Trinity County
Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

P.O. Box 1256 ❁ 201 Memorial Drive, Weaverville, CA 96093-1256
(530) 623-2861 ❁ FAX (530) 623-4489
https://www.tcoek12.org

TRINITY COUNTY BOARD OF EDUCATION

Trinity County Office of Education
201 Memorial Dr.
Weaverville, CA 96093
Wednesday, October 21, 2026

REGULAR MEETING OF THE BOARD – AGENDA

REASONABLE ACCOMMODATIONS FOR ANY INDIVIDUAL WITH A DISABILITY

Disability related aides or services to enable persons with disabilities to participate in public meetings are available. In addition, members of the public needing translation service during the Board meeting should contact Fabio Robles, Superintendent, at 530-623-2861, one week prior to the scheduled meeting.

AGENDA MATERIALS

Board agenda materials are available 72 hours before each Regular Board meeting and 24 hours before a Special Board meeting at the Trinity County Office of Education located at 201 Memorial Drive, Weaverville, CA 96093 or http://www.tcoek12.org/

INFORMATION

Parent/Guardian may request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The request must be made in writing to the secretary or clerk of the Board.

Our Vision

Through effective leadership and collaboration with students, parents, school staff, and the community, our vision is to empower all students to become lifelong learners. We will provide pathways that inspire and build resilience in students, offering essential access and support by cultivating critical thinking skills, healthy minds, and bodies. This will enable active engagement and participation in their communities as successful citizens.

Our Mission

With students as our highest priority, our mission is to lead by example, and provide meaningful and excellent services. We actively nurture strong partnerships with school districts and communities to meet the current and future needs of all Trinity County students and families. We are committed to delivering effective and specialized support by fostering a culture of equitable opportunities and empowering every Trinity County student to fully realize their potential.

1.0 Formal Opening

1.1 Call to Order
1.2 Roll Call
1.3 Pledge of Allegiance
1.4 Additions or Changes to Agenda

2.0 Public Communication: Persons wishing to address the Board on any item are invited to do so at this time. In the interest of time and order, presentations from the public are limited to three minutes per person per topic. In accordance with the Brown Act, unless an item has been placed on the agenda, there shall be no action taken. The Board may 1) acknowledge receipt of the information; 2) refer to staff for further study; 3) refer the matter to the next agenda.

3.0 Accept Open Session Agenda

Motion _____ Second _____ Vote _____

4.0 Consent Agenda: The following consent agenda items are considered routine by the County Board and will be enacted with one motion. There will be no separate discussion of items unless a Board member so requests, in which event the item(s) will be considered following approval of the Consent Agenda.

4.1 Minutes – September 9, 2026
4.2 Warrants – September 2026
4.3 Payroll – September 2026

Guidesheet

5.0 Information Items

5.1 Summary of Complaints per Williams Uniform Complaint Procedures (July 1, 2026, through September 30, 2026)
5.2 Review the Trinity County Office of Education Hazard Mitigation Plan 2026
5.3 First Day Enrollment Comparison of SY 2025-26 and 2026-27
5.4 BB 9250 Remuneration, Reimbursement and Other Benefits – *First Reading*
5.5 BP 0410 Nondiscrimination in County Office Programs and Activities – *First Reading*
5.6 BP/E1/E2/E3 1312.3 Uniform Complaint Procedures – *First Reading*
5.7 BP 5022 Student and Family Privacy Rights – *First Reading*
5.8 BP 5125 Student Records – *First Reading*
5.9 BP 5131.8 Mobile Communication Devices – *First Reading*
5.10 BP 5145.3 Nondiscrimination/Harassment – *First Reading*
5.11 BP/E1 9220 Governing Board Elections – *First Reading*
5.12 BB 9240 Board Training – *First Reading*

6.0 Action Items

6.1 Approve Resolution #26-27-04 Trinity County Office of Education Hazard Mitigation Plan 2026
6.2 Approve Resolution #26-27-05 Authorizing Continued Funding Application
6.3 Approve Resolution #26-27-06 Fund 17 Reserve Commitment
6.4 Approve Resolution #26-27-07 Authorizing Filing of Applications For State

Allocation Board-Administered Small School District Program

6.5 Approve Resolution #26-27-08 Amend Bylaws of Northern California Schools Insurance Group (NCSIG)

6.6 Approve the Time and Location of the Regular Board Meeting Wednesday, November 18, 2026, at 1:00 pm at the Trinity County Office of Education with a tour of Weaverville Elementary School to follow at 2:30 pm

7.0 Reports

7.1 Financial Report and Oversight Update

8.0 Correspondence

8.1 California Department of Education- Trinity COE Budget Approval

9.0 Superintendent's Report

10.0 Board Reports/Announcements/Comments

11.0 Adjournment *This meeting may be tape-recorded*

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MINUTES

Trinity County Board of Education
Regular Board Meeting
September 9, 2026

WHERE HELD:	Trinity County Office of Education 201 Memorial Drive – Granite Room
MEMBERS PARTICIPATING:	Randy Spencer, Area I Vacant, Area II Sally Aldinger, Area III Arina Erwin, Area IV Steve Canale, Area V
COUNTY OFFICE:	Fabio Robles, Superintendent of Schools Anthony Rebelo, Deputy Superintendent of SELPA/Special Education Cindy Blanchard, Executive Director of Business Services Kaila Arnold, Executive Secretary

1.0 Formal Opening

1.1 Call to Order
Sally Aldinger called the meeting to order at 4:00 p.m.

1.2 Roll Call
Steve Canale, Randy Spencer, Arina Erwin, Sally Aldinger present

1.3 Pledge of Allegiance

1.4 Additions or Changes to Agenda
Executive Secretary Kaila Arnold provided the following additions to the agenda:

- Added action item 7.4, Review the Letter of Interest for the Vacant Board Seat and Approve an Interview for the Potential Candidate to be Held During the Current Board Meeting.
- Added Correspondence from the Association of California County Boards of Education (ACCBE).
- Original action item 7.4 was renumbered to 7.5.

2.0 **Public Communication:** Persons wishing to address the Board on any item except personnel are invited to do so at this time. In the interest of time and order, presentations from the public are limited to three minutes per person, 20 minutes per topic, pursuant to Board policy. Please state your name and address before speaking. In accordance with the Brown Act, unless an item has been placed on the agenda there shall be no action taken. The Board may 1) acknowledge receipts of the information; 2) refer to staff for further study; 3) refer the matter to the next agenda.

There was no public communication.

3.0 **Accept Open Session Agenda**

Board President Aldinger asked the board for a motion to accept the Open Session Agenda. **MOTION**: A motion was made by Board Member Canale, with a second by Board Member Erwin, to accept the Open Session Agenda. Motion passed. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

4.0 **Consent Agenda**: The following consent agenda items are considered routine by the County Board and will be enacted with one motion. There will be no separate discussion of items unless a Board member requests, in which event the item(s) will be considered following approval of the Consent Agenda.

4.1 Minutes – August 19, 2026
4.2 Warrants – August 2026
4.3 Payroll – August 2026

Board President Aldinger asked the Board if there was a motion to pull any items from the Consent Agenda. Board Member Spencer requested that item 4.2 be pulled for discussion. **MOTION**: A motion was made by Board Member Erwin, with a second by Board Member Canale to approve items 4.1 and 4.3. The motion passed unanimously. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

MOTION: After a brief discussion, A motion was made by Board Member Spencer with a second by Board Member Erwin to approve item 4.2. The motion passed unanimously. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

5.0 **Public Hearing**

5.1 Open Public Hearing
The Public Hearing opened at 4:06 p.m.
5.2 Discussion of Sufficiency of Instructional Materials for the 2026-2027 School Year
There was no public discussion.
5.3 Review BB/E1 Conflict of Interest Code
There was no public discussion.
5.4 Close Public Hearing
The Public Hearing closed at 4:10 p.m.

6.0 Information Items

6.1 Trinity County Office Unaudited Actuals for the Year Ending June 30, 2026
Executive Director Cindy Blanchard shared a presentation with the board.

6.2 GANN Limit for 2025-2026 and Projected Limit for 2026-2027
Executive Director Cindy Blanchard spoke briefly on item 6.2.

6.3 First-Day Enrollment for the School Year 2026-2027
Executive Secretary Kaila Arnold spoke on item 6.3.

6.4 Board Member Remuneration: Continued Discussion and Options
The Board resumed discussions on item 6.4.

6.5 Letter of Interest for Board Vacancy, Area II
The Board acknowledged receipt of item 6.5 which was in the board packet for review.

7.0 Action Items

7.1 Approve the Revised BB/E1 Conflict of Interest Policy
MOTION: A motion was made by Board Member Canale, with a second by Board Member Spencer. The motion passed. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

7.2 Approve Resolution #26-27-02 Adopting GANN Limit for 2025-2026 and Projected Limit for 2026-2027
MOTION: A motion was made by Board Member Erwin, with a second by Board Member Spencer. The motion passed. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

7.3 Approve Resolution #26-27-03 Sufficiency of Instructional Materials for R.I.S.E.
MOTION: A motion was made by Board Member Spencer, with a second by Board Member Canale. The motion passed. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

7.4 Review The Letter of Interest For The Vacant Board Seat and Approve an Interview For The Potential Candidate to be Held During The Current Board Meeting
MOTION: A motion was made by Board Member Erwin, with a second by Board Member Canale. The motion passed. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

7.5 Interview Interested Candidates For The Board Vacancy and Make an Appointment and Issue The Oath of Office, If Necessary
MOTION: A motion was made by Board Member Erwin, with a second by Board Member Spencer to appoint Dan Zook at the next board meeting as the Trustee to represent Area II to take effect at the annual organizational meeting and to serve out the remainder of the seat's term. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

8.0 Reports

8.1 Financial Report and Oversight Update
Executive Director Cindy Blanchard provided the financial report and oversight update, which was included in the board packet for the members to review.

9.0 Correspondence

9.1 Association of California County Boards of Education (ACCBE) Correspondence

10.0 Superintendent's Report

Deputy Superintendent Anthony Rebelo shared with the Board:

- Professional Development Updates

County Superintendent Fabio Robles shared with the Board:

- Event updates
- Volunteer Opportunities

11.0 Board Reports/Announcements/Comments

Board Members Erwin and Aldinger shared their reports with the rest of the board.

12.0 Adjournment

MOTION: A motion was made by Board Member Spencer, with a second by Board Member Canale to adjourn the meeting at 5:39 pm. The motion passed. Aye-4 (Erwin, Canale, Spencer, Aldinger), No-0, Absent-0, Abstain-0.

Respectfully submitted,

Fabio Robles, Ex-Officio Secretary
Trinity County Office of Education

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Checks Dated 09/01/2026 through 09/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5265987	09/02/2026	Wright, Tiffany L	01-5200	Per Diem FYS Meeting Sept 2026		49.00
5265988	09/02/2026	Julia Dyckman Andrus Memorial	01-4300	A. Rebelo Training Manuels		1,911.15
5265989	09/02/2026	Ca Heritage YourthbuildAcademy Business	01-5800	Adult Education 25/26	3,079.00	
			01-7142	25/26 Expelled Youth ADA	224,771.00	
			01-7281	25/26 Student Support Block Group	26,262.90	
			11-7211	Adult Education 25/26	59,000.00	313,112.90
5265990	09/02/2026	Connection	01-5300	F. Robles Google Workspace Subscription 26/27		22.62
5265991	09/02/2026	Human Response Network	12-8590	CSPP Plus Rate Q1 Jul-Sep 2026		7,724.00
5265992	09/02/2026	Lithia Toyota of Redding	01-6400	RAV4		47,781.24
5265993	09/02/2026	Randy Spencer	01-5200	Mileage Reim Board Meetings 26/27		57.76
5265994	09/02/2026	Steve Canale	01-5200	Mileage Reim Board Meetings 26/27		124.64
5265995	09/02/2026	Sunbelt Staffing TTF Holdings Lockbox	01-5800	School Psychologist 26/27		2,358.90
5266099	09/10/2026	Maria Coll	01-4300	CSTG Tuition & Books Reimbursement		295.22
5266100	09/10/2026	Palmer, Jason	01-4300	Reimbursement RISE Student Incentives		214.17
5266101	09/10/2026	Burger, Erin E	01-4300	Reimbursement Notary Services Sept 2026		25.00
5266102	09/10/2026	Avila, Melissa A	01-4300	Health Services Supplies - Back Pack	42.89	
			01-5200	Reim Lodging & Fuel Credentialing Aug 2026	244.09	286.98
5266103	09/10/2026	Helgesen, Corey J	01-5200	Per Diem COSP Sept 2026		86.00
5266104	09/10/2026	Association of CA School Admin	01-5300	M. Rourke Admin Credentialing Fall 2026-2028		4,750.00
5266105	09/10/2026	Carrel's Office Solutions	01-4300	26/27 Office Printers		671.51
5266106	09/10/2026	Com-Pair Services	01-5920	26/27 Com-Pair Monthly Expenses		1,650.00
5266107	09/10/2026	Fulcrum Biometrics	01-5800	26/27 Live Scan Channeling Fees		600.00
5266108	09/10/2026	101Voice	01-5920	26/27 Business Phone & Fax		614.11
5266109	09/10/2026	Jenna Rae Johnson	01-5800	Clinical Triadic Supervision 26/27		740.00
5266110	09/10/2026	LCS Training	01-4300	SELPA SEIS Training 2026		2,400.00
5266111	09/10/2026	Southern Trinity Joint Unified	01-5100	Reimbursement Stipend - Cohort CoP 2026		1,038.80
5266112	09/10/2026	TinyEYE Technologies	01-5800	26/27 Speech Therapy Services		5,479.99
5266246	09/16/2026	Robles, Fabio	01-5200	Reim Mileage Sept 2026		30.40
5266247	09/16/2026	Rebelo, Stephanie S	01-4300	Reim Office Supplies - Sound Machine		115.04
5266248	09/16/2026	Bickle, Jessica J	01-4300	Reim SEIS Training Supplies Sept 2026		25.95
5266249	09/16/2026	Tucker, Joanne M	01-5200	Per Diem Rural Conf Sept 2026	84.00	
				Reim Travel Expenses Rural Conf Sept 26	258.54	342.54
5266250	09/16/2026	Bayless, Steven D	01-4300	Reim RISE Supplies Aug 2026		115.99
5266251	09/16/2026	Helgesen, Corey J	01-5200	Per Diem CISC Conf Sept 2026	191.50	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5266251	09/16/2026	Helgesen, Corey J	01-5200	Reim Mileage CISC Sept 2026	136.80	
				Reim Mileage COSP Sept 2026	129.20	457.50
5266252	09/16/2026	Association of CA School Admin	01-5300	A Cloud Admin Credentialing Fall 25-27		4,750.00
5266253	09/16/2026	Agile Occupational Medicine	01-5800	26/27 Pre-Employment Drug Screen Fees		90.00
5266254	09/16/2026	Anthony Rebelo	01-5200	26/27 SELPA Travel Reimb - Lodging, Flight & PDiem		1,309.79
5266255	09/16/2026	Aya Healthcare Inc	01-5800	School Psychologist Services 26/27		15.96
5266256	09/16/2026	California Child Care Coor Asn Stanislaus COE c/o H. Haubric	12-5200	J. Dixon Reg CCCCA Conf Sept 2026		550.00
5266257	09/16/2026	Hancock Park & DeLong Inc	01-5800	School Facility Consulting		48.75
5266258	09/16/2026	Human Response Network	12-8590	CSPP Plus Rate Q2 Oct - Dec 2026		9,849.00
5266259	09/16/2026	101Voice	01-5920	26/27 Business Phone & Fax		614.11
5266260	09/16/2026	Navigate360, LLC	01-5800	ALICE Trainings, Support and Maintenance		1,487.55
5266261	09/16/2026	Pace Engineering Inc	14-5800	Professional Services - Site Assesibility		2,400.00
5266262	09/16/2026	School & College Legal Svcs	01-5200	L. McIntosh Registration AB Conf Sept 2026		50.00
5266263	09/16/2026	School Datebooks	01-4300	WAI Supplies - Planners		561.36
5266376	09/23/2026	Sydney Randolph	12-5800	Tuition Reimbursement Fall 2026		4,855.34
5266377	09/23/2026	Palmer, Jason	01-4300	RISE Incentives & Supplies		400.37
5266378	09/23/2026	Dixon, Julia M	12-5200	Per Diem CCCCA Conf Sept 26		96.00
5266379	09/23/2026	Tucker, Joanne M	01-4300	UDL 101 Training Materials	2,500.00	
			01-5800	Per Diem iReady Conf Sept 2026	82.50	
				Travel Expenses iReady Conf Sept 26	367.39	2,949.89
5266380	09/23/2026	Rourke, Megan L	01-4300	CoP Meeting Meals Sept 2026	84.41	
			01-5200	Per Diem CISC Sept 26	88.50	172.91
5266381	09/23/2026	Aya Healthcare Inc	01-5800	School Psychologist Services 26/27		64,363.75
5266382	09/23/2026	California County Superintendents	01-5300	26/27 TSC Membership Dues - R. Jackson		400.00
5266383	09/23/2026	Fastenal Company	01-4300	Maintenance Supplies 26/27		216.98
5266384	09/23/2026	FasTrak Invoice Processing Cen ter	01-5200	M. Avila Toll Fee Credentialing Course Aug 26		8.50
5266385	09/23/2026	Frontier Fuel	01-4300	26/27 Speech Monthly Fuel Purchases		97.30
5266386	09/23/2026	Fulcrum Biometrics	01-5840	26/27 Live Scan Channeling Fees		13.00
5266387	09/23/2026	Interstate Oil Company	01-4300	26/27 Fleet Motor Oil		208.88
5266388	09/23/2026	Lakeshore Learning Materials	01-4300	Furniture & Materials - Wonderhouse		3,077.00
5266389	09/23/2026	Lozano Smith	01-5850	26/27 Professional and Legal Services		697.00
5266390	09/23/2026	Mendes Supply Co.	01-4300	26/27 Maintenance Supplies		475.48
5266391	09/23/2026	NAPA Auto Parts	01-4300	26/27 Fleet Maintenance & Repair		251.38
5266392	09/23/2026	North State Painting	14-5800	Exterior Painting Building		9,750.25
5266393	09/23/2026	O'Reilly Automotive, Inc.	01-4300	26/27 Fleet Repair Supplies		48.77

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Checks Dated 09/01/2026 through 09/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5266394	09/23/2026	Pitney Bowes Inc Reserve Account	01-5910	26/27 Postage & Shipping Supplies		200.00
5266395	09/23/2026	Plotzke Ace Hardware	01-4300	26/27 Maintenance Supplies		97.41
5266396	09/23/2026	Randy Spencer	01-5200	Mileage Reim Board Meetings 26/27		57.76
5266397	09/23/2026	Schoolyard Communications, LLC	01-4300	Parents Rights Handbook 26/27		2,951.78
5266398	09/23/2026	Selpa Administrators Of Ca East San Gabriel Valley SELPA	01-5300	SELPA Admin Dues 26/27		1,660.00
5266399	09/23/2026	State Of Cal Dept Of Justice	01-5840	26/27 Live Scan Fingerprinting Fees		501.00
5266400	09/23/2026	Steve Canale	01-5200	Mileage Reim Board Meetings 26/27		124.64
5266401	09/23/2026	Sunbelt Staffing TTF Holdings Lockbox	01-5800	School Psychologist 26/27		5,110.95
5266402	09/23/2026	Trinity Co Dept Of Transport	01-4300	26/27 Monthly Fuel		858.14
5266403	09/23/2026	Trinity Co. Solid Waste	01-5550	26/27 Solid Waste Fees		326.50
5266404	09/23/2026	Trinity Journal	01-5810	26/27 Advertising Expenses		507.00
5266405	09/23/2026	Trinity PUD	01-5510	26/27 Monthly Electricity Service		914.43
5266406	09/23/2026	Trinity Tire Factory	01-5600	26/27 Fleet Maintenance		1,058.52
5266407	09/23/2026	U.S. Bank Corporate Payment Systems	01-4300	All Staff Meeting Materials & Supplies 26/27	447.89	
				Business Meeting Meals 26/27	236.48	
				Community Schools Meeting Meals Aug 26	546.31	
				Credit - Magnetic Board Broken	358.49-	
				Domain Renewal - Districts	107.20	
				Ed Services Meeting Supplies Aug 26/27	38.10	
				EHCY Homeless Supplies & Supports 26/27	656.53	
				Facility Rental - Leadership Summit July 26	500.00	
				FYS Supplies and Supports 26/27	279.39	
				HDMI Cables	120.57	
				Health Services Supplies- Emesis Bags	19.72	
				Interview Panel Meeting Meals 26/27	32.28	
				J. Morris Fuel for Fleet OES Forum Sept 26	81.66	
				N. Bradford LCSW Exam	260.00	
				Office Supplies - Binders	6.41	
				Office Supplies - Blue Folders	28.83	
				Office Supplies - Credit	12.74-	
				Office Supplies - Desk Calendar	21.22	
				Office Supplies - Envelopes,Erasers,Post Its	44.45	
				Office Supplies - Headphones	182.68	
				Office Supplies - Magentic Board	282.46	
				Office Supplies - Markers	17.05	

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Checks Dated 09/01/2026 through 09/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5266407	09/23/2026	U.S. Bank Corporate Payment Systems	01-4300	Office Supplies - Name Badges	1,378.32	
				Office Supplies - Notebooks	70.75	
				Office Supplies - Pencils	14.74	
				Office Supplies - Planner	10.29	
				Office Supplies - Post It Notes	21.38	
				Office Supplies - SELPA Pens	27.85	
				Office Supplies - TV Insurance Plan	99.99	
				Office Supplies - TV Mount	139.41	
				Office Supplies- Magentic Board	282.46	
				Office Supplies- Name Badges	25.71	
				Office Supplies- Pens	39.66	
				Pearson Psych Assessments SELPA	8,504.00	
				RISE Student Incentives & Supplies 26/27	317.78	
				SEIS Training Meals Aug 26	296.33	
				SELPA Psych iPads	971.11	
				SELPA Psych iPads Cases	55.71	
				SELPA Remarkable Tablet	481.55	
				STEAM Supplies - Paper Cups	6.44	
				STEAM Supplies - Seeds	42.81	
				Superintendent Meeting Meals 26/27	202.64	
				Superintendent's Planning Meeting Meals 26/27	47.14	
				Therapy Notes Subscription 26/27	279.00	
				Trinity Safe Schools Meeting Meals 26/27	240.28	
				Update Door Entry Project	146.76	
			01-5200	A. Cloud Recert YMHFA Certification	275.00	
				A. Garcia Training Webinars & Workshops 26/27	1,985.00	
				C. Crockett Reg SSC Webinar Oct 2026	205.00	
				C. Helgesen Parking COSP Sept 26	18.00	
				C. Helgesen Registration Cal Science Nov 26	370.00	
				CalPERS Forum Flight Nov 2026	820.81	
				CalPERS Forum Flights Nov 2026	467.80	
				CalPERS Forum Lodging Nov 2026	376.59	
				CalPERS Forum Registration Nov 2026	1,647.00	
				CalPERS Forum Travel Expenses Nov 2026	140.86	

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Checks Dated 09/01/2026 through 09/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5266407	09/23/2026	U.S. Bank Corporate Payment Systems	01-5200	D. Pickett Registration AI Webinar	132.87	
				EHCY Coordinator Flight National Conf	727.80	
				EHCY Coordinator Travel Insurance	49.05	
				EHCY Travel - Roots Conf Registration	250.00	
				FYS Coordinator Travel Expenses	250.00	
				J. Morris Lodging OES Forum Sept 26	385.25	
				J. Morris Meals OES Forum Sept 26	34.62	
				Roots Conf Registration Oct 2026	500.00	
			01-5300	Office 365 Annual Licensing 26/27	2,081.40	
				Speech SLP Toolkit Annual Subscription	645.00	
				Speech SLP Toolkit Credit	292.11-	
				Voice Mail Messager	228.00	
			01-5600	Fleet Repair - Replacement Radio	410.22	
			01-5800	SEPLA Local Plan Webinar	290.00	
			12-4300	P3 CoP Meeting Meals Aug 26	106.17	29,344.44
5266408	09/23/2026	Weaverville CSD	01-5560	26/27 Monthly Water Service		29.89
5266522	09/30/2026	Rebelo, Stephanie S	01-5200	Per Diem Advance WAI Meeting Oct 2026		236.50
5266523	09/30/2026	Dixon, Julia M	01-4300	Ed Services Meeting Meals Sept 26		80.55
5266524	09/30/2026	Rourke, Megan L	01-4300	Meals Science Training Sept 26	117.69	
			01-5200	Lodging CISC Sept 2026	379.26	496.95
5266525	09/30/2026	Ritter, Jeamark	01-5200	Per Diem Credentialing Training Sept 26	68.00	
				Per Diem PASCo Meeting Sept 2026	169.50	237.50
5266526	09/30/2026	Alisha Main	12-5800	Tuition Reimbusement Fall 26		140.00
5266527	09/30/2026	Julia Dyckman Andrus Memorial	01-5800	SI Travel Expenses Training Remote		6,086.90
5266528	09/30/2026	Atkinson, Andelson, Loya, Attorneys at Law	01-5850	Legal Services		1,829.54
5266529	09/30/2026	Aya Healthcare Inc	01-5800	School Psychologist Services 26/27		16,740.00
5266530	09/30/2026	Breslin Occupational Service	01-5800	26/27 OT Services		4,882.28
5266531	09/30/2026	Chelsea Schmitto	01-4300	NA Day, Catering Oct 2026 - 1 of 2		594.00
5266532	09/30/2026	Frontier Communications	01-5920	26/27 Emergency Copper Line		111.22
5266533	09/30/2026	Connection	01-5300	Google Workspace Subscription 26/27		22.62
5266534	09/30/2026	Jones Electric	14-4300	Repair & Maintenance - Electical Panel	997.81	
			14-5800	Repair & Maintenance - Electical Panel	280.00	1,277.81
5266535	09/30/2026	Pitney Bowes Inc Reserve Account	01-5910	26/27 Postage & Shipping Supplies		478.50
5266536	09/30/2026	Plotzke Ace Hardware	01-4300	26/27 Maintenance Supplies		29.35
5266537	09/30/2026	Shasta Co Office Of Education	01-5200	Registration Labor Law 26/27		850.00
5266538	09/30/2026	SHI	01-5800	WiFi Network & Support		1,081.22
5266539	09/30/2026	Shasta-Trinity Schools Den	01-9580	26/27 Monthly Dental Premiums		5,468.61

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 09/01/2026 through 09/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5266540	09/30/2026	Shasta-Trinity Schools Med	01-9580	26/27 Monthly Medical Premiums		65,362.00
5266541	09/30/2026	Shasta-Trinity Schools Vis	01-9580	26/27 Monthly Vision Premiums		1,628.10
5266542	09/30/2026	Sunbelt Staffing TTF Holdings Lockbox	01-5800	School Psychologist 26/27		2,752.05
5266543	09/30/2026	Trinity County RCD	01-5800	CDE Site Review, Maps, Assessments		400.00
5266544	09/30/2026	Trinity Tire Factory	01-5600	26/27 Fleet Maintenance		1,808.06
				Total Number of Checks	**97**	**659,226.95**

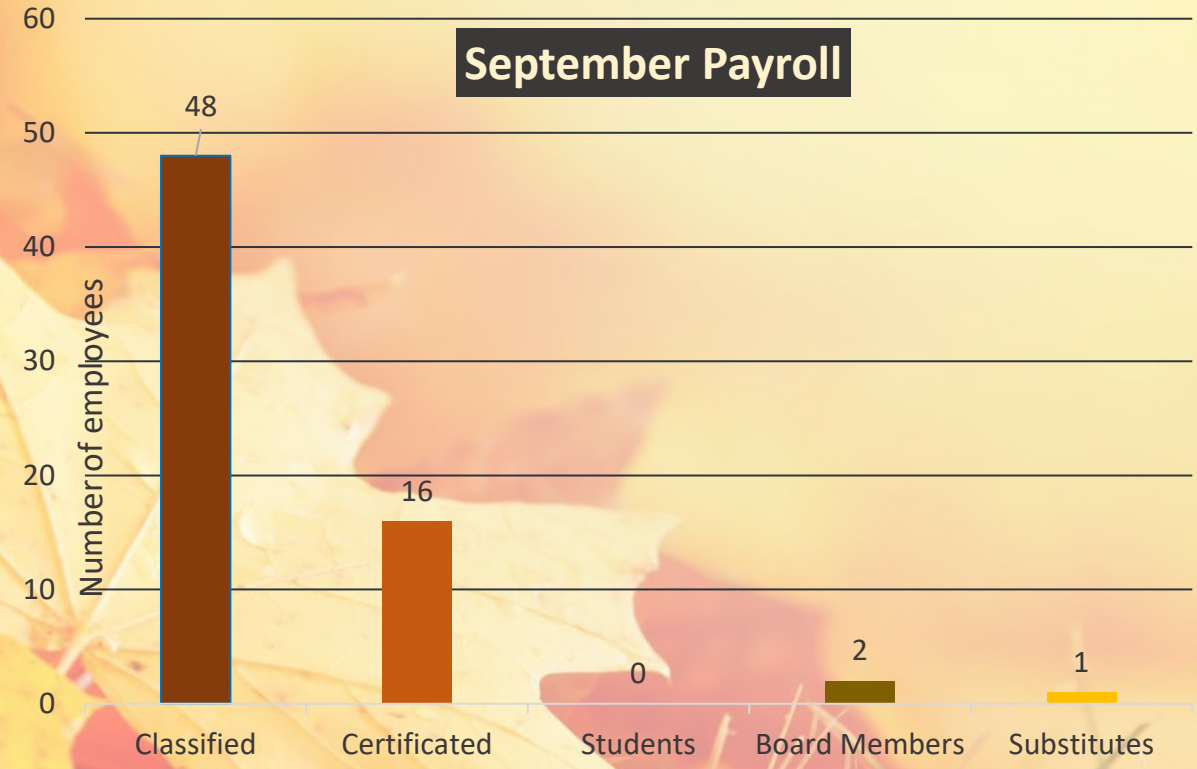
Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	88	563,478.38
11	Adult Education Fund	1	59,000.00
12	Child Development Fund	7	23,320.51
14	Deferred Maintenance	3	13,428.06
	Total Number of Checks	**97**	659,226.95
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**659,226.95**

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.

Trinity County Office of Education

9/1/2026 - 9/30/2026



Employee Salaries= $431,021.51

District Liabilities= $202,642.59

Total Payroll= $633,664.10

Trinity County
Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

P.O. Box 1256 ● 201 Memorial Drive, Weaverville, CA 96093-1256

Quarterly Report on Williams Uniform Complaints
Education Code §35186

2026-2027 School Year

X July 1 through September 30, 2026 - 1st quarter
☐ October 1 through December 31, 2026 - 2nd quarter
☐ January 1 through March 31, 2027 - 3rd quarter
☐ April 1 through June 30, 2027 - 4th quarter

October 1, 2026

To Whom It May Concern:

For the period of July 1, 2026, through September 30, 2026, Trinity County Office of Education has had no complaints regarding insufficient textbooks, teacher certification, and assignments or the safety and maintenance of its facility.

Sincerely,

Cindy Blanchard
Chief Business Official

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Introduction

A hazard mitigation plan is a jurisdiction's plan to reduce damage to life, property, and the environment from future disasters. The Robert T. Stafford Disaster Relief and Emergency Assistance Act set out to provide aid by the Federal Government to State and local governments in carrying out their responsibilities to respond to disasters. The Disaster Mitigation Act of 2000 amended the Stafford Act to include Section 322. This requires jurisdictions to have a Federal Emergency Management Agency (FEMA) approved hazard mitigation plan to be eligible for certain federal disaster assistance and hazard mitigation funding.

Trinity County school districts are vulnerable to a wide range of natural and non-natural hazards that have impacted and will continue to impact school operations, infrastructure, and health and safety. Between 2020 to early 2025, Trinity County has experienced three federal disaster declarations and over 400 school closure days due to hazards. It is expected that the influence of climate change and historic land use decisions will result in continued or increased risk to certain natural hazards. The Trinity County Office of Education (TCOE) is committed to increasing resilience to future hazard events for the nine school districts within the county.

The County of Trinity has an adopted hazard mitigation plan that complies with the California Office of Emergency Services (CAL OES) and FEMA's requirements. Hazard mitigation planning in schools is critical given the unique vulnerabilities and threats schools, students, and staff face compared to the larger community. Due to this, TCOE sought funds to develop a hazard mitigation plan to create a document that focused on how hazards impact school districts, which school districts are most vulnerable, and focused mitigation strategies to reduce losses.

Questions, comments, or input regarding this plan can be directed to Jeff Morris, TCOE Senior Analyst, who can be contacted at (530) 623-2861.

TCOE and Participating School Districts

The following nine school districts participated in the planning process under the umbrella of TCOE, which functions as the participating jurisdiction:

- Burnt Ranch Elementary School District
- Coffee Creek Elementary School District
- Douglas City Elementary School District
- Junction City Elementary School District
- Lewiston Elementary School District
- Mountain Valley Unified School District
- Southern Trinity Joint Unified School District
- Trinity Alps Unified School District
- Trinity Center Elementary School District

This plan evaluated the Trinity County school system, or TCOE planning area. Each school district has a profile and is considered within the hazard risk and vulnerability analysis. School districts were engaged through attending the steering committee meetings, providing information through interviews, and receiving a copy of the plan to provide comments before the public review period.

Planning Process

This is the first version of the TCOE Hazard Mitigation Plan (HMP). The project to develop this document began in July 2024. The Trinity County Resource Conservation District (TCRCD) was contracted by TCOE to support the development of the plan.

Table 1 below includes key members of the planning team.

Table 1. TCOE HMP Planning Team

Name	Position	How They Participated
Fabio Robles	Superintendent, TCOE	Provided review of the plan
Cindy Blanchard	Chief Business Official, TCOE	Provided review of the plan
Jeff Morris	Safety/Communications Specialist & Facilities Fiscal Analyst, TCOE	Provided hazard data, provided review and comments on plan, attended meetings
Skylar Fisher	Program Manager, TCRCD	Plan writer, provided review and comments on plan, and attended meetings
Emily Drain	Project Coordinator, TCRCD	Plan writer, provided review and comments on plan, and attended meetings
Emily Acer	Project Coordinator, TCRCD	Provided hazard mapping and attended meetings
Arvel Reeves	Project Coordinator, TCRCD	Provided hazard mapping and geospatial analysis

Representatives from TCOE and TCRCD met in July 2024 to establish the plan development process. In August 2024, there were two additional meetings to establish project timeline, planning process, and outreach strategy. Initial ideas were formed based on review of relevant literature and local knowledge. A presentation was prepared based on the ideas discussed and project plan developed from these meetings for the Trinity Safe Schools Collaborative at their September meeting.

A project presentation was provided to the Trinity Safe Schools Collaborative in September 2024. The Trinity Safe Schools Collaborative is a multi-agency action group including participation from Mountain Communities Healthcare District, Redding Rancheria Trinity Health Center, Trinity County Behavioral Health, Trinity County Child Welfare Services, Trinity County District Attorney, Trinity County Office of Education, Trinity County Probation Department, Trinity County School Districts, Trinity County Sheriff's Office and others. The group is committed to working together cooperatively to promote a coordinated effort among agencies and staff to improve the safety and welfare of youth. This presentation served as an introduction to the project, its purpose, and an invitation to agency partners to participate. Members provided input on the proposed planning process and shared what their concerns were. Updates on the project, as it developed, were provided to partners at Trinity County Fire Chiefs' Association, Trinity County Disaster Council, Trinity Safe Schools Collaborative, and Trinity County Fire Safe Council meetings with opportunity for feedback.

The Trinity County Fire Chiefs' Association hosts monthly meetings to discuss member needs, share resources, and hear updates from partner agencies working on the landscape. Regular meetings may include representatives from the Trinity County Board of Supervisors, CAL FIRE, US Forest Service, Trinity County Sheriff, CAL OES, Trinity County Office of Emergency Services (TCOES), Trinity

Life Support Community Services District, Northern California EMS, Trinity County Environmental Health, TCRCD, and the Watershed Research and Training Center.

The Trinity County Disaster Council hosts bi-monthly meetings to encourage partner agencies to work together to "develop assigned tasks, policies, and procedures through a coordination of efforts to better serve and protect the interests of Trinity County." Regular meetings may include representatives from the Trinity County Agricultural Office, Trinity County Amateur Radio Emergency Service, Trinity County Assessor's Office, Trinity County Board of Supervisors, California Tribal Temporary Assistance for Needy Families, CAL OES, CAL FIRE, Trinity County Administrative Office, California Highway Patrol, Trinity County Community Development, Trinity County Environmental Health, California Department of Water Resources, Trinity County District Attorney's Office, Trinity County Department of Transportation, Trinity County Fire Marshal, Trinity County Health and Human Services, Human Response Network, Mountain Communities Healthcare District, TCOE, Trinity County Probation, Red Cross, Regional Disaster Medical Health Specialists, Trinity County Risk Management, Trinity County Sheriff's Office, Trinity County Solid Waste, Trinity County Food Bank, Trinity County Public Utility District, TCRCD, and US Forest Service.

The Trinity Safe Schools Collaborative meets monthly to discuss youth and school safety. Regular meetings may include representatives from the school districts, Mountain Communities Healthcare District, Redding Rancheria, Trinity Health Center, Trinity County Behavioral Health, Trinity County Child Welfare Services, Trinity County District Attorney, Trinity County Office of Education, Trinity County Probation Department, Trinity County School Districts, and Trinity County Sheriff's Office.

The Trinity County Fire Safe Council meets monthly to discuss ways to increase cooperation and collaboration regarding wildfire management in Trinity County. Regular meetings may include representatives from the Watershed Research and Training Center, US Forest Service, UC Cooperative Extension, Tsnungwe, Trinity PUD, TCRCD, Trinity County, Trinity County Board of Supervisors, Sierra Pacific Industries, Safe Alternatives for our Forest Environment, Natural Resource Conservation Service, Nor-Rel-Muk-Wintu, North Coast Unified Air Quality Management District, members of the public, local fire safe councils, local volunteer fire departments, Flowra, Caltrans, CAL FIRE, and Bureau of Land Management (BLM).

In December 2024, a month-long community hazards perception survey was published. A press release went out to local news outlets and on TCOE social media in December 2024 to notify the county and region of the project and to promote the survey.

The steering committee members were contacted through email in December 2024 to invite their participation. Steering committee invitations were sent to local, state, neighboring school districts, and federal agencies, over email. Additional outreach on the project and invitation for involvement was included on TCOE's social media and on local and regional news outlets. Senior representatives or management-level staff from each organization were contacted, inviting a representative to participate in the steering committee. Then, the organization would determine who would attend.

Representatives from local, state and federal agencies, neighboring school districts, and from businesses, academia, and other private organizations were engaged through these processes but also through an invitation to participate that was provided at winter County Fire Chiefs' Association, Safe Schools Collaborative, County Disaster Council, and County Fire Safe Council meetings.

In January 2025, a meeting was held to gather input from the steering committee on what their hazards of concern to school districts are and what goals should shape the plan. In June 2025, a second steering committee meeting was held to share findings from the community survey, findings from the school districts' interviews, the draft hazard risk ranking, and the draft mitigation strategy. The steering committee was provided the opportunity to comment on the plan before the public comment period for two weeks in August 2025.

Members of the steering committee include representatives from the nine school districts, TCOE, Trinity County Amateur Radio Club, Trinity County Office of Emergency Services, Trinity County District Attorney's Office, Trinity County Health and Human Services, and Trinity County Sheriffs' Office.

Public Review Period

An internal version of the document was presented for steering committee members' review from August 4th through August 26th, 2025. The plan was available for public comment from September 10th through October 10th, 2025. During the public review period, there were two community meetings on October 2nd at Hayfork High School and October 9th at the Weaverville Volunteer Fire Department.

Copies of the draft HMP were available on the project website, at the TCOE office, and at each elementary school (10) within the county. Members of the project steering committee, including representatives from each school district, and representatives from local Native American tribes were notified of the public review period. There were two press releases in the Trinity Journal and three TCOE social media posts promoting the public review period and community meetings. Fliers were provided to each of the school districts. Members of the public could provide comment through email, phone, by visiting the TCOE office, through submitting comment on the TCOE website, or through attending the community meetings. All input was received through email or at the community meetings.

It is important to the planning team that underserved communities and vulnerable populations within the county were provided opportunity to be involved. By offering access to the draft HMP through the project website, elementary school sites, and two community meetings, the planning process accommodated varied preferences and accessibility needs. The outreach methods- social media, fliers at schools, and local newspaper- were chosen to ensure accessibility for those who may face barriers to digital engagement or transportation.

Incorporation of Community Input

The following changes were made to the HMP based on input received during the public review period:

- Revised Valley High maps and risk analysis to show new school site
- Revised Coffee Creek Volunteer Fire anticipated response time to Coffee Creek Elementary School
- Included of STAR ambulance services in emergency response capacity review in southern county school district profiles
- Included emphasized need and capacity challenges to schools becoming clean air facilities within the Wildfire hazard profile
- Emphasized secondary hazard and supply chain disruption concerns on major roads to school sites
- Clarified that hazard and vulnerability analysis is based on best available, public data
- Emphasized community and school district interest in HMP being used as an education and advocacy tool locally and to the state
- Included caveat statement when American Community Survey is cited that reported demographics may not be a 1:1 reflection of on-the-ground conditions
- Revised or added language for the sake of flow and clarity

Within the community meetings, wildfire was the top hazard of concern. Flooding, impacts to emergency access, and loss of communication and power were also highlighted hazards of concern.

Literature Review

A review of relevant literature, including plans, policies, programs, and agency roles, was incorporated into the development of hazard profiles and the overall mitigation strategy. This information was used to assess the capacity of existing plans to support hazard mitigation efforts, identify precedents, and integrate other relevant findings to inform and strengthen the planning process.

Federal Plans, Policies, and Regulatory Environment

Federal Emergency Management Agency

The Federal Emergency Management Agency (FEMA) is a federal agency that was created in 1979 to assist Americans before, during, and after disasters. FEMA covers ten separate regions to help local and state governments reduce their disaster risk.

Robert T. Stafford Disaster Relief and Emergency Assistance Act

The Robert T. Stafford Disaster Relief and Emergency Assistance Act, enacted in 1988 and later amended by the Disaster Mitigation Act of 2000 (DMA 2000), is a federal law governing disaster response and recovery efforts in the US. The act allows the President to provide federal assistance to state, local, tribal, and territorial governments during major disasters and emergencies. DMA 2000, as an amendment, emphasized the importance of disaster mitigation planning and implementation, encouraging measures to reduce the impacts of future disasters. This Act strengthened the focus on pre-disaster hazard mitigation, aiming to minimize the recurrence of devastating events and promote a more proactive approach to disaster management.

Sandy Recovery Improvement Act

The Sandy Recovery Improvement Act of 2013 was passed to enhance disaster recovery efforts in the aftermath of Hurricane Sandy. The Act aimed to improve the efficiency and effectiveness of FEMA in delivering disaster assistance and support to affected individuals and communities. It introduced expedited processing of assistance applications, increased flexibility in the use of disaster funds, and streamlined environmental reviews for recovery projects. The Act encouraged better coordination between federal, state, and local agencies, as well as increased engagement with tribal governments.

Disaster Recovery Reform Act of 2018

The Disaster Recovery Reform Act of 2018 acknowledges the shared responsibility for disaster response and recovery and set out to reduce the complexity of FEMA. This act was created as part of the Federal Aviation Administration Reauthorization Act. There are 56 provisions within this act that required changes in FEMA policy or other regulations. This act emphasizes the need for whole community responsibility during disaster response.

Federal Energy Regulatory Commission Dam Safety Program

The Federal Energy Regulatory Commission's (FERC) Dam Safety Program is aimed at ensuring the safety and integrity of dams across the United States. Established to regulate and oversee hydroelectric and non-federal dams, the program sets out to protect communities and the environment from potential dam failures and related hazards. FERC's Dam Safety Program utilizes engineering assessments, risk analyses, and regulatory standards to evaluate dam operations, construction, and maintenance.

1972 National Dam Safety Act

The 1972 National Dam Safety Act was legislation enacted in the US with the primary goal of mitigating the risks associated with dam failures and ensuring the safety of communities and infrastructure located downstream of dams. The Act encouraged states to establish comprehensive dam safety programs, providing federal assistance in the form of technical expertise and financial support. It also mandated the establishment of a National Dam Safety Program to coordinate and promote dam safety efforts nationwide.

US Army Corps of Engineers Dam Safety Program

The U.S. Army Corps of Engineers' Dam Safety Program plays a critical role in safeguarding communities and infrastructure from the potential risks posed by dams throughout the United States. The program encompasses a comprehensive approach to dam safety evaluation, risk assessment, and maintenance. The program aims to reduce the likelihood of dam failures, protecting lives, properties, and the environment, while facilitating sustainable water management for future generations.

National Flood Insurance Program

The National Flood Insurance Program (NFIP) is a federal initiative administered by FEMA to provide insurance coverage for property owners in flood-prone areas. This program encourages responsible development and risk management practices while promoting floodplain management and mitigation efforts.

Community Rating System

The Community Rating System (CRS) is a voluntary program that encourages community floodplain management practices that exceed the minimum requirements of the NFIP. The goal of this program is to reduce flood damages and losses, create potential insurance discounts, and encourage strong local floodplain management.

Resource Conservation and Recovery Act

The Resource Conservation and Recovery Act (RCRA) is environmental legislation enacted by Congress in 1976. The primary objective of RCRA is to regulate the management of hazardous and non-hazardous solid waste to ensure its safe handling, storage, treatment, and disposal. The law established a comprehensive framework for the proper management of hazardous waste from its generation to its final disposal. Additionally, RCRA promotes the reduction of waste generation through recycling and encourages the adoption of environmentally sound practices. The Act also established a "cradle-to-grave" system, requiring individuals and companies involved in waste generation, transportation, treatment, and disposal to follow specific regulations and maintain proper records to track waste from its origin to its ultimate disposition. RCRA has been instrumental in protecting human health and the environment by mitigating the risks associated with improper waste management and encouraging resource conservation.

Landslide Hazards Program

The Landslide Hazards Program is led by the US Geological Survey to reduce the impact of landslides. Through research, monitoring, mapping, and education, the program works with various partners to assess landslide hazards and develop effective risk reduction strategies. By providing data, tools, and expertise, the program supports local communities and decision-makers to make informed choices regarding land use, infrastructure planning, and emergency response.

Federal Communications Commission

The Federal Communications Commission (FCC) is an independent agency of the United States government that regulates communications by radio, television, wire, satellite, and cable. While not explicitly focused on loss of communications, the FCC does have a role in ensuring communication networks' reliability and accessibility.

National Oceanic and Atmospheric Administration

The National Oceanic and Atmospheric Administration (NOAA) is a federal agency responsible for monitoring and understanding the oceans, atmosphere, and marine resources. NOAA gathers data to provide accurate weather forecasts, climate analyses, and environmental assessments. NOAA helps protect lives and property through its National Weather Service (NWS), issuing warnings and alerts for severe weather events like hurricanes, tornadoes, and floods.

Centers for Disease Control and Prevention

The Centers for Disease Control and Prevention (CDC) is a leading national public health agency in the United States. It operates the US Department of Health and Human Services and is responsible for protecting and promoting public health and safety. The CDC's mission includes a wide range of areas, including disease prevention and control, health surveillance, health education, and emergency preparedness and response.

US Forest Service

The US Forest Service (USFS) plays a crucial role in firefighting and wildfire mitigation across the nation. As wildfires continue to pose significant threats to communities and ecosystems, the agency's firefighters and resource managers work to protect lives, property, and natural resources. In January 2022, the USFS created a 10-year wildfire crisis strategy to effectively combat wildfire threat in the most at-risk communities. Trinity County is identified as a priority landscape needing an increase in forest health treatment under the Trinity Forest Health and Fire-Resistant Rural Communities Wildfire Crisis Strategy Landscape.

Bureau of Land Management

The Bureau of Land Management (BLM) collaborates with federal, state, tribal, and local partners to develop and implement integrated fire management strategies, which include controlled burns, fuel reduction projects, and the utilization of cutting-edge technology. By promoting healthy ecosystems and protecting communities from the devastating impacts of wildfires, the BLM plays a pivotal role in safeguarding both natural resources and public safety.

State Plans, Policies, and Regulatory Environment

California Disaster Assistance Act

The California Disaster Assistance Act is a state-level legislation that outlines the procedures and resources for disaster response and recovery within the state of California. Enacted to address the impacts of emergencies and disasters, the Act gives the Governor the authority to declare a state of emergency. This is important as a state of emergency declaration creates access to various state resources and emergency services to assist affected communities. This act also established the California Office of Emergency Services (CAL OES) as the primary agency responsible for coordinating disaster management efforts. This act outlines the process for requesting and coordinating federal assistance when needed, facilitating a collaborative approach between state, local, and federal agencies during times of crisis.

California State Emergency Plan

The California State Emergency Plan (SEP) is a document developed by Cal OES to describe the state's process for responding to emergencies and disasters. The SEP provides guidelines for coordinating and managing resources during crises and outlines the roles and responsibilities of various state agencies, local governments, and private organizations involved in disaster response and recovery efforts. It includes a range of emergency management elements, such as hazard assessments, emergency communications, evacuation plans, resource management, and mutual aid agreements.

Standardized Emergency Management System

The Standardized Emergency Management System (SEMS) is a framework developed by the state to ensure effective coordination and communication during emergency response and management activities. This system provides a standardized structure, terminology, and procedures that enable seamless collaboration among various agencies and organizations involved in disaster response, regardless of their jurisdiction or affiliation. SEMS is designed to promote a unified command system, allowing responders from different agencies to work together cohesively, reducing confusion and enhancing efficiency during crises.

California Governor's Office of Emergency Services

Cal OES divides the state into six administrative regions, each designed to assist in disaster preparedness, response, and recovery efforts. These regions include Northern, Coastal, Bay Area, Central, Inland, and Southern. Cal OES Administrative Regions serve as hubs for collaboration between state, local, tribal, and federal agencies, as well as private and non-profit organizations involved in emergency management.

California Governor's Executive Orders

California Governor's Executive Orders are issued by the Governor of California to address specific issues or emergencies without the need for legislative approval. These orders allow the Governor to take prompt action in response to natural disasters, public health crises, or other urgent policy matters. Executive Orders play a crucial role in implementing policies and initiatives, directing state agencies, and allocating resources. They can be used to declare a state of emergency, mandate actions for disaster response and recovery, or establish temporary regulations during emergencies.

California Division of Safety of Dams

The California Division of Safety of Dams (DSOD) is a state agency responsible for safeguarding the integrity and safety of dams within California. As part of the Department of Water Resources (DWR), DSOD plays a crucial role in protecting public safety and property by regulating and overseeing more than 1,200 dams and reservoirs throughout the state. Its mandate involves dam safety evaluation, permitting, inspection, and enforcement of regulations to ensure that dams meet stringent safety standards. By conducting rigorous assessments and collaborating with dam owners and operators, the Division aims to mitigate potential risks, enhance emergency preparedness, and prevent dam failures, thereby preserving the well-being of communities and the environment they rely upon.

Senate Bill 92

Senate Bill (SB) 92, passed in 2017, provided new requirements to improve dam safety in California. This bill requires that dam owners provide inundation mapping to DWR for review. Subsequent to DWR's approval, an emergency action plan (EAP) must be submitted to CAL OES for approval. A dam EAP must be submitted for review and approval by CAL OES every 10 years.

California Sustainable Groundwater Management Act

The California Sustainable Groundwater Management Act (SGMA), enacted in 2014, is a landmark policy response to the state's pressing groundwater challenges. Recognizing the critical role of

sustainable groundwater management in ensuring water security, the act aims to halt over-extraction and depletion of California's vital groundwater resources. SGMA mandates the formation of locally-driven Groundwater Sustainability Agencies (GSAs) to develop and implement comprehensive Groundwater Sustainability Plans (GSPs) tailored to specific basins. Trinity County has no GSAs.

Statewide Emergency Water Conservation Regulations

On May 24, 2022, the State Water Board adopted a second statewide emergency water conservation regulation that prohibits the use of potable (drinkable) water for maintaining decorative or non-functional grass at commercial, industrial, and institutional properties, as well as areas of non-functional turf under homeowners' association control. This regulation took effect on June 10, 2022, and mandates urban water suppliers to implement all demand-reduction actions outlined in Level 2 of their Water Shortage Contingency Plans. The regulation will remain in effect for one year from the effective date, unless the Board chooses to modify, readopt, or terminate it before the designated period.

California Water Plan

The California Water Plan, mandated by Water Code Section 10005(a), serves as the State's comprehensive strategic blueprint, ensuring the sustainable management and development of water resources to meet the needs of present and future generations. It assesses the status and trends of water-dependent natural resources, water supplies, and the demands from agriculture, urban areas, and the environment, while considering various plausible future scenarios.

SB 552

Senate Bill 552 was signed in September 2021 by Gavin Newsom as a response to the ongoing water shortage in the state. This bill intends to increase capacity to better respond to drought events, especially in the face of climate change. Small water suppliers are required to have a water shortage contingency plan and an annual report. Counties are required to have a drought task force and plan to show potential drought risks and solutions.

Alquist-Priolo Earthquake Fault Zoning Act and Seismic Hazards Mapping Act (1972)

The Alquist-Priolo Earthquake Fault Zoning Act and Seismic Hazards Mapping Act were landmark pieces of legislation enacted in California in 1972 in response to the increasing recognition of the state's vulnerability to seismic hazards. The Alquist-Priolo Act mandated that the California Geological Survey (CGS) identify and map active earthquake faults within the state, establishing special zones known as Alquist-Priolo Earthquake Fault Zones. These zones were designed to prohibit or restrict the construction of certain structures near active faults to minimize potential earthquake-related risks. Trinity County was not determined to be affected by existing Earthquake Fault Zones under this Act.

Seismic Hazard Mapping Act

The Seismic Hazards Mapping Act is a legislative measure aimed at mitigating the risks associated with seismic activities and earthquakes. Enacted to increase public safety and preparedness, this act mandates comprehensive mapping and assessment of seismic hazards across regions susceptible to earthquake occurrences. It allocates resources to conduct thorough geological studies, analyze historical seismic data, and identify vulnerable areas prone to ground shaking, liquefaction, landslides, and other related hazards. The act supports the development of accurate hazard maps that aid urban planning, infrastructure design, and emergency response strategies. By fostering a better understanding of seismic risks, the Seismic Hazards Mapping Act serves as a crucial tool in safeguarding communities, reducing potential damage, and promoting resilience against seismic events.

2022 California Building Code

The 2022 California Building Code includes standards for materials and methods used to build in the state. The current code requires that certain development standards be met to reduce damage or loss of structures in the event of an earthquake. The Trinity County Buildings and Construction Ordinance is consistent with these standards.

California Hazardous Waste Control Law

Health and Safety Code, Division 20, Chapter 6.5, known as the Hazardous Waste Control Law, addresses the management, treatment, and disposal of hazardous waste within California. Enacted to safeguard public health and the environment, this comprehensive law sets forth stringent regulations and requirements for the proper handling and transportation of hazardous materials, including provisions for waste generators, transporters, and treatment facilities. The statute also outlines the procedures for permitting, monitoring, and corrective action, promoting responsible waste management practices, and the adoption of technologies to minimize the impact of hazardous substances on California's communities and ecosystems.

California Accidental Release Program

The California Accidental Release Program (CalARP) is a state-level regulatory initiative aimed at preventing and mitigating accidental releases of hazardous substances at facilities. The program is designed to protect public health, safety, and the environment from the potential impacts of chemical incidents. Facilities handling regulated substances above specific thresholds are required to implement comprehensive risk management plans and demonstrate adherence to strict safety protocols.

22 CCR Section 66261.3

Section 66261.3 of Title 22 of the California Code of Regulations pertains to the management of hazardous waste in California and defines hazardous waste. This regulation addresses the accumulation and storage of hazardous waste in containers. It establishes requirements and guidelines for ensuring the proper handling and storage of hazardous waste in containers to prevent spills, leaks, or releases that could pose a threat to human health and the environment. The section outlines the conditions under which a facility can store hazardous waste without a permit and establishes time limits for such storage. It also mandates the labeling and marking of containers to provide clear identification of the hazardous materials contained within, aiding in safe management and handling. Compliance with Section 66261.3 is required for entities involved in the generation, storage, and transportation of hazardous waste within the state of California.

California Geological Survey

CGS is a state agency dedicated to understanding and mitigating geological hazards across California. As a premier authority on geologic issues, CGS conducts research, mapping, and monitoring to assess the state's seismic and landslide hazards, along with other geological risks. The agency provides data, reports, and expertise to inform policymakers, local governments, and the public about potential threats and mitigation strategies. CGS plays a vital role in promoting public safety, supporting land-use planning, and enhancing the state's resilience to natural disasters, making it an essential component of California's efforts to manage and prepare for geological hazards.

California Landslide Hazard Mitigation and Research Fund

The Landslide Hazard Mitigation and Research Fund is a state-funded initiative established to address the risks posed by landslides. The fund supports various efforts aimed at mitigating landslide hazards, conducting research on landslide triggers and behavior, and developing strategies to reduce potential impacts on communities and infrastructure. The allocation of funds facilitates the identification and mapping of landslide-prone areas, the implementation of prevention measures, and the enhancement of emergency response capabilities. By investing in this program, California aims to enhance its preparedness and resilience to landslides, safeguarding lives and properties from the devastating effects of these natural hazards.

California Public Utilities Commission

The California Public Utilities Commission (CPUC) regulates essential services, including communications, in California. It oversees telecommunications services to ensure safety, reliability, and accessibility for consumers.

California Climate Prediction Center

The California Climate Prediction Center studies and forecasts climatic patterns within the state. The center analyzes historical data, satellite observations, and climate models to provide accurate and reliable long-term and short-term climate predictions. This helps predict weather events such as droughts, heatwaves, and storms, allowing for better preparedness and mitigation strategies to safeguard communities, agriculture, and various industries against potential climate-related risks.

California Department of Public Health

The California Department of Public Health (CDPH) is a state agency responsible for safeguarding and promoting the health and well-being of Californians. The department focuses on a wide range of health issues, including infectious disease control, chronic disease prevention, environmental health, health equity, and emergency preparedness.

California Public Resources Code 4291

California Public Resources Code 4291 exists to mitigate the risk of wildfire disasters. It requires property owners, particularly those in wildfire-prone areas, to maintain defensible space around structures and adhere to strict vegetation management practices.

Responsibility Areas

The responsibilities for fire management are divided between federal, state, and local responsibility areas. As Trinity County has no incorporated communities, there are no local responsibility areas. At the federal level, agencies like the USFS and BLM are primarily responsible for managing fires on federal lands. On the other hand, state agencies, such as CAL FIRE, are responsible for handling fires that occur within their boundaries, including those on state-owned lands, private properties, and non-federal public lands.

California Department of Forestry and Fire Protection

The California Department of Forestry and Fire Protection (CAL FIRE) responds to wildfires that threaten lives, homes, and natural resources across the state. Beyond firefighting, CAL FIRE focuses on wildfire mitigation by implementing proactive strategies such as fuel reduction programs, community education, and vegetation management to reduce the risk of catastrophic wildfires.

California Air Resources Board

The California Air Resources Board (CARB) works to address the challenges posed by wildfires in the state. It implements strategies to reduce wildfire emissions and mitigate their impact. Through comprehensive regulations and innovative air quality management programs, CARB plans to reduce emissions from both wildfire events and the sources that contribute to their intensity, such as vehicle emissions and industrial activities.

Local Plans, Policies, and Regulatory Environment

Trinity County Emergency Services Ordinance

The Trinity County Emergency Services Ordinance was created to address emergency management and disaster response within the county. This ordinance outlines the roles and responsibilities of various county agencies and departments in coordinating and implementing emergency services. It provides a framework for disaster planning, preparedness, response, and recovery efforts. It also establishes the Emergency Services Director as the key authority responsible for overseeing emergency operations and coordinating resources.

Trinity County Zoning Ordinance

The Zoning Ordinance is developed to implement, via development standards, the various Goals and Policies of the General Plan as it relates to new development. Section 2 of the Ordinance, Purpose of Adoption of Zoning Plan, states:

"Said Zoning Plan is adopted to promote and protect the public health, accomplishment thereof is adopted, among other purposes, for the following more particularly specified purposes, to-wit:

1. To assist in providing a definite plan of development for the County, and to guide, control, and regulate the future growth of the County, in accordance with said plan.
2. To protect the character and the social and economic stability of agricultural, residential, commercial, industrial, and other areas within the County and to assure the orderly and beneficial development of such areas.
3. To obviate the menace to the public safety resulting from the location of buildings, and the uses thereof, and of land adjacent to highways which are a part of the Streets and Highways Plan of the Master Plan of the County, or which are important thoroughfares, in such manner as to cause interference with existing or prospective traffic movement on said highways."

This ordinance includes provisions for adequate setbacks, parking, development densities, as well as including more specific criteria for floodplain development. Guidance procedures for issuing and administering other entitlements, such as use permits and variances, are also provided.

Trinity County Subdivision Ordinance

The County's Subdivision Ordinance provides the requirements for the division of land. This includes standards for adequate access, including emergency access. Chapter 16.48 provides for subdivision improvement standards such as requirements for water, wastewater, and access. Assurance for the orderly development of land provides for safe circulation and access throughout the County.

Trinity County Building Code

Title 15 of the Trinity County Code *Buildings and Construction* affirms the California Building Code. This code ensures that structures have adequate wiring, fire resilience, structural integrity, and other requirements to protect the community. Effective building codes have the potential to reduce fiscal losses during hazard events.

Trinity County General Plan

The Trinity County General Plan, including its various Elements and the community plans, is a long-range planning document for the county. There are currently five community plans, one for Douglas City, Hayfork, Junction City, Lewiston, and Weaverville. Both the General Plan and community plans are guidance tools for decision makers to ensure consistency in future development.

The Plan consists of the seven Elements. Much of the plan centers on the protection and enhancement of the rich natural resources and environment, which make up a significant portion of the county. More specific to hazard mitigation, the Safety Element's primary focus is on potential hazards such as flooding, fire, hazardous materials, seismic or other geologic activities, as well as airport and military operations. The Housing Element includes policies related to emergency and other temporary housing that citizens may need. The county general plan is undergoing a comprehensive update of each of its elements, including a reevaluation of the community plans.

Trinity County Office of Emergency Services

The Trinity County Office of Emergency Services (TCOES) is the department responsible for coordinating and managing emergency preparedness, response, and recovery efforts at the local level within the county and state. This department works closely with various agencies, including the sheriff, fire districts, medical services, and other county departments, to ensure a coordinated and effective response to a wide range of incidents, such as natural disasters, human-made disasters, other hazards, and public health emergencies.

2009 Airport Land Use Compatibility Plan

The 2009 Airport Land Use Compatibility Plan (ALUCP) discusses and establishes prohibited uses and other development conditions to mitigate risk related to airport operations and airport operations zones. The ALUCP sets guidelines for the five public airports of Trinity County and surrounding land uses. The airports evaluated within the ALUCP are:

- Hayfork Airport
- Hyampom Airport
- Ruth Airport
- Trinity Center Airport
- Weaverville Airport

2014 Safety Element

The current Trinity County General Plan Safety Element was adopted by the County Board of Supervisors in 2014. This document outlines various risks in Trinity and goals, objective, and policies to address these risks. The risks discussed include:

- Airport Safety
- Flood Risks or Dam Failure
- Hazardous Materials
- Seismic or Geologic Hazard
- Wildfire and Structures
- Air Quality
- Climate Change
- Military Operation Area (MOA)

Each of the above risks is discussed in detail within this plan except for “Airport Safety” and “Military Operation Area.” The 2009 ALUCP discusses potential hazards introduced by the five public use airports within the county. This includes creating a list of prohibited uses and development conditions for properties within different proximal zones from the various airports. Development within Zones A, B1, B2, C, D, and E that could potentially create a risk to community safety or be a hazard to an airport is subject to the review of the ALUCP.

According to the Federal Aviation Administration (FAA), a military operation area is airspace established outside of Class A airspace to separate certain non-hazardous military flight activities from instrument flight rules aircraft and to identify for visual flight rules aircraft where these activities are conducted. Class A airspace is regulatory in nature and generally consists of the airspace from 18,000ft MSL to FL600. The purpose of MOAs is to create airspace zones for nonhazardous flight activities.

The discussion of the remaining hazards within the 2014 Safety Element will be built upon within the specific hazard sections of this plan. The current public review draft (2025) of the Safety Element, now referred to as the Hazards and Safety Element, was reviewed in the development of this HMP.

Forest and Water Resources Climate Adaptation Plan

The Climate Adaptation Plan (2011) documents a risk assessment to Trinity County's forest, water, and economic resources as a result of climate change. There are resource strategies to respond the perceived risk that climate change poses to these resources. These strategies are reinforced within an action plan. Goals identified within the action plan are:

- Goal 1: Restore ecological integrity and economic vitality to forest lands and landowners of Trinity County
- Goal 2: Restore and maintain water quality and quantity resources to meet local county needs for ecological and economic climate resilience
- Goal 3: Establish collaborative county-wide policy and land use management systems that foster forest, water, and economic resilience
- Goal 4: Create a collaborative approach to community development and planning processes that generates economic resilience and protects quality of life

Each goal has its own set of objectives to achieve it.

For a county that is dependent on a resource-based economy but experiencing the effects of climate hazards, the Climate Adaptation Plan is a valuable resource in understanding the expected impacts of climate change on the county and building meaningful mitigation.

Trinity County Critical Water Resource Overlay Zone Ordinance

The Trinity County Critical Water Resource (CWR) Overlay Zone ordinance creates an overlay district for certain parcels. This overlay is in a portion of east-central Trinity County, impacting parcels in Post Mountain, Wildwood, Peanut, Hayfork, Weaverville, and Douglas City. This overlay creates development standards to protect water quality and quantity on these parcels.

Local State of Emergency Due to Drought Conditions

The Trinity County Board of Supervisors unanimously approved an ordinance in August 2021 to declare that there was a local emergency due to a drought. Since then, the Board of Supervisors voted to confirm the local emergency every 60 days through February 2024.

Trinity County Flood Hazard Zoning District Ordinance

The Trinity County Flood Hazard Zoning District, also known as the Flood Hazard Overlay Zone Ordinance, is a regulatory framework established to mitigate the risks and impacts of flooding in designated areas. The ordinance enforces specific building restrictions and implements zoning regulations to promote responsible development and safeguard lives and property from potential flood hazards. By integrating flood risk assessments into land use planning and construction practices, the ordinance seeks to enhance community resilience, minimize flood-related damages, and foster sustainable development in Trinity County.

Trinity County Hazardous Materials Area Plan

The Trinity County Hazardous Materials Area Plan (TCHMAP) is a comprehensive and systematic document designed to address the management and response to hazardous materials incidents within the county. The plan is managed by the Trinity County Environmental Health Division in collaboration with local authorities, emergency services, and other relevant stakeholders. The plan outlines strategies for identifying potential hazardous materials risks, mitigating their impact, and coordinating efficient response efforts in the event of emergencies. It includes detailed procedures for handling hazardous materials, training protocols for personnel, communication strategies, and measures to safeguard public health and the environment.

Trinity Certified Unified Program Agency

The Trinity Certified Unified Program Agency (TCUPA) is a government entity responsible for managing and implementing environmental regulations and programs in the county. As a Certified Unified Program Agency, TCUPA plays a crucial role in overseeing hazardous materials management, hazardous waste disposal, underground storage tank operations, and other environmental compliance activities within its jurisdiction. Through inspections, permitting, and enforcement, TCUPA ensures that businesses and organizations adhere to state and federal environmental laws.

Trinity County Amateur Radio Club

Trinity County Amateur Radio Club (TCARC) is a 501(C) (3) organization whose members are also Amateur Radio Emergency Service members (TCARES), which has various projects to improve communications resiliency across the county. TCARC members participate in Trinity County and State agency emergency exercises, providing an alternate method of communications for first responders and even non-governmental organizations such as the American Red Cross. TCARC also has a tactical repeater, which can be moved to almost any area of the county to provide emergency communications. TCARC repeaters are totally off-grid systems. TCARC members practice weekly and provide communications services for numerous events in the county that take place in remote areas.

Trinity County Public Health

Trinity County Public Health (TCPH) works to advance the health and well-being of Trinity County. This program has multiple resources to reduce the spread of communicable disease, support women, infants, and children, promote immunizations, amongst other programs and initiatives.

Trinity County Fire Safe Ordinance

The Trinity County Fire Safe Ordinance, enacted to combat the growing threat of wildfires, is a comprehensive regulatory framework designed to enhance community safety and reduce the risk of devastating fire incidents within Trinity County. The ordinance outlines strict guidelines for vegetation management, defensible space creation, and fire-resistant construction standards for residential and commercial properties. It establishes a cooperative approach between local authorities and property owners, encouraging active participation in fire prevention and preparedness efforts.

Volunteer Fire

There are 14 volunteer fire departments or fire companies in Trinity County. The volunteers who make these fire departments possible respond to various emergencies and disasters in the county, including wildfires.

Trinity County Transportation Commission

The Trinity County Transportation Commission's (TCTC's) purpose is to prepare and provide for Trinity County's mobility in a fiscally and environmentally responsible manner, which is consistent with the needs, preferences, and sensibilities of the community. The TCTC is the designated Regional Transportation Planning Agency (RTPA) established by Government Code Section 29535. TCTC is responsible for transportation planning activities in all of Trinity County.

2022 Trinity County Regional Transportation Plan

The Trinity County Regional Transportation (RTP) outlines how the County intends to prioritize transportation investments over the course of five, ten, and twenty-year periods. The RTP is required to be updated on a five-year cycle in coordination with Caltrans. The current plan evaluates the current modes of transportation and examines the potential for new travel options within the region, areas with projected growth, and what improvements are necessary, and similar topics.

2024 Trinity County Regional Transportation Improvement Program

Every other year, the TCTC must adopt an updated Regional Transportation Improvement Program (RTIP) with projects that were identified within the most recent RTP. This is part of the Regional Transportation Improvement Program, which is a program including highway, local road, transit, and active transportation projects that a region plans to fund with State and Federal revenue programmed by the CA Transportation Commission in the Station Transportation Improvement Program (STIP). The 2024 RTIP sought funding for transportation planning activities, bridge reconstruction of Ripple Creek Bridge, and support for Caltrans's Burnt Ranch left turn lane project.

Draft 2024 Trinity County Local Road Safety Plan

The draft 2024 Trinity County Local Road Safety Plan sets out to evaluate what the crash trends between 2017 and July 2024 are on locally owned (county-owned) roads. Through this, the County established goals and priority areas to implement improvements to increase safety on local roadways. This plan was developed to support the state in implementing the Strategic Highway Safety Plan and allow the County to be eligible for Highway Safety Improvement Program grant funding in the future.

Schools' Plans, Policies, and Regulatory Environment

Active Shooter Preparedness Emergency Action Plan Guide

A companion to the Active Shooter Emergency Action Plan video, Homeland Security developed the Active Shooter Preparedness Emergency Action Plan Guide to support agencies to be prepared for and how to respond to an active shooter event. The guide is broken down into six parts:

1. Form a Collaborative Planning Team
2. Develop an Active Shooter Prevention Plan and Conduct a Risk Assessment
3. Establish Goals and Objectives
4. Assess Courses of Action
5. Draft Plan and Approve
6. Implement Training and Exercises

California Department of Education

The California Department of Education (CDE) is a state agency responsible for overseeing public education. CDE has numerous resources to school districts, schools, educators, and other school staff members to increase safety. Resources include planning documents, technical assistance, virtual trainings, and more.

Comprehensive School Safety Plans: Required by California Law

SB 187 (codified in California Education Code sections 32280-3288) requires that schools providing kindergarten through 12th grade write and develop a comprehensive school safety plan. SB 334 extended the requirement for schools to have updated comprehensive school safety plans so that it did not expire on January 1, 2000. Later, SB 719 and Assembly Bill (AB) 115 were passed to require additional elements within comprehensive school safety plans. Schools are required to update their comprehensive school safety plans on an annual basis by March 1st of each year. SB 719 and AB 115 require the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School-wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

In 2019, AB 1747 came into law. Now, comprehensive school safety planning teams are required to consult with a fire department and other first responder entities in addition to other previously required entities. In addition, the comprehensive school safety plan must be shared with the law

enforcement agency, the fire department, and other first responder agencies in which the school district resides.

California Emergency Management for Schools: A Guide for Districts and Sites

The California Emergency Management for Schools guide was created in collaboration between CDE and CAL OES to support schools in disaster preparedness and support comprehensive school safety planning. The guide includes discussion on emergency management practices, the SEMS, phases of emergency management, incident command systems in schools, applicable emergency regulations, common acronyms used, discussion on school staff as disaster service workers, schools as post-disaster shelters, exercise scenarios, readiness and emergency management for schools and technical assistance, school incident command system position checklists, and additional resources.

Readiness and Emergency Management for Schools Technical Assistance Center

The Readiness and Emergency Management for Schools (REMS) Technical Assistance Center was created by the US Department of Education's Office of Safe and Supportive Schools to help education agencies to manage and promote safety, security, and emergency management programs. This is achieved through supporting schools and school districts in expanding capacity to implement prevention, protection, mitigation, response, and recovery efforts. The REMS Technical Assistance Center also functions as the primary source of information dissemination for schools and school districts for emergencies.

The Role of Districts in Developing High-Quality School Emergency Operations Plans

The Role of Districts in Developing High-Quality School Emergency Operations Plans guide was developed in partnership between the US Department of Education, US Department of Justice, US Department of Health and Human Services, the US Department of Homeland Security, Federal Bureau of Investigation, and FEMA. The purpose of the guide is to support schools in the development of emergency operations plans (EOP). The guide is broken into the recommended planning process, plan content, and other considerations when developing an EOP. In September 2019, a companion guide, *The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide*, was released. As the title suggests, this document supports and expands the concepts within the original guide.

Trinity Safe Schools Collaborative

The Trinity Safe Schools Collaborative is a multi-agency action group committed to working together cooperatively to promote a coordinated effort among agencies and staff to improve the safety and welfare of youth.

Trinity County School District Profiles

This chapter provides a background on the Trinity County Office of Education (TCOE) and each school district within the county with the following information included for each district/entity:

- General Overview
- Location
- History (except for TCOE's profile)
- Geography and Climate
- Demographics
- Emergency Response Capacity, and
- Infrastructure Assets at Risk

Trinity County Office of Education

Overview

The Trinity County Office of Education (TCOE) is led by an elected County Superintendent of Schools in coordination with the Trinity County Board of Education. Trinity County is home to nine separate school districts that serve approximately 1,600 students.

TCOE's primary functions consist of supporting the development of student services programs, ensuring school district fiscal accountability, providing administrative services to school districts, and advocating for the needs of school districts and students within the county and state. In addition, TCOE plays a role in coordinating emergency planning and response coordination efforts across school districts. Many of these programs are developed to ensure the needs of vulnerable students are met. Examples of TCOE's current risk mitigation initiatives include promoting programs such as "I Love U Guys" to create a standard response protocol during incidents on school campuses, securing funding for school districts to have emergency generators and similar infrastructure, and leading the development of a countywide schools' hazard mitigation plan.

In order to meet its objectives of increasing school safety, TCOE meets regularly with local partner agencies that focus on emergency services, law enforcement, and public health. For roughly a decade, TCOE has hosted monthly Trinity Safe School Collaborative meetings to encourage solutions to safety concerns in the county's school system.

Location

TCOE's office is located in Weaverville, Trinity County's county seat, at 201 Memorial Drive. Weaverville is approximately one hour west of Redding and two hours east of Arcata. Figure 1 on the next page illustrates county school district boundaries covering the extent of Trinity County. Neighboring counties include Siskiyou to the north, Humboldt to the west, Shasta and Tehama to the east, and Mendocino to the south. Trinity County is one of six counties within the state that are completely rural, having no incorporated cities. The other counties are Alpine, Mariposa, Modoc, Plumas, and Sierra. This considered, the schools within the county are rural and spatially isolated (Johnson and Mejia, 2024). Many schools have large distances between their campus and emergency services. This is a recurring consideration and challenge when evaluating emergency response and the transport of students during emergencies. The mountainous terrain and dispersed communities also contribute to multiple cellular dead zones, impacting emergency communications. Varying natural hazard risks in distinct regions of the county, in turn, create inconsistent levels of hazard risks to different school districts.

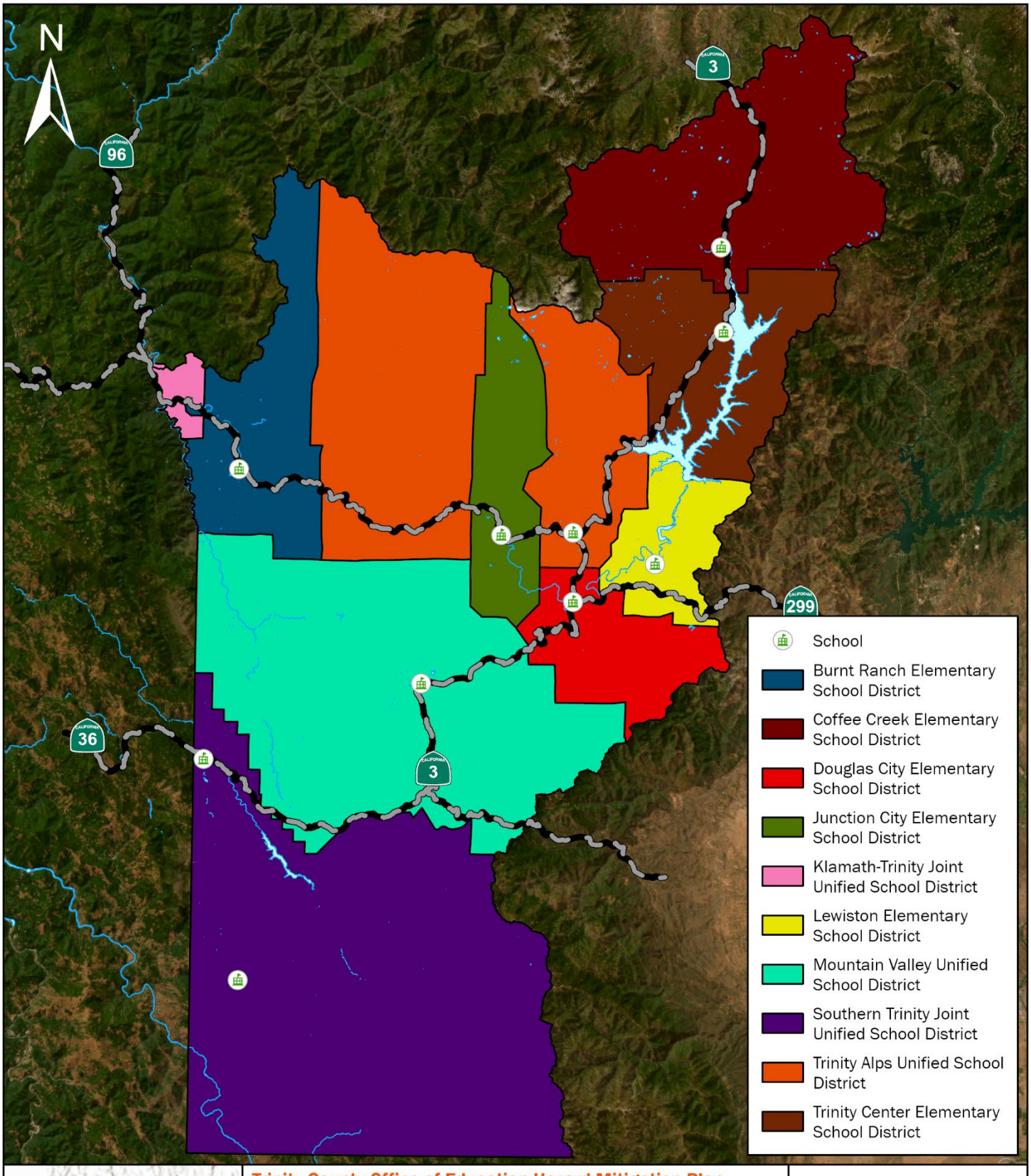
School Districts and Governance

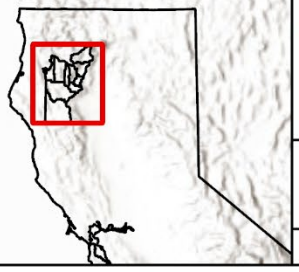
There are nine self-governed school districts within Trinity County that serve a variety of communities and populations. They include:

1. Burnt Ranch Elementary School District (ESD)
2. Coffee Creek ESD
3. Douglas City ESD
4. Junction City ESD
5. Lewiston ESD
6. Mountain Valley Unified School District (USD)
7. Southern Trinity Joint USD
8. Trinity Alps USD
9. Trinity Center ESD

Each school district has an independently elected Board of Trustees and a Superintendent appointed by its Own Board of Trustees. In some cases, the Superintendent is a TCOE employee who has an administrative credential and also serves as the school district Superintendent through mutual agreement between the school district and TCOE.

While TCOE supports and serves the school districts within the county, TCOE has limited and specific statutory authority over school district operations.





Trinity County Office of Education Hazard Mitigation Plan

Trinity County School Districts

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 5 10 15 Miles

0 5 10 20 Km

Geography and Climate

Trinity County is roughly 3,222 square miles, located in the Klamath Mountains of northwestern California. Trinity County is sparsely populated and considered rural with no incorporated cities. The Klamath Mountains extend south 250 miles from southern Oregon to the Central Valley of California, running through Trinity County. There are multiple major subranges to the Klamath, including the Trinity Alps, Marble Mountains, and Scott Mountains, extending up to 9,000 feet in elevation.

The county is largely forested with portions of the Shasta-Trinity National Forest, Six-Rivers National Forest, and Mendocino National Forest. Trinity County is also home to the Trinity Alps Wilderness, the second largest wilderness in California, in addition to the Chanchelulla and North Fork Wilderness Areas in the southern region of the county. The county is home to several notable peaks, including Mount Eddy, Thompson Peak, and Scott Mountain.

The Trinity River, the county's namesake, is the most significant waterway in the region. This river flows for approximately 165 miles and offers abundant opportunities for outdoor enthusiasts to engage in activities like fishing, boating, and rafting. Major tributaries to the Trinity River include New River, Canyon Creek, North Fork Trinity, and South Fork Trinity. Additional rivers with their headwaters based in Trinity County are the Van Duzen, North Fork Eel, and Mad Rivers. The South Fork of the Trinity River is the longest undammed river in California, and portions of this river hold a Wild and Scenic designation. There are many other undammed major streams across the county, but there are multiple major dams, including the Trinity, Ewing, Lewiston, Grass Valley, and Ruth.

Average temperatures throughout the California North Coast Region are anticipated to increase, with the largest temperature increases being anticipated in the interior zones of the region, including Trinity County. This results in annual max temperatures exceeding 105 °F and future modeled annually averaged maximum daily temperatures at 64.7 °F by 2039 (Grantham et al., 2018). While the North Region experiences higher levels of precipitation than the rest of the state, Trinity County is drier than its coastal neighbors. Most of the precipitation comes between November and March, through large storms or “atmospheric rivers” which are transported from the Pacific Ocean. These storms lead to an average of 40% of the state’s annual snowpack (Grantham et al., 2018). The annual average max temperature, from 1961-1990, was 61.3 °F, and the annual average minimum temperature was 31.7 °F. The annual average precipitation over the same period was 59.5 inches.

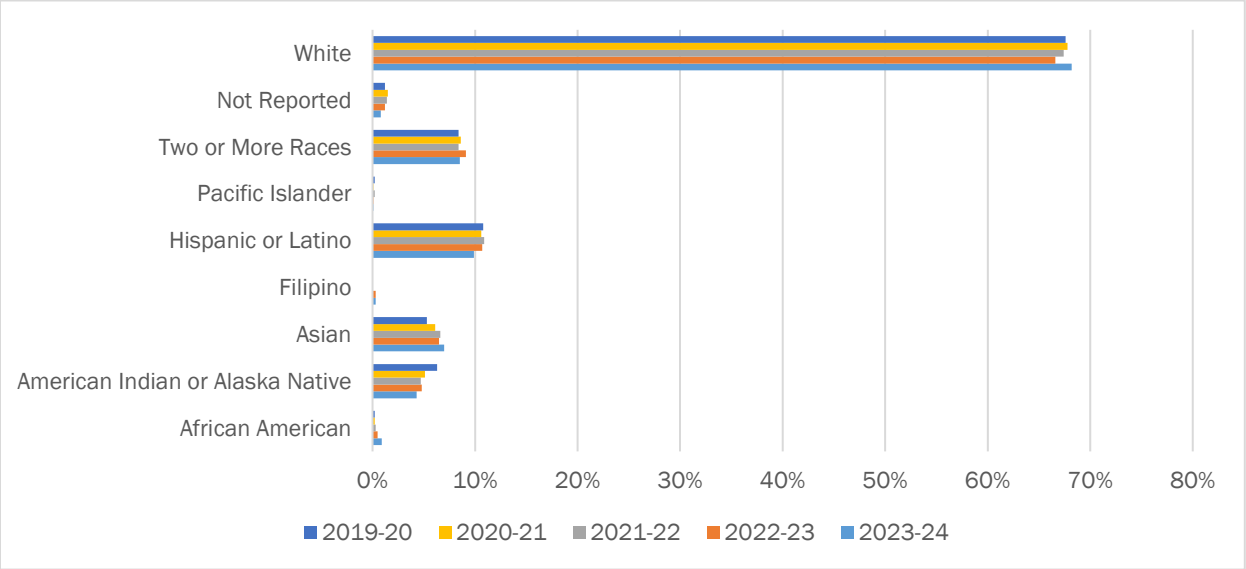
Demographics

Understanding demographics is essential for effective natural hazard mitigation as these factors influence the community's vulnerability and ability to respond during a hazard event. By understanding this data, planners can develop strategies that address the needs of vulnerable populations and ensure that resources are being allocated appropriately. The California Department of Education's DataQuest provides data on California's transitional kindergarten (TK) through twelfth-grade public education system.

Ethnicity

Figure 2 below showcases changes in ethnic demographics in Trinity County's public-school system over a five-year trend.

Figure 2. Local Ethnicity for Academic Years 2019-20 through 2023-24



White students have consistently made up the majority of the population, with Asian students, "Hispanic or Latino" students, and students identifying as "Two or More Races" each consistently making up 6% to 10.8% of the overall student population.

Lower-represented populations may face barriers in accessing resources during hazards. A focus on equitable planning and outreach can help ensure that all students and their families are supported during hazard events.

African American students have consistently comprised less than 1% of the county population during the reporting period, with a slight increase from 0.2% in Academic Years 2019-2020 and 2020-2021 to 0.9% in Academic Year 2023-2024. The "American Indian or Alaska Native" student population has steadily declined, dropping from 6.3% in Academic Year 2019-2020 to 4.3% in Academic Year 2023-2024, reflecting a notable decrease over the five-year period.

Asian students have shown a gradual upward trend, increasing from 5.3% in Academic Year 2019-2020 to 7% in Academic Year 2023-2024, with consistent representation of around 6% to 7%. Filipino students have consistently represented a minimal portion of the population, remaining at 0.3% or less throughout the reporting period.

"Hispanic or Latino" students have maintained a stable presence, comprising approximately 10.8% in Academic Year 2019-2020 and gradually declining slightly to 9.9% in Academic Year 2023-2024. Similarly, Pacific Islander students have consistently accounted for less than 0.2% of the population across all academic years.

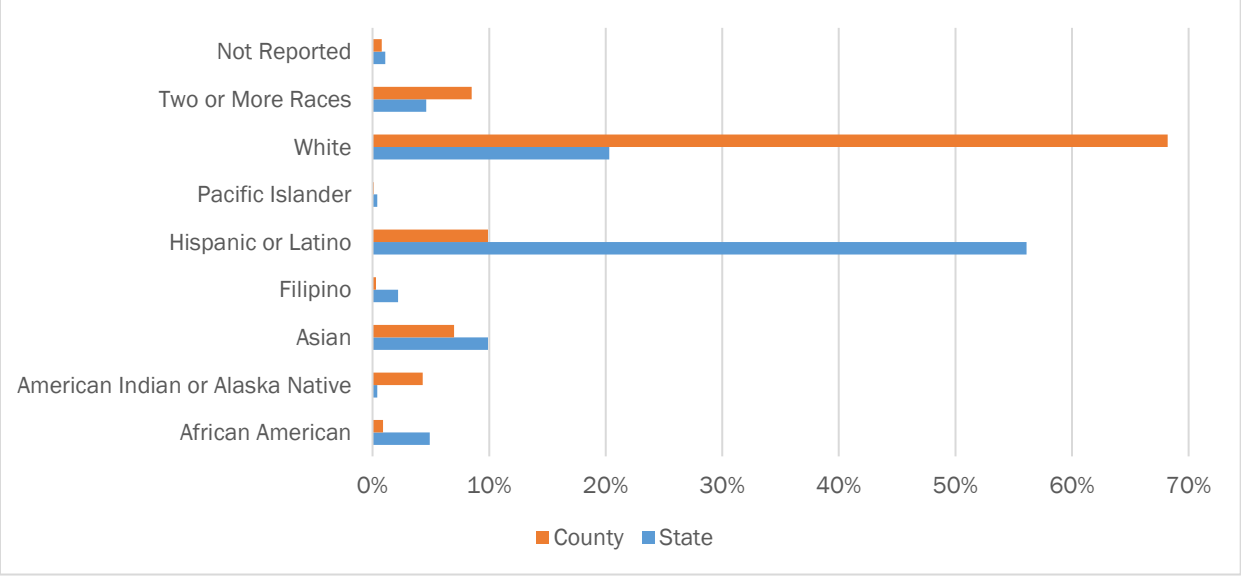
Students identifying as "Two or More Races" have demonstrated slight variability, ranging from 8.4% in Academic Year 2019-2020 to a peak of 9.1% in Academic Years 2022-2023 and 2023-2024. Meanwhile, students with unreported racial or ethnic data have remained a small but consistent group, ranging between 0.8% and 1.5%.

