportunity to participate in FREE expanded learning programming throughout the school year and in the summer.

Cost:

It is anticipated that BUSD will receive $3,218,883 in ELO Program funding in the 2023-24 school year, in addition to $612,890.32 in After School Education and Safety (ASES) funding, for a combined $3,831,773.32.

This MOU identifies direct costs and contracted expanded learning programming costs of $2,509,144.12 to NCOE for services at Bellevue, Kawana, Meadow View, and Taylor Mountain Elementary schools.

Recommended Action:

Review and approve.

Supporting Documents:

Memorandum Of Understanding between the COOL School Expanded Learning programs at the Napa County Office of Education (NCOE) and the Bellevue Union School District (BUSD) for the 2023 – 2024 School Year + 2024 Summer Programming

BELLEVUE UNION SCHOOL DISTRICT/NAPA COUNTY OFFICE OF EDUCATION

MEMORANDUM OF UNDERSTANDING

2023 - 2024 SCHOOL YEAR & INTERSESSION PROGRAMMING

This is a Memorandum of Understanding between the COOL School Expanded Learning programs at the Napa County Office of Education **(NCOE)** and the Bellevue Union School District **(BUSD)** to provide ALL TK-6th Grade BUSD students with the opportunity to participate in FREE expanded learning programming throughout the school year and for 30 intersession programming days. Expanded Learning Opportunities **(ELO)** Program and ASES funding, both through CDE, work in a braided model to support after school programming and will be used to support the COOL School Expanded Learning program at each of the four BUSD school sites.

The MOU is expressly understood and agreed by **NCOE** and **BUSD** as follows:

Purpose: The purpose of this Memorandum of Understanding is to establish and maintain an effective working relationship between the parties to ensure the coordination of the COOL School Expanded Learning programs.

- **Term:** It is anticipated that BUSD will receive approximately **$3,218,883** in ELO Program funding in the 2023-24 school year through LCFF apportionments, in addition to the **$612,890.32** of ASES funding it receives; **$3,831,773.32** in total. This MOU identifies contracted expanded learning programming costs.

- **Up to $2,509,144.12 will be invoiced by NCOE, inclusive of the full ASES grant award amount of $612,890.32 and $1,896,253.80 of ELO-Program funding to support:**
    - **NCOE Program Staffing Costs - $161,780**
    - **Site Staffing Costs, including AmeriCorps member match - $1,679,236**
    - **Supplies and Curriculum Costs - $102,500**
    - **Presenters, Partnerships & Field Trip Costs - $32,000**
    - **30 Additional ELO-P Days (Summer) Programming Costs - $281,111.50**
    - **NCOE Indirect Costs at 11.19% - $252,516.62**

- **NCOE will open additional classrooms to serve expanded learning students at a rate of $3,450 per classroom per month, as approved by BUSD.**

- **NCOE will open additional intersession (summer program) classrooms at a staffing rate of $25/hour, as needed, and as approved by BUSD.**

- **BUSD will pay two Teacher Liaisons per school site (8 teachers total), up to $5,000 per staff per year, to support the COOL School and AmeriCorps programming at each school site.**

- **Additional expenses may be incurred and billed for expanded learning programming, by either BUSD or NCOE, as additional programming is planned and implemented, as mutually agreed upon by BUSD and NCOE up to the full ELO Program apportionment and ASES amount of funding of $3,831,773 to support expanded learning programming. Any changes resulting in an increase to the total amount NCOE receives will be detailed in an addendum to this MOU and signed by both parties.**

This Memorandum of Understanding shall be in effect July 1, 2023 through June 30, 2024. This term may be adjusted by mutual consent of both parties by execution of a written amendment to the MOU, or if ELO funding is terminated by the State of California. Upon expiration, this agreement shall continue until either party terminates this agreement by providing written notice to the other party at least 60 days prior to the desired date of termination. If contract is terminated, the contractor will be paid for all work completed.

III. **Description of Services:**

- NCOE will provide a Program Manager and Program Coordinator to oversee the program as a whole and ensure programming is held to a high standard, district wide.
- NCOE will recruit, hire, and train all staff needed to support the COOL School program.
- NCOE will recruit, hire, and train two Garden Specialists to support the school gardens and engage students in hand-on learning / garden-based activities throughout the school year and summer.
- NCOE, through collaboration with BUSD, will offer expanded learning programming, COOL School, to all TK-6 grade unduplicated pupils, serving all students whose families request access.
- COOL School will be open every school day and provide a minimum of 9 hours of combined instructional time and expanded learning time daily, along with staying open until 6:00 PM daily.
- COOL School will operate single or combo grade level classes, with an assigned staff. Program components will consist of, but are not limited too: Snack, Recess, Homework Time, PE activities, Themes, Presenters and Field Trips.
- 30 days of intersession / summer programming, for 9 hours per day, will be offered to all BUSD students (in a partnership with BUSD staff, as agreed upon).
- Collaboration efforts between BUSD and NCOE staff, along with community presenters, to provide the engaging and exciting expanded learning services for youth.
- NCOE and BUSD will collaborate to ensure students with special needs are offered program access and provided the necessary accommodations and resources to meaningfully access the expanded learning programming. BUSD ELO-P funds are available to cover additional costs incurred.
- Additional programming as mutually agreed upon by BUSD and NCOE.

It **is agreed that BUSD will provide up to $2,509,144.12 to NCOE** for services at Bellevue, Kawana, Meadow View, and Taylor Mountain Elementary schools. **NCOE** will invoice **BUSD** quarterly, for a quarter of the contract amount each billing cycle, with prorated costs including any additional classrooms, as applicable.

The District shall ensure that the Facilities are timely and properly made available for use at no cost to the Agency. The Agency waives any claim against the District for damages relating to its use of the Facilities, including, but not limited to, theft or destruction of the Agency's property. The District is financially responsible for claims or damages caused by its negligent failure to maintain, repair or keep in good repair the District's Facilities. The District shall defend and indemnify the Agency, and its Directors, Officers, employees, agents, and volunteers should a Claim be made for which the District is financially responsible to an injured individual or individuals, or injury or damage to physical property, pursuant to this provision.
The Agency shall be financially responsible for any claims or damages caused, or arising in some manner from, whether in whole or in part, by any aspect of the Agency's use of the Facilities. The Agency shall defend and indemnify the District, and its agents and employees should a Claim be made for which the Agency is financially responsible to an injured individual or individuals, or injury or damage to physical property, pursuant to this provision.

Indemnification: **BUSD** shall indemnify, defend and hold harmless **NCOE,** its trustees, officers, employees and volunteers from and against all claims, damages, losses and expenses, including attorney fees arising out of the performance of the work described herein, caused in whole or in part by any negligent act or omission by **BUSD,** any subcontractor, or anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, except where caused by the active negligence, sole negligence, or willful misconduct **of NCOE.**

The agreements made under this agreement shall be in place until unless either party rescinds as provided above.

_____	_____
Michael Kellison, Superintendent Bellevue Union School District	Date
_____	_____
Josh Schultz, Deputy Superintendent Napa County Office of Education	Date

Use of Facilities Agreement

This Use of Facilities Agreement ("Agreement") is entered into by Bellevue Union School District ("District") and the Napa County Office of Education ("Agency"). The Agency has requested, and the District has approved, the Agency's use of school facilities at no cost, including restroom and parking facilities ("Facilities"), for the purpose(s) of operating the COOL School Expanded Learning programs, a use and relationship authorized under Education Code Section 10900, et. seq. Neither the Agency, nor its employees, agents, guests nor invitees are authorized to use any other real property, or physical improvements to real property, other than the Facilities covered by this Agreement.

This Agreement is effective for the 2023 - 2024 fiscal year. Upon expiration, this agreement shall continue unless otherwise terminated or extended by a written document executed by both parties.

Use of the Facilities shall occur on dates and times mutually agreed to by the District and the Agency, as evidenced by a jointly executed writing. Such use shall not interfere with the District's ability to carry on educational activities, interfere with the District's ability to carry on recreational activities, or interfere with other potential users' authorized right to use District property, including the Facilities covered by this Agreement.

At all times, the Agency, and its guests and invitees at the Facility, shall comply with the District's rules, regulations, and policies, copies of which are deemed to have been provided to the Agency prior to the execution of this Agreement. The Agency and its guests and invitees shall also (a) conduct themselves in accordance with all other potentially relevant federal, state or local laws or regulations, (b) respect the District's employees, students, and property, and (c) engage in safe and appropriate behavior in an effort to avoid harm, injury, disputes or altercations with others. The Agency is responsible for ensuring that its Directors, Officers, agents, employees, contractors, guests invitees, participants, and guests, as well as any other individual who will attend or view the contemplated activities at the Facilities, comply with these requirements.

Agency shall at all times, provide equipment and instructors trained, experienced, and otherwise suitable for the purposes of the Agency's intended use of the Facilities. Agency shall ensure that the District's property is not altered, modified or changed in any manner absent the District's express prior and written consent. Failure to comply with these obligations shall, at the discretion of the District, be a basis to immediately terminate this Agreement.

The District will provide the following facility usage to ensure the program can provide high quality programming, meeting all ELO Program and ASES funding requirements:

- One classroom per 20 students for expanded learning program use, in order for the program to provide high quality instruction and homework support in a grade appropriate environment.
- One classroom for the program office/classroom which would be available to the program both during the day and during after school hours.
- Access to printers and basic school materials (pencils, paper, etc.)
- Access to the gymnasium, courts, fields, and playground equipment.
- BUSD refrigerators and food storage space for the snack program.
- Janitorial services including regular garbage pick-up and cleaning of all BUSD spaces COOL School utilizes for expanded learning programming.
- Technology support services, as needed.
- Student special needs services, as needed.

The agreements made under this agreement shall be in place until unless either party rescinds as provided above.

_____	_____
Michael Kellison, Superintendent Bellevue Union School District	Date
_____	_____
Josh Schultz, Deputy Superintendent Napa County Office of Education	Date

Data Use Agreement

This serves as an agreement for data use between the COOL School Expanded Learning programs of the Napa County Office of Education "provider" and the Bellevue Union School District "owner". The purpose of this agreement is to permit the owner to share student information with the provider. The owner agrees to share student information with provider under the following agreement:

I. BUSD will provide direct access to AERIES system to Provider, or will assign a point person for AERIES data requests.
2. Provider shall only request student information that is required for its funding reporting requirements or for its legitimate review of its educational programs.
3. Provider shall only use student information for reporting and analysis purposes.
4. Provider is prohibited from sharing student information with any person or organization outside of program interests.
5. To align with BUSD curriculum and student progress goals, Provider will utilize online platforms as requested. BUSD will ensure online access to Provider team, including emails as applicable.
6. Provider shall maintain the confidentiality of student information, even within its own organization. Only those individuals who are responsible for reporting and/or analysis may have access to student information provided by owner.

Either party to this agreement may rescind this agreement by making this request in writing to the other party. This agreement shall be considered null and void immediately upon the receipt of the other party's request to rescind this agreement.

The agreements made under this agreement shall be in place until unless either party rescinds as provided above.

_____ _____

Michael Kellison, Superintendent
Bellevue Union School District

Date

_____ _____

Josh Schultz, Deputy Superintendent
Napa County Office of Education

Date

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Review and Action

Agenda Item Title: Ratification of Bills and Warrants

Background:
Warrants issued since the last regularly scheduled Board meeting are submitted for ratification.

Recommended Action:
It is recommended the Board ratify these warrants.