White students have consistently made up the majority of the population, fluctuating slightly from 67.4% in Academic Year 2021-2022 to 68.2% in Academic Year 2023-2024, with a steady trend around 67% to 68% across the five-year period.

Further breakdowns of students by ethnicity are included later in this document.

There are some key differences between state and county demographics in Academic 2023-24 shown in Figure 3.

Figure 3. Comparing State and Local Ethnicity for Academic Year 2023-24



Comparisons between county and state student demographics for Academic Year 2023-2024 highlight the county's unique demographic composition, characterized by a higher representation of White and "American Indian or Alaska Native" students, alongside a lower representation of African American, Filipino, "Hispanic or Latino", and Asian students.

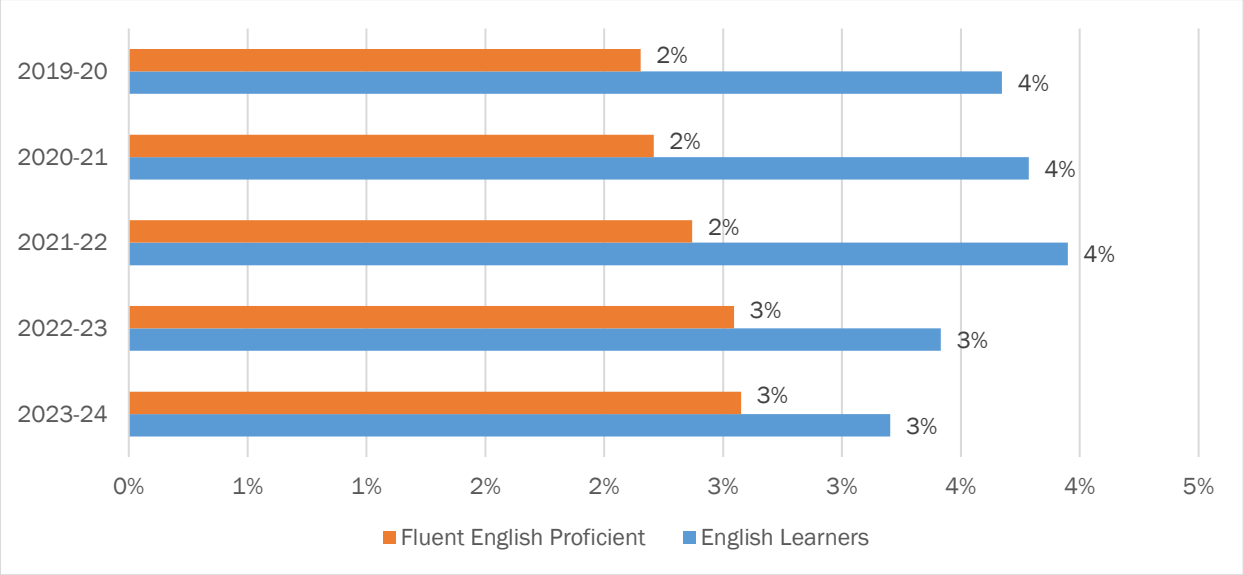
In Academic Year 2023-2024, the county's student demographics show distinct differences compared to statewide averages. African American students are underrepresented locally, comprising less than 1% of the county's student population, compared to 4.9% statewide. Similarly, Filipino students make up less than 0.3% in the county, significantly lower than the statewide average of 2.2%. "Hispanic or Latino" students are also notably underrepresented, with 9.9% at the county level compared to 56.1% statewide. Conversely, the county has a higher proportion of "American Indian or Alaska Native" students at 4.3%, compared to just 0.4% statewide.

Asian students in the county represent 7.0% of the population, which is slightly below the statewide average of 9.9%. Pacific Islander students are minimally represented both locally (0.2%) and statewide (0.4%). The White student population remains the majority in the county at 67.6%, far exceeding the statewide average of 20.3%. Additionally, students identifying as Two or More Races account for 8.4% in the county, a higher proportion than the statewide figure of 4.6%. Rates of unreported racial or ethnic data are similar, with 1.2% in the county and 1.1% statewide.

Language

Figure 4 below displays the percentage of English learners and fluent-English-proficient (FEP) students countywide in Academic Years 2019-20 through 2023-24.

Figure 4. Local English Learners and FEP Students for Academic Years 2019-20 through 2023-24



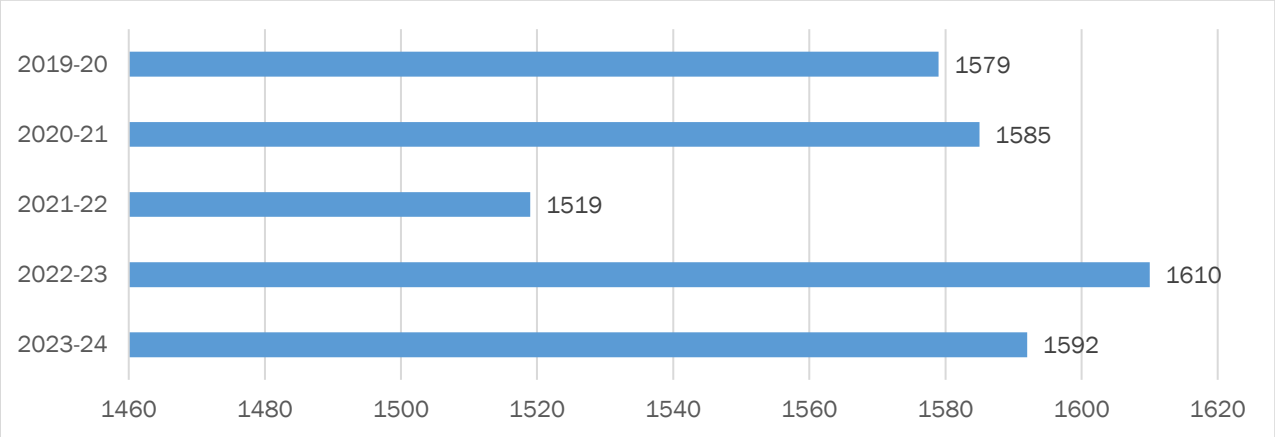
Varied backgrounds of students may have an impact on their understanding of emergency preparedness and response. In addition, students who may not have English proficiency may be left out. This highlights the importance of culturally relevant emergency preparedness measures.

Over the past five academic years, the percentage of English learners in the county has slightly decreased from 4% in Academic Year 2019-2020 to 3% in Academic Year 2023-2024. Similarly, the percentage of students classified as FEP has remained low but stable, increasing from 2% in earlier years to 3% in the most recent two academic years.

Enrollment

Figure 5 below displays trends in enrollment over the same period of time on the county level.

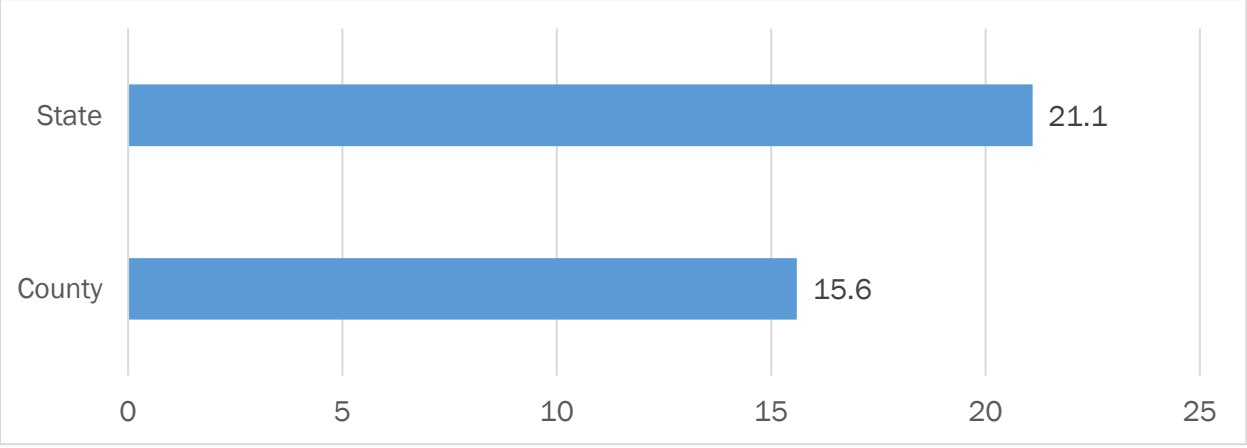
Figure 5. Local Enrollment for Academic Years 2019-20 through 2023-24



Over the past five academic years, countywide student enrollment has experienced slight fluctuations, with no significant long-term trends. Enrollment peaked at 1,610 students in Academic Year 2022-2023, up from 1,579 in Academic Year 2019-2020. However, it saw a small decline to 1,592 students in Academic Year 2023-2024. The lowest enrollment occurred in Academic Year 2021-2022, with 1,519 students. These minor changes suggest a relatively stable student population, though occasional year-to-year variations may reflect broader demographic or socioeconomic factors impacting the county.

Figure 6 below shows the pupil-to-teacher ratio in Academic Year 2017-18.

Figure 6 Comparing State and Local Pupil Teacher Ratio for Academic Year 2017-18



In Trinity County, the pupil-to-teacher ratio is significantly smaller than the state average – 15.6:1 students per teacher compared to 21.2:1 students per teacher. This suggests that students within the county have greater access to individualized attention and support. This can support increased communication and education to support students' emergency preparedness and response.

Income and Poverty

Higher poverty rates have been linked to increased vulnerability during emergencies. Lower-income families may lack resources for emergency preparedness. School districts and TCOE must ensure that students, regardless of family income, have equal access to safety training and resources in the event of a hazard. This approach enables schools to reduce overall vulnerability during emergencies.

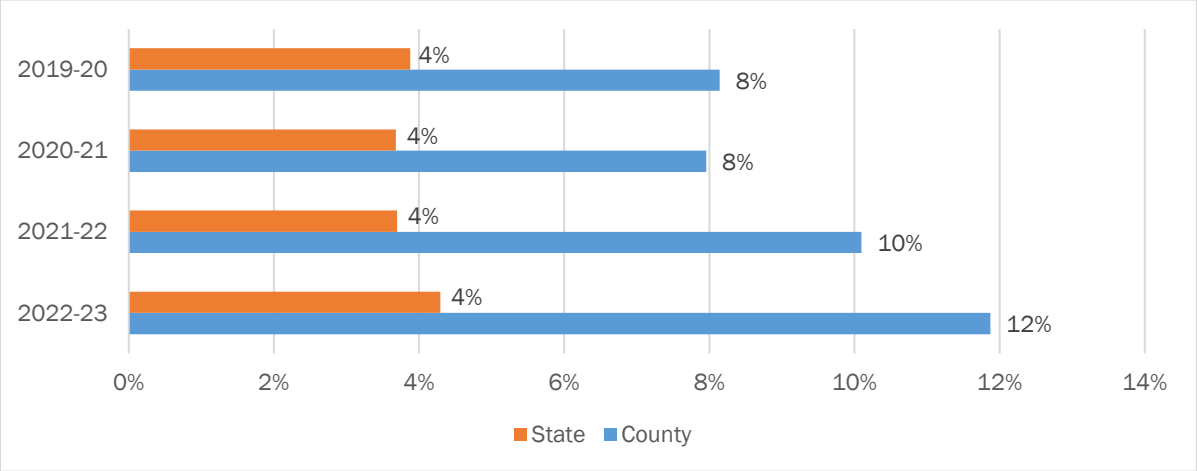
Unhoused individuals have a higher likelihood of obtaining limited resources, social isolation, lack of access to housing and other material needs, disabilities, chronic physical conditions, and behavioral health needs (Gin et al., 2022). Due to these vulnerability factors, unhoused individuals have the potential to be overlooked in the planning process and experience more significant losses and problems during and after a hazard event.

Over the past four academic years, the percentage of homeless student enrollment in the county has consistently been significantly higher than the statewide average. Countywide rates increased from 8% in the 2019-2020 and 2020-2021 academic years to 10% in 2021-2022, eventually reaching 12% in 2022-2023. In contrast, statewide rates have remained steady at about 4% throughout the same period. **This disparity highlights a growing concern for the county, suggesting a need for targeted resources and support** to address the challenges faced by homeless students and ensure equitable access to education compared to state benchmarks.

According to the 2022 American Community Survey, the median income in Trinity County is $47,317, which is roughly half of the state average at $95,521. Various factors have led to a 22% poverty rate, which is nearly double or roughly 10% higher than the state estimate of 12% statewide poverty. The 2023 Trinity County Equity Assessment reports that families with children under the age of 18 were “twice as likely to live below the Federal Poverty Level in Trinity County (31%) compared to 13% statewide” (Trinity County Public Health & Data Strategy Consulting, 2023). In addition, 41% of household income among Trinity County residents was required for childcare expenses in Trinity County compared to 30% overall, with Trinity County having the highest childcare burden among all California counties (Trinity County Public Health & Data Strategy Consulting, 2023). In our small communities, poverty estimates can be subject to underreporting due to limited sample sizes. These areas can lack sufficient representation which can result inaccurate estimates on the community scale rather than countywide scale. Local administrative data and community-based sources can offer additional insights into existing conditions. After receiving feedback of concern on the accuracy of the ACS reporting of children under the age of 18 living under poverty on the community scale during the public review period, this information was omitted from the school district profiles.

Figure 7 on the next page shows the percentage of enrolled homeless students in Trinity County compared to statewide between Academic Years 2019-20 through 2022-23.

Figure 7 Comparing State and Local Enrolled Homeless Students for Academic Years 2019-20 through 2022-23



Emergency Response Capacity

There are 14 volunteer fire departments/companies (VFD) in Trinity County. VFDs respond to fire, certain motor vehicle accidents, and medical emergencies.

With no incorporated cities in Trinity County, there are no Local Responsibility Areas, only State Responsibility and Federal Responsibility Areas. State Responsibility Areas (SRA) are recognized by the Board of Forestry and Fire Protection as areas where Cal Fire is the primary emergency response agency responsible for fire suppression and prevention. Federal Responsibility Areas (FRAs) are lands administered or controlled by the Federal Government for which the Federal Agencies have administrative and protection responsibility. In Trinity County, this is primarily the U.S. Forest Service. Important to note, Direct Protection Areas (DPA) are the areas which, by law or pursuant to the terms of an agreement, are provided wildland fire protection by the State or the Federal Agencies. DPAs may include a mixture of state and federal responsibility areas. For instance, Hyampom, Mad River, Post Mountain, and Coffee Creek are within the SRA but fall under the U.S. Forest Service's DPA.

The County Sheriff's administrative and dispatch office is located in Weaverville, less than a quarter of a mile away from the TCOE office in Weaverville. The local California Highway Patrol (CHP) office is also based in Weaverville as is Trinity Life Support (TLS), a community services district, which provides life support care and ambulance transport. Response times to a school site from any of these agencies can vary, depending on the location in need, due to the rural and spatially isolated nature of the county.

Due to both response times and, in some cases, impaired response capacity generally, TCOE and school districts should be planning for alternative means and methods to manage risk around emergency incidents.

Assets at Risk

School facilities can be particularly vulnerable to natural hazards due to their location and the high concentration of people utilizing them during active hours. Through assessing risk to school facilities and creating mitigation measures to reduce said risk, school districts can properly prioritize actions and ensure that said facilities are operational during and after a hazard event. Appendix D shows the assessed values of school properties by structure type.

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Burnt Ranch Elementary School District

Overview

The Burnt Ranch Elementary School District (BRESD) is comprised of the Burnt Ranch Elementary School site and the area of the community outlined within the district boundary (see map). BRESD also serves a number of students from the Willow Creek and Hoopa areas (Humboldt County, Hoopa Reservation) via inter-district transfers.

Location

The district is in the downriver area of Trinity County and can be found if you travel west from Weaverville on HWY 299 towards Arcata. The Burnt Ranch Elementary School is located at 251 Burnt Ranch School Road, Burnt Ranch. Burnt Ranch is an unincorporated community and census designated place (CDP). The BRESD is located between the Klamath-Trinity Joint Unified School District on the west, Trinity Alps Unified School District on the east, and the Mountain Valley Unified School District on the south. The northern and western portion of the BRESD is adjacent to Humboldt and Siskiyou counties. A map showing the location of the BRESD and Burnt Ranch Elementary School can be found in Figures 8 and 9. As mentioned above, students from Hoopa and Willow Creek may attend Burnt Ranch Elementary through district transfer. The large geographic extent could pose challenges during emergency, especially in regards to ensuring students can return home.

History

The BRESD area is known by the Chimariko as "Cutamtace" or "Tsuda'mdadji" and by the Tsnungwe as "Yinaq-dinung-ting." The name "Burnt Ranch" is believed to originate from the Gold Rush era when, in 1849, miners reportedly burned down a Native American settlement in the area. The recorded history of Burnt Ranch School dates back to 1883, with the formal establishment of the BRESD in 1917.

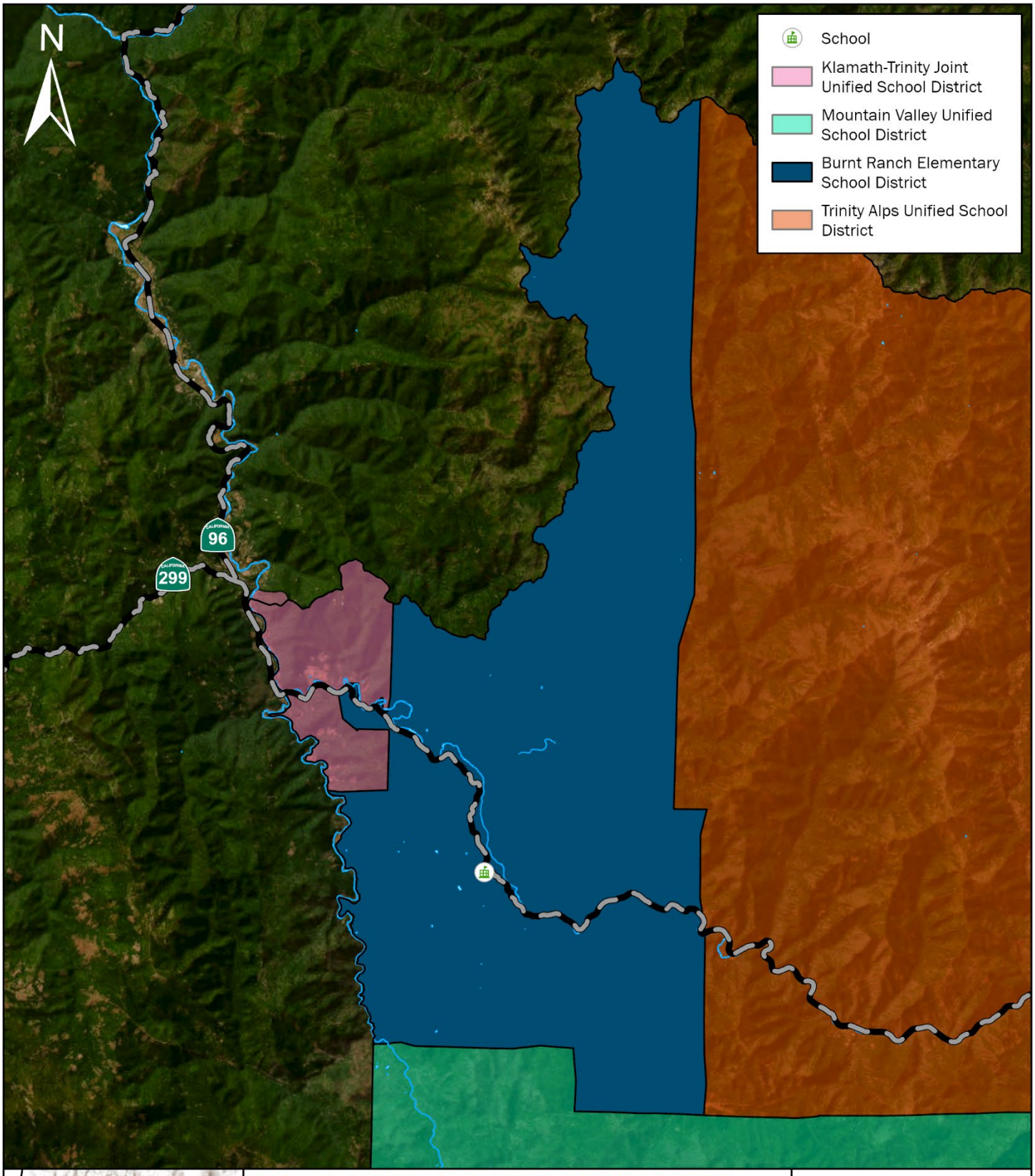
Historically, the district has faced infrastructure challenges. In the early days, teachers often boarded with local families and taught both the children and neighboring students. Several families collaborated to construct school buildings in the early 1900s. By 1950, one of the older buildings had deteriorated to the point of being condemned. In response, a new school was built in 1951 with community support. Over the years, there have been ongoing efforts to improve the school's infrastructure, including a significant rebuild of the school between 2017 and 2019 due to mold issues.

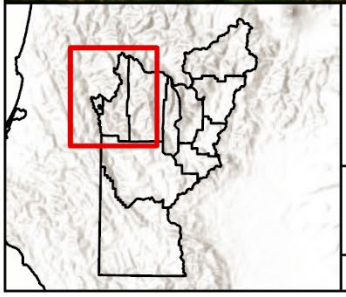
In 2023, Burnt Ranch Elementary was selected as one of the 350 schools statewide designated a California Distinguished School.

Geography and Climate

This area experiences a Mediterranean climate with warm, dry summers and cool, moist winters. Summer temperatures can reach above 90 degrees Fahrenheit and winter temperatures can dip below 40 degrees Fahrenheit. Humidity is generally low in this area. The Trinity River runs through the district. The area is characterized by a mosaic of mixed conifer, oak woodland, chaparral, grassland, and riparian areas in a variety of conditions. The annual average max temperature, from 1961-1990, was 64.8 °F and

annual average minimum temperature was 36.0 °F. The annual average precipitation over the same period was 51.7 inches.





Trinity County Office of Education Hazard Mitigation Plan

Burnt Ranch ESD

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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February 2025

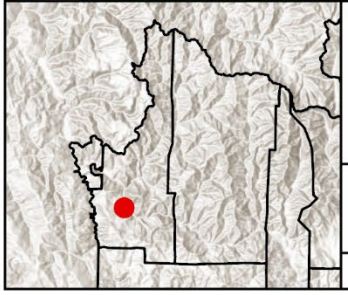
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Burnt Ranch Elementary School

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

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February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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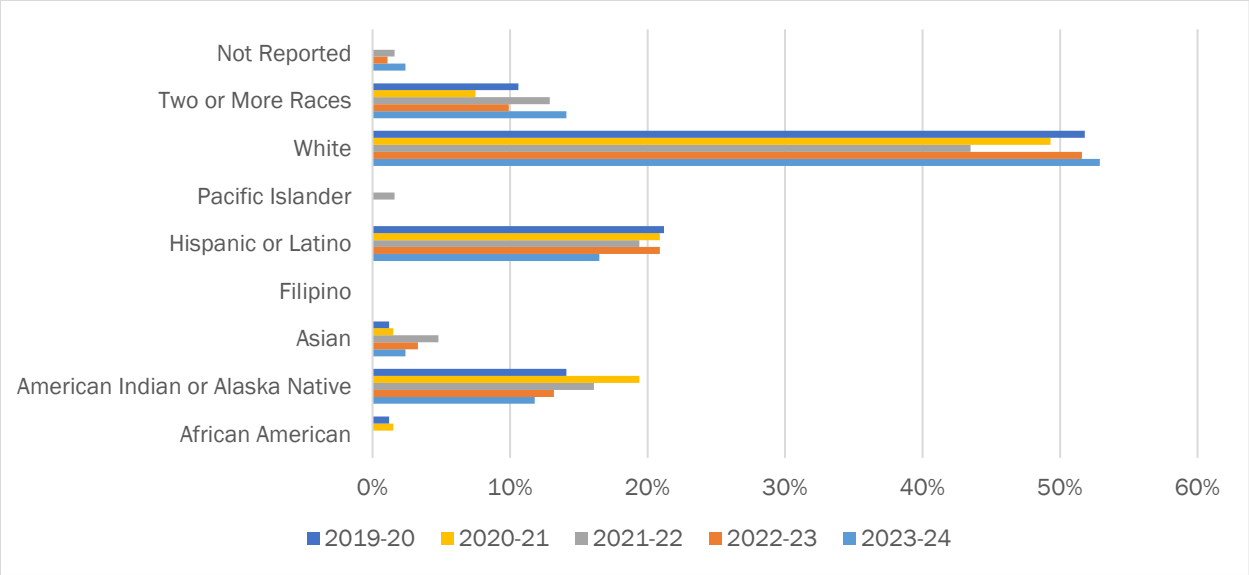
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Demographics

Ethnicity

Figure 10 below showcases changes in ethnic demographics in the BRESD over a five-year period.

Figure 10. BRESD Ethnicity for Academic Years 2019-20 through 2023-24



African American students have consistently comprised 1% or less of the BRESD population throughout the reporting period, which is similar to the countywide percentages that increased from 0.2% in Academic Year 2019-2020 to 0.9% in Academic Year 2023-2024. The "American Indian or Alaska Native" student population in the district has remained notably higher than the Trinity County average, ranging from 12% to 19% during the reporting period. This contrasts countywide rates that declined from 6.3% in Academic Year 2019-2020 to 4.3% in Academic Year 2023-2024. Filipino students have consistently comprised 0% of the district's population, similar to countywide rates that have fluctuated between 0% and 0.3%.

The "Hispanic or Latino" student population in BRESD has also remained consistently higher than countywide levels, ranging from 17% to 21%, while countywide levels have stayed steady at around 10.8% to 9.9% during the reporting period. BRESD's Asian student population has been relatively small, ranging from 1% to 5% throughout the years, whereas countywide rates have been consistently higher, ranging from 5.3% to 7.0%.

The district's White student population has fluctuated between 44% and 53%, notably lower than the county's steady average of around 66.6% to 68.2%. Pacific Islander students in the district have ranged from 0% to 2%, while countywide rates have remained low, ranging from 0.1% to 0.2%. Students identifying as "Two or More Races" represented 0% in most years of the reporting period, compared to countywide rates, which have consistently ranged from 8.4% to 9.1%.

Lower-represented populations may face barriers in accessing resources during hazards. A focus on equitable planning and outreach can help ensure that all students and their families are supported

during hazard events. Further breakdowns of students by ethnicity can be found below and on the next page.

Language

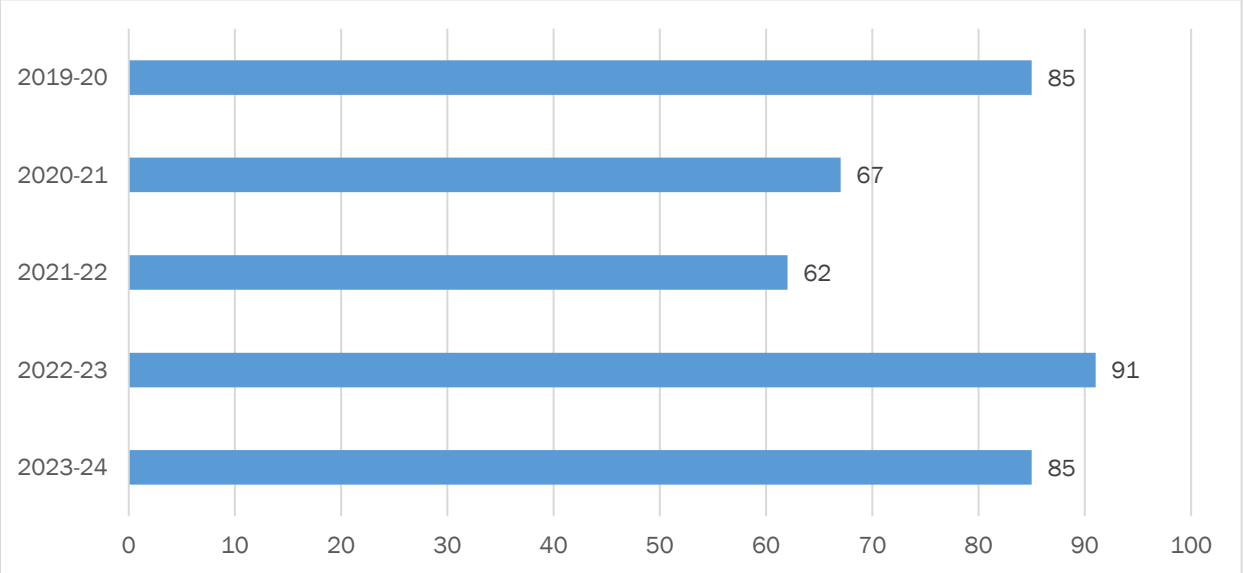
There are similar rates of English learners at the county-level compared to BRESD, with 2.3% of the student body at BRESD being English learners and 2.2% of the county being English learners. The low proportion of students needing English language support suggests a limited demand for English learner services. The BRESD has no fluent-English-proficient (FEP) students and the county has a relatively low percentage of FEP students. This suggests that English proficiency could not be a significant challenge for most students.

Effective hazard mitigation and emergency communication strategies should prioritize inclusivity. This includes ensuring that hazard-related outreach materials and resources, such as evacuation notices or safety instructions, are accessible to non-English-speaking families across the district. Collaboration with county offices and local organizations can help provide translated materials or interpreter services, ensuring equitable access to information and resources during hazard events.

Enrollment

Figure 11 below displays trends in enrollment over the same period.

Figure 11. BRESD Enrollment for Academic Years 2019-10 through 2023-24



Enrollment trends for the local district over the reporting period show fluctuations, with a peak of 91 students in Academic Year 2022-2023 and a low of 62 students in Academic Year 2021-2022. Enrollment was steady at 85 students in both Academic Year 2023-2024 and 2019-2020. However, there was a noticeable dip during Academic Year 2020-2021 and 2021-2022, likely reflecting broader enrollment declines during the COVID-19 pandemic. The subsequent rebound in enrollment by Academic Year 2022-2023 suggests recovery and stabilization, although there was a slight decline to 85 students in Academic Year 2023-2024.

During Academic Year 2017-18, the pupil to teacher ratio at the BRESD was 11.0. This is lower than the countywide average which is 15.6. This indicates that BRESD has higher capacity to give individual attention and support to students.

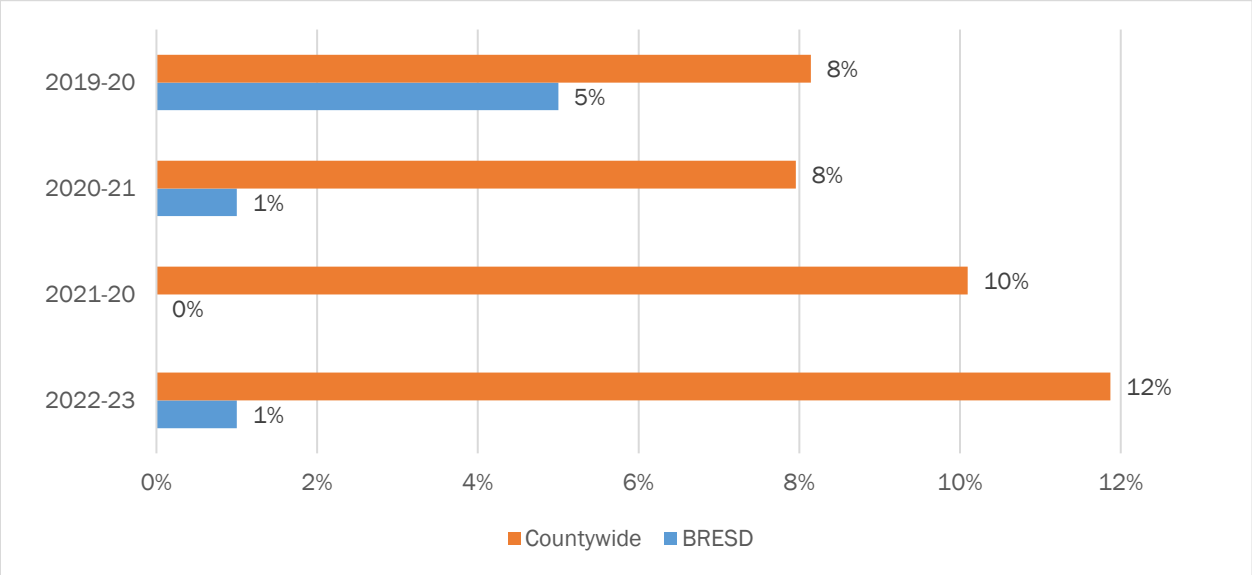
Income and Poverty

According to the 2022 American Community Survey, the Burnt Ranch CDP has a median household income of $55,357 and an overall poverty rate of 66.7%.

The Burnt Ranch CDP has a higher median household income compared to Trinity County, but is still lower than the state average. Comparatively, Burnt Ranch has a much higher rate of poverty than the county which suggests economic hardships and potential barriers to students and families of being able to access resources and services. This shows the importance of providing accessible emergency resources, training, and support services. In addition, education and outreach should be tailored to the present circumstances.

Figure 12 below compares countywide and BRESD specific rates of homelessness.

Figure 12 Comparing Countywide and BRESD Enrolled Homeless Students for Academic Years 2019-20 through 2023-24



Countywide rates of enrolled homeless students are consistently higher than at BRESD. The highest rate at BRESD was in the 2019-20 Academic Year and then dropped to 1%, going as low as 0% in the 2021-20 Academic Year. BRESD's overall lower rates may show that there are effective localized support systems in place, but this does not mean there shouldn't be planning in place for outlier years where unhoused rates increase.

Emergency Response Capacity

The county sheriff's office in Weaverville is an approximately 50-minute drive from the Burnt Ranch Elementary School. The CHP office, also located in Weaverville, has a similar travel time. The sheriff and CHP are critical for support during a hazard event. The travel time can exacerbate vulnerabilities, showing the reliance on local services to manage initial response efforts. In addition, communication challenges or hazards impacting roadways could further delay response times.

In contrast, the Hawkins Bar Volunteer Fire Department (VFD) and Downriver Volunteer Fire Company (VFC) are approximately 15-minute drive from the elementary school. The Hawkins Bar VFD is located at 71 Trinity Ct, Burnt Ranch and 70 Fire House Rd, Big Flat. This would allow response to be quicker for certain medical, vehicle-accident, and fire-related hazards. It is important to note that volunteer departments could have limitations on staffing and equipment which could impact their ability to respond to hazard events effectively.

Assets at Risk

Total assets at the BRESD are valued at $7,431,337.00. The complete table breaking down assessed values by structure type can be found in Appendix D.

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Coffee Creek Elementary School District

Overview

The Coffee Creek Elementary School District (CCESD) is comprised of the Coffee Creek School site and surrounding community within its district boundary.

Location

This district is the northern-most in the county and can be found traveling north from Weaverville on HWY-3 towards Siskiyou County. The Coffee Creek School is located at 261 Coffee Creek Road, Trinity Center, but is regarded as being within Coffee Creek, which is a census designated place (CDP) and unincorporated community. The Coffee Creek School is approximately a 50-minute drive from the TCOE office in Weaverville. The CCESD is located north of the Trinity Center Elementary School District. The district's west, north, and eastern boundaries border Siskiyou County and its eastern boundary also borders Shasta County. A map showing the location of the CCESD and Coffee Creek School can be found on the next two pages in Figures 13 and 14.

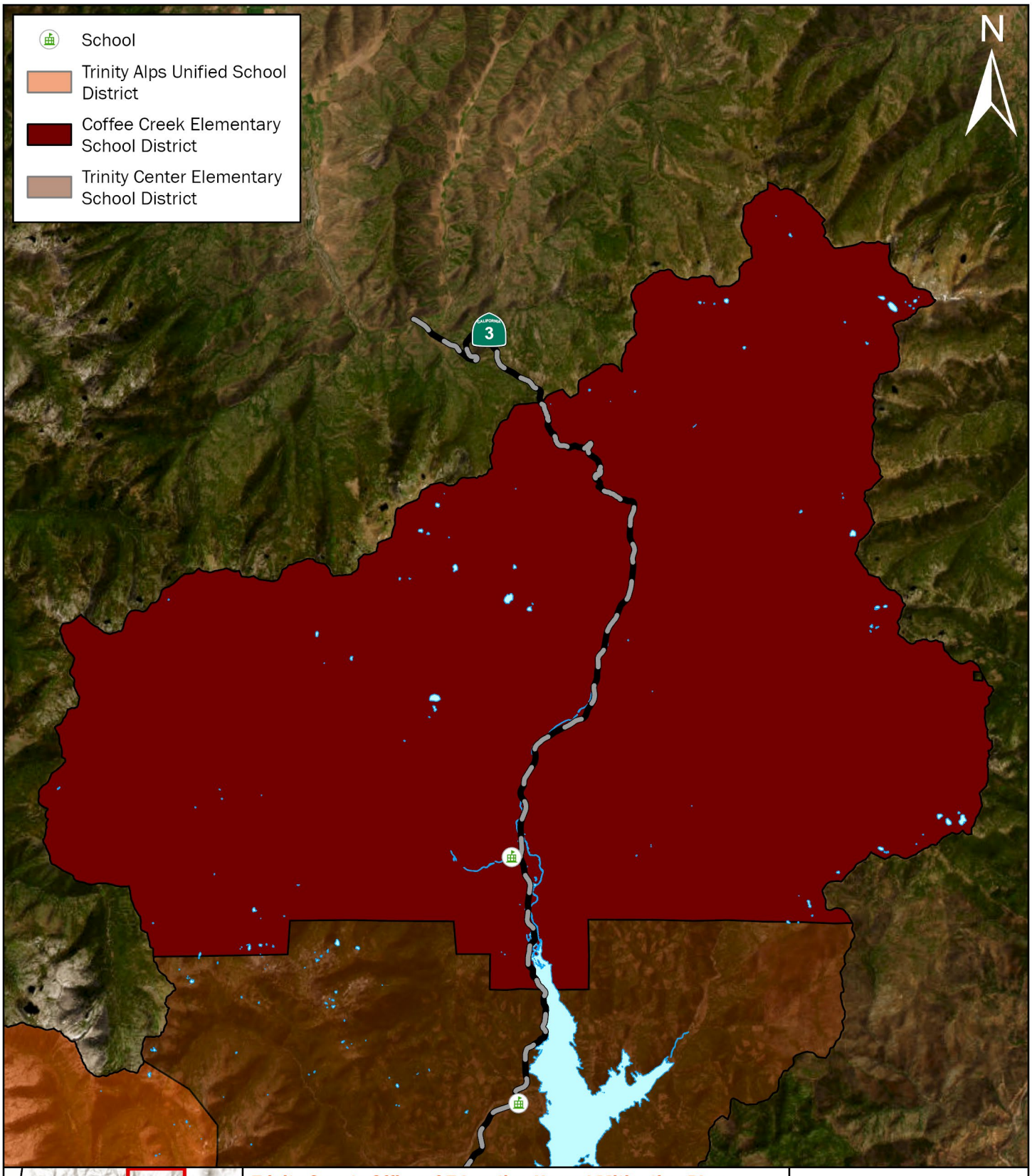
History

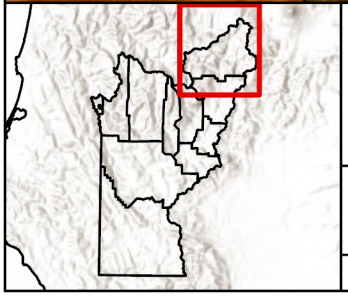
There are conflicting accounts of how Coffee Creek, the watercourse and namesake of the community and school district, received its name. Some say it came from a pack mule carrying coffee who was swept away by the creek. Others say that the name comes from the color the creek runs in the spring due to runoff.

The CCESD was formed in 1896 through request from residents to the County Superintendent of Schools and the County Board of Supervisors (who at the time acted as the Board of Education). In 1898, the school had 98 students enrolled. In 1913, a portion of the Trinity Center Elementary School District were annexed into Coffee Creek and the entirety of the Pinkham School District became a part of Coffee Creek in 1919. There have been multiple times that the physical location of the school moved and several times that the school shut down due to not having the minimum number of students to maintain state funding or justify operations in the eyes of the County Board of Supervisors. The school is open and still maintains a small student body.

Geography and Climate

The area is mountainous, with Coffee Creek Road bisecting the Trinity Alps Wilderness which hosts more than 100 alpine lakes and countless flora and fauna. A majority of the vegetation in this area is comprised of conifers with most of the land in the area designated as federal Wilderness, open space or timberland. The annual average max temperature, from 1961-1990, was 62.1 °F and annual average minimum temperature was 32.7 °F. The annual average precipitation over the same period was 71.1 inches.





Trinity County Office of Education Hazard Mitigation Plan

Coffee Creek ESD

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Coffee Creek Elementary School

Maxar, Microsoft, Esri, CGIAR, USGS, TCRCD, TCOE

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February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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Demographics

Ethnicity

Detailed demographic information is suppressed when total enrollment for any year is under eleven students, resulting in no data provided for CCESD.

Lower-represented populations may face barriers in accessing resources during hazards. A focus on equitable planning and outreach can help ensure that all students and their families are supported during hazard events.

Language

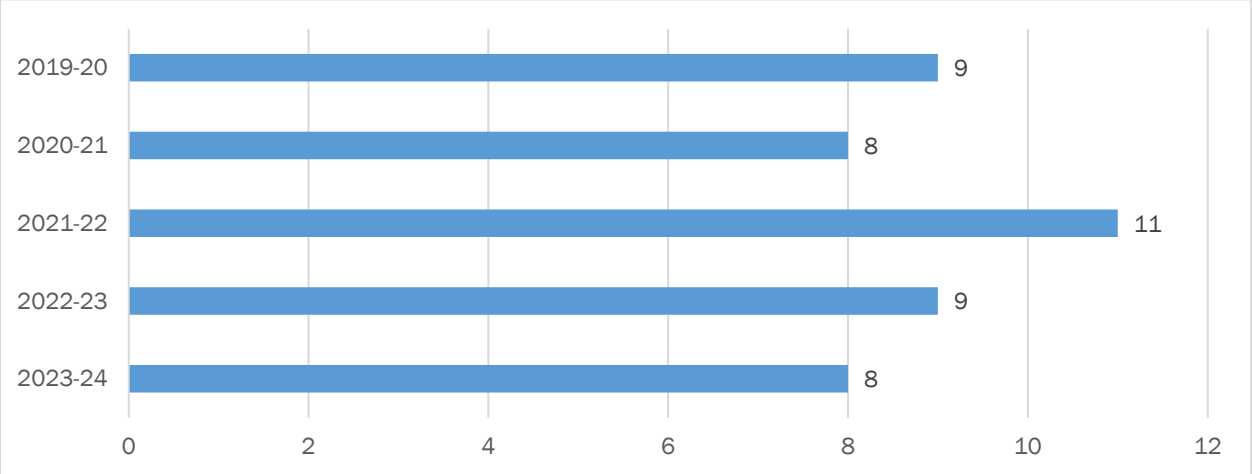
In the previous five Academic Years, there have been no reported English learners and no fluent-English-proficient (FEP) students at the Coffee Creek Elementary School. These rates are similar to the countywide-level of 2% of students being English learners and having a low percentage of FEP students. This suggests that English proficiency could not be a significant challenge for most students.

Effective hazard mitigation and emergency communication strategies should prioritize inclusivity. This includes ensuring that hazard-related outreach materials and resources, such as evacuation notices or safety instructions, are accessible to non-English-speaking families across the district. Collaboration with county offices and local organizations can help provide translated materials or interpreter services, ensuring equitable access to information and resources during hazard events.

Enrollment

Figure 15 below displays trends in enrollment over the same period.

Figure 15. CCESD Enrollment for Academic Years 2019-20 through 2023-24



Enrollment has fluctuated in the past few years, peaking in the 2021-22 Academic Year at 11 students and reaching 8 students in the 2023-24 Academic Year. This enrollment trend is opposite of that of the countywide average, which has seen an increase in the overall student population from the 2019-20 Academic Year to the 2023-24 Academic Year. The highest number of students enrolled countywide was

in the 2022-23 Academic Year whereas the highest number of students enrolled at CCESD was in the 2021-22 Academic Year, which represented the year of the lowest countywide count of students enrolled.

As of Academic Year 2017-18, the pupil teacher ratio was 5.0:1. This is roughly a third of the ratio compared to the countywide average at 15.6:1. This indicates that CCESD has higher capacity to give individual attention and support to students.

Income and Poverty

The Coffee Creek CDP has a median household income of $61,477 and an overall poverty rate of 16.8% according to the 2022 American Community Survey.

The Coffee Creek CDP has a higher median household income compared to Trinity County, but is still lower than the state average. In addition, Coffee Creek has a lower poverty rate than the countywide average, which suggests that there are less economic hardships and potential barriers to students and families being able to reach services on the local level. Still, the poverty rate is higher than the statewide average. This shows the importance of providing accessible emergency resources, training, and support services. In addition, education and outreach should be tailored to the present circumstances.

Between Academic Years 2022-23 through 2019-20 there were no enrolled homeless students. This indicates that there are effective localized support systems in place, but this does not mean there shouldn't be planning in place if there is a year in which the homeless student population increases.

Emergency Response Capacity

The county sheriff's office in Weaverville is an approximately hour drive from the Coffee Creek School. The CHP office, also located in Weaverville, has a similar travel time. The sheriff and CHP are critical for support during a hazard event. The travel time can exacerbate vulnerabilities, showing the reliance on local services to manage initial response efforts. In addition, communication challenges or hazards impacting roadways could further delay response times.

In contrast, the Coffee Creek Volunteer Fire Department (VFD) is less than a mile from the school. This would allow response to be quicker for certain medical, vehicle-accident, and fire-related hazards. It is important to note that volunteer departments could have limitations on staffing and equipment which could impact their ability to respond to hazard events effectively.

Assets at Risk

Total assets at the CCESD are valued at $1,401,398.00. The complete table breaking down assessed values by structure type can be found in Appendix D.

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Douglas City Elementary School District

Overview

The Douglas City Elementary School District (DCESD) is compromised of the Douglas City Elementary School site and surrounding community within its district boundary.

Location

The district is located in the middle section of Trinity County and can be found traveling east from Weaverville on HWY 299 towards Redding. Douglas City Elementary is located at 100 School Road. Douglas City is an unincorporated community and census designated place (CDP). The DCESD is located between the Lewiston Elementary School District, Trinity Alps Unified School District, Junction City Elementary School District, and Mountain Valley Unified School District on the north, east, and south. Shasta County touches the district's eastern border. A map showing the location of the DCESD and Douglas City Elementary can be found on the next two pages in Figures 16 and 17.

History

Douglas City is in the ancestral territory of the Wintu and was originally called Kanaka Bar. Kanaka translates to "human being" or someone with Hawaiian or Polynesian ancestry. This name likely originated from the Native Hawaiian population who had come from Hawaii to work for John Sutter in the Sacramento area and then who later moved north after gold was discovered. The community's name changed to Douglas City in 1859, after Stephen A. Douglas who was running against Abraham Lincoln for the Senate.

The DCESD is one of the oldest districts in the county, having been established in August 1860. As early as 1873, the school reached 79 students. In the same year, the school had to close down for several weeks due to the first recorded case of whooping cough in the county's history. In its early days, the school had challenges retaining teachers, but increased teacher retention at the turn of the century. In 1906, DCESD lost some of its area to the Grass Valley School District, but then gained territory in 1920 when the Blanchard Flat School District dissolved.

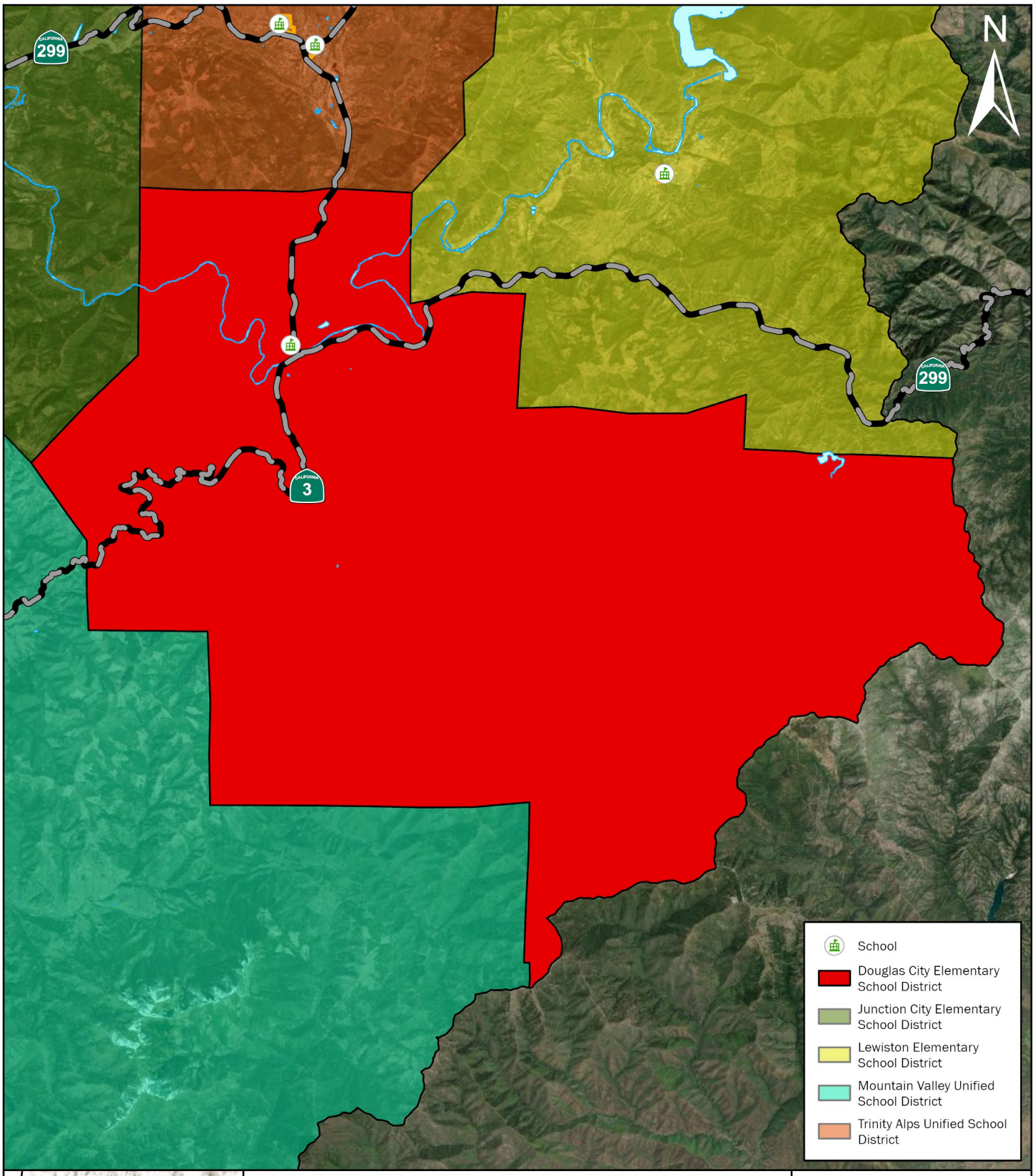
The Douglas City Schoolhouse and all school records were destroyed by a fire in February 1941. The school was rebuilt behind the current school's site and then that site subsequently burned down in 1945.

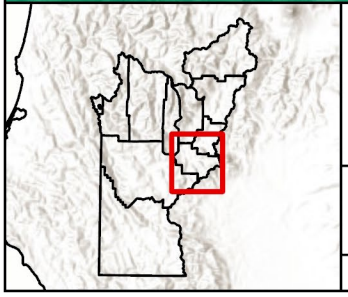
In 2023, Douglas City Elementary was selected as one of the 350 schools statewide designated a California Distinguished School.

Geography and Climate

The predominant vegetation within Douglas City is mixed conifer forest, but the area also contains oak woodland and brush fields. There are multiple notable watercourses which flow through the community. This includes the Trinity River and Reading, Browns, and Weaver Creeks. The annual

average max temperature, from 1961-1990, was 67.2 °F and annual average minimum temperature was 35.8 °F. The annual average precipitation over the same period was 36.6 inches.





Trinity County Office of Education Hazard Mitigation Plan

Douglas City ESD

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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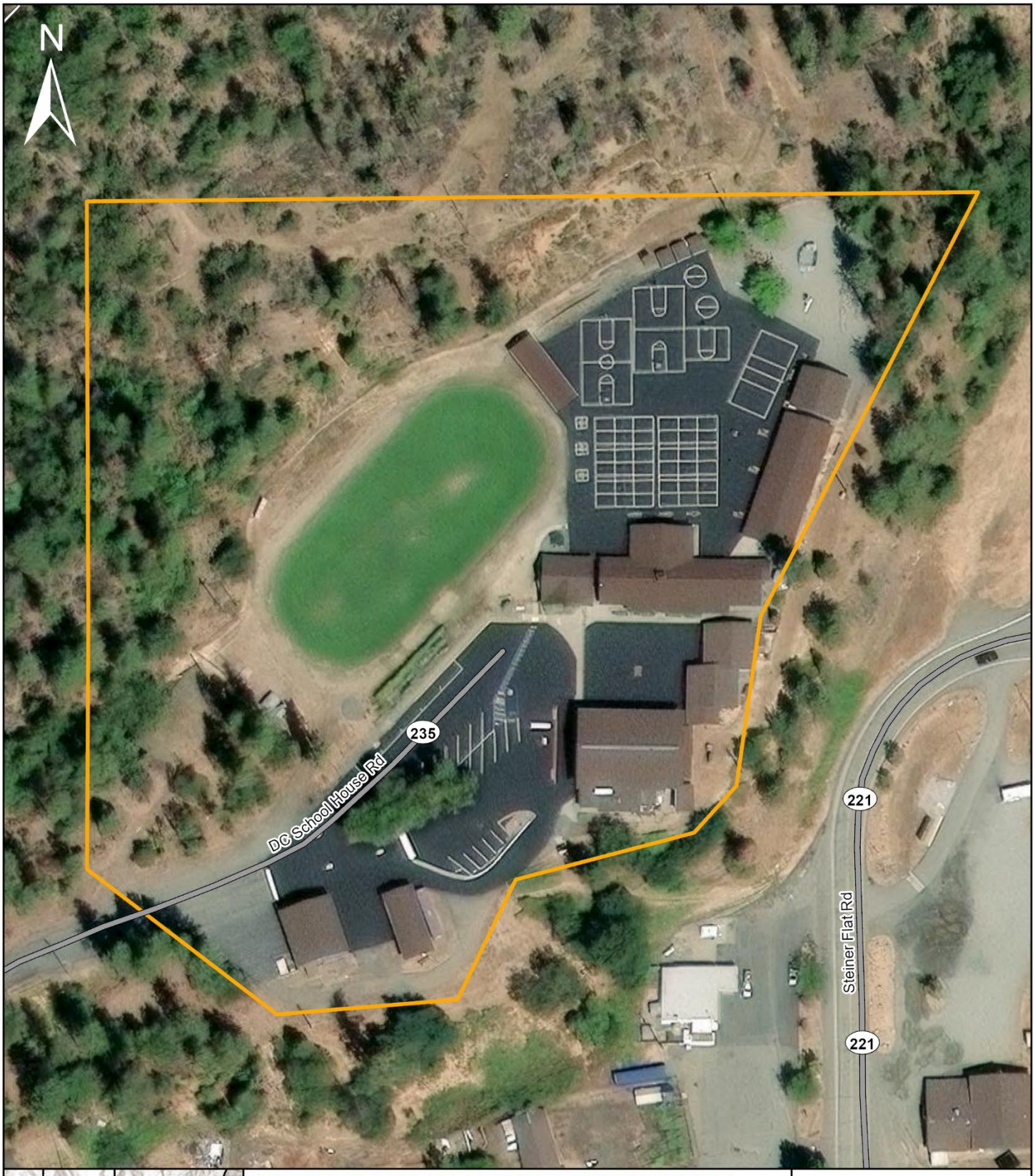
February 2025

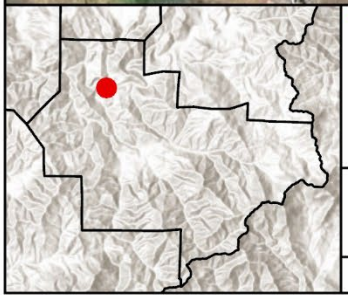
Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Douglas City Elementary School

Maxar, Microsoft, Esri, CGIAR, USGS, TCRCD, TCOE

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February 2025

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Trinity County Resource Conservation District

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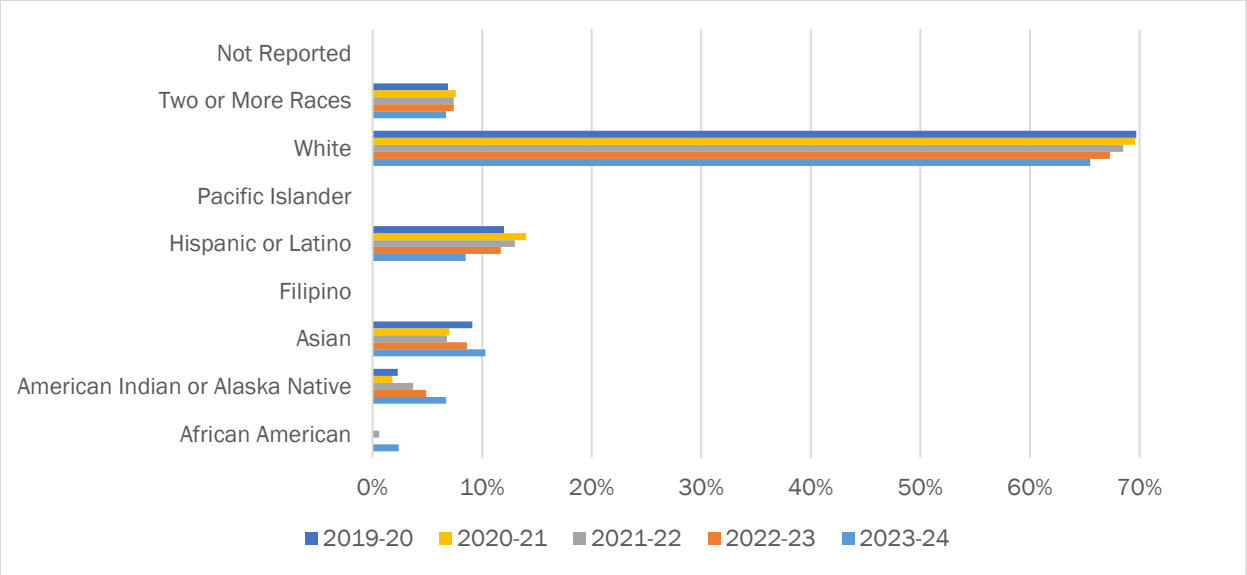
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Demographics

Ethnicity

Figure 18 below showcases changes in ethnic demographics in the DCESD over a five-year period.

Figure 18. DCESD Ethnicity for Academic Years 2019-20 through 2023-24



African American students in the district have fluctuated over the reporting period, reaching 2% in Academic Year 2023-2024, compared to 0% in 2022-2023 and earlier years, and a countywide increase from 0.2% in Academic Year 2019-2020 to 0.9% in 2023-2024. The “American Indian or Alaska Native” student population in the district increased from 2% in 2019-2020 to 7% in 2023-2024, which is notably higher than the countywide percentage, which declined from 6.3% in 2019-2020 to 4.3% in 2023-2024.

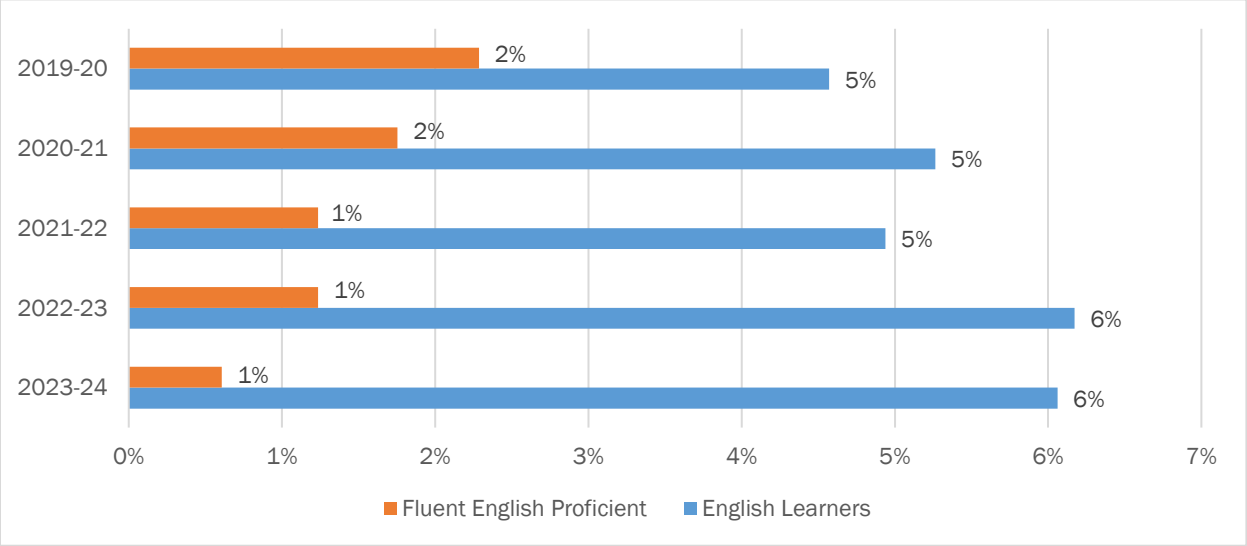
The district's Asian student population increased from 9% in 2019-2020 to 10% in 2023-2024, contrasting with countywide growth from 5.3% in 2019-2020 to 7.0% in 2023-2024. The “Hispanic or Latino” student population in the district has fluctuated from 12% in 2019-2020 to 9% in 2023-2024, which is lower than the countywide rates that have remained relatively steady around 9.9% to 10.8% during the reporting period.

White students represent a large portion of the district’s population, making up 70% in 2019-2020, declining slightly to 66% in 2023-2024. This is slightly lower than the countywide percentage, which has remained consistently between 66.6% and 68.2%. Students identifying as “Two or More Races” have remained steady at 7% in the district, with the exception of Academic Year 2020-21 where the percentage was 8%, which is in line with countywide percentages ranging from 8.4% to 9.1%.

Language

Figure 19 on the next page shows the percentage of fluent-English-proficient (FEP) students and English learner students between Academic Year 2019-20 through 2023-24.

Figure 19. DCESD "Fluent English Proficient" and "English Learners" Students for Academic Years 2019-20 through 2023-24



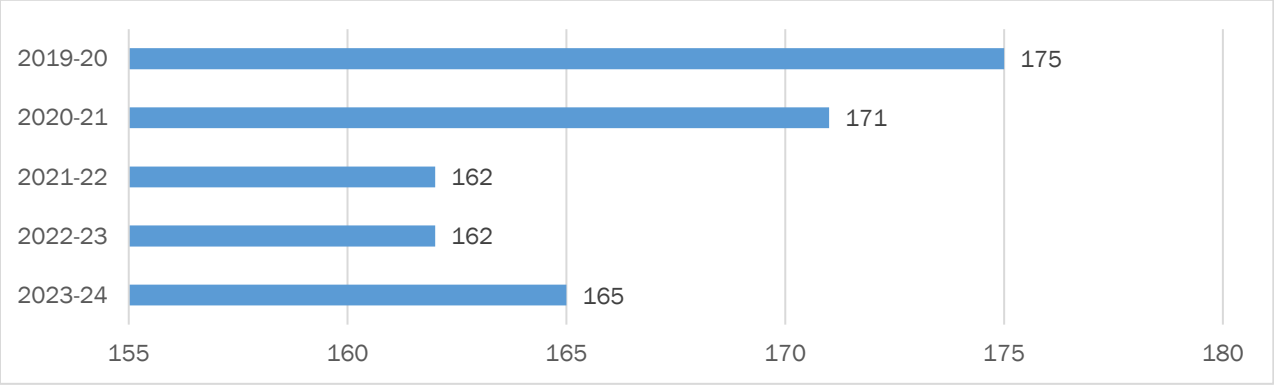
Rates of FEP and English learners are similar countywide and at DCESD. Although, the trends are different compared to the county. The countywide percentage of FEP students are increasing, from 2% in Academic Year 2019-20 to 3% in Academic Year 2023-24, while at DCESD the trend is decreasing from 2% in Academic Year 2019-20 to 1% in Academic Year 2023-24. Comparatively, the number of English learners increased from Academic Year 2019-20 to Academic Year 2023-24 from 5% to 6% at DCESD compared to decreasing from 4% to 3% over the same time countywide.

Effective hazard mitigation and emergency communication strategies should prioritize inclusivity. This includes ensuring that hazard-related outreach materials and resources, such as evacuation notices or safety instructions, are accessible to non-English-speaking families across the district. Collaboration with county offices and local organizations can help provide translated materials or interpreter services, ensuring equitable access to information and resources during hazard events.

Enrollment

Figure 20 displays trends in enrollment over the same period.

Figure 20. DCESD Enrollment for Academic Years 2019-20 through 2023-24



The highest year of enrollment over this period was Academic Year 2019-20. During this academic year, DCESD's student population accounts for 11% of the countywide student population. During this five-year time frame, the district dropped steadily, reaching a low of 162 students between Academic Years 2021-22 and 2022-23, then rising up to 165 students in Academic Year 2023-24.

The most recent available data on pupil to teacher ratios is of Academic Year 2017-18. During this year, DCESD has a ratio of 16.5:1, which is roughly one student per teacher less than the countywide average of 15.6:1, but still smaller than the statewide average of 21:1. This indicates that DCESD may have less capacity to give individual attention and support to students than other schools in the county, but has better capacity than other districts in the state.

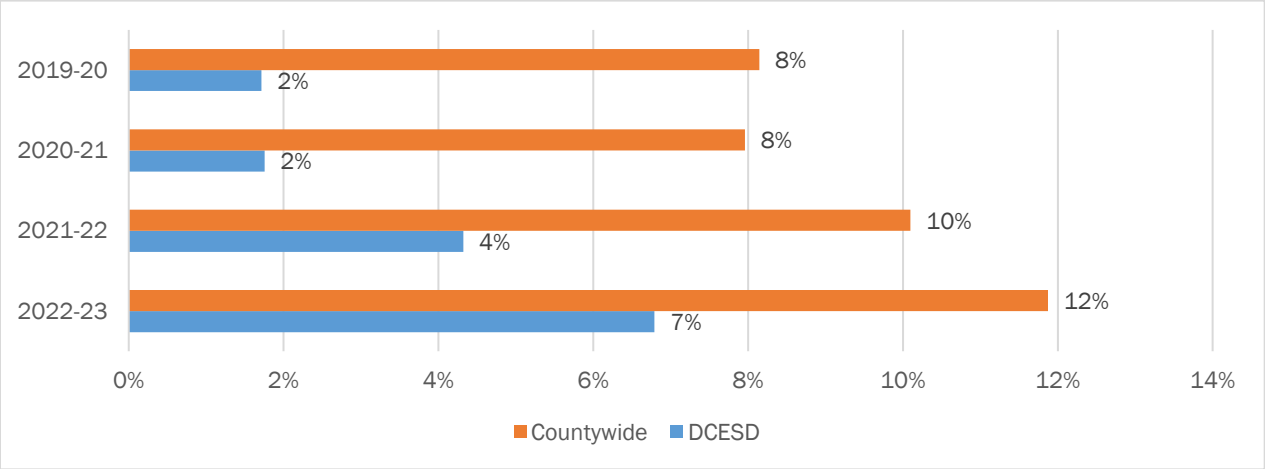
Income and Poverty

The Douglas City CDP has a median household income of $53,760 and an overall poverty rate of 23.8%, according to the 2022 American Community Survey.

The Douglas City CDP has a higher median household income compared to Trinity County, but is lower than the statewide average. Comparatively, Douglas City has a slightly higher poverty rate than the countywide average at roughly 24% which suggests economic hardships and potential barriers to students and families of being able to access resources and services. This shows the importance of providing accessible emergency resources, training and support services. In addition, education and outreach should be tailored to the present circumstances.

Figure 21 compares countywide and DCESD specific rates of homelessness.

Figure 21 Comparing Countywide and DCESD Enrolled Homeless Students for Academic Years 2019-20 through 2022-23



Countywide rates of enrolled homeless students are consistently higher than at DCESD. The highest rate at DCESD was in Academic Year 2022-23, representing an increase in 5% from Academic Year 2019-20. The increase in homeless students indicates the need for local planning and focused efforts to ensure that homeless students are involved in emergency preparedness and are not left out in emergency response or recovery.

Emergency Response Capacity

The county sheriff's office in Weaverville is an approximately 15-minute drive from Douglas City Elementary. The CHP office, also located in Weaverville, has a similar travel time. The sheriff and CHP are critical for support during a hazard event. The relatively close proximity from dispatch to the school (less than 10-miles) means that Douglas City Elementary will have quicker response times than most other schools within the county. There still remains communication dead zones between Douglas City and Weaverville which may present challenges, in addition to the ever-present potential for hazards to have impacts on HWY-299.

The Douglas City Volunteer Fire Department (VFD) is about a 1-minute drive to the school (approximately 0.3 miles away). This would allow response to be quicker for certain medical, vehicle-accident, and fire-related hazards. It is important to note that volunteer departments could have limitations on staffing and equipment which could impact their ability to respond to hazard events effectively.

Assets at Risk

Total assets at the DCESD are valued at $6,759,767.00. The complete table breaking down assessed values by structure type can be found in Appendix D.

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Junction City Elementary School District

Overview

The Junction City Elementary School District (JCESD) is comprised of the Junction City Elementary School site and surrounding community within its district boundary.

Location

The district is in the downriver area of Trinity County and can be found traveling west from Weaverville on HWY 299 towards Arcata. Junction City is adjacent to Weaverville. The Junction City Elementary School is located at 430 Red Hill Road, Junction City. Junction City is an unincorporated community and census designated place (CDP). The JCESD bisects the Trinity Alps Unified School District to the east and west, and neighbors the Mountain Valley Unified School District and the DCESD to the south. Technically the northern portion of the JCESD is adjacent to Siskiyou County, yet the adjoining area falls entirely within the Trinity Alps Wilderness Area. A map showing the location of the JCESD and Junction City Elementary School can be found on the next two pages in Figures 22 and 23.

History

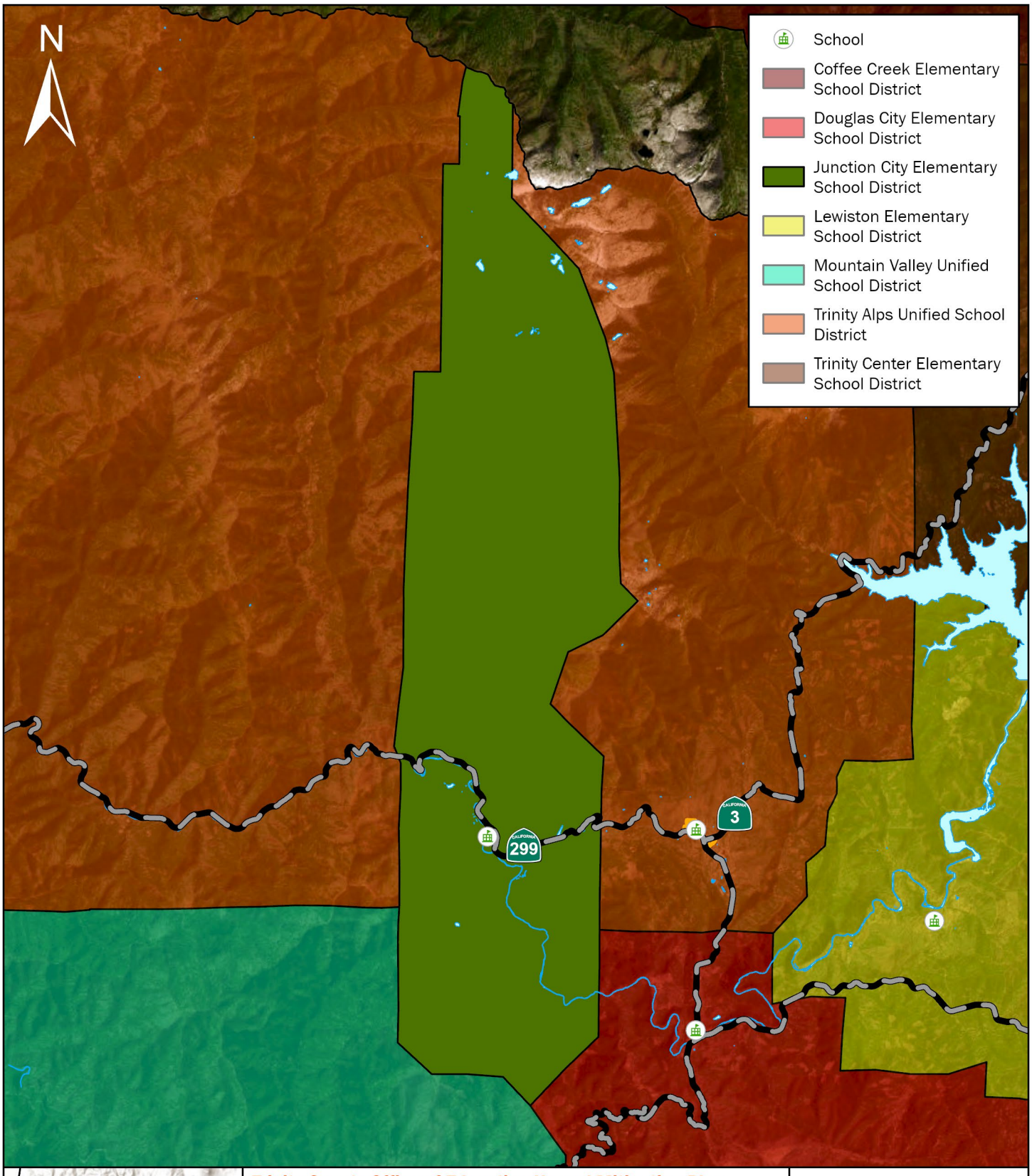
The JCESD is located in the ancestral territories of the Chimariko and Wintu. The community went through several names in the 1800s, changing from “Milltown” to “Messerville” to finally landing on “Junction City” in 1861. In the same year, a historic flood occurred, taking out multiple bridges and resulting in the town moving to the highway side of the river where the current US Post Office and store are now located. The earliest mention of the Junction City School was in November 1865 in reference to the school being demolished by a falling tree. The school district was formed in December 1868. In May 1871, the school needed to be rebuilt once more due to fire.

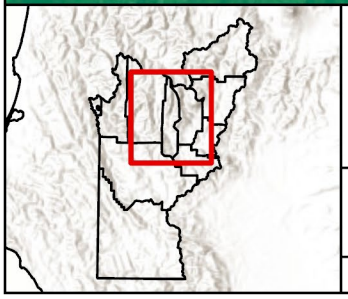
What is now the Junction City Community Hall was the school from the 1930s through 1989. The current school was constructed in the late 1980s and opened in 1990.

In 2023, Junction City Elementary was selected as one of the 350 schools statewide designated a California Distinguished School.

Geography and Climate

This area experiences a Mediterranean climate with warm, dry summers and cool, moist winters. Summer temperatures can reach above 90 degrees Fahrenheit and winter temperatures can dip below 40 degrees Fahrenheit. Humidity is generally low in this area. The Trinity River runs through the district. The area is characterized by a mosaic of mixed conifer, oak woodland, chaparral, grassland, and riparian areas in a variety of conditions. The annual average max temperature, from 1961-1990, was 65.8 °F and annual average minimum temperature was 34.5 °F. The annual average precipitation over the same period was 41.7 inches.





Trinity County Office of Education Hazard Mitigation Plan

Junction City ESD

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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February 2025

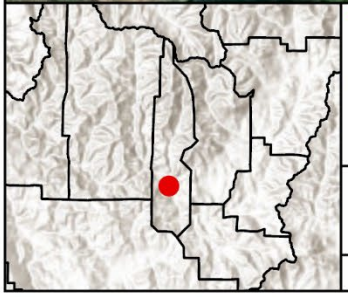
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Junction City Elementary School

Maxar, Microsoft, Esri, USGS, TCRCD, TCOE

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February 2025

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Trinity County Resource Conservation District

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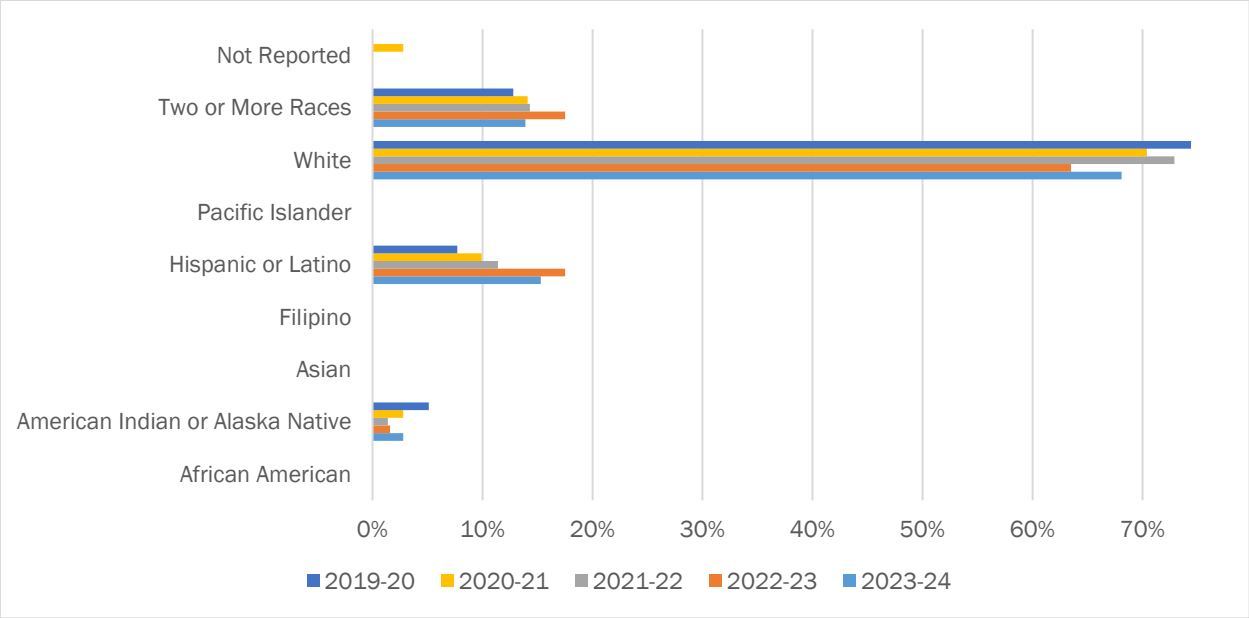
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Demographics

Ethnicity

Figure 24 showcases changes in ethnic demographics in the JCESD over a five-year period.

Figure 24. JCESD Ethnicity for Academic Years 2019-20 through 2023-24



Throughout this time, there were less than 1% African American, Asian, Filipino, or Pacific Islander students in the district. This aligns with countywide trends, except for the Asian student population, which has increased countywide from 5.3% to 7% over the same period. The "American Indian or Alaska Native" student population has also decreased, reflecting a similar trend at the county level. The majority white student population in the district is consistent with countywide demographics.

The district has a higher percentage of "Hispanic or Latino" and "Two or More Races" students compared to countywide averages. These populations have increased over the past five years. This demographic difference highlights the importance of considering tailored approaches to hazard mitigation and engagement to ensure the unique needs of these groups are addressed effectively.

It is encouraging to note that for four out of the five academic years, the district had no students categorized as "Not Reported." This suggests more comprehensive demographic reporting, which may enhance the district's ability to develop targeted mitigation strategies.

Lower-represented populations may face barriers in accessing resources during hazards. A focus on equitable planning and outreach—particularly for the district's larger "Hispanic or Latino" and "Two or More Races" populations—can help ensure that all students and their families are supported during hazard events.

Language

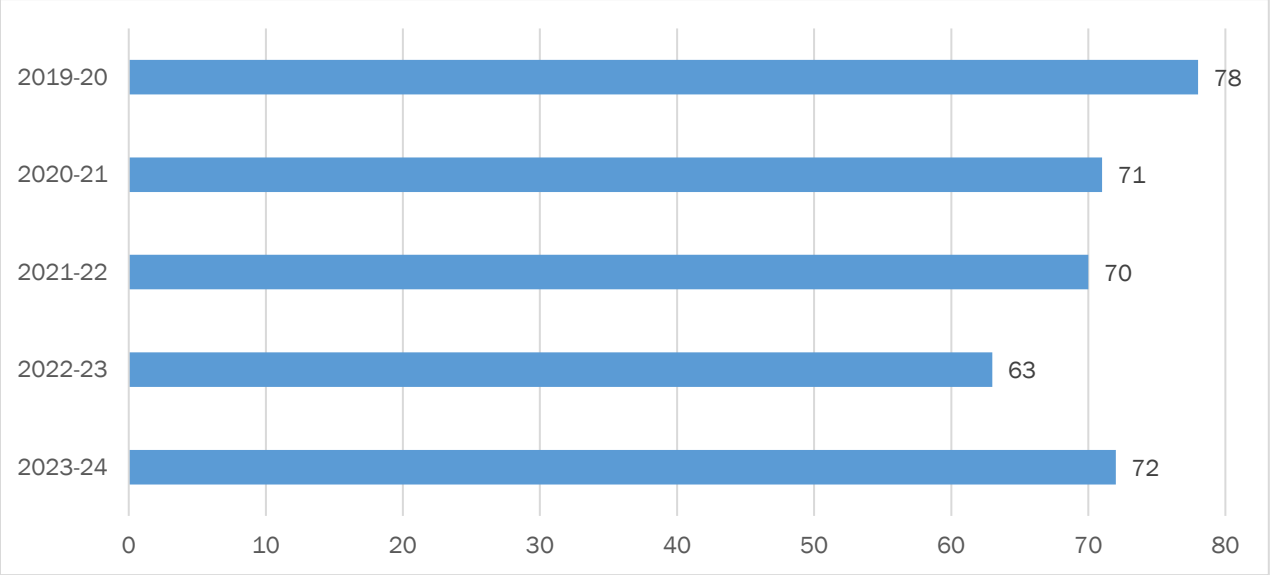
Over the past five academic years, the district has consistently reported no English learners and no fluent-English-proficient (FEP) students, which contrasts with countywide levels. Countywide English learners have remained steady at 3-4%, while the FEP student population has ranged from 2% to 3%.

The absence of English learners and FEP students in the district may suggest a more linguistically homogeneous student population compared to the county. Effective hazard mitigation and emergency communication strategies should prioritize inclusivity, even in districts with no recorded English learners. This includes ensuring that hazard-related outreach materials and resources, such as evacuation notices or safety instructions, are accessible to non-English-speaking families across the district. Collaboration with county offices and local organizations can help provide translated materials or interpreter services, ensuring equitable access to information and resources during hazard events.

Enrollment

Figure 25 below displays trends in enrollment over the same period. Drop outs and graduation are not included as the JCESD serves students from kindergarten through eighth grade.

Figure 25. JCESD Enrollment for Academic Years 2019-20 through 2023-34



The district's teacher-to-pupil ratio of 15:1 is slightly lower than the countywide average of 16.5:1. This indicates that students in the district benefit from smaller class sizes, which can support stronger teacher-student relationships and more individualized attention.

The district's smaller student body, at 72 students in Academic Year 2023-24, and lower teacher-to-pupil ratio may provide a greater capacity for effective communication and targeted support during emergencies. However, the smaller scale may also pose challenges in accessing resources or implementing broader hazard mitigation strategies that are typically supported by larger enrollments.

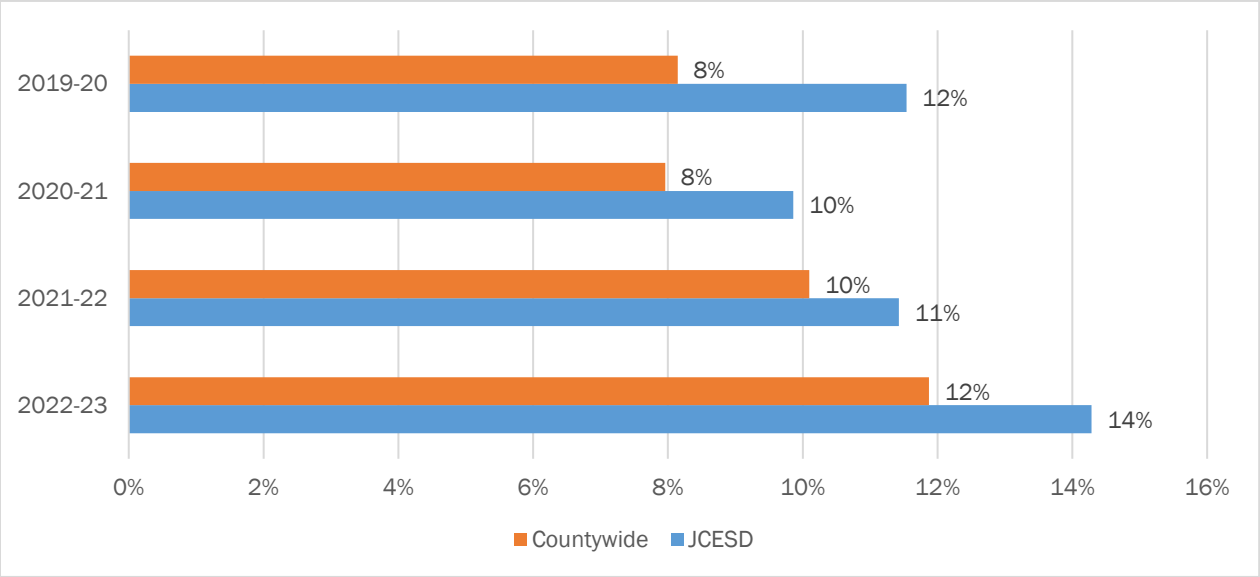
Income and Poverty

According to the 2022 American Community Survey, the Junction City CDP has a median household income of $60,377, which is notably higher than the countywide median of $47,317 but lower than the statewide median of $95,521. The overall poverty rate in Junction City is 19.4%, slightly lower than the countywide rate of 22%, yet still significantly higher than the statewide poverty rate of 12%.

These factors highlight disparities in income and poverty levels within the county. Junction City's higher median income suggests greater economic stability compared to the county average, which may mean increased capacity for household-level hazard preparedness and mitigation. However, the overall poverty rate remains a concern, as lower-income households are more vulnerable to hazard impacts due to limited resources for mitigation measures or post-disaster recovery.

Figure 26 below compares countywide and JCESD specific rates of homelessness.

Figure 26. Comparing Countywide and JCESD Enrolled Homeless Students for Academic Years 2019-20 through 2022-23



Homelessness factors into hazard vulnerability, as it increases the risk of displacement, limited access to resources, and challenges in receiving emergency communications. Over the past four academic years, the JCESD has consistently reported higher percentages of enrolled homeless students compared to countywide averages. In Academic Year 2022-23, 14% of JCESD students were homeless, compared to 12% countywide. Similar trends are evident in prior years, with JCESD reporting 11% in Academic Year 2021-22 (countywide 10%), 10% in Academic Year 2020-21 (countywide 8%), and 12% in Academic Year 2019-20 (countywide 8%).

These elevated rates of student homelessness indicate that the district faces heightened vulnerability during hazard events. Homeless families often lack stable housing, transportation, and access to information, which are critical for preparing for and responding to hazards. This reinforces the need for tailored hazard mitigation strategies, such as accessible shelter options, outreach programs, and partnerships with local organizations to provide resources for this population.

Emergency Response Capacity

The emergency response capacity for JCESD benefits from the close proximity of key emergency services. The Sheriff's Office and CHP are located less than ten miles from the school, with an estimated response time of approximately 15 minutes. Additionally, the Junction City Volunteer Fire Department (VFD) is located just 0.75 miles away, with an estimated response time of under 5 minutes. This proximity to emergency services enhances the district's ability to respond quickly to localized hazards, such as certain medical, vehicle-accident, and fire-related hazards.