Supporting Documents:
Payroll Totals
Board Report of Checks

Bellevue Union School District
2022-2023
April Payroll Totals

Manual Payroll	**4/18/2023**	
Certificated		(3,900.00)
Classified		-
Total		(3,900.00)
Regular Payroll	**4/28/2023**	
Certificated		880,540.52
Classified		428,410.16
Total		1,308,950.68
Supplemental Payroll	**5/10/2023**	
Certificated		72,306.40
Classified		18,082.93
Total		90,389.33
Total:		1,395,440.01

Checks Dated 04/13/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1956338	04/14/2023	Anderson, Suzanne M	01-5800	Students Supplies		465.88
1956339	04/14/2023	Mulligan-Hirsch, Susan E	01-4310	Family Connection Supplies		29.64
1956340	04/14/2023	Toller, Kimberly C	01-4310	Annual Classroom Reimbursement		300.00
1956341	04/14/2023	Hansen, Rebekah K	01-4310	Annual Classroom Reimbursement (Replacement check)		300.00
1956342	04/14/2023	Logsdon, Stacey N	01-4310	Annual Classroom Reimbursement		300.00
1956343	04/14/2023	Hackelman, Erica	01-4310	School Supplies		183.40
1956344	04/14/2023	Pelot, Nora K	01-4310	Student Supplies	28.94	
			01-4397	Snacks for students	69.97	98.91
1956345	04/14/2023	Spector, Stacy L	01-5823	CSEA Negotiations & Become a Teacher Meeting		124.03
1956346	04/14/2023	Synyard, Julie A	01-4397	Food for various meetings		143.26
1956347	04/14/2023	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		566.00
1956348	04/14/2023	Dr. Patricia Brooks	01-5823	Employee Exam		450.00
1956349	04/14/2023	Employment Development Dept	01-9555	2023 Q1 Account # 942.0503-6	19,730.61	
				SEF LEC Acct # 942-0503-6	807.89	20,538.50
1956350	04/14/2023	EDU Healthcare	01-5100	Speech and Language Services		3,675.00
1956351	04/14/2023	ESGI, LLC	01-5800	Assessment		424.00
1956352	04/14/2023	Home Depot USA INC	01-4380	Home Depot		148.74
1956353	04/14/2023	Office Depot Inc	01-4350	OPEN PO- District Office Supplies		86.09
1956354	04/14/2023	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply		21.78
1956355	04/14/2023	Pylon Communications LLC	01-5911	IT: Telephone Service 2022/23		2,892.23
1956356	04/14/2023	Redwood Pediatric Therapy Asso	01-5800	Occupational Therapy Services		15,390.63
1956357	04/14/2023	School & College Legal Service Sonoma County Office of Ed.	01-5823	OPEN PO - Legal Services 2022/2023		796.50
1956358	04/14/2023	School Health Corporation	01-4390	Open PO Medical Supplies		237.45
1956359	04/14/2023	School Specialty LLC	01-4310	SST Folders	60.27	
			01-5800	Festival Carnival	262.67	322.94
1956360	04/14/2023	TCG Admin FBO Bellevue USD	01-5860	403/Calstrs fees		82.00
1956361	04/14/2023	The Birch Agency Inc	01-5800	Speech & Language Services		4,800.00
1956362	04/14/2023	WildCare	01-5833	Field Trip		149.40
1956363	04/14/2023	Writing by Design	01-5800	Student Supplies		1,800.00
1957089	04/19/2023	Duarte, Jennifer R	01-4310	Student Supplies		291.39
1957090	04/19/2023	Kellison, Michael J	01-4397	Leadership Donuts, Breakfast Items		20.88
1957091	04/19/2023	Wong, Lynn M	01-5201	Training		128.64
1957092	04/19/2023	RosevilleTermite & Pest Contro l	01-5800	Pest Management Services		1,365.00
1957093	04/19/2023	PlayPower LT Farmington	25-5800	Playground repairs		2,787.90

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 04/13/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1957094	04/19/2023	Aramark Uniform Services	01-4380	Linen Services		415.31
1957095	04/19/2023	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		255.33
1957096	04/19/2023	AT & T	01-5911	Open PO CALNET3		22.82
1957097	04/19/2023	Department of Industria Relations (Accounting)	01-5800	MPR Lift Inspection		675.00
1957098	04/19/2023	Discount School Supply	01-4310	Classroom Supplies	644.19	
				SDC Preschool Supplies	61.55	
			01-4390	Classroom Supplies	841.00	1,546.74
1957099	04/19/2023	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		150.00
1957100	04/19/2023	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	589.16	
				M&O: Custodial Supplies @ ELC	323.06	
				M&O: Custodial Supplies @ TM	1,286.65	
				M&O; Custodial Supplies @ DO	213.33	
				M&O; Custodial Supplies @ KW	1,792.17	
			01-4390	School Supplies	1,035.64	
			13-4370	OPEN PO for COOKS	58.67	5,298.68
1957101	04/19/2023	Friedman's Home Improvement	01-4380	MV: OPEN PO for Supplies	360.75	
				TM: OPEN PO for Supplies	8.79	
			01-4390	Open PO General Dist Maint	162.71	532.25
1957102	04/19/2023	The Home Depot Pro	01-4380	Home Depot		39.15
1957103	04/19/2023	Innovative Screen Printing	01-4390	Jersey -Basketball Team		1,098.72
1957104	04/19/2023	Interstate Battery System of Northbay	01-5800	Open PO-Intestate Battery		86.50
1957105	04/19/2023	Lakeshore Learning	01-4390	Learning Supplies		720.96
1957106	04/19/2023	Lozano Smith, LLP	01-5823	Open PO-Legal Fees 22/23		7,255.00
1957107	04/19/2023	Mentors Moving & Storage	01-5800	General Moving Services		500.00
1957108	04/19/2023	Monoprice	01-4344	OPEN PO: IT Supplies		186.81
1957109	04/19/2023	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply		141.59
1957110	04/19/2023	Paradigm Healthcare Services	01-5800	Contracted service for Medical Billing 2022/2023		5,103.08
1957111	04/19/2023	Really Good Stuff	01-4390	Students Supplies (ELOP)		3,016.61
1957112	04/19/2023	School Health Corporation	01-4390	Open PO Medical Supplies		110.28
1957113	04/19/2023	School Specialty LLC	01-4390	Classroom Learning Supplies	891.59	
			01-5800	Art Class	387.93	
				Flag	123.27	1,402.79
1957114	04/19/2023	US Bank	01-5800	District Credit Card		3,322.01
1957115	04/19/2023	US Bank Equipment Finance	01-5840	Contract Number : 500-0683047-000		2,000.09
1957116	04/19/2023	Verizon	01-5800	Support Internet Service		266.07

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/13/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1957117	04/19/2023	Westminster Woods Camp and Conference Center	01-5833	Outdoor Ed		4,400.00
1957118	04/19/2023	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		445.88
1957768	04/21/2023	ALan S Cox Ameriprints	01-5862	FingerPrint Service		240.00
1957769	04/21/2023	Anova Education & Behavior	01-5800	Bahavior & Speech Occupational Therapy: B.T		4,764.08
1957770	04/21/2023	Aramark Uniform Services	01-4380	Linen Services	716.26	
			13-5800	Linen Services	41.18	757.44
1957771	04/21/2023	California's Valued Trust	01-9578	Coverage for May 2023		174,381.44
1957772	04/21/2023	Christy White Associates	01-5821	2021-2022 Audit	2,050.00	
				Measure C & J Bond Audit	4,700.00	
			01-9510	Measure D, C, J bond audit	3,700.00	10,450.00
1957773	04/21/2023	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		68.45
1957774	04/21/2023	Discount School Supply	01-4390	Classroom Supplies		452.22
1957775	04/21/2023	EDU Healthcare	01-5100	Speech and Language Services		3,675.00
1957776	04/21/2023	Emerald LLC	01-5800	Behavioral Services: DW	2,615.94	
				Behavioral Services: JLL	4,898.15	
				Behavioral Services: JR	4,898.15	
				Behavioral Services: JV	1,787.02	
				Behavioral Services: LW	4,359.89	
				Behavioral Services: RSV	2,282.21	
				SDC Behavioral Assistant	9,927.83	30,769.19
1957777	04/21/2023	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	2,731.01	
				M&O: Custodial Supplies @ ELC	147.62	2,878.63
1957778	04/21/2023	Friedman's Home Improvement	01-4390	Open PO General Dist Maint		84.69
1957779	04/21/2023	Great America Financial Svcs	01-5858	OPEN PO-Postbase 45 mail machine	2.26	
			01-5950	OPEN PO-Postbase 45 mail machine	134.30	136.56
1957780	04/21/2023	The Home Depot Pro	01-4380	Home Depot		300.40
1957781	04/21/2023	Kid Carpet.com	01-4390	Classroom Supplies		290.00
1957782	04/21/2023	Language People	01-5803	ELC- OPEN PO Interpreting services		2,206.12
1957783	04/21/2023	Nemesis Fire	01-5800	BUSD Fire Sprinkler & hydrant Testing		153.50
1957784	04/21/2023	Office Depot Inc	01-4310	Classroom Supplies	178.06	
				File Drawer	287.91	
				Safety Vest	34.67	
				Supplies	156.52	
			01-4390	Health Supplies	81.82	738.98
1957785	04/21/2023	Presence Learning Inc	01-5800	Speech & Psych Services		46,180.86
1957786	04/21/2023	Pylon Communications LLC	01-5911	IT: Telephone Service 2022/23		2,891.21

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ESCAPE ONLINE

Checks Dated 04/13/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1957787	04/21/2023	Really Good Stuff	01-4390	Classroom Supplies		3,516.95
1957788	04/21/2023	Santa Rosa, City Of	01-5530	Open PO for Water bill BV	839.21	
			01-5560	Open PO for Water bill MV & LC	1,420.73	2,259.94
1957789	04/21/2023	School Specialty LLC	01-4310	Classroom & Students Supplies	262.18	
				Classroom Supplies	281.44	
			01-4390	Classroom Supplies	569.25	1,112.87
1957790	04/21/2023	Sonoma County Catering	01-4397	Staff Appreciation		600.88
1957791	04/21/2023	The Birch Agency Inc	01-5800	Speech & Language Services		9,600.00
1957792	04/21/2023	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		446.89
1958345	04/26/2023	Advanced Security Systems-SR	25-5800	Service Call Repair & Replacement		175.07
1958346	04/26/2023	Brown Industries Inc	01-4390	Staff Appreciation		2,490.25
1958347	04/26/2023	AT & T	01-5911	Open PO CALNET3		270.20
1958348	04/26/2023	Decker Inc Decker Equipment/School Fix	01-4380	OPEN PO - Parts Only		86.80
1958349	04/26/2023	Department of Industria Relations (Accounting)	01-5800	Lift INspection		125.00
1958350	04/26/2023	TIAA Bank	01-5600	DO:Agreement For SF-5130 Account # 20415329-1		279.68
1958351	04/26/2023	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	177.59	
				M&O: Custodial Supplies @ ELC	70.63	
				M&O; Custodial Supplies @ KW	628.10	
				M&O; Custodial Supplies @ MV	2,840.15	3,716.47
1958352	04/26/2023	Friedman's Home Improvement	01-4380	MV: OPEN PO for Supplies	16.60	
				TM: OPEN PO for Supplies	27.41	
			01-4390	Open PO General Dist Maint	117.63	161.64
1958353	04/26/2023	GSM Landscape Architects Inc	21-6200	Landscape Architect Service		5,293.00
1958354	04/26/2023	The Home Depot Pro	01-4380	Home Depot		136.81
1958355	04/26/2023	Urban Futures Inc	01-5800	DO: Annual Continuing Dislosure Bonds		3,475.00
1958356	04/26/2023	Lakeshore Learning	01-4390	Classroom Supplies		2,255.90
1958357	04/26/2023	North Bay Children's Center	12-5100	Sub Contract FY 2022/2023		119,587.79
1958358	04/26/2023	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply		167.84
1958359	04/26/2023	PG&E	01-5520	Open PO -PG & E 2022/2023		202.18
1958360	04/26/2023	Marylou Herrera DBA Red Light Learning	01-5803	Translation Service		99.15
1958361	04/26/2023	Santa Rosa, City Of	01-5530	Open PO for Water bill KW	1,410.69	
				Open PO for Water bill TM	2,143.77	
			01-5560	Open PO for Water bill MV & LC	120.00	3,674.46
1958362	04/26/2023	School Innovations & Achievement, Inc.	01-5800	DO: Attention2Attendance		15,600.00
1958363	04/26/2023	School Specialty LLC	01-4310	School Activities		262.67
1958364	04/26/2023	SHI International Corp	01-4345	ITECH: Varies Supplies/ Equipment		92.23

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Checks Dated 04/13/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1958365	04/26/2023	Sound And Signal Inc	21-6200	Installation and Repairs		500.00
1958366	04/26/2023	Spurr	01-5510	Open PO Spurr		26,845.53
1958367	04/26/2023	The Standard Insurance Co	01-9578	Policy # CT 503007		2,310.03
1958368	04/26/2023	WEX BANK	01-4362	DO : Fuel Card		749.65
1958369	04/26/2023	Wilson Architecture Inc	25-5800	BV Ball Walls DSA Design & Submittal		6,392.50
1959220	05/03/2023	Jensen, Linda H	01-4310	Annual Classroom Reimbursement		300.00
1959221	05/03/2023	Albritton, Susan M	01-4310	Student Supplies		76.28
1959222	05/03/2023	Fitzgerald-Dimsho, Kelly P	01-5200	Training	859.58	
			01-5201	Glad Training	126.02	985.60
1959223	05/03/2023	Gomez, Maria T	01-5201	April Mileage Reimbursemnt		166.64
1959224	05/03/2023	Wong, Lynn M	01-4397	KO/DW Training		70.74
1959225	05/03/2023	Spector, Stacy L	01-4390	Various events		452.96
1959226	05/03/2023	Tolks, Theodore	01-5800	Basketball Fees	275.00	
				Basketball Ref	50.00	325.00
1959227	05/03/2023	Sosa, Xavier	01-4397	Pizza		43.48
1959228	05/03/2023	Aramark Uniform Services	01-4380	Linen Services	68.91	
			13-5800	Linen Services	335.27	404.18
1959229	05/03/2023	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	754.89	
				OPEN PO: TM Food for Food Svc	1,348.73	
				OPEN PO: MV Food for Food Svc	414.72	2,518.34
1959230	05/03/2023	CA Department of Education Index/PCA:0590-83816	13-5880	Claims		23,794.46
1959231	05/03/2023	CVE Contracting Group Inc	21-6200	Lead Painted		3,990.00
1959232	05/03/2023	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	830.00	
				KW- Student Milk	722.50	
				MV- Student Milk	1,113.32	
				TM- Student Milk	1,097.00	3,762.82
1959233	05/03/2023	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	715.50	
				OPEN PO- MV - Fruit & Vegetable	1,008.02	
				OPEN PO- TM - Fruit & Vegetable	1,395.30	3,118.82
1959234	05/03/2023	Discount School Supply	01-4310	Classroom Supplies		182.21
1959235	05/03/2023	EDU Healthcare	01-5100	Speech and Language Services		6,615.00
1959236	05/03/2023	Emerald LLC	01-5800	Behavioral Services: DW	2,002.32	
				Behavioral Services: JLL	3,552.50	
				Behavioral Services: JR	3,692.46	
				Behavioral Services: JV	4,230.71	
				Behavioral Services: LW	3,929.29	
				Behavioral Services: RSV	2,314.51	

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Checks Dated 04/13/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment		Expensed Amount	Check Amount
1959236	05/03/2023	Emerald LLC		Behavioral Consultation		188.16	
				Behavioral Consultation: A.T.G		1,081.92	
				SDC Behavioral Assistant		9,927.82	30,919.69
1959237	05/03/2023	Fishman Supply Co	13-4370	OPEN PO for COOKS			63.58
1959238	05/03/2023	Friedman's Home Improvement	01-4380	BV: OPEN PO for Supplies		66.32	
			01-4390	Open PO General Dist Maint		70.04	136.36
1959239	05/03/2023	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply		4,075.83	
				OPEN PO MV Food Supply		6,303.17	
				OPEN PO TM Food Supply		8,270.20	
					Unpaid Tax	4.99	18,654.19
1959240	05/03/2023	Golden State Electric	01-5800	Electrical General Services			2,743.54
1959241	05/03/2023	The Home Depot Pro	01-4380	Home Depot			186.52
1959242	05/03/2023	I.T.S.	01-5100	Counseling & Guidance : P.S		1,042.88	
				Counseling Guidance; JLL		1,042.88	
				Counseling Guidance; JR		625.73	
				Counseling Services : JVT		625.73	
				Counseling Services : SM		625.73	
				Individual Counseling: O.S		1,042.88	5,005.83
1959243	05/03/2023	Kenneth Charles Schwinn	01-5800	Home School Services			2,500.00
1959244	05/03/2023	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2022/2023			10,300.00
1959245	05/03/2023	Lakeshore Learning	01-4310	Classroom Supplies		389.77	
			01-4390	Classroom Supplies		14,641.76	15,031.53
1959246	05/03/2023	Litigation Services & Tech Of CA LLC	01-5823	Litigation Services			2,625.25
1959247	05/03/2023	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply			119.84
1959248	05/03/2023	PG&E	01-6500	Power Upgrades			2,500.00
1959249	05/03/2023	Lockbox Bartley Pump PMLLC	25-5800	Open PO -Bartley Pump			915.00
1959250	05/03/2023	Really Good Stuff	01-4390	Classroom Supplies		2,156.09	
				Classroom Supplies		1,503.27	3,659.36
1959251	05/03/2023	Revolution Foods PBC	13-5100	Meals for KS, TM & BV			19,335.50
1959252	05/03/2023	Roberta Jue	01-5800	Speech & Language Services			7,480.00
1959253	05/03/2023	School Specialty LLC	01-4390	Classroom Supplies			6,573.43
1959254	05/03/2023	Sonoma County Office Of Educat ion	01-5800	Schools Connect Fees		21,218.04	
				Science Of Reading Workshop		100.00	21,318.04
1959255	05/03/2023	Sherry Trainor	01-5800	Home/Hospital Instruction: L.P			1,400.00
1959256	05/03/2023	SHI International Corp	01-4344	Headphones			32,250.60
1959257	05/03/2023	Soliant	01-5100	LPN & SLPA Services			17,966.00
1959258	05/03/2023	Taylor Mountain School	01-5800	Girls Basketball Fees			425.00

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Checks Dated 04/13/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1959259	05/03/2023	The Birch Agency Inc	01-5800	Speech & Language Services		2,160.00
1959260	05/03/2023	TK Elevator Corporation	25-5800	Open PO-State Mandated Semi-Annual Inspection		1,258.80
1959261	05/03/2023	TLCD Architecture	21-6200	KS Modernizaton Architecture		8,204.50
1960400	05/05/2023	O'Brien, Rosalba	01-4310	Classroom Materials		300.00
1960401	05/05/2023	Walker, Jean K	01-4310	Students & Staff		968.24
1960402	05/05/2023	Chapman, Cynthia L	01-4310	Annual Classroom Supplies		243.30
1960403	05/05/2023	Wilson, Christopher R	01-4310	Classroom Supplies		284.83
1960404	05/05/2023	Gerke, Stephanie D	01-4310	Classroom Supplies		294.56
1960405	05/05/2023	Edson, Kathryn R	01-4310	Annual Classroom Supplies	300.00	
				Student Supplies	138.04	438.04
1960406	05/05/2023	Benefield, Juliane L	01-4310	Classroom Supplies		52.66
1960407	05/05/2023	Corrales, Erika	01-4397	CapriSuns		10.49
1960408	05/05/2023	Whitaker, Tracy J	01-5200	Flight for Character strong Conference		1,191.96
1960409	05/05/2023	Jacobson, Margaret	01-4310	Basketball Gear	54.60	
				Office Photos Student Frames	41.86	
				School Events	279.45	
				SDC Class: Fidgets	27.31	
				SDC Materials	95.97	
			01-4397	Community Engagement Event	211.61	
				Staff Supplies	100.24	811.04
1960410	05/05/2023	Romo-Flores, Aracely	01-5800	various items, events, training, books		687.29
1960411	05/05/2023	Pelot, Nora K	01-4310	Students Supplies		30.93
1960412	05/05/2023	Tolks, Theodore	01-5800	Basketball Ref Fees		50.00
1960413	05/05/2023	Synyard, Julie A	01-4397	Various Meetings		119.89
1960414	05/05/2023	Caven, Gennifer A	01-4397	Classroom Supplies		46.96
1960415	05/05/2023	ATDLE	01-5200	Register Conference		2,540.00
1960416	05/05/2023	BFEOW	01-5823	Legal Fees		6,652.50
1960417	05/05/2023	Cookie Take a Bite	01-4397	Staff Appreciation		438.00
1960418	05/05/2023	Double Decker	01-5833	Field Trip		302.19
1960419	05/05/2023	Emerald LLC	01-4310	Behavior Consultation		141.12
1960420	05/05/2023	Fast Sign	01-4310	Banner		715.76
1960421	05/05/2023	Kaseya US LLC	01-5845	Google Cloud Backup		2,966.40
1960422	05/05/2023	Lakeshore Learning	01-4390	Classroom Supplies		9,046.24
1960423	05/05/2023	LandCare	01-5800	Weed Mitigation at all Sites		7,138.00
1960424	05/05/2023	Maria Gabriela Porter	01-5800	Speech Services for Preschool Program		11,245.92
1960425	05/05/2023	Murray Building, Inc.	21-6200	Construction		24,954.45
1960426	05/05/2023	Napa County Office Of Ed	01-5800	2022-2023 ASES Program	112,178.29	

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ESCAPE ONLINE

Checks Dated 04/13/2023 through 05/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1960426	05/05/2023	Napa County Office Of Ed		2022/23 ELO-P Funding	308,689.64	420,867.93
1960427	05/05/2023	Oriental Trading Company Inc.	01-4310	Carnival Day Prizes		661.98
1960428	05/05/2023	Party Jump	01-4310	Community Event		1,795.00
1960429	05/05/2023	Pylon Communications LLC	01-5911	IT: Telephone Service 2022/23		2,911.73
1960430	05/05/2023	Really Good Stuff	01-4390	Classroom Supplies	6,963.13	
				Classrrom Supplies	1,286.08	8,249.21
1960431	05/05/2023	School Life, a division of imagestuff.com	01-4310	Students Incentives Supplies		159.32
1960432	05/05/2023	School Specialty LLC	01-4310	Headphones	87.95	
			01-4390	Classroom Supplies	3,469.08	3,557.03
1960433	05/05/2023	Sonoma County Catering	01-4397	Staff Appreciation		5,671.58
				Total Number of Checks	**182**	**1,367,901.65**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	163	1,122,009.81
12	Child Development Fund	1	119,587.79
13	Cafeteria Fund	11	71,827.84
21	Building Fund	5	42,941.95
25	Capital Facilities Fund	5	11,529.27
	Total Number of Checks	**182**	1,367,896.66
	Less Unpaid Tax Liability		4.99-
	Net (Check Amount)		**1,367,901.65**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Bellevue Union School District
May 16, 2023

8. Consent Calendar

8.1. Contracts:
- 8.1.1. Renewal - Aeries Student Information System
- 8.1.2. Guided Language Acquisition Design (GLAD)
- 8.1.3. Agreement with Andrew DeVeny to Provide Music Program (Joy of Singing, 6th grade Digital Music & Songwriting) for 2023-24
- 8.1.4. Play Marimba Programs LLC to Provide Music Program for 2023-24
- 8.1.5. Renewal - School & College Legal Services Agreement

8.2. Board Meeting Minutes
- 8.2.1. Special Board Meeting Minutes April 25, 2023
- 8.2.2. Regular Board Meeting Minutes April 18, 2023
- 8.2.3. Special Board Meeting Minutes April 18, 2023

8.3. Acknowledge Donations/Grants
- 8.3.1. American Endowment Foundation - Ms. Margo Norman, books for BUSD schools in honor of Kathy Mullins, $250
- 8.3.2. James and Jody Fairfield, books for BUSD schools in honor of Kathy Mullins, $50
- 8.3.3. Skeeter Canevari, books for BUSD schools in honor of Kathy Mullins, $25
- 8.3.4. Paul & Susan Reichardt, books for BUSD schools in honor of Kathy Mullins, $60

8.4. Interdistrict Requests 2022-23

8.5. Interdistrict Requests 2023-24

8.6. Board Personnel Transaction Form

Recommended Action:
It is recommended that the Board of Trustees approve the agenda items on the Consent Calendar.

Supporting Documents:
Backup documentation for each item on the Consent Calendar.

Renewal Notification RN-9323

DATE 05/01/2023

TERMS

P.O. NO.

PLEASE REMIT TO:
Aeries Software
770 The City Dr. S.
Suite 6500
Orange, CA 92868

BILL TO
Bellevue Union Elementary School District
3150 Education Dr.
Attn: Accounts Payable
Santa Rosa, CA 95407

PLEASE NOTE: THIS IS NOT AN INVOICE. *This is only a courtesy notification of your upcoming renewal if you require it for board approval purposes. A formal invoice will be forthcoming approximately two weeks before your renewal date. If you have any questions, please contact Todd Davis at mailto:toddd@aeries.com or 888-487-7555.*

Message:

Quantity	Description	Unit Price	Start Date	End Date	Total Amount
1586	Custom Pricing for Bundle ASP and Support & Maintenance Fee including AIR, EMT, Analytics.	5.20	07/01/2023	06/30/2024	$8,247.20
16	Aeries ASP Subscription - Additional/Prior Years Databases	200.00	07/01/2023	06/30/2024	$3,200.00
1586	Aeries Online Enrollment	2.10	07/01/2023	06/30/2024	$3,330.60

Subtotal	14,777.80
Total	14,777.80
AMOUNT RECEIVED	**$**
AMOUNT DUE	**$**

NorCal Teacher Trainers Service Contract

(In conjunction with Orange County Dept. of Education Project GLAD®)

District/School: Bellevue Union School District

Project GLAD® Classroom Demonstration Lessons

This in-person classroom demonstration takes place over three consecutive days.
A fourth session will be delivered online in a synchronous manner.