Communication infrastructure presents challenges that may hinder emergency coordination. Cellular reception is inconsistent throughout the Junction City area, with some locations having service while others lose reception entirely, such as when traveling over Oregon Mountain. These communication gaps can delay emergency alerts, complicate coordination between responders, and impede family communication during a hazard event.

Assets at Risk

Total assets at the JCESD are valued at $4,790,644.00. The complete table breaking down assessed values by structure type can be found in Appendix D.

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Lewiston Elementary School District

Overview

The Lewiston Elementary School District (LESD) is comprised of the Lewiston Elementary School site and surrounding community within its district boundary.

Location

The district is located in Lewiston in the eastern area of Trinity County and can be found travelling east from Weaverville on HWY 299 towards Shasta or if you travel on HWY 3 and Rush Creek Road. Lewiston is adjacent to Weaverville. The Lewiston Elementary School is located at 685 Lewiston Road. Lewiston is an unincorporated community and census designated place (CDP). The LESD is neighbored by the Trinity Alps Unified School District to the west, the DCESD to the south, and the Trinity Center Elementary School District to the north. The eastern portion of the LESD is adjacent to Shasta County. A map showing the location of the LESD and the Lewiston Elementary School can be found on the next two pages in Figures 27 and 28.

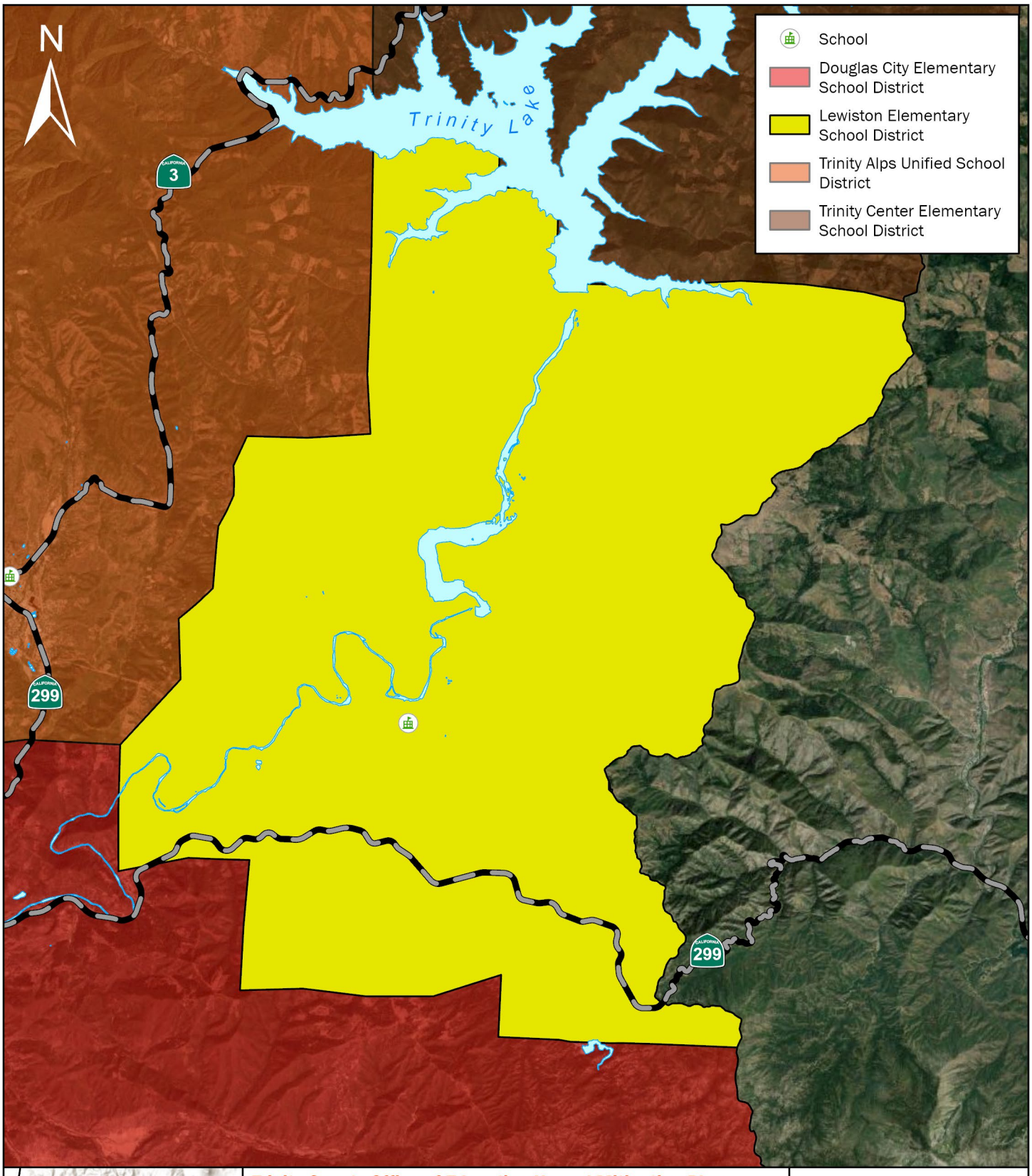
History

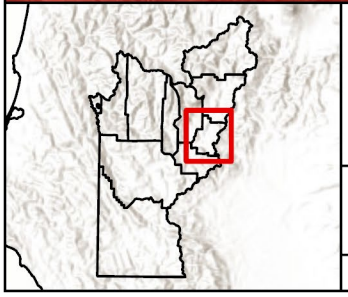
The LESD is located in the ancestral territory of the Wintu. The community was originally named Lewis Town after B. F. Lewis who established a trading post and operated a ferry in the area in the 1840s. There are conflicting accounts of when the old Lewiston schoolhouse and the school district were built and established. Estimations range from 1856-1862. In 1938, the “Grass Valley Emergency School” was established under the school district. By Academic Year 1942-43, the emergency school was closed. It is understood that the school was temporarily opened so that students who lived closer to the Grass Valley Schoolhouse, which had been opened prior to 1938 when the Grass Valley School District still existed, could attend.

During the construction of the Trinity Dam in 1957, Lewiston saw an influx of its population, resulting in a student population 334. Enrollment declined after the dam concluded construction in 1962. In 1958, the old Lewiston Congregational Church building was expanded into until the new school building could be built. In 1996, a new gymnasium finished construction. It was made possible by 20-years of revenue provided to schools from national forest timber sales. This funding stream has been replaced with *The Secure Rural Schools and Community Self-Determination Act* as timber sales from national forests has ceased as a revenue source for schools.

Geography and Climate

Notable features within Lewiston are Lewiston Lake, the Trinity River, and the Shasta-Trinity National Forest. Vegetation cover commonly includes mixed conifer, grassland, oak woodland, chapparal, and riparian areas in a variety of conditions,. Humidity is generally low in this area. The annual average max temperature, from 1961-1990, was 66.3 °F and annual average minimum temperature was 36.0 °F. The annual average precipitation over the same period was 38.2 inches.





Trinity County Office of Education Hazard Mitigation Plan

Lewiston ESD

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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February 2025

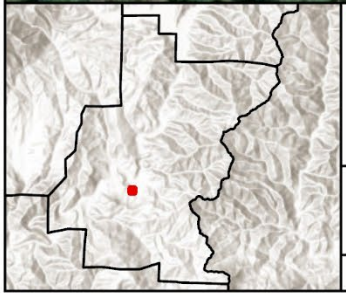
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Lewiston Elementary School

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

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February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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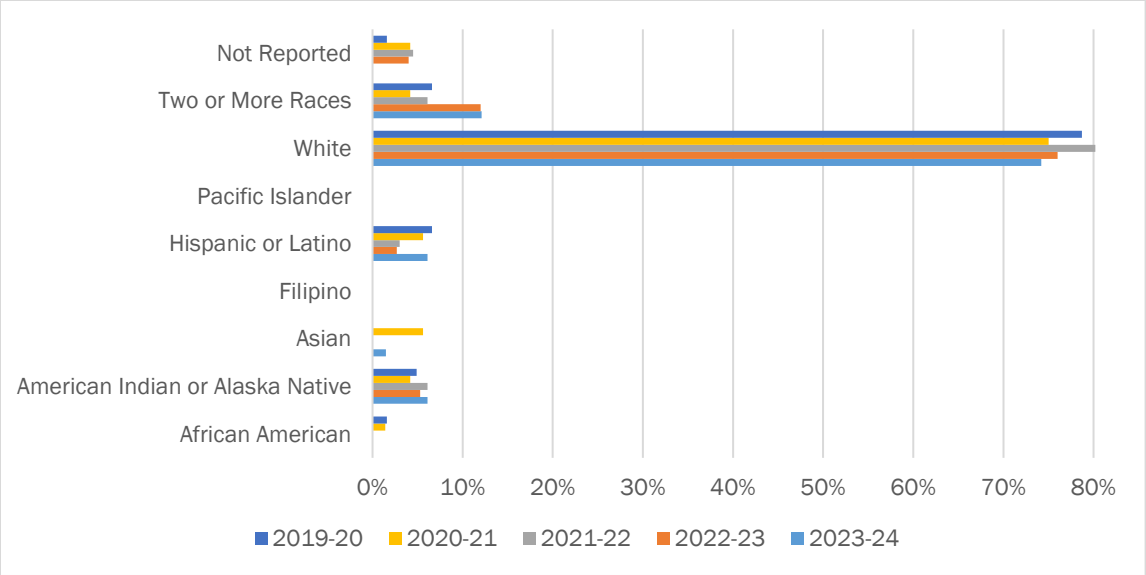
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Demographics

Ethnicity

Figure 29 showcases changes in ethnic demographics in the LESD over a five-year period.

Figure 29. LESD Ethnicity for Academic Years 2019-20 through 2023-24



Throughout this time, there were no Filipino or Pacific Islander students in the district. This aligns with countywide trends. The African American student population has decreased slightly, which is the inverse of countywide trends where the population has slightly increased. The district has a smaller Asian student population by percentage than countywide in Academic Year 2023-24 (2% compared to 7%). While the percentage fluctuated slightly during the five-year period, the district does mirror the overall countywide trend of a 2% increase in Asian students. The “Hispanic or Latino” student population has slightly decreased over time at LESD, whereas the percentage has remained comparatively stable countywide. This population has dropped a percentage point over the five-year period both at the district and countywide (from 7% to 6% at LESD and from 11% to 10% countywide). The majority white student population in the district is consistent with countywide demographics.

The “American Indian or Alaska Native” student population fluctuated at LESD, but by Academic Year 2023-24 was 1% higher (6%) than Academic Year 2019-20 (5%). This is the opposite of the countywide trend which showed a decrease in 2% (from 6-4%) over the same period of time. The district also has a higher percentage of “Two or More Races” students compared to countywide averages, and these populations have increased over the past five years. This demographic difference highlights the importance of considering tailored approaches to hazard mitigation and engagement to ensure the unique needs of these groups are addressed effectively.

It is encouraging to note that in the most recent of the five academic years, the district had no students categorized as “Not Reported.” This suggests more comprehensive demographic reporting, which may enhance the district’s ability to develop targeted mitigation strategies.

Lower-represented populations may face barriers in accessing resources during hazards. A focus on equitable planning and outreach—particularly for the district's larger "American Indian or Alaska Native" and "Two or More Races" populations—can help ensure that all students and their families are supported during hazard events.

Language

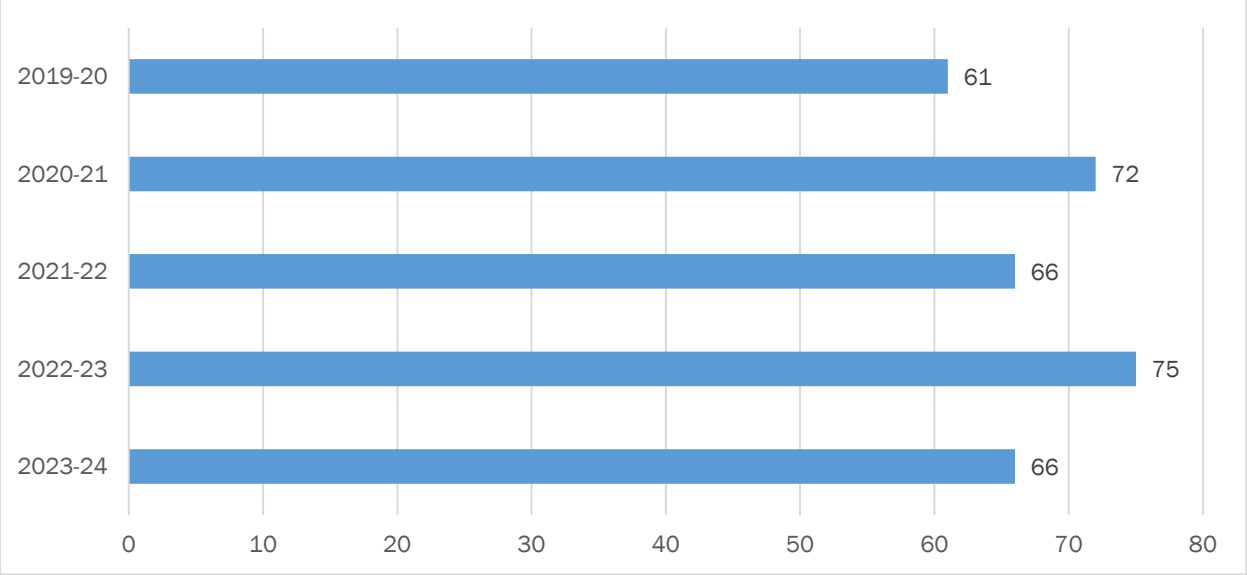
Over the past five academic years, the district has consistently reported no English learners and no fluent-English-proficient (FEP) students, with the exception of Academic Year 2020-21 where 1% of students were English learners and FEP students. This contrasts countywide trends where English learners have remained steady at 3-4%, while the FEP student population has ranged from 2% to 3%.

The relatively consistent absence of English learners and FEP students in the district may suggest a more linguistically homogeneous student population compared to the county. Effective hazard mitigation and emergency communication strategies should prioritize inclusivity, even in districts who go several consecutive years with no English learners. This includes ensuring that hazard-related outreach materials and resources, such as evacuation notices or safety instructions, are accessible to non-English-speaking families across the district. Collaboration with county offices and local organizations can help provide translated materials or interpreter services, ensuring equitable access to information and resources during hazard events.

Enrollment

Figure 30 below displays trends in enrollment over the same period.

Figure 30. LESD Enrollment for Academic Years 2019-20 through 2023-34



As of Academic Year 2017-18, the district's teacher-to-pupil ratio was 20.7:1. This is higher than the countywide average of 16.5:1 and is only slightly lower than the statewide average of 21.1:1. This indicates that students at LESD have larger class sizes which may require more intentional efforts to ensure all students are engaged.

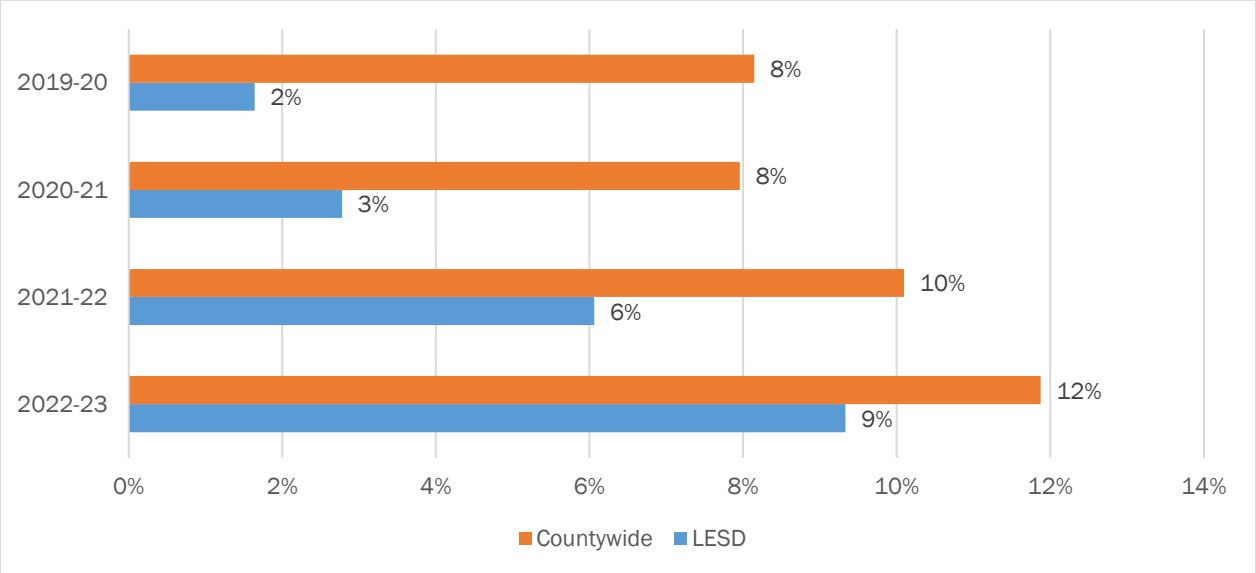
LESD and the countywide enrollment figures are quite similar, with enrollment increasing in Academic Year 2020-21, decreasing the following year, increasing the year after that, then decreasing Academic Year 2023-24, but still higher overall than Academic Year 2019-20. The smaller school size may provide a greater capacity for effective communication and targeted support during emergencies. However, the smaller scale may also pose challenges in accessing resources or implementing broader hazard mitigation strategies that are typically supported by larger enrollments, especially when factoring in the higher teacher-to-pupil ratio.

Income and Poverty

According to the 2022 American Community Survey, the Lewiston CDP has a median household income of $57,212, which is notably higher than the countywide median of $47,317 but lower than the statewide median of $95,521. The overall poverty rate in Lewiston is 15.7%, lower than the countywide rate of 22%, yet still higher than the statewide poverty rate of 12%.

Figure 31 below compares countywide and LESD specific rates of homelessness.

Figure 31. Comparing Countywide and LESD Enrolled Homeless Students for Academic Years 2019-20 through 2022-23



Homelessness factors into hazard vulnerability, as it increases the risk of displacement, limited access to resources, and challenges in receiving emergency communications. Over the past four academic years, the LESD has consistently reported lower percentages of enrolled homeless students compared to countywide averages, but is showing a trend of increasing rates of homeless enrolled students. In Academic Year 2022-23, 9% of *LESD* students were homeless, compared to 12% countywide. Similar trends are evident in prior years, with *LESD* reporting 6% in Academic Year 2021-22 (countywide 10%), 10% in Academic Year 2020-21 (countywide 8%), and 12% in Academic Year 2019-20 (countywide 8%).

The trend of growing student homelessness indicates that the district faces heightened vulnerability during hazard events. Homeless families often lack stable housing, transportation, and access to information, which are critical for preparing for and responding to hazards. This reinforces the need for

tailored hazard mitigation strategies, such as accessible shelter options, outreach programs, and partnerships with local organizations to provide resources for this population.

Emergency Response Capacity

The Sheriff's Office and CHP are located approximately 17 miles from the school, with an estimated response time of approximately 30 minutes. Additionally, the Lewiston Volunteer Fire Department (VFD) is located just 0.75 miles away, with an estimated response time of under 5 minutes. This proximity to emergency services enhances the district's ability to respond quickly to localized hazards, such as certain medical, vehicle-accident, and fire-related hazards. LESD will have a quicker response time from the County Sheriff and CHP than many other districts. That being said, there are communication dead zones between Lewiston and Weaverville which may present challenges, in addition to the ever-present potential for hazards to have impacts on HWY-3.

Communication infrastructure presents challenges that may hinder emergency coordination. Cellular reception is inconsistent throughout the Lewiston area, with some locations having service while others lose reception entirely. These communication gaps can delay emergency alerts, complicate coordination between responders, and impede family communication during a hazard event.

Assets at Risk

Total assets at the LESD are valued at $9,388,839.00. The complete table breaking down assessed values by structure type can be found in Appendix D.

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Mountain Valley Unified School District

Overview

The Mountain Valley Unified School District (MVUSD) is comprised of the Hayfork Elementary, Hayfork High, Valley High and Mountain Valley Adult School sites and surrounding community within its district boundary.

Location

The district is located across Hayfork, Hyampom, Peanut, Wildwood, and Post Mountain in the South Fork region of the county and can be found traveling south from Weaverville on HWY-299 and HWY-3. Hayfork, where the three schools are located, is an unincorporated community and census designated place (CDP). The MVUSD is neighbored to the south by the Southern Trinity Joint Unified School District and to the north by the BRESD, Trinity Alps Unified School District, and JCESD, and DCESD. The district neighbors Humboldt County to the west and Shasta County to the east. A map showing the location of the MVUSD can be found on the next few pages in Figures 32 through 34.

History

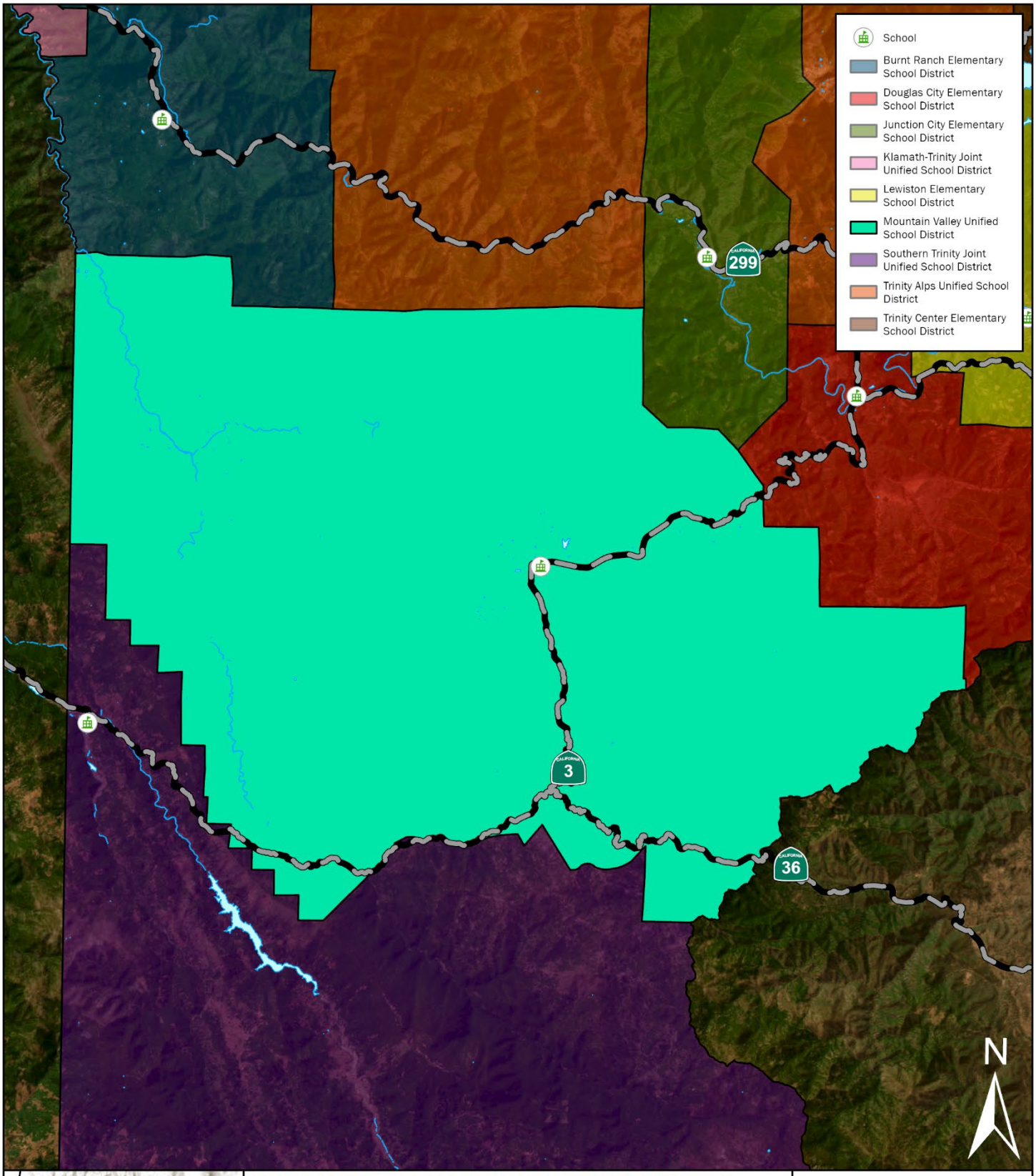
The MVUSD is located in the ancestral territories of the Wintu. The area was originally called Nor'el pom, meaning “south land” by the Wintu. After white settlement, the community was renamed “Kingsberry” after a trading post. After this, the community was named “South Fork”, then “Hay Town”, then “Hay Fork”, before settling on its current namesake “Hayfork”. The name originates from a fork in the Trinity River and its proximity to a hayfield.

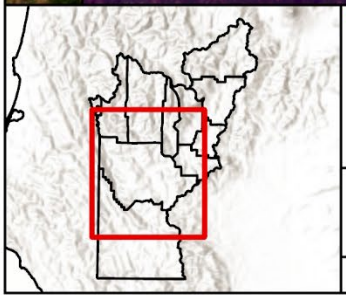
The first school in Hayfork was established in Academic Year 1862-63. One of the earliest records of the “Hay Fork School District” was in 1872. The school district lost territory in 1885 when it was divided in two sections where the eastern portion became Ruch’s School District. In 1909, a portion of the district, now called the “Hayfork School District”, became the Tule Creek School District, but the Tule Creek District dissolved and rejoined by 1916. Also in 1916, the Ruch Schoolhouse was destroyed by a fire. The Hayfork School District combined with the Ruch’s School District in Academic Year 1917-18 to form the Hayfork Valley Union School District, the first unified school district in Trinity County. The “Ruch School District” was re-established by the Board of Supervisors in 1925.

The Mountain Valley Unified School District was established in July 1987. The district included the Hyampom Elementary School until 2017, when the school shut down to a lack of students and need of repairs on the building.

Geography and Climate

South Fork Mountain bounds through the district, which is one of the longest continuous ridgelines in North America. There are a series of ridgelines in the area, including Pattison Peak, Hayfork Bally, and Hayfork Divide. There are a variety of vegetation types across the district including California mixed conifer forest, oak woodland, grassland, chapparal, and riparian areas of various conditions. The annual average max temperature from 1961-1990 was 64.5 °F and annual average minimum temperature was 33.5 °F. The annual average precipitation over the same period of time was 43.7 inches.





Trinity County Office of Education Hazard Mitigation Plan

Mountain Valley USD

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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February 2025

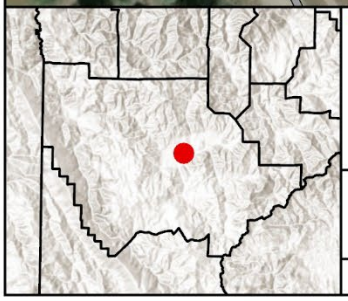
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Hayfork High School

Maxar, Microsoft, Esri, CGIAR, USGS, TCRCD, TCOE

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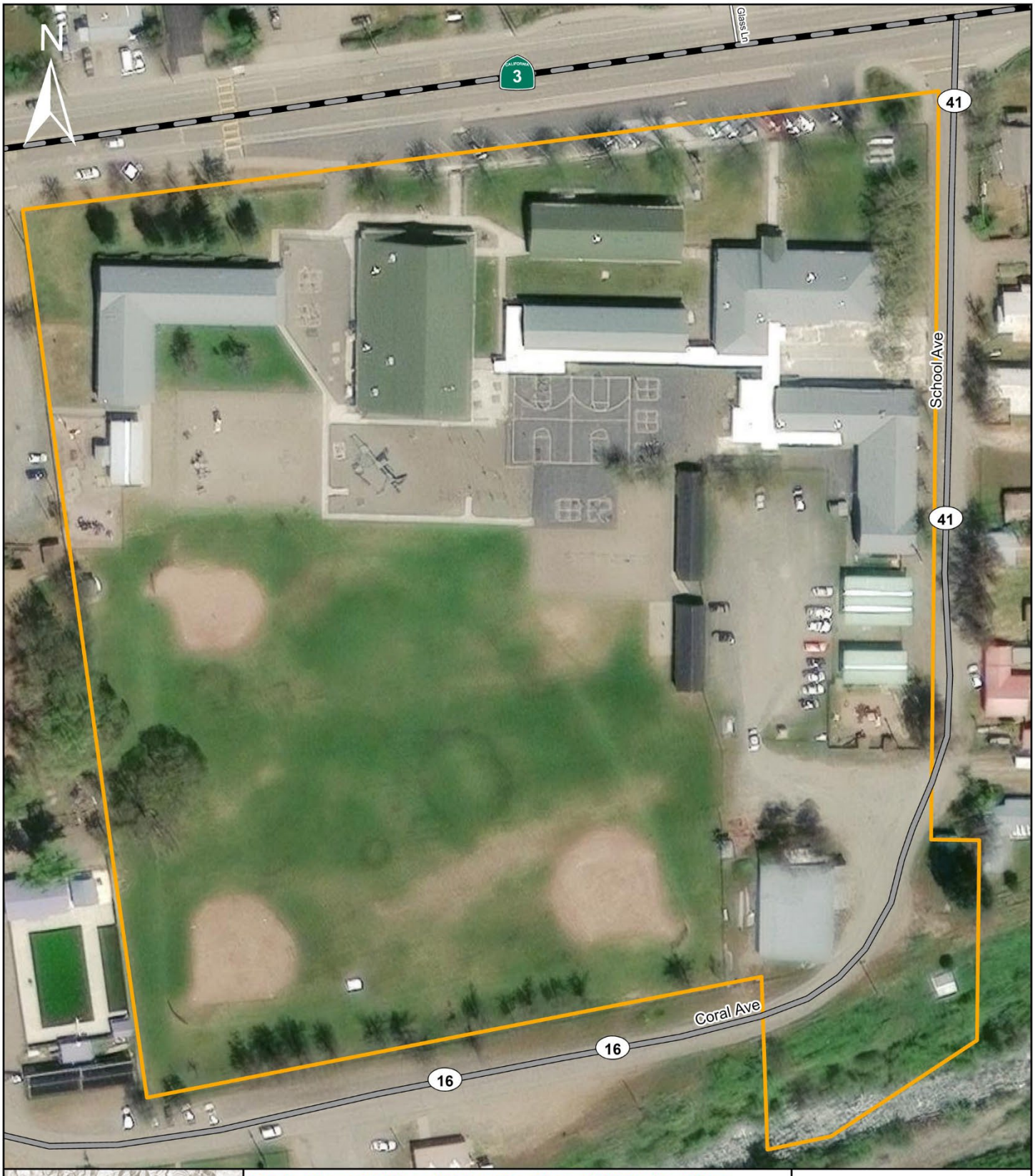
February 2025

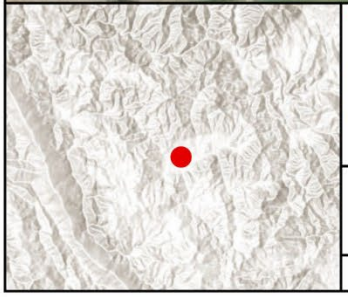
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Hayfork Elementary School & Valley High

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

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October 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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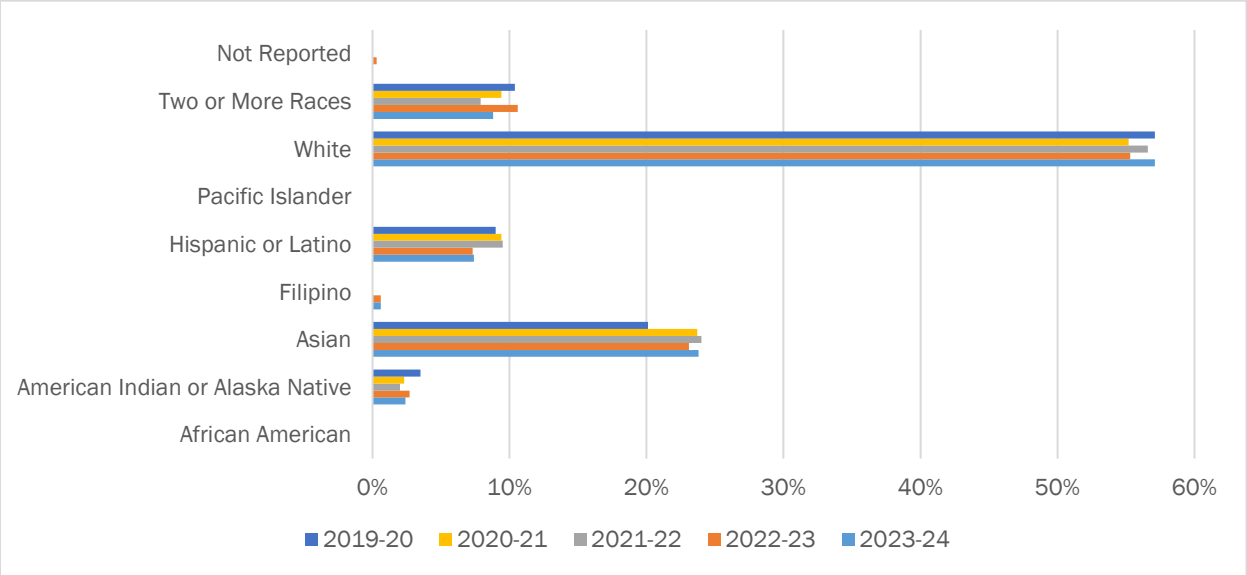
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Demographics

Ethnicity

Figure 35 through Figure 37 showcases changes in ethnic demographics in the MVUSD over a five-year period.

Figure 35. MVUSD Ethnicity for Academic Years 2019-20 through 2023-24



Throughout this time, 1% or less of the student population was compromised of African American, Filipino, or Pacific Islander students. This aligns with the countywide trends, with a slightly higher percentage of Filipino students and slightly lower African American students at MVUSD. The “American Indian or Alaska Native” and “Hispanic or Latino” student population is smaller at MVUSD than countywide and fluctuated but ultimately declined during the reporting period by 2%. There are similar rates between MVUSD and countywide of students reporting as “Two or More Races”. The majority white student population in the district is consistent with countywide demographics.

There is a significantly higher Asian student population at MVUSD than the countywide average, growing from 20% in Academic Year 2019-20 to 24% in Academic Year 2023-24, compared to 5% to 7% countywide during the same time. This demographic difference highlights the importance of considering tailored approaches to hazard mitigation and engagement to ensure the unique needs of these groups are addressed effectively.

It is encouraging to note that for four out of the five academic years, the district had no students categorized as “Not Reported.” This suggests more comprehensive demographic reporting, which may enhance the district’s ability to develop targeted mitigation strategies.

Lower-represented populations may face barriers in accessing resources during hazards. A focus on equitable planning and outreach—particularly for the district’s larger Asian population—can help ensure that all students and their families are supported during hazard events.

Further breakdowns of students by ethnicity can be found on the next page. There was not reporting student ethnicity data available for the Mountain Valley Adult School. Detailed demographic information is suppressed when total enrollment for any year is under eleven students, resulting in no data provided for Valley High.

Figure 36. Hayfork Elementary School Ethnicity for Academic Years 2019-20 through 2023-24

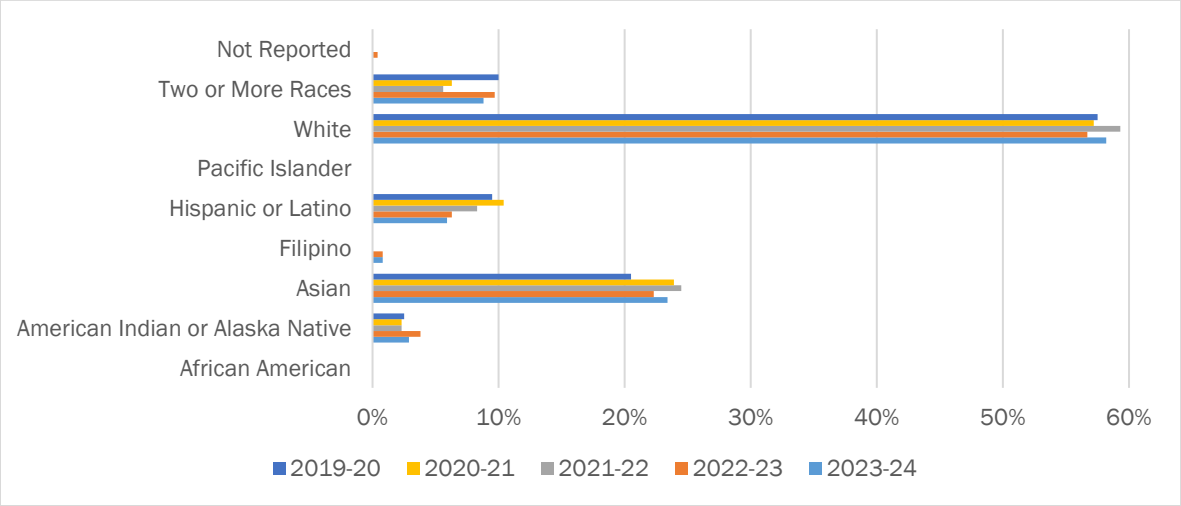
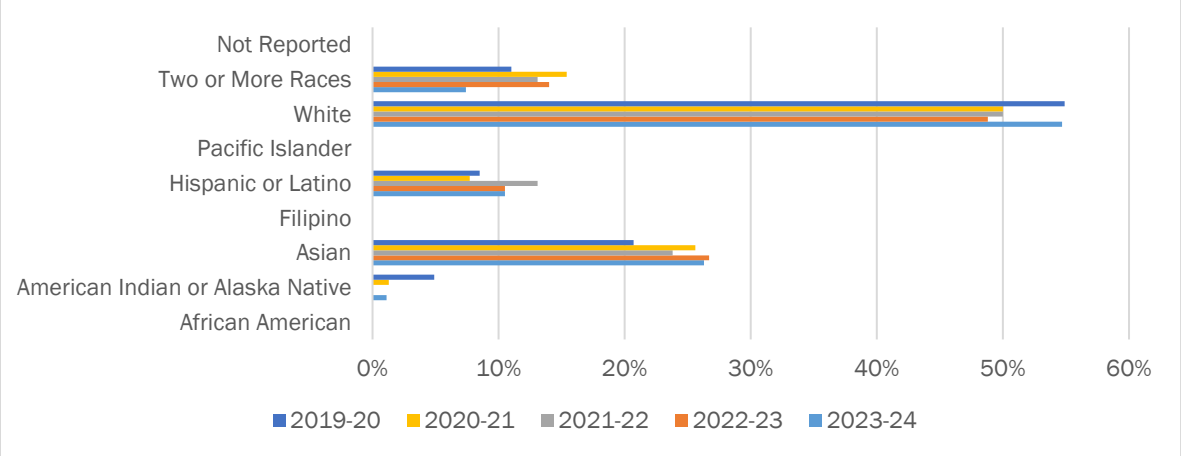


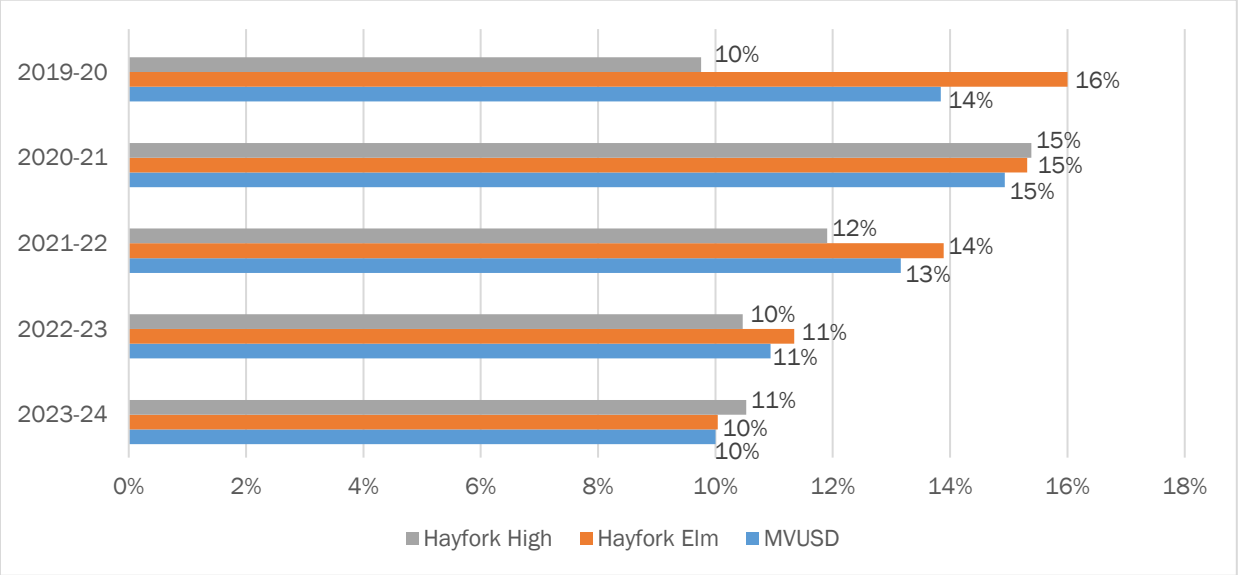
Figure 37. Hayfork High School Ethnicity for Academic Years 2019-20 through 2023-24



Language

Over the past five academic years, the district has consistently reported over 10% English learners and 8-9% fluent-English-proficient (FEP) students, which trends higher than countywide. At the county level, English learners have remained steady at 3-4%, while the FEP student population has ranged from 2% to 3%.

Figure 38. MVUSD English Learners by District and School for Academic Years 2019-20 through 2023-24

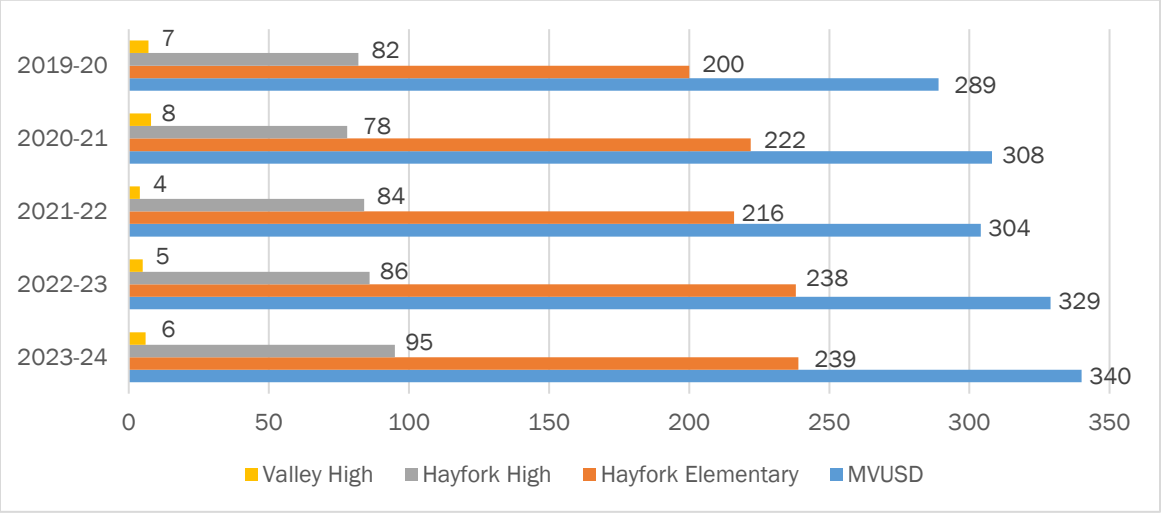


Effective hazard mitigation and emergency communication strategies should prioritize inclusivity. This includes ensuring that hazard-related outreach materials and resources, such as evacuation notices or safety instructions, are accessible to non-English-speaking families across the district. Collaboration with county offices and local organizations can help provide translated materials or interpreter services, ensuring equitable access to information and resources during hazard events.

Enrollment

Figure 39 below displays trends in enrollment over the same period.

Figure 39. MVUSD Enrollment for Academic Years 2019-20 through 2023-24



In contrast to the school's overall trend over the previous 5-years of relatively consistent enrollment numbers, enrollment at MVUSD has been growing, increasing from 289 students in Academic Year 2019-20 to 340 students in Academic Year 2023-24. Similar trends of increase in student enrollment have also been seen at Hayfork Elementary and Hayfork High, with enrollment fluctuating but ultimately decreasing slightly over the same time at Valley High. A growing student population may necessitate dedicated efforts to ensure effective communication and targeted support during emergencies so that no students are left behind in the planning process.

In Academic Year 2017-18, the district's teacher-to-pupil ratio of 14.2:1 was slightly lower than the countywide average of 16.5:1. This indicates that students in the district benefit from smaller class sizes, which can support stronger teacher-student relationships and more individualized attention. Each of the schools within the district have a teacher-to-pupil ratio lower than the countywide average except for Hayfork Valley Elementary which has a ratio of 17:1.

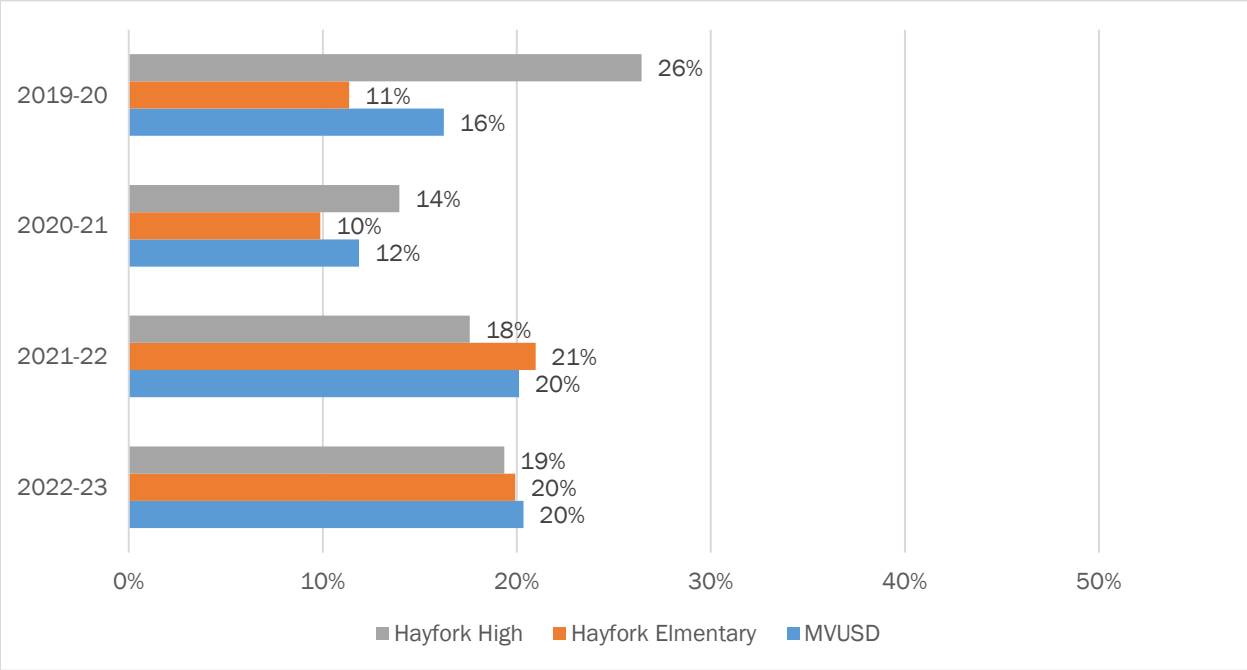
Income and Poverty

According to the 2022 American Community Survey, the Hayfork CDP has a median household income of $40,653, which is lower than the countywide median income of $47,317. The overall poverty rate in Hayfork is 30.7% which is higher than the countywide rate of 22%.

These factors indicate that families in the MVUSD may have lower capacity for household-level hazard preparedness and mitigation. This is a concern as lower-income households are more vulnerable to hazard impacts due to limited resources for mitigation measures or post-disaster recovery.

Figure 40 compares countywide and MVUSD specific rates of homelessness.

Figure 40. MVUSD Enrolled Homeless Students for Academic Years 2019-20 through 2022-23



Homelessness factors into hazard vulnerability, as it increases the risk of displacement, limited access to resources, and challenges in receiving emergency communications. Over the past four academic years, the MVUSD has consistently reported higher percentages of enrolled homeless students compared to countywide averages. In Academic Year 2022-23, 20% of MVUSD students were homeless, compared to 12% countywide. Similar trends are evident in prior years, with MVUSD reporting 20% in Academic Year 2021-22 (countywide 10%), 12% in Academic Year 2020-21 (countywide 8%), and 16% in Academic Year 2019-20 (countywide 8%). This shows an increase in overall enrolled homeless students over the five-year period.

These elevated rates of student homelessness indicate that the district faces heightened vulnerability during hazard events. Homeless families often lack stable housing, transportation, and access to information, which are critical for preparing for and responding to hazards. This reinforces the need for tailored hazard mitigation strategies, such as accessible shelter options, outreach programs, and partnerships with local organizations to provide resources for this population.

Emergency Response Capacity

MVUSD is located in a region where the Hayfork Sheriff Auxiliary, situated approximately 5 minutes from the schools within the district, provides a significant advantage in terms of emergency response times. This proximity supports a relatively quick response to emergencies, particularly in situations requiring law enforcement intervention. The auxiliary is run by the County Sheriff, but the office is run based on staff capacity and isn't always operational. In addition, the Hayfork Volunteer Fire Department (VFD) is also approximately a 5-minute drive from the district's schools, improving the district's capacity to respond to medical emergencies, vehicle accidents, and fire-related hazards. Otherwise, the Sheriff's Office and CHP are located approximately 30 miles from the school, with an estimated response time of approximately 45 minutes. Southern Trinity Area Rescue (STAR) Ambulance Service is anticipated to have about an hour travel time to schools in Hayfork, but TLS has an ambulance in Hayfork which would reduce ambulance travel time.

Communication infrastructure presents challenges that may hinder emergency coordination. Cellular reception is inconsistent throughout the Hayfork area, with some locations having service while others lose reception entirely. These communication gaps can delay emergency alerts, complicate coordination between responders, and impede family communication during a hazard event.

Assets at Risk

Total assets at the MVUSD are valued at $37,201,459.00. The complete table breaking down assessed values by structure type can be found in Appendix D.

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Southern Trinity Joint Unified School District

Overview

The Southern Trinity Joint Unified School District (STJUSD) is comprised of the Hoaglin-Zenia Elementary School, Southern Trinity High School, and Van Duzen Elementary School sites and surrounding community within its district boundary.

Location

The district is located across the communities of Mad River, Ruth, Zenia, and Kettenpom in southern Trinity County. It can be found traveling south from Weaverville on HWY-299, HWY-3, and HWY-36. Hoaglin-Zenia Elementary School is located at 1335 Zenia Lake Mountain Rd. in Zenia. Southern Trinity High School and Van Duzen Elementary School are located on Van Duzen Rd, 600 and 680 Van Duzen Road respectively. The STJUSD is bordered by the MVUSD to the north. The district borders Humboldt County to the west, Mendocino County to the south, and Shasta County and Tehama County to the east. Several maps showing the locations of the STJUSD and its schools can be found in Figures 41 through 43.

History

The STJUSD includes the ancestral territories of the Lassik, Nongatl, Wailaki, Wintu, and Yuki. There have been multiple public schools and school districts within the territory of the STJUSD. Table 1 illustrates this history.

Table 1. Public Schools and School Districts in Southern Trinity Area

School/School District	Earliest Record
Caution School District	1914
Forest Glen School/Forest School District	1920
Hetten Valley School District	1914
Hettenpome/Hoaglin School District	1915
Hettenshaw School District	1874
Island Mountain School District	1914
Kettenpom Valley School	1907
Lake Mountain School District	1908
Long Ridge School District	1879
Peak School District	1908
Southern Trinity High School	1969
Van Duzen School	1898
Zenia School District	1901

There were multiple schools in the Van Duzen area prior to the development of the current elementary school. The first school closed due to lack of enrollment and the second was destroyed by flooding. There was a third school in Bridgeville with some records indicating that the second school may have also been located in Bridgeville, but the Bridgeville Trustees in 1960 said they would no longer like to take students from out of the district. Combined with the upcoming move of the Mad River School due

to the R.W. Matthews Dam being built, parents advocated for 30 acres of Humboldt County to be added into the Mad River School District. The Van Duzen School was established in 1962.

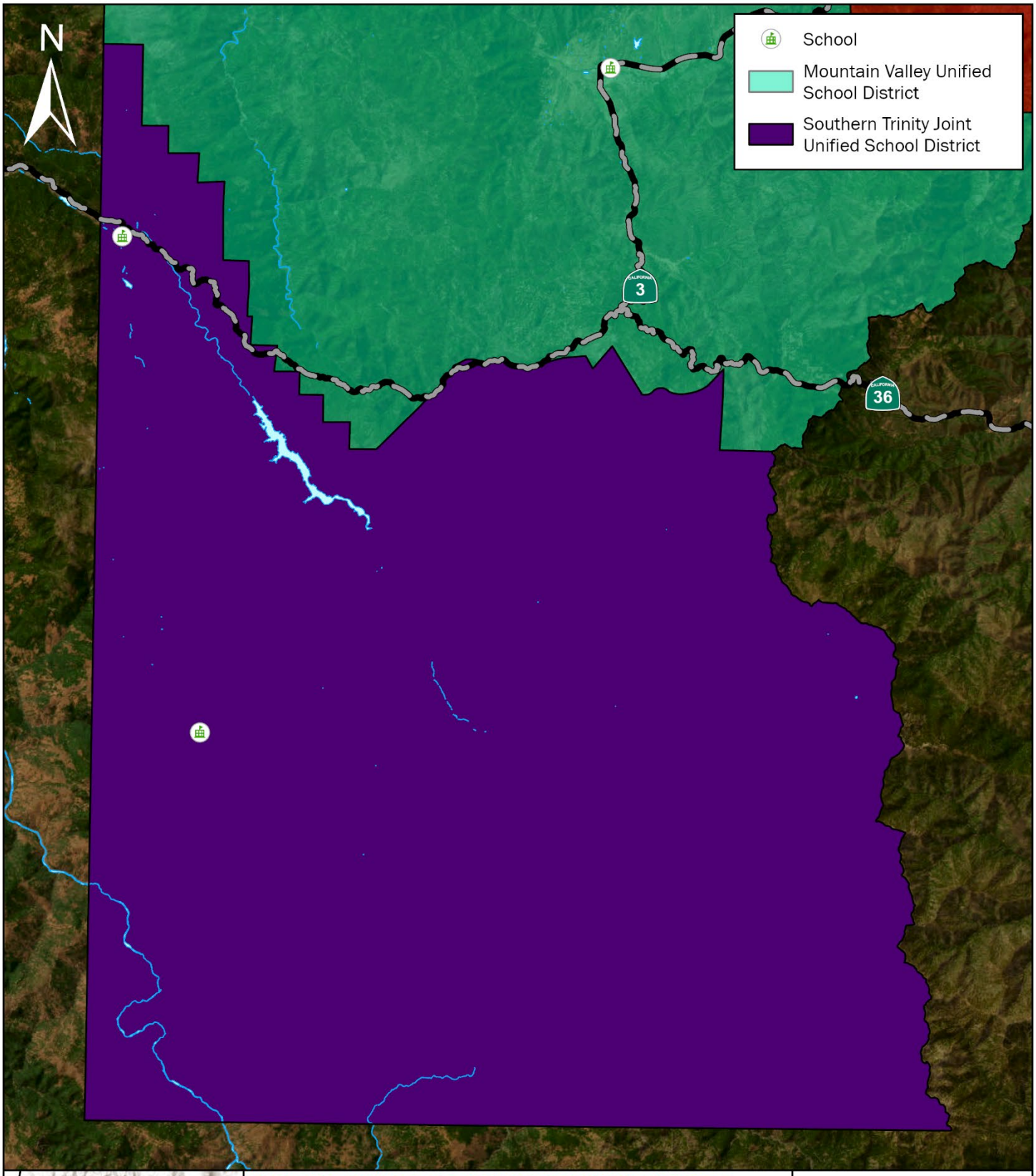
The idea of creating a high school in the Southern Trinity area gained traction in 1969. The Board of Trustees for the County High School District decided that two portable buildings would be purchased and placed at the same site as the Van Duzen Elementary School. By the end of 1969, the two buildings were placed. While initially a two-year high school, in 1973 the high school became a four-year school.

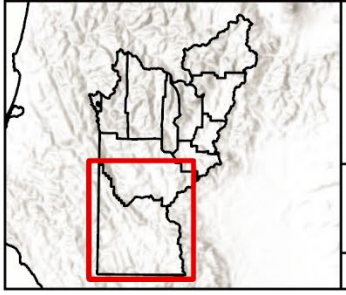
The Zenia Schoolhouse is believed to have originally been a private school which was then added to the Hettenshaw School District, until it was incorporated into the Zenia School District in 1901. An additional school was built in 1916. In 1958, the Zenia and Hoaglin School Districts merged and a new school was built. Subsequently, the school was adopted as part of the STJUSD.

In 1974, members of Mad River, Dinsmore, and Ruth advocated and gained approval to form a new unified district so that they could have their needs better addressed. The STJUSD, including the high school, Mad River Joint School District, and Hoaglin-Zenia Union Elementary District, formed in 1976.

Geography and Climate

Southern Trinity looks visually distinct compared to the rest of Trinity County, especially as you drive closer to Humboldt and Mendocino Counties. There are rolling hills and grasslands as opposed to the higher mountain ranges with dry conifer forests that dominate the rest of the county. The climate is characterized by warm, dry summers and cool, wet winters. This region historically had oak woodlands, but there has been conifer encroachment. The 2020 August Complex resulted in the destruction of much of the area's forestlands and created the need for an increase in fire salvage and reforestation. The annual average max temperature from 1961-1990 was 61.0 °F and the annual average minimum temperature was 31.9 °F. The annual average precipitation over the same period was 3.7 inches.





Trinity County Office of Education Hazard Mitigation Plan

Southern Trinity JSUD

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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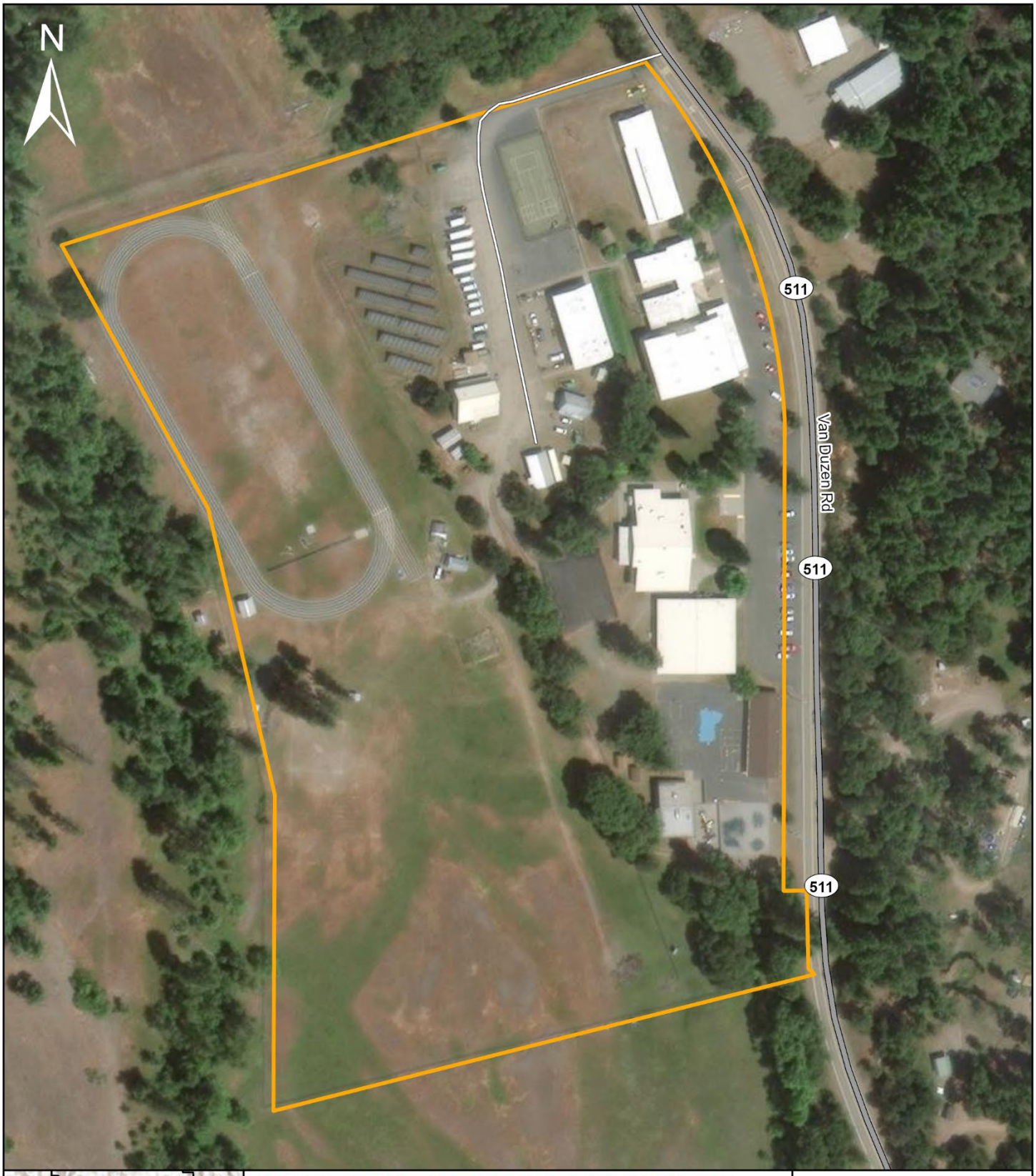
February 2025

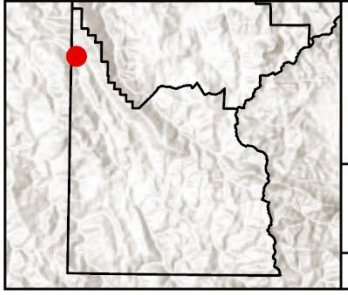
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Southern Trinity High School and Van Duzen Elementary School

Esri, USGS, Maxar, TCRCD, TCOE

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February 2025

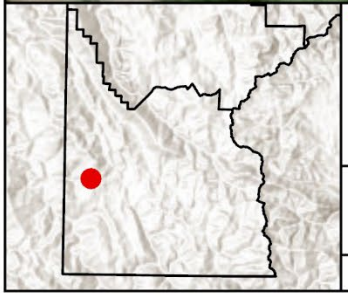
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Hoaglin-Zenia Elementary School

Maxar, Microsoft, Esri, USGS, TCRCD, TCOE

AR

February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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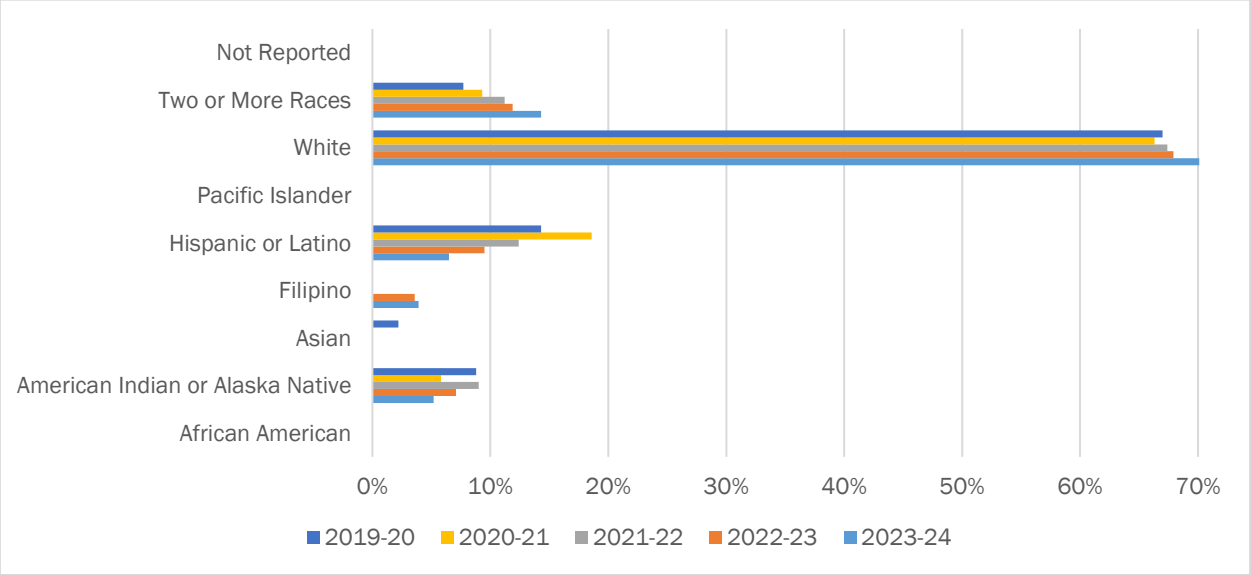
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Demographics

Ethnicity

Figure 44 through Figure 46 highlight changes in ethnic demographics in the STJUSD over a five-year period.

Figure 44. STJUSD Ethnicity for Academic Years 2019-20 through 2023-24



Throughout the reporting period, African American and Pacific Islander students consistently represented less than 1% of the school district's population, aligning with countywide trends. The district's Filipino student population was notably higher, reaching 4% in the most recent academic year, compared to less than 1% countywide over the same timeframe.

The "American Indian or Alaska Native" student population within the district ranged from 5% to 9% over the five-year period, consistently higher than the countywide average of 4% to 6%. The Hispanic or Latino student population fluctuated significantly at the district level, peaking at 19% in Academic Year 2020-21 but declining to 7% by Academic Year 2023-24. These fluctuations contrast with countywide trends, where the percentage of Hispanic or Latino students remained steady at approximately 11%.

Students identifying as "Two or More Races" represented a growing portion of the district's population, increasing from 8% in Academic Year 2019-20 to 14% in Academic Year 2023-24. This percentage is consistently higher than the countywide average of 8% to 9%, highlighting a unique demographic characteristic of the district.

The district's majority White student population, ranging from 66% to 70%, closely mirrors the countywide average of 67% to 68% over the reporting period. Meanwhile, no students in the district identified as Asian, save for 2% in Academic Year 2019-20 compared to a steady increase from 5% to 7% countywide.

The district has consistently reported no students in the "Not Reported" category across all five academic years, suggesting strong efforts in demographic data collection compared to countywide rates, which have varied slightly between 1% and 2%.

The differences in ethnicity and representation between the school district and the county emphasize the need for tailored hazard mitigation planning. For instance, the significantly higher representation of “Two or More Races” and Filipino students, as well as the district's fluctuating Hispanic or Latino population, call for targeted outreach and engagement strategies that are sensitive to these communities' unique needs.

Equitable hazard mitigation planning is essential to ensure all populations—particularly underrepresented and potentially underserved groups—receive adequate support and resources during hazard events.

Further breakdowns of student ethnicity and trends over time are provided in the accompanying charts and tables. Detailed demographic information is suppressed when total enrollment for any year is under eleven students, resulting in no data provided for Hoaglin-Zenia Elementary.

Figure 45. Southern Trinity High School Ethnicity for Academic Years 2019-20 through 2023-24

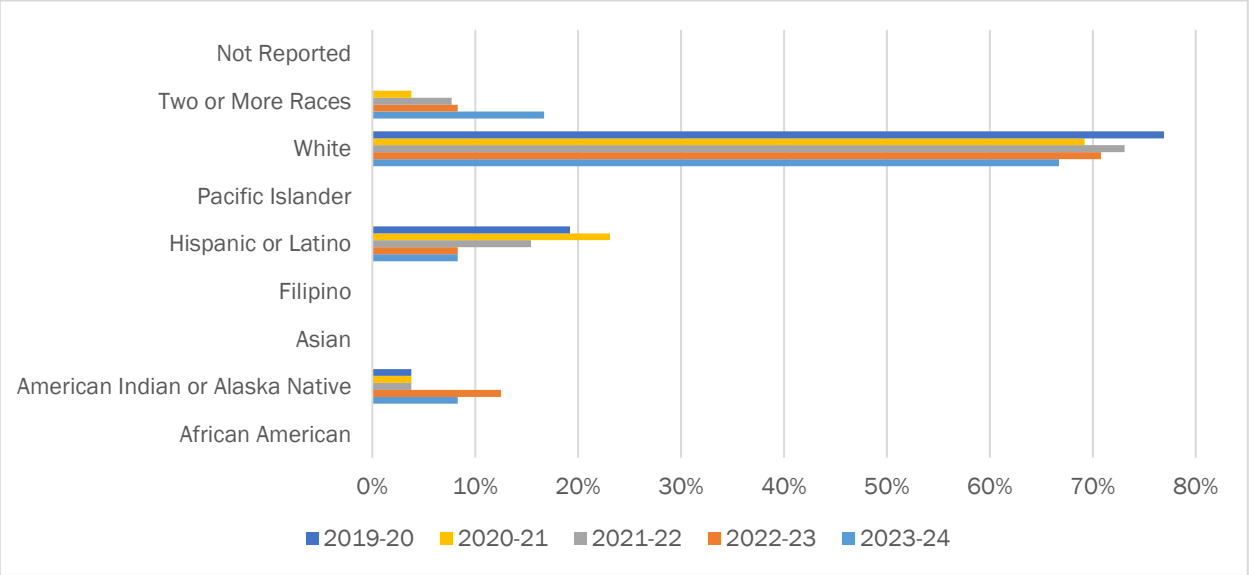
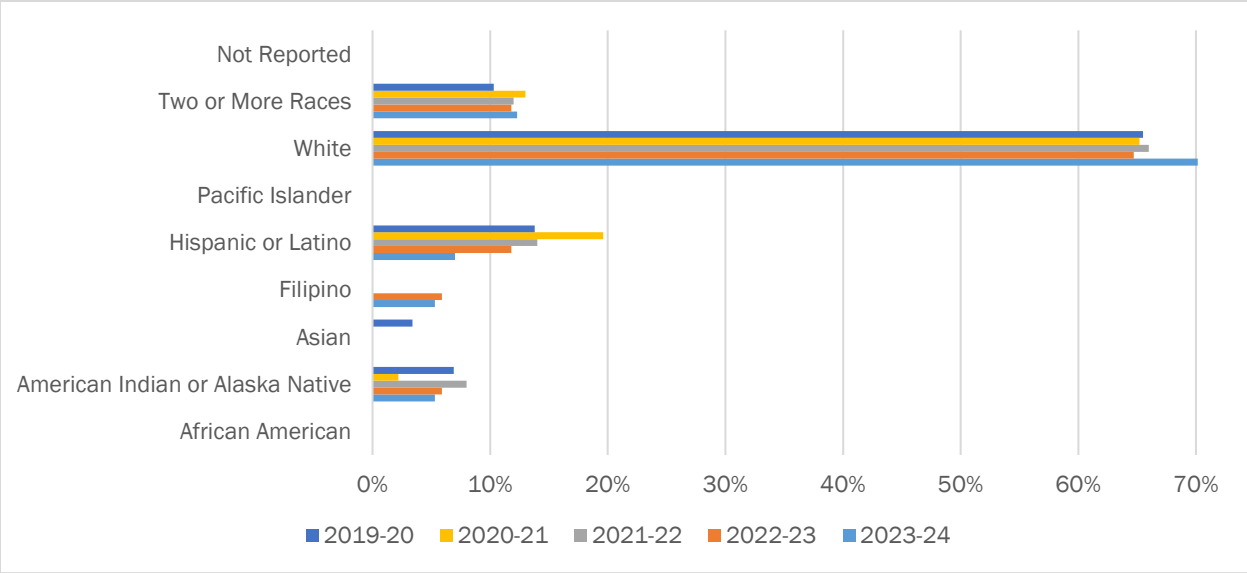


Figure 46. Van Duzen Elementary School Ethnicity for Academic Years 2019-20 through 2023-24



Language

Over the past five academic years, the district has consistently reported no English learners and no fluent-English-proficient (FEP) student populations, with the exception of Academic Year 2020-21 where there was 1.16% English learners enrollment and Academic Year 2019-20 where there were 2.20% English learners and FEP enrollment.

Effective hazard mitigation and emergency communication strategies should prioritize inclusivity. This includes ensuring that hazard-related outreach materials and resources, such as evacuation notices or safety instructions, are accessible to non-English-speaking families across the district. Collaboration with county offices and local organizations can help provide translated materials or interpreter services, ensuring equitable access to information and resources during hazard events.

Enrollment

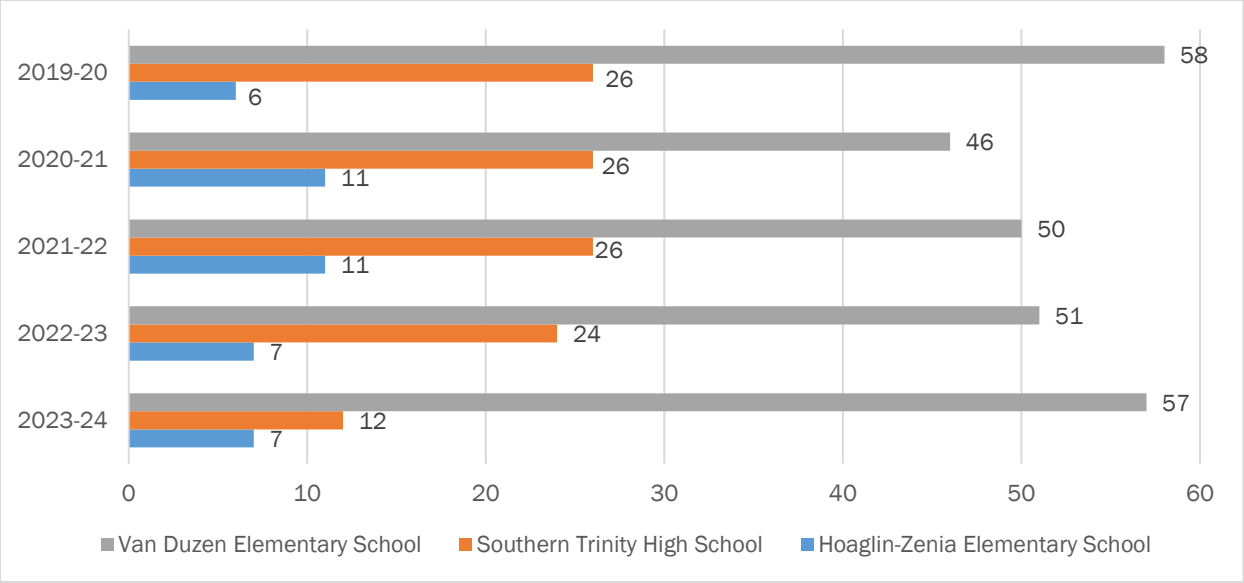
Figure 47 on the next page displays trends in enrollment over the same period.

The district's teacher-to-pupil ratio as of Academic Year 2017-18 was 8.0:1 which is half of the countywide average of 16.5:1. This indicates that students in the district benefit from smaller class sizes, thus supporting stronger teacher-student relationships and more individualized attention. Each of the schools within the district have a teacher-to-pupil ratio lower than the countywide average, with 10:1, 2.5:1, 4.4:1, and 10.2:1 at Hoaglin-Zenia Elementary, Southern Trinity High, and Van Duzen Elementary respectively.

The enrollment trends across the district's schools demonstrate fluctuations over the years. Van Duzen Elementary School, the largest school in the district, consistently maintains the highest enrollment numbers, ranging from 46 to 58 students during the reporting period. Southern Trinity High School follows, with enrollment remaining relatively steady between 24 and 26 students in most years, with a sharp decline to 12 students in Academic Year 2023-24. Hoaglin-Zenia Elementary School, with the

smallest student population, has shown consistent but low numbers, ranging from 6 to 11 students. STJUSD has maintained relatively consistent enrollment, which is similar with the countywide trend, except for the decrease in enrollment at Southern Trinity High in Academic Year 2023-24.

Figure 47. STJUSD Enrollment for Academic Years 2019-20 through 2023-24



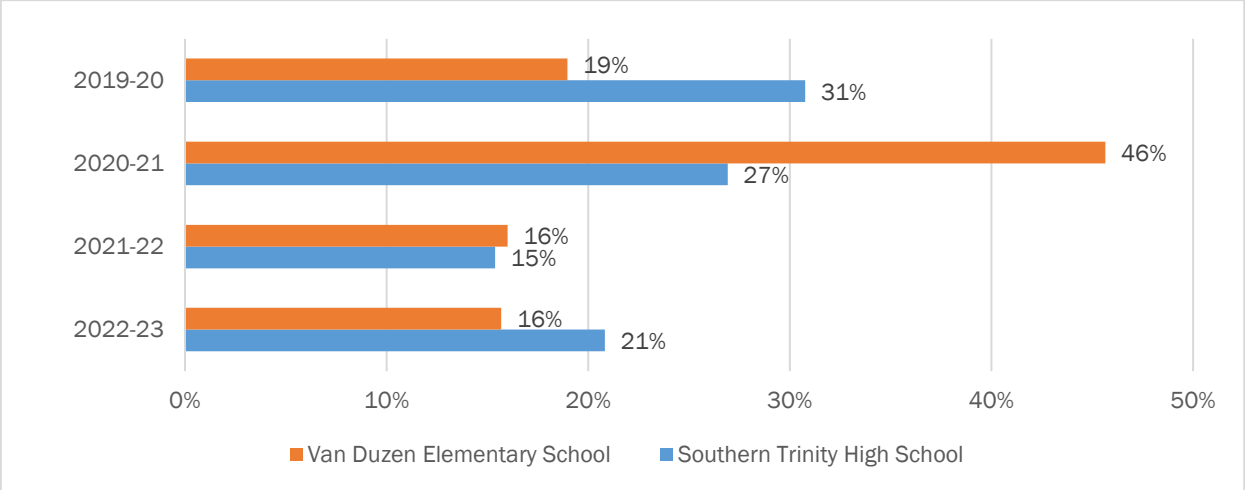
Income and Poverty

According to the 2022 American Community Survey, the Mad River CDP has a median household income of $27,417, which is nearly $20,000 less than the countywide median income of $47,317. The overall poverty rate in Mad River is 26.8%, which is higher than the countywide average of 22%. Across Census Tract 5, the median household income is $34,135 with a 26.8% poverty rate.

These factors indicate that families in the STJUSD may have lower capacity for household-level hazard preparedness and mitigation. This is a concern as lower-income households are more vulnerable to hazard impacts due to limited resources for mitigation measures or post-disaster recovery.

Figure 48 below displays STJUSD specific rates of homelessness.

Figure 48. STJUSD Enrolled Homeless Students for Academic Years 2019-20 through 2022-23



Homelessness factors into hazard vulnerability, as it increases the risk of displacement, limited access to resources, and challenges in receiving emergency communications. Over the past four academic years, Southern Trinity High School and Van Duzen Elementary School have reported higher percentages of enrolled homeless students compared to countywide averages.

In Academic Year 2022-23, 21% of Southern Trinity High School students and 16% of Van Duzen Elementary School students were identified as homeless, compared to 12% countywide. Similar trends are evident in prior years, with Southern Trinity High School reporting 15% in 2021-22 (countywide 10%), 27% in 2020-21 (countywide 8%), and 31% in 2019-20 (countywide 8%). Van Duzen Elementary School reported 16% in 2021-22 (countywide 10%), 46% in 2020-21 (countywide 8%), and 19% in 2019-20 (countywide 8%). There were no reported enrolled homeless students at Hoaglin-Zenia Elementary during this period.

These elevated rates of student homelessness indicate that the district faces heightened vulnerability during hazard events. Homeless families often lack stable housing, transportation, and access to information, which are critical for preparing for and responding to hazards. This reinforces the need for tailored hazard mitigation strategies, such as accessible shelter options, outreach programs, and partnerships with local organizations to provide resources for this population.

Emergency Response Capacity

Van Duzen Elementary and Southern Trinity High School are located approximately 1 hour and 45 minutes from the Trinity County Sheriff's Office and CHP office in Weaverville. The Hayfork-auxiliary Sherriff's Office is approximately 38-miles and a 55-minute drive from Van Duzen Elementary and Southern Trinity High School. The auxiliary is run by the County Sheriff, but the office is run based on staff capacity and isn't always operational. These agencies are crucial for support during hazard events, but the long travel time can increase vulnerabilities, showing the reliance on local services to manage initial response efforts. Additionally, communication challenges or hazards impacting roadways could further delay response times. In contrast, the Southern Trinity Volunteer Fire Department (VFD) is located about 5 minutes from Van Duzen Elementary and Southern Trinity High School, allowing for a quicker response certain medical, vehicle-accident, and fire-related hazards. However, volunteer

departments can face staffing and equipment limitations that may affect their ability to respond effectively during larger hazard events. STAR ambulance service is expected to have a 5-minute travel time to the Van Duzen Elementary and South Trinity High School Site.

Hoaglin-Zenia School is about 2.5 hours from the county office in Weaverville, making emergency response times considerably longer. The Hayfork-auxiliary Sherriff's Office is approximately 65-miles and 1 hour and 45 minutes' drive from the Hoaglin-Zenia School. The Humboldt County Sheriff's Garberville station is approximately 33.5 miles and 1 hour and 15 minutes' drive from the Hoaglin-Zenia Elementary School. However, the Kettenpom-Zenia VFD, located approximately 5 minutes away from Hoaglin-Zenia School, provides more immediate response certain medical, vehicle-accident, and fire-related hazards. As with the Southern Trinity VFD, staffing and equipment limitations may affect their ability to provide full-scale response during significant emergencies. STAR Ambulance Service is expected to have a 30 minute travel time to Hoaglin Zenia School.

Communication infrastructure presents challenges that may hinder emergency coordination. Cellular reception is inconsistent throughout the Southern Trinity area, with some locations having service while others lose reception entirely. These communication gaps can delay emergency alerts, complicate coordination between responders, and impede family communication during a hazard event.

Assets at Risk

Total assets at the STJUSD are valued at $17,252,663.00. The complete table breaking down assessed values by structure type can be found in Appendix D.

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Trinity Alps Unified School District

Overview

The Trinity Alps Unified School District (TAUSD) is comprised of the Trinity High School, Alps View High School, and Weaverville Elementary School sites and surrounding community within its district boundary.

Location

The district spans over Weaverville and Big Bar in the Middle Trinity and Downriver regions of the county. Weaverville and Big Bar are unincorporated communities and census designated places (CDP). Alps View High and Trinity High School are located at 321 Victory Ln., Weaverville. Weaverville Elementary School is located at 31020 HWY-3. The Weaverville area portion of the district is neighbored by the DCESD to the south, JCESD to the west, and LESD and Trinity Center Elementary School District to the east. The district's northern boundary, in the Weaverville and Big Bar area, is shared with Siskiyou County. The Big Bar area portion of the district is neighbored to the east by JCESD, to the south by MVUSD, and to the east by BRESD. A map showing the location of the TAUSD can be found on the next few pages in Figures 49 through 51.

History

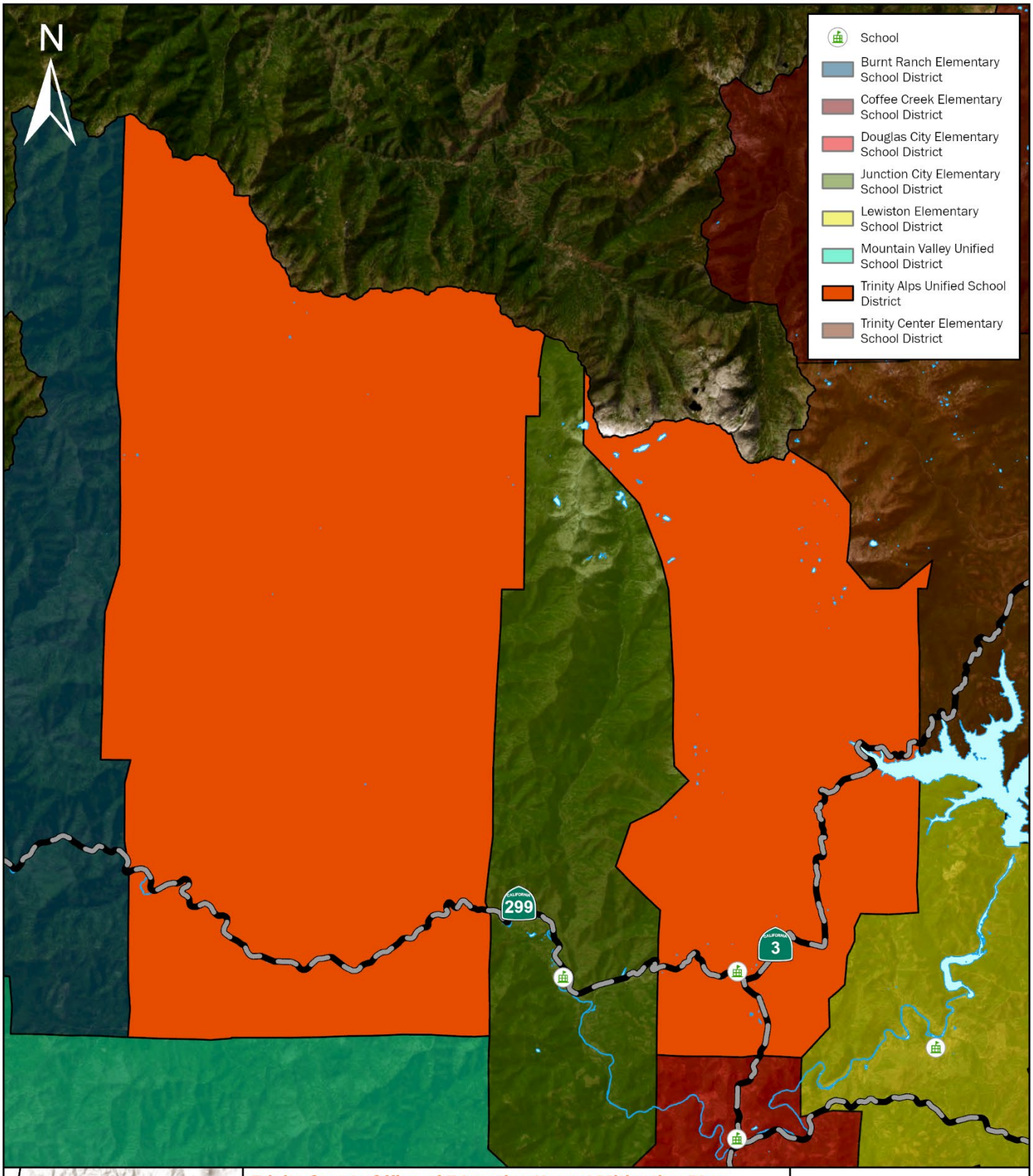
Weaverville is located in the ancestral territory of the Wintu. Weaverville was named after the John Weaver, who drew straws to name the place with Daniel Bennett and James Howe. The three established the first non-native settlers' cabin there in 1850. John Weaver left the county shortly after Weaverville received its name. Big Bar is located on the land of the Chimariko which has also been traditionally used by the Nor Rel Muk Wintu people.

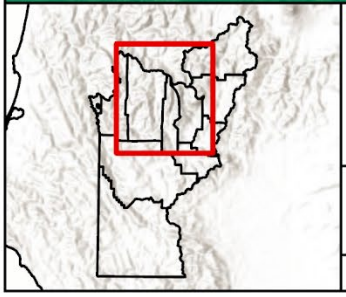
The Weaverville public school, which is now called Weaverville Elementary, opened in 1862 at the location of what is now the Nazarene Church on Oregon Street. The school has been impacted by multiple closures. In 1863 it closed for 2-3 months due to a lack of funds, in 1895 it closed for several months due to a lack of funds, and it closed for several weeks in 1918 due to an influenza epidemic. In 1948, construction began of a new school, which completed construction in 1950. The school has been expanded upon since, but remains to be the same site of the elementary school today.

The first high school of the county, Trinity High, opened in 1909 after the county voted in favor of a tax increase to fund its construction and maintenance. In 1969, a new Trinity High School was constructed on the site where the current school is today. There have been many additional buildings, developments, and retrofits since then, including significant repair and remediation work on the entire school in 2021-22. In 2007, the Weaverville Grammar School District and Trinity High School District unified into TAUSD.

The Big Bar area portion of the TAUSD was once the Cox Bar School District, named after Major Cox who owned a store in the area in the mid-1800s. The Cox Bar School was established in 1867 and remained operational and part of the Cox Bar School District until the early 2000s. In May 2014, the Cox Bar School

District was annexed into TAUSD. In 2021, the district transferred ownership of the Cox Bar School to the Nor Rel Muk Wintu to use as a tribal education facility and for other community uses.