In the morning, teachers observe the GLAD strategies in action, with a coach to guide the lessons. The trainers will need a minimum of 3 ½ hours per day, in order to present all of the strategies. The classroom will need ample wall space as well as adult chairs for participants. The maximum number of students in the demonstration class will be 20.

For the afternoon planning, the district/school will provide a room with tables and chairs for the participants, document camera and screen and a room with wall space for charts. The room should be large enough for physical distancing as recommended by health agencies.

RECORDING OF ANY PORTION OF THESE WORKSHOPS IS STRICTLY PROHIBITED.

Minimum number of participants: 20
Cost per participant: $1,450
Dates: October 24-26,2023
December 5-7,2023
December. 14 3:15-6:15pm Final Demo Day online

Trainers: The trainers will be:

- **Kelli Richardson**, email : kelli9294@gmail.com
  address: 10114 SW Copperleaf Lane, Tigard, OR 97224 phone: (707) 227-7442
- **Regina Rosenzweig,** email: reginar0711@gmail.com
  address: 625 Rutgers Drive, Davis, CA 95616, phone: (530) 400-9606
- **Jocelyn Mitchelmore,** email: jmitchelmore@comcast.net
  address: 1314 Cromwell Court, El Dorado Hills, CA 95752, phone: (916) 230-6980

Cost and Payment:
Classroom Demonstrations -$58,000.00

Extra participants may be added for additional charge @$1450 per participant.

Please make check payable Regina Rosenzweig

A. **Non-payment:** If payment is not received within 60 days, interest will be charged at a rate of 10% per annum until paid in full. In addition, if the matter is sent to a collection agency, it is agreed that the district will pay any and all collection costs and reasonable attorney's fees.

B. **Cancellation Policy:** Notice of any cancellations **must be given in writing 30 days** prior to the first scheduled workshop. After that time, the district will still be charged the full amount.

C. **Entire Agreement:** This contract contains the entire agreement of the parties. There are no warranties expressed or implied other that as set forth herein.

Name: _____ Title: _____

Revised June 2020

School/District: _____ Phone: _____

Address: _____

Authorized Signature: _____ Date: _____

GLAD trainer signature: *Regina Rosenzweig* Date: February 6,2023

We must receive your confirmation before participants will be allowed to attend the workshop. Please print and fill out the information above. Return the entire form by email to Regina Rosenzweig. At reginar0711@gmail.com

AGREEMENT FOR CONSULTING SERVICES

This Agreement ("Agreement"), made this 9th day of May, 2023, by and between the Bellevue Union School District, a political subdivision of the State of California ("District") and Andrew DeVeny, a duly qualified consultant in the area(s) of Music ("Consultant").

District and Consultant hereby agree as follows:

1. Scope of Services:
   Consultant agrees to provide services to the District as set forth in **Attachment A**.

2. Contract Documents:
   The contract documents consist of the Agreement for Consulting Services, the following General Provisions, any attachments, and completed insurance forms.

3. Compensation:
   As full compensation for all services contemplated by this Agreement, Consultant shall be recompensed as set forth in **Attachment A**.

4. Term of Agreement:
   The term of this Contract shall be from September, 2023 to May, 2024 inclusive, subject to the provisions of Section 11 of the General Provisions.

In witness whereof, the parties hereto have executed this Agreement on the day and year first written above.

District:

s/_____
Superintendent

Consultant:

s/_____
Andrew DeVeny

Note: Federal Internal Revenue regulations require this office to report all payments to individuals for consultant services.

GENERAL PROVISIONS

1. Consultant's Warranty: District has relied upon the professional ability and training of Consultant as a material inducement to enter into this Agreement. Consultant hereby warrants that all its work will be performed in accordance with generally accepted professional practices and standards as well as the requirements of applicable federal, state and local laws, it being understood that acceptance of Consultant's work by District shall not operate as a waiver or release.

2. Status of Consultant: The parties intend that Consultant, in performing the services herein specified, shall act as an independent consultant and shall have control of the work and the manner in which it is performed. Consultant is not to be considered an agent or employee of District and is not entitled to participate in any pension plans, insurance, bonus or similar benefits District provides its employees.

3. Conflict of Interest: Consultant represents that it presently has no interest which would conflict in any manner or degree with the performance of services contemplated by this Agreement, and Consultant further represents that, during the performance of this Agreement, no such conflict of interest shall exist. If Consultant participates in the planning, development, or negotiation of a contract or other matter for the District, Consultant may not subsequently acquire a financial interest in that contract in violation of Government Code section 1090.

4. Extra (Changed) Work: Only the Superintendent may authorize extra (and/or changed) work. The parties expressly recognize that District and school personnel are without authorization to either order extra (and/or changed) work or waive contract requirements. Failure of the Consultant to secure proper authorization for extra work shall constitute a waiver of any and all right to adjustment in the contract price or contract time due to such unauthorized extra work and the Consultant thereafter shall be entitled to no compensation whatsoever for the performance of such work.

5. Nondiscrimination: Consultant shall comply with all applicable federal, state and local laws, rules and regulations in regard to nondiscrimination in employment because of race, color, ancestry, national origin, religion, sex, marital status, age, medical condition, handicap or other prohibited basis. All nondiscrimination rules or regulations required by law to be included in this Agreement are incorporated by this reference.

6. Transfer of Rights: Consultant assigns to District all rights throughout the work in perpetuity in the nature of copyright, trademark, patent, right to ideas, in and to all versions of the plans and specifications now or later prepared by the Consultant in connection with the project, if any. Consultant agrees to take such actions as are necessary to protect the rights assigned to

District in this Agreement, and to refrain from taking any action which would impair those rights. Consultant's responsibilities under this contract include, but are not limited to, placing proper notice of copyright on all versions of the plans and specifications as Consultant may direct, and refraining from disclosing any versions of the plans and specifications to any third party without first obtaining written permission of the District.

7. Ownership of Work Product: District shall be the owner of and shall be entitled to immediate possession of accurate reproducible copies of any design computations, plans, correspondence or other pertinent data and information gathered or computed by Consultant prior to termination of this Agreement by District or upon completion of the work pursuant to this Agreement.

8. Indemnification:

(a) Consultant shall indemnify, defend with counsel acceptable to District, and hold harmless to the full extent permitted by law, District and its Board of Trustees, officers, agents, employees and volunteers from and against any and all liability, loss, damage, claims, expenses and costs (including, without limitation, attorney fees and costs and fees of litigation) (collectively, "Liability") of every nature arising out of or in connection with Consultant's performance of the project or its failure to comply with any of its obligations contained in these contract documents, except such Liability cause by the active negligence, sole negligence or willful misconduct of the District. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for Consultant or its agents under workers' compensation acts, disability benefit acts, or other employee benefit acts.

(b) Consultant shall be liable to District for any loss or damage to District property arising from or in connection with Consultant's performance hereunder.

9. Insurance: With respect to the performance of work under this Agreement, Consultant shall maintain and shall require all of its subcontractors, if any, to maintain insurance as indicated below:

(a) __*Required*/ _X_ *Not Required:* Worker's compensation insurance with statutory limits as required by the Labor Code or the State of California. The policy shall be endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the District."

(b) __*Required*/_X_ *Not Required:* Commercial or Comprehensive General Liability insurance covering bodily injury and property damage using an occurrence policy form, in an amount no less than $1,000,000 per occurrence, $2,000,000 aggregate.

Such insurance shall include, but not be limited to: premises and operations liability, independent consultant's liability, and personal injury liability.

(c) __*Required/*_X_*Not Required:* Automobile liability insurance covering bodily injury and property damage in an amount no less than $1,000,000 combined single limit for each occurrence. Such insurance shall include coverage for owned, hired, and non owned vehicles.

(d) Each such comprehensive or commercial general liability and automobile liability insurance policy shall be endorsed with the following specific language:

(1) District, its officers and employees, is named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.

(2) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured, and the coverage afforded shall apply as though separate policies had been issued to each insured, but the inclusion of more than one insured shall not operate to increase the limits of the company's liability.

(3) The insurance provided herein is primary coverage to District with respect to any insurance or self-insurance programs maintained by District and no insurance held or owned by District shall be called upon to contribute to a loss.

(4) This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the District.

(e) __*Required/*<u>X</u>*Not Required:* Professional Liability (Errors and Omissions) Insurance for all activities of the Consultant arising out of or in connection with this Agreement is an amount no less than $1,000,000 combined single limit for each occurrence endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to the District."

(f) <u>Documentation</u>: The following documentation shall be submitted to the District:

(1) Properly executed certificates of insurance clearly evidencing all coverages, limits, and endorsements required above. The certificates shall be submitted prior to commencement of services under this Agreement.

(2) Signed copies of the specified endorsements for each policy. Said endorsement copies shall be submitted within thirty (30) days of execution of this Agreement.

(3) Upon the District's written request, certified copies of insurance policies. Such policy copies shall be submitted within thirty (30) days of District's request.

(g) Policy Obligations: Consultant's indemnity and other obligations shall not be limited by the foregoing insurance requirements.

(h) Material Breach: If Consultant, for any reason, fails to maintain insurance coverage which is required pursuant to this Agreement, the same shall be deemed a material breach of contract. District, at its sole option, may terminate this Agreement and obtain damages from the Consultant resulting from the breach. Alternatively, District may purchase such required insurance coverage, and without further notice to Consultant, County may deduct from sums due to Consultant any premium costs advanced by the District for such insurance. These remedies shall be in addition to any other remedies available to the District.

10. Method and Place of Giving Notice, Submitting Bills and Making Payments: All notices, bills and payments shall be made in writing and may be given by personal delivery or by mail. Notice, bills and payments sent by mail shall be addressed as follows:

District:	Consultant:
Bellevue Union SD	Andrew DeVeny
3150 Education Dr.	PO Box 8301
707-542-5197	Santa Rosa, CA 95407
Attention: Accounts Payable	Attention: Andrew DeVeny

and when so addressed, shall be deemed given upon receipt via United States Mail, postage prepaid, provided it is forwarded certified, or registered with proof of receipt. In all other instances, notices, bills, and payments shall be deemed given at the time of actual personal delivery. Changes may be made in names and addresses of the person to whom notices, bills and payments are to be given by giving notice pursuant to this paragraph.

11. Termination:

(a) District may terminate this Agreement by giving thirty (30) calendar days written notice to Consultant. In the event District elects to terminate the

Agreement without cause, it shall pay Consultant for the reasonable value of services rendered to such date.

(b) If either party fails to perform any of its obligations hereunder, within the time and in the manner hereunder provided or otherwise violates any of the terms of the Agreement, either party may terminate this Agreement by giving written notice of such termination, stating the reason for such termination. In such event, Consultant shall be entitled to receive payment for all services satisfactorily rendered provided, however, that there shall be deducted from such amount the amount of liquidated damage, if any, sustained by District by virtue of any breach of the Agreement by Consultant.

12. Security. (K-12 districts only) By execution of the Agreement/Contract, the Consultant acknowledges that Education Code section 45125.1 applies to contracts for the provision of school and classroom janitorial, school site administrative, school site grounds and landscape maintenance, pupil transportation and school site food-related services. Section 45125.1 requires that employees of entities providing such services to school districts must be fingerprinted by the California Department of Justice for a criminal records check, unless the District determines that the Consultant and Consultant's employees will have limited contact with pupils. In making this determination, the District will consider the totality of the circumstances, including factors such as the length of time the Consultant and Consultant's employees will be on school grounds, whether pupils will be in proximity with the site where the Consultant and Consultant's employees will be working, and whether the Consultant and Consultant's employees will be alone or with others. The District further reserves the right to determine, on a case-by-case basis, to require any entity providing school site services to comply with the requirements of this paragraph.

(a) District Determination of Fingerprinting Requirement Application

The District has considered the totality of the circumstances concerning the Project and has determined that the Consultant and Consultant's employees:

__X__ are subject to the fingerprinting requirements of Education Code sections 45125.1 and Paragraph (b) below, is applicable.

(b) If the District has determined that fingerprinting is required, the Consultant expressly acknowledges that: (1) Consultant and all of Consultant's employees working on the school site must submit or have submitted fingerprints in a manner authorized by the Department of Justice, together with the requisite

fee as set forth in Education Code section 45125.1; (2) Consultant shall not permit any employee to come in contact with students until the Department of Justice has ascertained that the employee has not been convicted of a serious or violent felony; (3) Consultant shall certify in writing to the Governing Board of the District that none of its employees who may come in contacts with students have been convicted of a serious or violent felony; and (4) Consultant shall provide to the Governing Board of the District a list of names of its employees who may come in contact with students. The Consultant is required to fulfill these requirements at its own expense.