Trinity County Office of Education Hazard Mitigation Plan

Trinity Alps USD

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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February 2025

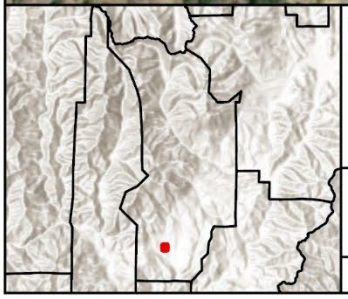
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Trinity High School and Alps View High School

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

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February 2025

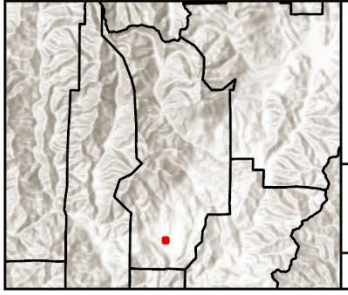
Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Weaverville Elementary School

Maxar, Microsoft, Esri, CGIAR, USGS, TCRCD, TCOE

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February 2025

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Trinity County Resource Conservation District

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Geography and Climate

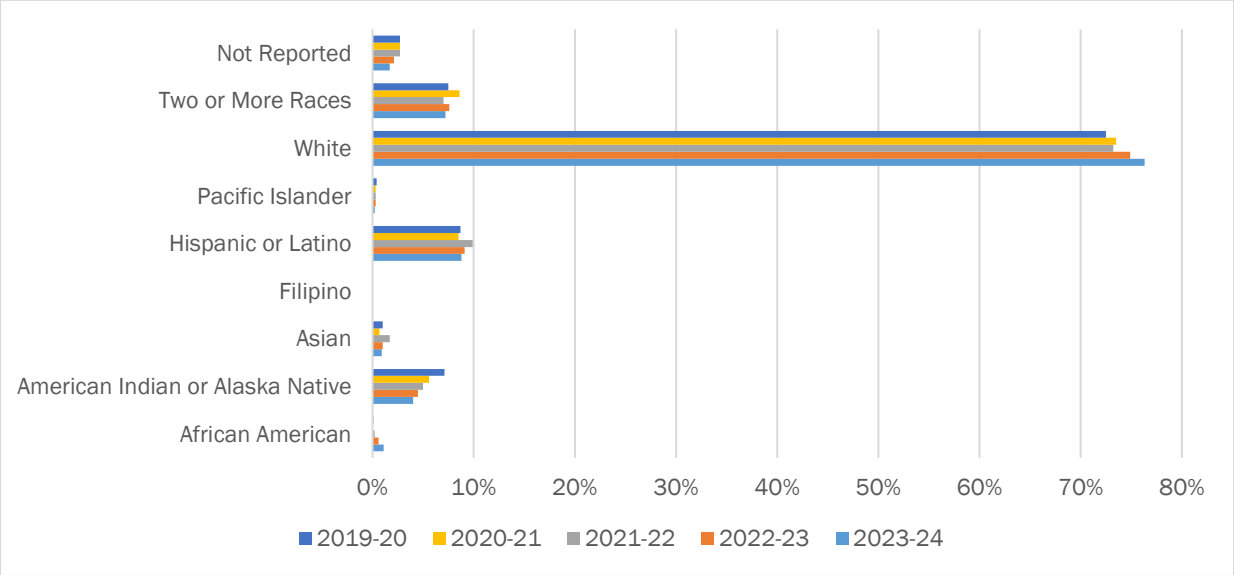
Nestled on the southeastern edge of the Trinity Alps, Weaverville is surrounded by hardwood forests, conifer forests, and shrub land. There are multiple notable watercourses which run through Weaverville, such as Lance Gulch and Weaver Creek. The annual average max temperature, from 1961-1990, was 66.9 °F and annual average minimum temperature was 34.8 °F. The annual average precipitation over the same period was 43.7 inches.

Demographics

Ethnicity

Figure 52 highlights changes in ethnic demographics in TAUSD over a five-year period.

Figure 52. TAUSD Ethnicity for Academic Years 2019-20 through 2023-24



African American students have consistently comprised a small percentage of the district's population, ranging from 0% to 1.1% during the reporting period. This is comparable to countywide percentages, which increased from 0.2% in Academic Year 2019-2020 to 0.9% in Academic Year 2023-2024. While small in size, this population's consistent presence highlights the importance of equitable planning to ensure their unique needs are met during hazard events.

The American Indian or Alaska Native student population in the district has declined over time, dropping from 7.1% in Academic Year 2019-2020 to 4.0% in Academic Year 2023-2024. This trend mirrors the countywide decrease, where the population declined from 6.3% to 4.3% during the same period. However, the district's percentage has consistently been lower than the countywide average, underscoring the need for inclusive planning for this group.

The district has a smaller Asian student population compared to the countywide average, with representation ranging from 0.7% in Academic Year 2020-2021 to 0.9% in Academic Year 2023-2024, while countywide rates rose from 5.3% to 7.0% during the same timeframe.

The Hispanic or Latino student population in the district has fluctuated slightly but remains consistently lower than countywide levels. In Academic Year 2023-2024, 8.8% of district students identified as Hispanic or Latino, compared to 9.9% countywide.

The district's White student population remains significantly higher than the countywide average. In Academic Year 2023-2024, 76.3% of students identified as White, compared to 68% countywide.

The percentage of students identifying as Two or More Races is similar between the district and countywide levels. At the district level, this group declined from 8.6% in Academic Year 2020-2021 to 7.2% in Academic Year 2023-2024, while countywide percentages ranged from 8.4% to 9.1%.

It is encouraging to note that the district has reduced the percentage of students categorized as "Not Reported" from 2.7% in Academic Year 2019-2020 to 1.7% in Academic Year 2023-2024, compared to the countywide rate of 0.8% in Academic Year 2023-2024. This improvement in reporting accuracy can enhance the district's ability to develop targeted hazard mitigation strategies.

Lower-represented populations may face barriers in accessing resources during hazards. A focus on equitable planning and outreach can help ensure that all students and their families are supported during hazard events. Further breakdowns of students by ethnicity can be found below and on the next page.

Figure 53. Alps View High School Ethnicity for Academic Years 2019-20 through 2023-24

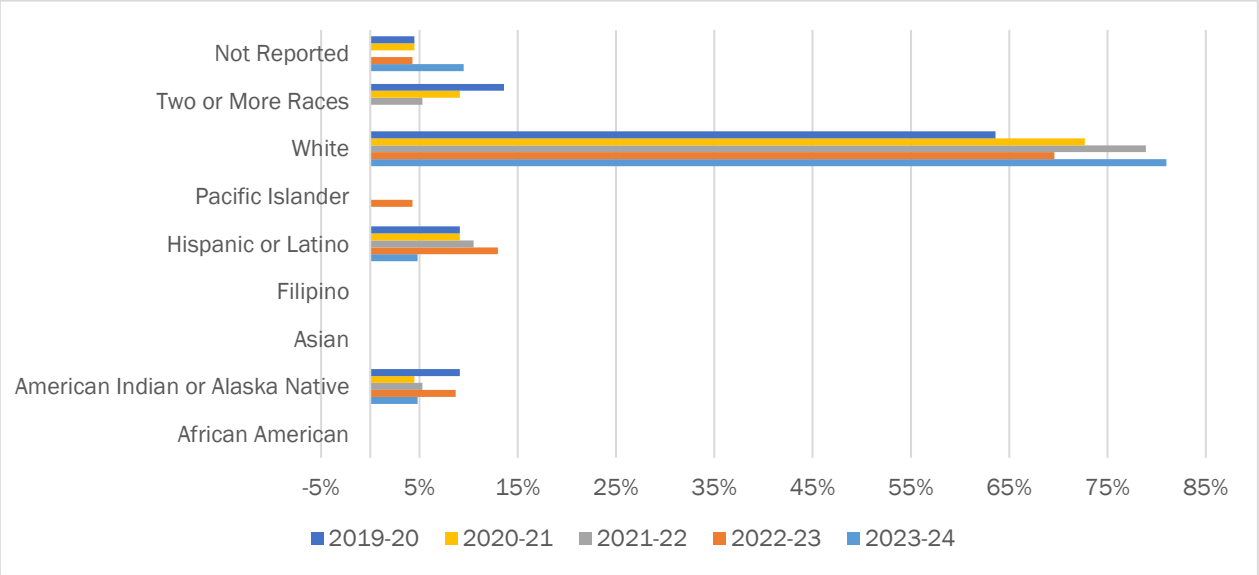


Figure 54. Trinity High School Ethnicity for Academic Years 2019-20 through 2023-24

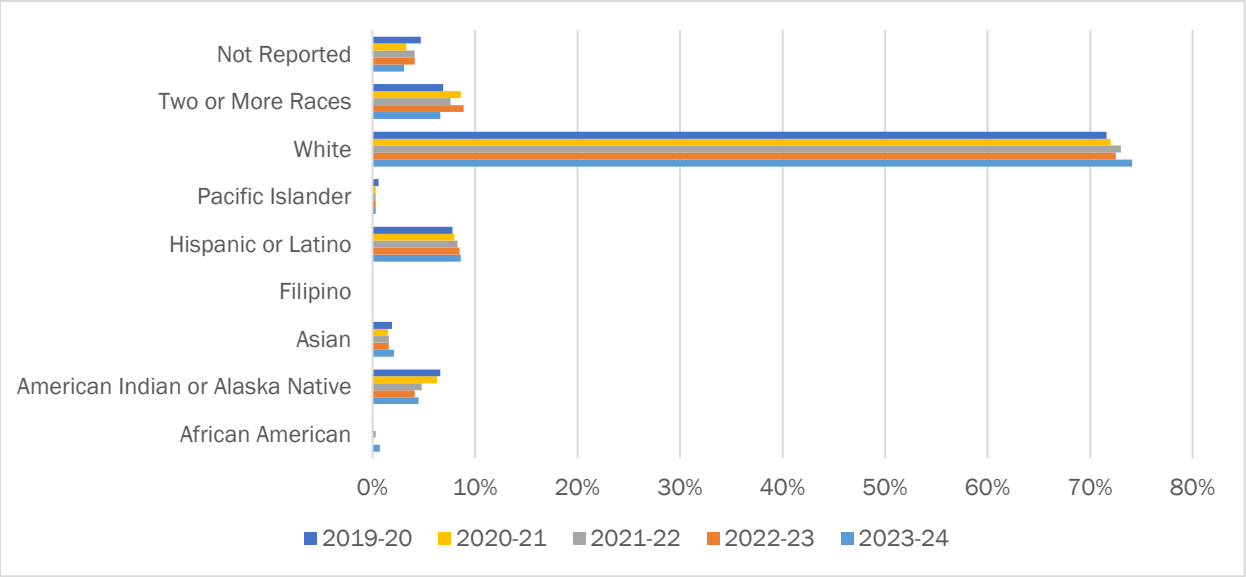
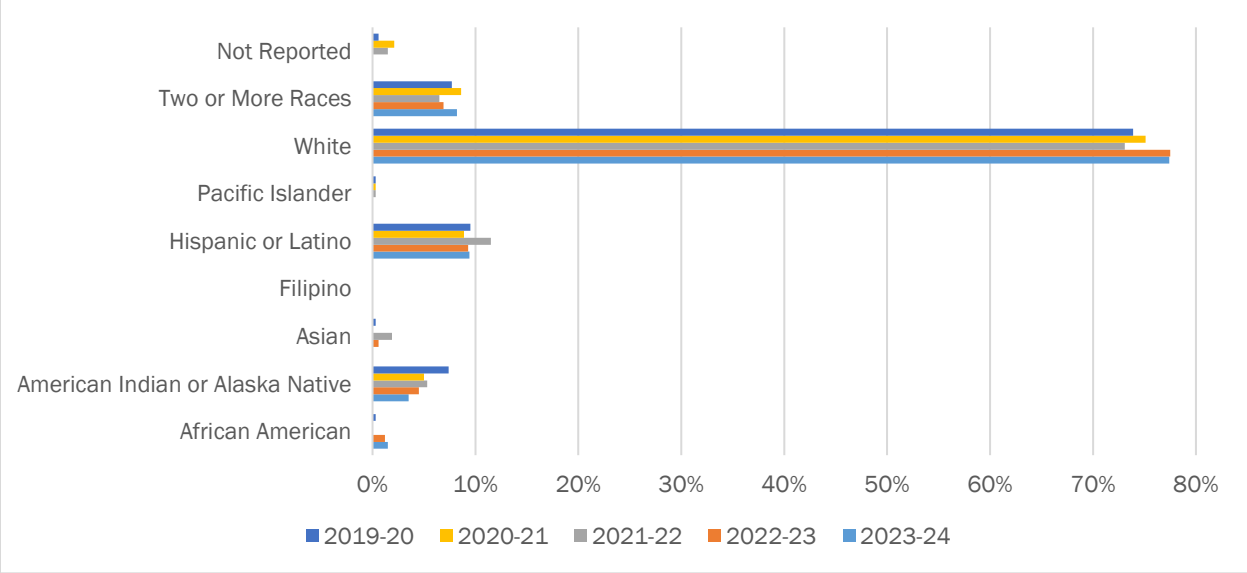


Figure 55. Weaverville Elementary School Ethnicity for Academic Years 2019-20 through 2023-24



Language

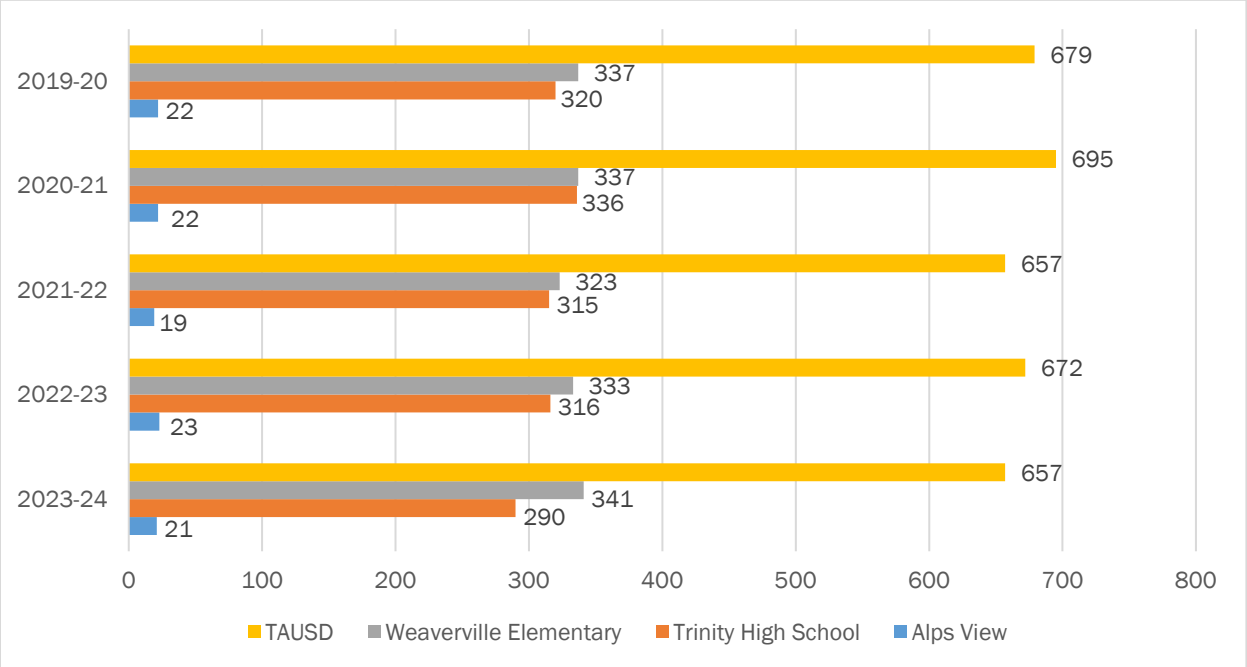
Over the past five academic years, the district has reported between 1-3% English learners and 1-3% fluent-English-proficient (FEP) students, which trends similarly to, but slightly lower than the countywide trend. At the county level, English learners have remained steady at 3-4%, while the FEP student population has ranged from 2% to 3%.

Effective hazard mitigation and emergency communication strategies should prioritize inclusivity. This includes ensuring that hazard-related outreach materials and resources, such as evacuation notices or safety instructions, are accessible to non-English-speaking families across the district. Collaboration with county offices and local organizations can help provide translated materials or interpreter services, ensuring equitable access to information and resources during hazard events.

Enrollment

Figure 56 below displays trends in enrollment over the same period.

Figure 56. TAUSD Enrollment for Academic Years 2019-20 through 2023-24



As of Academic Year 2017-18, the pupil teacher ratio at TAUSD was 17.1:1. This is slightly higher than the countywide average of 16.5:1. A higher pupil-teacher ratio may pose challenges for hazard mitigation planning, as teachers with larger class sizes might have less capacity to focus on individualized preparedness education or ensure the safety of every student during an emergency. This emphasizes the need for robust emergency training for all staff and collaboration with external agencies to support response and recovery efforts.

Enrollment trends at TAUSD have fluctuated over the past five Academic Years, declining slightly from 679 students in Academic Year 2019-20 to 657 in Academic Year 2023-24. This mirrors broader countywide trends, where total enrollment has similarly decreased from 1,579 in Academic Year 2019-

20 to 1,592 in Academic Year 2023-24, with minor year-to-year variations. Within TAUSD, Trinity High School and Weaverville Elementary School follow similar patterns of slight enrollment decline, though they maintain relatively stable student populations. These stable yet slightly declining enrollments indicate a manageable scale for emergency response planning. However, the district's smaller enrollment base may limit resources and capacity for mitigation and recovery efforts. Ensuring sustainable staffing, facilities, and preparedness resources proportional to these enrollment levels is crucial for building long-term resilience to hazards.

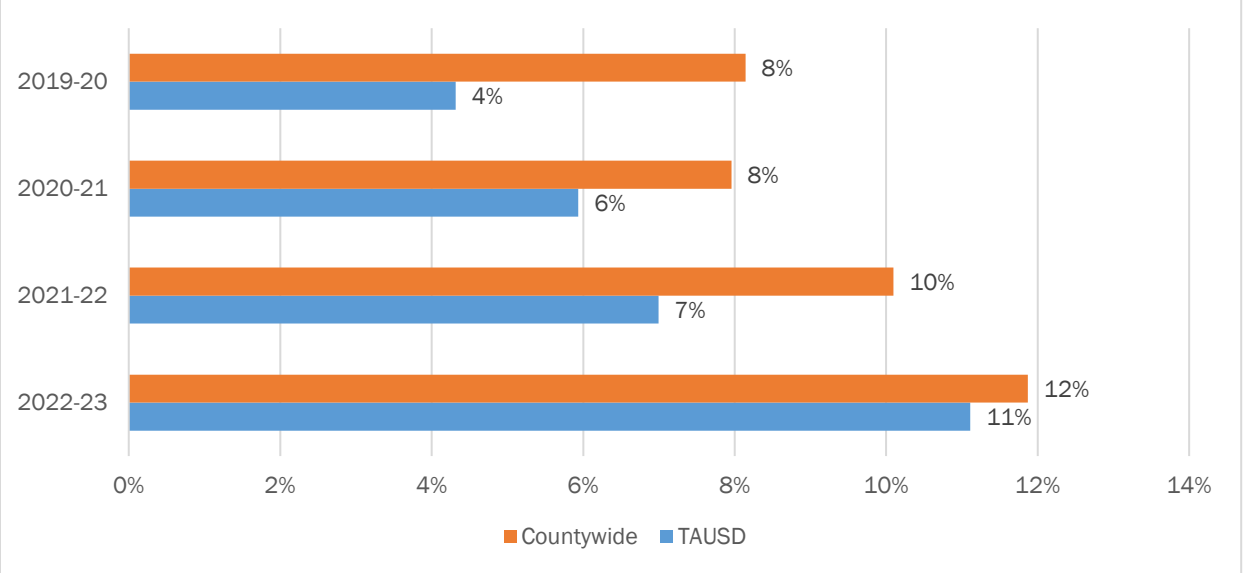
Income and Poverty

According to the 2022 American Community Survey, the Weaverville CDP has a median household income of $49,539, which is slightly higher than the countywide median income of $47,317. The overall poverty rate in Weaverville is 23%, which is slightly higher than the countywide rate of 22%.

These factors indicate that families in the TAUSD may have lower capacity for household-level hazard preparedness and mitigation. This is a concern as lower-income households are more vulnerable to hazard impacts due to limited resources for mitigation measures or post-disaster recovery.

Figure 57 below compares countywide and TAUSD specific rates of homelessness.

Figure 57. Comparing Countywide and TAUSD Enrolled Homeless Students for Academic Years Academic Years 2019-20 through 2022-23



Homelessness factors into hazard vulnerability, as it increases the risk of displacement, limited access to resources, and challenges in receiving emergency communications. Over the past four Academic Years, the TAUSD has reported slightly lower percentages of enrolled homeless students compared to countywide averages, though the gap has narrowed in recent years. In Academic Year 2022-23, 11% of TAUSD students were homeless, compared to 12% countywide. Similar trends are evident in prior years, with TAUSD reporting 7% in Academic Year 2021-22 (countywide 10%), 6% in Academic Year 2020-21 (countywide 8%), and 4% in Academic Year 2019-20 (countywide 8%). This data highlights a gradual increase in the proportion of homeless students within TAUSD, underscoring the importance of targeted

hazard mitigation and emergency planning efforts to ensure adequate support for this vulnerable population.

Homeless families often lack stable housing, transportation, and access to information, which are critical for preparing for and responding to hazards. This reinforces the need for tailored hazard mitigation strategies, such as accessible shelter options, outreach programs, and partnerships with local organizations to provide resources for this population.

Emergency Response Capacity

Schools located within TAUSD are located approximately 5-minutes from both the Trinity County Sheriff's Office and the CHP office in Weaverville. These agencies provide critical support during hazard events, and their proximity significantly reduces response times, enhancing the ability to address emergencies promptly. The Weaverville Volunteer Fire Department (VFD) is also located about 5 minutes from the schools, allowing for a rapid response to fire-related hazards. Despite this advantageous proximity, it is important to acknowledge that even well-positioned local services may face resource or capacity limitations during larger-scale hazard events.

Assets at Risk

Total assets at the TAUSD are valued at $42,157,251.00. The complete table breaking down assessed values by structure type can be found in Appendix D.

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Trinity Center Elementary School District

Overview

The Trinity Center Elementary School District (TCESD) is comprised of the Trinity Center Elementary School site and surrounding community within its district boundary.

Location

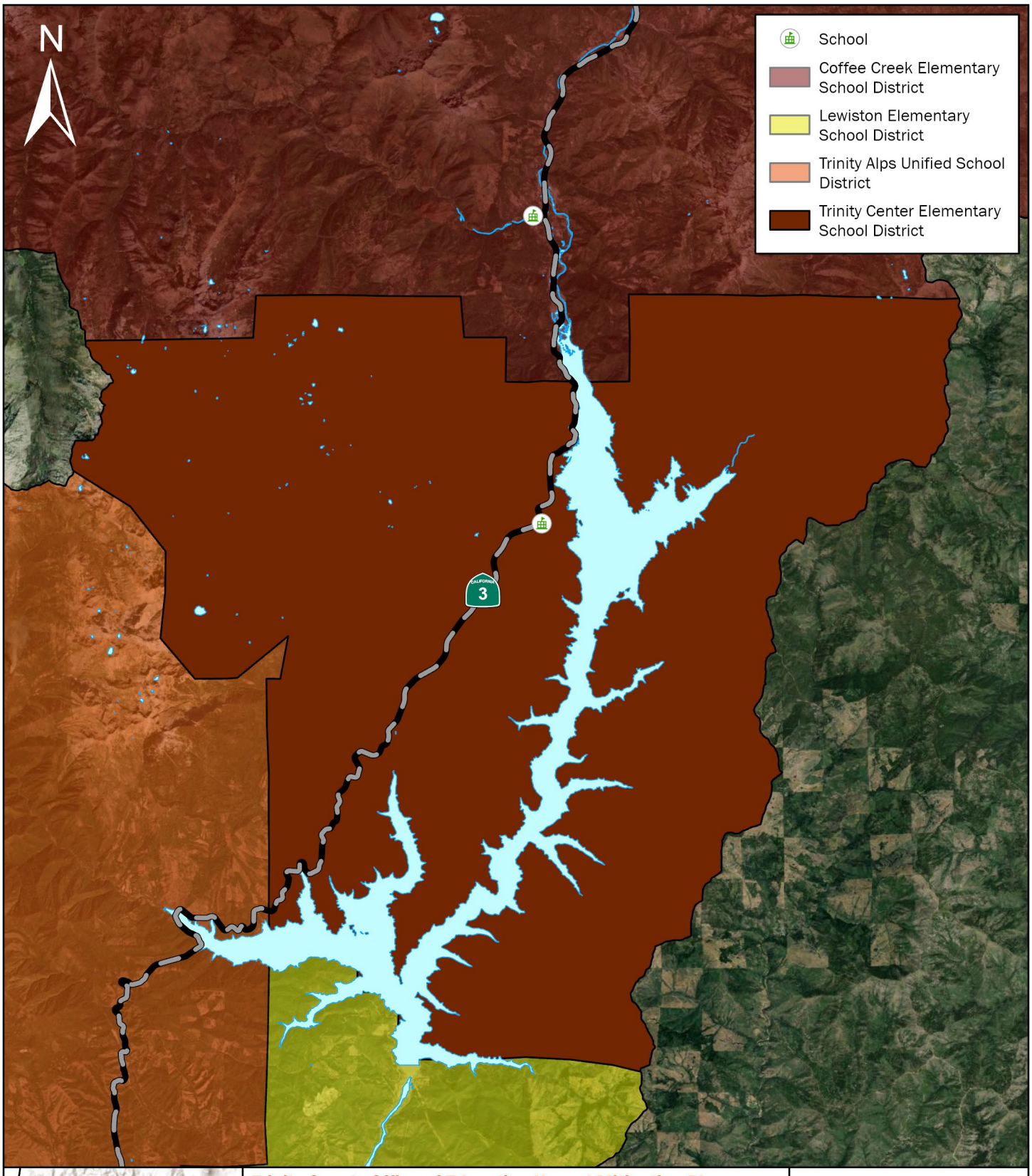
The district is located across the communities of Trinity Center, Covington Mill, and Minersville within the North Lake/northern region of the county. Trinity Center Elementary School is located at 1 Trinity Vista Dr. It can be found traveling north from Weaverville on HWY-3. The town of Trinity Center is an unincorporated community and census designated place (CDP). TCESD is neighbored to the north by CCESD, to the west by TAUSD, and to the south by LESD. Additionally, the district is partially bordered to the west by Siskiyou County and completely to the east by Shasta County. Maps showing the location of the TCESD and Trinity Center Elementary School can be found on the next two pages in Figures 58 and 59.

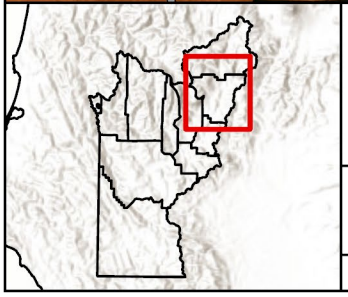
History

Trinity Center is located in the traditional lands of the Wintu. The community was originally located in the center of the Shasta-Yreka trail, which is how it got its name, but the community was forced to relocate due to the construction of the Trinity Dam when the original town was inundated in 1962 as a result of the formation of Trinity Lake. The Trinity Center School is one of the oldest in the county, with earliest records spanning back to Academic Year 1862-63. There have been multiple buildings which have been used as the Trinity Center school over the years. The current school site was established in 1950, when the schoolhouse built in 1885 was relocated due to dam construction. It was used as a preschool until 2001, when it burned down. Fortunately, a new school site was already being built before the old school burnt down. That school, built it 1962, is still used today. Significant remodeling was performed in Academic Year 2014-15 due to mold.

Geography and Climate

Trinity Center is nestled within the Shasta-Trinity National Forest and Recreation Area which also encompasses Trinity Lake. The area is mountainous and experiences higher rates of snow than other communities of the county. There is significant conifer forest coverage in the area. The annual average max temperature, from 1961-1990, was 65.4 °F and annual average minimum temperature was 35.7 °F. The annual average precipitation over the same period was 69.7 inches.





Trinity County Office of Education Hazard Mitigation Plan

Trinity Center ESD

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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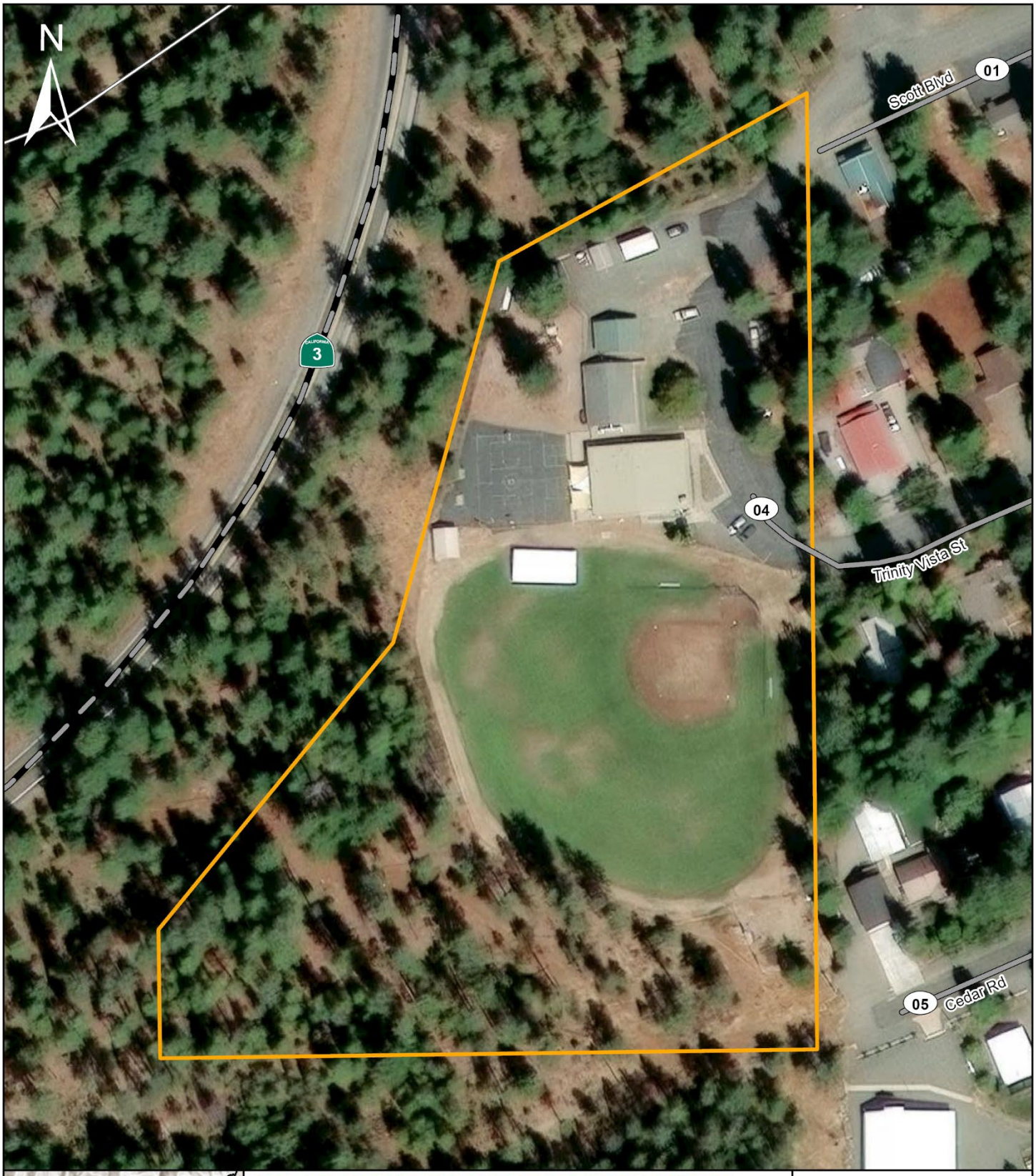
February 2025

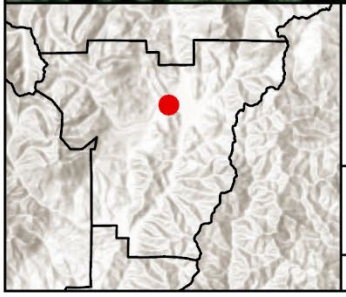
Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 2.5 Miles

0 2.5 5 Km





Trinity County Office of Education Hazard Mitigation Plan

Trinity Center Elementary School

Maxar, Microsoft, Esri, CGIAR, USGS, TCRCD, TCOE

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February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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Demographics

Ethnicity

Detailed demographic information is suppressed when total enrollment for any year is under eleven students, resulting in no data provided for TCESD.

Lower-represented populations may face barriers in accessing resources during hazards. A focus on equitable planning and outreach can help ensure that all students and their families are supported during hazard events.

Language

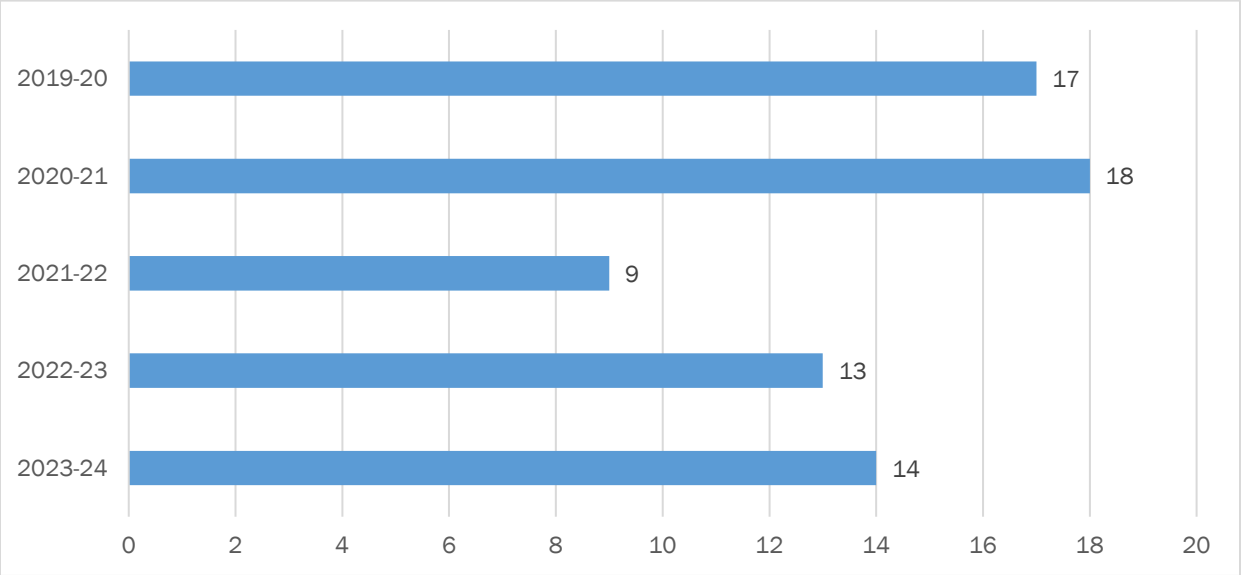
Over the past five academic years, the district has reported no English learners and between 0-15% fluent-English-proficient (FEP) students, with no FEP students between Academic Years 2021-22 and 2019-20. At the county level, English learners have remained steady at 3-4%, while the FEP student population has ranged from 2% to 3%.

Effective hazard mitigation and emergency communication strategies should prioritize inclusivity. This includes ensuring that hazard-related outreach materials and resources, such as evacuation notices or safety instructions, are accessible to non-English-speaking families across the district. Collaboration with county offices and local organizations can help provide translated materials or interpreter services, ensuring equitable access to information and resources during hazard events.

Enrollment

Figure 60 below displays trends in enrollment over the same period.

Figure 60. TCESD Enrollment for Academic Years 2019-20 through 2023-24



Enrollment trends at the district level have fluctuated over the past five academic years, with total enrollment declining slightly from 17 students in Academic Year 2019-20 to 14 students in Academic Year 2023-24. This is in contrast to broader countywide trends, where total enrollment has remained relatively stable, fluctuating between 1,519 and 1,610 students over the same period. Despite the district's smaller student population, the enrollment trend remains consistent, which could indicate a manageable scale for emergency response planning. However, the district's smaller enrollment base may limit resources and capacity for mitigation and recovery efforts. Ensuring sustainable staffing, facilities, and preparedness resources proportional to these enrollment levels is crucial for building long-term resilience to hazards.

As of Academic Year 2017-18, the pupil teacher ratio was 12.0:1. This is lower than the countywide average of 16.5:1. This indicates that students in the district benefit from smaller class sizes, which can support stronger teacher-student relationships and more individualized attention.

Income and Poverty

According to the 2022 American Community Survey, the Trinity Center CDP has a median household income of $36,875, which is lower than the countywide median income of $47,317. The overall poverty rate in Trinity Center is 8.4%, which is lower than the countywide rate of 22% and the statewide rate of 12%.

These factors indicate that families in the TCESD may have higher capacity for household-level hazard preparedness and mitigation.

Homeless families often lack stable housing, transportation, and access to information, which are critical for preparing for and responding to hazards. This reinforces the need for tailored hazard mitigation strategies, such as accessible shelter options, outreach programs, and partnerships with local organizations to provide resources for this population.

Emergency Response Capacity

TCESD is located approximately a 45-minute drive from both the Trinity County Sheriff's Office and the CHP office in Weaverville. This significant distance can result in longer response times during emergency situations, potentially delaying critical support. However, the Trinity Center Volunteer Fire Department (VFD) is located about 15 minutes from the school, offering a relatively quick response to certain medical, vehicle-accident, and fire-related hazards.

While the proximity of the VFD is an advantage, the location of the Trinity Center Elementary School being off of Highway 3, presents unique challenges. Portions of this highway, as well as parts of Trinity Center, are affected by communication dead zones, which may hinder the ability to receive timely emergency communications. These challenges highlight the need for strategic emergency planning that accounts for the potential delays in law enforcement response and the importance of ensuring reliable communication systems in these vulnerable areas. Despite these limitations, local services such as the VFD play a crucial role in addressing hazards, and continued efforts to improve communication infrastructure and response coordination are essential for enhancing overall emergency response capacity. Staffing and equipment limitations may affect the VFD’s ability to provide full-scale response during significant emergencies.

Assets at Risk

Total assets at the TCESD are valued at $1,882,811.00. The complete table breaking down assessed values by structure type can be found in Appendix D.

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Hazard Profiles and Vulnerability Analysis

The following hazards were identified as posing a potential threat to the schools of Trinity County:

1. Biological
2. Dam Failure
3. Drought
4. Earthquake
5. External
6. Flood
7. Loss of Communications
8. Severe Weather
9. Wildfire

Hazards selected for review were chosen based on history of occurrence to schools, perceived risk from residents and local professionals, and potential extent. Reviewed hazards exceed just natural hazards, including man-made hazards. Human threat is a hazard type which recurred in discussions within the planning process. Ultimately, it was decided that this document was not appropriate for discussing this type of hazard as such a discussion in a public-facing document could open school sites up to liability.

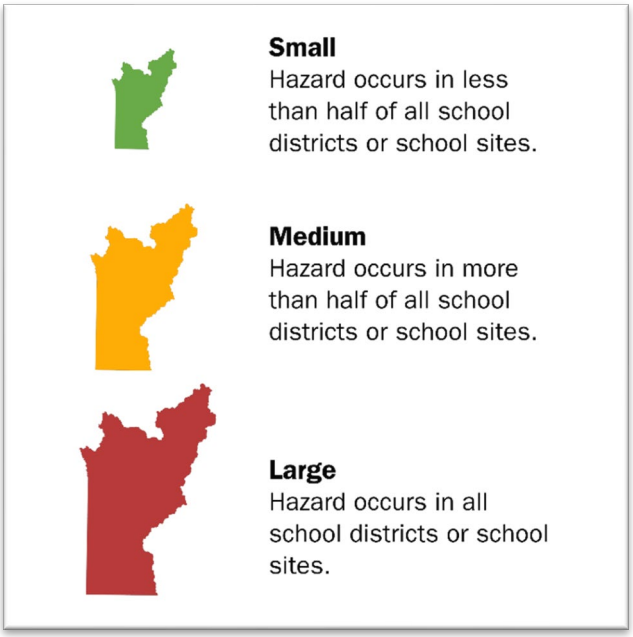
Each hazard profile includes sections detailing the description, location, extent, previous occurrence, probability of future occurrence, vulnerability analysis, and summary of impacts. The sections discussing location, extent, and probability of future occurrence include a ranking regarding the level of the hazard. The lowest criteria will receive a 1, the mid-range criteria will receive a 2, and the highest criteria will receive a 3. This score, in combination with the public score from the community hazards perception survey and input from the steering committee, will be used to rank the overall planning significance of each hazard, which will be captured in each hazard's *Summary of Impacts* section and will be summarized at the end of the *Hazard Profiles and Vulnerability Analysis* chapter.

Description

This section consists of a general description of the hazard and the types of impacts it may have on a school district.

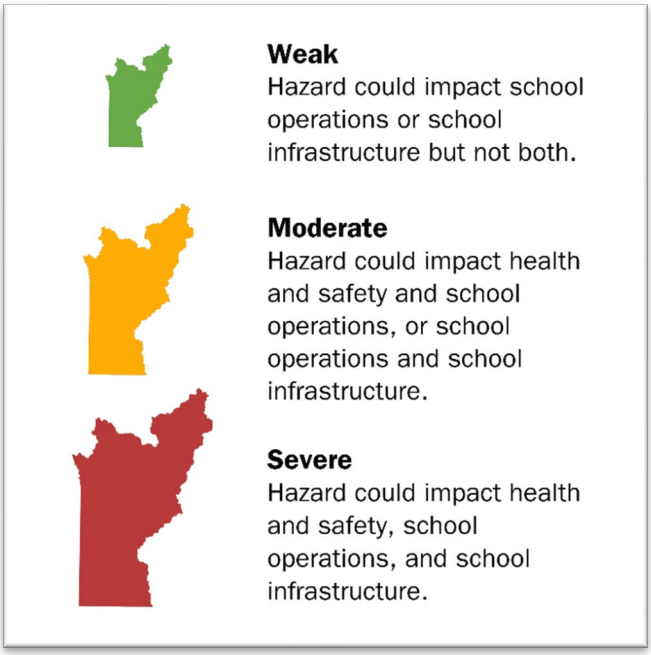
Location

The figure below describes the geographic extent or location of the hazard in the planning area and assesses the affected areas as small, medium, or large.



Extent

The figure below describes the maximum probable magnitude of a hazard event as weak, moderate, or severe.



Previous Occurrences

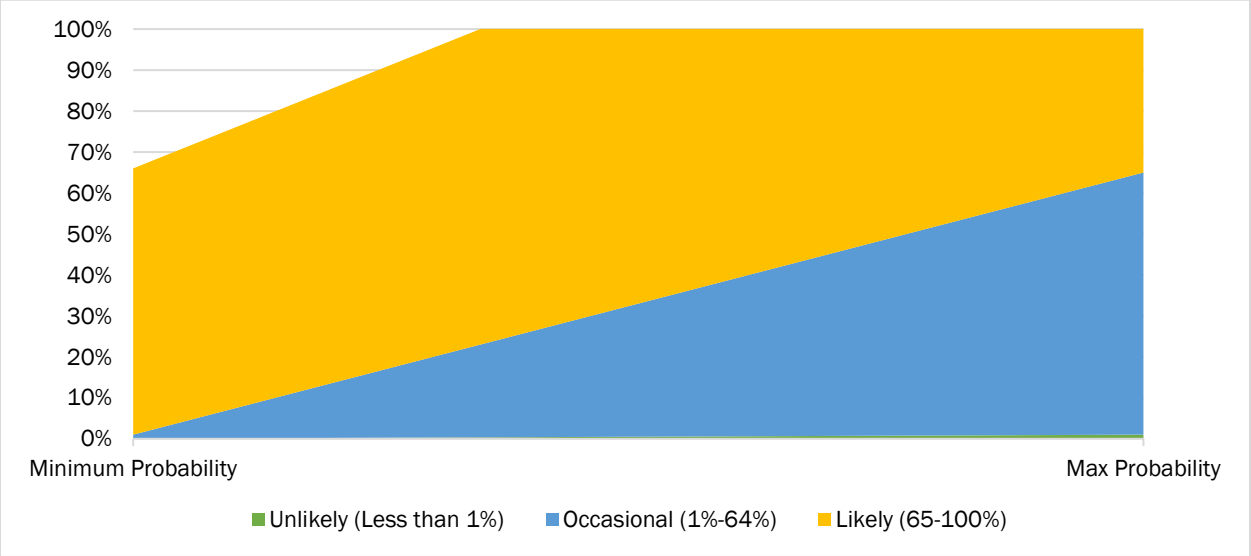
This section includes information on historical incidents, including impacts, if known. Data referred to build a profile on previous occurrences of hazard events are:

- School Closure Logs: The Trinity County Office of Education maintains a log of school closures reported by schools. Available data is from Academic Years 2018-2019 through 2024-2025 (as of December 2024).
- Historical School Profiles: Sarah Supahan, former Trinity County Schools Superintendent, created 59 school profiles discussing the history of the many different schools and school districts that operated or still operate within the county. These profiles provide valuable information regarding historic hazard events in the county.
- FEMA Disaster Declarations: Records on statewide and Trinity County Federal Emergency Management Agency (FEMA) disaster declarations that occurred between May 1953 and January 2025 will be referenced.
- SHELDUS™: Spatial Hazard Events and Loss Database for the United States (SHELDUS™) database is a county-level hazard data set for the U.S. and covers natural hazards such as thunderstorms, hurricanes, floods, wildfires, and tornadoes, as well as perils such as flash floods, heavy rainfall, etc. The database contains information on the date of an event, affected location (county and state), and the direct losses caused by the event (property and crop losses, injuries, and fatalities) from 1960 to 2022.

Other sources, such as local news or applicable databases, will be referred to as appropriate.

Probability of Future Occurrence

The frequency of past events is used to gauge the likelihood of future occurrences. Based on historical data and considering available climate change analysis, the probability of future occurrences is categorized as follows:



The probability, or chance of occurrence, was calculated where possible based on existing data. Probability was determined by dividing the number of events observed by the number of years and multiplying by 100. This gives the percent chance of the event happening in any given year. An example would be three droughts occurring over a 30-year period, which suggests a 10 percent chance of a drought occurring in any given year. Additional consideration is given to available climate modeling which could suggest changes in the level of risk different from years past.

Vulnerability Analysis

This section discusses the vulnerability of the county to a hazard, including targeted discussion on school facilities, school operations, health and safety, future development, transportation, equity considerations, and exposure to school infrastructure.

Summary of Impacts

This section summarizes the impacts of the hazard on the county with consideration of warning time and secondary hazards. The impact analysis also considers the overall planning significance of the hazard, which is qualified as follows:

Low: Two or more criteria fall in lower classifications or, the event has a minimal impact on the planning area. This rating is sometimes used for hazards with a minimal or unknown record of occurrences or for hazards with minimal mitigation potential.

Medium: The criteria fall mostly in the middle ranges of classifications, and the event's impacts on the planning area are noticeable but not devastating. This rating is sometimes used for hazards with a high extent rating but very low probability rating.

High: The criteria consistently fall in the high classifications, and the event is likely/highly likely to occur with severe strength over a significant to extensive portion of the planning area.

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Biological Hazard Profile

Description

The biological hazards evaluated within this plan are widespread disease, mold, and foodborne illness. These hazards are defined as follows:

Widespread disease

A widespread disease includes pandemics or epidemics. A pandemic generally refers to a disease which has spread over large numbers of people across multiple countries or continents. In contrast, an epidemic refers to an unexpected rise in the amount of disease over a large area, but not to the same extent as a pandemic.

Mold

Molds are a type of fungi. As fungi cannot produce their own nutrients as plants do through photosynthesis, they instead secrete enzymes that digest the material in which the fungi are embedded and absorb the released nutrients. Mold can be found inside or outside and spreads through mold spores. A mold spore may begin growing if it finds a wet or damp surface indoors. Unchecked mold growth can result in:

- Damage to buildings and furnishings
- Rotted wood
- Damage to drywall
- Structural damage to buildings, and
- Cosmetic damages to furnishings.

Foodborne illness

A foodborne illness occurs after the consumption of contaminated food. The Center for Disease Control and Prevention (CDC) estimates that the top five foodborne germs causing illness are:

- Norovirus: Virus which most commonly causes vomiting and diarrhea
- Salmonella: Bacteria which most commonly causes salmonellosis, resulting in diarrhea, fever, and stomach cramps
- *C. perfringens:* Bacteria which most commonly can cause diarrhea
- *Campylobacter:* Bacteria which most commonly can cause diarrhea
- Staff Food Poisoning: Bacteria which most commonly causes nausea, vomiting, stomach cramps, and diarrhea

For the purpose of this plan, foodborne illness is regarded as starting at the school site tied to meals provided by a school.

Location

In general, widespread disease and foodborne illness can occur anywhere, meaning the geographic extent of the hazard, across both school districts and school sites, is **large**. Location-based factors such as density, travel, or length of time exposed to illness/disease can increase risk. Being in an enclosed, indoor space can increase the likelihood of the spread of disease through respiratory droplets (Rezaei & Netz, 2021).

The location of mold risk to school districts is tied directly to school sites. As mold can grow anywhere there is sufficient moisture, the geographic extent of the hazard risk posed to school sites is **large.**

Extent

Widespread disease has the potential to impact school operations and the life of students and school staff, resulting in a **moderate** extent**.** If there is an event of widespread disease, multiple or all schools may need to enact temporary closures to prevent spread. Operations may be impacted in the event of staff getting sick. If staff or students are sick, this could cause temporary or long-term impacts to their quality of life or result in death.

Foodborne illness could have the potential to impact the lives of both staff and students. In the event of staff or students getting sick, they may have temporary or long-term impacts to their quality of life. While foodborne illness has been linked to death, the probability is low and there are no reported cases in the county of student or staff death linked to school meals. Due to this, the extent of foodborne illness is **weak.**

Mold has the potential to impact school infrastructure, school operations, and the life of students or staff. A mold outbreak could cause low to extensive damage to school facilities, depending on the severity of the outbreak and how early it was detected. Additionally, based on severity and how early the outbreak was detected, there may be impacts to students or staff health or disruptions to normal school operations. If significant facilities improvements are required, impacts may be as severe as temporary to permanent closures. Due to this, the extent of mold is **severe**.

Previous Occurrences

There have been two instances of school closures reported to the Trinity County Office of Education (TCOE) between Academic years 2018-19 and 2024-25 due to widespread disease. The first was a one-day closure of the Lewiston Elementary School District (ESD) in November 2020. The second was a three-day closure of the Burnt Ranch ESD in January 2022. Both closures are reported to be caused by a combination of the Covid-19 Pandemic and the resulting staffing shortages. Due to this, these closures will again be referenced in the *External Hazards Profile* of this plan, where there is further discussion on the impact of staffing shortages on school operations.

Reviewing the historic records of the schools within the historical school profiles there was a case of whooping cough in 1873 which resulted in the closure of the Douglas City ESD. No other historical cases of school districts being impacted due to widespread disease were found.

The Federal Emergency Management Agency (FEMA) database on disaster declarations between May 1953 and January 2025 provides two instances of disasters declared related to widespread disease. Both relate to the Covid-19 Pandemic, declarations EM-34-28-CA and DR-4482-CA. These disasters were declared on March 13, 2020 and March 22, 2020 respectively. There are no instances of widespread disease reported in the Spatial Hazard Events and Loss Database for the United States (SHELDUS™) database.

There are no records of reported events of foodborne illness at a Trinity County school system in the school closure logs, historical school profiles, in FEMA's disaster declaration database, or the SHELDUS™ database. Local news also lacked accounts suggesting there were previous occurrences of foodborne illness impacting school sites or students. A 2015 article in the Journal of Environmental Health reported that between 2000 and 2010, "school foodborne outbreaks account[ed] for about 3.8% of all outbreaks and 8.2% of all illnesses reported to the Centers for Disease Control and Prevention's Foodborne Disease Outbreak Surveillance System" (Venuto et al., 2015). While there haven't been previous occurrences reported, schools should remain mindful of the risks of foodborne illness.

According to the school closure logs, there were 14 days in Academic Year 2019-20 in which all schools - Weaverville Elementary, Trinity High, and Alps View - were closed in the Trinity Alps Unified School District (USD) due to mold. These closures happened from August 19, 2019 through September 2, 2020. There was another period of closures for Trinity Alps USD due to mold from October 9, 2019 through October 11, 2020.

There are multiple instances of mold impacting school operations and infrastructure within the historical school profiles. In Academic Year 2014-15, significant remodeling needed to occur for the Trinity Center Elementary School due to mold. Between 2017 and 2019, there was a significant rebuild of the Burnt Ranch Elementary School due to mold issues.

There are no records of reported mold impacting the Trinity County school system in FEMA's disaster declaration database or the SHELDUS™ database. There are records from the Trinity Journal discussing a significant rebuild performed by the Mountain Valley USD after mold was found in 2017 at some of the facilities at Hayfork Elementary and Hayfork High. This resulted in several days of school closures – repairs cost an estimated $7.5 million in March 2017, but repairs occurred over several years (Gittelsohn, 2017). In 2017, MVUSD successfully passed a bond to assist in covering the costs to address

"mold, lead and asbestos abatement, upgrade its electrical, heating and cooling and plumbing systems, and modernize outdated school facilities" (Gittelsohn, 2017). In 2020, TAUSD attempted to pass a similar bond to assist covering the costs of "tearing out and replacing drywall, flooring, ceilings and walls found to have mold or asbestos and then rebuilding to modern standards including ADA compliance", but the bond did not pass (Trinity Journal Staff, 2020).

Probability of Future Occurrence

In the previous ten years, there was one major widespread disease event which resulted in a significant impact to school operations, the Covid-19 pandemic. This suggests that the probability of future occurrence is **occasional**. Although, scientists currently estimate that with current trends of changing rain and temperature patterns, the risk of certain vector-borne disease may increase (Nadine, 2024). While the pandemic declaration is rescinded and there have not been school closures since the height of the Covid-19 Pandemic, research has indicated that roughly "75% of the children who acquired COVID-19 showed no symptoms" (Lubell, 2023). This could continue the rate of spread in the future if best practices regarding good hygiene habits, necessary vaccinations, and isolation when symptoms show are not followed.

In the previous ten years, there were no cases of a foodborne illness event at a Trinity County school. This suggests that the probability of future occurrence is **unlikely**. Several factors, such climatic changes and changing trends in food production and distribution, have been linked to the rise of reported cases of foodborne illness in the United States (Dietrich et al., 2023). School districts with programs which offer food should be aware of active recalls and continue to exercise safe food handling practices to reduce the likelihood of distributing contaminated food in the future (Abubakar, 2023).

In the previous ten years, there were seven schools which needed to have significant improvements, remodeling, or new facilities developed due to mold issues. This suggests that the probability of future occurrence is **likely**. Early detection is essential to preventing the spread of mold, through means such as visual inspection or smell test. With the expected trend of warming temperatures and potential for increased storm and flood events, the CDC expects there may be an increase in the emergence and spread of fungal pathogens, including mold (Casadevall et al., 2023).

Vulnerability Analysis

Each school district within the county – Coffee Creek ESD, Burnt Ranch ESD, Douglas City ESD, Junction City ESD, Lewiston ESD, Mountain Valley USD, Southern Trinity Joint USD, Trinity Alps USD, and Trinity Center ESD could experience a biological hazard.

School Facilities and Operations

While it wouldn't necessarily have a direct impact on school facilities, a widespread disease could impact school operations, as seen in 2020 when two districts reported closures during the Covid-19 Pandemic due to related staffing shortages.

Foodborne illness is not expected to have an impact on school facilities or operations.

As seen in recent years, mold has the potential to significantly impact school facilities and operations. In the event of mold being detected, regular school operations may need to cease to fully assess the outbreak and to perform the removal. In the event of structural damage, operations may have extended interruptions and facilities may be condemned. In the event that existing facilities are no longer usable, new facilities likely will need to be developed, causing additional costs and delays to normal operations.

School facilities could be damaged by mold, but there are no established damage curves or functions for estimating associated losses. Loss estimates were developed representing 10%, 30%, and 50% of the replacement value of all school district infrastructure. Damage more than 50% is considered to be substantial by most building codes and typically requires total reconstruction of the structure.

Health and Safety

As schools are commonly enclosed with multiple students and staff, there is an increased risk of transmission of disease while in school facilities (Ridenhour, 2011). Luckily, in the case of the spread of Covid-19, research suggests that children are less susceptible, reducing the chance of a school being a place with an intense rate of spread of Covid-19, but in future widespread disease events age may have a different effect on transmission (White et al., 2022). Due to this, best practices must be followed to reduce the likelihood of school operations contributing to negative impacts on staff and student health (Lipsitch and Cevik, 2020).

In the event of a foodborne illness spreading through a school, students' and staff's health will be at risk. Fortunately, many cases of foodborne illness are mild, but that doesn't mean that symptoms can't be life-threatening (FDA, n.d.).

There are multiple possible health effects tied to mold exposure identified by the CDC, including stuffy nose, sore throat, coughing or wheezing, burning eyes, upper respiratory tract symptoms, or skin rash (CDC, 2024). Even otherwise health students and staff without existing health conditions at a school with mold are potentially at risk of these health impacts.

Future Development

As seen during the COVID-19 Pandemic, a widespread infectious disease has the capacity to disrupt supply chains (Aday & Aday, 2020). Depending on the severity of the disease, development companies and relevant government offices could halt, stalling development.

Foodborne illness is not expected to have an impact on future development.

Risk of mold will likely not impact the selection of a site for future development, but as mentioned, a severe mold outbreak on property may result in the need of demolition and reconstruction or the placement of new facilities for the continuity of operations. As seen with the retrofit and rebuild of facilities at the Burnt Ranch ESD, Trinity Alps USD, and Mountain Valley USD, it is common for the construction to occur on historic school property or to be on existing infrastructure.

Transportation

Using the COVID-19 Pandemic as an example, strict containment measures and travel restrictions were implemented, leading to a significant decline in both passenger and commercial traffic. In future pandemic events, it can be expected that transportation services will face reduced ridership, and some school bus routes are suspended, leaving many rural communities isolated (Musau et al., 2024). This combined with potential school bus transit and road maintenance workforce shortage issues could impact transportation in the region. Schools may also elect to cease bus services to reduce spread, thus impacting students reliant on buses for transportation.

Foodborne illness and mold are not expected to have an impact on transportation.

Equity Considerations

The CDC identifies those most at risk of communicable disease are those who are 65 years of age or older, children under the age of two, or those with an existing condition, such as a chronic disease or certain disorders. Another vulnerable population is the homeless community. Homelessness is a pressing issue in the county, and individuals experiencing homelessness often lack access to adequate healthcare, nutrition, and shelter. It is important to include homeless students and staff when planning to reduce the risk of widespread disease impacts to schools. The county being rural in nature, there is already limited availability and accessibility of healthcare facilities, but these factors are exacerbated for non-English speakers or for those who may not have English proficiency. Language barriers can hinder effective communication between patients and healthcare providers, leading to misunderstandings, misdiagnoses, and inadequate treatment.

Those pregnant, young children, older people, and those with weak immune systems are those most at risk to foodborne illness (FDA, n.d.).

The CDC identified those with asthma, hypersensitivity pneumonitis, an immune system disorder which causes the lungs to become inflamed in reaction to certain substances like inhaled bacteria, fungi, plant proteins, animal proteins, or chemicals, or an allergy to mold to be at higher risk to negative health impacts (CDC, 2024).

Exposure to School Infrastructure

For the mold hazard total replacement value with 10%, 30%, 50% damage or replacement estimate for school and TCOE infrastructure was used. These estimates were used to project an estimated range of scenarios. Complete replacement value is shown but losses over 50% are not anticipated as this typically triggers the need to completely rebuild. Each school has the potential to experience losses due to mold.

Table 3. Mold Risk Exposure to School Infrastructure

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	*30%*	*50%*
Classroom/ Administration	**$107,119,496.00**	**$10,711,949.60**	**$32,135,848.80**	**$53,559,748.00**
Alps View High School	$567,783.00	$56,778.30	$170,334.90	$283,891.50
Burnt Ranch Elementary	$6,926,779.00	$692,677.90	$2,078,033.70	$3,463,389.50
Coffee Creek School	$1,352,009.00	$135,200.90	$405,602.70	$676,004.50
Douglas City Elementary	$6,212,852.00	$621,285.20	$1,863,855.60	$3,106,426.00
Hayfork Elementary School	$15,891,344.00	$1,589,134.40	$4,767,403.20	$7,945,672.00
Hayfork High School / District Office	$11,243,782.00	$1,124,378.20	$3,373,134.60	$5,621,891.00
Hoaglin-Zenia Elementary School	$1,200,598.00	$120,059.80	$360,179.40	$600,299.00
Junction City School	$4,494,951.00	$449,495.10	$1,348,485.30	$2,247,475.50
Lewiston Elementary	$7,146,148.00	$714,614.80	$2,143,844.40	$3,573,074.00
Southern Trinity Community Day School	$384,248.00	$38,424.80	$115,274.40	$192,124.00
Southern Trinity High School	$7,526,555.00	$752,655.50	$2,257,966.50	$3,763,277.50
Trinity Center Elementary School	$1,744,270.00	$174,427.00	$523,281.00	$872,135.00
Trinity County Community School	$189,261.00	$18,926.10	$56,778.30	$94,630.50
Trinity County Office of Education	$3,766,550.00	$376,655.00	$1,129,965.00	$1,883,275.00
Trinity High School	$13,956,839.00	$1,395,683.90	$4,187,051.70	$6,978,419.50
Van Duzen Elementary School	$6,897,690.00	$689,769.00	$2,069,307.00	$3,448,845.00
Weaverville Elementary School	$17,617,837.00	$1,761,783.70	$5,285,351.10	$8,808,918.50
Garage	**$1,323,289.00**	**$132,328.90**	**$396,986.70**	**$661,644.50**
Bus Garage	$960,821.00	$96,082.10	$288,246.30	$480,410.50

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	30%	50%
Douglas City Elementary	$294,027.00	$29,402.70	$88,208.10	$147,013.50
Junction City School	$68,441.00	$6,844.10	$20,532.30	$34,220.50
Gymnasium	**$14,719,653.00**	**$1,471,965.30**	**$4,415,895.90**	**$7,359,826.50**
Hayfork High School / District Office	$5,751,694.00	$575,169.40	$1,725,508.20	$2,875,847.00
Lewiston Elementary	$1,744,985.00	$174,498.50	$523,495.50	$872,492.50
Trinity High School	$4,909,955.00	$490,995.50	$1,472,986.50	$2,454,977.50
Weaverville Elementary School	$2,313,019.00	$231,301.90	$693,905.70	$1,156,509.50
Maintenance	$2,532,119.00	$253,211.90	$759,635.70	$1,266,059.50
Douglas City Elementary	$164,013.00	$16,401.30	$49,203.90	$82,006.50
Hayfork Elementary School	$1,041,047.00	$104,104.70	$312,314.10	$520,523.50
Hayfork High School / District Office	$214,604.00	$21,460.40	$64,381.20	$107,302.00
Southern Trinity High School	$354,658.00	$35,465.80	$106,397.40	$177,329.00
Trinity Center Elementary School	$5,605.00	$560.50	$1,681.50	$2,802.50
Trinity High School	$371,893.00	$37,189.30	$111,567.90	$185,946.50
Weaverville Elementary School	$380,299.00	$38,029.90	$114,089.70	$190,149.50
Other	**$5,097,759.00**	**$509,775.90**	**$1,529,327.70**	**$2,548,879.50**
Alps View High School	$50,945.00	$5,094.50	$15,283.50	$25,472.50
Burnt Ranch Elementary	$144,572.00	$14,457.20	$43,371.60	$72,286.00
Hayfork Elementary School	$785,940.00	$78,594.00	$235,782.00	$392,970.00
Hayfork High School / District Office	$1,868,740.00	$186,874.00	$560,622.00	$934,370.00
Lewiston Elementary	$198,061.00	$19,806.10	$59,418.30	$99,030.50
Maple Avenue Home	$468,257.00	$46,825.70	$140,477.10	$234,128.50
Southern Trinity High School	$84,572.00	$8,457.20	$25,371.60	$42,286.00
Trinity County Office of Education	$5,043.00	$504.30	$1,512.90	$2,521.50
Trinity High School	$929,868.00	$92,986.80	$278,960.40	$464,934.00

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	30%	50%
Van Duzen Elementary School	$519,401.00	$51,940.10	$155,820.30	$259,700.50
Weaverville Elementary School	$42,360.00	$4,236.00	$12,708.00	$21,180.00
Storage	**$2,690,523.00**	**$269,052.30**	**$807,156.90**	**$1,345,261.50**
Alps View High School	$3,101.00	$310.10	$930.30	$1,550.50
Burnt Ranch Elementary	$62,204.00	$6,220.40	$18,661.20	$31,102.00
Bus Garage	$6,083.00	$608.30	$1,824.90	$3,041.50
Coffee Creek School	$14,529.00	$1,452.90	$4,358.70	$7,264.50
Douglas City Elementary	$84,330.00	$8,433.00	$25,299.00	$42,165.00
Hayfork Elementary School	$24,212.00	$2,421.20	$7,263.60	$12,106.00
Hayfork High School / District Office	$380,096.00	$38,009.60	$114,028.80	$190,048.00
Hoaglin-Zenia Elementary School	$76,603.00	$7,660.30	$22,980.90	$38,301.50
Junction City School	$36,161.00	$3,616.10	$10,848.30	$18,080.50
Lewiston Elementary	$299,645.00	$29,964.50	$89,893.50	$149,822.50
Southern Trinity High School	$133,895.00	$13,389.50	$40,168.50	$66,947.50
Trinity Center Elementary School	$132,936.00	$13,293.60	$39,880.80	$66,468.00
Trinity County Office of Education	$402,267.00	$40,226.70	$120,680.10	$201,133.50
Trinity High School	$856,551.00	$85,655.10	$256,965.30	$428,275.50
Van Duzen Elementary School	$21,109.00	$2,110.90	$6,332.70	$10,554.50
Weaverville Elementary School	$156,801.00	$15,680.10	$47,040.30	$78,400.50
Water Infrastructure	**$581,612.00**	**$58,161.20**	**$174,483.60**	**$290,806.00**
Burnt Ranch Elementary	$297,782.00	$29,778.20	$89,334.60	$148,891.00
Coffee Creek School	$34,860.00	$3,486.00	$10,458.00	$17,430.00
Douglas City Elementary	$4,545.00	$454.50	$1,363.50	$2,272.50
Hoaglin-Zenia Elementary School	$9,254.00	$925.40	$2,776.20	$4,627.00
Junction City School	$191,091.00	$19,109.10	$57,327.30	$95,545.50
Southern Trinity High School	$44,080.00	$4,408.00	$13,224.00	$22,040.00

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	30%	50%
Grand Total	$134,064,451.00	$13,406,445.10	$40,219,335.30	$67,032,225.50

Infrastructure losses are not anticipated or estimated due to widespread disease or foodborne illness.

Summary of Impacts

It is difficult to predict the severity of the next biological hazard event. Across the three hazards evaluated within this section, it is clear that taking proactive steps, such as following the direction of public health professionals, abiding by proper food handling techniques, and reducing the likelihood of school facilities to have prolonged exposure to moisture is a must.

Table 4 below summarizes the hazard ranking index for the biological hazard which was the basis for the planning significance designation.

Table 4. Biological Hazard Ranking Matrix

Ranking	Widespread Disease	Mold	Foodborne Illness
Location	3	3	3
Extent	2	3	1
Future Occurrence	2	3	1
Public Score	2	1	1
Steering Committee Score	1	1	1
Impact Ranking	10	11	7

Warning Time

Public health agencies, such as the CDC and Trinity County Public Health, and healthcare facilities collaborate closely to identify potential disease threats and to respond proactively. Even so, it is challenging to predict when the next outbreak will occur. Similarly, while steps can be taken to reduce the chance of foodborne illness or development of mold spread within a school facility, ultimately there are factors which may go without detection or be outside the control of school staff.

Secondary Hazards

A widespread disease event may cause impacts on the local healthcare system. This could exacerbate existing health disparities, making it challenging for vulnerable populations to access adequate healthcare, and may result in delayed or inadequate treatment for other medical conditions. In addition, students and staff may have negative mental health impacts. The stress and anxiety associated with the disease's spread, as well as the isolation resulting from lockdowns and social distancing, may lead to an increase in mental health issues such as depression and anxiety (Serafini et al., 2020).

There are no identified secondary hazard impacts caused by foodborne illness or mold.

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Dam Failure Hazard Profile

Description

Dams provide critical water retention and control services in the United States, including hydroelectric power generation, municipal and industrial water supplies, agricultural irrigation, and sediment and flood control (US Dept. of Homeland Security, 2019). A dam failure occurs when there is a structural collapse of a dam which results in an uncontrolled release of water. Failures can range from minor to catastrophic depending on the nature of the failure. For the sake of this plan, the inundation scenarios reviewed are for total dam failures.

The most common causes of dam failure are:

- **Overtopping** or when water spills over the top of the dam due to inadequate spillway design, debris blockage of spillways, or settlement of the dam crest. Overtopping accounts for roughly 34% of national dam failures (ASDSO, nd).
- **Foundation Defects**, including settlement and slope instability. Foundation defects cause roughly 30% of national dam failures (ASDSO, nd).
- **Cracking**, which can be caused by the settling of a dam or earthquakes.
- **Inadequate Maintenance and Upkeep**, when there is not routine maintenance of a dam, which can be caused, among other reasons, by overgrowth of trees of brush and erosion of embankment surfaces.
- **Piping**, which is when dam seepage is not adequately filtered and soil forms sinkholes in the dam.

The speed of flooding from dam failure depends on multiple factors. Dam failure can occur in as little as a few minutes or more slowly over the course of many months. Thus, warning time can vary accordingly, but in the event of a catastrophic failure of a large dam, evacuation time for locations directly downstream would be extremely brief. Floodplain characteristics largely determine the available warning time for locations further downstream. With regard to duration of high-water conditions that result from dam failure, this depends on the capacity and stage of the reservoir at time of breach as well as the severity of the breach.

There are six dams located in Trinity County: the Trinity, Lewiston, Buckhorn, Ewing, R.W. Matthews, and Jones Ranch Dams.

There are two managed dams located to the south of Trinity County on the Eel River, which flows through the SW corner of Trinity County: the Scott Dam and Cape Horn Dams. These dams will not be reviewed further in this plan. Any damage that may be caused from a dam failure of either dam would have low impact within Trinity County. This portion of the County is sparsely populated and the flood impact would be minimal once it reached inside the County borders. According to the Mendocino County Hazard Mitigation Plan (January 2008), failure of Scott Dam (located in Lake County) would stay within the 100-year flood plain and inundate the northeastern portion of Willits and the unincorporated land surrounding it. Failure of Cape Horn dam is not considered a threat within the 2020 Mendocino County Hazard Mitigation Plan.

Table 5 on the next page describes the dams within Trinity County with have a high hazard potential.

Table 5. Trinity County Dam Summaries

Name	Owner	Purpose	NID Height	Dam Type	NID Storage	Year Completed
Trinity	BoR	Hydroelectric, Irrigation, Recreation	538 ft	Earth	2,760,870	1962
Lewiston	BoR	Water Supply	91 ft	Earth	14,660	1963
Buckhorn	BoR	Not Available	84 ft	Earth	1,460	1991
Ewing	TCWD1	Water Supply	63 ft	Earth	887	1972
R.W. Matthews	HBMWD	Water Supply, Recreation, Hydroelectric	150 ft	Earth	60,200	1962
Jones Ranch	Blue Planet, LLC	Water Supply, Recreation	36 ft	Earth	58	1980

Location

The geographic extent for flooding in the event of a dam inundation event is **small**. This estimate is based on available dam inundation mapping of the R.W. Matthews and Ewing dams. Table 6 below describes the locations of the dams of the county.

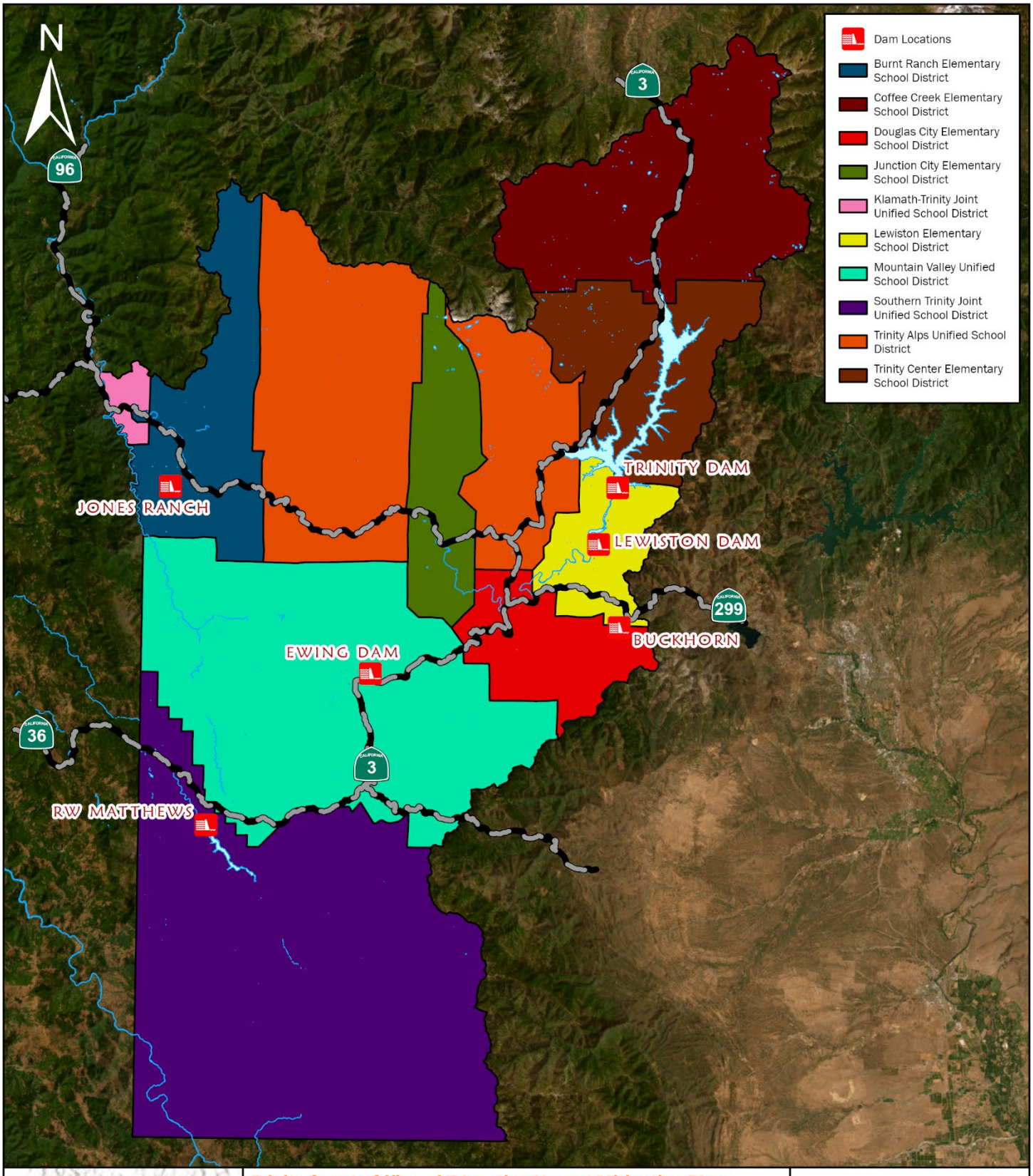
Table 6. Dam Locations

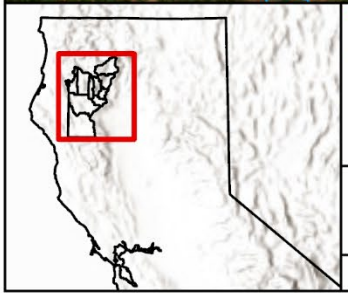
Name	Location
Trinity	Located nine miles upstream of Lewiston on the Trinity River
Lewiston	Located one mile upstream of Lewiston on the Trinity River
Buckhorn	Located twenty miles east of Weaverville on Grass Valley Creek
Ewing	Located in Hayfork, receives diverted water from Big Creek
R.W. Matthews	Located in SW Trinity County on the Mad River, 80 miles from Eureka
Jones Ranch	Located 1.2 miles from Burnt Ranch on unidentified tributary to Trinity River

As shown in Figure 61, there are two dams in the Lewiston Elementary School District (ESD), one in the Douglas City ESD, one in the Burnt Ranch ESD, one in the Mountain Valley Unified School District (USD), and one in the Southern Trinity Joint USD.

Available inundation mapping of the R.W. Matthews Dam, as shown in Figure 62, indicates that a total dam failure would not impact the Southern Trinity High/Van Duzen Elementary school site, but would cross over Highway 36, potentially causing damages, and could cause damages to the Southern Trinity Volunteer Fire Department (VFD). Available inundation mapping of the Ewing Dam, as shown in Figure 63, indicates that a total dam failure could cause damages to Hayfork High, Hayfork Elementary, and Valley High in addition to crossing over Highway 3, potentially causing damages to the road.

Figures 61 through 63 can be found in the next few pages.





Trinity County Office of Education Hazard Mitigation Plan

Trinity County Dam Locations

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

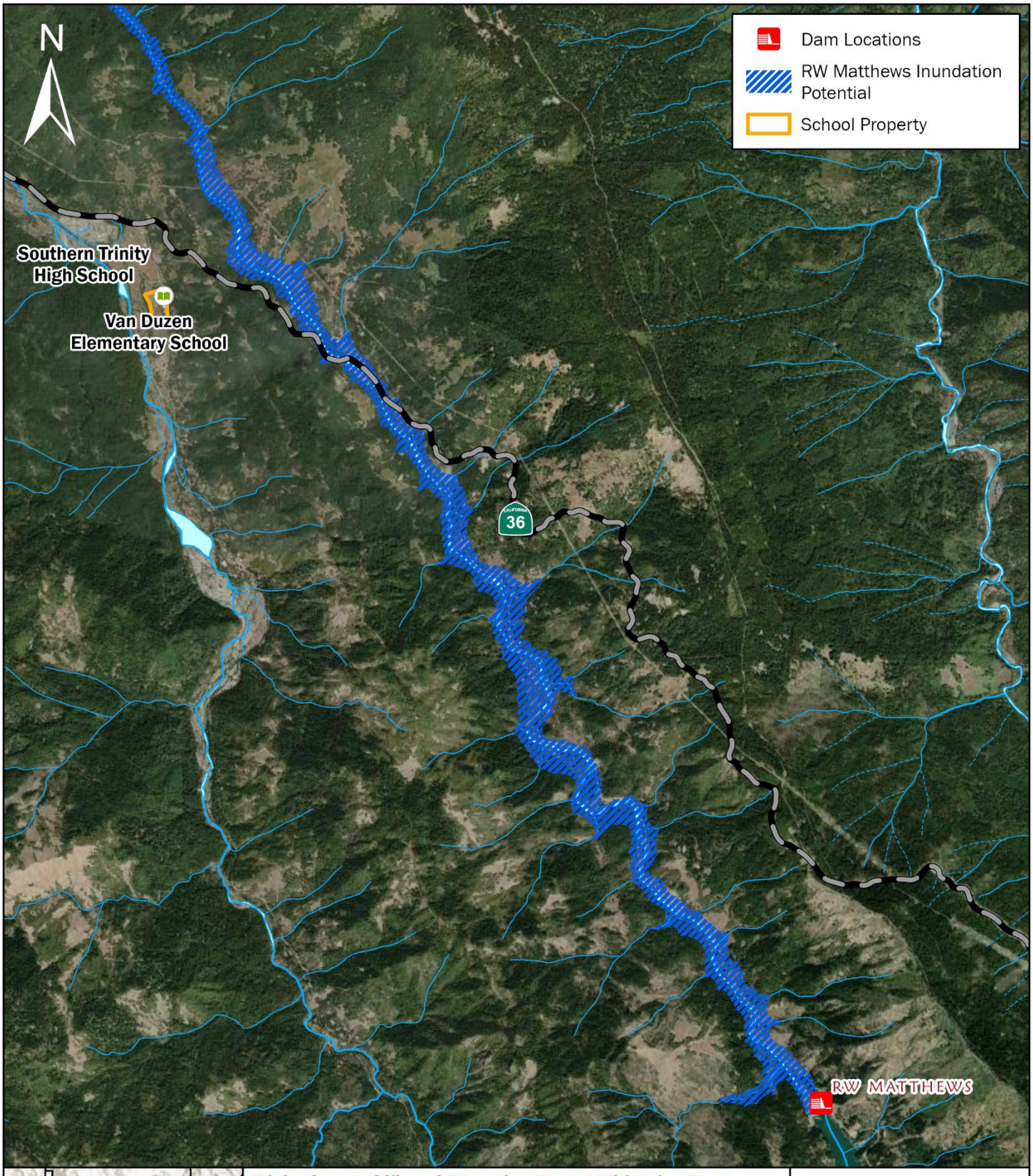
February 2025

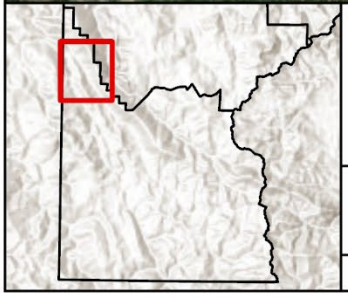
Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 5 10 15 Miles

0 5 10 20 Km





Trinity County Office of Education Hazard Mitigation Plan

RW Matthews Dam Inundation Area

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

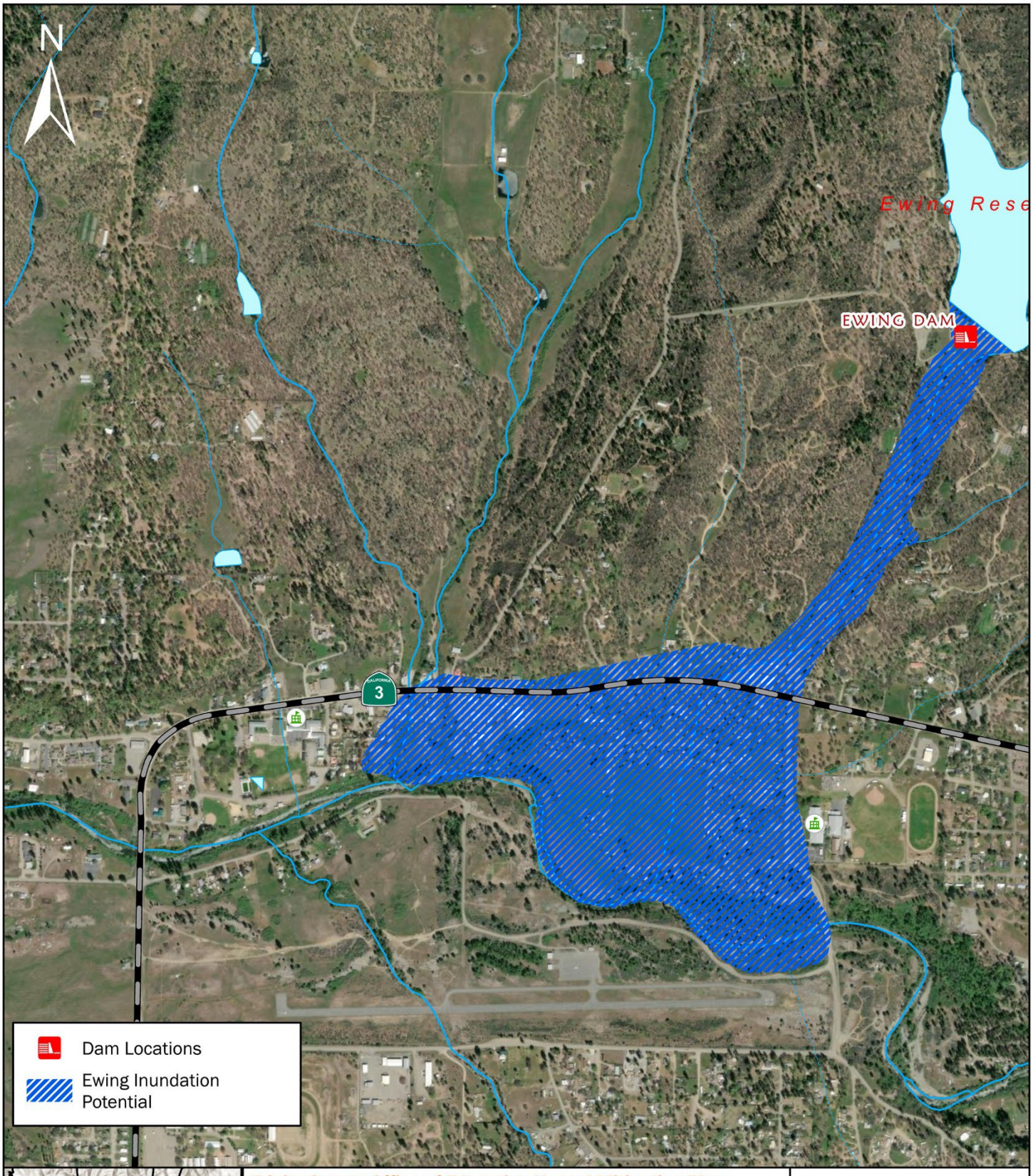
February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 1 Mile

0 1 2 Km



Trinity County Office of Education Hazard Mitigation Plan

Ewing Reservoir Inundation Risk

CA DWR, Vantor, Esri, CGIAR, USGS, TCRCD, TCOE

AR

February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 750 1,500 Feet

0 100 200 400 Meters

Extent

If there was a dam failure scenario, the extent could be **severe**, depending on the type of failure and which dam is failing. Dams are classified into several different hazard types, as described in Table 7 below.

Table 7. Dam Hazard Potential Classification

Hazard Potential Classification	Loss of Human Life	Economic, Environmental, Lifeline Losses
Low	None expected	Low and generally limited to owner
Significant	None expected	Yes
High	Probable. One or more expected	Yes
Extremely High	One or more and inundating an area of 1,000+ population	Inundation of facilities/infrastructure, posing significant threat to public safety determined case-by-case by DSOD

Each dam within the county with a high hazard potential has an emergency action plan. Table 8 below discusses the hazard potential classification of the dams of Trinity.

Table 8. Dam Hazard Potential Classification

Name	NID ID	State Regulated Dam	Federal Agency Involvement Regulatory	Hazard Potential Classification	EAP Prepared
Trinity	CA10196	No	BoR	High	Yes
Jones Ranch	CA01258	Yes	Not Available	Significant	No
Ewing	CA00903	Yes	Not Available	High	Yes
Lewiston	CA10165	No	BoR	High	Yes
R. W. Matthews	CA00833	Yes	FERC	High	Yes
Buckhorn	CA10349	No	BoR	High	Yes

Each dam has a high hazard potential, meaning that a failure could cause the loss of human life, apart from the Jones Ranch Dam, which has a significant hazard potential. The failure of any dam within the county would likely cause negative impacts to the environment, local economy, and critical facilities.

Previous Occurrences

There are no recorded instances of dam failure within the county. Although, it is worth noting that the Trinity Center Elementary and the former Mad River School had to relocate due to the construction the Trinity and R.W. Matthews Dams respectively.

There have been three federal disaster declarations for dam failure-related incidents between 1953 and 2024, creating a rough average of one failure for every 23 years, although there hasn't been a failure since 2017 with the Oroville Dam in Butte County.

Probability of Future Occurrence

It is difficult to know the likelihood of a dam failure as failures are infrequent statewide and nationwide. A dam failure has never occurred within the county. Due to this, the probability of future occurrence is **unlikely**. There have been no reports of less than satisfactory results on conditions assessments conducted on dams within the county. Although, data is unavailable regarding half of the dams within the county. Table 9 below displays available dam condition assessment results, which are available through the US Army of Engineer's National Inventory of Dams database.

Table 9. Dams Conditions Assessment Results

Name	Conditions Assessment Test Not Available	Satisfactory
Buckhorn	X	
Ewing		X
Jones Ranch		X
Lewiston	X	
R. W. Matthews		X
Trinity	X	

In 2017, there was concern from community members after the overtopping of the Oroville Dam resulted in 200,000 downstream Oroville residents to be evacuated. In response, Dan Bader, the Bureau of Reclamation's area manager, gave a presentation to the Trinity County Board of Supervisors. He described the risk of overtopping being 1 in 60,000 as there would need to be multiple intense storms to fill Trinity Lake to the point of creating an overtopping concern (Arthur, 2017). In addition, there are scheduled releases of water from the dam and other outlets which assist in preventing overtopping.

Dam maintenance and management is performed based on assumption of seasonal weather conditions (Fluixá-Sanmartín et al., 2018). For example, performing scheduled releases of water from the dam in a routine schedule aligned with expected precipitation. Changes to expected conditions is likely to impact dam risk as there may no longer be the same precedent to base decision-making on. Variations in extreme temperatures or heavy precipitation events can increase dam risk (CH2014, 2013). It is possible that dam infrastructure can be impacted by climate change if the conditions of the dam system deteriorate as a result of weather events exacerbated by climate change.

Vulnerability Analysis

Based on available inundation mapping, MVUSD and STJUSD have an increased vulnerability to dam failure.

School Facilities and Operations

In the event of a dam failure event which results in significant flooding, there would undoubtably be impacts to normal school operations. Regarding the Ewing Dam, in the event of a failure, water is predicted to inundate Highway 3 and could damage the Hayfork High, Hayfork Elementary, and Valley High school sites. There could be damage to the school facilities and it is anticipated that there would be school closures. The flooding of the highway would make it so school would likely be canceled at the schools in the Mountain Valley USD.

In the event of the R.W. Matthews Dam failure, it isn't projected that the flooding would inundate the Southern Trinity High/Van Duzen Elementary school site, but the flood would cross over Highway 36 which would likely cause school closures.

Health and Safety

In the event of a Ewing Dam or R.W. Matthews Dam failure, health and safety of students and staff of Hayfork High, Alps View, Hayfork Elementary, Southern Trinity High, and Van Duzen Elementary could be put at risk.

Future Development

At this time, present concern for dam failure does not appear to hinder the development of school sites downstream. Although, in the case of a dam failure, the impacted properties would likely sustain massive damages due to flooding and struggle to rebuild.

Transportation

As mentioned above, failures of the Ewing Dam and R.W. Matthews Dam would have impacts on portions of Highway 3 and Highway 36. It is anticipated that a failure of the Trinity or Lewiston dams could cause impacts on Highway 299 from Douglas City to Salyer.

Flooding could cause erosion, wash out road sections, reduce load bearing capacity, and closures. This could in turn impact the community's ability to access support or evacuate and increase emergency responders' response time.

Equity Considerations

Those living or engaged with a school downstream from a dam are most at risk in the event of a failure. Those who do not have reliable transportation or who have low mobility are likely to struggle if they need to evacuate.

Exposure to School Infrastructure

R.W. Matthews and Ewing dams have inundation mapping. R.W. Matthews' projected inundation does not cross over school property.

Ewing inundation crosses over the near entirety of the Hayfork High School site, save for the transportation building. Due to this, the total values, except for the Other, Transportation cost are included in the estimate. Total replacement value is calculated with 10%, 30%, 50% damage or replacement estimate. These estimates were used to project an estimated range of scenarios. Complete replacement value is shown but losses over 50% are not anticipated as this typically triggers the need to completely rebuild.

The inundation runs through the elementary school property but not over infrastructure.

Table 10. Dam Inundation Exposure to School Infrastructure

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	*30%*	*50%*
Classroom/ Administration	$11,243,782.00	$1,124,378.20	$3,373,134.60	$5,621,891.00
Gymnasium	$5,751,694.00	$575,169.40	$1,725,508.20	$2,875,847.00
Maintenance	$214,604.00	$21,460.40	$64,381.20	$107,302.00
Other	$1,035,573.00	$103,557.30	$310,671.90	$517,786.50
Storage	$380,096.00	$38,009.60	$114,028.80	$190,048.00
Grand Total	$18,625,749.00	$1,862,574.90	$5,587,724.70	$9,312,874.50

Summary of Impacts

A dam failure could result in impacts greater than a 100-year flood event and could be catastrophic. Structures immediately downstream of dams are vulnerable to flooding.

Table 11 below summarizes the hazard ranking index for the dam failure hazard which was the basis for the planning significance designation.

Table 11. Dam Failure Hazard Ranking Matrix

Ranking	Dam Failure
Location	1
Extent	3
Future Occurrence	1
Public Score	1
Steering Committee Score	2
Impact Ranking	8

Warning Time

Providing sufficient warning time allows downstream communities to evacuate and take necessary precautions, reducing the risk of casualties and property loss. It also enables emergency response teams to prepare and mobilize resources effectively, minimizing the impact of the disaster.

The variability in warning times can significantly impact the potential for disaster and the effectiveness of evacuation efforts. One crucial factor is monitoring and early warning systems implemented for dam safety. Dam facilities equipped with sophisticated monitoring technologies can provide more extended warning times by detecting early signs of structural distress or abnormal behavior, allowing authorities to take preventive measures or issue timely evacuation orders. On the other hand, dams with outdated or insufficient monitoring systems might experience shorter warning times, reducing the window for response and evacuation.

The size and location of a dam play a critical role in warning time variability. The distance between the dam and downstream communities also affects warning times. Dams located close to populated areas may provide limited warning times, leaving communities with less time to evacuate and prepare. Other contributing factors include the nature of the failure, such as sudden breaches versus slow seepage, and the availability and effectiveness of communication networks to disseminate warnings promptly.

Secondary Hazards

The failure of dams can have intense secondary impacts on both human communities and the environment. The sudden release of a large volume of water from a failed dam can result in catastrophic flooding downstream. This can lead to loss of life, displacement of communities, and extensive damage to infrastructure and property. The floods can also contaminate water sources and spread waterborne diseases.

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Drought Hazard Profile

Description

Drought is characterized differently from other types of hazards, as it develops over time rather than suddenly. While this may be the case, drought still has the potential to cause serious, long-term impacts on communities - such as reduced crop yields, water shortages, increased wildfire risk, and economic hardship. These conditions may have multiple different causes, ranging from reduced precipitation, increased evaporation, or human activities that overuse water resources. This not only impacts human communities, but natural ecosystems. Being that it occurs over the course of time, drought is difficult to recognize and adequately address.

There are multiple types of droughts which can negatively impact a community. This includes:

1. **Agricultural drought:** This type of drought occurs when there is not enough soil moisture to support crops or vegetation.
2. **Hydrological drought:** This occurs when water levels in rivers, lakes, and other bodies of water are lower than normal.
3. **Meteorological drought:** This occurs when there is a prolonged period of below-average precipitation.
4. **Socioeconomic drought:** This refers to the impacts of drought on people and communities, including economic impacts such as lost agricultural production, increased food prices, and decreased tourism.

The US Drought Monitor (USDM) classifications are a crucial tool in assessing and communicating the severity of drought conditions across the United States. Developed by a collaboration of federal agencies, climatologists, and experts in drought monitoring, the USDM provides a comprehensive and objective analysis of drought intensity and extent. There are five categories used by the USDM to classify drought, as shown in Table 12.

Table 12. US Drought Monitor Drought Classification Categories

Category	Description	Possible Impacts
D0	Abnormally Dry	**Going into drought:** Short-term dryness slowing planting, growth of crops or pastures **Coming out of drought:** Some lingering water deficits Pastures or crops not fully recovered
D1	Moderate Drought	Some damage to crops, pastures Streams, reservoirs, or wells low, some water shortages developing or imminent Voluntary water-use restrictions requested
D2	Severe Drought	Crop or pasture losses 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 in reservoirs, streams, and wells creating water emergencies

Another widely used drought measurement tool is the Palmer Drought Severity Index, which incorporates temperature, precipitation, and soil moisture data to assess drought severity. The PDSI takes into account the balance between water demand and supply and is especially useful for monitoring agricultural drought. However, it can be complex to calculate and requires data on soil characteristics and temperature in addition to precipitation.

The Crop Moisture Index is another drought measurement tool that focuses specifically on agricultural drought. The CMI combines information on soil moisture, precipitation, and crop moisture requirements to assess the degree of water stress experienced by crops. This measurement tool is useful for assessing the impact of drought on crop yields and can inform decisions on irrigation and other management practices.

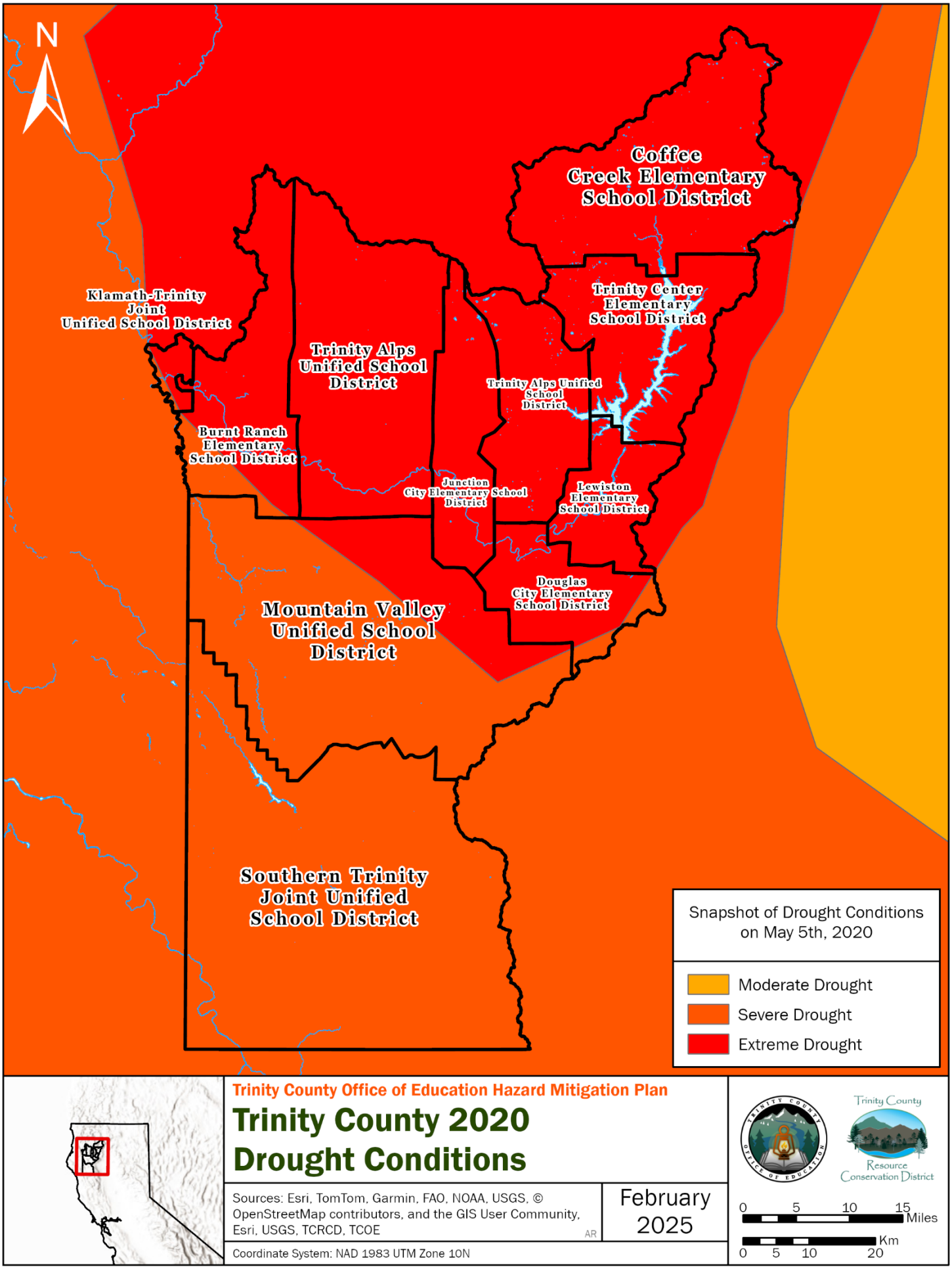
There are also socio-economic measures of drought. The Famine Early Warning Systems Network uses a combination of satellite data, ground observations, and other information to monitor food security in areas at risk of drought and famine. Other socio-economic measures of drought include the Livelihood Vulnerability Index (LVI), which assesses the susceptibility of communities to drought based on factors such as poverty, access to water, and social networks.

Location

Drought conditions can be present across the entire county, meaning the geographic extent is **large**. Not only can drought conditions be persistent countywide, but within the previous five years, there were countywide drought conditions where the entirety of the county was either in extreme or severe drought. Droughts are dynamic and where droughts hit worst is subject to change, sometimes, month-to-month. Unfortunately, the Federal Emergency Management Agency's (FEMA) National Risk Index does not have a risk rating for drought in Trinity County.

The USDM provides updated maps on a weekly basis to show the location and intensity of drought nationwide.

Figures 64 through 68 show a snapshot of drought conditions in Trinity County on the first recorded day of May from 2020 through 2024. Data is provided by the USDM.



Trinity County Office of Education Hazard Mitigation Plan

Trinity County 2020 Drought Conditions

Sources: Esri, TomTom, Garmin, FAO, NOAA, USGS, © OpenStreetMap contributors, and the GIS User Community, Esri, USGS, TCRCD, TCOE

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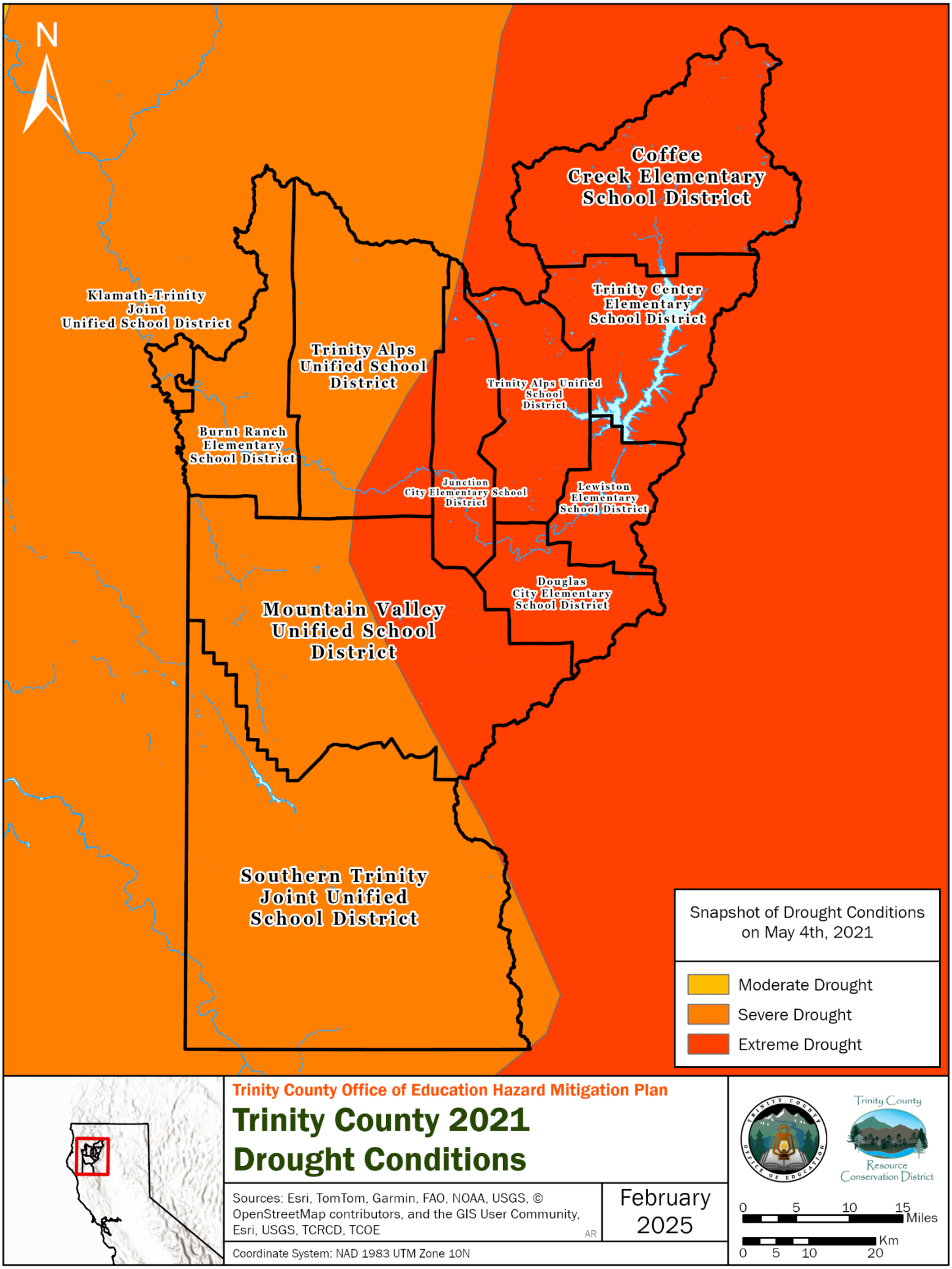
February 2025

Coordinate System: NAD 1983 UTM Zone 10N

Trinity County Resource Conservation District

0 5 10 15 Miles

0 5 10 20 Km



Trinity County Office of Education Hazard Mitigation Plan

Trinity County 2021 Drought Conditions

Sources: Esri, TomTom, Garmin, FAO, NOAA, USGS, © OpenStreetMap contributors, and the GIS User Community, Esri, USGS, TCRCD, TCOE

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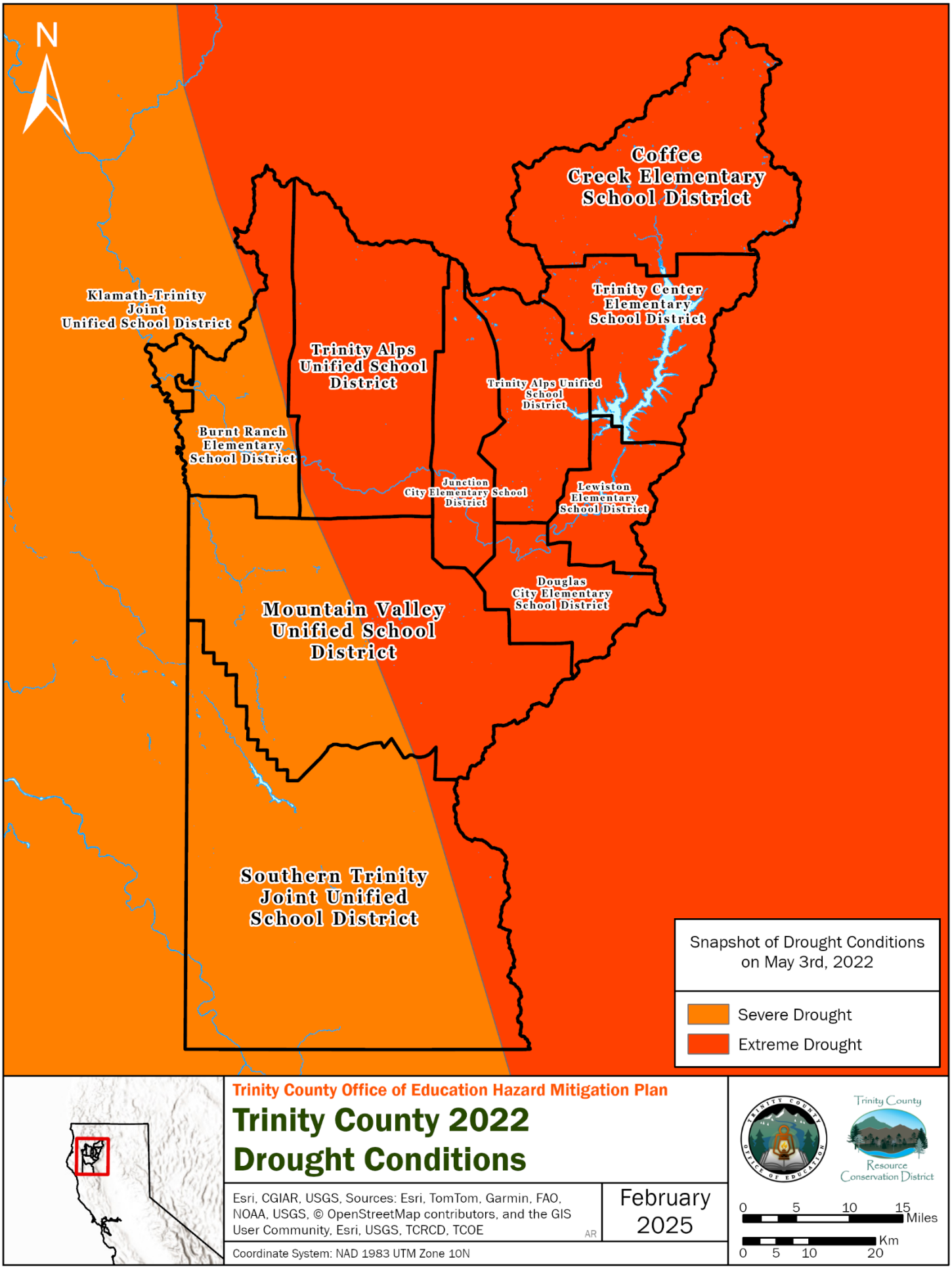
February 2025

Coordinate System: NAD 1983 UTM Zone 10N

Trinity County Resource Conservation District

0 5 10 15 Miles

0 5 10 20 Km



Trinity County Office of Education Hazard Mitigation Plan

Trinity County 2022 Drought Conditions

Esri, CGIAR, USGS, Sources: Esri, TomTom, Garmin, FAO, NOAA, USGS, © OpenStreetMap contributors, and the GIS User Community, Esri, USGS, TCRCD, TCOE

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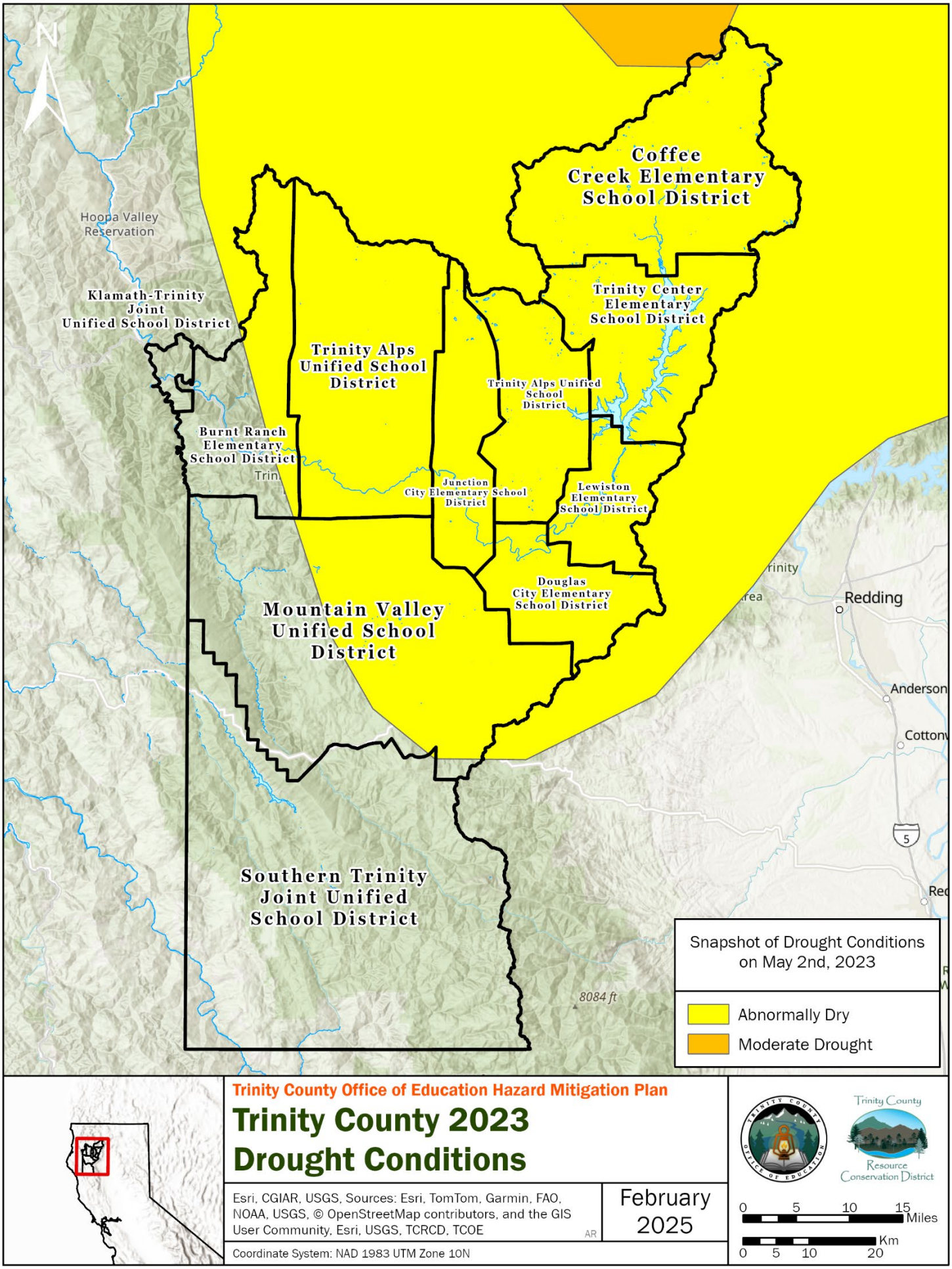
February 2025

Coordinate System: NAD 1983 UTM Zone 10N

Trinity County Resource Conservation District

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0 5 10 20 Km



Trinity County Office of Education Hazard Mitigation Plan

Trinity County 2023 Drought Conditions

Esri, CGIAR, USGS, Sources: Esri, TomTom, Garmin, FAO, NOAA, USGS, © OpenStreetMap contributors, and the GIS User Community, Esri, USGS, TCRCD, TCOE

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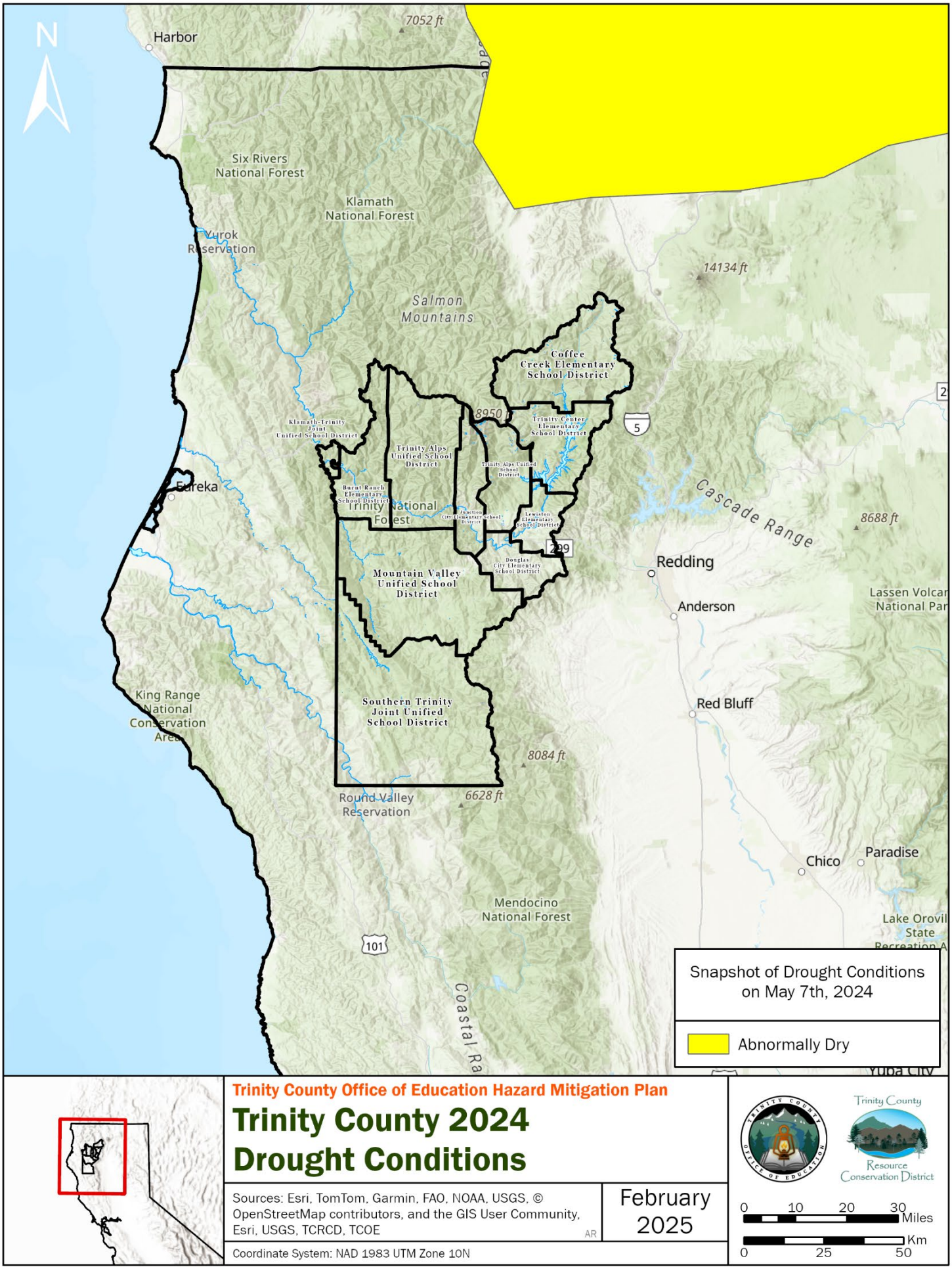
February 2025

Coordinate System: NAD 1983 UTM Zone 10N

Trinity County Resource Conservation District

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0 5 10 20 Km



Trinity County Office of Education Hazard Mitigation Plan

Trinity County 2024 Drought Conditions

Sources: Esri, TomTom, Garmin, FAO, NOAA, USGS, © OpenStreetMap contributors, and the GIS User Community, Esri, USGS, TCRCD, TCOE

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February 2025

Coordinate System: NAD 1983 UTM Zone 10N

Trinity County Resource Conservation District

0 10 20 30 Miles

0 25 50 Km

Extent

Drought has a limited potential to impact school infrastructure or school site property, resulting in a **weak** extent. Although, an unrelenting drought may have more severe impacts on schools reliant on well for water.

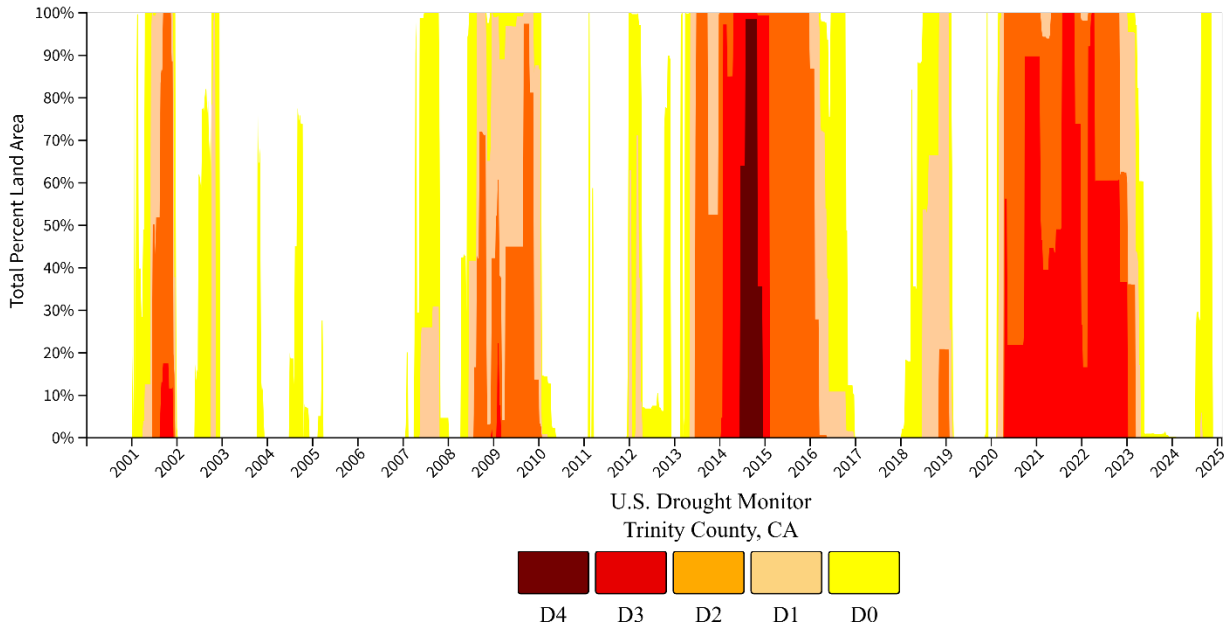
Previous Occurrences

California has been particularly prone to drought within the last fifty years. These eras are commonly broken down into different drought periods within the state:

- **1928-1934 Drought:** This drought is considered the first recorded major drought in California. It lasted for 6 years and affected the agricultural sector, leading to significant crop failures.
- **1947-1950 Drought:** This drought lasted for 4 years and caused severe water shortages in the state. The lack of water impacted agriculture, resulting in significant economic losses.
- **1976-1977 Drought:** This drought is considered the most severe drought in California's recent history. It lasted for 2 years and led to widespread water rationing and mandatory conservation measures.
- **1987-1992 Drought:** This drought lasted for 5 years and resulted in significant economic losses in the agricultural sector. It also led to increased groundwater pumping and depletion.
- **2007-2009 Drought:** This drought lasted for 3 years and caused significant impacts on agriculture, water supply, and wildlife in the state. It also resulted in increased wildfires.
- **2012-2016 Drought:** This drought is considered one of the worst droughts in California's recent history. It lasted for 4 years and resulted in widespread impacts on agriculture, water supply, and the environment. It also led to increased wildfires and economic losses.
- **2020-2021 Drought:** This drought is the most recent drought in California. At the time of writing, this drought is still impacting the state's water supply, agriculture, and ecosystems.

Figure 69 shows drought conditions in Trinity County from 2000 through 2025.

Figure 69. Percentage of County in Drought 2000 through February 4, 2025



The USDM (2000–present) depicts the location and intensity of drought across the country. Every Thursday, authors from National Oceanic and Atmospheric Administration, United States Department of Agriculture, and the National Drought Mitigation Center produce a new map based on their assessments of the best available data and input from local observers. The map uses five categories: Abnormally Dry (D0), showing areas that may be going into or are coming out of drought, and four levels of drought (D1–D4) - D1 represents moderate drought, D2 represents severe drought, D3 represents extreme drought, and D4 represents exceptional drought.

From 2020 through 2022, the entirety of the county was either in severe or extreme drought conditions. By 2023, southern and a large portion of western Trinity County were no longer in drought conditions, but portions of northern and eastern Trinity County were in abnormally dry conditions, with a small portion of Coffee Creek on the Siskiyou County line in moderate drought conditions. By 2024, no portion of the county was in drought or abnormally dry conditions.

There is no reference of drought resulting in a school closure, drought impacting schools within the historical school profiles, or record of drought events impacting Trinity County in the Spatial Hazard Events and Loss Database for the United States (SHELDUS™) database.

There is one FEMA Disaster Declaration related to drought, EM-3023-CA, which impacted Trinity County in 1977. The Trinity County Board of Supervisors declared a local emergency due to drought conditions in the summer of 2021 through Resolution No. 2021-065. This resolution was continued through February 6, 2024 and is no longer active.

Probability of Future *Occurrence*

From 2000 through the end of 2024, each year included some period of time in which Trinity County either had abnormally dry or drought conditions. Due to this, it is **likely** that drought conditions will occur in the future.

Cal Adapt is a tool which allows planners to engage with simulations and scenarios produced for California's Fourth Climate Change Assessment. The observed historical precipitation between 1954 and 2004 was 59.6 inches annually. Future projections indicate that this will change to, on average, 50.0 inches a year between 2025 and 2045. Other research correlates current modeling indicating higher annual temperatures in the western United States going into the future to increased drought risk (Mann & Gleick, 2015). The observed historical average temperature by year between 1954 and 2004 is 46.8°F. Between 2025 and 2045, the modeled average temperate by year is 50.7°F.

Vulnerability Analysis

All school districts within the county are at risk to drought. This includes Burnt Ranch ESD, Coffee Creek ESD, Douglas City ESD, Junction City ESD, Lewiston ESD, Mountain Valley USD, Southern Trinity Joint USD, Trinity Alps USD, and Trinity Center ESD. As BRESD, CCESD, JCESD, and STJUSD are on a well for water, they are particularly at risk to drought.

School Facilities and Operations

Persistent drought conditions can negatively impact landscaping, tree survivability, and water supply. It isn't expected that drought conditions would otherwise negatively impact school facilities or operations.

Health and Safety

Drought and water shortages are linked to increased illness to children (Blair, 2022). This is due to hydrological droughts having a potential to negatively impact water quality (Mosley, 2015). At the time of writing, there have not been issues identified at the individual school districts indicating that recent drought conditions have negatively impacted water quality at school sites.

Future Development

In the context of Trinity County schools, drought is not expected to impact future development.

Transportation

Drought can exacerbate land subsidence, which increases the risk of damage to infrastructure, such as roads. Even so, it is not expected that drought conditions will have a direct impact on access roads to school sites.

Equity Considerations

Rural and low-income communities are at heightened risk during drought events (Sam et al., 2020). In the event of water-shortages there would be a higher burden on school districts which have a smaller budget if water prices increase. In addition, school districts who offer water to its school site(s) through a well are at higher risk to water contaminants or water scarcity in the event of a drought (CISA, 2021).

Four of the nine school districts rely on a well for their water supply including BRESD, CCESD, JCESD, and STJUSD.

Exposure of School Infrastructure

For drought, the entire county is exposed and vulnerable. Drought events do not typically impact buildings. No school district or TCOE structures are anticipated to be directly impacted by a drought and all are expected to be operational during a drought event. However, facilities that provide potable water may be affected by short supplies of water.

Summary of Impacts

It is likely that the county will enter drought conditions and continue to feel the impacts of historic drought within the next five-years. Proactive planning to account for water shortages and prepare for drought is essential for maintaining the resilience of Trinity County schools to drought. The Trinity County government is currently taking steps to prepare for drought through establishing a Drought Resiliency Taskforce, which is made up of various county departments and other stakeholders working in fields related to natural resources and drought. Table 13 summarizes the hazard ranking index for the drought hazard which was the basis for the planning significance designation.

Table 13. Drought Hazard Ranking Matrix

Ranking	Drought
Location	3
Extent	1
Future Occurrence	3
Public Score	2
Steering Committee Score	2
Impact Ranking	11

Warning Time

The USDM describes drought in California as a common occurrence which can happen across multiple years. Even when not in a period of multi-year drought, May to September typically has a distinct dry season.

Monitoring agencies, such as the Department of Water Resources and the National Drought Mitigation Center, play a critical role in forecasting and tracking drought conditions. They rely on a combination of weather data, satellite imagery, and ground observations to assess soil moisture, snowpack levels, and water reservoirs. With improved technology and data collection methods, the warning time for drought has become more reliable, but it is difficult to adequately prepare for drought conditions. Generally, low precipitation, high temperatures, reduced soil moisture levels, and low water levels are an indicator of drought. However, it's important to note that droughts can still be unpredictable, and some droughts may develop more rapidly due to unforeseen shifts in atmospheric patterns. Additionally, the severity and duration of droughts can vary greatly, and warning times may be shorter for extreme drought events.

Secondary Hazards

One of the most concerning results of drought is the increased risk of wildfires. Drought conditions create dry and parched vegetation, turning the region into a tinderbox. As a result, even a small spark can rapidly escalate into a large and uncontrollable wildfire, threatening homes, wildlife, and the local economy. The intensity and frequency of wildfires during droughts can overwhelm firefighting efforts.

Drought-related tree mortality also poses a major concern for the region. The Shasta-Trinity NF estimates that as of 2022, there were 4.3 million dead trees across 290,000 acres (Moore et al., 2023). This die off is attributed within a 2022 analysis by the Shasta-Trinity NF to be caused by a combination of drought and “successful bark and engraver beetle attacks that have resulted in more than 200 million trees killed since 2010 (Moore et al., 2023).

There is also a heightened risk of landslides. Prolonged dry spells reduce soil moisture, causing the ground to become less stable. When heavy rains eventually occur after a drought, the parched soil is unable to absorb the moisture adequately, leading to an increased likelihood of landslides and mudflows (Fountain, 2023). These hazardous events can damage infrastructure, disrupt transportation routes, and jeopardize human safety in the affected areas.

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Earthquake Hazard Profile

Description

An earthquake can be described as a sudden release of energy from the Earth's crust resulting in sudden, rapid shaking. This energy is created when rocks along a fault move in such a way as to cause seismic waves that cause ground shaking. There are multiple ways to categorize an earthquake:

- **Magnitude**: This is a measure of the energy released by the earthquake, through a measure of total distance a fault has moved, and the force required to move The Richter Scale (M_L) is what most people have heard about, but in practice it is not commonly used anymore, except for small earthquakes recorded locally, for which M_L and short-period surface wave magnitude (Mblg) are the only magnitudes that can be measured. For all other earthquakes, the moment magnitude (Mw) scale is a more accurate measure of the earthquake size.
- **Depth**: This is the distance between the earthquake's epicenter and the Earth's surface. Shallow earthquakes, which occur within the top 60 kilometers of the Earth's crust, tend to cause more damage than deep earthquakes, which occur at depths greater than 60 kilometers.
- **Intensity**: This is a measure of the level of shaking and damage caused by the earthquake. The Modified Mercalli Intensity Scale is one way to measure earthquake intensity, with values ranging from I (not felt) to XII (total destruction). Intensity can vary depending on the distance from the epicenter, the type of soil and rock in the area, and other factors.
- **Ground Motion**: This system is based on the way that the ground moves during an earthquake, and it can be used to describe the severity and potential damage of an earthquake. There are three main types of ground motion that are associated with earthquakes. P-waves are the fastest seismic waves and the first to arrive at a seismometer. They cause the ground to move back and forth in the direction of the wave. S-waves are slower than P-waves and arrive after P-waves. They cause the ground to move up and down or side to side perpendicular to the direction of the wave. Surface waves are the slowest and most destructive seismic waves. They are called surface waves because they travel along the surface of the Earth. Surface waves can cause the ground to move in a rolling motion, which can cause significant damage to buildings and infrastructure.

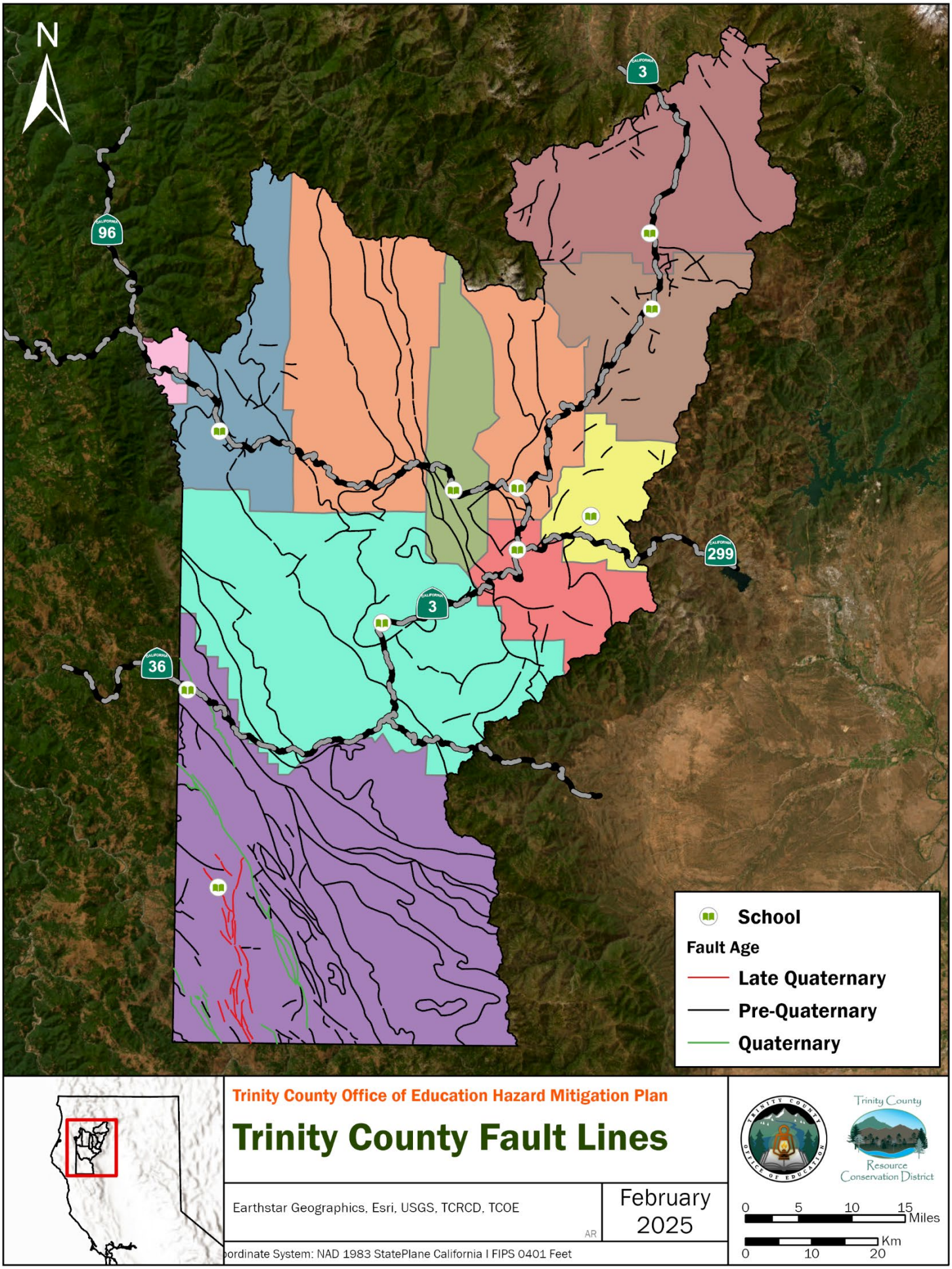
During an earthquake, ground shaking can occur and cause damage to buildings, bridges, roads, and other infrastructure. The severity of ground shaking depends on the magnitude of the earthquake, the distance from the epicenter, and the type of soil and rock in the area. Soft soils tend to amplify ground shaking, while harder rock tends to reduce it.

Faults are the primary source of earthquakes. A fault is a fracture or zone of fractures in the Earth's crust along which rocks on either side have moved past each other. This movement can be caused by the accumulation of stress in the Earth's crust, which can eventually exceed the strength of the rocks and cause them to break and shift. Faults can vary in size and shape, from small cracks that are only visible under a microscope to large-scale features that span hundreds of kilometers. Faults are typically classified based on their orientation, the direction of movement of the rocks on either side of the fault, and the type of movement that occurs.

Location

While the entire county could technically be impacted by an earthquake, the risk is relatively low with only a few instances of earthquakes recorded in Trinity County history. These earthquakes were recorded at 4.0 Mw, which is generally regarded as when an earthquake which is felt, but is not likely to cause property damage. Typically, a 5.0 Mw earthquake may cause some property damage and the risk to property and life increases at higher measurements. An earthquake can still occur in any district, the geographic extent of earthquakes in Trinity County is **large**.

Most faults within the County are concentrated within the western and southwestern edge of the neighboring Humboldt and Mendocino Counties. Although, there are several fault lines within central and north central Trinity. Many earthquakes have happened in these regions. The southwest region of the County has the highest probability of earthquakes, with Hoaglin-Zenia Elementary sitting on a fault line, and the likelihood of earthquakes decreases as you journey to the northeastern most part of the County. Figure 70 shows the fault locations of the county.



Trinity County Office of Education Hazard Mitigation Plan

Trinity County Fault Lines

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

February 2025

ordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

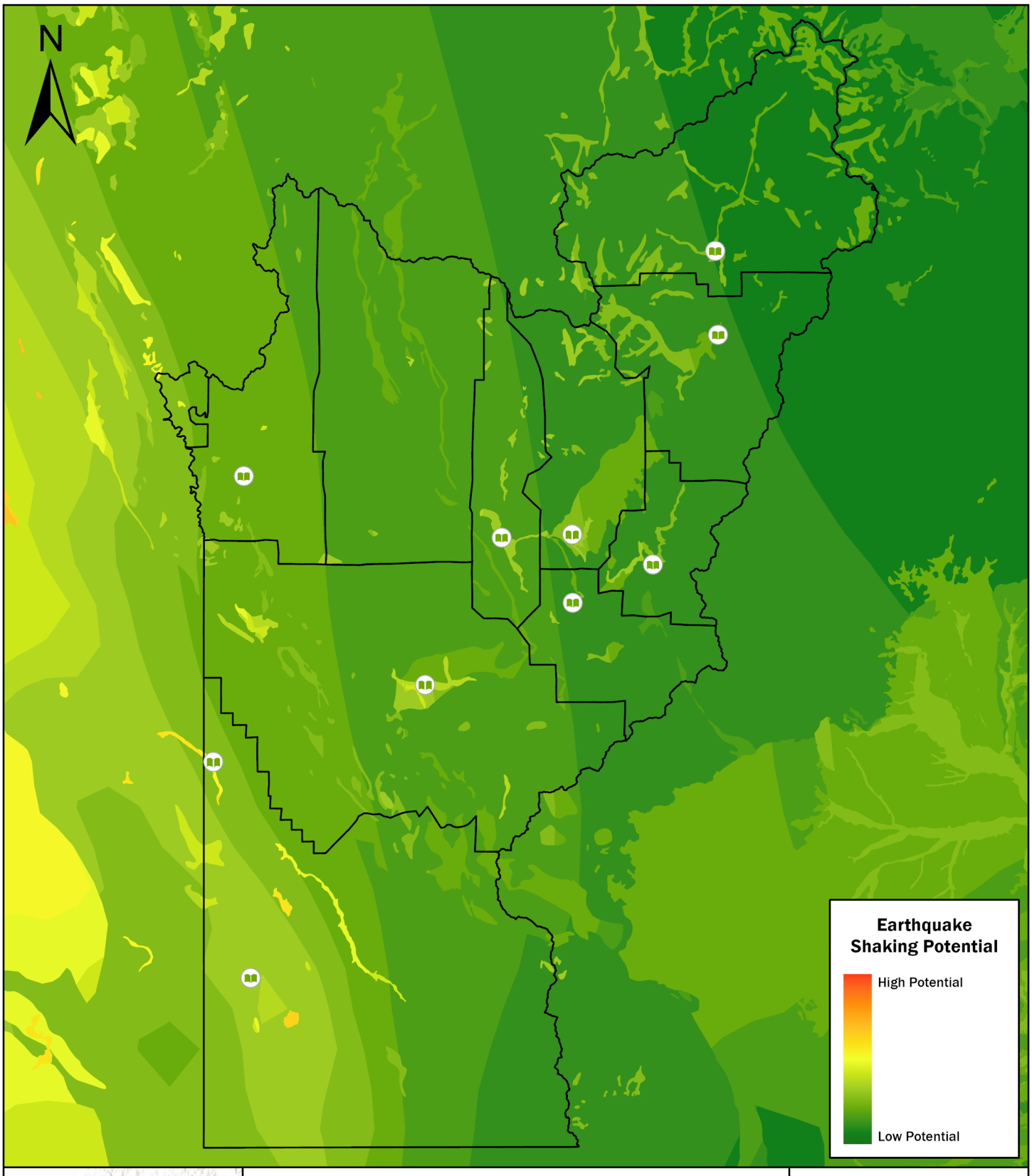
Trinity County Resource Conservation District

0 5 10 15 Miles

0 10 20 Km

Extent

In the event of an earthquake, impacts are expected to be **moderate**, potentially impacting school facilities and operations. While the area has low seismic activity historically, the region may be subjected to low to moderate levels of ground shaking from nearby or distant earthquakes; an example of this being the 7.0 Mw earthquake which happened in Humboldt County in December 2024 which caused moderate shaking in portions of Trinity County (Noceda, 2025). Figure 71 shows the estimated shaking potential for the county. There are no liquefaction zones in the county.



Trinity County Office of Education Hazard Mitigation Plan

Trinity County
Earthquake Shaking Potential

Esri, USGS, TCRCD, TCOE

February
2025

AR

Coordinate System: WGS 1984 Web Mercator Auxiliary Sphere

Trinity County
Resource
Conservation District

0 5 10 15 Miles

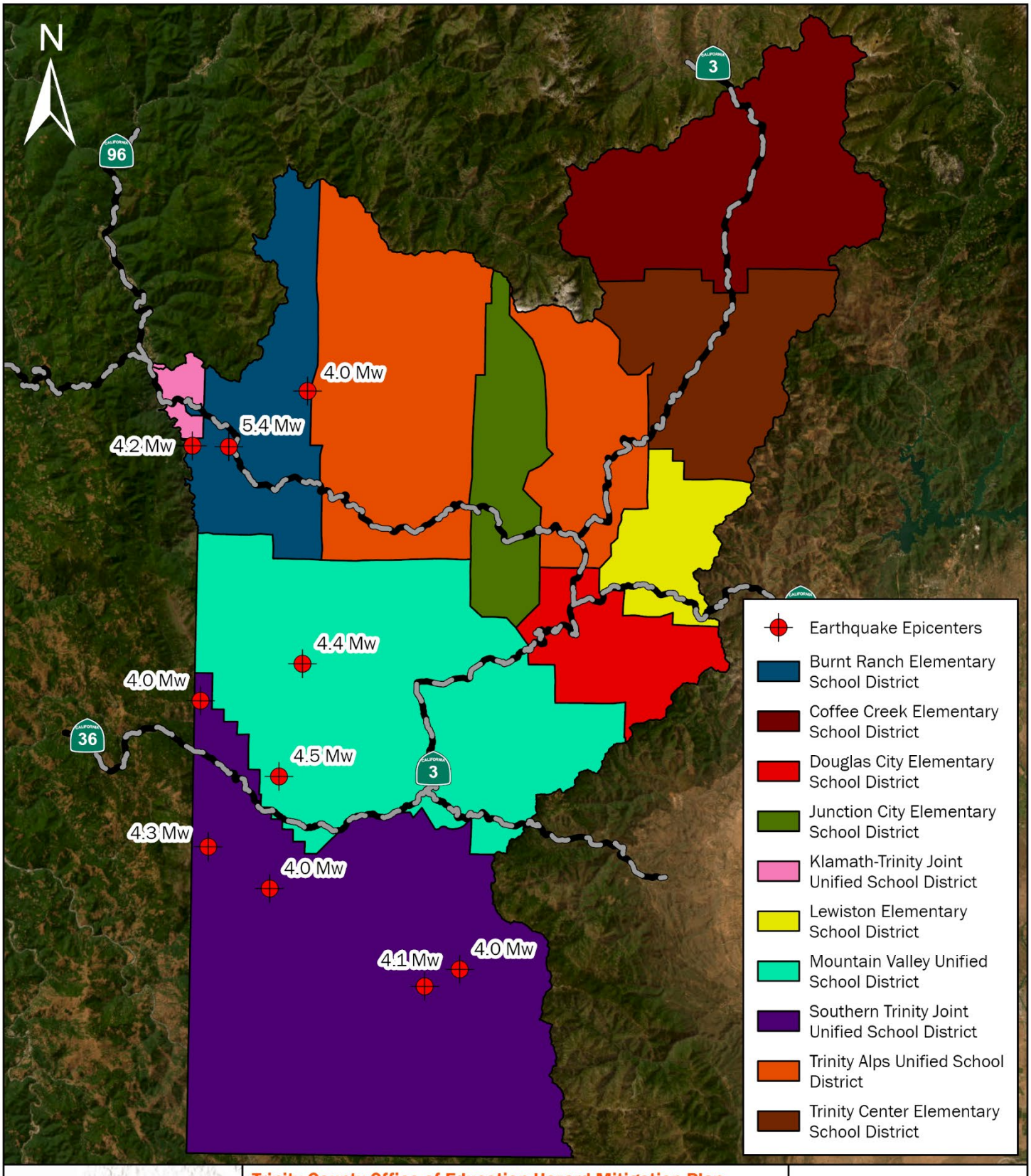
0 10 20 Km

Previous Occurrences

There are no reported instances of earthquakes impacting schools in the school closure logs, Spatial Hazard Events and Loss Database for the United States (SHELDUS™) database, nor in the historical school profiles.

The only FEMA Disaster Declaration reported impacting Trinity County was a statewide disaster declaration made in 1964, referred to as DR-169-CA. There is not much information on the disaster declaration itself, but its name 'Seismic Sea Wave' and fact that the declaration date was April 1, 1964 indicates that the declaration was made in response to the 9.2 Mw earthquake which hit outside of Alaska on March 27 the same year, and which caused a 150 ft tsunami which hit California, killing 12 in Crescent City (Graff, 2018).

While not occurring in Trinity County, between 2020-2024, there have been multiple earthquakes off the coast of Humboldt, where there is heightened risk of earthquake activity, which were 6.0 Mw or higher and which were felt in Trinity County, such as the 7.0 Mw earthquake in December 2024 and the 6.2 Mw earthquake in December 2021. Figure 72 shows where earthquakes of 4.0 Mw are higher occurred within the county.



Trinity County Office of Education Hazard Mitigation Plan

Trinity County Earthquake History 1961-2022

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 5 10 15 Miles

0 10 20 Km

Probability of Future Occurrence

As shown in Figure 72, there hasn't been notable earthquake activity within the county in recent history. Since 2020, there has only been one earthquake higher than 4.0 Mw, which was a 4.3 Mw earthquake which occurred in the Southern Trinity Joint Unified School District. Since 1960, there's only been one earthquake recorded as higher 5.0, which was a 5.4 Mw earthquake in the Burnt Ranch Elementary School District in 2008. That considered, it is **unlikely** that an earthquake will negatively impact school districts within the county in the next ten years. Although, it is likely there will be an earthquake of 4.0 Mw or higher within the next ten years.

Vulnerability Analysis

Schools with the highest shaking potential risk include those within the Southern Trinity Joint Unified School District, including Southern Trinity High, Van Duzen Elementary, and Hoaglin-Zenia Elementary. The shaking potential for these schools is moderate and not anticipated to damage structures. This is an area of the county with the highest shaking potential and with the R.W. Matthews Dam, which, in the event of a dam failure caused by earthquake shaking damages, could impact normal school operations, but isn't anticipated to impact school infrastructure.

School Facilities and Operations

In the event of an earthquake which is measured at 5.0 Mw or higher, there may be significant impacts to school facilities and operations. Facilities may suffer structural damage. If the functionality and safety of these facilities are compromised, school operations may be seriously impaired and schools may need to close.

While six of the nine districts stated their school's infrastructure is built to meet current California earthquake standards, three of them were unsure of their standing including TCESD, STJUSD, and DCESD.

Health and Safety

In the event of a larger magnitude earthquake, health and safety may be at risk. If students or staff are inside during a high magnitude earthquake, they may be at risk of falling objects or glass breaking from windows. If students or staff are outside during a high magnitude earthquake, they may be at risk from utility wires, sinkholes, falling debris from trees, buildings, or of falling telephone lines.

Future Development

Due to the limited history of earthquakes in the county and limited geographic area likely to have an earthquake over 5.0 Mw, there is not a present concern of earthquake risk limiting future development.

Transportation

When earthquakes strike, roads, bridges, and tunnels can suffer severe structural damage or even collapse due to subsidence. This can lead to traffic congestion, delays, and in extreme cases, isolation of school sites, hindering emergency response efforts.

Equity Considerations

Older structures potentially not built to current building standards are most at risk to an earthquake. Otherwise, those who may have mobility challenges and who may not be able to duck, cover, or take necessary protective actions in the event of an earthquake are also at risk during a high magnitude earthquake event.

Exposure of School Infrastructure

While there is shaking potential for school districts, there are no school districts within an area of strong to very strong shaking potential. Ground shaking potential was interpreted from 0.005g, very weak shaking which is unlikely to be felt, to 0.215g, very strong shaking which can cause damage to structures. The shaking potential assessed at the Southern Trinity High, Van Duzen Elementary and Hoaglin-Zenia Elementary is expected to be felt by most people but under the threshold of a strong shake which could cause minor to moderate damage to structures. As there is not a projected significant shaking potential, damage estimates were not prepared.

Summary of Impacts

It is likely that the county will be impacted by an earthquake of 4.0 Mw or higher within the next ten years, but potentially not in the next five years. Education on what to do in the event of an earthquake and ensuring school infrastructure is resilient in the event of an earthquake is essential to reducing school district risk to this hazard. Table 14 summarizes the hazard ranking index for the earthquake hazard which was the basis for the planning significance designation.

Table 14. Earthquake Hazard Ranking Matrix

Ranking	Earthquake
Location	3
Extent	2
Future Occurrence	1
Public Score	2
Steering Committee Score	1
Impact Ranking	9

Warning Time

Warning times for earthquakes in California vary depending on the location, magnitude of the quake, and the distance from the seismic source. The state has implemented an early warning system known as ShakeAlert, which aims to provide residents and those who maintain critical infrastructure with advance notice before the shaking waves from an earthquake reach their location. For smaller, more distant earthquakes, warning times can be a few seconds to tens of seconds. These early warnings can provide enough time for people to take immediate protective actions, such as dropping, covering, and holding on during the shaking, and for automated systems to trigger safety measures, such as stopping trains and shutting down industrial processes.

Secondary Hazards

Earthquakes can also trigger secondary effects such as landslides, tsunamis, and aftershocks. The county's terrain, combined with the loose soil and rock formations, makes it highly susceptible to landslides triggered by seismic activity. Large offshore earthquakes can generate powerful tsunamis that can inundate coastal communities with little warning. This can result in many evacuees fleeing to Trinity County, as it is more inland and has a generally higher elevation. Damages to roads may also result in harm to travelers and short to long term impacts to transportation and emergency services.

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External Hazards

Description

In developing the external hazards section of the school hazard plan, stakeholders emphasized the need to consider how hazards occurring beyond school grounds can impact school operations and safety. While the primary focus of school hazard planning often centers on on-site risks, discussions highlighted that external factors - such as power outages, road closures, and staffing shortages — can disrupt normal operations and emergency response capacity. By evaluating these external hazards, the plan aims to provide a more comprehensive approach to increasing school resilience and ensuring continuity of education and safety during disruptive events.

Each hazard is thoroughly detailed through a structured analysis, including a clear description, its geographic scope, severity of impact, previous occurrences, likelihood of future occurrences, and a vulnerability assessment evaluating effects on school facilities, health and safety, future development, transportation, and equity considerations. The section concludes with a consolidated summary of impacts, synthesizing the collective implications of all three hazards to underscore their significance and to help guide mitigation strategies.

Power Outages

A power outage is an event in which there is a partial or total loss of power supply, meaning there could be a disruption to homes, businesses, schools, and facilities which use electricity on the grid. Typically, Trinity doesn't experience county-wide outages, but when an outage occurs, it can affect one or multiple districts at a time. These outages can be caused by various factors, including:

- Severe weather (e.g., thunderstorms, winter storms, strong winds, etc.)
- Equipment failure (e.g., transformer or power station malfunctions)
- Grid overload (too much demand on the power system)
- Human error or accidents (e.g., construction damage to power lines)
- Public safety shut-off (e.g., Red Flag Warning conditions)
- Maintenance scheduled shut-off

A power outage caused by severe weather, equipment failure, grid overload, or human error is typically an unscheduled outage. A power outage due to maintenance or public safety shut-off is typically a scheduled outage. There are exceptions; for example, if weather conditions change quickly which results in a public safety shut-off being required without notice, this can be regarded as an unscheduled shut-off.

Power shut-offs can affect specific school districts and disrupt education, health, safety, and community stability. Outages caused by Public Safety Power Shutoffs (PSPS) to prevent wildfires or infrastructure failures (e.g., downed lines) affect not only school districts but the community as a whole. Restoration delays, dependent on the outage's cause and scarce resources, amplify impacts.

Trinity County's power is supplied by both the Trinity Public Utilities District (TPUD), which relies entirely on renewable hydroelectric energy from the Trinity Dam and the Western Area Power Administration (WAPA), and Pacific Gas & Electric (PG&E).

Power outages are a prevalent hazard due to the county's rural setting, aging electrical infrastructure, and high wildfire risk, which prompts PSPS during Red Flag Warnings. The county's nine school districts rely on a limited power grid, making them vulnerable to widespread outages. These disruptions effect education, health services, and community functions. Of the nine districts, only two have back-up power systems: TAUSD and BRUSD. MVUSD has a back-up generator that can keep food frozen but it isn't enough to run all their facilities.

Table 14 displays the school districts power provider and if they have a back-up system in case of power outages.

Table 14 School Districts' Power Provider and Back-Up Systems.

Ranking	Back-Up System	Provider
Burnt Ranch ESD	Yes	PG&E
Coffee Creek ESD	Yes	TPUD
Lewiston ESD	No	TPUD
Douglas City ESD	No	TPUD
Junction City ESD	No	TPUD
Mountain Valley USD	No	TPUD
Southern Trinity JUSD	No	PG&E
Trinity Alps USD	Yes	TPUD
Trinity Center ESD	No	TPUD

A note for the above table is that Mountain Valley USD does have back-up generators, but they are for keeping food refrigerated and cannot maintain operations at either school sites. Due to this, MVUSD was labeled "No" for having a back-up system.

Location

The geographic extent of the power outage hazard is **large**, as outages can occur anywhere, at any time. TPUD and PG&E will notify its customers of planned power outages, allowing their customers to prepare. However, unexpected outages can still occur suddenly, often with minimal to no warning time and typically without an estimate of when power will be restored.

Extent

Planned or unplanned power outages can affect school operations or health and safety, leading to a **moderate** impact. Power outages often occur as a secondary hazard triggered by primary events like wildfires, storms, or earthquakes.

Power outages can disrupt school operations by affecting lighting, heating or cooling systems, communication tools, and the functionality of electronic devices needed for teaching and learning. Outages can compromise safety measures, such as alarms, security cameras, and emergency lighting, posing risks to students and staff. Prolonged outages may lead to canceled classes, spoiled food in cafeterias, and difficulty maintaining essential systems like water pumps or ventilation.

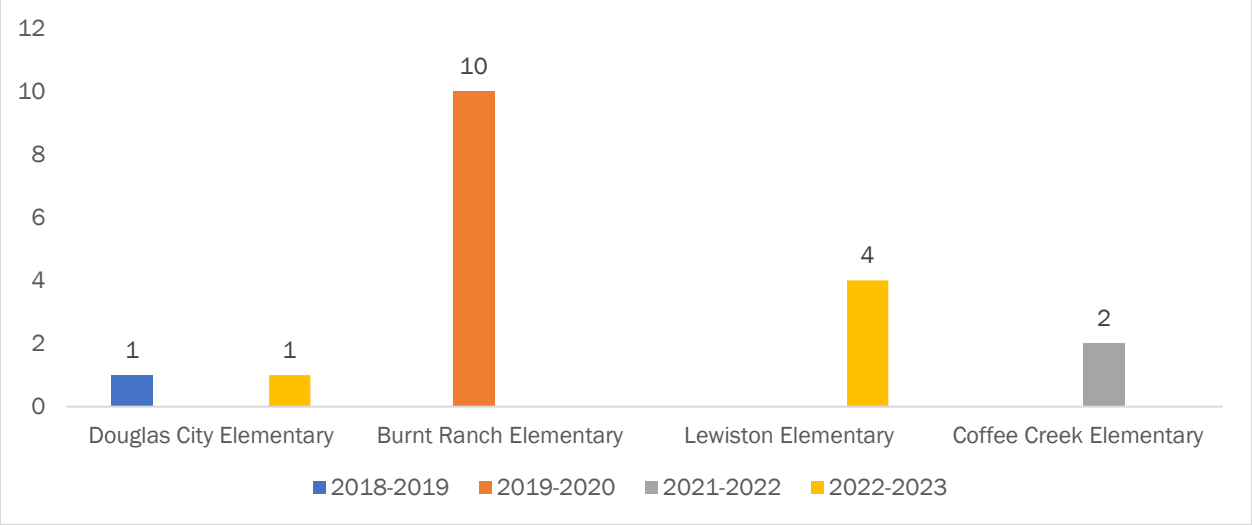
Trinity High School (TAUSD) and Southern Trinity High School (STJUSD) are designated evacuation centers in Trinity County, providing shelter during emergencies. Trinity High School is equipped with a back-up power system, enabling it to function fully as an evacuation center during power outages, ensuring access to communications, water, food, and other critical services. Southern Trinity Joint USD does not have a back-up power system, but they are partnered with Red Cross and have a shared shelter across the road from Southern Trinity High School. Their high school campus also serves as housing for firefighters.

Previous Occurrences

Across the nine districts, 18 school closure days have been attributed to power outages from Academic Year 2017-18 through 2024-25, per district reports. It can be assumed that there are instances where there was a power outage which had impacted school operations, but the primary hazard – such as wildfire or winter storm, was the reason provided for the closure.

Figure 73 details school closures logged due to power outage.

Figure 73. School Closure Days by Academic Year and School District from Academic Years 2018-2019 through 2024-2025 due to Power Outage



There are no records of power outages within FEMA's disaster declaration database or within the Spatial Hazard Events and Loss Database for the United States (SHELDUS™) database or historical school profiles.

Probability of Future Occurrence

As there have been 18 separate school closures reported due to power outages since Academic Year 2018-19, it is **likely** that there will be future occurrences within the next five years.

Vulnerability Analysis

Each school district within the county is vulnerable to the evaluated external hazards. While this is the case, there are school districts which have specifically been impacted by these hazards within the planning period or are particularly vulnerable.

Outages disrupt education, compromise safety, and strain resources, with significant implications for students, staff, and communities. As LESD, DCESD, JCESD, MVUSD, STJUSD, and TCESD do not have adequate back-up power to support school operations in the event of a power outage these districts are particularly vulnerable.

School Facilities and Operations

In the event of a power outage, there would be impacts to school facilities and operations. Potential impacts to facilities and operations include schools or administrative offices closing, loss of lighting, the loss of power for projectors, smartboards, computers, and other electronics, disruptions to class, and loss of heating, ventilation, and air conditioning (HVAC) systems.

Limited budgets have prevented generator installation for districts in need. Outages halt in-person classes and remote learning is ineffective for some students due the lack of internet access. Extended closures also cancel extracurricular activities and after-school programs, reducing student engagement and community involvement.

Health and Safety

The loss of power can endanger the health and safety of students and faculty. Security systems like surveillance cameras, alarms, and electronic door locks may fail; emergency lighting may be limited, creating hazards in hallways and stairwells; refrigeration failures can lead to food spoilage and sprinkler systems may be affected, creating potential fire risks. During an outage, medical services provided by the schools may be delayed and students may be unable to contact their guardians in an emergency.

Future Development

The low tax base and *Secure Rural Schools* funding uncertainties limit generator or grid upgrades, (CalMatters, 2025). Lack and/or loss of funding makes it difficult for Trinity County school districts to make the necessary upgrades to their schools. These limitations worsen vulnerabilities to hazards like power outages, compromise student safety and educational quality, and widen inequities for low-income students. Despite the funding limitations, school districts are still working to increase power resilience, especially in the event of an emergency. At the time of writing, TCOE is supporting JCESD in an application to install a back-up generator at Junction City Elementary and has plans to support other school sites which don't have back-up power to obtain generators.

Transportation

A prolonged outage may force schools to close, leading to last-minute transportation scheduling issues. Parents and staff may not receive updates about routes or drop-off/pick-up changes if phone lines and internet services are down. Bus dispatch also may lose the ability to track and coordinate routes via GPS or radio communication. It is also common for power outages to disable fuel pumps, hindering or delaying school buses.

Equity Considerations

Power outages impact entire communities but students can have increased risk to their academic success, particularly those with special needs or from low-income households. Students relying on assistive technologies for special education services may lose access, hindering their ability to learn and engage with educational content. Low-income students who depend on free or reduced-price school meals, face food insecurity when cafeteria operations are disrupted. At home, many students lack alternative lighting, heating, or cooling, creating unsafe or uncomfortable living conditions, especially during prolonged outages. Students with medical needs, such as those using electrically powered devices like nebulizers or insulin pumps, encounter health risks when power is unavailable, exacerbating vulnerabilities for these populations.

Exposure of School Infrastructure

For power outages, the entire county is exposed and vulnerable. Power outages do not typically impact buildings. No school district or TCOE structures are anticipated to receive damage as a direct result of a power outage. Although a power outage may result in lack of cooling which may impact information technology or food, the ability to provide water and sanitation, or continue normal operations.

Road Closures

Road closures evaluated are those which may impact transportation routes to and from a school site. Trinity is a rural area with a rugged landscape, and its main roadways are critical for connectivity, emergency response, and access to communities and school districts.

If there is a road closure, a transportation route is either completely or partially closed. If there is a full closure, the road will be completely closed with the need for an alternate or detour route. If there is a lane closure, an individual lane or lanes will be closed on a road. If there is a one-way traffic closure, then traffic will be stopped in both directions on a road, requiring flaggers who will direct motorists to stop or continue.

A road closure can be caused for multiple reasons, including:

- Severe weather (e.g., thunderstorms, winter storms, flood, or wildfire)
- Landslides or debris flow
- Vehicle collisions
- Road work
- Infrastructure failure (e.g., slip outs, potholes, or culvert failure)
- Special events
- Utility work

The primary roadways of the county include HWY 299, HWY 3, and HWY 36. HWY 299 is the largest east-west highway, connecting the county to major cities like Redding and Eureka. It serves as the primary evacuation route and a major thoroughfare for commerce, emergency services, and school transportation. HWY 3 is the main north-south corridor, linking north county to south county. HWY 36 is the east-west route in southern Trinity, connecting to Humboldt County and Tehama County.

Apart from the major highways, the county is then further connected through county, Forest Service, and private roads that are vital for residents and school bus routes that allow access to schools for students and faculty. The roads of the county vary in condition – ranging from paved to dirt – and have different levels of maintenance which impacts drivability.

Location

The geographic extent of road closures affecting the school districts is categorized as **large**. Through interviews facilitated with each school district, six of the nine districts claimed that road closures had affected the students and/or faculties abilities to travel to and from school within the past five years. A road closure can impact any district within the county, with more rural schools at higher risk. Incidents such as wildfires, landslides, and downed trees blocking roadways are common occurrences throughout the county.

Extent

Road closures can significantly impact communities, school districts, and critical infrastructure. Road closures can simultaneously threaten health and safety and halt school operations, representing a **moderate** magnitude of the hazard.

In the event of a road closure, there may need to be an alternate route devised. Depending on the location of the closure, normal operations may need to be paused if there is not an adequate alternative route. If a road failure or road damage resulting in a closure happens on a key school transportation route during normal operations, it may disrupt student and staff ability to travel back home.

Previous Occurrences

When polled, many school districts, including, Burnt Ranch ESD, Douglas City ESD, Junction City ESD, Lewiston ESD, MVUSD, Southern Trinity Joint USD, and TAUSD, stated that their district has had notable road closures impact school attendance within the past five years. Road closure causes included winter storms and other forms of severe weather, landslides or debris flow, wildfire, and downed trees.

There are no records of road closures within FEMA's disaster declaration database or within the Spatial Hazard Events and Loss Database for the United States (SHELDUS™) database or historical school profiles.

Probability of Future Occurrence

Eight out of nine school districts have reported that road closures have impacted school attendance within the past five years, making it **likely** that road closures will impact schools within the next five years.

Vulnerability Analysis

The county faces significant vulnerability to road closures due to its high wildfire risk, susceptibility to extreme weather, and limited road network. The three primary highways along with county, Forest Service, and private roads are critical lifelines for all its public-school districts. Road closures disrupt access, threaten safety, and strain school operations, with cascading effects on communities. Burnt Ranch ESD, Douglas City ESD, Junction City ESD, Lewiston ESD, MVUSD, STJUSD, CCESD, and TAUSD reported having experienced impacts from major road closures over the past five years, with TCESD stating that the district has been impacted by road closures within the past ten years.

School Facilities and Operations

A significant road closure may limit access to a school site, disrupting normal operations. Limited budgets, a concern specifically raised by MVUSD, restrict investments in resilient infrastructure, such as reinforced access roads or back-up generators, increasing vulnerability. Prolonged closures, such as those during the 2021 Monument Fire, which affected multiple school districts in the county, can halt in-person learning for weeks.

Health and Safety

During an emergency, road closures exacerbate risk by limiting escape routes. Blocked roads can also delay fire, medical, or law enforcement response. For example, landslides during heavy rains isolate communities and slow aid, as experienced on Hyampom Road in April 2025.

Future Development

It is not expected that risk of road closures is going to impact considerations for any new infrastructure on existing school sites. Although, if there were a new school site developed, it is expected that there will be increased consideration for the need for alternative routes to and from school.

Transportation

A road closure has the potential to disrupt regular travel to and from school, depending on the location, timing, and severity of the closure. A closure may limit neighborhoods or communities of students from being able to attend school or may result in a school closure altogether. In addition, persistent closures may result in supply disruptions to school sites. BRESD specifically has concerns of the district's single road access and the impact a road closure would cause, not only the school district, but the entire community.

Equity Considerations

Road closures disproportionately impact marginalized groups, such as low-income households, rural communities, students with disabilities, and residents with limited access to technology or transportation. These closures often force school cancellations or a shift to remote learning, which is challenging due to the county's digital divide. 90% of California households have internet access, compared to only 75% of Trinity County households (Trinity County Equity Assessment, 2023).

The rural region, sparse road network, and high vulnerability to road closures pose significant barriers that disproportionately affect its small school districts. These barriers limit the ability to implement contingency plans for disruptions like road closures.

Exposure of School Infrastructure

For road closures, the entire county is exposed and vulnerable. Road closures do not typically impact buildings. No school district or TCOE structures are anticipated to be directly impacted by a road closure. However, school operations may be impacted if a road closure limits the ability of staff, students, or emergency personnel to access a school site.

Staff Shortages

A teacher shortage typically refers to when schools are unable to fill vacant positions or have underqualified teachers. Teacher shortages can stem from a combination of high turnover, burnout, rural isolation, and inadequate salaries. The national teacher shortage has significantly impacted California, with acute effects felt in certain regions. The California Department of Education reported over 10,000 unfilled teaching positions in Academic Year 2021–22, disproportionately affecting rural areas, communities of color, and low-income regions, including parts of Northern California.

Additionally, new teacher credentials declined by 16% in 2021–22, marking the first such drop in nearly a decade (Learning Policy Institute, 2023).

In remote areas like Trinity, limited amenities and elevated expenses (e.g., fuel, groceries) hinder both teacher retention and recruitment efforts, making it challenging to attract and sustain a stable workforce. California is ranked 47th nationally with 45.97 teachers per 1,000 students (Scholaroo, 2023).

Location

Staffing shortages can significantly impact any school district within the county, resulting in a **large** geographic extent.

Extent

This external hazard is categorized as **moderate**. Staffing shortages significantly disrupt school operations by causing program cuts, reliance on underqualified staff, and administrative strain. Throughout California, over 4,000 emergency permits were issued in Academic Year 2021–22 to fill vacancies with underqualified staff, a trend prevalent in rural Northern California (California Commission on Teacher Credentialing, 2023). They also moderately affect health and safety by increasing teacher burnout and compromising student supervision, which could hinder emergency responses in a county prone to wildfires. However, their impact on school infrastructure is weak, with only indirect, long-term effects through reduced funding due to enrollment declines.

Low salaries deter hiring of specialized facility staff, prolonging vulnerabilities. In California, the average teacher salary is $88,508, but the starting salary, on average, of $51,600 falls below the state's minimum living wage of $54,070. Adjusted for inflation, teachers earn $3,644 less annually than a decade ago, as educator pay has not kept pace with rising costs (Kemp, 2023).

Previous *Occurrences*

Within the historical school profiles, there are accounts of the Douglas City Elementary School having challenges retaining teachers prior to the turn of the century. When interviewed, DCESD, MVUSD, TAUSD, and TCESD reported that their school district's normal operations have been impacted by staff shortages within the past five years. Meanwhile, CCESD and LESD have not had shortages but they do struggle with limited applicant numbers and difficulties finding new staff members.

There are no records of staffing shortages within FEMA's disaster declaration database or within the Spatial Hazard Events and Loss Database for the United States (SHELDUS™) database or historical school profiles.

Probability of Future Occurrences

As four districts have reported impacts from staffing shortages over the past five years, it is **likely** that staff shortages will impact schools within the next five years.

Vulnerability Analysis

Statewide employment trends for teachers includes low salaries, high turnover, housing scarcity, declining enrollment, limited applicant pools, and administrative constraints. This can result in school programs being cut and less attention for individual students. DCESD, MVUSD, TAUSD, and TCESD reported that their school district's normal operations have been impacted by staff shortages within the

past five years, with LESD having concerns for a decrease in *Secure Rural Schools* funding potentially resulting in a reduction in teaching staff at the district.

School Facilities and Operations

Staffing shortages place a strain on normal school operations. Schools redirect funds to temporary hires or overtime, reducing resources for facility upgrades. Districts like MVUSD, face shortages of full-time staff and substitutes, despite a $200/day substitute pay, hindering staff leave and operational stability. Overworked staff face burnout. Shortages of custodial and maintenance staff lead to neglected facilities. Small districts can struggle to repair aging infrastructure, such as leaky roofs or outdated HVAC systems, increasing operational costs.

Health and Safety

Shortages of teachers and aides limit student supervision, increasing risks of accidents or behavioral incidents. School nurses are scarce and typically part-time, often shared across multiple districts or schools. With only one or two nurses serving multiple districts, response times for emergencies are delayed, and routine health screenings are limited. The lack of dedicated medical personnel means students often go underserved.

Future Development

Lack of housing is a barrier for new teachers entering the county. TCOE has provided housing for teachers in the past. A combined need for teachers and their housing may result in the development of new residences to meet this need. If student enrollment were to dramatically increase, resulting in the need for additional classrooms or a new school, but there was not adequate staff to teach students, then staffing shortages would have a negative impact on future development. That is not currently considered an issue and largely the staffing shortage isn't expected to have a large impact on future development.

Transportation

The staffing shortage in California isn't limited to teachers, there is also a lack of bus drivers (EdSource, 2022). Understaffed transportation teams cannot optimize routes, increasing travel times for students in smaller, rural districts. While travel time doesn't affect all students in the county, it does affect students that live in smaller communities like Hyampom. Students that travel from Hyampom to attend school in Hayfork may experience bus rides upwards of 45 minutes or longer.

Equity Considerations

Staffing shortages create and widen inequities by limiting access to quality education, health services, and support systems, particularly for underserved populations. Low-income households can rely heavily on schools for free meals, transportation, and educational opportunities. Staffing shortages can disrupt these services, creating financial and academic burdens.

If districts within the county lose *Secure Rural Schools* funding, a lack of teachers can lead to cuts in after-school programs, denying low-income students enrichment opportunities. The disproportionate impact on rural communities elevates the hazard's significance, as it undermines equal access to education and exacerbates systemic inequities.

Exposure of School Infrastructure

For staff shortages, the entire county is exposed and vulnerable. Staffing shortages do not typically impact buildings. No school district or TCOE structures are anticipated to be directly impacted by a

staffing shortage. However, operations may be impacted based on the significance of the staffing shortage.

Summary of Impacts

The external hazards evaluated have the potential to negatively impact school operations or health and safety. Table 14 summarizes the hazard ranking matrix for external hazards.

Table 14. External Hazards Ranking Matrix

Ranking	Power Outage	Road Closure	Staffing Shortage
Location	3	3	3
Extent	2	2	2
Future Occurrence	3	3	3
Public Score	3	2	1
Steering Committee Score	3	2	1
Impact Ranking	14	12	10

Warning Time

Warning time for a power outage is varied by cause. Planned outages initiated by PG&E or TPUD during high wildfire risk or due to maintenance are common practice, with a moderate warning time typically with days to weeks of public notice. Warnings are released via news, email, call, or text message and school districts can prepare. Unplanned outages, such as fallen trees and car accidents, typically have shorter warning windows or no warning at all, limiting preparation.

Warning time varies by cause. Infrastructure issues often have a short warning time (hours to days), as slip-outs or construction needs are detected reactively. This can also be the case in instances of wildfires and flooding but early detection and preparation from agencies like the Trinity County Office of Emergency Services through Ready Trinity can issue alerts to the public in a moderate amount of time.

Short warning times limit preparation for school faculty and students, forcing rapid school closures or rerouting. Moderate warning allows some planning (e.g., remote learning setup), but rural constraints, such as loss in communications, reduce effectiveness.

Staffing shortages are a chronic, slow-onset hazard with a long warning time. Indicators include persistent job vacancies, high turnover, and declining applicant pools. Long warning time allows planning (e.g., recruitment incentives, shared staffing), but the county's rural constraints limit mitigation effectiveness. Districts can anticipate shortages but struggle to address root causes like low pay and housing scarcity.

Secondary Hazards

Power outages are typically a secondary hazard caused by events such as wildfire or severe weather, but the effects outages have on schools include but are not limited to class cancellations, educational disparities, economic decline, health risks, social isolation, and infrastructure deterioration. They can also amplify inequities for low-income, rural school districts. Robust mitigation, including enhanced alerts, generators, and funding advocacy, is critical to ensure resilience for Trinity County's schools and residents.

A road closure is typically the secondary hazard to an event such as flood, wildfire, strong wind, or a landslide or debris flow. Beyond the immediate effects, road closures trigger secondary hazards that amplify vulnerabilities across the county. Road closures affect all districts and exacerbate existing issues with the current road systems.

Staffing shortages disrupt consistent education delivery and potentially exacerbate achievement gaps, particularly for special needs students and rural students lacking digital access. Reduced school services and enrollment drops weaken local economies; reducing local spending and tax revenue, triggering economic downturns, potentially leading to business closures and population loss. Enrollment drops further cut state funding, creating a feedback loop of decline.

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Flood Hazard Potential

Description

The area adjacent to a river channel is its floodplain. In its common usage, a floodplain refers to the area that is inundated by the 100-year flood, the flood that has a 1 percent chance in any given year of being equaled or exceeded. Other types of floods include thunderstorm generated flash floods, alluvial fan floods, snowmelt and rain on snow floods, dam failure floods, and urban or local drainage floods. More information on flood types which are common to the county include:

- **Flash flood** is characterized as rising very quickly, occurring suddenly, within a short time (from minutes to less than six hours), and usually is characterized by high flow velocities. Flash floods often result from intense rainfall over a small area, usually in areas of steep terrain.
- **Riverine flooding** occurs when a river or stream flows over its banks and causes considerable inundation of nearby land and roads. Riverine flooding is a longer-term event that may last several days to a week or more. Overbank flows along the Trinity River system usually result from heavy snow melt combined with heavy rainfall.
- **The one percent annual flood,** also referred to as the base flood, is the national standard to which communities regulate their floodplains through the National Flood Insurance Program (NFIP). The potential for flooding can change and increase through various land use changes and changes to land surface permeability relating to urbanization, however such changes have not occurred. A change in environment can create localized flooding problems inside and outside of floodplains by altering or confining watersheds or natural drainage channels.

Volume, onset, and duration characteristics for different types of floods are described below:

- **Snowmelt**: Flooding is characterized by moderate peak flows, large volume of runoff, moderate speed of onset, long duration, and marked daily fluctuation of flow.
- **Rain in a general storm system**: Flooding is characterized by high peak flows and moderate speed of onset and duration of flood flows.
- **Rain on snow event:** Combines snowmelt from past snow storms with a large, warm rain event off the Pacific known as the “Pineapple Express.” Flooding is characterized by high peak flows and moderate speed of onset and long duration of flood flows. This type of flood event has been the most catastrophic in the County.
- **Rain in a localized intense thunderstorm**: Flooding is characterized by high peak flows, relatively sudden onset, short duration of flow, and smaller volumes of runoff.

The Federal Emergency Management Agency (FEMA) performs a Flood Insurance Study (FIS) to assess a community’s risk to flood hazards through analyzing flood hazard areas along rivers, streams, coasts, and lakes within the community. These reports include, but are not limited to, historic information, topographic data, hydraulic data, and development. The results from these studies are used to create Flood Insurance Rate Maps (FIRMs). Table 14 describes the FEMA Flood Zones and level of risk associated.

Table 14.FEMA Flood Zones

Moderate to Low Risk Areas	
Zone	**Description**
B and X	Between the limits of the 100-year and 500-year Floodplain, area with a 0.2% (or 1 in 500 chance) annual chance of flooding. This zone is 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	500-year Floodplain, area of minimal flood hazard.
High Risk Areas	
Zone	**Description**
A	100-year Floodplain, areas with a 1% annual chance of flooding. Because detailed analyses are not performed for such areas; no depths or base flood elevations are shown within these zones.
AE	100-year Floodplain. The base floodplain where base flood elevations are provided. AE Zones are now used on new format FIRMs instead of A1-A30 Zones.
AH	100-year Floodplain, 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. flood elevations derived from detailed analyses are shown at selected intervals within these zones.
High Risk Areas	
Zone	**Description**
AO	100-year Floodplain, 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. 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).
A99	100-year Floodplain, 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.

The terms “100-year” or “500-year” flood is commonly used to describe flood events. The use of these terms creates the assumption that such flood events will have a specific return interval of only happening once every one hundred years, which is not always the case (H. M. Bell & Tobin, 2007). In the case of a 100-year flood, it means that over one thousand years, there will be ten floods. This is because the odds of this flood type occurring is 1% annually. This also means that even after a flood event occurs, the likelihood of a flood occurring again remains the same.

National Flood Insurance Program

The NFIP is a program that makes federally-backed flood insurance available in states and communities that agree to adopt and enforce floodplain management ordinances to reduce future flood damage. NFIP is managed by FEMA. Trinity County is a participant in the NFIP, which the Trinity County school systems reside within. TCOE is not eligible for NFIP.

As identified within the county's 2024 Hazard Mitigation Plan, Trinity County is committed to continued compliance with NFIP. Trinity County has participated in the NFIP since 1988. Since then, the County has administered floodplain management regulations that meet the minimum requirements of the NFIP. This is captured in *Trinity County Code Section 17.29B – Flood Hazard (FH) Zoning District or Flood Hazard Overlay Zone*, which meets the NFIP minimum floodplain management criteria. *Trinity County Code Section 17.29B* provides the means for implementing and enforcing local floodplain management regulations to regulate and permit development in special flood hazard areas. *Trinity County Code Section 17.29B.090 – Uses permitted in regulatory floodways*, outlines the requirements for substantial improvement within a special flood hazard area/flood hazard overlay. The County utilizes the steps and standard operating procedures (FEMA P-758) in instances where there is substantial improvement or damage after an event. The Trinity County Planning Director is the appointee designated to implement the requirements of the NFIP. At the time of writing, this position is vacant. In the interim, Drew Plebani, the Director of the Planning Department is the designee. Staff expert and environmental compliance specialist, Patrick Flynn, supports floodplain management for the County. The last FIRM Map was adopted for Trinity County in 2016.