(c) Even if the District has determined that fingerprinting is not required, the Consultant expressly acknowledges that the following conditions shall apply to any work performed by the Consultant and/or Consultant's employees on a school site: (1) Consultant and Consultant's employees shall check in with the school office each day immediately upon arriving at the school site; (2) Consultant and Consultant's employees shall inform school office staff of their proposed activities and location at the school site; (3) Once at such location, Consultant and Consultant's employees shall not change locations without contacting the school office; (4) Consultant and Consultant's employees shall not use student restroom facilities; and (5) If Consultant and/or Consultant's employees find themselves alone with a student, Consultant and Consultant's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.

13. Due Performance: Each party to this Agreement undertakes the obligation that the other's expectation of receiving due performance will not be impaired. When reasonable grounds for insecurity arise with respect to the performance of either party, the other may, in writing, demand adequate assurance of due performance and until such written assurance is received may, if commercially reasonable, suspend any performance for which the agreed return has not been received.

14. Taxes: Consultant agrees to file federal and state tax returns and pay all applicable state and federal taxes on amounts paid pursuant to this Agreement. In case District is audited for compliance regarding any applicable taxes, Consultant agrees to furnish District with proof of payment of taxes on those earnings.

15. Dispute Resolution: The parties agree to make a good faith effort to resolve any dispute arising from or relating to this Agreement through mediation prior to commencing litigation. Within sixty (60) days following a written request by either party to mediate a dispute that has not been resolved by informal negotiation, the parties shall mutually agree upon a mediator,

schedule a mediation, and shall share the costs of mediation equally, except costs incurred by each party for representation by legal counsel.

16. Choice of Law and Venue: This Agreement shall be governed by California law, and venue shall be in the Superior Court of the County of Sonoma, California, and no other place.

17. Merger: This writing is intended both as the final expression of the Agreement between the parties hereto with respect to the included terms and as a complete and exclusive statement of the terms of the Agreement. No modification of this Agreement shall be effective unless and until such modification is evidenced by a writing signed by both parties.

18. Assignment/Delegation: Neither party hereto shall assign, sublet or transfer any interest in this Agreement or any duty hereunder without written consent of the other, and no assignment shall be of any force or effect whatsoever unless and until the other party shall have so consented.

19. No Third-Party Beneficiaries: There are no intended third-party beneficiaries to this Agreement.

20. No Waiver of Breach: The waiver by District of any breach of any term or promise contained in this Agreement shall not be deemed to be a waiver of such term or promise or any subsequent breach of the same or any other term or promise contained in this Agreement.

21. Force Majeure: If either party is delayed or hindered in or prevented from the performance of any act required hereunder because of strikes, lockouts, inability to procure labor or materials, failure of power, riots, insurrection, war, fire or other casualty, or other reason beyond the reasonable control of the party delayed, excluding financial inability ("Force Majeure Event"), performance of that act shall be excused for the period during which the Force Majeure Event prevents such performance, and the period for that performance shall be extended for an equivalent period. Delays or failures to perform resulting from lack of funds shall not be Force Majeure Events.

22. Severability: If any provision of this Agreement is determined to be illegal, invalid, or unenforceable, in part or in whole, the remaining provisions, or portions of the Agreement shall remain in full force and effect.

23. Headings: The headings in this Agreement are included for convenience only and shall neither affect the construction or interpretation of any provision in this Agreement nor affect any of the rights or obligations of the parties to this Agreement.

24. Execution in Counterparts: This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

25. Authorization: Each individual executing this Agreement, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so and that this Agreement constitutes the legally binding obligation of the entity which he/she represents.

26. Attachments: The following Attachments, attached hereto, are incorporated herein by reference:

Attachment A – Scope of Services & Compensation

Quote for BUSD Music program with Andrew DeVeny 2023/24

The Joy of Singing (TK-3rd)

September-May (weekly, 30 minutes each) + Winter/Spring shows:

$12,600.00 per site

TOTAL: $50,400.00

6th grade Digital Music/ Songwriting:

36 weeks of instruction:

8 weeks per site on Wednesdays
45 min per class (2 classes)

TOTAL: $8,800.00

PLAY MARIMBA PROGRAMS LLC
INDEPENDENT CONTRACTOR AGREEMENT

This AGREEMENT is hereby entered into between the Governing Board of the Bellevue Union School District, hereinafter referred to as "DISTRICT," or "BOARD" and Play Marimba Programs LLC, hereinafter referred to as "CONTRACTOR."

1. Services. CONTRACTOR will provide the following services: District wide 4-6th Marimba Music Instruction for 23/24 school year. Classes once weekly for 4th grade, twice per week for 5th grade and after school twice per week for 6th grade. Rental of 4 classroom instrument sets and 560 take home practice marimbas.

2. Term. CONTRACTOR shall commence providing services under this AGREEMENT on August 10th, 2023, and will continue through August 10th, 2024, subject to revision and renewal with BOARD approval in subsequent years.

3. Compensation. DISTRICT agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed three hundred and two thousand, two hundred dollars ($302,200.00). DISTRICT shall pay CONTRACTOR according to the following terms and conditions: Instrument Rental and Curriculum Fee of $129,400 on September 1st, 2023. Instruction Fee in 10 Monthly installments (Sept '23 - June '24) starting September 1st in the amount of $17,280.

4. Expenses. DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT.

5. Independent Contractor. CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT'S employees are normally entitled, including, but not limited to, State Unemployment Compensation, Workers' Compensation,

Health and Welfare Benefits, Paid Vacation, Retirement Program Participation, or any other employee benefits. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR and CONTRACTOR'S employees.

6. Materials. CONTRACTOR shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT. CONTRACTOR'S services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

7. Taxes. Federal Internal Services regulations require that school districts report all payments to individuals for CONTRACTOR services. CONTRACTOR agrees to provide the DISTRICT with a completed W-9 and file federal and state tax returns and pay all applicable state and federal taxes on amounts paid pursuant to this AGREEMENT. In the event DISTRICT is audited for compliance regarding any applicable taxes, CONTRACTOR agrees to furnish DISTRICT with proof of payment of taxes on these earnings.

8. Insurance: With respect to the performance of work under this AGREEMENT, CONTRACTOR shall maintain and shall require all of its subcontractors, if any, to maintain insurance as indicated below:

(a) _X_*Required/*__*Not Required:* Worker's compensation insurance with statutory limits as required by the Labor Code or the State of California.

(b) _X_*Required/*__*Not Required:* Commercial or Comprehensive General Liability insurance covering bodily injury and property damage using an occurrence policy form, in an amount no less than $1,000,000 per occurrence, $2,000,000 aggregate. Such insurance shall include, but not be limited to: premises and operations liability, independent contractor's liability, and personal injury liability.

(c) _X_*Required*/__*Not Required:* Automobile liability insurance covering bodily injury and property damage in an amount no less than $1,000,000 combined single limit for each occurrence. Such insurance shall include coverage for owned, hired, and nonowned vehicles.

(d) Properly executed certificates of insurance clearly evidencing all coverages and limits shall be submitted to the DISTRICT. The certificates shall be submitted prior to commencement of services under this AGREEMENT.

9. Termination:

(a) DISTRICT or CONTRACTOR may terminate this AGREEMENT by giving thirty (30) calendar days written notice. In the event DISTRICT elects to terminate the AGREEMENT, it shall pay CONTRACTOR for all services to be rendered under this contract.

(b) If either party fails to perform any of its obligations hereunder, within the time and in the manner hereunder provided or otherwise violates any of the terms of the AGREEMENT, either party may terminate this AGREEMENT by giving written notice of such termination, stating the reason for such termination. In such event, CONTRACTOR shall be entitled to receive payment for all services satisfactorily rendered.

10. Confidentiality. CONTRACTOR acknowledges the protections afforded to student health and related information under regulations adopted pursuant to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), student records under the Family Educational Rights and privacy Act (FERPA), and under provisions of state law relating to privacy. CONTRACTOR shall ensure that all activities undertaken pursuant to this AGREEMENT comply with these requirements.

11. Assignment. The obligations of the CONTRACTOR pursuant to this AGREEMENT shall be performed solely by CONTRACTOR and shall not be assigned or transferred by the CONTRACTOR to any third party or employee/agent of CONTRACTOR without the DISTRICT'S prior written consent.

12. Compliance with Applicable Laws. The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT'S general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state, and local laws, rules, regulations, and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR'S business, equipment, and personnel engaged in operations covered by this AGREEMENT or accruing out of the performance of such operations.

13. Permits/Licenses. CONTRACTOR shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

14. Damage or Loss of Rented Instruments. The DISTRICT is responsible for any damages to or loss of music instruments and other equipment provided under this contract with the exception of reasonable wear and tear.

15. Entire AGREEMENT/Amendment. This AGREEMENT and any attachments constitute the entire AGREEMENT among the parties to it and supersede any prior or contemporaneous understanding or AGREEMENT with respect to the services contemplated, and may be amended only by a written amendment executed by both parties.

16. Notice. All notices or demands to be given under this AGREEMENT by either to the other shall be in writing and given either by (a) personal service or (b) by postage prepaid U.S. Mail, registered or certified, return receipt requested. Service of notice or demand shall be considered given when received if personally served or, if mailed, on the second day after deposited at any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT:	CONTRACTOR:
Bellevue Union School District	Play Marimba Programs LLC
3150 Education Dr.	1441 Tilton Road
Santa Rosa, CA 95407	Sebastopol, CA 95472
	Phone: 707 861-1114
	Email: tobias@playmarimba.org

17. Severability. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

18. Governing Law. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Sonoma County, California, and no other place.

THIS AGREEMENT IS ENTERED INTO THIS 11th DAY OF APRIL, 2023.

DISTRICT	CONTRACTOR
By: _____	By: Tobias Sparks
Signature	Signature
Michael Kellison	Tobias Sparks
Typed Name	Typed Name
Superintendent	Owner
Title	Title
	84-5016780
	Social Security or Taxpayer Identification Number

AGREEMENT FOR LEGAL SERVICES
BETWEEN
BELLEVUE UNION SCHOOL DISTRICT
AND
SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA

This Agreement is by and between BELLEVUE UNION SCHOOL DISTRICT (hereinafter referred to as "Client") and SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA, a legal service program operating under a Joint Powers Agreement pursuant to California Government Code sections 6500 *et seq.*, (hereinafter referred to as "Counsel") (each a "Party" and collectively "Parties"). In consideration of the promises and mutual agreements hereinafter contained, Client and Counsel, agree as follows:

1. **Term & Scope of Services.** Client hires Counsel to provide legal and labor relations services and act as its legal representative from July 1, 2023, through June 30, 2027, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of the Board action approving this Agreement are hereby ratified by said Board approval.

   Counsel agrees to provide legal services to Client on an as-requested basis and with respect to matters Client refers to Counsel. Counsel shall keep Client informed of significant developments and respond to Client's inquiries regarding those matters. Client understands that Counsel cannot guarantee any particular results, including the costs and expenses of representation. As required by the California Business & Professions Code, Counsel hereby confirms to Client that it maintains errors and omissions insurance coverage applicable to the professional services to be rendered under this Agreement.

   Counsel shall decline any assignment which would result in a conflict of interest or violations of professional ethical standards. In the event Counsel becomes aware of any potential or actual conflict of interest between Client and one or more other clients represented by Counsel, Counsel will comply with applicable laws and rules of professional conduct.

2. **Client Duties.** Client agrees to be truthful and forthcoming with Counsel, to cooperate with Counsel in protecting Client's interests, and to keep Counsel fully informed of developments material to Counsel's representation of Client. Client agrees to abide by this Agreement and to pay Counsel's bills in a timely manner. Client will assist Counsel in providing information and documents necessary for Counsel's representation of Client.

3. **Retainer Deposit**. Client agrees to pay Counsel a Retainer Fee Deposit at the time Counsel is hired, which money is to be held in trust in accordance with the Rule 1.15 (Safekeeping Funds and Property of Clients and Other Persons) of the

California Rules of Professional Conduct and the requirements set forth in the California Business & Professions Code sections section 6091.2, 6211, 6212 and 6213 ("Trust Account").

Client agrees to deposit a Retainer Fee of $ 27,600 —.

Counsel will charge all costs, expenses, and fees for legal services performed under this Agreement during each monthly billing cycle against the Retainer Fee Deposit and Client hereby authorizes Counsel to withdraw sums from the Trust Account to pay said costs, expenses, and fees. The Retainer Fee Deposit is fully refundable. In the event Client terminates this Agreement, any money not used for costs, expenses, and fees for legal services will be refunded to Client.

4. **Fees and Billing Practices**. Client shall compensate Counsel for all time spent on Client's matter(s) at the rates specified in the attached Fee Schedule. Actual travel time and time spent attending in-person or remote meetings is charged in accordance with the Fee Schedule. The rates on the Fee Schedule are subject to change with 30 days' written notice to Client.

   Counsel shall bill time in an initial minimum increment of two-tenths (0.2) of an hour (i.e., 12-minute minimum) for the first substantive communication to Client of any day and one-tenth (0.1) of an hour thereafter. Agreements for legal fees at rates other than those on the Fee Schedule may be made by mutual agreement for special projects or particular scopes of work. Such agreements shall be reduced to writing and attached as addenda to this Agreement.

   Counsel agrees to waive the Administrative Fee for all bills charged to the Retainer Fee Deposit. Once the Retainer Fee Deposit is depleted, subsequent bills will include an Administrative Fee for professional services provided under this Agreement. Client may replenish the Retainer Fee Deposit at any time during this Agreement. The Administrative Fee shall be assessed on each monthly invoice at a rate of 5% of the total invoice as a lump sum reimbursement for incidental costs such as secretarial time, photocopy costs, mileage and on-line research fees which shall not be separately assessed to Client.

   Counsel shall issue Client monthly billing statements for fees and costs incurred. Client agrees to pay invoices for fees and costs incurred in excess of the Retainer Fee Deposit within 30 days of receipt.

5. **Costs and Other Charges.** Client agrees to reimburse Counsel for actual and necessary costs, expenses and disbursements incurred while performing legal services under this Agreement. Client authorizes Counsel to retain experts or consultants to perform services and agrees to reimburse Counsel for fees paid to third parties such as court reporters, investigators, process servers, professional experts, and other independent contractors.

Counsel may recommend to Client the employment and association of outside legal counsel in cases and matters that singly or cumulatively require an inordinate amount of time or which require, in the opinion of Counsel, specialized legal services and expertise. In the event Client fails to approve the employment of such outside counsel, Counsel reserves the right to terminate its representation of Client on the specific case or matter involved.

Client shall reimburse Counsel for actual and necessary travel costs of hotel and airfare.

6. **Counsel and Client Communications**. All legal advice provided by Counsel to Client is protected by the attorney-client and work product privileges. Client authorizes Counsel to communicate with Client representatives using telephone, cellular phone, mail, unencrypted email, text, facsimile and other common business communication methods. Client acknowledges and agrees that any such communications may include confidential information unless Client has instructed Counsel otherwise. Accordingly, Client should only provide Counsel with cellular numbers, facsimile numbers and email addresses which are acceptable to Client for receiving confidential communications from Counsel.

7. **Retention of Client Records.** Counsel will maintain Client records for at least ten (10) calendar years. After a file on a matter is closed, Client has a right to request Counsel return the file to Client. Absent such a request, the Counsel shall retain the file on Client's behalf for a period of ten (10) calendar years. Following this period of time, Counsel will contact Client by letter to inform Client that the records will be destroyed unless Client responds within 90 calendar days that Client would like to take possession of the records. Absent Client's timely request to return the records, Counsel may destroy the file.

8. **Discharge and Withdrawal**. Client may discharge Counsel at any time. Counsel may withdraw with Client's consent, for good cause or as allowed or required by law upon ten (10) days written notice. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Counsel's advice on a material matter or any fact or circumstance that would render Counsel's continuing representation unlawful or unethical. When Counsel's services conclude, all unpaid charges will immediately become due and payable.

9. **Miscellaneous**.

Entire Agreement. This Agreement with its exhibit supersedes any and all other prior or

contemporaneous oral or written agreements between the Parties. Client and Counsel acknowledge that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and

that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all Parties hereto.

Severability. Should any provision of this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, but the remainder of the Agreement can be enforced without failure of material consideration to either , then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties; provided, however, that if the invalidity or unenforceability of any provision of this Agreement results in a material failure of consideration, then, to the extent allowed by law, the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement upon providing written notice of such termination to the other Party.

Non-Waiver. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specified in writing.

Third Party Rights & Assignment. This Agreement shall not create any rights in, or inure to the benefit of, any third party. The terms of this Agreement may not be assigned to any third party. Neither Party may assign any right of recovery under or related to the Agreement to any third party.

Counterparts. This Agreement may be executed simultaneously in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Parties agree that facsimile signatures of this Contract shall be deemed a valid and binding execution of this Agreement.

SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA

By: _____ Dated: May 5, 2023
Jennifer E. Nix, General Counsel

BELLEVUE UNION SCHOOL DISTRICT

By: _____ Dated: 5/9/23
Michael Kellison, Superintendent

SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA
FEE SCHEDULE

Effective July 1, 2023

Schools Legal Counsel	$265 per hour
Assistant General Counsel	$285 per hour
Associate General Counsel	$305 per hour
Senior Associate General Counsel & General Counsel	$325 per hour
Of Counsel	$285 - $375 per hour
Paralegal/Paraprofessional	$180 per hour

Costs and Expenses

Administrative Fee*	5% of total monthly invoice
All other costs	Charged on an actual and necessary basis

Trainings/Professional Development

Half-Day Trainings:	$3,000 for in-person trainings in Sonoma, Mendocino, Humboldt, Marin, Napa, Del Norte and Santa Cruz Counties
	$2,500 for virtual trainings
Full-Day Trainings:	$6,000 for in-person trainings in Sonoma, Mendocino, Humboldt, Marin, Napa, Del Norte and Santa Cruz Counties
	$5,500 for virtual trainings

*Administrative Fee is a lump sum reimbursement for incidental costs such as secretarial time, photocopy costs, mileage and on-line research fees.

*Note: the Administrative Fee is **waived** for clients with Retainer Fee Deposit.*

BUSD April 25, 2023 Special Board Meeting Minutes

1. Open Session 5:30 P.M.

   The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:32 pm by Trustee Lisa Reyes, in person at the Bellevue Union School District Office.

   1.1. Call To Order

Members Present:	Jamie Padilla, John Jarvis, Lisa Reyes, Adele Walker, Irene Rosario and Michael Kellison
Members Absent:	None
Late Arrivals:	None
Early Departures:	Lisa Reyes
District Office Staff Present:	Michael Kellison
Others Present:	NA

2. Adjourn To Closed Session 5:32pm

   2.1. Closed Session Agenda
   - 2.1.1. Conference With Labor Negotiator §54957.6
   - 2.1.2. Conference With Legal Counsel – Existing Litigation (Gov. Code §54956.9(d)(1))
     Case Name Unspecified: Disclosure of case name would jeopardize existing settlement negotiations
   - 2.1.3. Public Employee Performance Evaluation § 54957
     - 2.1.3.1. Superintendent

3. Reconvene to Open Session

3.1. Flag Salute:	Michael Kellison led the flag salute.
3.2. Report on Closed Session	NA

4. Planning

May 16, 2023	Regular Board Meeting	5:30pm	**BUSD District Office** 3150 Education Drive (6:30pm Special Student Marimba Performance at Taylor Mountain Elementary School; Return to BUSD District Office at Conclusion of Performance)

Open Session Adjournment Time: 8:28 pm

Respectfully Submitted,

By Michael Kellison
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

BUSD April 18, 2023 Board Meeting Minutes

1. Open Session 5:30 P.M.

   The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:34 pm by Lisa Reyes, Trustee, in person at the Bellevue Union School District Office.

   1.1. Call To Order

   1.2. Public Comment on Closed Session AgendaN/A

2. Adjourn to Closed session 5:34 P.M.

   2.1. Closed Session Agenda
   - 2.1.1. Public Employment §54957
   - 2.1.2. Conference With Labor Negotiator §54957.6
   - 2.1.3. Conference With Legal Counsel – Existing Litigation (Gov. Code §54956.9(d)(1))
     Case Name Unspecified: Disclosure of case name would jeopardize existing settlement negotiations

3. Reconvene To Regular Session:	6:40 P.M.
3.1. Flag Salute:	Michael Kellison led the flag salute.
Members Present:	Lisa Reyes, John Jarvis, Adele Walker, Jamie Padilla, and Michael Kellison
Members Absent:	Irene Rosario
Late Arrivals:	None
Early Departures:	Lisa Reyes
District Office Staff Present:	Michael Kellison, Moriah Hart, Chris Kim, Tracy Whitaker, Aracely Romo-Flores, Stacy Spector, Ryan Green, Bill Jereb, Julie Synard
Others Present:	See Sign in
3.2. Report on Closed Session	NA
3.3. Consider Agenda Adjustment	NA
4. Public Comment:	Dan Levitis - Lack of a school library program

5. Discussion

5.1. SCOE/SRCS Feasibility Study: Reorganization of Santa Rosa City High School District and the Nine Feeder Elementary School Districts

5.1.1. The Board of Trustees requested Superintendent Kellison to reach out to legal counsel regarding drafting a letter from the board to SCOE on the topic.

6. Action

6.1. On a motion by Jamie Padilla, second by Adele Walker, the Board approved the Measure C and Measure J Bond Audit Findings by Christy White and Associates for the Year Ending June 30, 2022

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.2. On a motion by Adele Walker, second by Jamie Padilla, the Board approved the Appointment for the Citizens' Bond Oversight Committee for General Obligation Bond, Election of 2020, Measure C

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.3. On a motion by Jamie Padilla, second by Adele Walker, the Board approved the Relinquishment of 24 Allocated Toddler Program Slots for the 2023-2024 School Year

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.4. On a motion by Adele Walker, second by Jamie Padilla, the Board approved the Memorandum of Understanding Between BUSD and Sonoma Ecology Center for Greening of BUSD Schools

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.5. On a motion by Jamie Padilla, second by Adele Walker, the Board approved Resolution No. 19: Proclaiming May 8-12, 2023 Teacher Appreciation Week And May 2, 2023 National Teacher Day

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.6. On a motion by Adele Walker, second by Jamie Padilla, the Board approved Resolution No. 20: Proclaiming the Week of May 21-27, 2023 as Classified School Employee Week

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.7. On a motion by Jamie Padilla, second by Adele Walker, the Board approved the Application for Short Term Staff Permit (STSP) and Intent to Employ Elementary Teacher Megan Schaeffer

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.8. On a motion by Adele Walker, second by Jamie Padilla, the Board approved the Memorandum of Understanding with the California School Employees Association 501 Regarding Summer School Pay

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.9. On a motion by Jamie Padilla, second by Adele Walker, the Board approved the Memorandum of Understanding with the North Coast School of Education Teacher Program and Bellevue Union School District Regarding Teacher Credentialing

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.10. On a motion by Jamie Padilla, second by Adele Walker, the Board approved the Updated BUSD Wellness Policy

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.11. On a motion by Adele Walker, second by Jamie Padilla, the Board approved the 2023-24 Board Meeting Dates

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.12. On a motion by Jamie Padilla, second by Adele Walker, the Board approved the Williams Quarterly Uniform Complaint Report Summary (January 1-March 31, 2023)

Action: Approved

Vote	3	Ayes

	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

6.13. Ratification of Bills and Warrants

Payroll Totals

Manual Payroll

Certificated	-
Classified	(1,777.33)
	(1,777.33)

Regular Payroll 03/31/2023

Certificated	867,342.40
Classified	424,258.01
Total	1,291,600.41

Supplemental Payroll 4/10/2023

Certificated	74,485.11
Classified	23,983.03
	98,469.03

Total: 1,388,292.11

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	887,048.85
12 Child Development Fund	249,767.71
13 Cafeteria Fund	104,785.12
21 Building Fund	1,700,805.47
25 Cap Facilities Fund	5,673.68
Total Payables	$2,948,080.83

On a motion by Adele Walker, second by Jamie Padilla, the Board ratified the Bills and Warrants.