To minimize the risk of flood hazards and implement the Trinity County Flood Hazard Zoning District Ordinance, any development proposed in the floodplain is subject to a flood hazard development permit. This permit requires additional review and is a tool to require structures within the floodplain to have higher development standards to reduce risk that they are impacted by flood.

Any structures which have sustained substantial damage and if the repairs needed to bring a structure to its pre-damage condition will equal or exceed 50% of the market value of the structure, will need a floodplain development permit before rebuilding to ensure the structure is built to current standards. The determination of substantial damage is made between Trinity County Planning Department and Trinity County Building Department staff through evaluating the pre-disaster market value and using the substantial damage tool to estimate the cost of the damages. A similar process is used if there is a substantial improvement. If someone wishes to remodel a structure within the floodplain to more than 50% of its existing size, then a floodplain development permit is required.

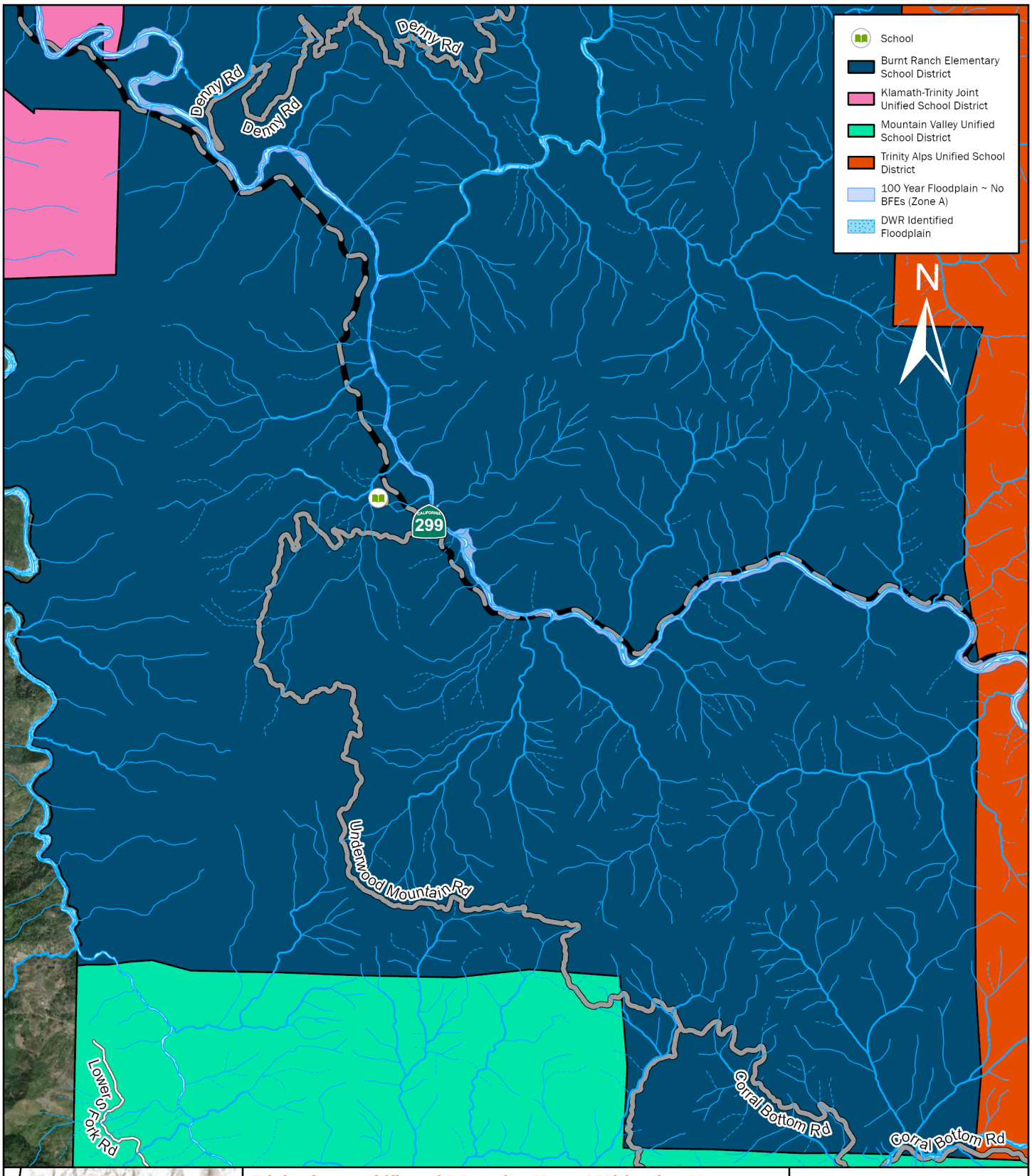
The County Floodplain Program is administered by the Trinity County Planning Department.

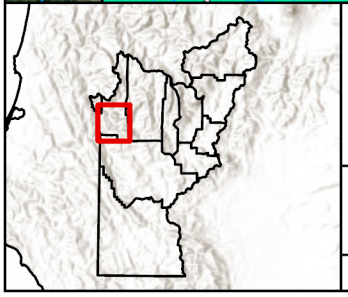
The California Department of Education establishes standards for school sites pursuant to *Education Code Section 17251* and adopts school site regulations, which are contained in the *California Code of Regulations, Title 5*, commencing with Section 14001. In evaluating a potential school site, if land is rendered useless for a variety of topographic reasons, including land in flood areas, that area would not be considered usable.

Location

As shown in Figures 74 through 94, each school district has flood risk within its district, meaning that the geographic extent of the hazard is **large**. While all districts have the potential for either a 100-year flood event, as identified by FEMA, or is identified by the Department of Water Resources as having a floodplain subject to flood risk, only Coffee Creek Elementary School is identified in current flood risk mapping as being within the 100-year floodplain. It is important to note that while flood risk mapping doesn't overlap with school sites, current projected flood risk area is close to school facilities for Southern Trinity High and Van Duzen Elementary schools. Each school's access could be impacted by a flood event.

There are portions of the County, particularly in Southern Trinity, which do not have FIRM mapping, such as Hyampom and Mad River. Portions of the Van Duzen River and South Fork Trinity River also lack FEMA mapping.





Trinity County Office of Education Hazard Mitigation Plan

Burnt Ranch Elementary School District Flood Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

February 2025

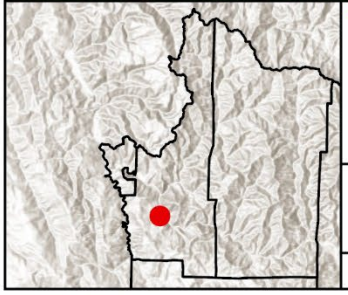
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Trinity County Resource Conservation District

0 1 2 Miles

0 1.5 3 Km





Trinity County Office of Education Hazard Mitigation Plan

Burnt Ranch Elementary School Flood Risk

Maxar, Microsoft, Esri, CGIAR, USGS, TCRCD, TCOE

AR

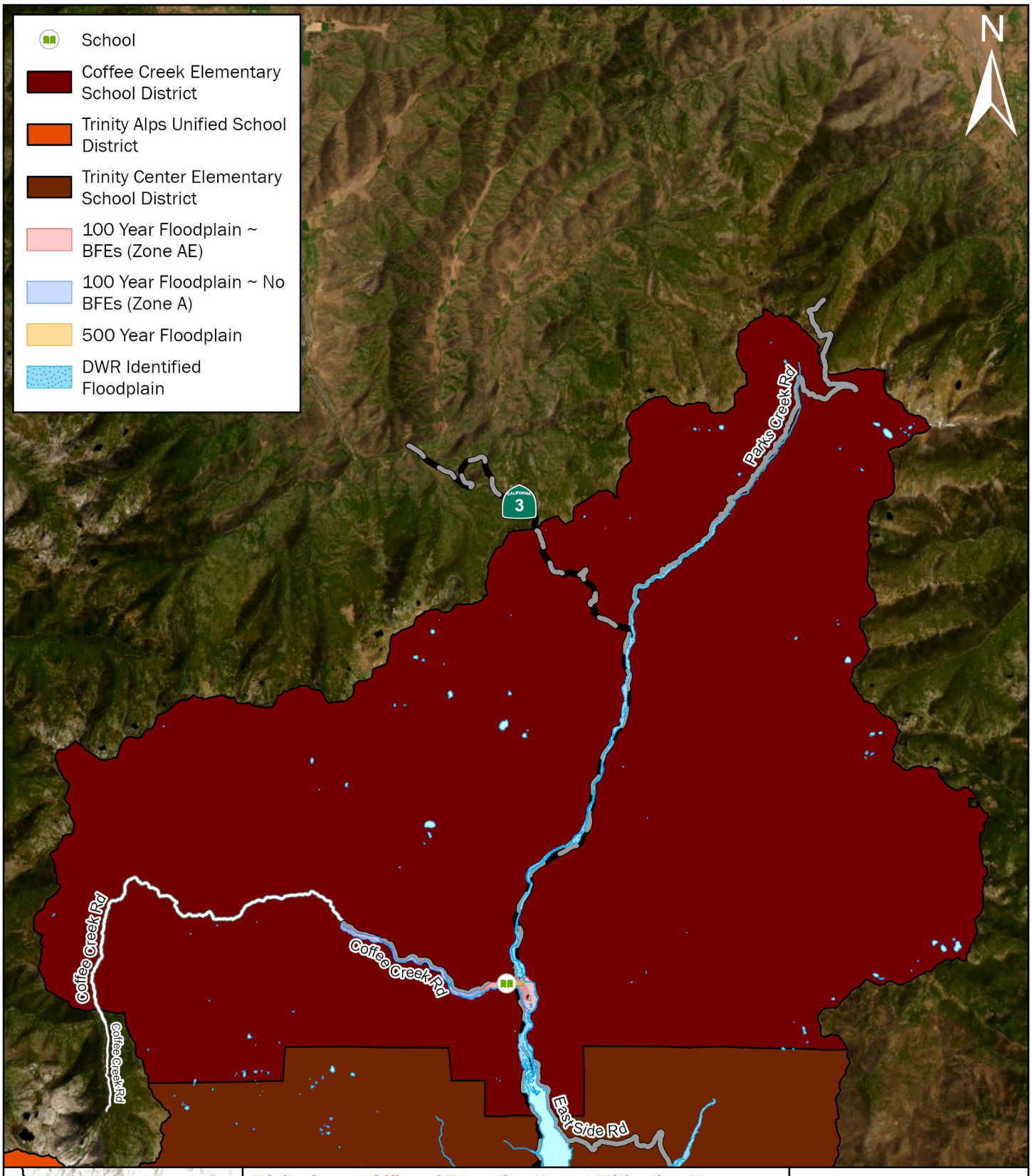
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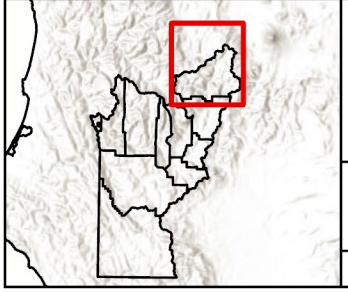
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Trinity County Resource Conservation District

0 100 200 Feet

0 25 50 Meters





Trinity County Office of Education Hazard Mitigation Plan

Coffee Creek Elementary School Flood Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

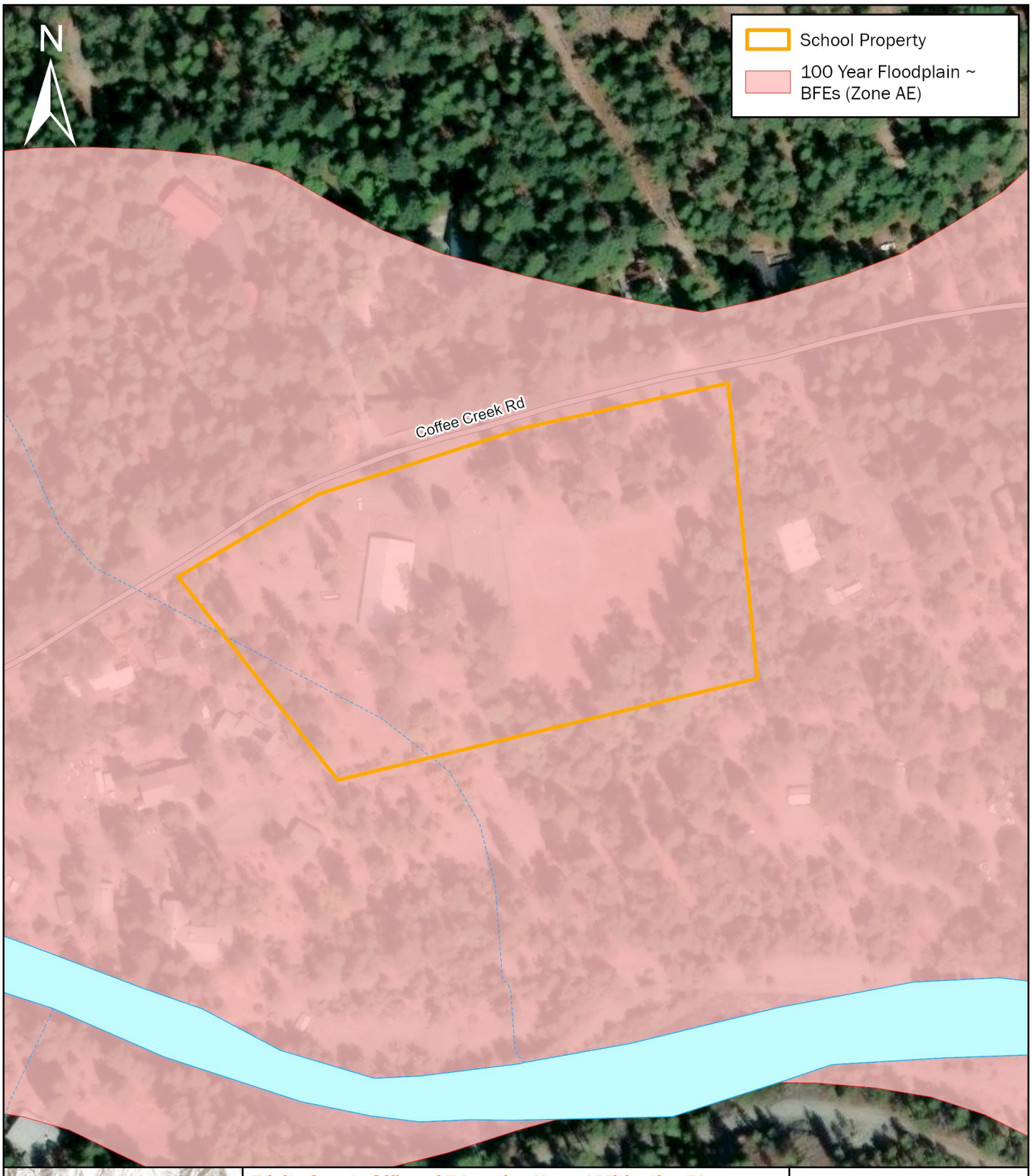
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Trinity County Resource Conservation District

0 2.5 5 Miles

0 2.5 5 Km





Trinity County Office of Education Hazard Mitigation Plan

Coffee Creek Elementary School Flood Risk

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

AR

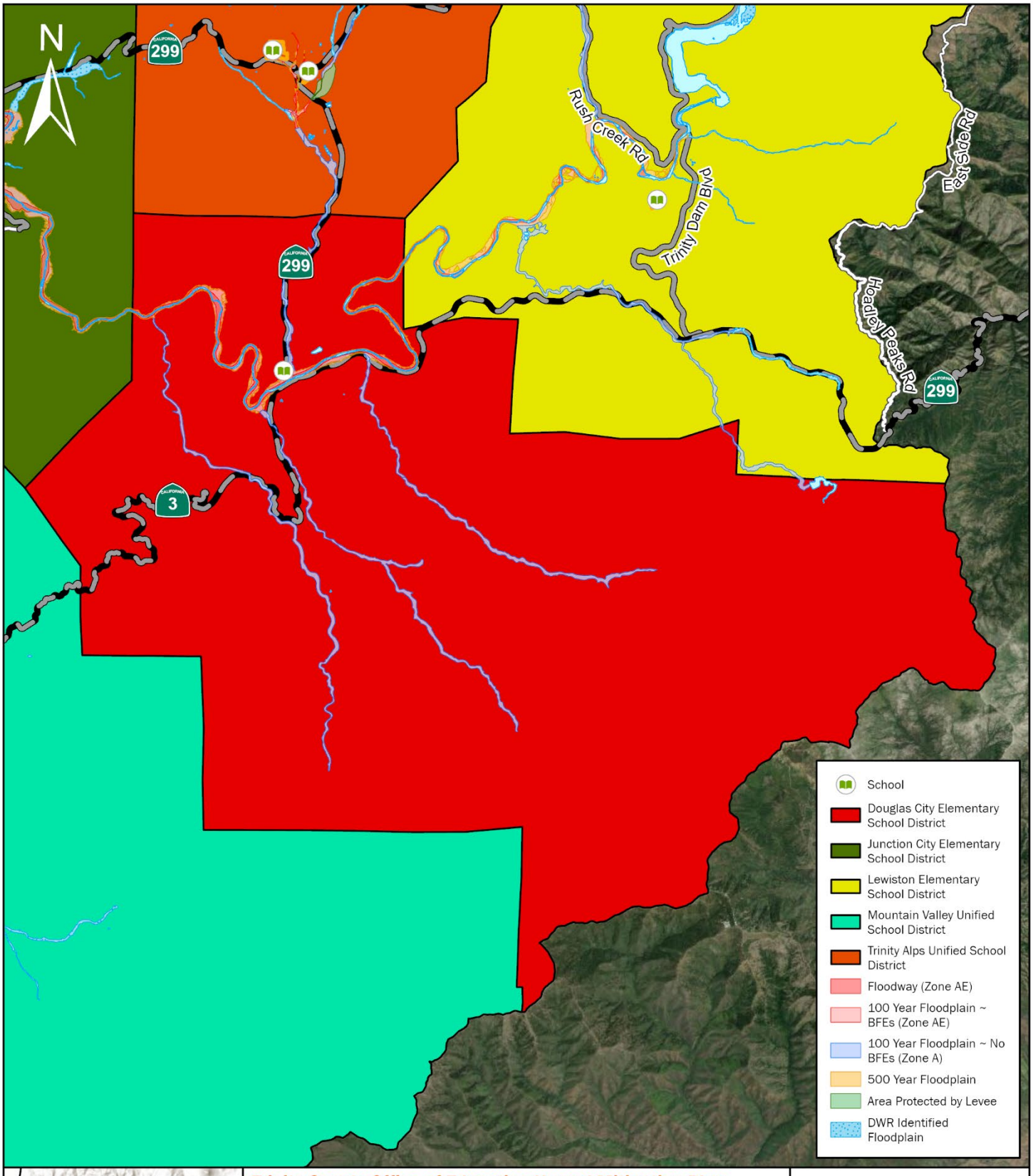
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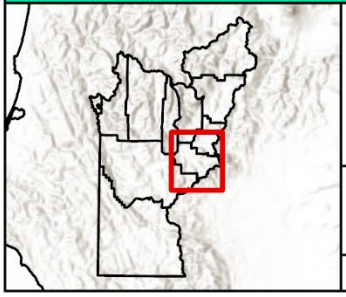
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Trinity County Resource Conservation District

0 100 200 Feet

0 25 50 Meters





Trinity County Office of Education Hazard Mitigation Plan

Douglas City Elementary School District Flood Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

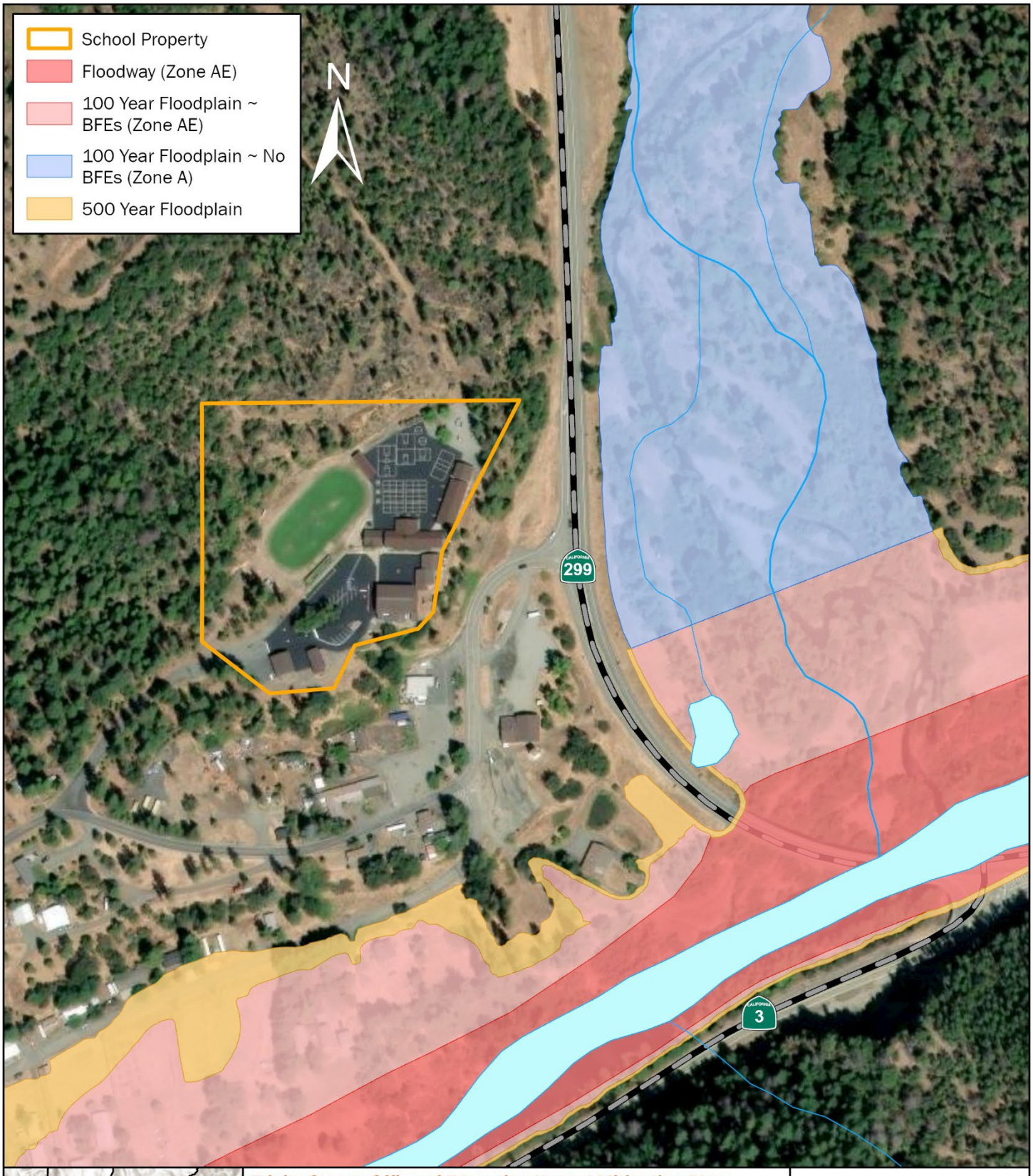
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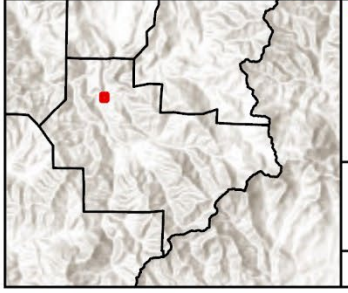
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Trinity County Resource Conservation District

0 1 2 3 Miles

0 1 2 4 Km





Trinity County Office of Education Hazard Mitigation Plan

Douglas City Elementary School Flood Risk

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

AR

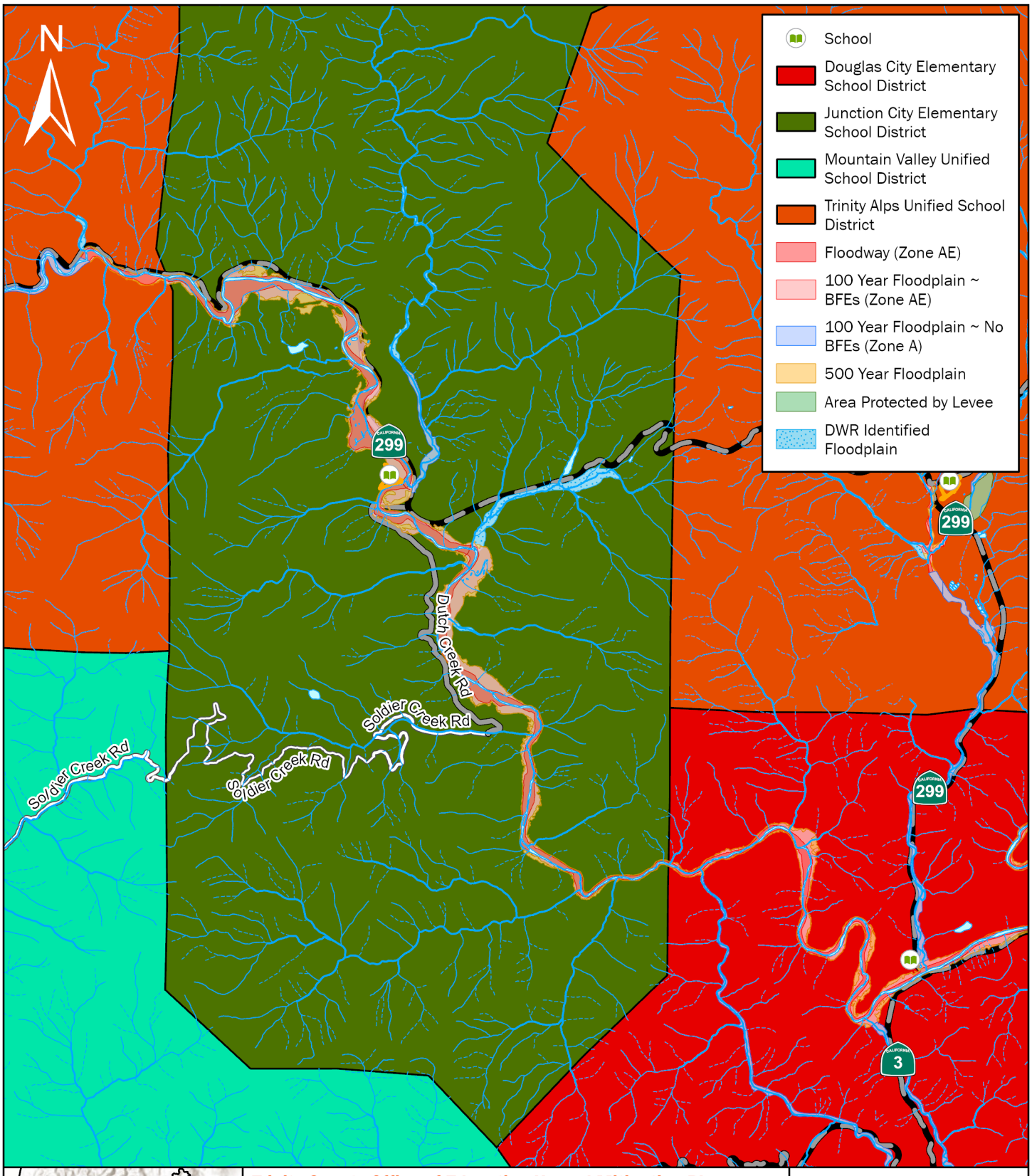
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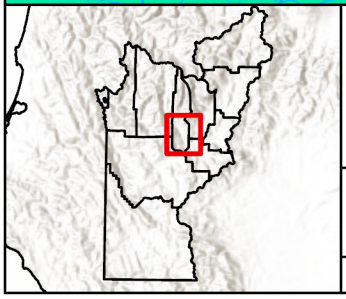
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Trinity County Resource Conservation District

0 150 300 Feet

0 50 100 Meters





Trinity County Office of Education Hazard Mitigation Plan

Junction City Elementary School District Flood Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

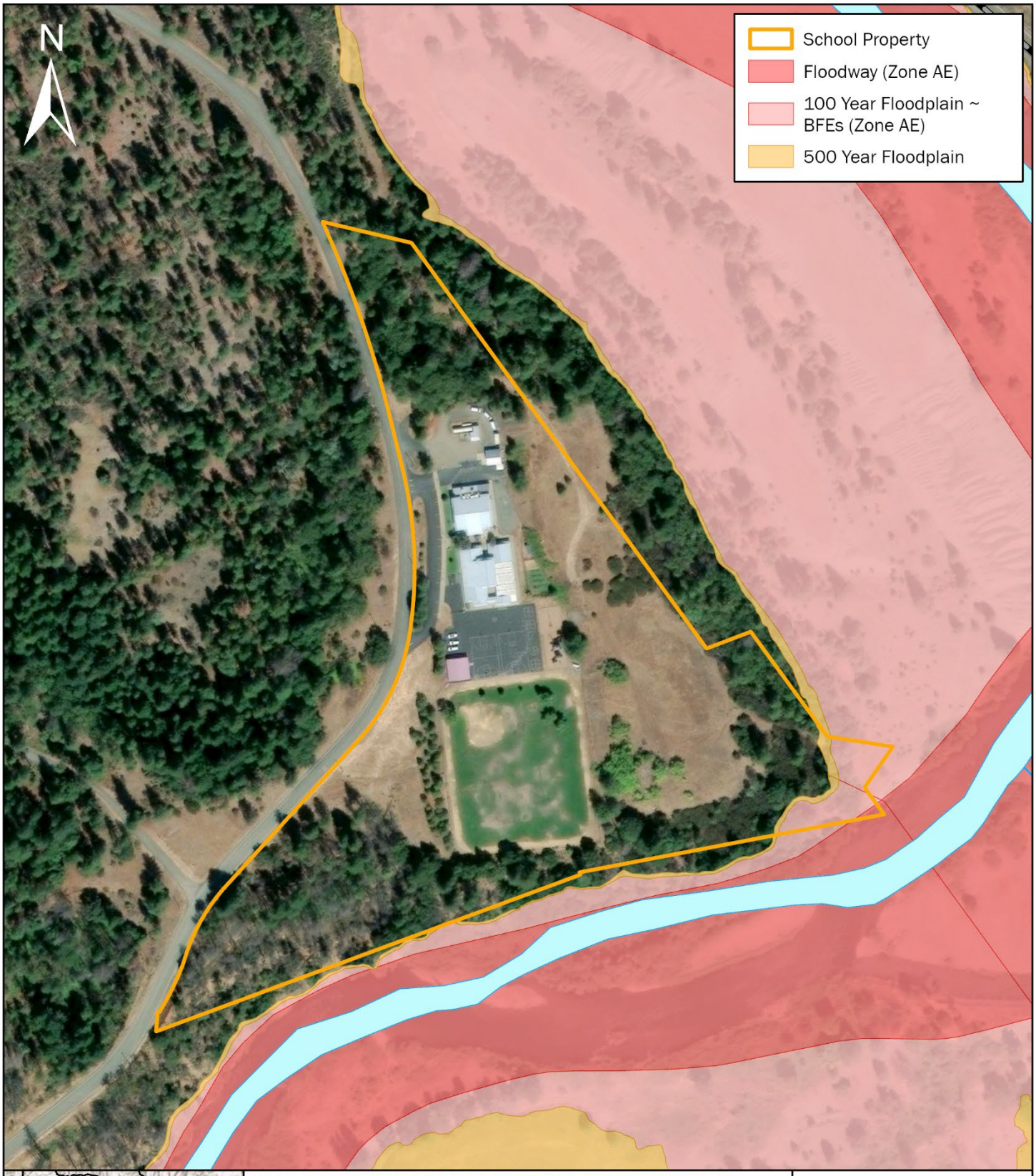
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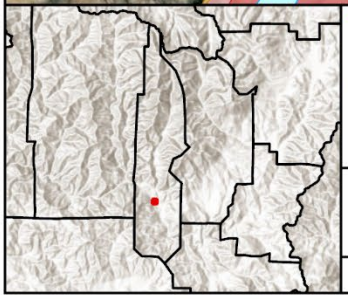
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Trinity County Resource Conservation District

0 1 2 Miles

0 1.5 3 Km





Trinity County Office of Education Hazard Mitigation Plan

Junction City Elementary School Flood Risk

Maxar, Microsoft, Esri, CGIAR, USGS, TCRCD, TCOE

AR

February 2025

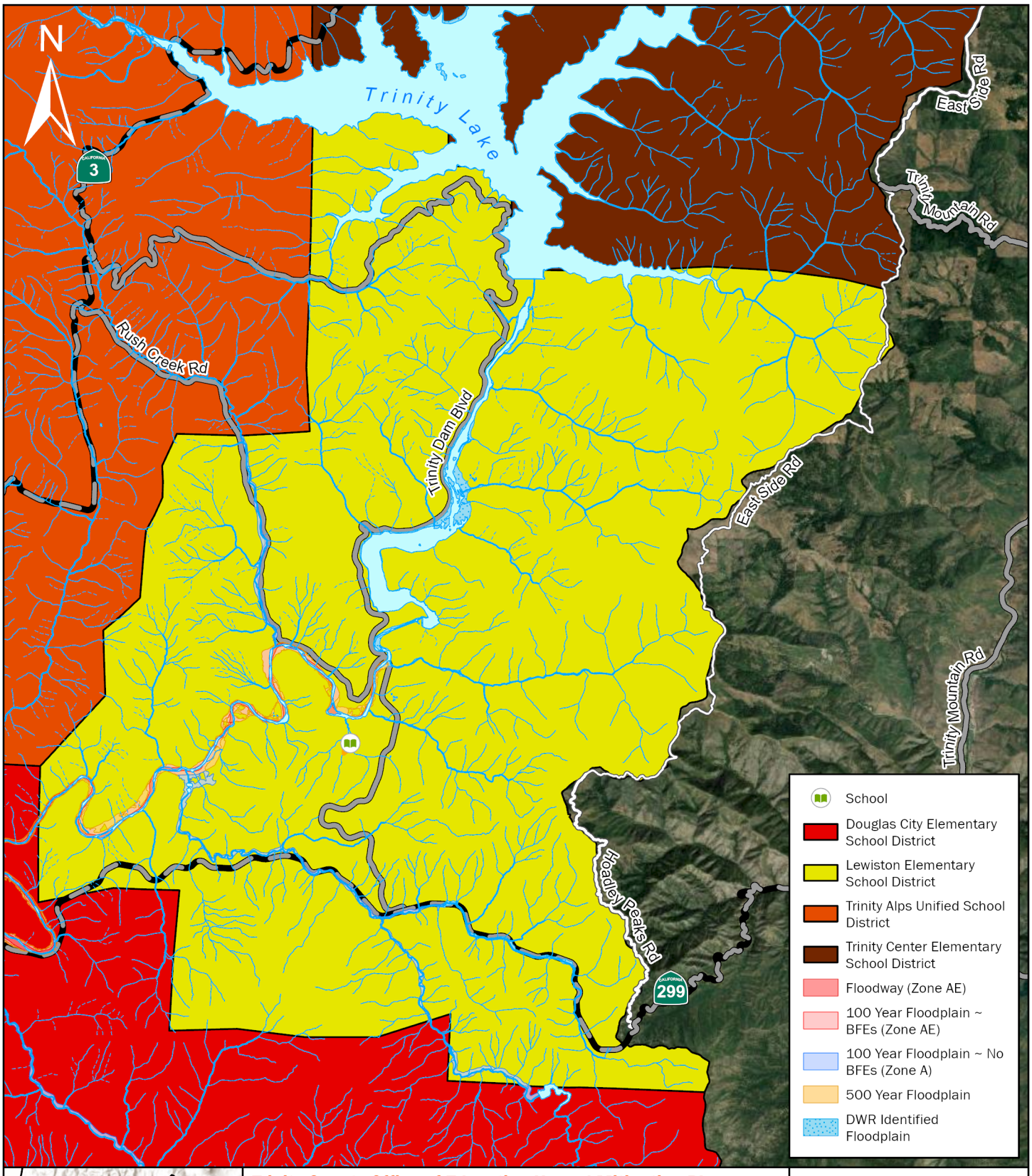
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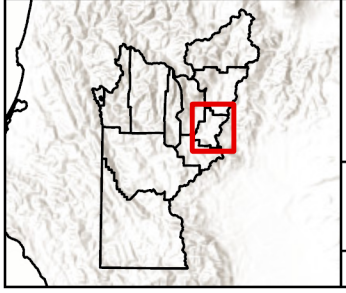
Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Lewiston Elementary School District Flood Zone

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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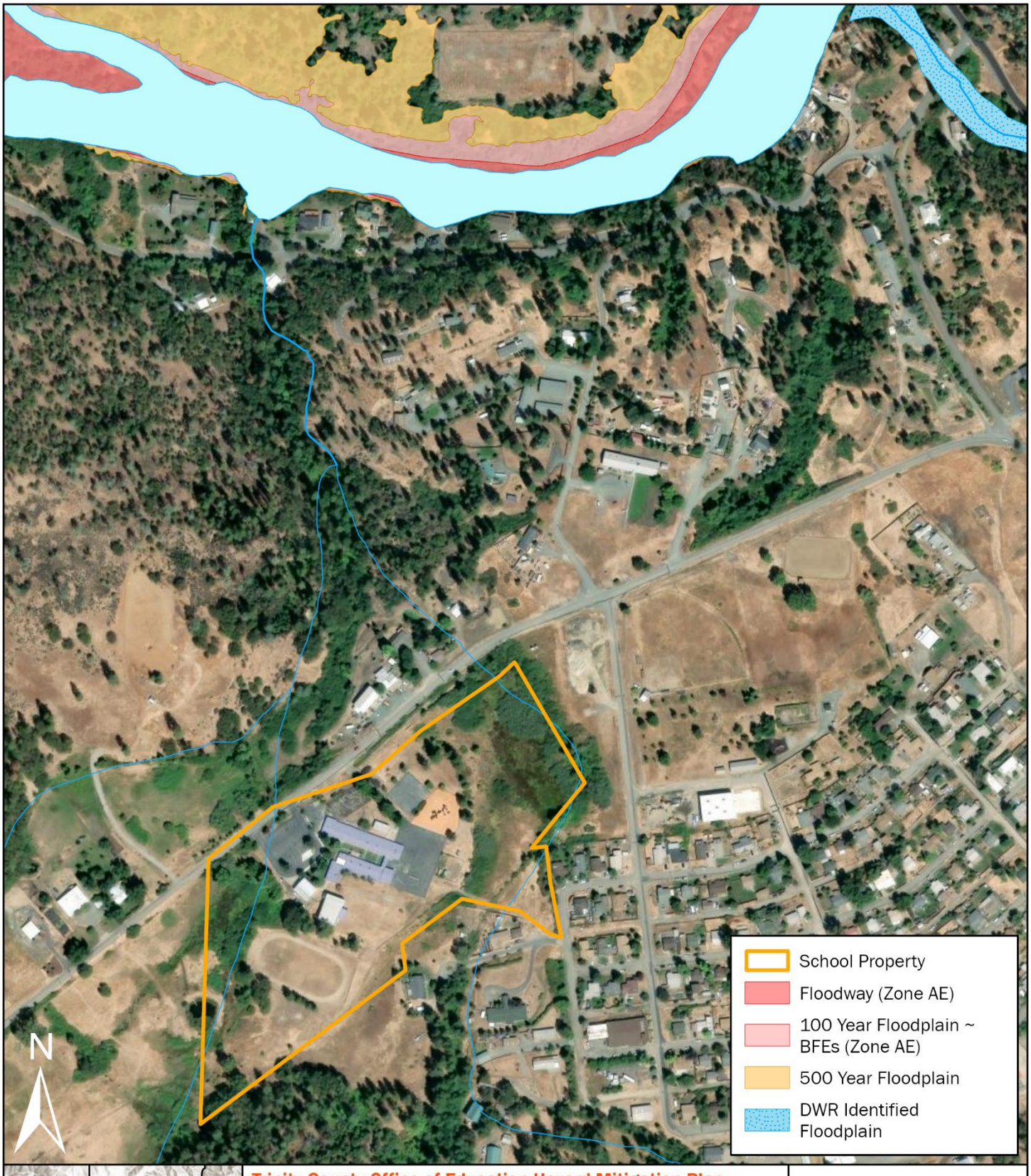
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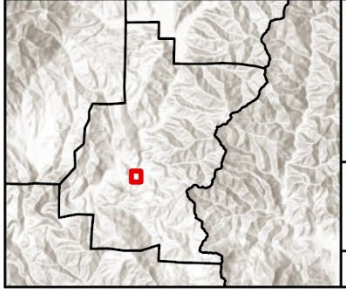
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Lewiston Elementary School Flood Risk

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

AR

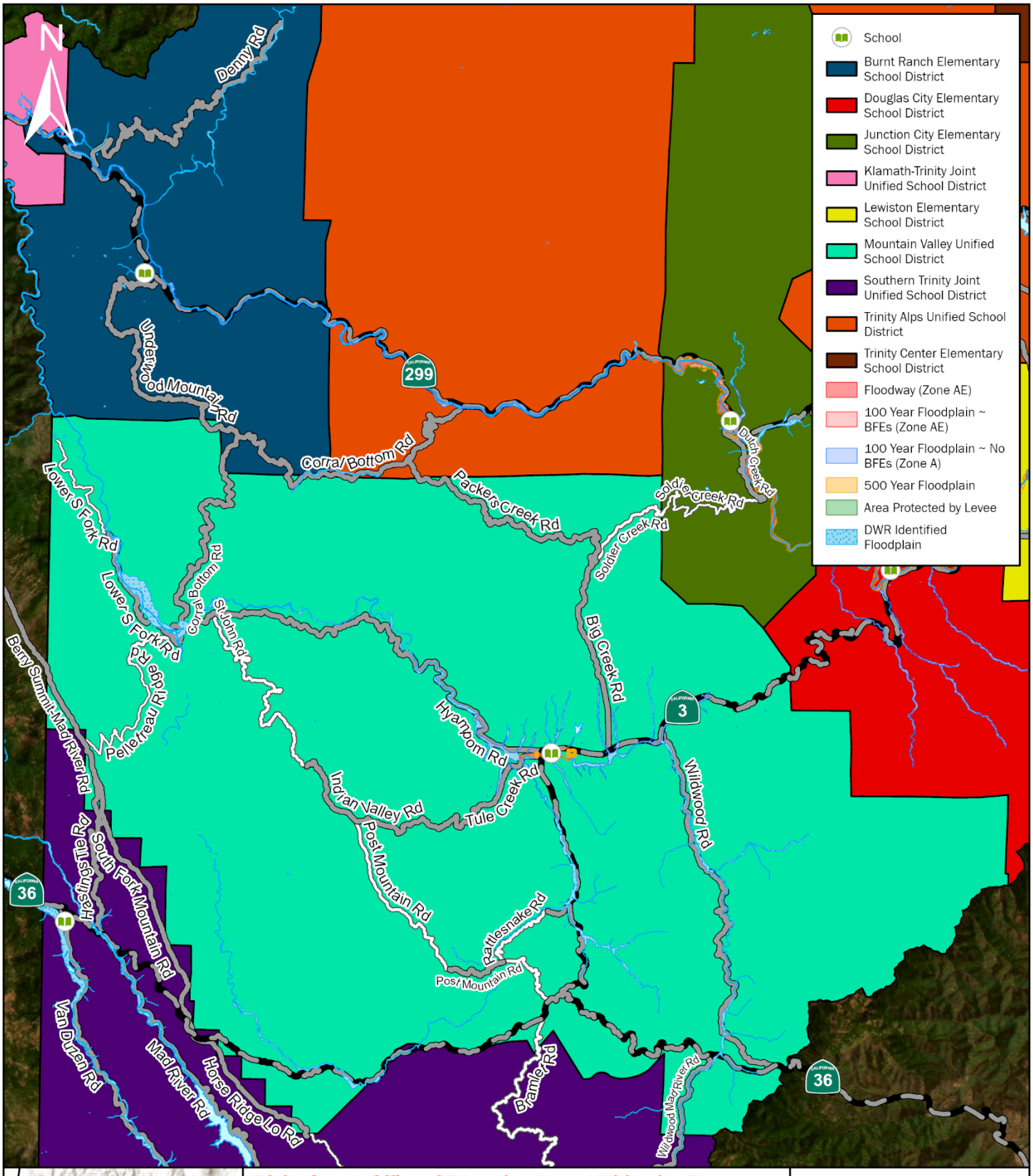
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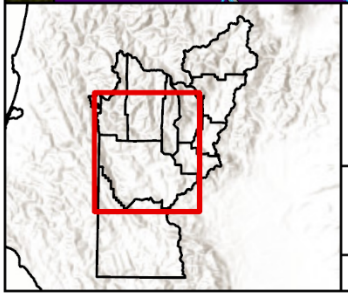
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Trinity County Resource Conservation District

0 150 300 450 Feet

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Trinity County Office of Education Hazard Mitigation Plan

Mountain Valley Unified School District Flood Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

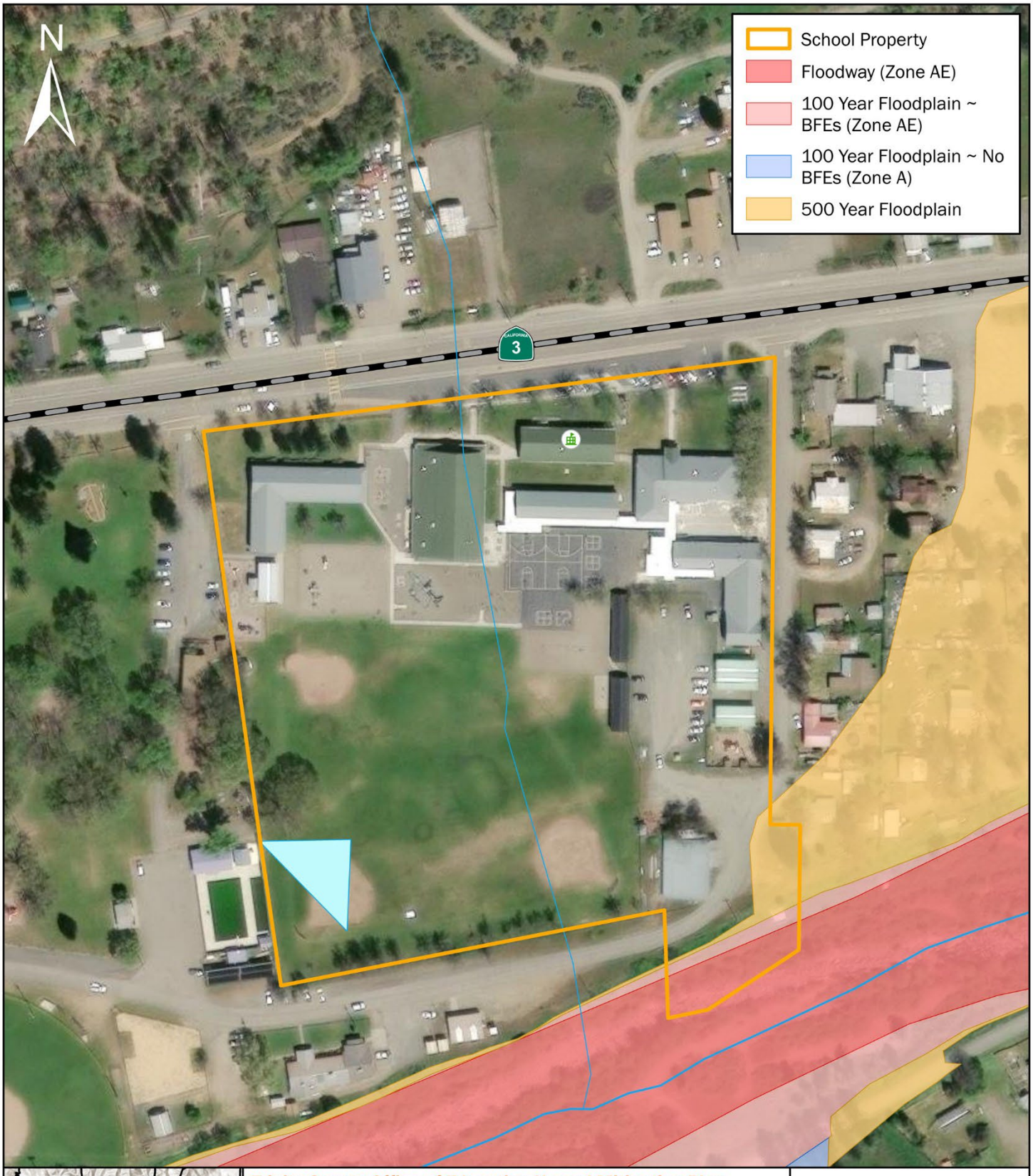
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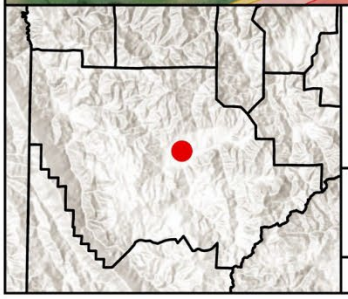
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Trinity County Resource Conservation District

0 2.5 5 Miles

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Trinity County Office of Education Hazard Mitigation Plan

Hayfork Elementary & Valley High School Flood Risk

Microsoft, Vantor, Esri, CGIAR, USGS, TCRCD, TCOE

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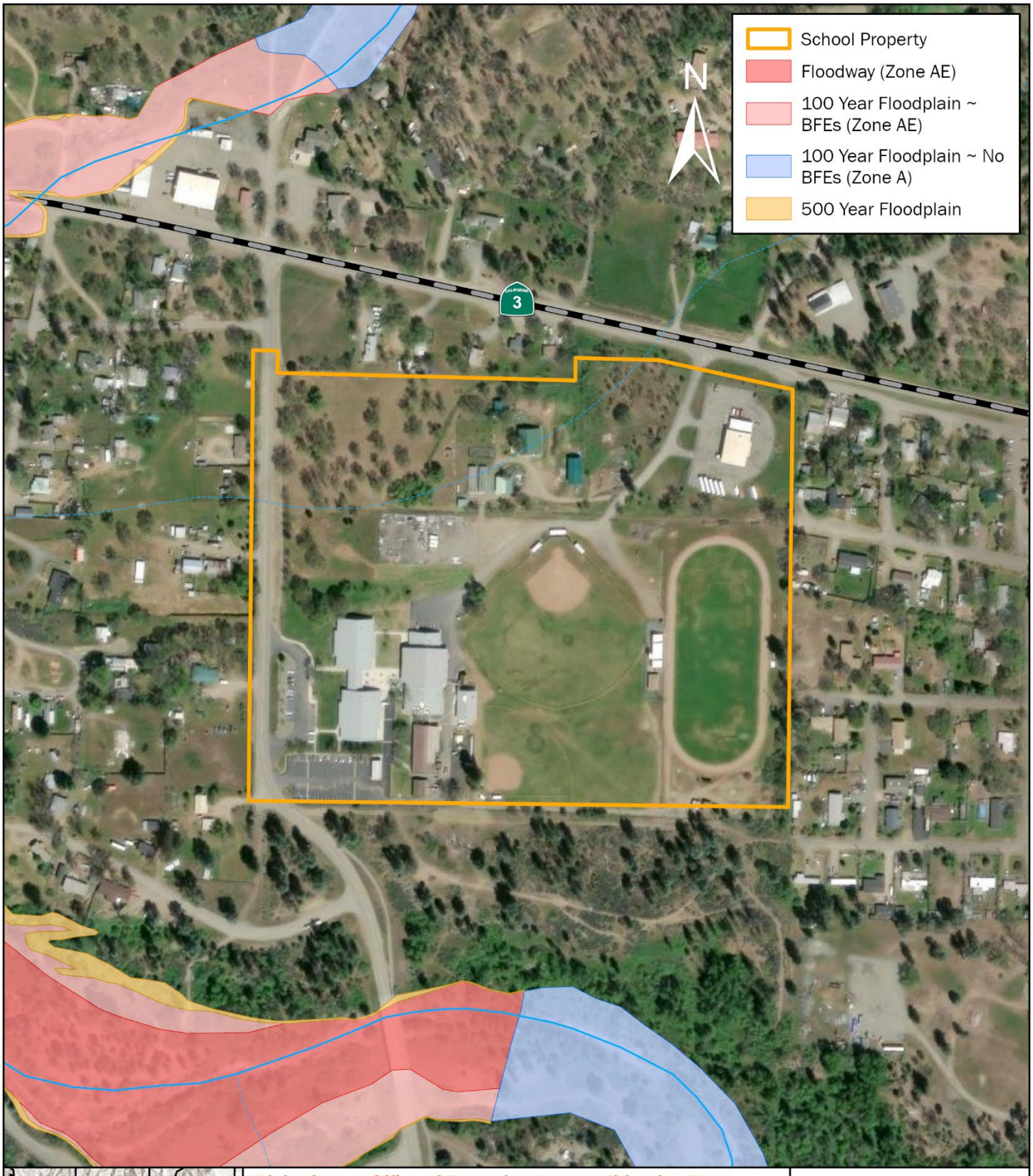
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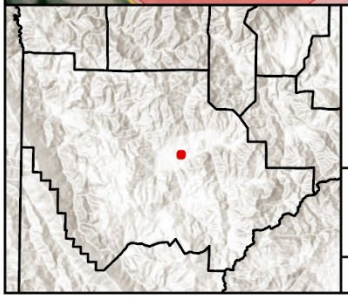
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Hayfork High School Flood Risk

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

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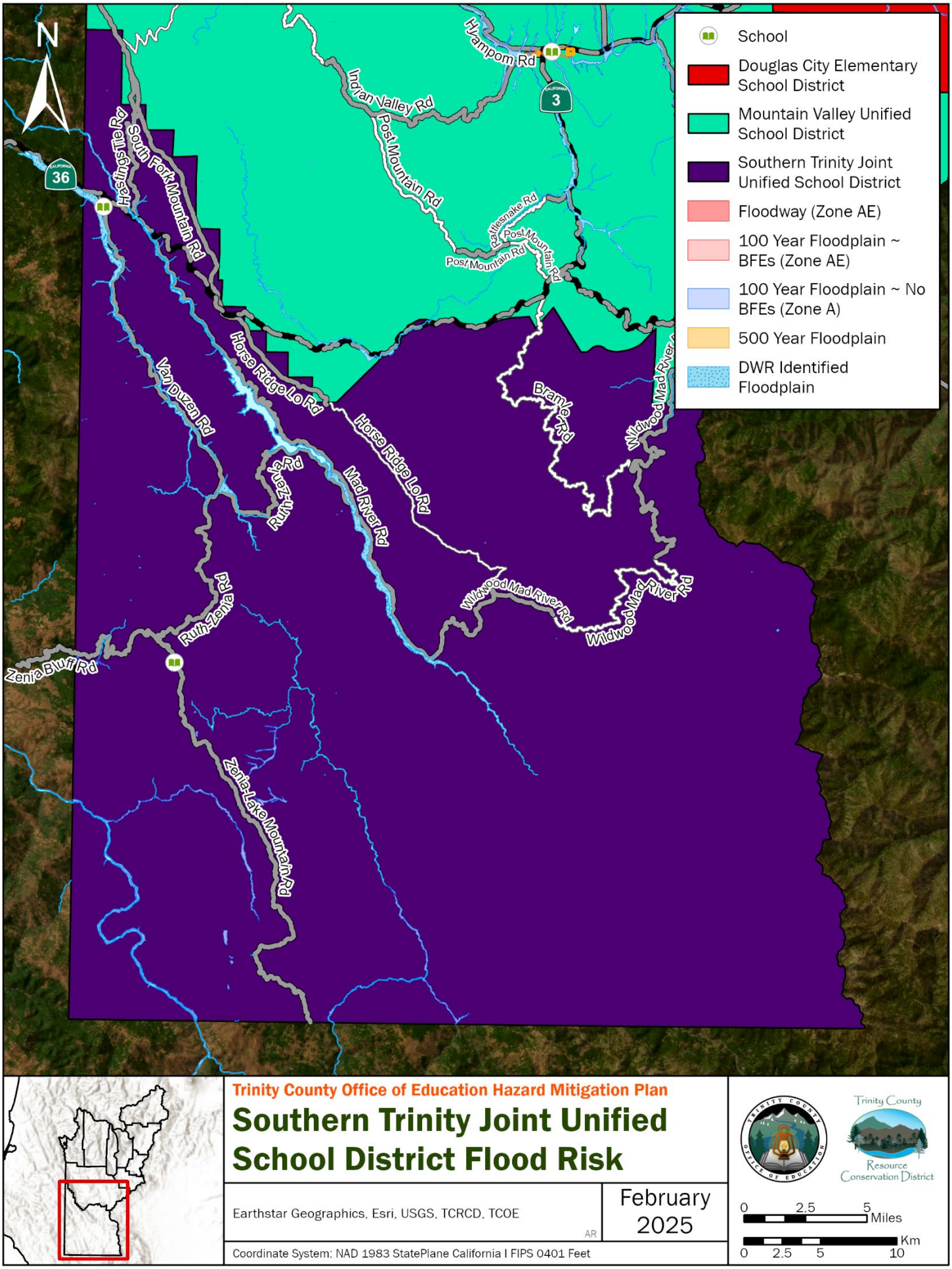
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Southern Trinity Joint Unified School District Flood Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

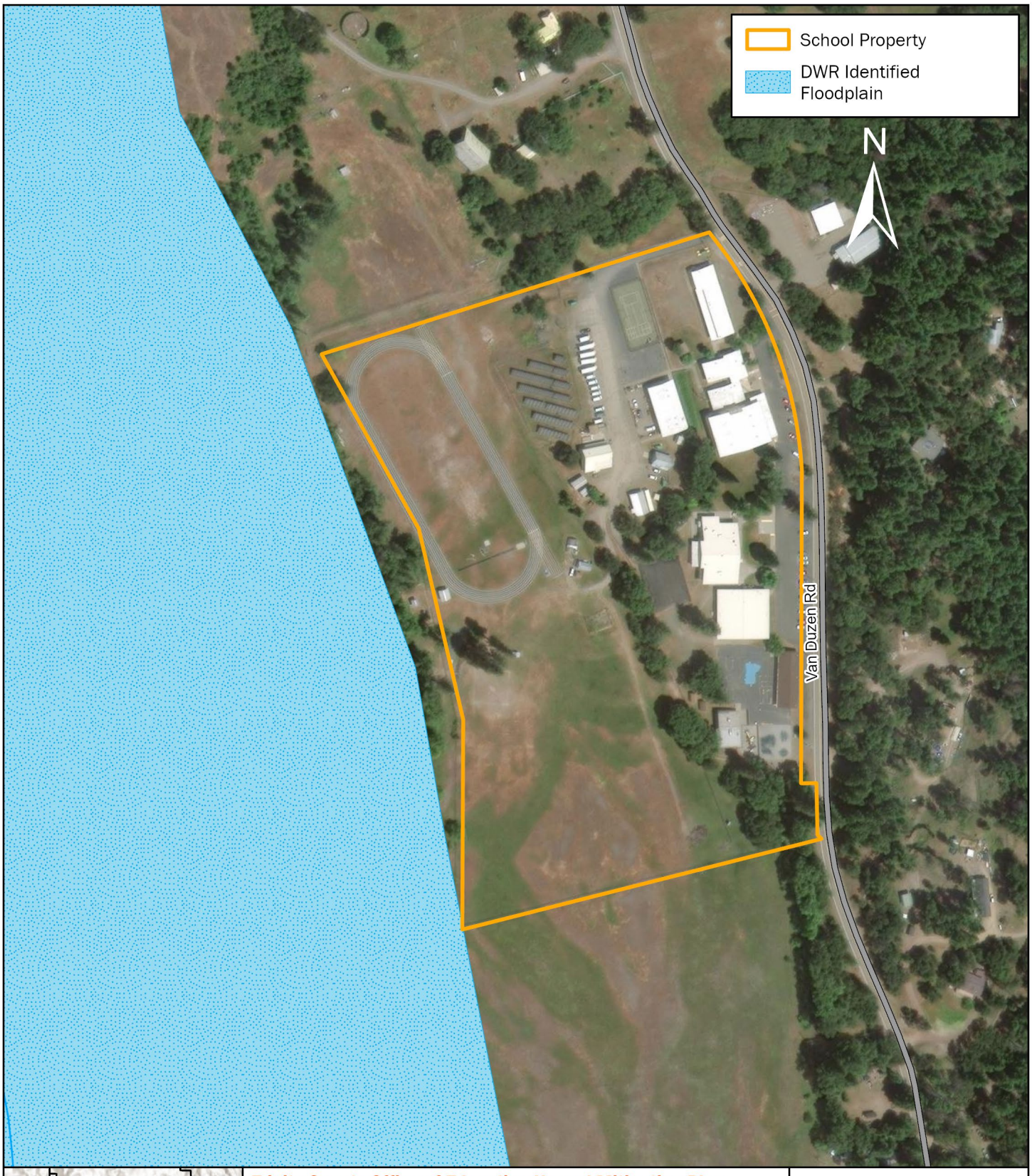
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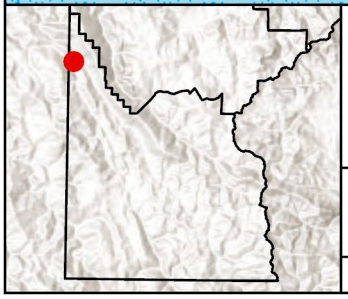
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Trinity County Resource Conservation District

0 2.5 5 Miles

0 2.5 5 10 Km





Trinity County Office of Education Hazard Mitigation Plan

Southern Trinity High School and Van Duzen Elementary School Flood Risk

Maxar, Microsoft, Esri, USGS, TCRCD, TCOE

AR

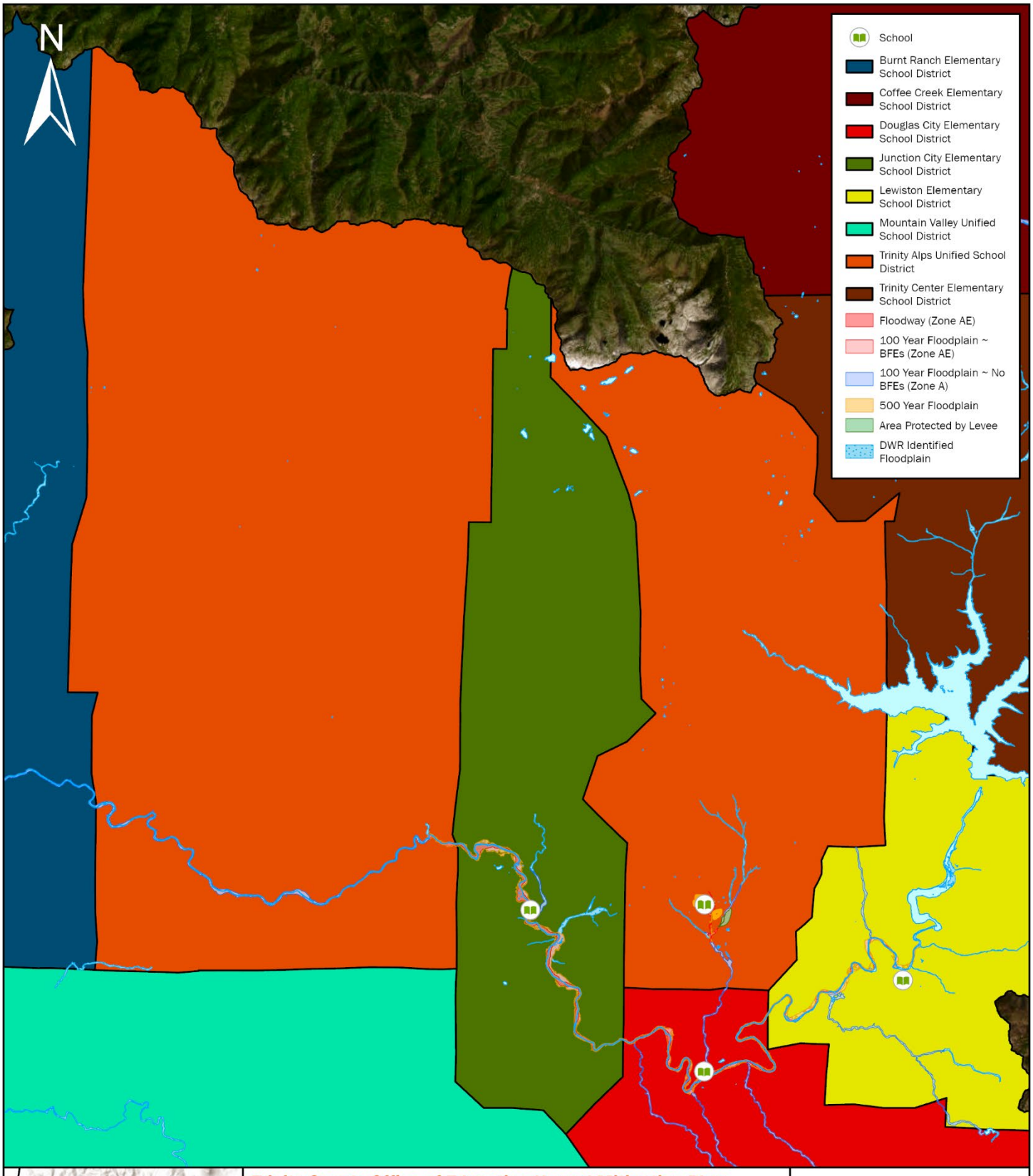
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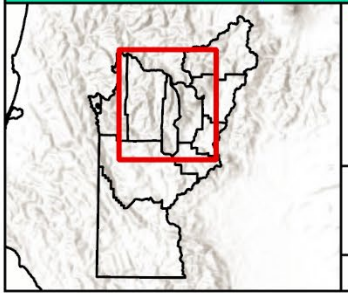
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Trinity County Resource Conservation District

0 100 200 300 Feet

0 25 50 Meters





Trinity County Office of Education Hazard Mitigation Plan

Trinity Alps Unified School District Flood Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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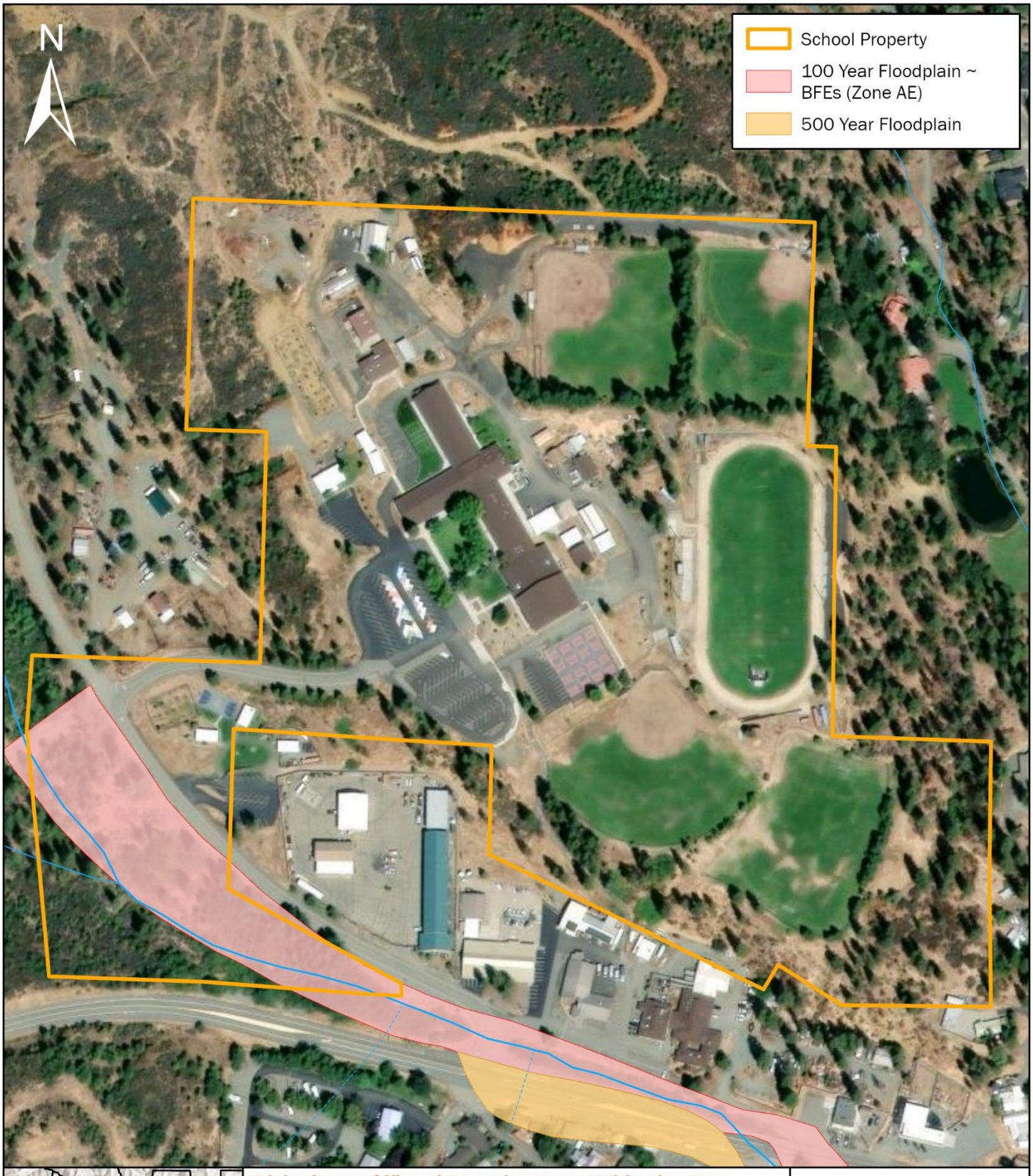
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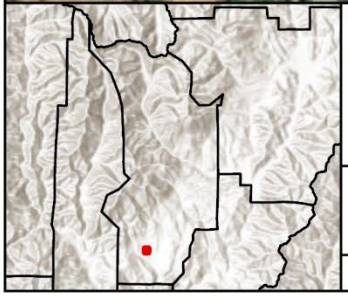
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Trinity County Resource Conservation District

0 2.5 5 Miles

0 2.5 5 10 Km





Trinity County Office of Education Hazard Mitigation Plan

Trinity High School and Alps View High School Flood Risk

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

AR

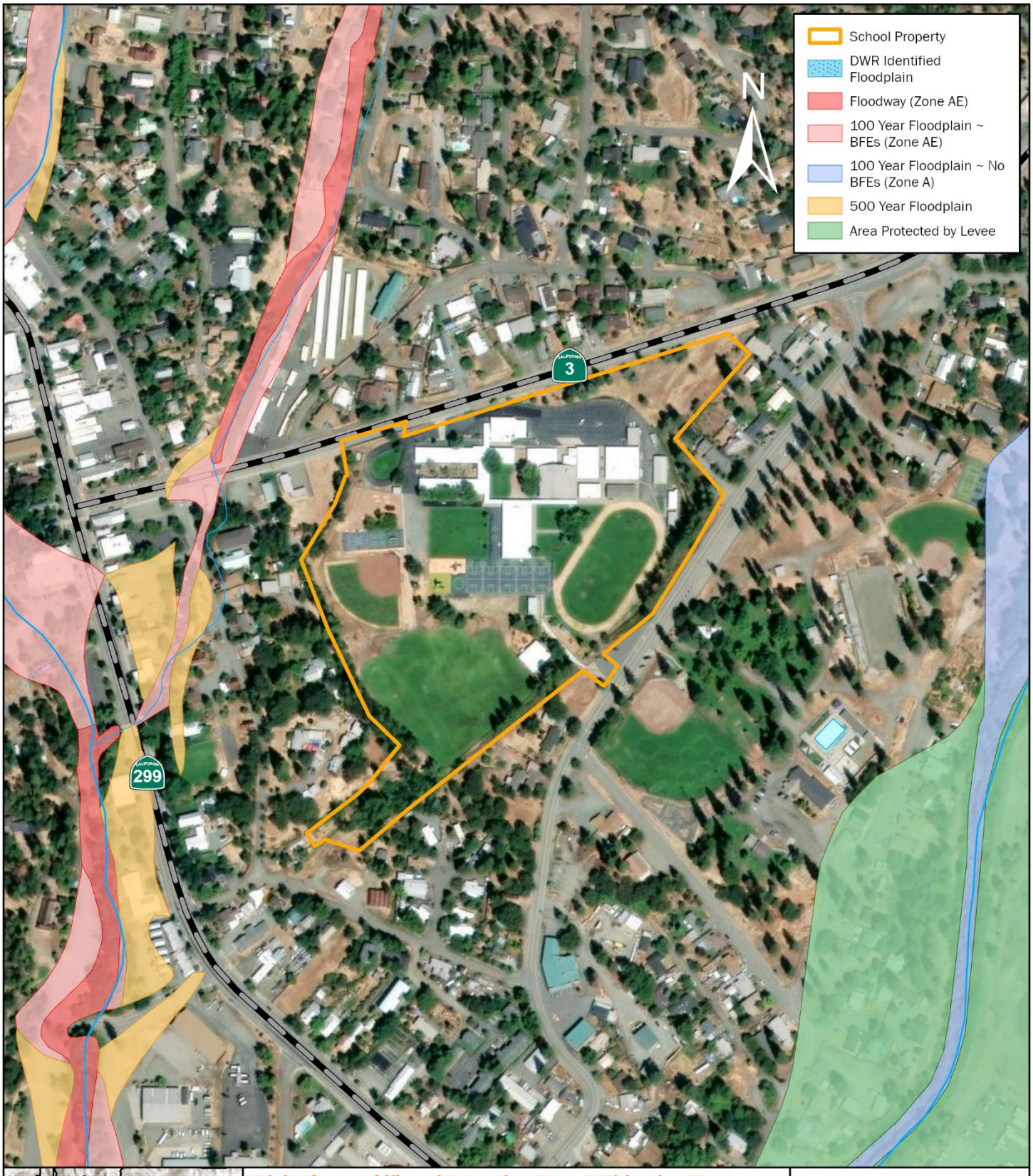
February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 150 300 Feet

0 50 100 Meters





Trinity County Office of Education Hazard Mitigation Plan

Weaverville Elementary School Flood Risk

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

AR

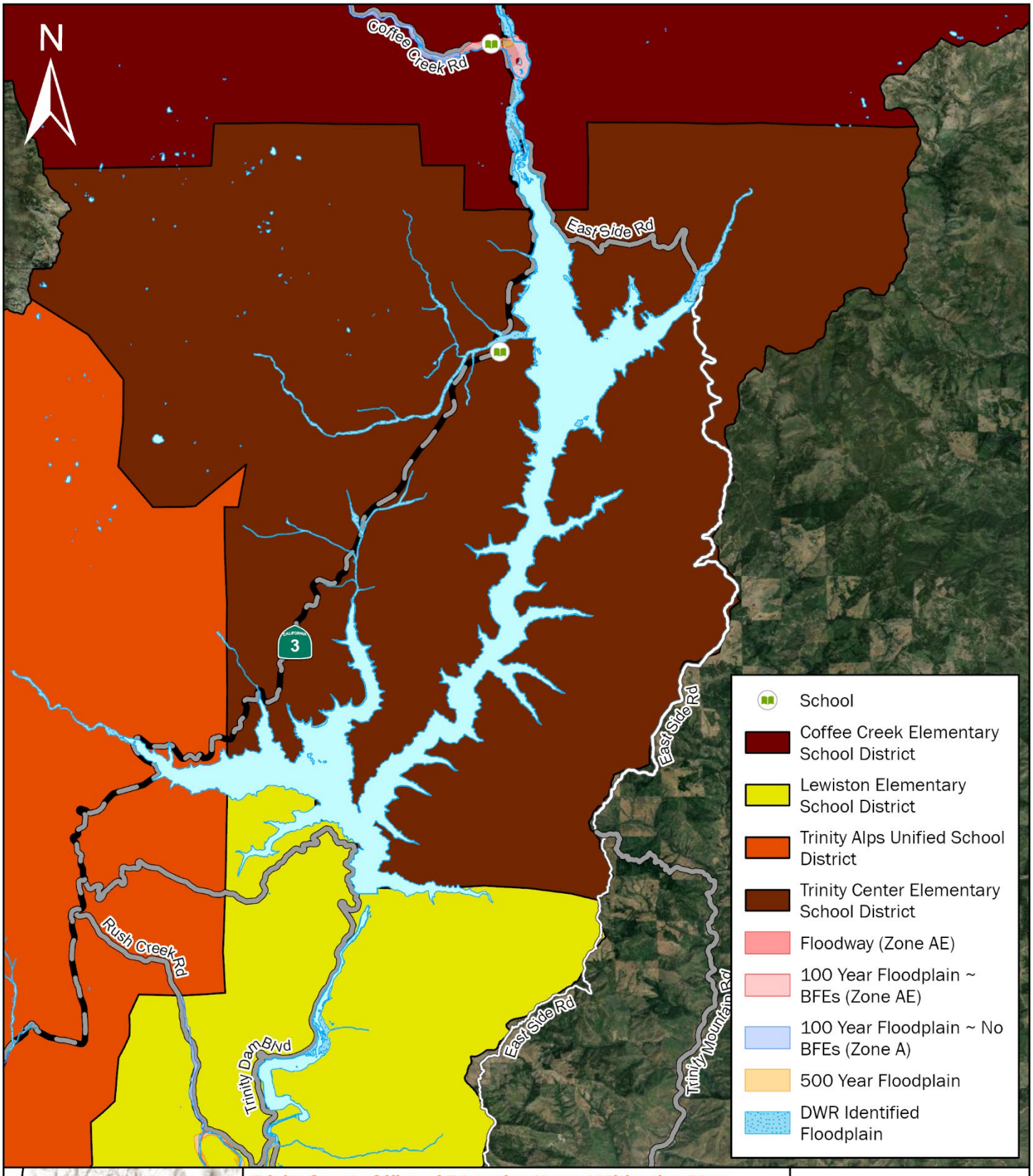
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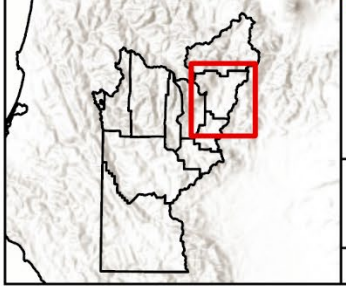
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Trinity County Resource Conservation District

0 150 300 450 Feet

0 50 100 Meters





Trinity County Office of Education Hazard Mitigation Plan

Trinity Center Elementary School District Flood Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

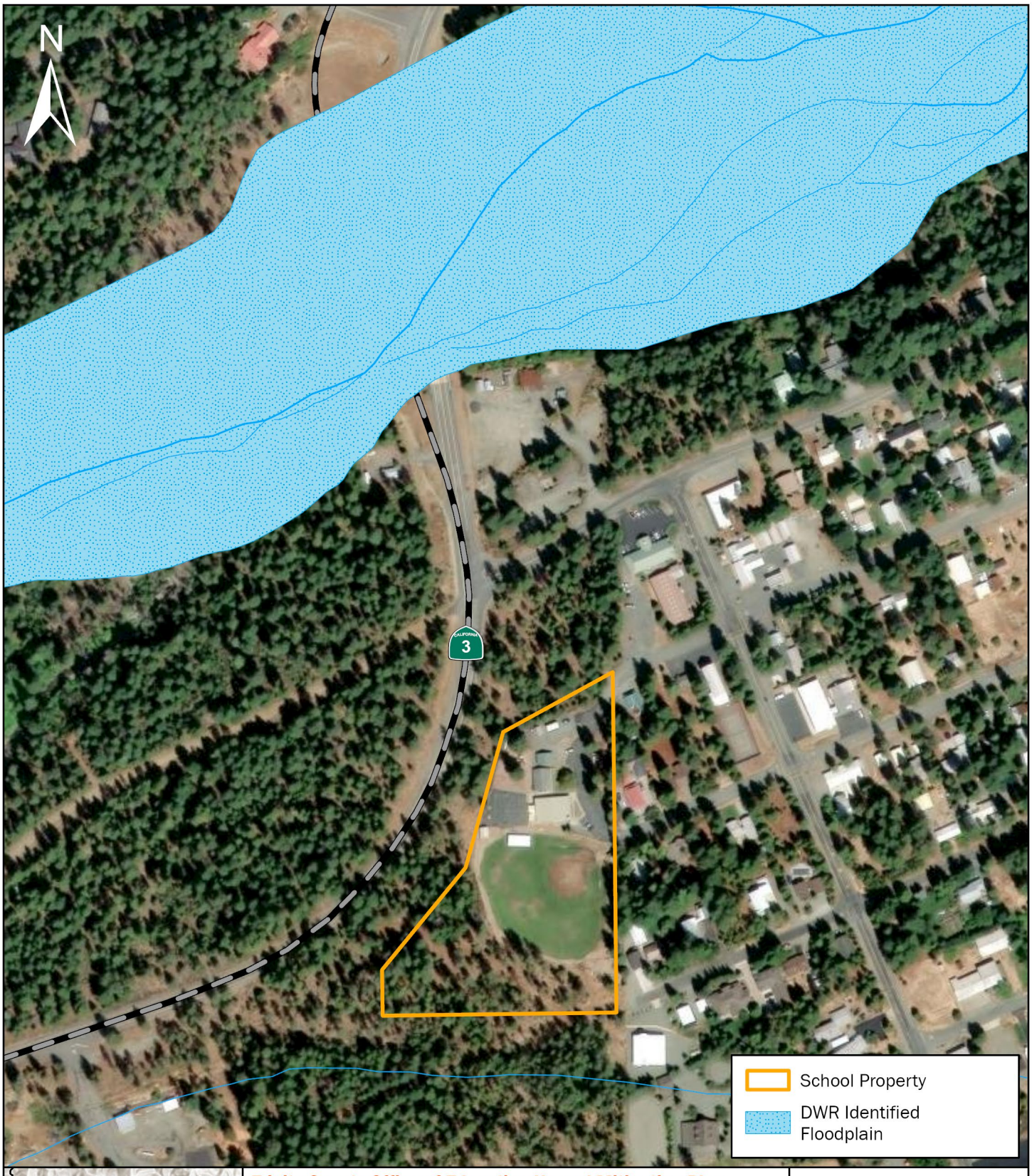
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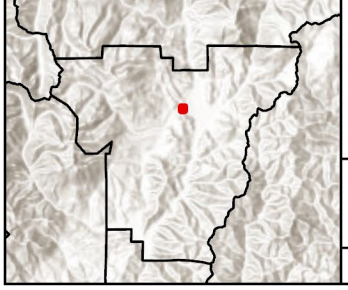
Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 2 4 Miles

0 2.5 5 Km





Trinity County Office of Education Hazard Mitigation Plan

Trinity Center Elementary School Flood Risk

Esri, CGIAR, USGS, Maxar, TCRCD, TCOE

AR

February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 150 300 Feet

0 50 100 Meters

Extent

The extent of the risk of future flooding is **severe**, as a flood event could impact health and safety, school operations, and school infrastructure. Many communities and school districts within the county are situated along waterways, which increases their risk to flood impacts. Although, flood risk has decreased since the construction of the Trinity and Lewiston Dams. Riverine and flash flooding is the highest flood risk in the county and can result in loss of life and property, infrastructure damage, road closures, and disruptions to regular school operations. Table 15 below discusses the location and chance of flooding of various waterways in Trinity County based on the 2016 Trinity County FIRM.

Table 15 Summary of Discharges in Trinity County Waterways

Flooding Source	Location	Drainage Area (Square Miles)	Peak Discharge (cfs)				
			10% Annual Chance	4% Annual Chance	2% Annual Chance	1% Annual Chance	0.20% Annual Chance
Carter Gulch	At mouth	3.19	470	*	820	960	1200
Coffee Creek	Upstream of Highway 3	118	*	*	*	24600	*
East Weaver Creek	At Highway 299 Bridge	13.5	*	*	*	4780	5850
Ewing Gulch	At mouth	2.07	330	*	560	650	810
Garden Gulch	At mouth	2.45	*	*	*	845	*
Hayfork Creek	Downstream of Salt Creek	243.3	17600	*	27800	32500	42100
	Upstream of Salt Creek	182.4	13200	*	20900	24300	31600
	Upstream of Ewing Gulch	167.4	12100	*	16100	22300	29000
Kellogg Gulch	At mouth	1.05	170	*	285	335	420
Middle Weaver Creek	At mouth just above Mill Street Bridge	6.43	*	*	*	2110	2610
Ten Cent Gulch	At Highway 299	0.67	*	*	*	250	310
Trinity River	At North Fork Tributary	1301	40040	**	75500	94830	159600
	At Canyon Creek Near Junction City	1065	31150	**	57600	71910	121710
	At Browns Creek	1014	25070	**	45550	56550	96540

Flooding Source	Location	Drainage Area (Square Miles)	Peak Discharge (cfs)				
	At Reading Creek Near Douglas City	931	20180	**	36020	44450	76840
	At Weaver Creek Near Douglas City	900	18260	**	32300	39750	69230
			10% Annual Chance	4% Annual Chance	2% Annual Chance	1% Annual Chance	0.20% Annual Chance
Trinity River	At Indian Creek	850	15360	**	25670	31460	56010
	At Grass Valley Creek	800	12940	**	18160	22200	41450
	At Rush Creek	755	11090	**	11250	11370	21700
	Lewiston Dam Outflow	719	11000	**	11000	11000	17840
	At confluence of Coffee Creek	277	*	**	*	51500	*
	At USGS Gage No. 11523200	149	*	**	*	29900	*
Trinity River Bucktail Left	At divergence from Trinity River	**	**	**	**	1766	5325
Trinity River Bucktail Right	At divergence from Trinity River	**	**	**	**	477	2490
Weaver Creek	Approximately 0.8 mile downstream of Mill Street bridge	28.34	*	*	*	8330	10270
West Weaver Creek	At mouth	8.12	*	*	*	2575	*

Previous Occurrences

There are no records of school closures due to flood reported between Academic Years 2018-2019 through 2024-2025.

The historical school profiles account that the second school developed in the Van Duzen area was destroyed by flooding. While earliest mention of the Junction City school was in 1865, in reference to the school being destroyed by a falling tree, if there was a school in 1861, it may have been impacted by the historic flood which destroyed multiple villages and resulted in the relocation of the town across the river.

Since 1954, there have been 25 FEMA disaster declarations related to flood. Since 2014, there have been 8. Each declaration impacted multiple counties within California, including Trinity County.

On February 10, 2017, Governor Edmund G. Brown Jr. requested a major disaster declaration due to severe winter storms, flooding, and mudslides during the period of January 3-12, 2017 which led to DR-4301-CA being declared on February 14, 2017. The primary impacts were damages to roads and bridges. The total public assistance cost estimate was $162,375,779. Trinity County's per capital impact was $61.29.

On March 7, 2017, Governor Edmund G. Brown Jr. requested a major disaster declaration due to severe winter storms, flooding, and mudslides during the period of January 18-23, 2017 which led to DR-4305-CA being declared on March 16, 2017. The primary impacts were damages to roads and bridges. The total public assistance cost estimate was $112,952,509. Trinity County's per capital impact was $41.35.

On March 19, 2017, Governor Edmund G. Brown Jr. requested a major disaster declaration due to severe winter storms, flooding, and mudslides during the period of February 1-23, 2017 which led to DR-4308-CA being declared on April 1, 2017. The primary impacts were damages to roads and bridges. The total public assistance cost estimate was $537,119,780. Trinity County's per capital impact was $156.68.

On April 13, 2019, Governor Gavin Newsom requested a major disaster declaration due to severe winter storms, flooding, landslides, and mudslides during the period of February 13-15, 2019 which led to DR-4431-CA being declared on May 17, 2019. The primary impacts were damages to roads and bridges. The total public assistance cost estimate was $103,644,688. Trinity County's per capital impact was $33.67.

On April 13, 2019, Governor Gavin Newsom requested a major disaster declaration due to severe winter storms, flooding, landslides, and mudslides during the period of February 24 to March 1, 2019 which led to DR-4434-CA being declared on May 17, 2019. The primary impacts were damages to roads and bridges. The total public assistance cost estimate was $57,127,829. Trinity County's per capital impact was $153.51.

On January 12, 2023, Governor Gavin Newsom requested a major disaster declaration due to severe winter storms, flooding, landslides, and mudslides beginning on December 24, 2022, and continuing, which led to DR-4683-CA being declared on January 14, 2023. 1,971 residences across the state are estimated to have been impacted by this hazard- with 38 being destroyed and 672 having received major damage. A total public assistance cost estimate and countywide per capita impact estimates were not prepared as part of this hazard's damage assessment when determining whether to declare a major disaster.

On March 10, 2023, a Presidential declaration of an emergency for the State of California (EM-3592-CA) was noticed due to severe winter storms, flooding, landslides, and mudslides beginning on March 9, 2023, and continuing.

On March 28, 2023 Governor Gavin Newsom requested a major disaster declaration due to severe winter storms, straight-line winds, flooding, landslides, and mudslides starting on February 21, 2023 which led to DR-4699-CA being declared on April 3, 2023. The primary impacts were damages to roads and bridges. The total public assistance cost estimate was $92,202,376. Trinity County's per capital impact was not calculated as part of this hazard's damage assessment when determining whether to declare a major disaster, potentially due to individuals and households in Trinity County not being eligible to apply for financial and direct services due to this disaster.

The Trinity County Board of Supervisors had two local emergency declarations passed by resolution since 2020, one was "Confirms Local Emergency RE: Flash Flooding" and the latter is "Confirming the continuance of a local emergency due to flash flooding and debris flow following the October rains." "Confirms Local Emergency RE: Flash Flooding" was originally passed on November 16, 2021 and had its final continuance at the March 1, 2021 board meeting. The first resolution passing a local emergency due to flash flooding and debris flow following the October rains could not be found, but Trinity County Board of Supervisors resolution 2022-063, the first record of "Confirming the continuance of a local emergency due to flash flooding and debris flow following the October rains" was passed on April 19, 2022 and likely was in reference to damages caused by floods in October 2021. This emergency's last continuance was at the October 3, 2023 board meeting. Notable storm impacts from this period was the landslide on Canyon Creek Road in Junction City, which happened in December 2021 and post-fire debris flow and flooding in the 2021 River Complex burn scar in Coffee Creek.

The Spatial Hazard Events and Loss Database for the United States (SHELDUS™) database has 12 recorded flood hazard events between 1964 through 2022 which impacted Trinity County. Two occurred since 2020, one event in 2021 and one event in 2022, but the database doesn't specify where in the county the events took place.

Probability of Future Occurrence

Considering that there have been eight separate disaster declarations related to flooding noticed in the past ten years, it is likely that there will be a flood event which impacts Trinity County the next 10-years. Fortunately, the previous decade's flood events have not reportedly caused damages to the schools of the county. Still, as discussed in the *Extent* and *Location* sections in this profile, risk is still present to school sites, especially the Coffee Creek Elementary School and to each school's access depending on the flood event. Due to this, the likelihood of a flood event impacting Trinity County schools within the next ten years is **likely**.

Climate modeling indicates that California is going to experience more intense rainfall events going into the future (Grantham et al., 2018). The anticipated continued trend of short bursts of precipitation increases the risk of flash floods (Huang et al., 2020). This poses a unique challenge to communities like Trinity County who have a mountainous geography. An increase in rainfall, and decrease in snowfall, can cause an increase of nearly 50% in runoff (Huang et al., 2020).

The increase in extreme weather events, such as heavy rainfall and intense storms, has contributed to a heightened flood risk in Trinity County. Additionally, the changing climate has disrupted traditional seasonal patterns, resulting in irregular flooding events that can catch communities off guard (J. E. Bell et al., 2018).

The impact of climate change on the snowpack has also played a crucial role in flooding. Warmer temperatures cause more precipitation to fall as rain instead of snow, reducing the snowpack's water storage capacity (Chao & Tasoff, 2021). This phenomenon, known as the "rain-on-snow" effect, contributes to rapid snowmelt during warmer periods, overwhelming river systems and exacerbating the risk of flooding downstream in Trinity County (Butz et al., 2022).

Vulnerability Analysis

Coffee Creek Elementary has the highest flood risk as the school site is completely within the flood zone.

School Facilities and Operations

In the event of riverine flooding, most school sites are not modeled to be within the flood hazard zone. Hayfork Elementary, Valley High, Junction City Elementary, and Trinity High and Alps View High have a portion of their school site within a flood hazard zone. Coffee Creek Elementary's entire school site is within a flood hazard zone, 100-year flood risk. Depending on the flood event, damages can range from minimal to causing damages to or destruction of school infrastructure. If a school site is experiencing intense flooding, even it doesn't cause infrastructure damage, it may result in school closures due to health and safety concerns.

Even if a school site is not directly impacted by flooding, many of Trinity County's roads are built along waterways. If a road is overcome with flood water, it will likely be shut down, potentially impacting student and staff capacity to make it to the school site, potentially causing a school closure.

Health and Safety

A flood event can have profound impacts on health and safety. During a flood, fast moving waters have the potential to wash people away. Being picked up in a flood current is dangerous on its own due to risk of drowning. Flood waters often pick up large and otherwise dangerous debris which can bring harm to someone caught in flood water. Floodwaters also can carry waterborne disease, infectious disease, and sewage (Cann et al., 2013).

Future Development

Flood hazard risk will have an impact on future site development. Future facilities will be built to be outside of the flood hazard zone, but it is not expected that existing flood risk will stop school districts from developing in the future, but it will impact where school infrastructure is built.

Transportation

As there are watercourses near or along each of the major transportation routes within the county, including access routes to school sites, a flood event could have major immediate impacts to normal school operations due to road closures. Flooding could also cause the deterioration of road infrastructure - in the event of a main access road to a school having severe damage caused by flooding, plans to ensure continuance of education will need to be implemented. Flood waters not only have the potential to impact students' and staff's ability to reach school, but also their ability to leave a school site if a flash flood event occurs during normal school operations. During the public review period, concern was voiced for flood impacts to access roads impacting students attending school in the MVUSD. As shown in the Previous Occurrences section of this chapter, post-fire conditions can increase flood risk to school access.

Equity Considerations

Low income families and families who may have inadequate housing are disproportionately impacted by flood events (McDermott, 2022). Mobile home parks have shown to have higher risk to flood prone events, impacting those who live and work there (Sullivan et al., 2022). People with disabilities and elderly people with disabilities, pre-existing conditions, or mobility issues often have difficulties evacuating during a flood event or can struggle to receive resources during recovery. Those who either don't speak English or speak English as a second language can be disproportionately impacted during a flood event due to communication barriers. Those without access to a car are less likely to evacuate and will need additional assistance such as relying on buses used to support evacuation during the event. Additional consideration should be given on coordinating return after an evacuation for those without vehicles (Jeffries et al., 2015).

Exposure of School Infrastructure

Coffee Creek Elementary is completely within the 100-Year Floodplain. For the flood hazard, total replacement value of infrastructure at Coffee Creek Elementary with 10%, 30%, 50% damage or replacement estimate was used. These estimates were used to project an estimated range of scenarios. Complete replacement value is shown but losses over 50% are not anticipated as this typically triggers the need to completely rebuild.

Table 16. Flood Exposure of School Infrastructure

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	*30%*	*50%*
Classroom/ Administration	$1,352,009.00	$135,200.90	$405,602.70	$676,004.50
Storage	$14,529.00	$1,452.90	$4,358.70	$7,264.50
Water Infrastructure	$34,860.00	$3,486.00	$10,458.00	$17,430.00
Grand Total	$1,401,398.00	$140,139.80	$420,419.40	$700,699.00

Summary of Impacts

It is likely that the county will be impacted by a notable flood event within the next ten years, but potentially not in the next five years. Education for students and staff on what to do in the event of a flood is important. In addition, schools should be prepared to close normal school operations in the event of a flood which could cause damage or destruction of school facilities, cause flooding on school grounds, or which could cause isolation on the school site due to an access route being cut off. Table 17 summarizes the hazard ranking matrix for flood.

Table 17. Flood Hazard Ranking Matrix

Ranking	Flood
Location	3
Extent	3
Future Occurrence	3
Public Score	2
Steering Committee Score	2
Impact Ranking	13

Warning Time

Flood Watch alerts are typically issued between 6-48 hours prior to a flood hazard event. A Flood Watch alert doesn't mean that a flood will happen, but that it is possible. Flash flood warnings are not currently included in the County's emergency notification system "Ready Trinity".

Secondary Hazards

Flood events can give rise to several secondary hazards that pose significant risks to both human lives and property. One of the primary secondary hazards is landslides. Heavy rainfall and saturated soil from flooding can destabilize steep terrain, triggering landslides that can bury homes, roads, and infrastructure, exacerbating the damage caused by the initial floodwaters. Landslides can also block access to affected areas, hindering rescue and relief efforts, and potentially leading to isolation for communities.

Another secondary hazard is the contamination of water sources. Floodwaters can pick up pollutants and hazardous materials from industrial sites, agricultural fields, and urban areas, carrying them into rivers and streams that serve as essential water sources for communities. The influx of toxic substances can render the water unsafe for consumption and further exacerbate health issues among the affected population. Additionally, contaminated water can harm local ecosystems, affecting fish and wildlife and disrupting the delicate ecological balance of the region.

Loss of Communications Hazard Profile

Description

Loss of communications is a man-made hazard which could negatively impact Trinity County schools in the face of a major disaster.

Radio and other wireless communications in Trinity County are not always reliable due to line-of-sight issues, outdated equipment, and repeaters that do not send a strong enough signal. Many suitable sites for repeaters have more than one repeater located on them already. Additional sites would be welcomed, but issues regarding access to public and private lands and environmental compliance rules make it difficult to locate new sites. Fire, sheriff, first responders and public works use different repeaters with varying degrees of success.

Satellite communications are available through Caltrans and the County Sheriff's office, but they offer communications from county-to-county and county-to-state, but not intra-county. Trinity County Office of Emergency Services is currently implementing a "Frontier Communications" grant for the purpose of strengthening communications between parts of the county and, to a lesser degree, to outside the county. The grant is leveraging Amateur (Ham) Radio in this project by installing Amateur Radio equipment in many schools throughout the county as well as some fire stations, community halls and other gathering places. Because Amateur Radio is a federally licensed service requiring demonstration of competence in Amateur Radio operation, the grant also facilitated a training program for interested parties to obtain their FCC-issued licenses. The grant has increased the communications capabilities for the county; however, there remains a notable lack of local licensed operators.

Wireless technologies for cell phones rely on a near line-of-sight path between the cell tower and the device. In areas like Trinity County where there are mountains, valleys, and ravines, there are few areas with consistent service; most areas have spotty service at best and no service at worst. Loss of communication happens every day when traveling to areas of the county which don't have adequate coverage to support modern communication technology. Generally, staff and families engaging with the Trinity County school system are aware of areas within their school district where there are communication "dead-zones" and make do. These areas become more problematic during an emergency when lack of communication can impede emergency services.

There is limited communication infrastructure within the county meaning that when there is an emergency resulting in additional usage, cell towers can get overwhelmed. Natural hazards often result in loss of power which often leads to communication technology to go down as well (Broedrick, 2023).

Fortunately, many school sites have land-line phones, back-up generators, or other technology to be resilient if other forms of communication fail.

Location

The geographic extent impacted by this hazard is **large**, with nearly every part of the county somewhat at risk of experiencing communication outages. The following map series, Figure 95 through 105, shows the location of the radio repeater sites within the county and the cell coverage across the different school districts.

As can be seen on the map series, there are repeaters in each region of the county, but not each district. For example, there are no facilities, repeaters, or towers in the Junction City ESD, the portion of the Trinity Alps Unified School District (USD) between Junction City ESD, and the Burnt Ranch ESD.

Reviewing the cell coverage data, Burnt Ranch Elementary School and Coffee Creek Elementary School are the only two schools in the district which don't have cell service on the school property site. That isn't to say a school site being mapped as having cell service has quality or consistent service. Many districts plan for cell service to be down in emergencies.

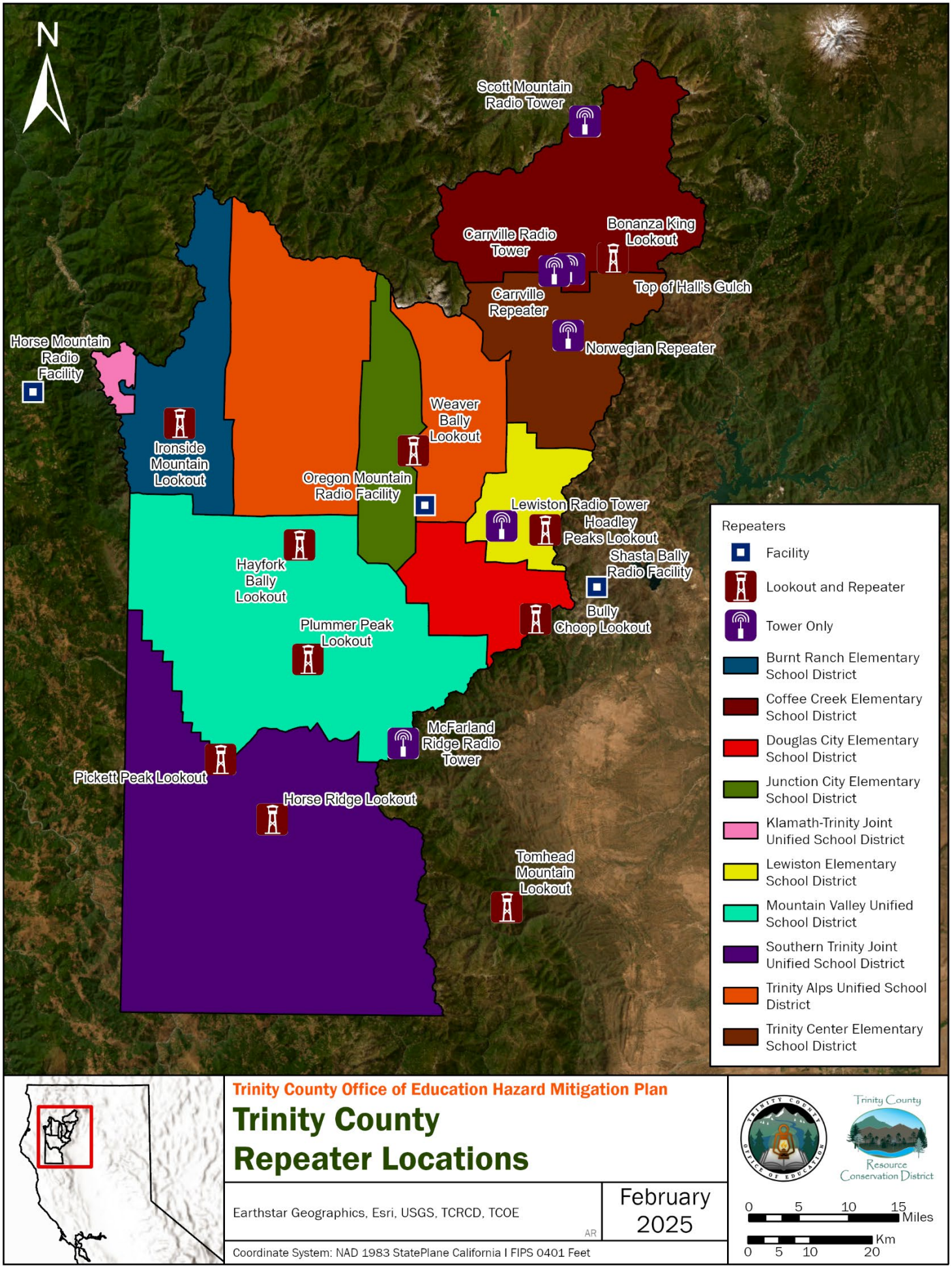
Lewiston and Weaverville are the only communities in the county with AT&T towers, so AT&T coverage is only reliable in these communities. Verizon coverage is essentially non-existent in Lewiston. In discussions with the steering committee and other professionals within Trinity County, the Downriver planning area, generally understood as Junction City to Salyer when traveling down HWY-299, reportedly has the lowest communications resiliency in the county. This would primarily impact the Burnt Ranch ESD and Junction City ESD which have schools within this area.

Extent

Telecommunications and wireless communication networks are valuable tools for disaster response and recovery. The loss of communications hazard has the potential to impact the entire county, with certain areas with persistent cellular and radio repeater dead-zones which can hinder emergency communications. In the event of an emergency, a communication outage could delay emergency responders from performing critical work. Due to this, loss of communications could impact school health and safety, operations, and infrastructure if there is an outage before, during, or after a hazard event, resulting in a **severe** extent.

Disasters can damage or destroy communications infrastructure, impacting communication networks. In addition, during or after a disaster, there can be an increased use of communication networks, which can cause congestion and limit overall capacity and availability. These disruptions can create coordination challenges for emergency responders, relief organizations, and communities impacted. Wildfire and wildfire risk notably impacts communication within the county. A high wind event during fire season could cause energy providers to de-energize their power lines which could result in communication outages. Strong wind events impacting powerlines outside of the county could negatively impact communications within Trinity County if there are damages which result in an outage. A wildfire could also damage or destroy communication infrastructure, such as what was seen with the damages to the Ironside Mountain repeater and lookout, with the lookout being destroyed in the 2021 wildfire season. Hazard events can also cause delays to communication systems coming back online (Khaled & Mcheick, 2019).

Certain loss of communication events can come with little to no notice – such as system malfunctions and certain hazard events (such as wildfire, earthquake, or flash floods). Other such events can come with advance notice, such as public safety power shutoffs and certain hazard events (such as hurricanes and winter storms).



Trinity County Office of Education Hazard Mitigation Plan

Trinity County Repeater Locations

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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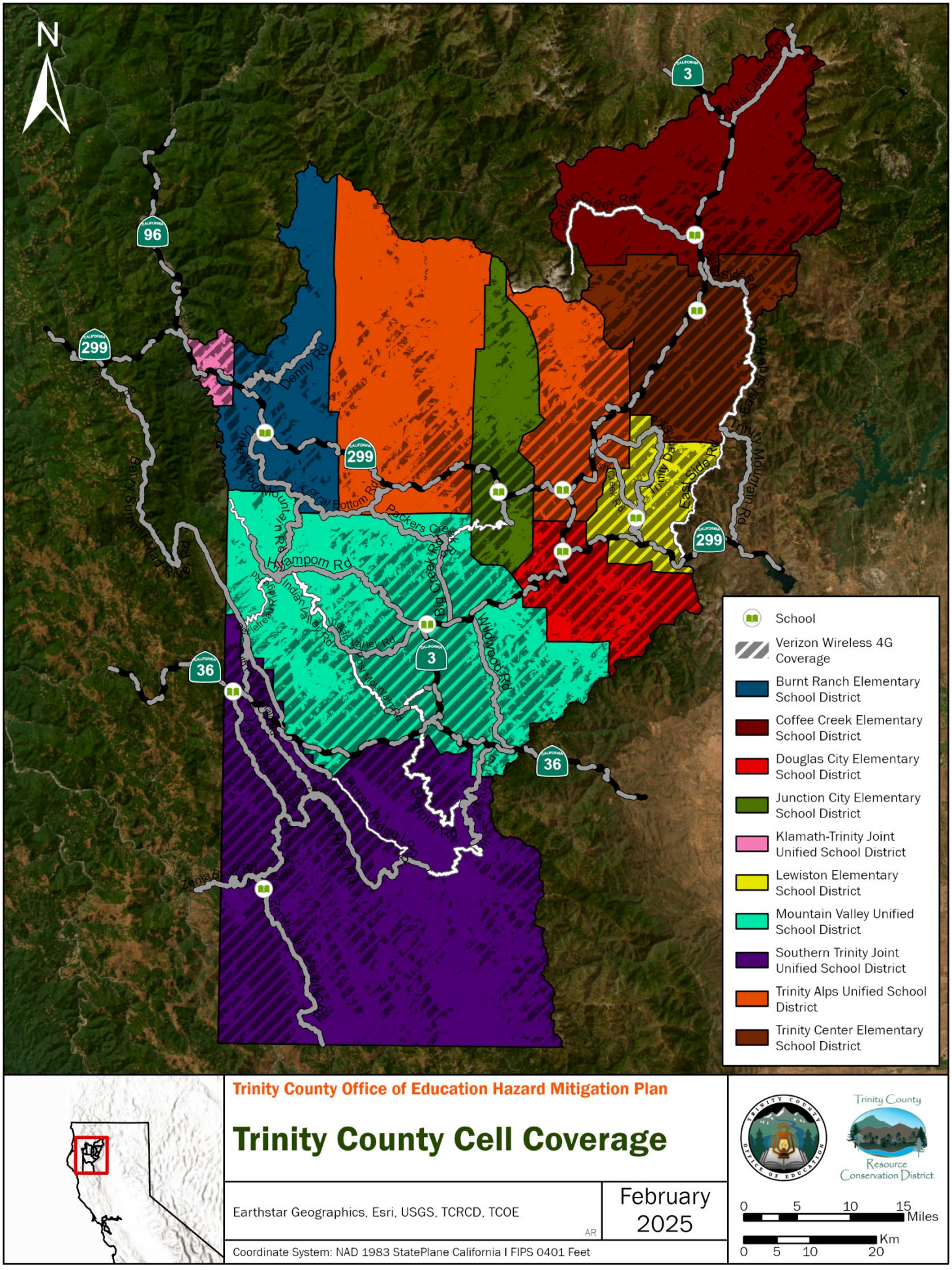
February 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 5 10 15 Miles

0 5 10 20 Km



Trinity County Office of Education Hazard Mitigation Plan

Trinity County Cell Coverage

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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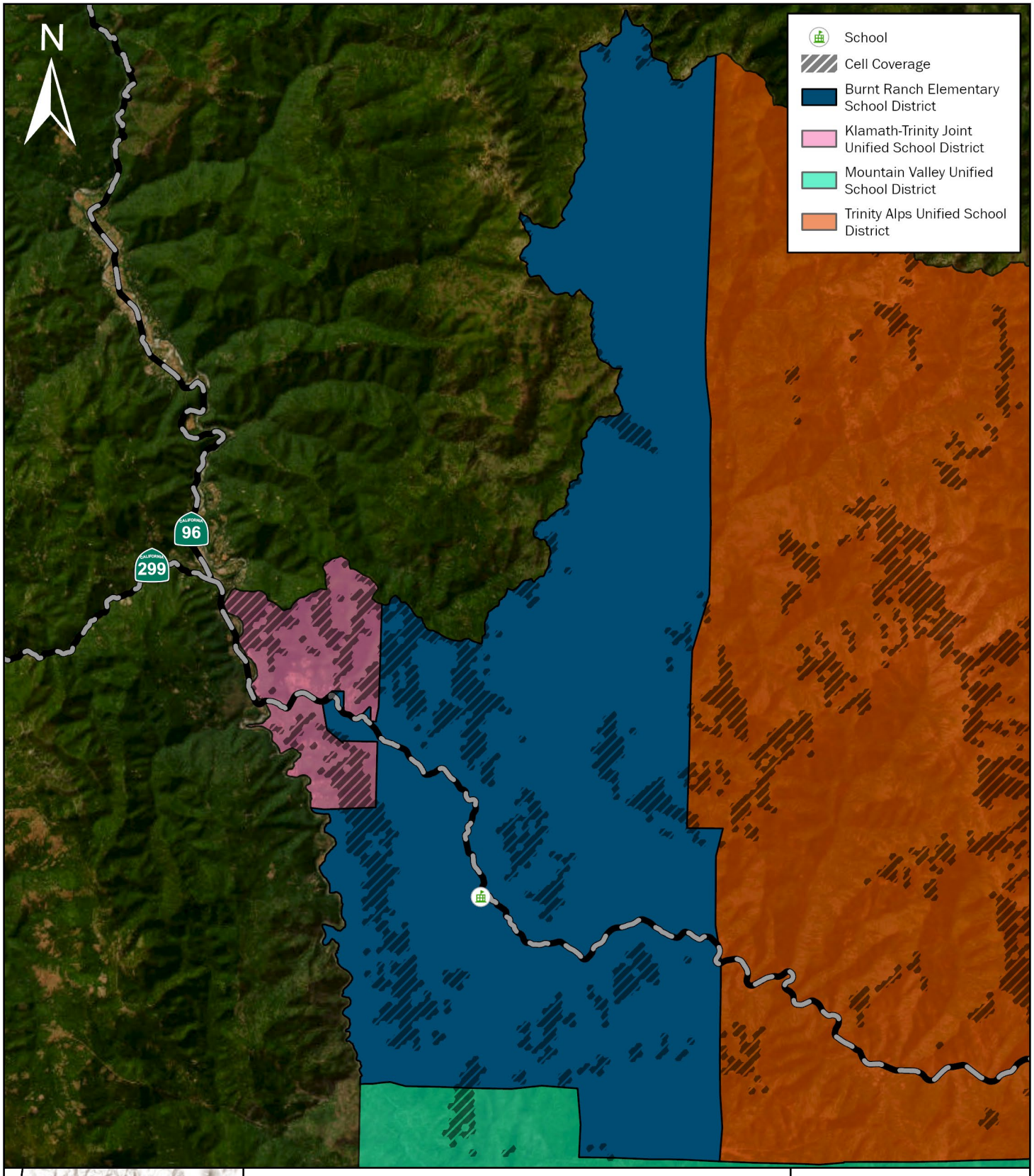
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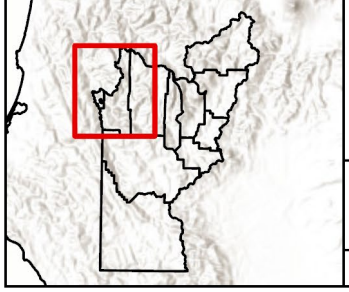
Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Burnt Ranch Elementary School District Cell Coverage

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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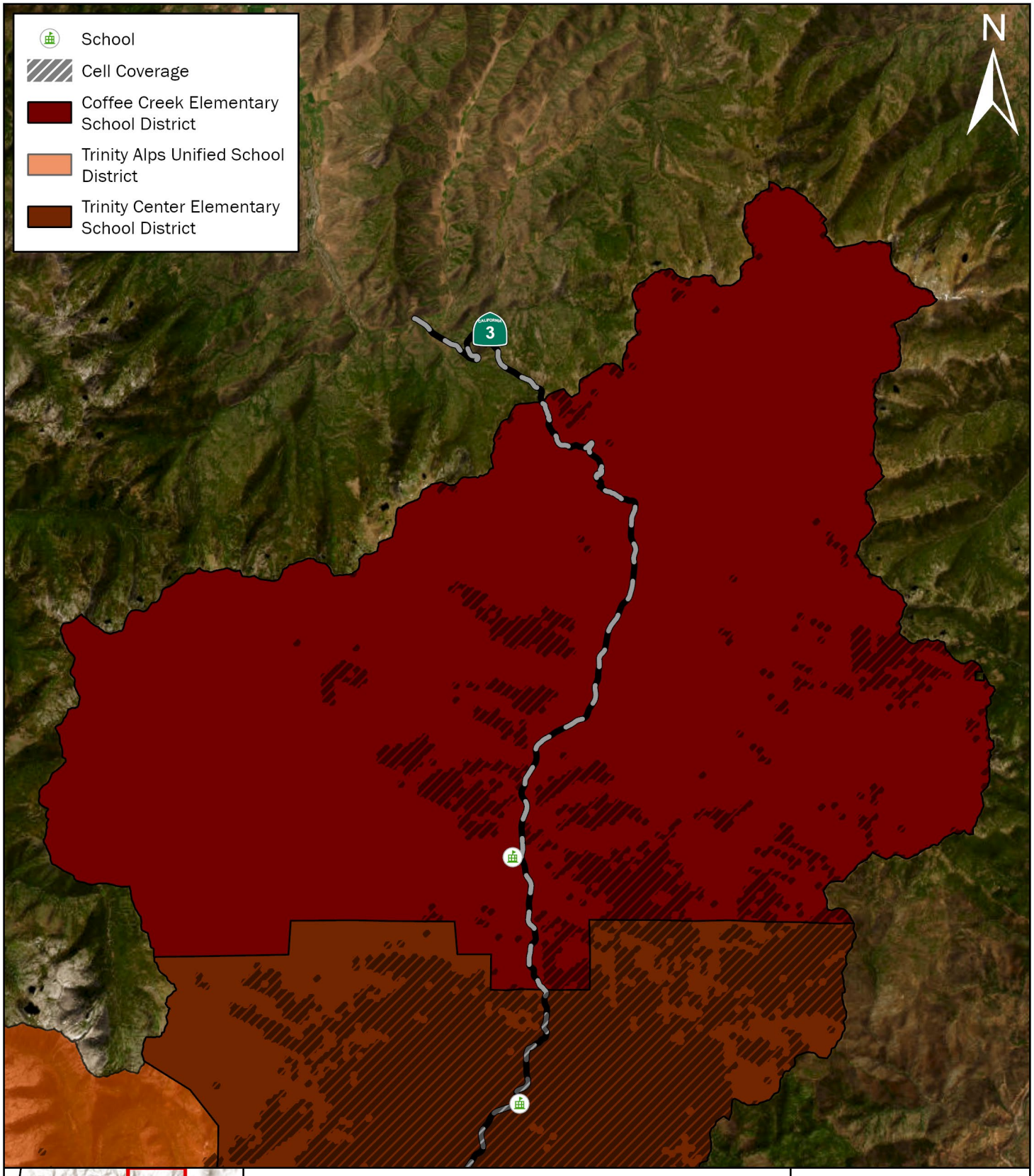
April 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 2 4 Miles

0 2.5 5 Km



Trinity County Office of Education Hazard Mitigation Plan

Coffee Creek Elementary School District Cell Coverage

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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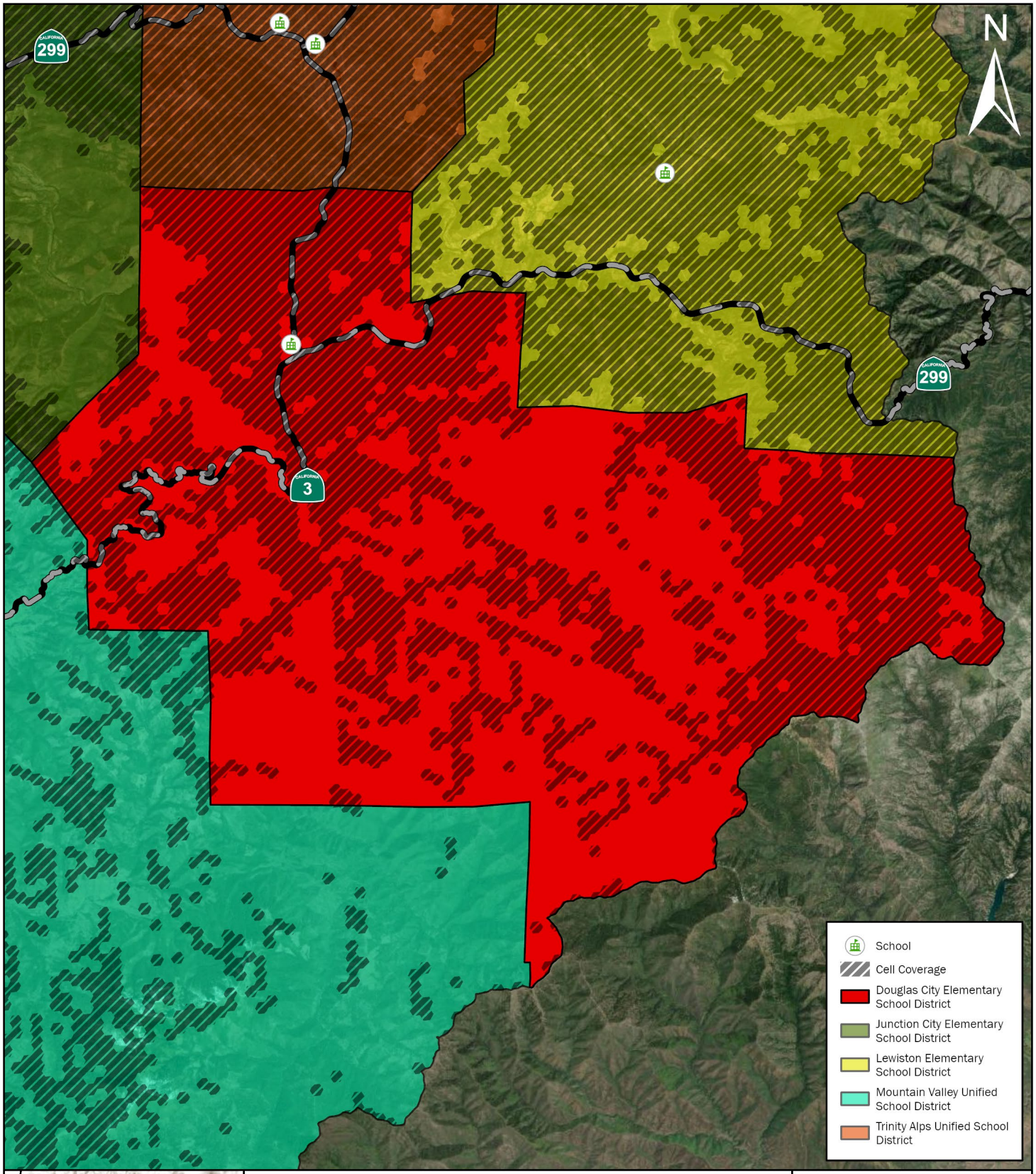
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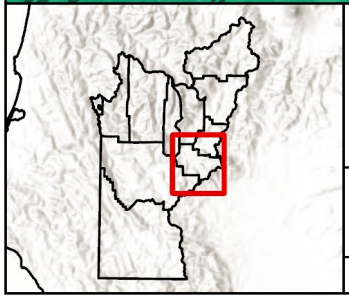
Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 2.5 5 Miles

0 2.5 5 Km





Trinity County Office of Education Hazard Mitigation Plan

Douglas City Elementary School District Cell Coverage

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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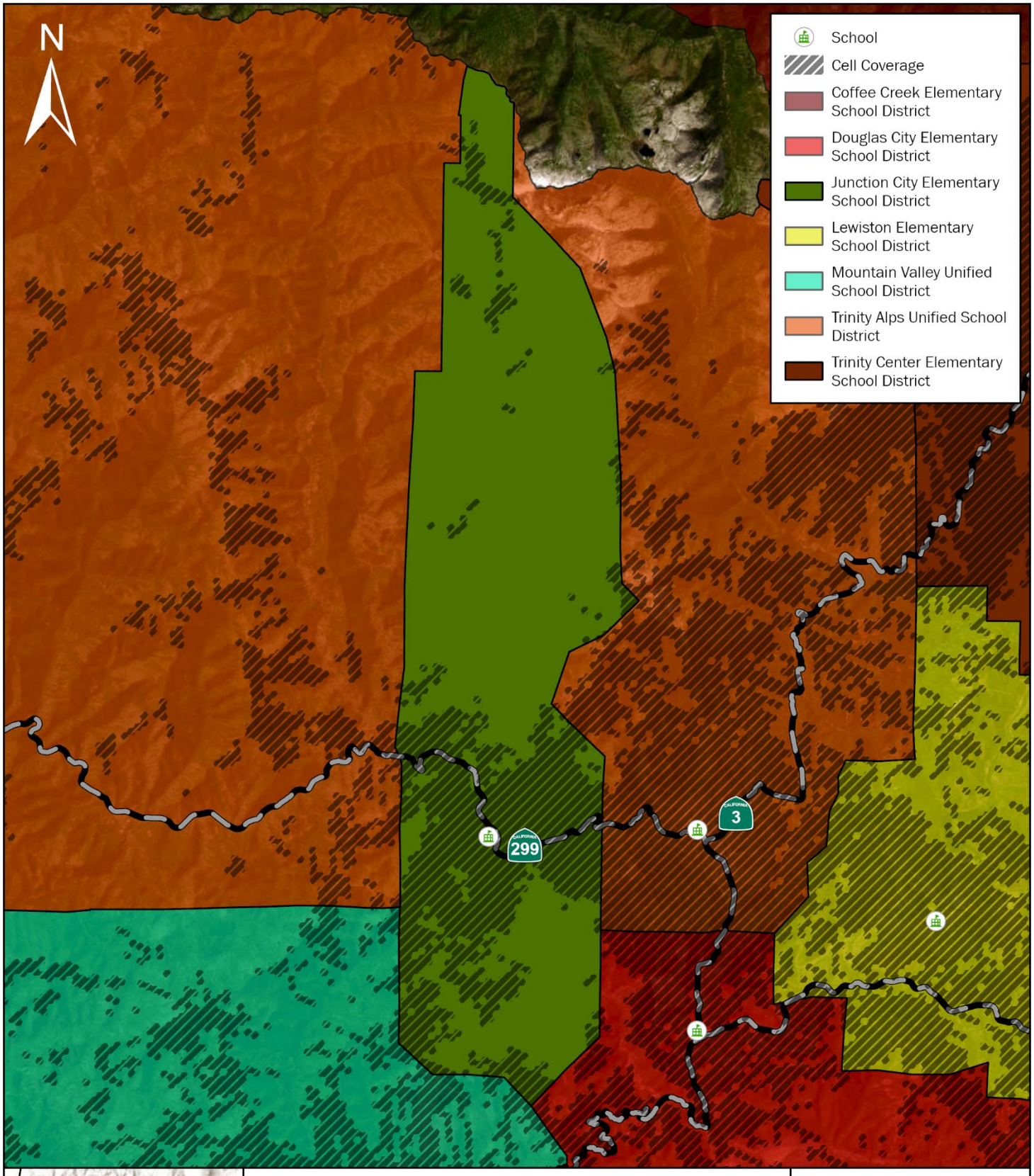
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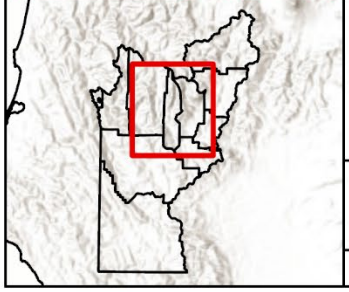
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Trinity County Resource Conservation District

0 2.5 Miles

0 2.5 5 Km





Trinity County Office of Education Hazard Mitigation Plan

Junction City Elementary School District Cell Coverage

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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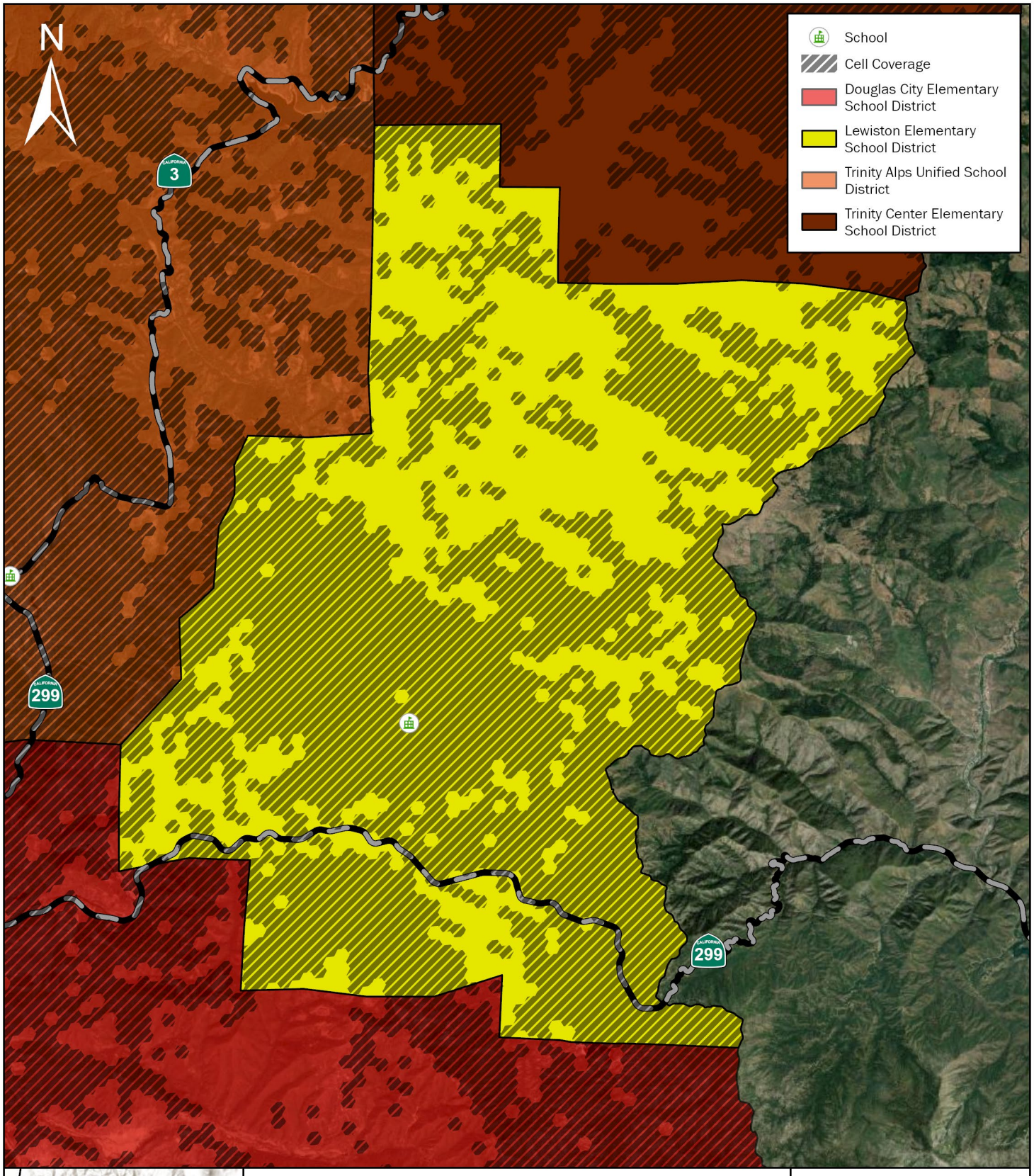
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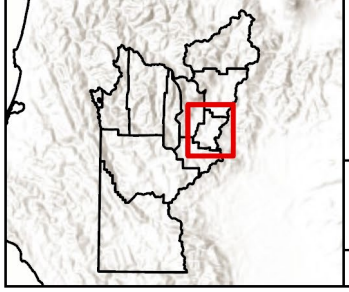
Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 2.5 5 Miles

0 2.5 5 Km





Trinity County Office of Education Hazard Mitigation Plan

Lewiston Elementary School District Cell Coverage

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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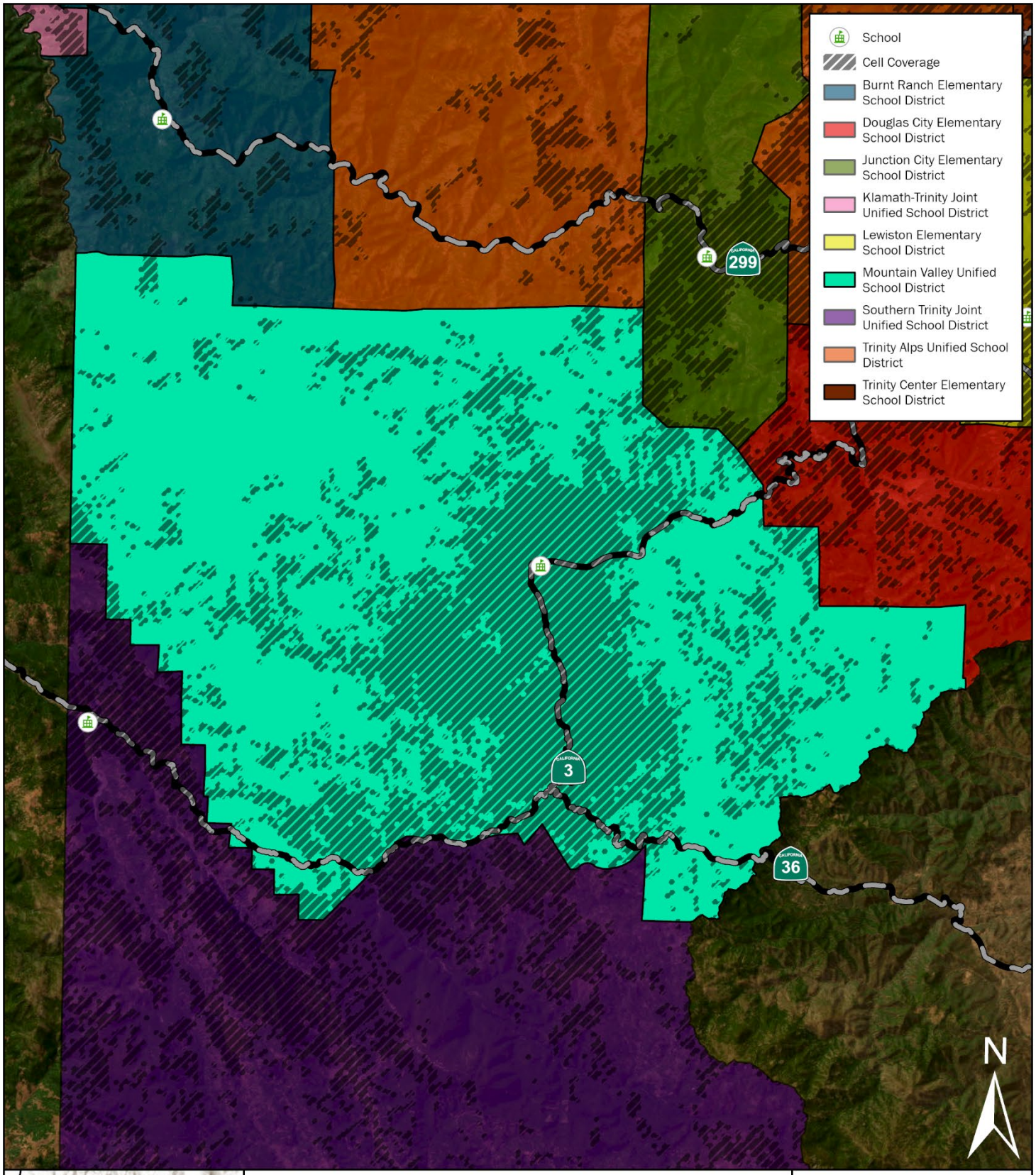
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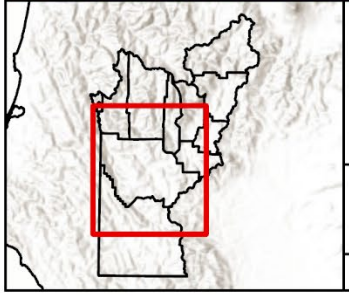
Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 2.5 Miles

0 2.5 5 Km





Trinity County Office of Education Hazard Mitigation Plan

Mountain Valley Unified School District Cell Coverage

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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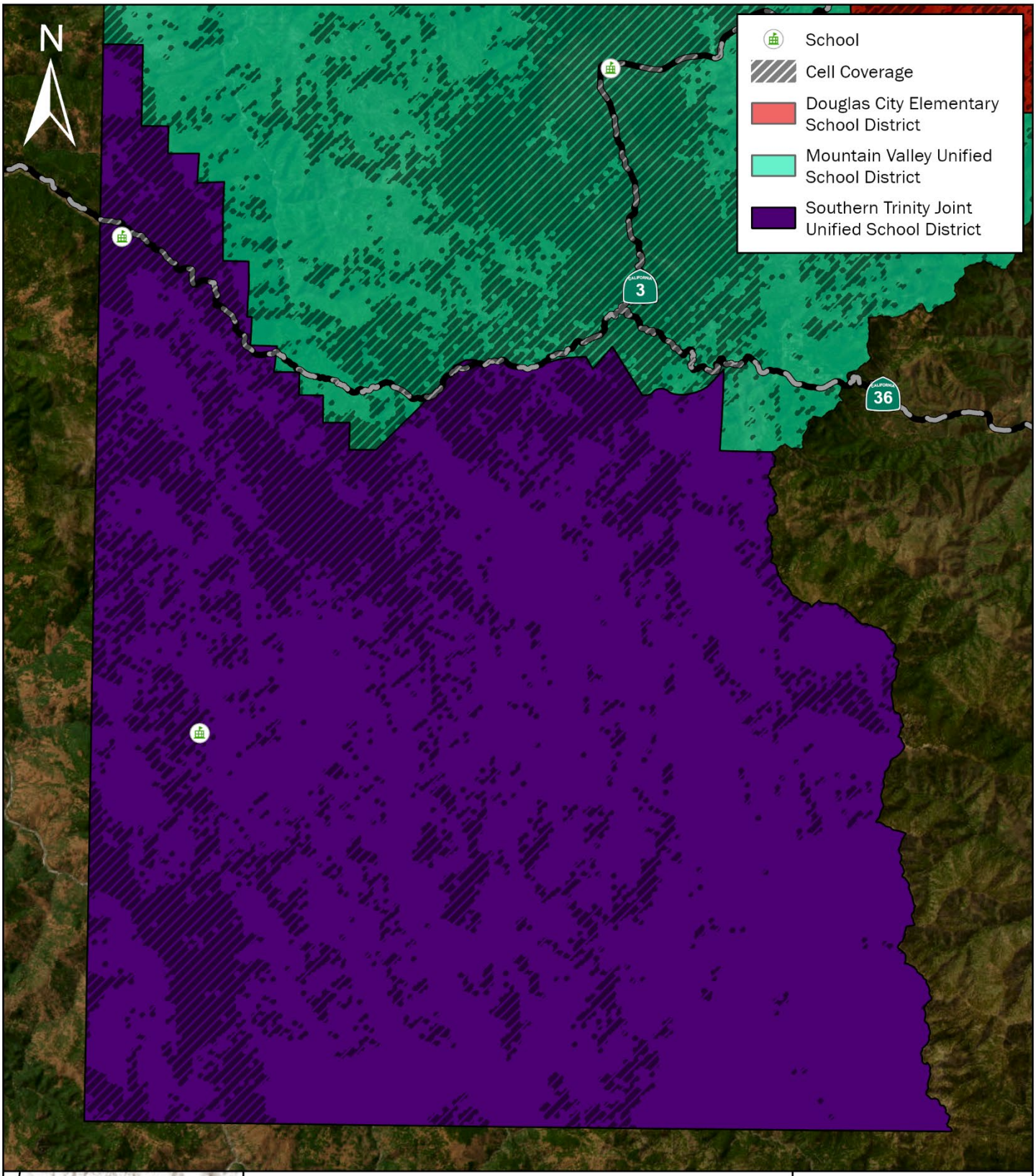
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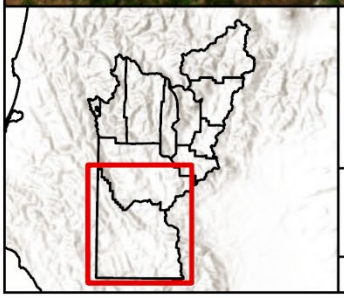
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Trinity County Resource Conservation District

0 2.5 5 Miles

0 2.5 5 10 Km





Trinity County Office of Education Hazard Mitigation Plan

Southern Trinity Joint Unified School District Cell Coverage

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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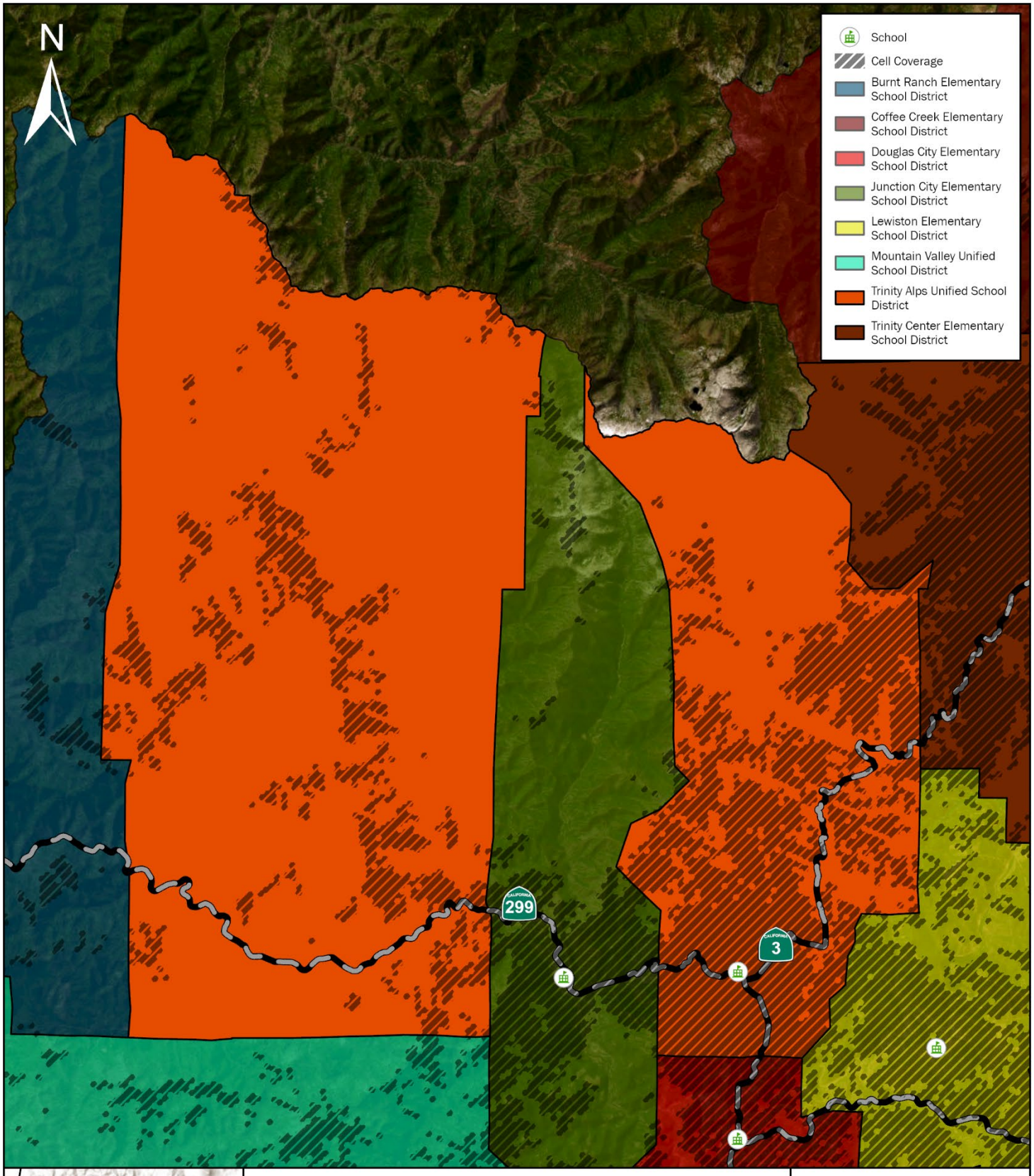
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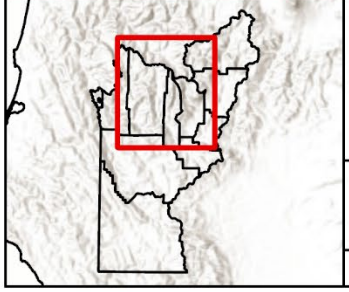
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Trinity Alps Unified School District Cell Coverage

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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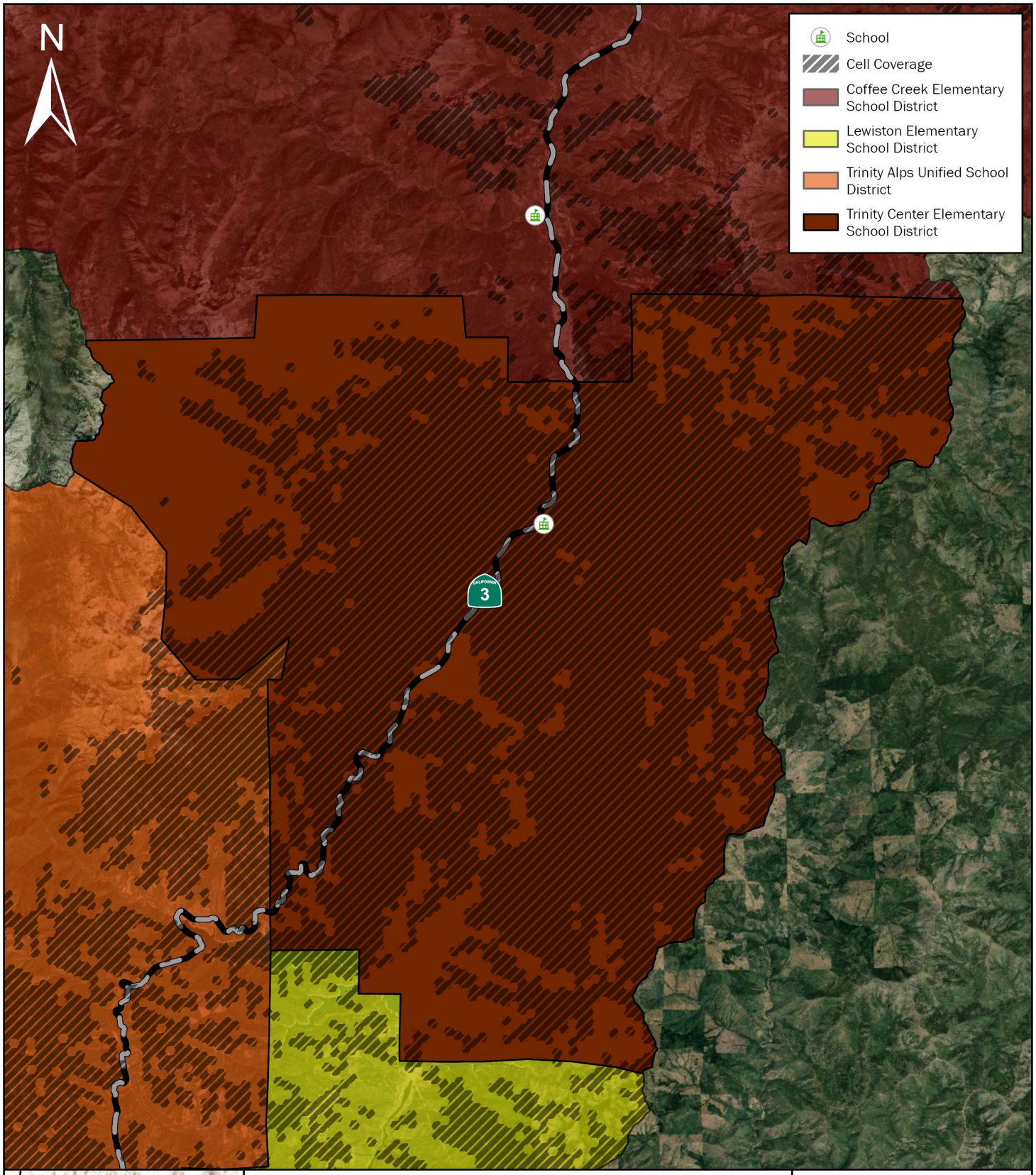
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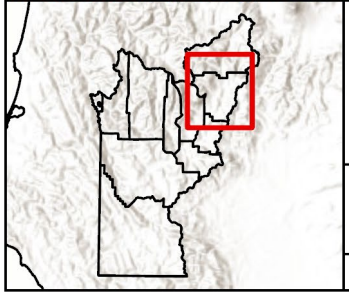
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Trinity County Resource Conservation District

0 2.5 5 Miles

0 2.5 5 10 Km





Trinity County Office of Education Hazard Mitigation Plan

Trinity Center Elementary School District Cell Coverage

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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April 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 2.5 Miles

Km 0 2.5 5

Previous Occurrences

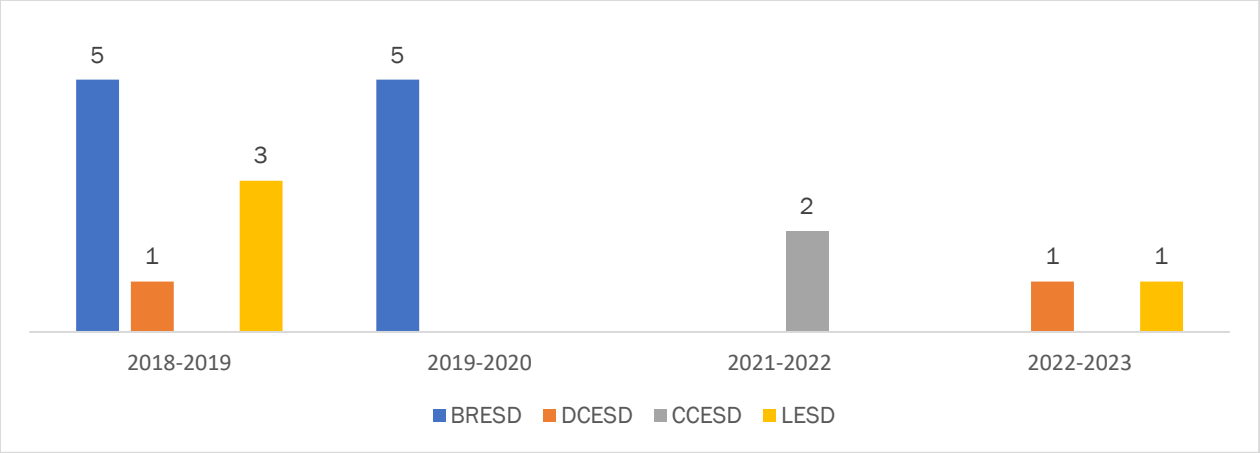
We can expect there to be multiple unscheduled communication outages to impact the county annually.

Tracking instances of loss of communication can be challenging as it is often coupled with other hazards. Generally, loss of communications occurs consistently over an area that doesn't have adequate communications infrastructure coverage, when communications infrastructure is damaged or otherwise offline, or in the event of a power outage.

Interviews revealed that eight of nine school districts experienced communication outages in the past five years. CCESD reported outages but never a complete loss of communication.

There are no recorded instances of Federal Emergency Management Agency (FEMA) disaster declarations since 1953, Spatial Hazard Events and Loss Database for the United States (SHELDUS™) hazard events since 1960, nor in the historical school district profiles. While there were not communications outages reported, there have been nine documented power outages in the school closures reported between Academic Years 2018-2019 through 2024-2025. The number of days where schools were closed due to outages can be found in Figure 106.

Figure 106. School Closure Days by Academic Year and School District from Academic Years 2018-2019 through 2024-2025 due to Power Outages



During this time period, the BRESD experienced the largest number of school closures, with ten. Academic Year 2018-2019 had the highest number of school closure days due to power outages over the five-year time span.

Probability of Future Occurrence

Considering that the County experiences multiple communication outages annually, it is likely that there will be a communication outage which impacts Trinity County within the next year. Due to this, it is **likely** that loss of communications will impact schools within the next year.

Communications infrastructure is already affected by various climate hazards and the anticipated rise in both the severity and frequency of these events will further elevate the risk of communication outages. Climate modeling indicates the region can expect increasing temperatures, more frequent and severe storm and wind events, high wildfire risk, and sea-level rise (Grantham et al, 2018). Each of these hazards can negatively impact the county's communications resiliency, which is further discussed later within this profile, under *Secondary Impacts*.

Vulnerability Analysis

Each school district within the county – Coffee Creek ESD, Burnt Ranch ESD, Douglas City ESD, Junction City ESD, Lewiston ESD, Mountain Valley USD, Southern Trinity Joint USD, Trinity Alps USD, and Trinity Center ESD – are susceptible to loss of communications. The Burnt Ranch Elementary School site and Coffee Creek school sites are the only two which have a persistent lack of cell service.

School Facilities and Operations

Loss of communication can disrupt coordination and decision-making. If a school district is unable to communicate with local authorities, emergency services, other schools, or the Trinity County Office of Education, there may be increased confusion, delayed decision-making, or decisions made based on incomplete information. In addition, if a school district is unable to communicate with students' parents and guardians, there can be anxiety and confusion among families. This can cause issues on an otherwise normal day, but if there is a communication outage during a hazard event, there may be delays in necessary emergency response and evacuation.

Regular communication is necessary to maintain normal operations. If a communication outage impacts intra-district communication, there may be a disruption to class schedules, transportation logistics, and coordination of school events. Remote learning programs would be uniquely impacted by a communication outage as these programs are often reliant on digital communication.

While loss of communication doesn't have a direct impact on school facilities, if there is an outage during a hazard event, loss of communication and coordination capabilities can increase the risk of damage to facilities.

Health and Safety

Like the impacts of loss of communication on school facilities, it is not likely that loss of communication will have a direct impact on health and safety. The indirect impacts can be substantial. For example, in the event of a fire or security threat, if communication is not available, there may be delays in evacuation, issues regarding overcrowding of exits or evacuation routes, or general confusion regarding how to respond. It can also present challenges to managing hazards, such as coordinating lockdown procedures or providing real-time updates to staff and law enforcement.

If a school district is unable to communicate out to emergency responders during an incident, including a medical emergency, delays may significantly worsen health outcomes.

Future Development

It is not expected that loss of communications will impact future development.

Transportation

When communication channels are down, this can mean that accidents and incidents on the road are not reported or critical road damage is not repaired in a timely fashion. Loss of communication can also impact timely evacuation (van der Wal et al., 2021).

Major roads often have neighborhoods where students and staff within a school district live or function as main evacuation routes.

Within the Burnt Ranch Elementary School District (ESD), 36% of Denny Rd., 2% of Underwood Mountain Rd. (County owned), 1% of Corral Bottom Rd., 14% of Underwood Mountain Rd. (U.S. Forest Service owned), and 5% of Highway 299 have cell service.

Within the Douglas City ESD, 100% of Highway 299 and 86% of Highway 3 have cell service.

Within the Coffee Creek ESD, less than 1% of Coffee Creek Rd., 100% of East Side Rd., 11% of Parks Creek Rd., and 11% of Highway 3 have cell service.

Within the Junction City ESD, nearly 100% of Dutch Creek Rd., 99% of Soldier Creek Rd., and 100% of Highway 299 have cell service.

Within the Lewiston ESD, 100% of Hoadley Peak Rd., 77% of Trinity Dam Blvd., 95% of Rush Creek Rd., nearly 100% of East Side Rd., and 100% of Highway 299 have cell service.

Within the Mountain Valley USD, 24% of Hyampom Rd., 24% of Wildwood Rd., less than 1% of Lower S. Fork Rd., 100% of Tule Creek Rd., 68% of Big Creek Rd., 100% of Rattlesnake Rd., 100% of Post Mountain Rd. (County owned), 100% of Horse Ridge Lo Rd., 95% of Post Mountain Rd. (U.S. Forest Service owned), 55% of Indian Valley Rd., 42% of Pelletreau Ridge Rd., 90% of South Fork Mountain Rd., 21% of Packers Creek Rd., 8% of Underwood Mountain Rd., 92% of Berry Summit-Mad River Rd., 7% of Wildwood Mad River Rd., 100% of Bramlet Rd., 23% of Soldier Creek Rd., 82% of Highway 3, and 79% of Highway 299 have cell service.

Within the Southern Trinity Joint USD, 69% of Mad River Rd., 95% of Ruth-Zenia Rd., 71% of Zenia-Lake Mountain Rd., 72% of Van Duzen Rd., 95% of Zenia Bluff Rd., 9% of Barry Creek Rd., 90% of Horse Ridge

Lo Rd., nearly 100% of South Fork Mountain Rd., nearly 100% of Berry Summit-Mad River Rd., 12% of Wildwood Mad River Rd., 81% of Bramlet Rd., and 98% of Highway 36 have cell service.

Within the Trinity Alps USD, 93% of Trinity Dam Blvd., 98% of Rush Creek Rd., 2% of Corral Bottom Rd. (County owned), 10% of Corral Bottom Rd. (U.S. Forest Service owned), 47% of Highway 299, and 95% of Highway 3 have cell service.

Within the Trinity Center ESD, 97% of East Side Rd. (County owned), 100% of East Side Rd. (U.S. Forest Service owned), and 98% of Highway 3 have cell service.

Equity Considerations

Not all families and staff have equal access to technology, such as smart phones or reliable internet. If alternative communication methods, such as phone calls or public emergency notifications, can't be used, there is a potential that not all families will be reached.

People who are deaf or hard of hearing cannot hear radio, television, or sirens. If these are the only communication methods used during an incident, people who are deaf or hard of hearing may not be engaged. In addition, people who are blind or have low vision may not be able to see certain visual cues, such as flashing lights. Without accessible methods to communicate out during an emergency, people with disabilities may be left out. To create disaster notifications which are more inclusive, emergency managers can use both visual and audible alerts, use several types of alert methods such as telephone calls, text, and emails, and using sign language interpreters and open captioning for any visual announcements on TV or online. People with disabilities are often left behind when emergency notification planning is not inclusive, but this problem is exacerbated when there is a communications outage (Simpson, 2009).

School districts which have student populations who are non-English speaking or who are non-English proficient should consider using emergency notifications in multiple languages or offering interpretation services to students and families.

Districts with poor cell service or unreliable internet access are at increased risk to loss of communications. Districts should evaluate what alternative methods, such as direct phone calls, can be used to ensure all necessary parties are engaged in the event of a hazard.

Those with mobility challenges may need extra time or assistance to evacuate. A lack of timely communication about an emergency or an evacuation order would make it challenging for them to safely respond.

Exposure of School Infrastructure

For loss of communications, the entire county is exposed and vulnerable. Loss of communications events do not typically impact buildings. No school district or TCOE structures are anticipated to be directly impacted. However, a loss of communication may impact normal school operations or impact a school district's ability to coordinate during an emergency.

Summary of Impacts

Loss of communications could result in a disruption to regular school operations or hamper emergency response and evacuation efforts.

Table 18. summarizes the hazard ranking matrix for loss of communications.

Table 18. Loss of Communications Hazard Ranking Matrix

Ranking	Loss of Communication
Location	3
Extent	3
Future Occurrence	3
Public Score	3
SC Score	3
Impact Analysis	15

Warning Time

The warning time for communication outages depends on the specific cause of the outage. Natural disasters, such as severe storms, wildfire or earthquakes may result in instantaneous loss of communication infrastructure, resulting in loss of communications.

Man-made communication disruptions may have more lead time. Telecommunication companies and emergency services often have protocols in place to address these issues promptly. While not a telecommunications company, the Trinity Public Utilities District is a major electricity provider within the county and alerts its customers well in advance prior to a planned power outage to minimize confusion. There still is a possibility of sudden and unexpected power outages which could impact communications.

Secondary Hazards

There are multiple climate factors which impact communications resiliency. Increases in temperatures and heat waves can cause network equipment to overheat, malfunction, or fail (Garimella and Hodges, 2024). Natural disasters, such as wildfire or earthquakes, can cause damage to communications infrastructure, causing outages. Increases in storm frequency can increase the risk of damage to above-ground transmission infrastructure and negatively impact telecommunications service delivery (New York ClimAID, 2011).

Communication hazards can exacerbate stress of staff and students. Isolation caused by limited or no access to communication can lead to feelings of anxiety, especially during a hazard event. Lack of reliable communication can limit support networks, making it harder for staff and students to seek assistance.

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Severe Weather

Description

Severe weather conditions can create increased risk to school operations, school infrastructure, and health and safety. This is due to a combination of variable intensity, duration, disruptions to essential services, and potential for destruction. The severe weather hazards evaluated within this plan are heat wave, thunderstorm, strong wind, and winter storms.

Heat Wave

A heat wave is a period of abnormally hot weather generally lasting more than two days. Heat waves can occur with or without high humidity. Cal-Adapt, a tool which allows planners to engage with simulations and scenarios produced for California's Fourth Climate Change Assessment, describes a heat wave as a duration of 4 consecutive extreme heat days or warm nights when the daily maximum/minimum temperature is above the extreme heat threshold.

Thunderstorm

A thunderstorm is a rain bearing cloud that also produces lightning. Lightning is a visible electrical discharge or spark of electricity in the atmosphere between clouds, the air and/or the ground often produced by a thunderstorm. Thunderstorms can include strong winds.

Strong Wind

Strong wind consists of damaging winds. For the sake of this plan, strong wind is evaluated as a hazard happening separately from thunderstorm or winter storm hazards.

Winter Storm

A winter storm is an event where the main type of precipitation is snow, sleet and/or freezing rain. Winter storms can also bring extreme cold and high winds.

Location

In general, severe weather events – heat wave, thunderstorms, strong wind events, or winter storms – can happen anywhere in the county, resulting in a **large** geographic extent.

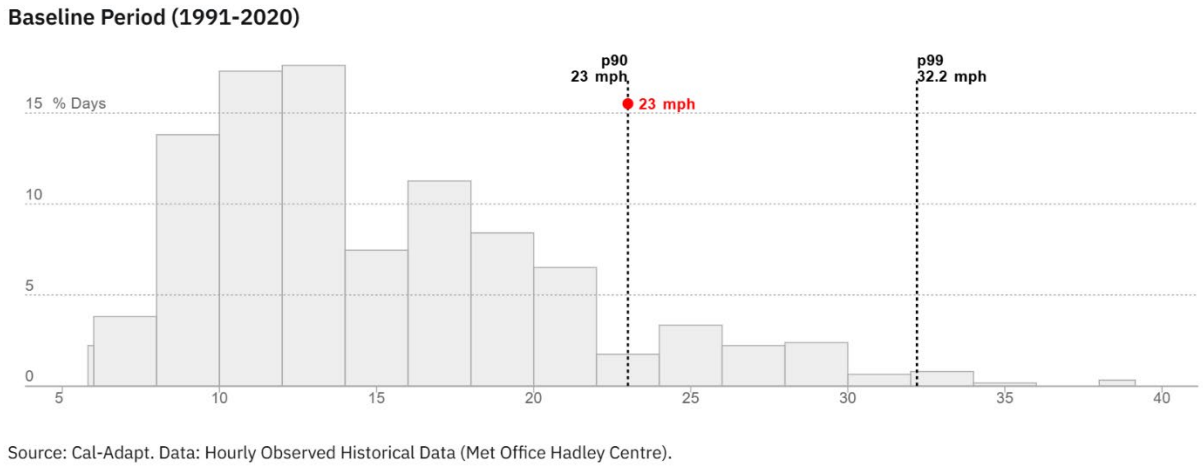
Extent

Federal Emergency Management Agency's (FEMA) National Risk Index (NRI) indicates the entirety of Trinity County has either relatively low or relatively moderate risk due to heat waves. The Southern Trinity Joint Unified School District (USD) and Mountain Valley USD are two districts which are primarily made up of relatively moderate heat wave risk. Heat waves or extreme heat days can make it harder for students to learn and are associated with learning loss for students (U.S. EPA, 2023). While heat waves can be detrimental to anyone's health depending on the duration and severity, children are thought to be particularly sensitive. Pediatric diseases or conditions associated with heat waves include renal disease, respiratory disease, electrolyte imbalance and fever (Xu et al., 2014). Many schools across California do not have adequate cooling capabilities, creating dangerous conditions for students and staff (Reyes-Velarde, 2024). Heat waves can, if occurring over a long period of time, cause damage to landscaping. Due to heat waves having the potential to disrupt school operations and negatively impact health and safety if there is inadequate cooling on site, the extent is **moderate**.

FEMA's NRI lightning risk assessment identifies the entire county to have between very low to relatively moderate lightning risk. The majority of the Burnt Ranch Elementary School District (ESD) and Junction City ESD have very low risk, with the portion of Trinity Alps USD to the west of Junction City ESD also having very low risk. Coffee Creek ESD, Trinity Center ESD, the Weaverville-area portion of the Trinity Alps USD, Douglas City ESD, and Lewiston ESD have relatively low lightning risk. Mountain Valley USD and Southern Trinity Joint USD primarily have relatively moderate lightning risk. During a thunderstorm, it is typically recommended to stay inside, away from windows, and not in large open rooms – such as cafeterias, gymnasiums, or auditoriums. This may require school operations to be changed in the event of a thunderstorm to ensure students remain inside and are not in large open rooms. In addition, transportation schedules will likely be amended if there is a thunderstorm expected or occurring. As thunderstorms in Trinity County primarily impact school operations and facilities, the extent is **moderate**.

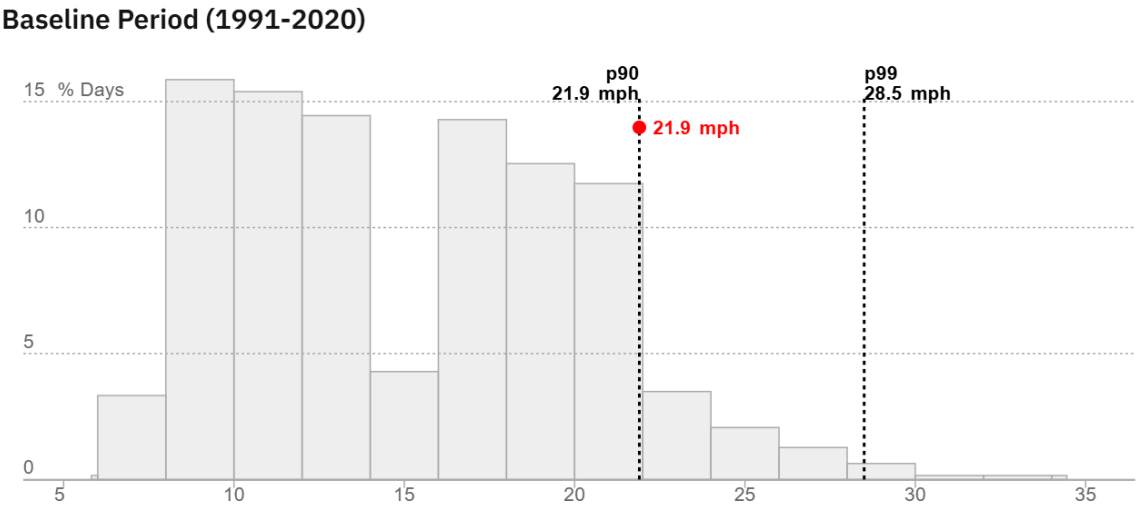
FEMA's NRI evaluates the entirety of Trinity County to have very low strong wind risk. In addition, the nearest stations measuring wind speeds are located in Arcata and Redding. Figure 107 and 108 show historic maximum wind speeds recorded at these stations.

Figure 107. Maximum wind speeds at the Redding Municipal Airport from 1991 through 2020



Source: Cal-Adapt. Data: Hourly Observed Historical Data (Met Office Hadley Centre).

Figure 108. Maximum wind speeds at the Arcata Airport from 1991 through 2020



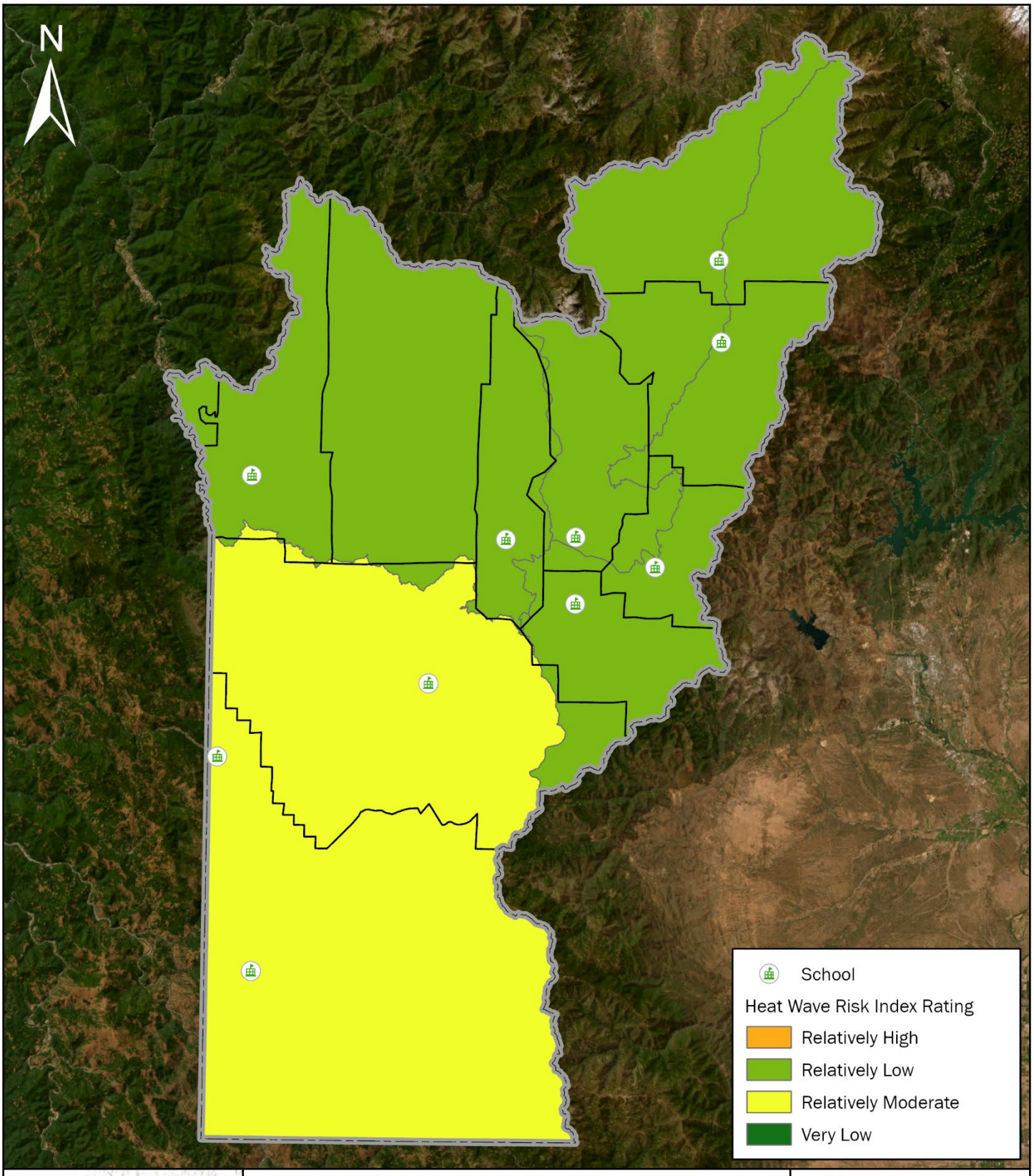
Source: Cal-Adapt. Data: Hourly Observed Historical Data (Met Office Hadley Centre).

The fastest wind speed between 1949 and 2021 was 41.4 mph in Redding. In Arcata, the fastest wind speed was 34.7 mph. Between both locations, the average daily maximum wind speed is about 22-23 mph. Wind events within the county still have the potential to cause disruptions. A concern brought up by residents in the planning process for the 2024 Trinity County Hazard Mitigation Plan update was the reoccurring problem of wind causing tree blowdown. In August 2021, a storm blew over Weaverville. After the fact "Meteorologist Matthew Kidwell at the Eureka National Weather Service office, [reported] the 30-minute-long storm dumped 0.87 of an inch of rain and hail, and winds at the Weaverville Airport reached 43 mph" (Reed, 2021). Trees either being uprooted or snapping due to wind can cause damage to buildings, roads, or powerlines. Due to the risk of wind to school districts being potential damages to infrastructure and school operations in the event of a power outage, the extent is **moderate.**

FEMA's NRI ranks many Trinity County school districts, including Coffee Creek ESD, Trinity Center ESD, the Weaverville-area portion of the Trinity Alps USD, Douglas City ESD, Lewiston ESD, Mountain Valley USD, and Southern Trinity Joint USD, have relatively moderate winter weather risk. Burnt Ranch ESD,

Junction City ESD, and the portion of Trinity Alps USD between them, have relatively low winter weather risk. Previous winter weather events within the county have brought heavy precipitation, including snow, straight-line winds, flooding, landslides, and mudslides. In the event of a winter storm, health and safety concerns can result in school closures, disrupting normal operations. In recent years, winter storms have caused infrastructure damage. Due to the risk winter storms pose to health and safety, school operations, and school facilities, the extent is **severe.**

Figures 109 through 112 show FEMA's mapped risk for different weather hazards in Trinity County.