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

7. Consent Calendar

7.1.1. Board Policy Manual Revisions per California School Boards Association (CSBA) Update Recommendations: 2nd Reading (1st reading: March 7, 2023)
7.1.2. Surplus of Obsolete Equipment - Salad Bars
7.1.3. Surplus of Obsolete Equipment - Technology
7.1.4. Contracts
7.1.4.1. Microsoft 1 year subscription
7.1.4.2. Google Education Standard 1 year subscription
7.1.4.3. GoGuardian 1 year subscription
7.1.4.4. Kaseya Spanning Cloud Backup 1 year subscription
7.1.5. Board Meeting Minutes
7.1.5.1. Regular Board Meeting Minutes March 7, 2023
7.1.5.2. Special Board Meeting Minutes March 7, 2023
7.1.6. Acknowledge and Accept Grants & Donations
7.1.6.1. Donors Choose: 'Bringing Books to Bulldogs' Vending Machine full of books to use for Tk-6th as rewards and incentives to promote reading. $8,425
7.1.7. Board Personnel Transaction Form
7.1.7.1. 2023-24 Job Share Notification

On a motion by Jamie Padilla, second by Adele Walker, the Board approved the Consent calendar

Action: Approved

Vote	3	Ayes
	0	Noes
	2	Absent: Lisa Reyes, Irene Rosario

8. Reports

8.1. California School Employees Association, Chapter 501
N/A

8.2. Bellevue Education Association

Julie McMurtrie BEA Co-President -

Good evening members of the board and Superintendent Kellison,

We made it to April and there are officially only 30 school days left! The end of the year is always an exciting and busy time as we finish end of the year assessments, take the “big” state test, and prepare to send our kiddos on to the next grade level. With all the academic stressors of the end of the year, we also get to participate in traditional end of the year activities. We are

looking forward to promotions, field days, and Open House. We hope you can join us for these activities so you can experience the excitement of the end of the year and see first hand the amazing things our students have accomplished this year!

As we start preparing for the end of the year, there are several teachers who have signed on to be summer school teachers (us included)! There were 38 BEA teachers who applied to teach one or both of the two sessions. On behalf of the teachers, we want to say thank you for the monetary incentive as well as dividing summer school into two sessions.

We also want to say thank you for the thoughtful conversation regarding the consolidation of the school districts. This is a really big deal that will affect all of us and we appreciate your protectiveness of our district.

Thank you for your time. We will see you next month.

8.3. Principal Reports

Margaret Jacobson, Taylor Mountain Principal, reported:

Good evening BUSD Board Members and Superintendent Kellison. It's hard to believe we have less than 7 weeks left in the 2022-23 school year. There is always so much to do and now so little time left in which to do it! But we remain focused on our priorities: supporting our students, families, and staff as we prepare for a whirlwind closure to what has seemed like an incredibly “normal” year.

Principals are working collaboratively with our School Site Councils and ELAC teams to finalize our School Plans for Student Achievement. We are using district and state assessment data to develop goals focused on positively impacting student achievement in English Language Arts, English Learner Reclassification, and student-family engagement. This year we are also including goals in math achievement and improving absenteeism.

We continue to plan for the upcoming 2023-24 school year based on current and projected enrollment. Our Office staff are working with new and returning families to finalize registrations. TK classrooms are filling up across the district!

Our 5th grade students are finishing up the California Science Test and PE teachers are facilitating the CA Physical Fitness test with 5th graders, as well. As we wind down these assessments, teachers and students in grades 3-6 are gearing up for the CAASPP assessments. The CA Assessments of Student Performance and Progress will be administered in the first few weeks of May. Teachers are working with their students to gain familiarity with the online testing platform and assessment format.

We cannot say enough about how wonderful it is to have music on our campuses. Singing and Marimba with Mr. Andrew is bringing so much joy to our schools! Some very excited Marimba students are looking forward to showing off their skills at next month’s board meeting!

Our 6th grade promotion dates have been finalized. Principals will be sending out invites very soon, along with Open House and Reclassification ceremony reminders. It is exciting for us all to be planning these celebratory events for our students. All campuses are also gearing up for traditional end-of-year events some of which include Loteria, Hawk Fest, Cougar Fest and Field Day.

Summer School Enrollment has begun and we look forward to offering a robust expanded learning experience for our students during the summer months. We are also grateful for both certificated and classified staff who are choosing to participate in the Summer Learning Academy to support student learning across the summer months.

We look forward to seeing you at our upcoming school community events! And as always, many thanks to you for your continued support!

8.4. Board Reports/Board Items

Jamie Padilla said they toured Kawana Springs and was impressed with the new Multi Purpose Room construction. It's good to finally see something there. They got to see the music program in person and students were fully engaged! The music teacher is amazing! She said it has been amazing to be on the campuses.

Adele Walker echoed Ms. Padillas sentiments. And she added that the music program was cute. She is happy to see the construction at Kawana Springs moving forward. She was sad to hear about former long time Kawana Springs employee and board member, Kathy Mullins, passing. She gave a lot of time to the district. With 7 weeks left it is a mad dash to the end of the school year. Congratulations to all for your hard work.

John Jarvis mentioned that he had recently been promoted at work, again. This promotion leaves less time for him to focus on being a board member and he will be stepping down at the end of the school year, the May board meeting will be his last. He said he would help find his replacement and the person will be phenomenal and will put kids first as their guiding principle. He echoed previous comments regarding the construction at Kawana Springs and the facility tours. We have improved, but we can do better, we should always strive to improve for our students.

8.5. Superintendent Report

8.5.1. Enrollment Update

Superintendent Kellison shared:

I am saddened by John Jarvis' decision, but excited for him personally.

I think that I can speak for everyone in that we are all looking forward to some much needed sunshine after a prolonged wet winter. The sun's magical powers seem to bring out more laughter and smiles from students and staff alike. In fact, I was on a call late last week and had my window open. The person on the other end mentioned that she heard the sound of children in the background and how wonderful it was to hear them at play. These little experiences

remind me daily of how fortunate I am to work in an environment where I can support students and their unbridled enthusiasm and joy for life.

State of the District

Community Partnerships: During this month's meeting, we voted to enter into a partnership with the Sonoma Ecology Center as we look at how we can further "green" our school campuses with the addition of more drought tolerant plants and trees, as well as explore options for outdoor learning and play spaces for students. Through a grant sponsored by Cal Fire, if awarded, we would be able to develop plans for each of the four schools within our district. Once complete, we would then move forward with applying for an implementation grant in the subsequent school year. We are excited about the possibilities that may come from the receipt of this grant funding. This is a great example of the type of community partnership that we seek. We will continue to pursue partnership opportunities such as this with a variety of community organizations that can help our efforts in supporting BUSD students and our schools.

Summer Programming: We are currently planning what we believe will be an outstanding summer learning academy for our students. This summer we will offer two sessions, one at the beginning of the summer and one at the end. Additionally, we will partner with the Napa County Office of Education's Cool School team to complement our morning academic sessions with afternoon enrichment activities. We will provide bussing from each of the school sites to Bellevue, where the summer academy will be held, to ensure equitable access to all BUSD students. Lastly, we are thrilled that the majority of our summer staffing will consist of current BUSD employees who know our students well.

The BUSD Experience: Over the summer, we will be working on a district document currently entitled the, "BUSD Student Experience." The purpose of this document is to lay out a plan for developing a common set of experiences that all BUSD students will receive regardless of the school they attend in our District. At this time, we are focusing on the following categories: Art and Music; Sports; Experiential Learning (Field Trips); Before/After School and Break Enrichment. Once complete, this document will spell out in detail those "common" experiences that all BUSD students will receive from Transitional Kindergarten through Grade 6 and it will allow us to properly allocate resources in our budget to support the funding of these experiences.

In closing, we are looking forward to what lies ahead as we close out the school year in a positive way. Students will soon begin their annual state testing where they will have the opportunity to demonstrate their acquired knowledge from this year's learning. We will also be holding community engagement events at each of the school sites with the biggest event being Open House. Bellevue and Meadow View will host their Open House Nights on May 10th while Kawana Springs and Taylor Mountain will open their doors to families on May 17th. Additionally, we will hold our first BUSD End of Year Celebration for staff on May 24th so that we can honor the hard work and achievements of our BUSD staff and conclude our school year just like we started it, together.

With great pride.

Submitted by: Michael Kellison, Superintendent

9. Planning

May 16, 2023	Regular Board Meeting	5:30pm	**BUSD District Office** 3150 Education Drive (6:30pm Special Student Marimba Performance at Taylor Mountain Elementary School; Return to BUSD District Office at Conclusion of Performance)

10. Open Session Adjournment Time: 7:40 pm

_____

Closed Session Adjournment Time: 8:45 pm

Respectfully Submitted,

By Michael Kellison
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday April 18, 2023
Sign-in Sheet

	Name	School Site/Community Member
1	Tracy Whitaker	District Office
2	JULIE SYNYARD	Learning Center
3	Dan Levitis	Kawana Springs Parent
4	Araceli Romo-Flores	Learning Center
5	Dan Walker	MS
6	Beth Hart	BEA
7	Julie McMurtrey	BEA
8	Denise McCullough	KS
9		DO
10		
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BUSD April 18, 2023 Special Board Meeting Minutes

1. Open Session 1:45 P.M.

   The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 1:51 pm by Trustee Lisa Reyes, in person in Room 7 at Kawana Springs Elementary School.

   1.1. Call To Order

Members Present:	Jamie Padilla, John Jarvis, Lisa Reyes, Adele Walker and Michael Kellison
Members Absent:	Irene Rosario
Late Arrivals:	None
Early Departures:	None
District Office Staff Present:	Michael Kellison
Others Present:	Denise McCullough & Bill Jereb

2. Information

   2.1. School Facility Tour (Kawana Springs ES)

3. Planning

May 16, 2023	Regular Board Meeting	5:30pm	**BUSD District Office** 3150 Education Drive

Open Session Adjournment Time: 3:02 pm

Respectfully Submitted,

By Michael Kellison
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

School Year	GR	District of Residence	District Requested	School Requested	Reason	Incoming or Outgoing?	Recommendation based upon BP5117	Date of Board Meeting	Expires	Notes
2022-23	3	CRPUSD	Bellevue	Bellevue	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	3	CRPUSD	Bellevue	Bellevue	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	TK	Roseland	Bellevue	Meadow View	Attended NBCC like the school	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	4	CRPUSD	Bellevue	Bellevue	Childcare (sibling at Elsie)	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	4	SRCS	Bellevue	Bellevue	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	3	Roseland	Bellevue	Bellevue	Employment	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	2	Roseland	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	6	Bennett Valley	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	6	Bennett Valley	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	2	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	4	Roseland	Bellevue	Bellevue	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	Rescinded 03.03
2022-23	4	Wright	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	Approved on app
2022-23	K	SRCS	Bellevue	Bellevue	Sibling with Approved Interdistrict	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	2	SRCS	Bellevue	Bellevue	Sibling with Approved Interdistrict	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	TK	SRCS	Bellevue	Meadow View	Better education for my child	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	4	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	2	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	K	SRCS	Bellevue	Meadow View	Childcare	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	TK	Roseland	Bellevue	Meadow View	Childcare	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	3	CRPUSD	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	6	SRCS	Bellevue	Taylor Mountain	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	K	Roseland	Bellevue	Bellevue	Childcare by Family verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	2	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	5	SRCS	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	4	SRCS	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	4	Ukiah	Bellevue	Taylor Mountain	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	1	Ukiah	Bellevue	Taylor Mountain	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	5	SRCS	Bellevue	Kawana Springs	Dual Immersion/Continuing Student - CALF	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	4	SRCS	Bellevue	Bellevue	Childcare by Family verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	1	Roseland	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	6	Roseland	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	5	Roseland	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	1	SRCS	Bellevue	Bellevue	Continuing Student CALPADs verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	3	SRCS	Bellevue	Bellevue	Employment - Verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	TK	SRCS	Bellevue	Bellevue	Employment - Verified	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	TK	Roseland	Bellevue	Bellevue	No room at Roseland, childcare in Bellevue	Incoming	Approved	05/16/2023	06/30/2027	
2022-23	3	Bellevue	CRPUSD	Marguerite Hahn	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	

2022-23	K	Bellevue	CRPUSD	Marguerite Hahr	Sibling with Approved Interdistrict	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	4	Bellevue	CRPUSD	Thomas Page	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	1	Bellevue	Harmony	Harmony	Childcare/Sibling/2 households	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	4	Bellevue	Mark West	Mark West	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	1	Bellevue	Mark West	Mark West	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	1	Bellevue	Petaluma	McDowell	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	2	Bellevue	Petaluma	McDowell	Employment - Verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	Petaluma	McDowell	Employment - Verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	Roseland	Sheppard	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	TK	Bellevue	Roseland	Roseland Creek	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	3	Bellevue	Roseland	Roseland	Sibling (cousins - temp doubled up - Newcc	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	Roseland	Roseland	Sibling (cousins - temp doubled up - Newcc	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	3	Bellevue	Roseland	Roseland Creek	Sibling with Approved Interdistrict	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	Roseland	Roseland Creek	Sibling with Approved Interdistrict	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	TK	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	3	Bellevue	Roseland	Roseland Creek	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	1	Bellevue	Roseland	Roseland	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	TK	Bellevue	Roseland	Roseland creek	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	TK	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	Roseland	Roseland	Foster	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	1	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	6	Bellevue	Sebastopol	Brook Haven Mi	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	2	Bellevue	Sebastopol	Brook Haven Mi	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	1	Bellevue	Sebastopol	Brook Haven Mi	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	2	Bellevue	SRCS	Helen Lehman	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	SRCS	Brook Hill	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	5	Bellevue	SRCS	Helen Lehman	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	5	Bellevue	SRCS	Lincoln	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	4	Bellevue	SRCS	Helen Lehman	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	6	Bellevue	SRCS	Helen Lehman	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	2	Bellevue	SRCS	Brook Hill	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	3	Bellevue	SRCS	Brook Hill	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	K	Bellevue	Windsor	Mattie Washburr	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	Windsor denied -
2022-23	TK	Bellevue	Windsor	Mattie Washburr	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	TK	Bellevue	Wright	RL Stevens	Sibling with Approved Interdistrict	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	4	Bellevue	Wright	RL Stevens	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	

2022-23	6	Bellevue	Wright	RL Stevens	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	1	Bellevue	Wright	RL Stevens	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	3	Bellevue	Wright	RL Stevens	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	4	Bellevue	Wright	RL Stevens	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	TK	Bellevue	Wright	RL Stevens	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2027	
2022-23	4	Bellevue	Wright	JX Wilson	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2027	

School Year	GR	District of Residence	District Requested	School Requested	Reason	Incoming or Outgoing?	Recommendation based upon BP5117	Date of Board Meeting	Expires
2023-24	3	Rincon Valley	Bellevue	Kawana Springs	Dual Immersion/Continuing Student CALI	Incoming	Approved	05/16/2023	06/30/2028
2023-24	K	Rincon Valley	Bellevue	Kawana Springs	Dual Immersion/Continuing Student CALI	Incoming	Approved	05/16/2023	06/30/2028
2023-24	TK	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2028
2023-24	1	SRCS	Bellevue	Kawana Springs	Dual Immersion/Continuing Student CALI	Incoming	Approved	05/16/2023	06/30/2028
2023-25	K	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2028
2023-24	K	SRCS	Bellevue	Bellevue	Employment Verified	Incoming	Approved	05/16/2023	06/30/2028
2023-24	4	Piner Olivet	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2028
2023-24	TK	Piner Olivet	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2028
2023-24	3	Roseland	Bellevue	Bellevue	Continuing Student CALPADs verified/Bu	Incoming	Approved	05/16/2023	06/30/2028
2023-24	TK	Bennett Valley	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2028
2023-24	1	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2028
2023-24	K	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2028
2023-24	1	CRPUSD	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2028
2023-24	TK	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Bennett Valley	Yulupa	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Bennett Valley	Yulupa	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Bennett Valley	Yulupa	Childcare by Family verified - not in BVUS	Outgoing	Denied	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Bennett Valley	Yulupa	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	CRPUSD	Marguerite Hahr	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	CRPUSD	Thomas Page	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	CRPUSD	Marguerite Hahr	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	6	Bellevue	CRPUSD	Lawrence Jones	Continuing student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	4	Bellevue	CRPUSD	Thomas Page	Employment Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	CRPUSD	Thomas Page	Employment Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	CRPUSD	Evergreen	Geographically closer to home	Outgoing	Denied	05/16/2023	06/30/2028
2023-24	6	Bellevue	CRPUSD	Lawrence Jones	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	6	Bellevue	CRPUSD	John Reed	Continuing student CALPADs verified/Ch	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Mark West	Mark West	Continuing student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24		Bellevue	Mark West	Mark West	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	4	Bellevue	Nicasio	Nicasio	Continuing Student	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Nicasio	Nicasio	Continuing Student	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Novato	Olive	Employment Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Rincon Valley	Madrone	Employment - Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Rincon Valley	Sequoia	Employment - Verified	Outgoing	Approved	05/16/2023	06/30/2028

2023-24	TK	Bellevue	Rincon Valley	Sequoia	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Rincon Valley	Austin Creek	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Rincon Valley	Madrone	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	2	Bellevue	Rincon Valley	Madrone	Childcare by Family Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Rincon Valley	Manzanita	Childcare by Family Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	3	Bellevue	Roseland	Roseland Creek	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Roseland	Roseland Creek	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Roseland	Roseland	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Roseland	Sheppard	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Roseland	Sheppard	Childcare by non family member	Outgoing	Denied	05/16/2023	06/30/2028
2023-24	K	Bellevue	Roseland	Roseland Creek	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Roseland	Roseland	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	6	Bellevue	Roseland	Roseland Creek	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Roseland	Sheppard	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	1	Bellevue	Roseland	Sheppard	Continuing student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	5	Bellevue	Roseland	Sheppard	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Roseland	Roseland Creek	Childcare by Family Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Roseland	Roseland Creek	Childcare verified - not by family (carpool	Outgoing	Denied	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Sonoma Valley	Flowery	Employment - Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	SRCS	Brook Hill	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	SRCS	Brook Hill	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	SRCS	Hidden Valley	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	TK	Bellevue	SRCS	Hidden Valley	Employment Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	SRCS	Helen Lehman	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	SRCS	Hidden Valley	Childcare Verified - not by family	Outgoing	Denied	05/16/2023	06/30/2028
2023-24	K	Bellevue	SRCS	Steele Lane	Childcare by Family Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	6	Bellevue	Waugh	Corona Creek	Continuing student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	2	Bellevue	Waugh	Corona Creek	Continuing student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	3	Bellevue	Waugh	Corona Creek	Continuing student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	6	Bellevue	Waugh	Meadow Elemer	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	3	Bellevue	Waugh	Meadow Elemer	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	West Side	West Side	Health & Safety (letter on file)	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	5	Bellevue	Windsor	Brooks	Continuing student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Windsor	Mattie Washburr	Continuing student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Wright	RL Stevens	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028

2023-24	K	Bellevue	Wright	Wright Charter	Continuing Student CALPADs verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Wright	RL Stevens	Employment - Verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Wright	RL Stevens	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Wright	RL Stevens	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Wright	JX Wilson	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	TK	Bellevue	Wright	RL Stevens	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Wright	RL Stevens	Sibling w/ IDT	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Wright	RL Stevens	Childcare by Family verified	Outgoing	Approved	05/16/2023	06/30/2028
2023-24	K	Bellevue	Wright	RL Stevens	Employment Verified	Outgoing	Approved	05/16/2023	06/30/2028

Bellevue Union Elementary School District

					Current Status						New Status								HR Escape Entered
Action	Effective Date	Last Name	First Name	Emp ID	Location	POS #:	Assignment	FTE	Hrs	Position Status	Location	POS#:	Assignment (if applicable)	FTE	Hrs	Position Status	Total FTE	Years of Service (Res/Ret/Term)	
CLASSIFIED																			
Additional																			
Additional																			
Deceased																			
Job Share																			
Unpaid Leave																			
New Hire	3/10/2023	Rivas Villalta	Ana Maria Guadalupe (Lupita)	2838							ELC	480	Special Day Class Instructional Assistant	0.5	4	Prob	0.50000		4-18-23
New Hire	4/24/2023	Medina	Grace	2840							BELL		Special Day Class Instructional	0.63	5	Prob	0.62500		5-2-23
New Hire	4/20/2023	Sullivan	Arahi	2844							BELL	538	Special Day Class Instructional	0.75	6	Prob	0.75000		
New Hire	5/9/2023	Andino Morales	Wendy Ninoska	2843							BELL	561	Student Supervision	0.5	4	Temp	0.50000		5-8-23
New Hire	4/24/2023	Hernandez	Marianna	2842							BELL	550	SDC IA	0.75	6	Prob	0.75000		5-8-23
New Hire	4-21-23	Orantes	Karen	2841							ELC	189	SDEC IA	0.63	5	Prob	0.62500		5-7-23
New Hire	5-11-23	Brewer	Khiry	2845							KAWA	160	Night Custodian	1	8	Prob	1		5-11-23
Partial Resignation																			
Promotion																			
Reduced Work Load (RWL)																			
Rehire																			
Resignation	6/30/23	Roza	Kristin	2662	TMNT	140	SDC IA	0.75	6	Perm	TMNT	505	Lit Para	0.5	4	Prob	0.50000		5-9-23
Resignation	4/28/23	Jaramillo (Contreras)	Julie	2835	ELC	480	SDC Instructional Assistant	0.5	4	Prob								1 month	
Resignation	4/27/23	Schaeffer (Calderon)	Megan		BELL		Lit Para	0.5	4	Prob 1	BELL	488/36	Grade 6 Job Share	0.4	0.28	Job Share	0.40000	9 months	5-7-23
Resignation	5/7/23	Hernandez	Gabriel	2817	TMNT	491	Lit Para	0.5	4	Prob 1								10 months	5-7-23
Resignation	5/4/23	Medina	Grace	2840	BELL		SDC IA	0.63	5	Prob 1								4 days	5-7-23
Resignation	5/3/23	Quinonez	Silvia	2526	BELL	14	Dishwasher	0.5	4	Perm								4 months	5-7-23
Resignation	5/7/23	Bernhardt	Gabrilelle	2817	ELC	491	SDC IA	0.63	5	Prob 1								5 months	5-7-23
Retirement	6/2/23	Rivera	Rebeca	2786	BELL	538	SDC IA	0.75	6	Prob								9 months	5-7-23
Termination																			

Transfer																			
CERTIFICATED																			
Additional																			
Deceased																			
Job Share	8-14-23	Toller	Kim			36	Grade 6 Teacher	0.8	6	Perm		36	Grade 6 Teacher	0.8	6	Perm	0.80000		
Job Share	8-14-23	Bridges	Ashley			488	Grade 6 Teacher	0.8	6	Perm		488	Grade 6 Teacher	0.8	6	Perm	0.80000		
New Hire			Sergio																
New Hire	8-14-23	Calderon (Schaeffer)	Megan		BELL	488/36	Lit Para	0.5	4	Prob 1	BELL	488/36	Grade 6 Job Share	0.4	0.28	Job Share	0.40000		
Partial Resignation																			
Promotion																			
Reduced Work																			
Rehire																			
Reassigment	8/14/23	Gopar-Carreno	Lizette		KAWA	40	Grade 3				KAWA	291	Grade 2	1	7	perm	1.00000		
Resignation																			
Retirement																			
Termination																			
Transfer																			

BELLEVUE UNION SCHOOL DISTRICT

Current (TOTAL) Enrollment Including ALL TK Enrollment

School	August	September	October	November	December	January	February	March	April	May	June
Bellevue	410	407	419	416	418	420	424	428	427	430	
Kawana	314	309	307	305	304	301	299	295	295	293	
Meadow View	416	421	418	424	421	421	425	423	425	428	
Taylor Mountain	442	443	445	446	444	440	438	438	441	443	
Total Enrollment	**1582**	**1580**	**1589**	**1591**	**1587**	**1582**	**1586**	**1584**	**1588**	**1594**	**0**

Census Day (CalPADS/LCFF) Enrollment (1st Wednesday of October). Excludes TK Students Non-ADA.

School	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
District	1736	1786	1769	1802	1753	1691	1616	1596	1539	1486	1536
Charter	0	37	71	94	145	144	0	0	0	0	0
Total Enrollment	**1736**	**1823**	**1840**	**1896**	**1898**	**1835**	**1616**	**1596**	**1539**	**1486**	**1536**

Attendance (P2, Average Attendance over 8 Months) Reported in the Month of April

School	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Bellevue	403	406	391	366	387	397	376	336	357		
Kawana	388	381	365	337	337	322	321	253	267		
Meadow View	397	409	425	437	406	382	353	340	375		
Taylor Mountain	502	503	483	456	413	415	381	352	392		
Independent Study	0	0	0	0	0	0	0	19	0		
District Attendance	**1690**	**1699**	**1664**	**1597**	**1543**	**1517**	**1430**	**1300**	**1392**	**TBD**	**TBD**
% Attendance to CalPADS Enrollment	*97.34%*	*95.10%*	*94.06%*	*88.60%*	*88.00%*	*89.68%*	*88.51%*	*81.45%*	*90.44%*		
Charter	76	105	131	141	0	0	0	0	0	0	0
With Charter	**1765**	**1803**	**1794**	**1737**	**1543**	**1517**	**0**	**0**	**0**	**0**	**0**

Updated: *5/10/23*