Trinity County Office of Education Hazard Mitigation Plan

Trinity County Heat Wave Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

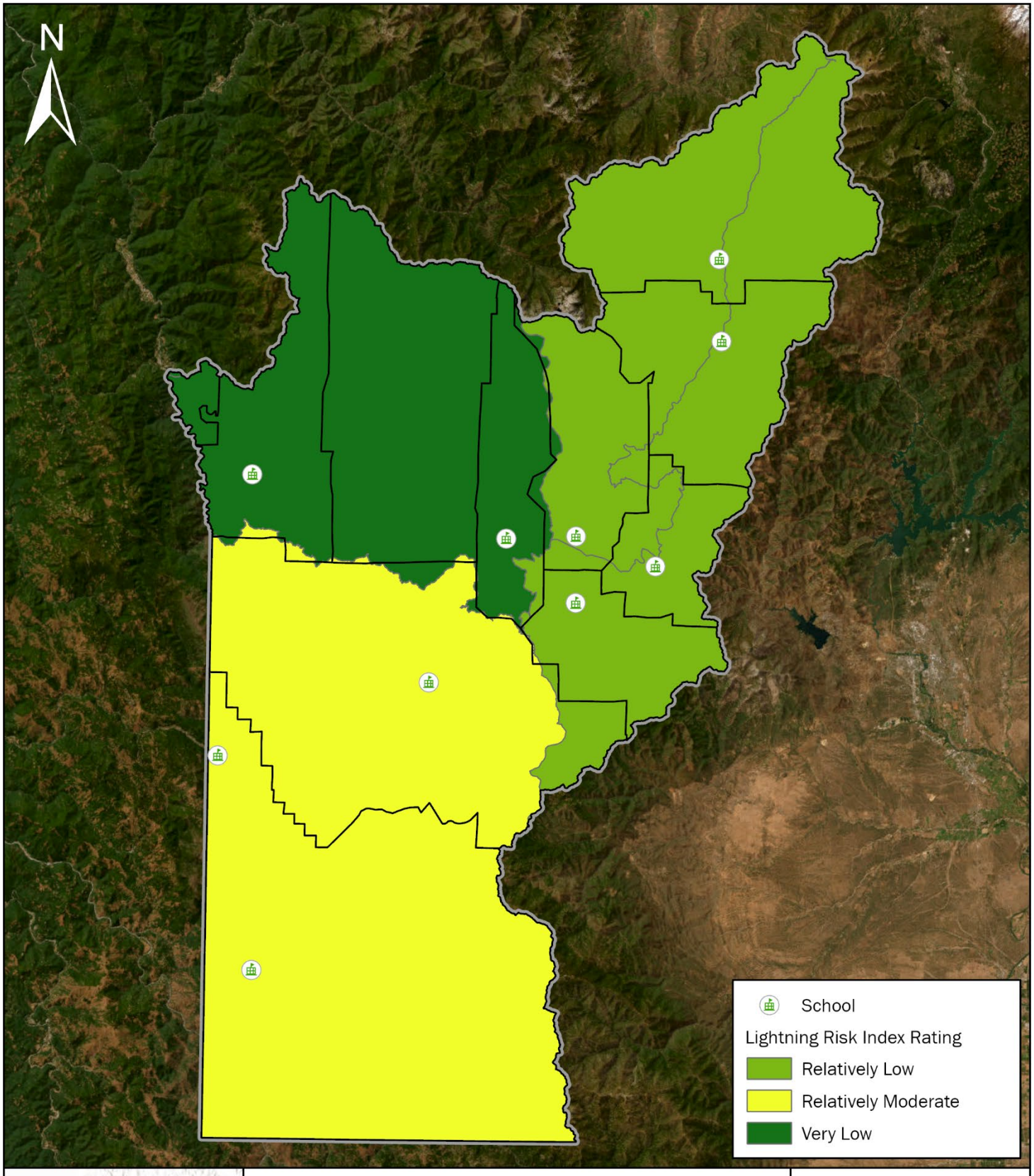
April 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 5 10 15 Miles

0 5 10 20 Km



Trinity County Office of Education Hazard Mitigation Plan

Trinity County Lightning Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

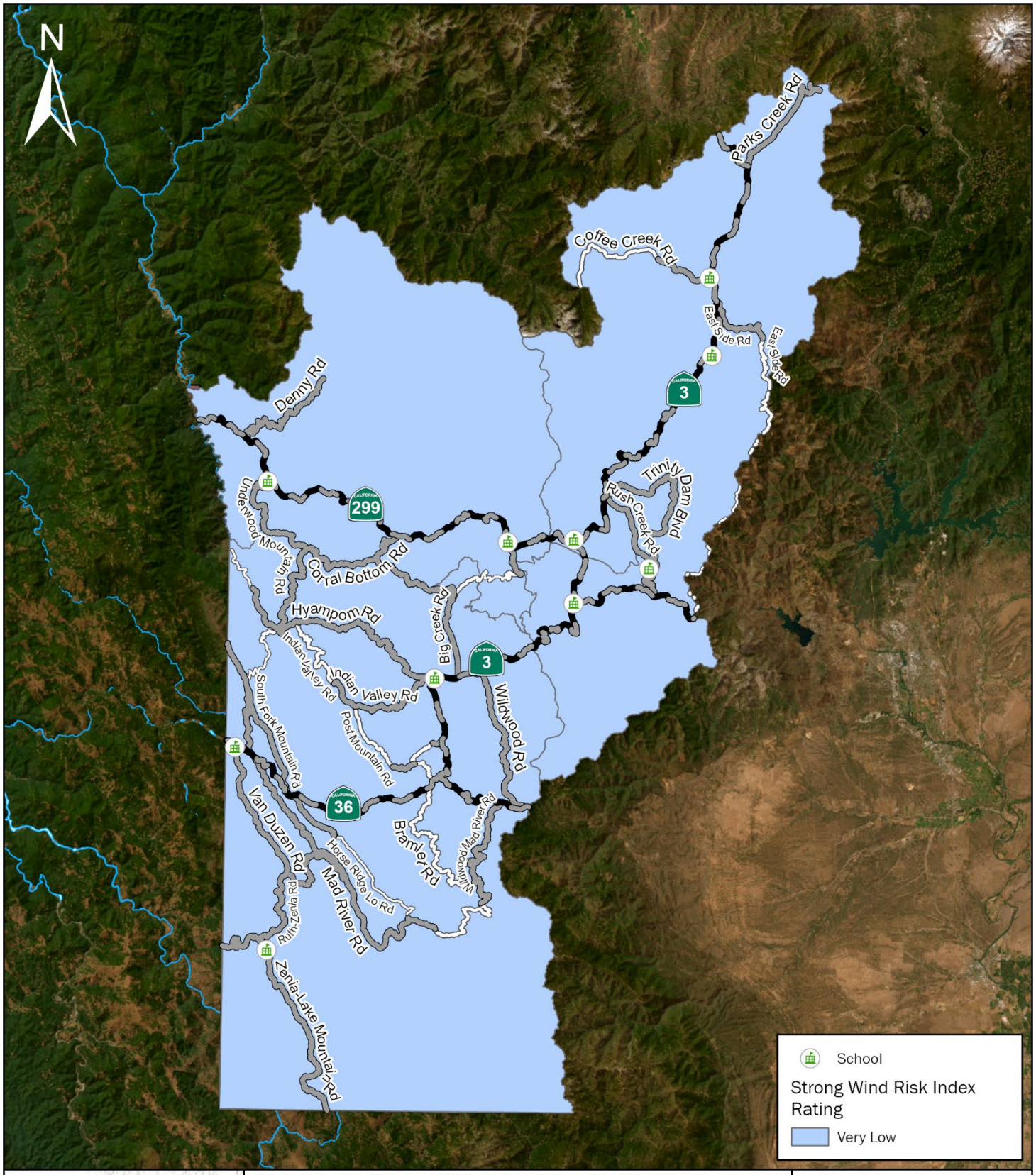
April 2025

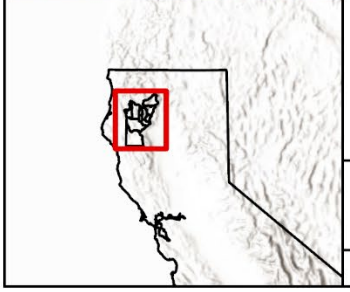
Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 5 10 15 Miles

0 5 10 20 Km





Trinity County Office of Education Hazard Mitigation Plan

Trinity County Strong Wind Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

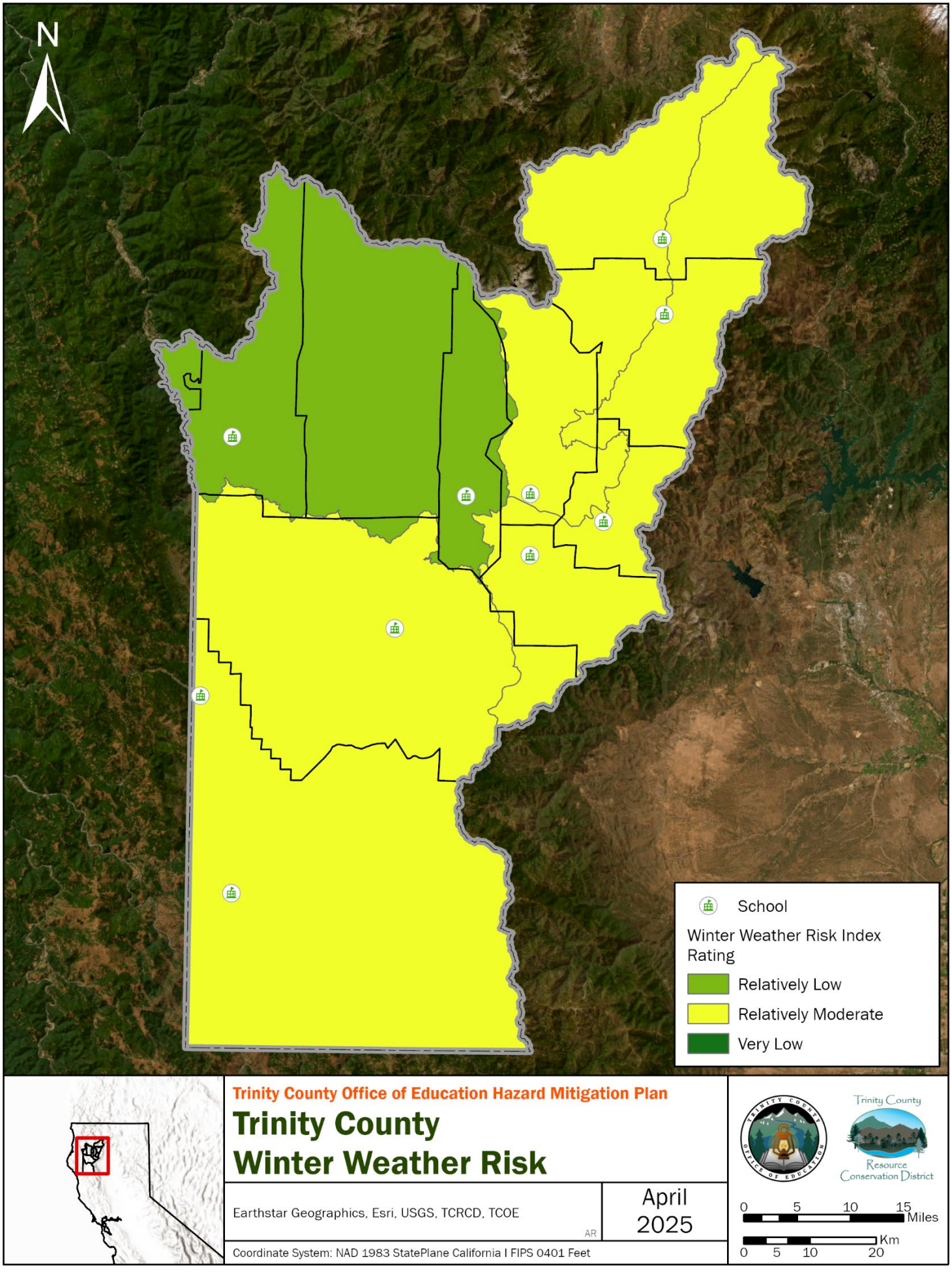
April 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 5 10 15 Miles

0 5 10 20 Km



Trinity County Office of Education Hazard Mitigation Plan

Trinity County Winter Weather Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

AR

April 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

0 5 10 15 Miles

0 5 10 20 Km

Previous Occurrences

Cal-Adapt can be used to review historic heat wave data for census-designated places (CDP). Modeled historic data is only available between 1951 and 2004. For the sake of understanding which communities are at risk, future projection between 2006 and 2025 were used. By inputting the CDPs which have school facilities, the following have future projections, between 2006 and 2025, of having an average of one heat wave annually – Coffee Creek, Douglas City, Hayfork, Junction City, Lewiston, Trinity Center, and Weaverville. While each community had a year range, at a minimum, of between zero and two heat wave events a year between 1951 and 2004, the only community which had a reoccurring average above zero was Trinity Center, with an average of one per year. Data was not available for Zenia within Cal-Adapt.

There are no instances of heat waves causing school closures, tracked within the Historical School Profiles, or which resulted in a FEMA disaster declaration after 1953. There is one instance of a heat wave hazard event tracked in the Spatial Hazard Events and Loss Database for the United States (SHELDUS™) of a heat wave which impacted the entire state in 1992. The Trinity Journal reported a heat wave in June 2021 impacting most of the county, with temperatures reaching 111 °F in Big Bar (Trinity Journal Staff, 2020). In July 2022, the National Weather Service issued an extreme heat warning for all of Trinity County over roughly a day and a half as temperatures were reaching 105 °F (Cozine, 2022). In July 2023, the National Weather Service issued a heat advisory for roughly two and a half days as temperatures were reaching 105 °F (Trinity Journal Staff, 2023). In July 2024, the National Weather Service issued an excessive heat warning for roughly three and a half days (Trinity Journal Staff, 2024).

There are thirty-six instances of hazardous thunderstorms tracked within SHELDUS™ since 1960. Between 2014 and 2022, there were three thunderstorms tracked within the database. There are no instances of thunderstorms causing school closures, tracked within the Historical School Profiles, or which resulted in a FEMA disaster declaration since 1953. It is worth noting that there are thunderstorms and lightning strikes annually and that in recent years, there has been at least one lightning strike annually which resulted in a wildfire.

There's been one FEMA disaster declaration related to strong winds since 1954. On March 28, 2023, Governor Gavin Newsom requested a major disaster declaration due to severe winter storms, straight-line winds, flooding, landslides, and mudslides beginning on February 21, 2023, which led to DR-4699-CA being declared on April 3, 2023. The primary impact was damage to water control facilities. The total public assistance cost estimate was $92,202,376.

Since 1960, there have been 27 instances of a wind hazard logged in SHELDUS™. From 2018 through 2022, there has been one wind event tracked in SHELDUS™. There were no records of strong wind resulting in school closures or tracked in the historic school profiles.

There have been ten FEMA disaster declarations related to winter storms since 1953. Since 2014, there have been five. Each declaration impacted multiple counties within California, including Trinity County.

On February 10, 2017, Governor Edmund G. Brown Jr. requested a major disaster declaration due to severe winter storms, flooding, and mudslides during the period of January 3-12, 2017 which led to DR-4301-CA being declared on February 14, 2017. The primary impacts were damages to roads and bridges.

The total public assistance cost estimate was $162,375,779. Trinity County's per capital impact was $61.29.

On April 13, 2019, Governor Gavin Newsom requested a major disaster declaration due to severe winter storms, flooding, landslides, and mudslides during the period of February 24 to March 1, 2019 which led to DR-4434-CA being declared on May 17, 2019. The primary impacts were damages to roads and bridges. The total public assistance cost estimate was $57,127,829. Trinity County's per capital impact was $153.51.

SHELDUS™ has 32 recorded flood hazard events between 1964 through 2022 which impacted Trinity County.

On April 13, 2019, Governor Gavin Newsom requested a major disaster declaration due to severe winter storms, flooding, landslides, and mudslides during the period of February 13-15, 2019 which led to DR-4431-CA being declared on May 17, 2019. The primary impacts were damages to roads and bridges. The total public assistance cost estimate was $103,644,688. Trinity County's per capital impact was $33.67.
On April 13, 2019, Governor Gavin Newsom requested a major disaster declaration due to severe winter storms, flooding, landslides, and mudslides during the period of February 13-15, 2019 which led to DR-4431-CA being declared on May 17, 2019. The primary impacts were damages to roads and bridges. The total public assistance cost estimate was $103,644,688. Trinity County's per capital impact was $33.67.

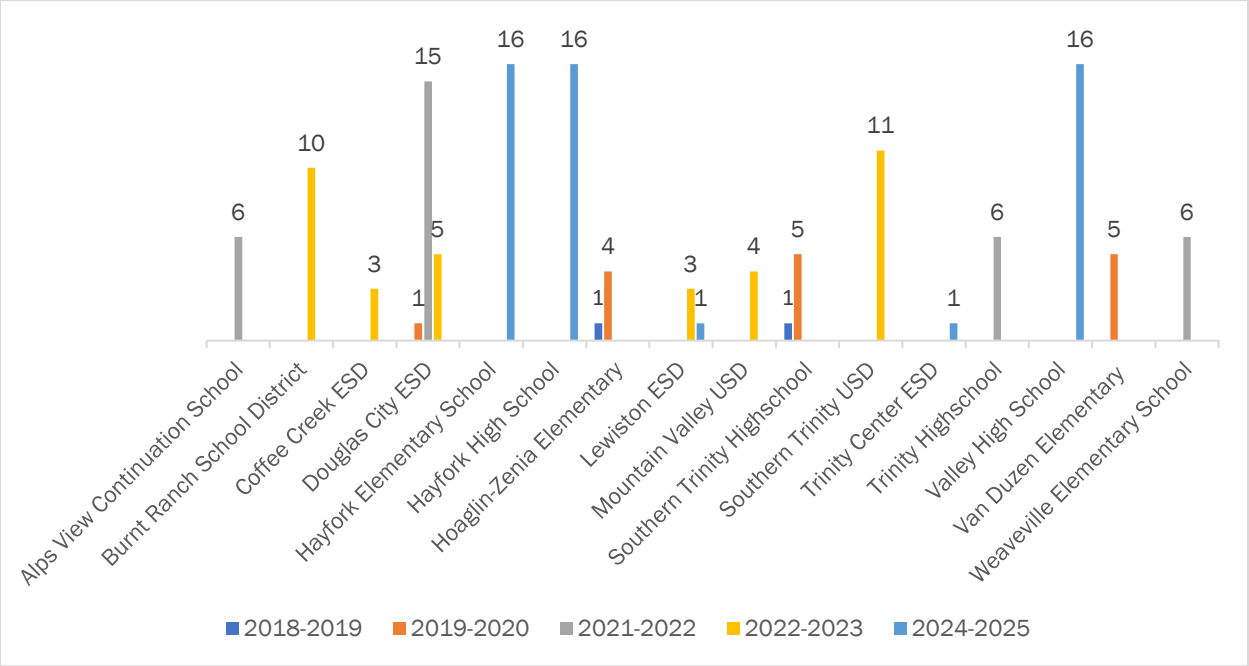
On March 10, 2023, a Presidential declaration of an emergency for the State of California (EM-3592-CA) was noticed due to severe winter storms, flooding, landslides, and mudslides beginning on March 9, 2023, and continuing.

On March 28, 2023 Governor Gavin Newsom requested a major disaster declaration due to severe winter storms, straight-line winds, flooding, landslides, and mudslides starting on February 21, 2023 which led to DR-4699-CA being declared on April 3, 2023. The primary impacts were damages to roads and bridges. The total public assistance cost estimate was $92,202,376. Trinity County's per capital impact was not calculated as part of this hazard's damage assessment when determining whether to declare a major disaster, potentially due to individuals and households in Trinity County not being eligible to apply for financial and direct services due to this disaster.

According to the school closure logs, there have been 72 days of closures logged due to winter storm. Alps View School closed for one day in Academic Year 2021-2022. Burnt Ranch Elementary School was closed five days in Academic Year 2022-2023. Coffee Creek Elementary School close for three days in Academic Year 2018-2019 and three days in Academic Year 2022-2023. Douglas City Elementary School closed for one day in Academic Year 2019-2002, one day in Academic Year 2021-2022, and four days in Academic Year 2022-2023. Valley High School, Hayfork Elementary School and Hayfork High School closed for one day in Academic Year 2024-2025. Hoaglin-Zenia Elementary School closed for one day in Academic Year 2018-2019 and four days in Academic Year 2019-2020. Junction City Elementary School closed for four days in Academic Year 2022-2023. Southern Trinity High School closed for one day in Academic Year 2018-2019 and five days in Academic Year 2019-2020. The Southern Trinity Elementary School closed for one day in Academic Year 2024-2025. Trinity High School closed for one day in Academic Year 2021-2022. Van Duzen Elementary School closed for one day in Academic Year 2018-2029 and five days in Academic Year 2019-2020. Weaverville Elementary School closed for one day in Academic Year 2021-2022. There were other closures logged not attributed to schools which are

assumed to be administrative closures. Figure 113 shows schools impacted by winter storms between Academic Year 2018-2019 through Academic Year 2024-2025.

Figure 113. School Closure Days by Academic Year and School District from Academic Years 2018-2019 through 2024-2025 due to Winter Storms

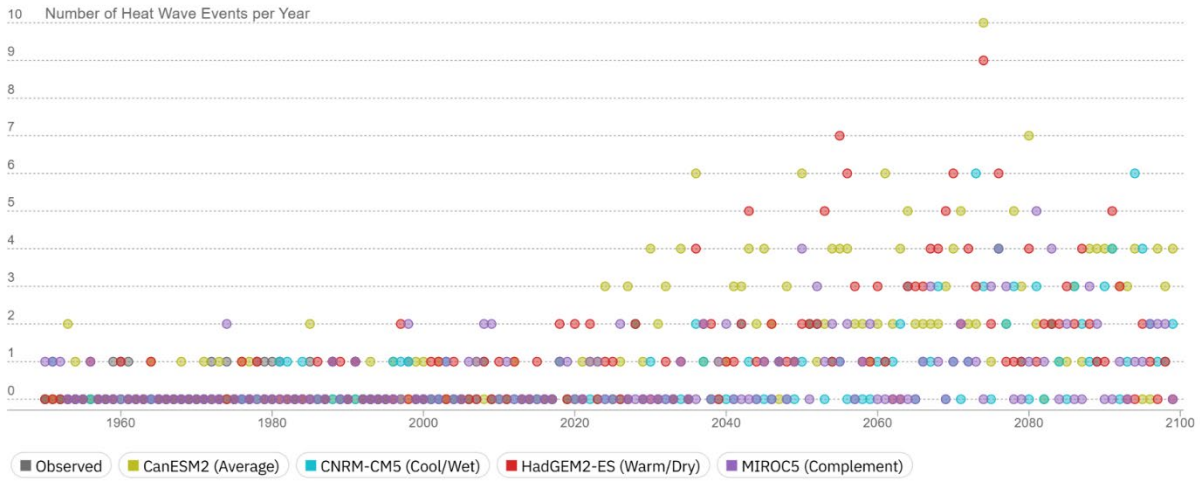


Since 2020, there have been multiple local emergency declarations by the Trinity County Board of Supervisors due to winter storms. The first on record that could be found was passed on March 1, 2022, titled “Confirms the continuance of a local emergency RE: 2021 Winter Storm”. Last record of this local emergency being extended is October 3, 2023. On March 19, 2024, the Trinity County Board of Supervisors passed “Confirming the continuance of local emergency due to early 2024 January Winter Storm” and “Confirming the continuance of local emergency due to 2024 Later January/ Early February Winter Storm”. The last continuance of “Confirming the continuance of local emergency due to early 2024 January Winter Storm” was November 5, 2024. On June 18, 2024, the Trinity County Board of Supervisors passed “Confirming the continuance of local emergency due to 2024 March Winter Storms”.

Probability of Future Occurrence

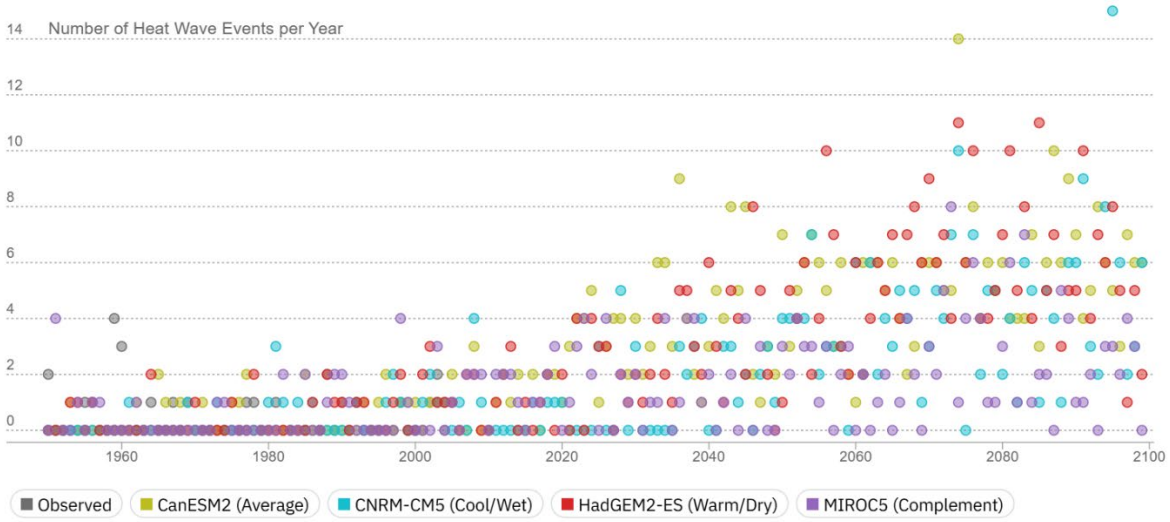
Reviewing historic heat wave data made available through Cal-Adapt, there was an average of one heat wave a year in Trinity Center. Predictive modeling from 2006 through 2025 indicated that Coffee Creek, Douglas City, Hayfork, Junction City, Lewiston, Trinity Center, and Weaverville would experience at least one heat wave annually. Reviewing local news sources, there were excessive heat warnings from 2022 through 2024 with increasing durations by year. Reviewing longer-range heat wave projections, from 2026 through 2098, each community a school is located within is expected to have on average a minimum of one heat wave event a year. Due to this, it is **likely** that a heat wave will impact county schools within the next ten years. Figures 114 through 122 show modeled predictions for heat wave by community.

Figure 114. Burnt Ranch projected changes in Number of 4 Day Heat Wave Events per Year when daily maximum temperature is above 99 °F under a Medium Emissions (RCP 4.5) Scenario



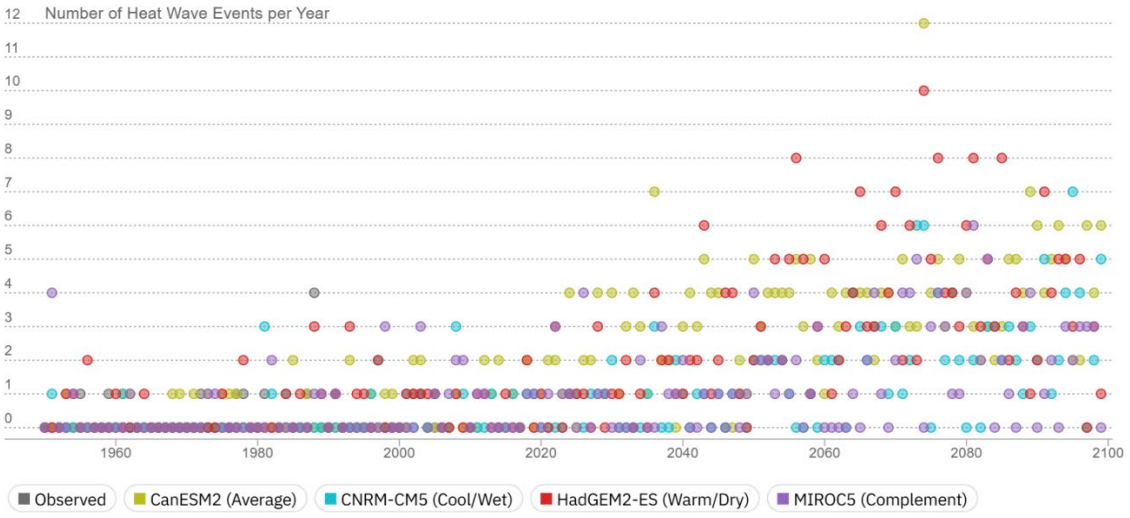
Source: Cal-Adapt. Data: LOCA Downscaled CMIP5 Climate Projections (Scripps Institution of Oceanography), Gridded Observed Meteorological Data (University of Colorado Boulder), LOCA Derived Products (Geospatial Innovation Facility).

Figure 115. Coffee Creek projected changes in Number of 4 Day Heat Wave Events per Year when daily maximum temperature is above 94 °F under a Medium Emissions (RCP 4.5) Scenario



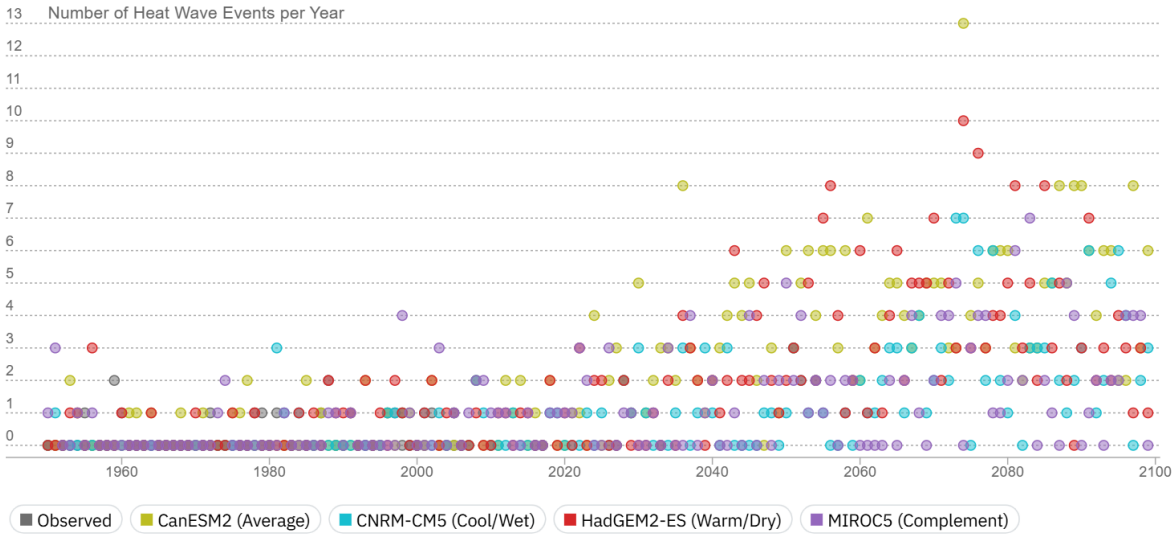
Source: Cal-Adapt. Data: LOCA Downscaled CMIP5 Climate Projections (Scripps Institution of Oceanography), Gridded Observed Meteorological Data (University of Colorado Boulder), LOCA Derived Products (Geospatial Innovation Facility).

Figure 116. Douglas City projected changes in Number of 4 Day Heat Wave Events per Year when daily maximum temperature is above 101.5 °F under a Medium Emissions (RCP 4.5) Scenario



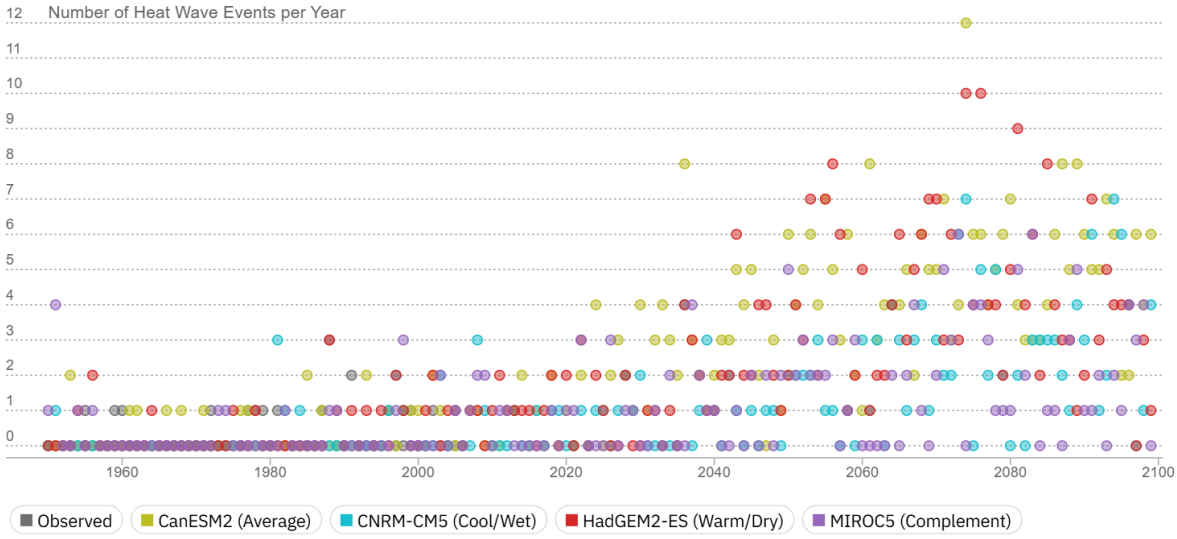
Source: Cal-Adapt. Data: LOCA Downscaled CMIP5 Climate Projections (Scripps Institution of Oceanography), Gridded Observed Meteorological Data (University of Colorado Boulder), LOCA Derived Products (Geospatial Innovation Facility).

Figure 117. Hayfork projected changes in Number of 4 Day Heat Wave Events per Year when daily maximum temperature is above 98.6 °F under a Medium Emissions (RCP 4.5) Scenario



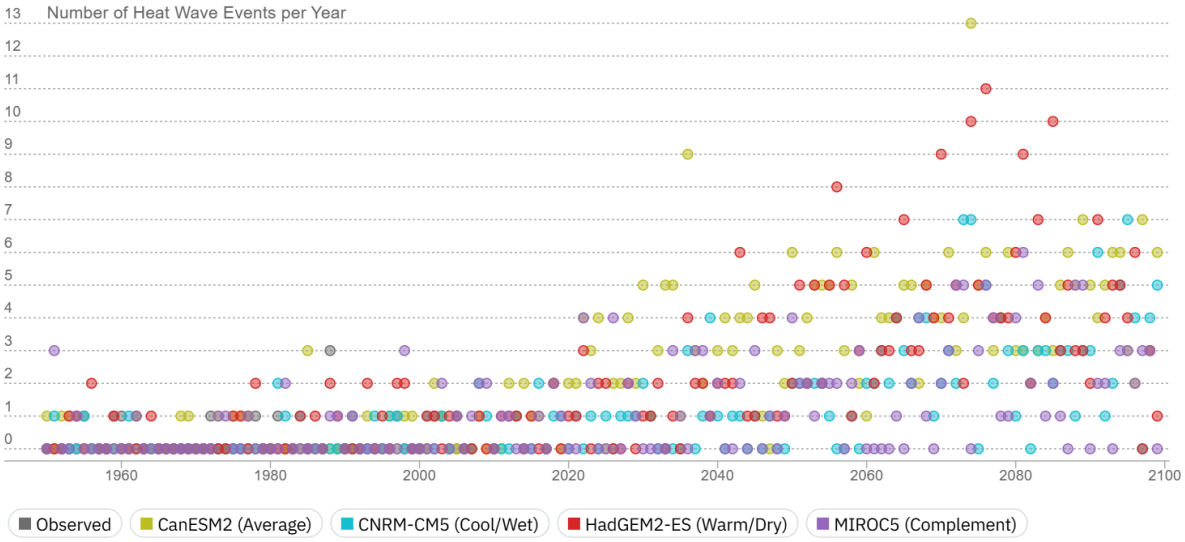
Source: Cal-Adapt. Data: LOCA Downscaled CMIP5 Climate Projections (Scripps Institution of Oceanography), Gridded Observed Meteorological Data (University of Colorado Boulder), LOCA Derived Products (Geospatial Innovation Facility).

Figure 118. Junction City projected changes in Number of 4 Day Heat Wave Events per Year when daily maximum temperature is above 100.5 °F under a Medium Emissions (RCP 4.5) Scenario



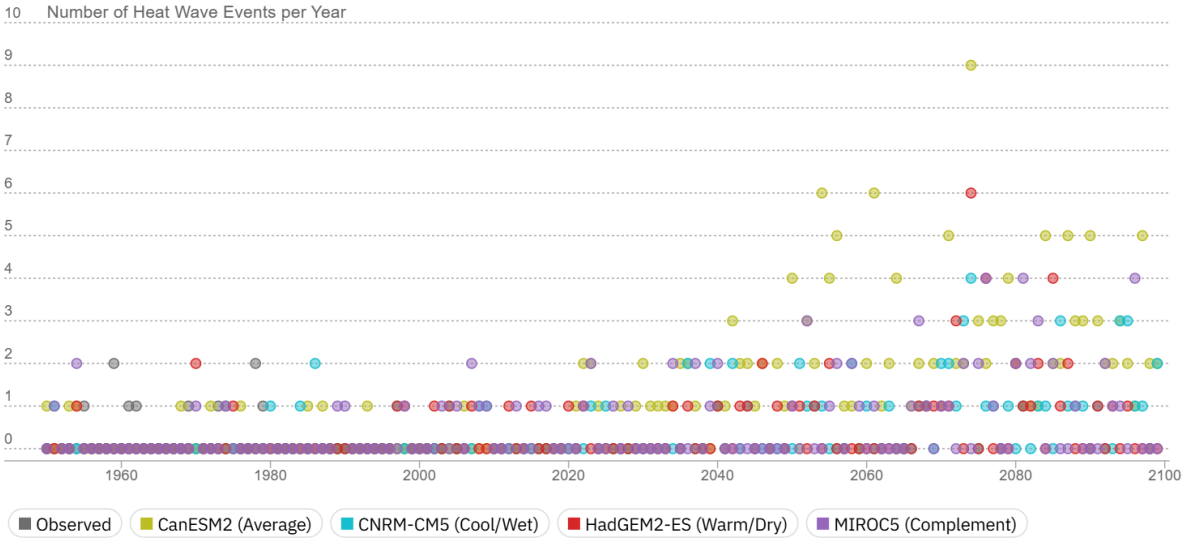
Source: Cal-Adapt. Data: LOCA Downscaled CMIP5 Climate Projections (Scripps Institution of Oceanography), Gridded Observed Meteorological Data (University of Colorado Boulder), LOCA Derived Products (Geospatial Innovation Facility).

Figure 119. Lewiston projected changes in Number of 4 Day Heat Wave Events per Year when daily maximum temperature is above 100.3 °F under a Medium Emissions (RCP 4.5) Scenario



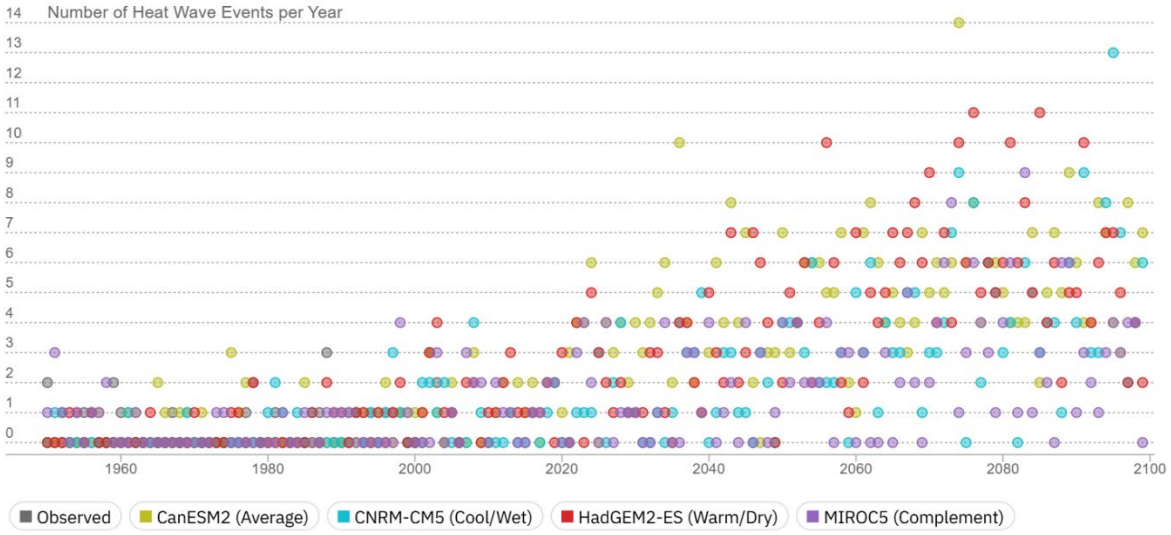
Source: Cal-Adapt. Data: LOCA Downscaled CMIP5 Climate Projections (Scripps Institution of Oceanography), Gridded Observed Meteorological Data (University of Colorado Boulder), LOCA Derived Products (Geospatial Innovation Facility).

Figure 120. Mad River projected changes in Number of 4 Day Heat Wave Events per Year when daily maximum temperature is above 93.8 °F under a Medium Emissions (RCP 4.5) Scenario



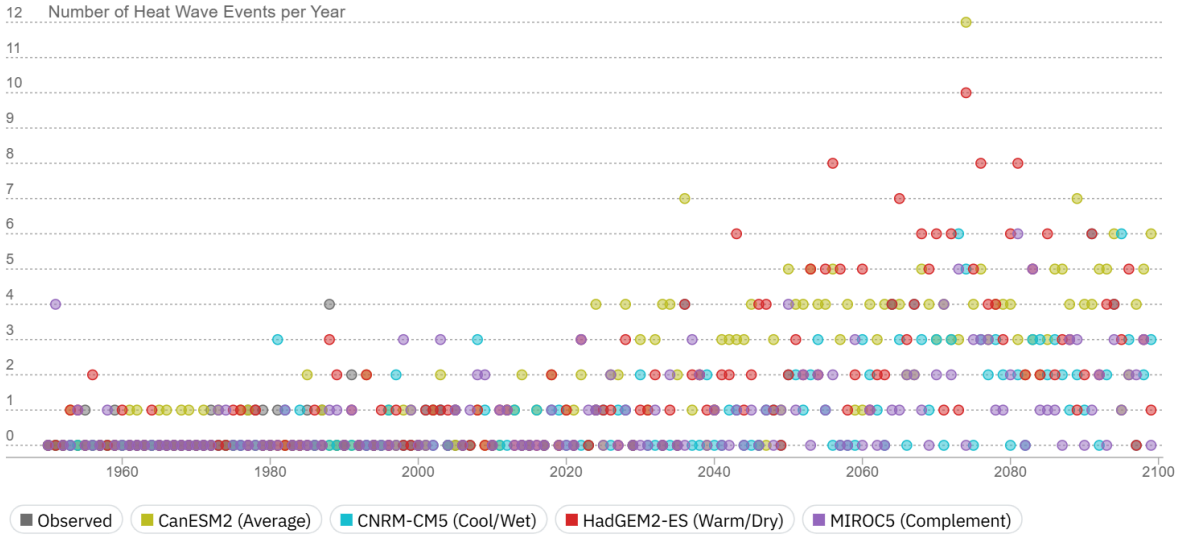
Source: Cal-Adapt. Data: LOCA Downscaled CMIP5 Climate Projections (Scripps Institution of Oceanography), Gridded Observed Meteorological Data (University of Colorado Boulder), LOCA Derived Products (Geospatial Innovation Facility).

Figure 121. Trinity Center projected changes in Number of 4 Day Heat Wave Events per Year when daily maximum temperature is above 97.6 °F under a Medium Emissions (RCP 4.5) Scenario



Source: Cal-Adapt. Data: LOCA Downscaled CMIP5 Climate Projections (Scripps Institution of Oceanography), Gridded Observed Meteorological Data (University of Colorado Boulder), LOCA Derived Products (Geospatial Innovation Facility).

Figure 122. Weaverville projected changes in Number of 4 Day Heat Wave Events per Year when daily maximum temperature is above 100.3 °F under a Medium Emissions (RCP 4.5) Scenario



Source: Cal-Adapt. Data: LOCA Downscaled CMIP5 Climate Projections (Scripps Institution of Oceanography), Gridded Observed Meteorological Data (University of Colorado Boulder), LOCA Derived Products (Geospatial Innovation Facility).

As there have been instances of thunderstorms and lightning strikes recorded annually within the past five to ten years, it is **likely** that there will be a thunderstorm within the next ten years or even within the next year. With the increase of global temperatures, it is expected that the number of lightning strikes will increase by roughly 12% for every degree of rise in global average air temperature (Romps et al., 2014). Estimates indicate that changing climate will increase the length and severity of the thunderstorm season in both the fall and spring (Allen, 2018).

In the past ten years, there were no instances of a strong wind hazard or windstorm isolated from either a thunderstorm or winter storm. Due to this, it is **unlikely** that there will be an isolated strong wind event within the next ten years.

In every Academic Year between Academic Year 2018-2019 and 2023-2024, except Academic Year 2020-2021, there were school closures due to winter weather. Due to this, it is **likely** there will be a winter weather event impacting schools in the next ten years or even within the next year. Annual precipitation is not expected to increase annually, but is expected that precipitation will be delivered in more intense storms and less precipitation will fall as snow and total snowpack will be a small fraction of its historical average (Grantham et al., 2018).

Vulnerability Analysis

Cal-Adapt modeling indicates that Coffee Creek Elementary School, Douglas City Elementary School, Hayfork Elementary School, Hayfork High, Valley High, Trinity Center Elementary School, Weaverville Elementary School, Trinity High School, Alps View Continuation School are at a higher risk of having at least one heat wave a year.

Mountain Valley USD and Southern Trinity Joint USD have the highest lightning risk within the county, with relatively moderate risk according to FEMA's NRI. Hayfork Elementary School, Hayfork High School, Valley High, Southern Trinity High School, Van Duzen Elementary School, and Hoaglin-Zenia Elementary School are at higher risk of being impacted by lightning events than other schools within the county.

Strong wind risk is equal across the county at very low.

Mountain Valley USD, Southern Trinity USD, Douglas City ESD, the Weaverville area of the Trinity Alps USD, Lewiston ESD, Trinity Center ESD, and Coffee Creek ESD have the highest winter storm risk within the county, with relatively moderate risk according to FEMA's NRI. Hayfork Elementary School, Hayfork High School, Valley High, Southern Trinity High School, Van Duzen Elementary School, Hoaglin-Zenia Elementary School, Douglas City Elementary School, Weaverville Elementary School, Trinity High School, Alps View Continuation School, Lewiston Elementary School, Trinity Center Elementary School, and Coffee Creek Elementary School are at a higher risk of being impacted by a winter storm than other schools within the county.

School Facilities and Operations

Sustained extreme heat can overheat or reduce the capacity of powerlines. This can result in power outages. Concrete can degrade and crack from direct sunlight and heat, which can allow moisture to seep in and break down its stability. High heat can require additional energy to cool school facilities. Heat waves can also result in additional stress to or the die-offs of vegetative landscaping on school sites. It is not expected that heat waves will cause impacts to school infrastructure, except for plants used in landscaping which are not resilient to heat waves. Fortunately for the maintenance of normal school operations, heat within the county typically is at its highest from late June through August, much of this time being when schools are closed for summer break. Schools offering summer daycare programs are at increased risk of being impacted by heat-related power outages or having to pay additional costs due to high-energy use to maintain cool facilities.

Eight of the nine school districts provide a version of extended learning opportunities during summer break, either directly through the school or, in MVUSD's case, through a partnership with the Indian Valley Stewardship Camp in Hayfork. CCESD only offers this program for a couple of weeks after the school year ends and before the fall semester begins. In the event of a severe thunderstorm, schools may be closed, have a delayed start time, or get out early to maintain the safety of students and staff. Thunderstorms can result in broken windows or flooded areas, which may require repairs. In the event of a power outage, schools may need to be dismissed early or otherwise be disrupted. If there were outdoor activities planned for the day and a thunderstorm occurs, there will need to be a change in schedule.

A school may be damaged by a wind event, but this is a rare occurrence. When damaged by wind, schools may experience roof covering damage, exterior glazing damage, exterior wall coverings and soffit damage, collapse of non-load bearing exterior walls, or structural damage. Wind can cause the blowdown of trees which can fall or be blown onto school facilities, causing damages. There are no records of this damage occurring during an isolated wind event within Trinity County as this type of damage typically occurs due to strong hurricane wind or tornadoes, which don't typically occur in Trinity County. If there are damages to school facilities during normal school operations, there could be school closures to repair the damages.

Winter storms can cause damage to buildings through heavy precipitation damaging roofs, flooding school grounds, or causing trees to fall. Winter storm damages are a leading cause of power outages within the county, which can impact school operations. Schools often will close during a severe winter storm event.

Health and Safety

Students and staff are at increased risk of heatstroke, heat exhaustion, and other heat-related illnesses when exposed to prolonged high temperatures. Fortunately, county schools are equipped with cooling for facilities. Peak time for heat wave risk within the county is primarily during summer break, meaning student and staff health and safety is not at high risk within the school systems due to heat waves.

Thunderstorm, strong winds, or winter storms can pose a threat to staff and student safety on school grounds if one occurs during school operations and causes windows, glass doors, or similar installations to fail. There is not a reported instance of wind speeds getting high enough to cause this to county schools. Thunderstorms and winter storms can cause flooding on or around school sites, which can result in people to be washed away, can pick up debris which can crash into someone caught in flood water, or carry waterborne disease.

Ice and snow brought by winter storms can cause hazardous walking conditions which may result in slips, falls, and injuries. Winter storms can also cause power outages, making it challenging to maintain heat.

Future Development

Severe weather risk – heat wave, thunderstorms, strong winds, and winter weather – is not expected to impact future development of school sites and school facilities.

Transportation

Heat waves are not expected to directly impact transportation to and from school within Trinity County. Although it has been found that, “public transit trips fall by nearly 50% on extreme heat days, as individuals seek relief in air-conditioned private vehicles” (Batur et al., 2024). If this applies to school bus usage, ridership may decrease on heat wave days schools are in session if buses don’t have adequate cooling.

Road visibility decreases and hazardous driving conditions increase during a thunderstorm or winter storm due to heavy precipitation. In the event of flooding, there may be road damages or closures, impacting student or staff ability to reach school. Wet or icy roads increase the likelihood of accidents (FHWA, 2024).

Strong winds can make it difficult to control vehicles, including large trucks, high-sided vehicles, or vehicles towing trailers, which could result in accidents (Snæbjörnsson et al., 2005). Flying debris can also cause damage to vehicles traveling to or from schools. Tree blowdown onto roads can result in closures or damages.

Equity Considerations

Heat waves disproportionately impact those with existing health conditions, such as cardiovascular, mental, respiratory, and diabetes related conditions (WHO, 2024). Students involved with athletics or other extra-curricular activities which would increase the amount of time spent outdoors could be at increased risk of heat-related illness, especially if there aren't sufficient cooling or hydration breaks provided. Students in low-income families may not have access to adequate cooling and heating at home due to cost restraints and may have a higher risk of exposure during a heat wave or winter storm.

Students with mobility challenges may need additional assistance sheltering in place during a thunderstorm, strong wind event, or winter storm.

Exposure to School Infrastructure

For the winter storm and thunderstorm hazard, total replacement values with 10%, 30%, 50% damage or replacement estimates for school and TCOE infrastructure was used. These estimates were used to project an estimated range of scenarios. Complete replacement value is shown but losses over 50% are not anticipated as this typically triggers the need to completely rebuild. Each school has the potential to experience losses due to a thunderstorm or winter storm.

Table 19. Thunderstorm and Winter Storm Risk Exposure to School Infrastructure

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	30%	50%
Classroom/ Administration	**$107,119,496.00**	**$10,711,949.60**	**$32,135,848.80**	**$53,559,748.00**
Alps View High School	$567,783.00	$56,778.30	$170,334.90	$283,891.50
Burnt Ranch Elementary	$6,926,779.00	$692,677.90	$2,078,033.70	$3,463,389.50
Coffee Creek School	$1,352,009.00	$135,200.90	$405,602.70	$676,004.50
Douglas City Elementary	$6,212,852.00	$621,285.20	$1,863,855.60	$3,106,426.00
Hayfork Elementary School	$15,891,344.00	$1,589,134.40	$4,767,403.20	$7,945,672.00
Hayfork High School / District Office	$11,243,782.00	$1,124,378.20	$3,373,134.60	$5,621,891.00
Hoaglin-Zenia Elementary School	$1,200,598.00	$120,059.80	$360,179.40	$600,299.00
Junction City School	$4,494,951.00	$449,495.10	$1,348,485.30	$2,247,475.50
Lewiston Elementary	$7,146,148.00	$714,614.80	$2,143,844.40	$3,573,074.00
Southern Trinity Community Day School	$384,248.00	$38,424.80	$115,274.40	$192,124.00
Southern Trinity High School	$7,526,555.00	$752,655.50	$2,257,966.50	$3,763,277.50

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	30%	50%
Trinity Center Elementary School	$1,744,270.00	$174,427.00	$523,281.00	$872,135.00
Trinity County Community School	$189,261.00	$18,926.10	$56,778.30	$94,630.50
Trinity County Office of Education	$3,766,550.00	$376,655.00	$1,129,965.00	$1,883,275.00
Trinity High School	$13,956,839.00	$1,395,683.90	$4,187,051.70	$6,978,419.50
Van Duzen Elementary School	$6,897,690.00	$689,769.00	$2,069,307.00	$3,448,845.00
Weaverville Elementary School	$17,617,837.00	$1,761,783.70	$5,285,351.10	$8,808,918.50
Garage	**$1,323,289.00**	**$132,328.90**	**$396,986.70**	**$661,644.50**
Bus Garage	$960,821.00	$96,082.10	$288,246.30	$480,410.50
Douglas City Elementary	$294,027.00	$29,402.70	$88,208.10	$147,013.50
Junction City School	$68,441.00	$6,844.10	$20,532.30	$34,220.50
Gymnasium	**$14,719,653.00**	**$1,471,965.30**	**$4,415,895.90**	**$7,359,826.50**
Hayfork High School / District Office	$5,751,694.00	$575,169.40	$1,725,508.20	$2,875,847.00
Lewiston Elementary	$1,744,985.00	$174,498.50	$523,495.50	$872,492.50
Trinity High School	$4,909,955.00	$490,995.50	$1,472,986.50	$2,454,977.50
Weaverville Elementary School	$2,313,019.00	$231,301.90	$693,905.70	$1,156,509.50
Maintenance	$2,532,119.00	$253,211.90	$759,635.70	$1,266,059.50
Douglas City Elementary	$164,013.00	$16,401.30	$49,203.90	$82,006.50
Hayfork Elementary School	$1,041,047.00	$104,104.70	$312,314.10	$520,523.50
Hayfork High School / District Office	$214,604.00	$21,460.40	$64,381.20	$107,302.00
Southern Trinity High School	$354,658.00	$35,465.80	$106,397.40	$177,329.00
Trinity Center Elementary School	$5,605.00	$560.50	$1,681.50	$2,802.50
Trinity High School	$371,893.00	$37,189.30	$111,567.90	$185,946.50
Weaverville Elementary School	$380,299.00	$38,029.90	$114,089.70	$190,149.50
Other	**$5,097,759.00**	**$509,775.90**	**$1,529,327.70**	**$2,548,879.50**
Alps View High School	$50,945.00	$5,094.50	$15,283.50	$25,472.50
Burnt Ranch Elementary	$144,572.00	$14,457.20	$43,371.60	$72,286.00

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	30%	50%
Hayfork Elementary School	$785,940.00	$78,594.00	$235,782.00	$392,970.00
Hayfork High School / District Office	$1,868,740.00	$186,874.00	$560,622.00	$934,370.00
Lewiston Elementary	$198,061.00	$19,806.10	$59,418.30	$99,030.50
Maple Avenue Home	$468,257.00	$46,825.70	$140,477.10	$234,128.50
Southern Trinity High School	$84,572.00	$8,457.20	$25,371.60	$42,286.00
Trinity County Office of Education	$5,043.00	$504.30	$1,512.90	$2,521.50
Trinity High School	$929,868.00	$92,986.80	$278,960.40	$464,934.00
Van Duzen Elementary School	$519,401.00	$51,940.10	$155,820.30	$259,700.50
Weaverville Elementary School	$42,360.00	$4,236.00	$12,708.00	$21,180.00
Storage	**$2,690,523.00**	**$269,052.30**	**$807,156.90**	**$1,345,261.50**
Alps View High School	$3,101.00	$310.10	$930.30	$1,550.50
Burnt Ranch Elementary	$62,204.00	$6,220.40	$18,661.20	$31,102.00
Bus Garage	$6,083.00	$608.30	$1,824.90	$3,041.50
Coffee Creek School	$14,529.00	$1,452.90	$4,358.70	$7,264.50
Douglas City Elementary	$84,330.00	$8,433.00	$25,299.00	$42,165.00
Hayfork Elementary School	$24,212.00	$2,421.20	$7,263.60	$12,106.00
Hayfork High School / District Office	$380,096.00	$38,009.60	$114,028.80	$190,048.00
Hoaglin-Zenia Elementary School	$76,603.00	$7,660.30	$22,980.90	$38,301.50
Junction City School	$36,161.00	$3,616.10	$10,848.30	$18,080.50
Lewiston Elementary	$299,645.00	$29,964.50	$89,893.50	$149,822.50
Southern Trinity High School	$133,895.00	$13,389.50	$40,168.50	$66,947.50
Trinity Center Elementary School	$132,936.00	$13,293.60	$39,880.80	$66,468.00
Trinity County Office of Education	$402,267.00	$40,226.70	$120,680.10	$201,133.50
Trinity High School	$856,551.00	$85,655.10	$256,965.30	$428,275.50
Van Duzen Elementary School	$21,109.00	$2,110.90	$6,332.70	$10,554.50

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	30%	50%
Weaverville Elementary School	$156,801.00	$15,680.10	$47,040.30	$78,400.50
Water Infrastructure	**$581,612.00**	**$58,161.20**	**$174,483.60**	**$290,806.00**
Burnt Ranch Elementary	$297,782.00	$29,778.20	$89,334.60	$148,891.00
Coffee Creek School	$34,860.00	$3,486.00	$10,458.00	$17,430.00
Douglas City Elementary	$4,545.00	$454.50	$1,363.50	$2,272.50
Hoaglin-Zenia Elementary School	$9,254.00	$925.40	$2,776.20	$4,627.00
Junction City School	$191,091.00	$19,109.10	$57,327.30	$95,545.50
Southern Trinity High School	$44,080.00	$4,408.00	$13,224.00	$22,040.00
Grand Total	**$134,064,451.00**	**$13,406,445.10**	**$40,219,335.30**	**$67,032,225.50**

Infrastructure losses are not anticipated or estimated due to strong wind or heat wave.

Summary of Impacts

Severe weather events could result in a disruption to regular school operations, cause damages to school facilities, or put student and staff health and safety at risk – depending on the severe weather type and extent of the event. Table 20. summarizes the hazard ranking matrix for severe weather.

Table 20. Severe Weather Hazard Ranking Matrix

Ranking	Heat Wave	Thunderstorm	Strong wind	Winter storm
Location	3	3	3	3
Extent	2	2	2	3
Future Occurrence	3	3	1	3
Public Score	2	2	2	2
Steering Committee Score	2	2	1	2
Impact Ranking	12	12	9	13

Warning Time

The National Weather Service typically issues a severe weather warning within 12 hours to 24 hours ahead of the event. Findings from the Eureka National Weather Service Forecast Office are typically what inform these heat warnings. After this, Trinity County will typically create a press release to provide information on the warning which will be shared through the Trinity County Office of Emergency Services.

Secondary Hazards

Heat waves contribute to the drying of the landscape, which can increase wildfire and landslide risk. During or after a heat wave, vegetation will heat up and dry out, increasing its flammability. A notable example of the increased wildfire risk during both a heat wave and thunder storm is the 2020 August Complex fire which began during a dry lightning storm which struck during a heat wave (Varga, 2022). Increased temperatures can increase slope instability, resulting in landslides (Tetteh et al., 2025). Heat waves can result in groundwater depletion and increased water demand for hydration and cooling (Bhattarai et al., 2023). Sustained heatwaves can exacerbate drought conditions through increasing evaporation rates.

Heavy saturation from precipitation from thunderstorms or winter storms can increase landslide and mudslide risk. Similarly, thunderstorms and winter storms can cause debris flow of rocks or similar material down slopes. Thunderstorms, strong winds, and winter storms can cause damages to telecommunication or power infrastructure which may result in power or communication outages. Increased wildfire risk through lightning strike is a top concern within the county as there is at least one fire started annually due to lightning strikes. Heaving rainfall can contaminate water supply with debris, sewage or similar materials (EPA, 2024).

Strong winds can rapidly spread wildfires through carrying embers. This not only can increase the range of a wildfire, but its intensity. Strong wind events can pick up dirt, pollen, and other airborne particles which can increase the potential for respiratory problems (Tong et al., 2023).

Carbon monoxide (CO) poisoning risk is higher during winter storms, specifically during power outages if faulty gas furnaces, kerosene or propane heaters, woodstoves, gasoline-powered tools and charcoal or gas grills are used within schools for heating (Swensen, 2025). Improper use of heating devices during winter storms can increase the risk of fires in schools. Blowdown of trees and damage to other vegetation during a winter storm can result in die-offs and the accumulation of dried out fuels come summer which can increase wildfire risk.

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Wildfire

Description

Fire conditions arise from a combination of hot weather, an accumulation of vegetation, and low moisture content in air and fuel. These conditions, especially when combined with high winds and years of drought, increase the potential for wildfire to occur. The wildfire risk to human life and property is predominately associated with wildland-urban interface areas, areas where development is interspersed or adjacent to landscapes that support wildfire (Schulte & Miller, 2010). A fire along this wildland-urban interface can result in major losses of property and structures.

Generally, there are three major factors that sustain wildfires and predict a given area's potential to burn. These factors are fuel, topography, and weather.

- **Fuel:** Fuel is the material that feeds a fire and is a key factor in wildfire behavior. Fuel is generally classified by type and volume. Fuel sources are diverse and include everything from dead tree needles and leaves, twigs, and branches to dead standing trees, live trees, brush, and cured grasses. Manmade structures are considered a fuel source, such as school facilities. The type of prevalent fuel directly influences the behavior of wildfire. Light fuels such as grasses burn quickly and serve as a catalyst for fire spread. In addition, ladder fuels can spread a ground fire up through brush and into trees, leading to a devastating crown fire that burns in the upper canopy and cannot be controlled. Fuels are generally categorized into four groups – grasses, shrubs, timber, and slash. These groups are defined as follows:
    - Grass Fuels: Grass fuels can vary from short grass to more dense grass of six-feet or taller. Spread of fire can vary in grass depending on density, height, and whether the grass is dried.
    - Shrub Fuels: Shrubs with live and dead fine woody material and standing six-feet or taller have the potential to create fast spreading and intense fires.
    - Timber Fuels: Typically, a slow burning fire with a low flame length will not pose a threat to standing trees unless there is a concentration of fuels or severe weather conditions. If there is a closed canopy stand or short needled conifers or hardwoods which have leafed out to support fire in the compact litter layer, an existing fire may spread.
    - Slash Fuels: Slash is debris left from thinning, storms, or other activities which creates large, typically slow burning fuels, often in piles which can create intense fires. There is often herbaceous material intermixed with the slash.
- **Topography:** An area's terrain and slopes affect its susceptibility to wildfire spread. Both fire intensity and rate of spread increase as slope increases due to the tendency of heat from a fire to rise via convection. The arrangement of vegetation throughout a hillside can also contribute to increase fire activity on slopes.

- **Weather**: Weather components such as temperature, relative humidity, wind, and lightning effect the potential for wildfire. High temperature and low relative humidity dry out the fuels that feed the wildfire, creating a situation where fuel will more readily ignite and burn more intensely. Wind is the most treacherous weather factor. The greater the wind, the faster a fire will spread around and the more intense it will be. In addition to wind speed, wind shifts can occur suddenly due to temperature changes of the interaction of wind with topographical features such as slopes or steep hillsides. Lightning also ignites wildfires, which are often in terrain that is difficult for firefighters to reach. Drought conditions lead to dry fuels and increased tree mortality, contributing to concerns about wildfire vulnerability. During periods of drought, the threat of wildfire increases.

Other factors contributing to the wildfire problem in Trinity County include:

- Overstocked forests, severely overgrown vegetation, and lack of defensible space around structures;
- Excessive vegetation along roadsides and hanging over roads, impeding fire engine access and evacuation routes;
- Conditions such as drought and overstocked forests contribute to increased insects and disease in weakened and stressed trees;
- Narrow and often one lane and/or dead-end roads complicating evacuation and emergency response as well as subdivisions that have only one means of ingress/egress;
- Inadequate or missing street signs on private roads and house address signs slowing emergency response;
- Nature and frequency of lightning ignitions; and
- Development in wildland-urban interface

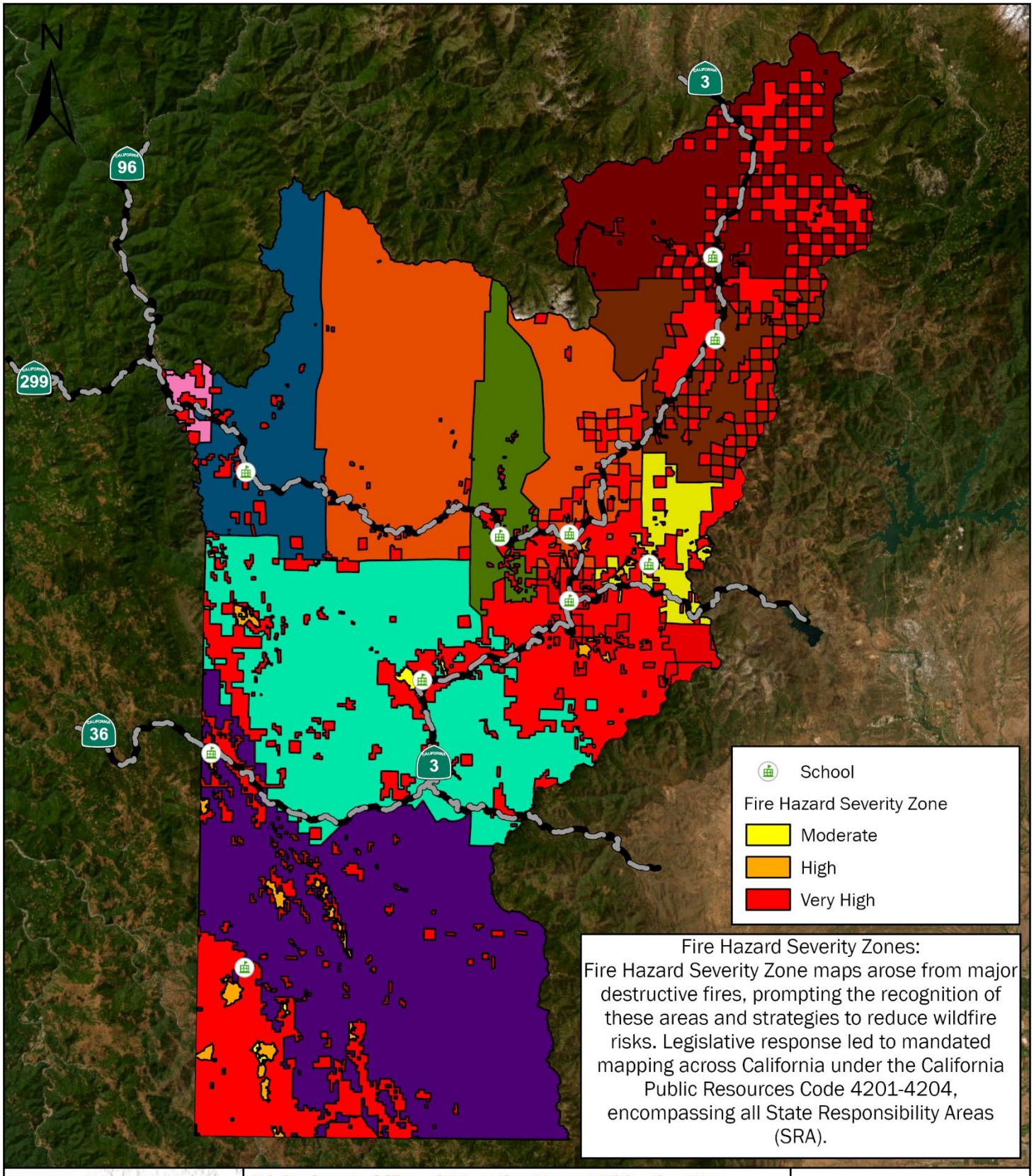
Location

The entire county ranges from medium to very high/relatively high wildfire threat, as determined by the Department of Department of Forestry and Fire (CAL FIRE) and the Federal Emergency Management Agency (FEMA). A majority of the county is designated as at high or very high wildfire risk. Due to this, geographic extent of the hazard is **large**. Figure 123-134 shows CAL FIRE's wildfire hazard ranking for State Responsibility Areas within the county, the Federal Emergency Management Agency's (FEMA) National Risk Index (NRI) ranking for the county, and the county's wildfire hazard risk potential.

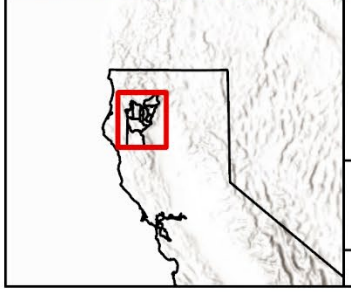
Extent

A wildfire event can pose threat to health and safety, school operations, and school infrastructure, resulting in a **severe** extent. To evaluate wildfire hazard risk, CAL FIRE Fire Hazard Severity Zones, FEMA National Risk Index, and US Forest Service Wildfire Hazard Potential data was used.

One major cause for the severe extent is not just the geographic scale of wildfire risk, but also its potential intensity. Trinity County has a history of cultural burning which was replaced by fire suppression and inadequate forest management. Given the county landscape has adapted to have a regular fire return interval which was stopped, there has been unnaturally large and destructive fires which will continue until forest health is returned. There has been recent work from federal, state, and local agencies to increase the pace and scale of wildfire resilience projects, including increased application of prescribed fire, but much work remains to be done before the severity of the county's wildfire risk will meaningfully decrease.



Fire Hazard Severity Zones:
Fire Hazard Severity Zone maps arose from major destructive fires, prompting the recognition of these areas and strategies to reduce wildfire risks. Legislative response led to mandated mapping across California under the California Public Resources Code 4201-4204, encompassing all State Responsibility Areas (SRA).



Trinity County Office of Education Hazard Mitigation Plan

Trinity County Fire Hazard Severity Zones

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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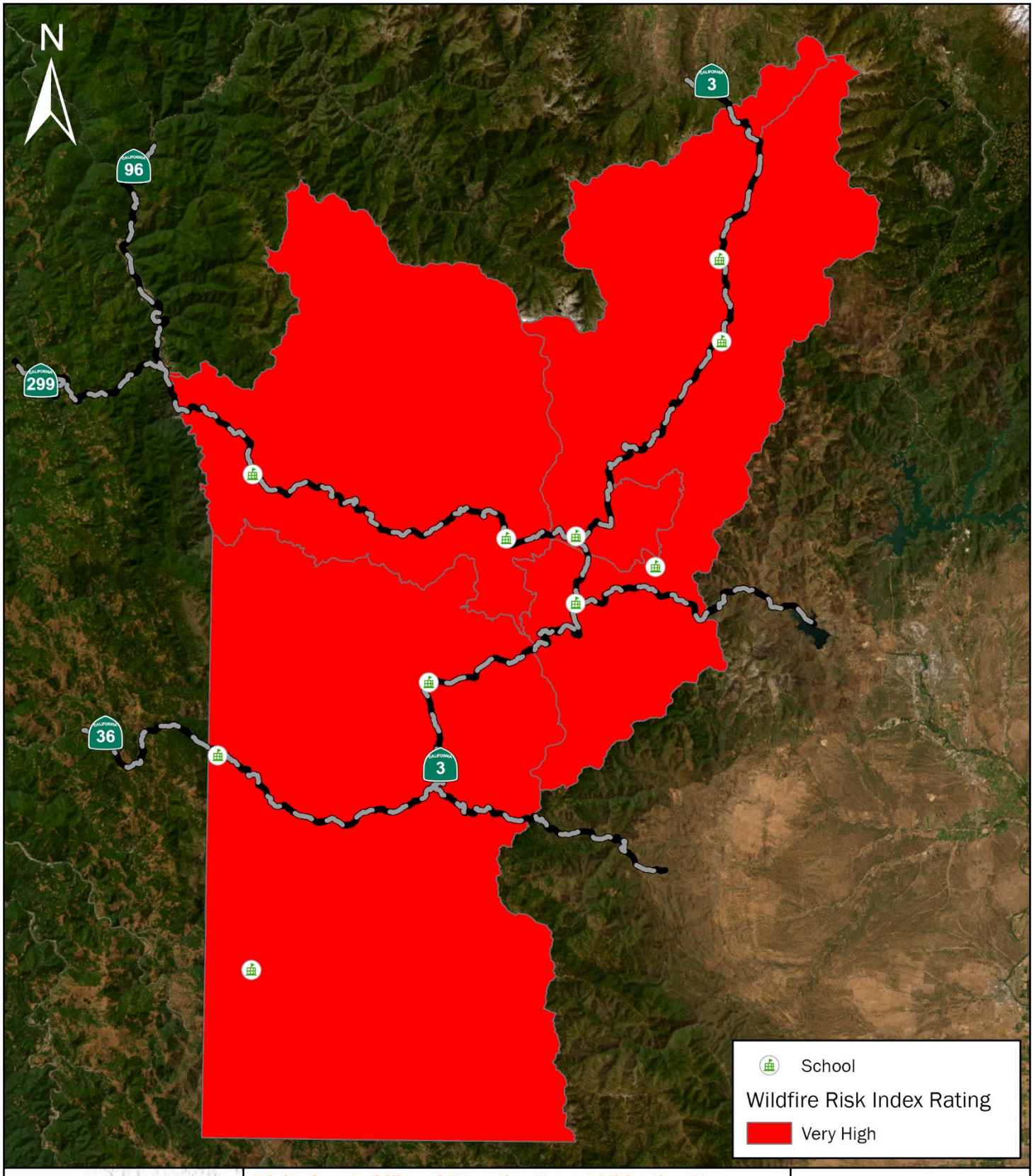
April 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Trinity County Wildfire Risk

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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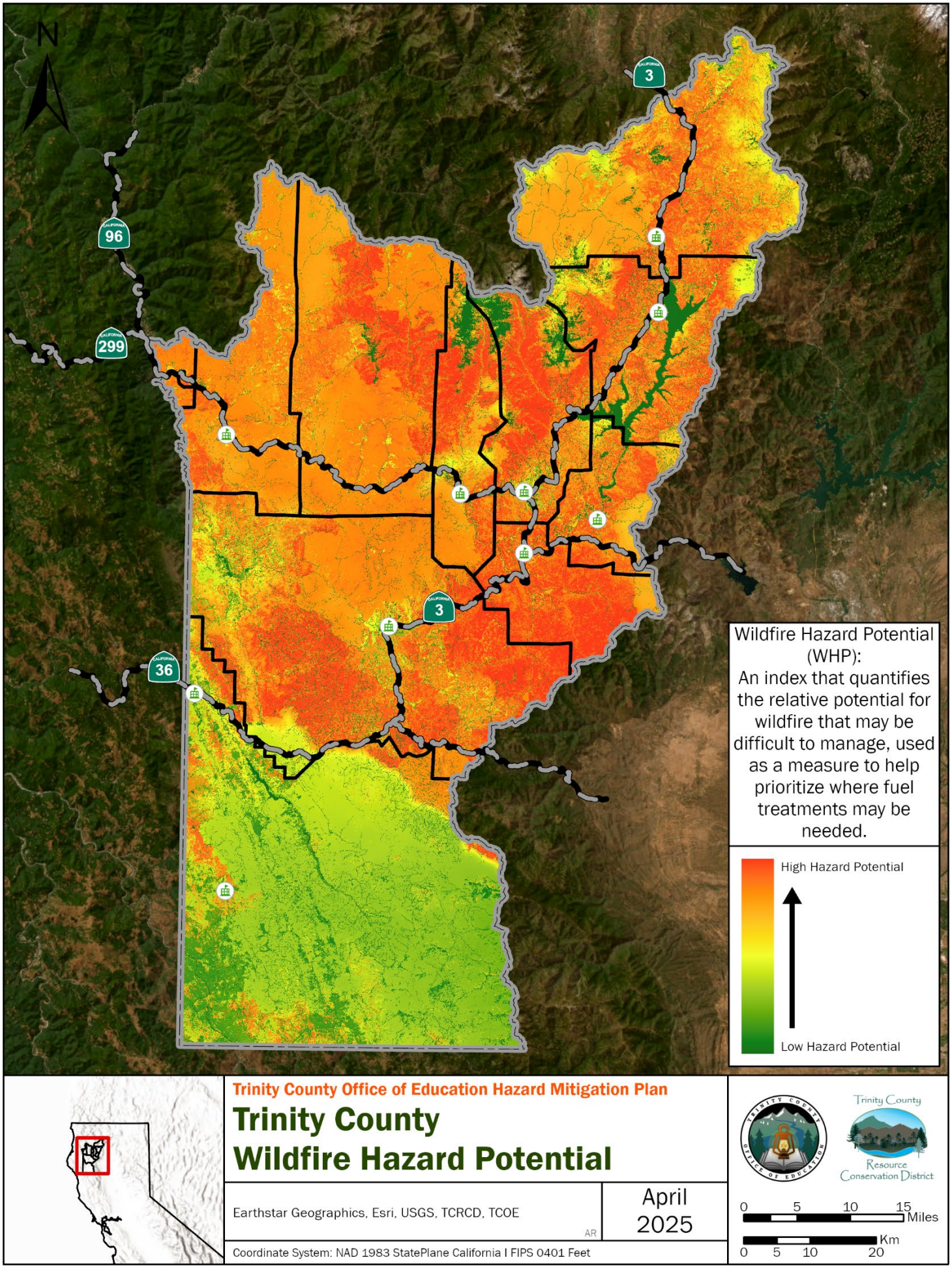
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Trinity County Wildfire Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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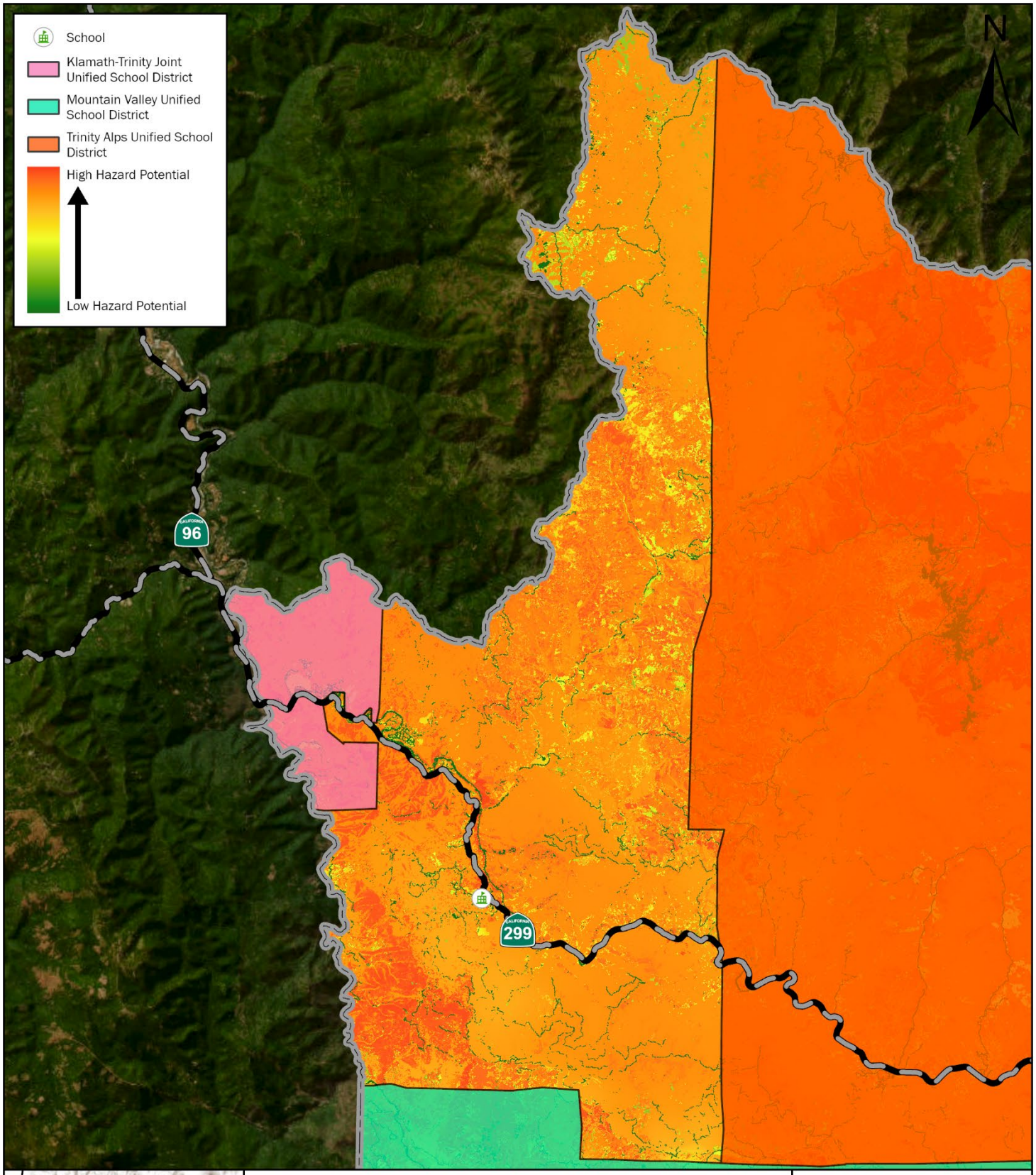
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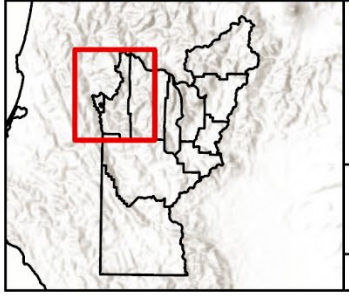
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Burnt Ranch Elementary School District Wildfire Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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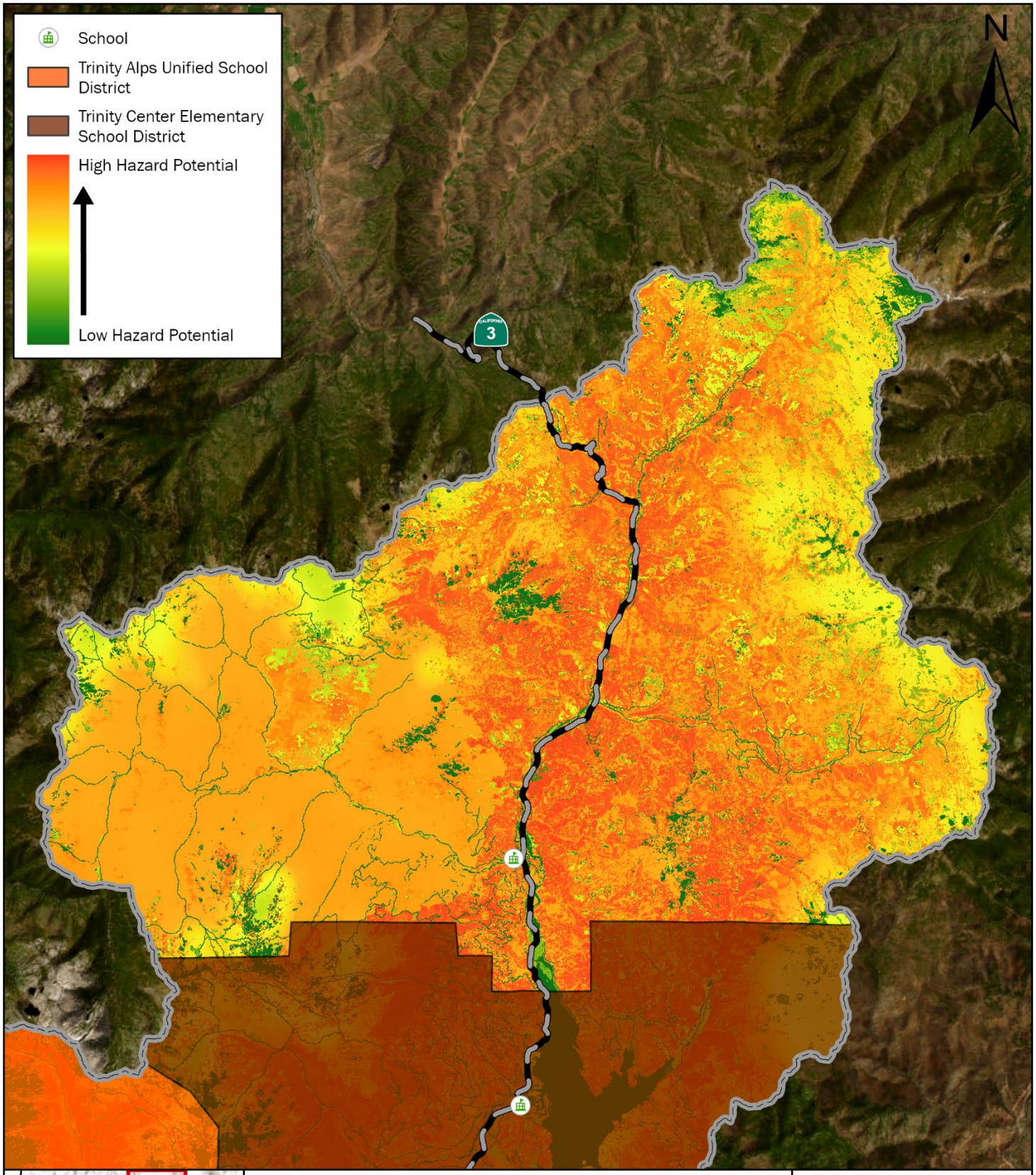
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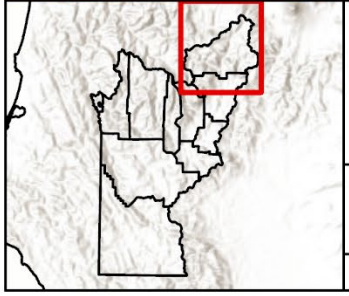
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Trinity County Resource Conservation District

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0 2.5 5 Km





Trinity County Office of Education Hazard Mitigation Plan

Coffee Creek Elementary School District Wildfire Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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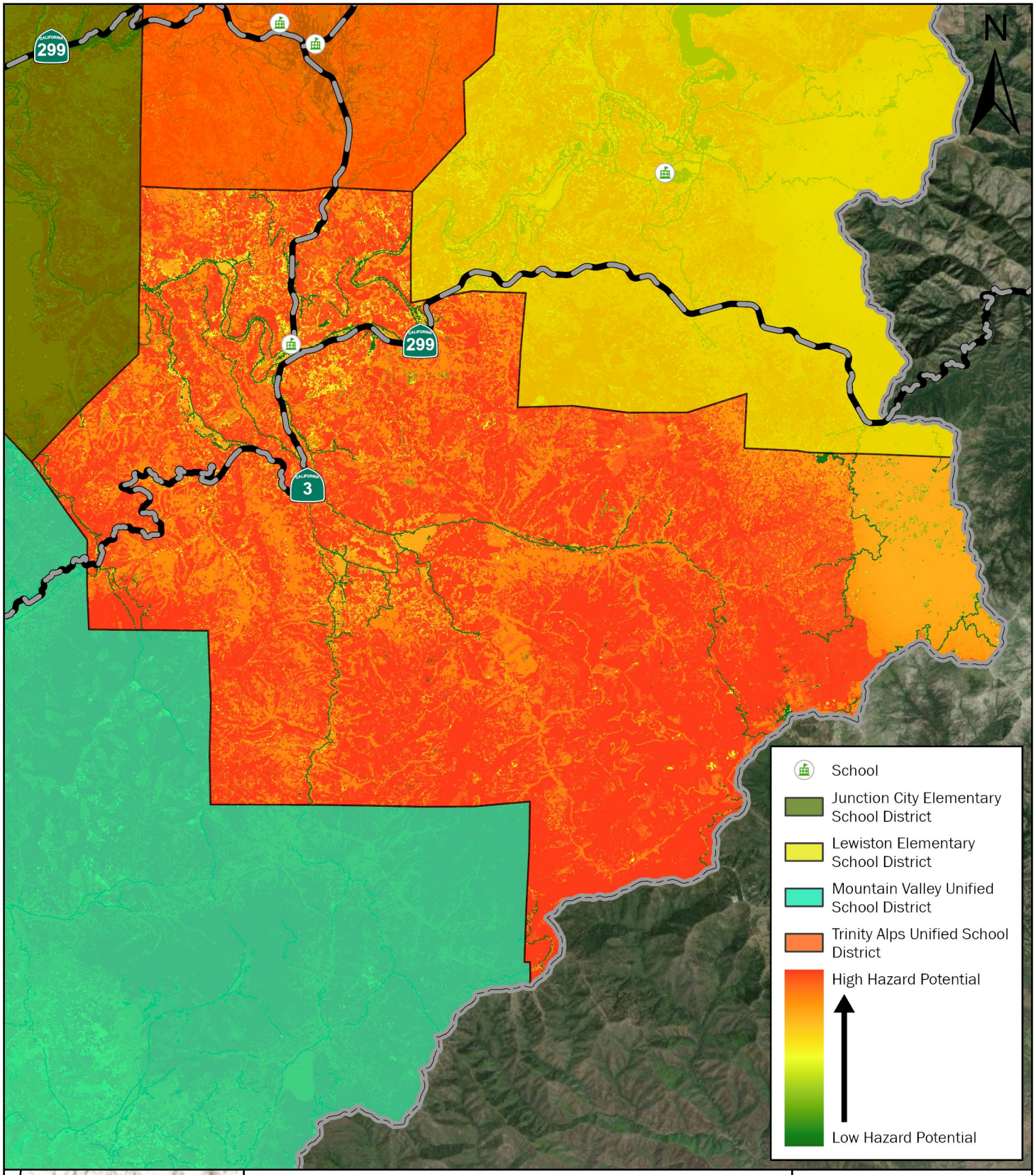
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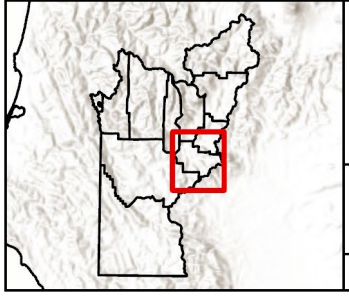
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Douglas City Elementary School District Wildfire Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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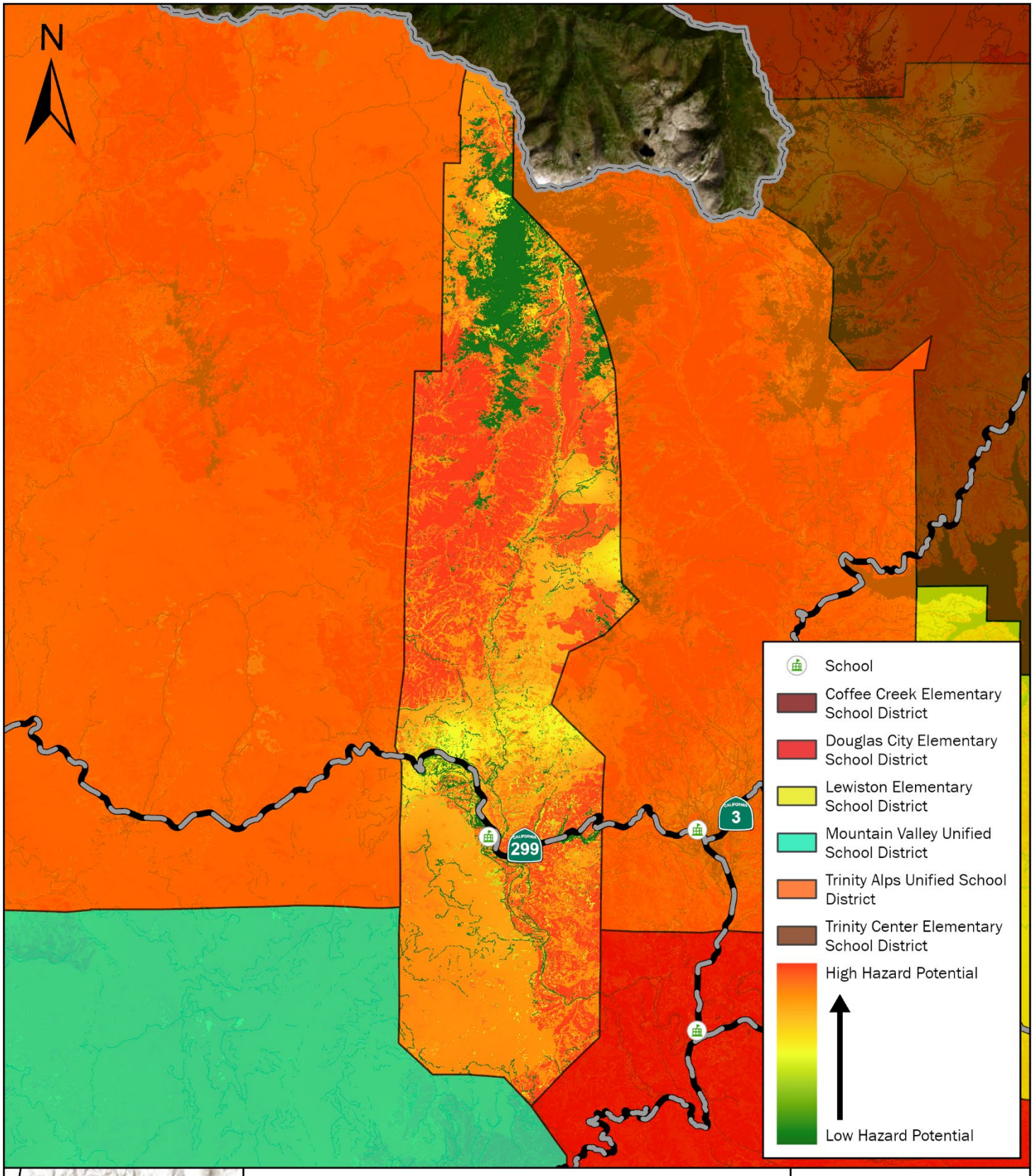
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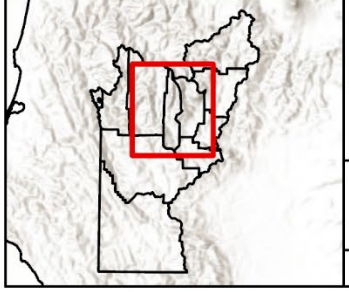
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Trinity County Resource Conservation District

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0 2.5 5 Km





Trinity County Office of Education Hazard Mitigation Plan

Junction City Elementary School District Wildfire Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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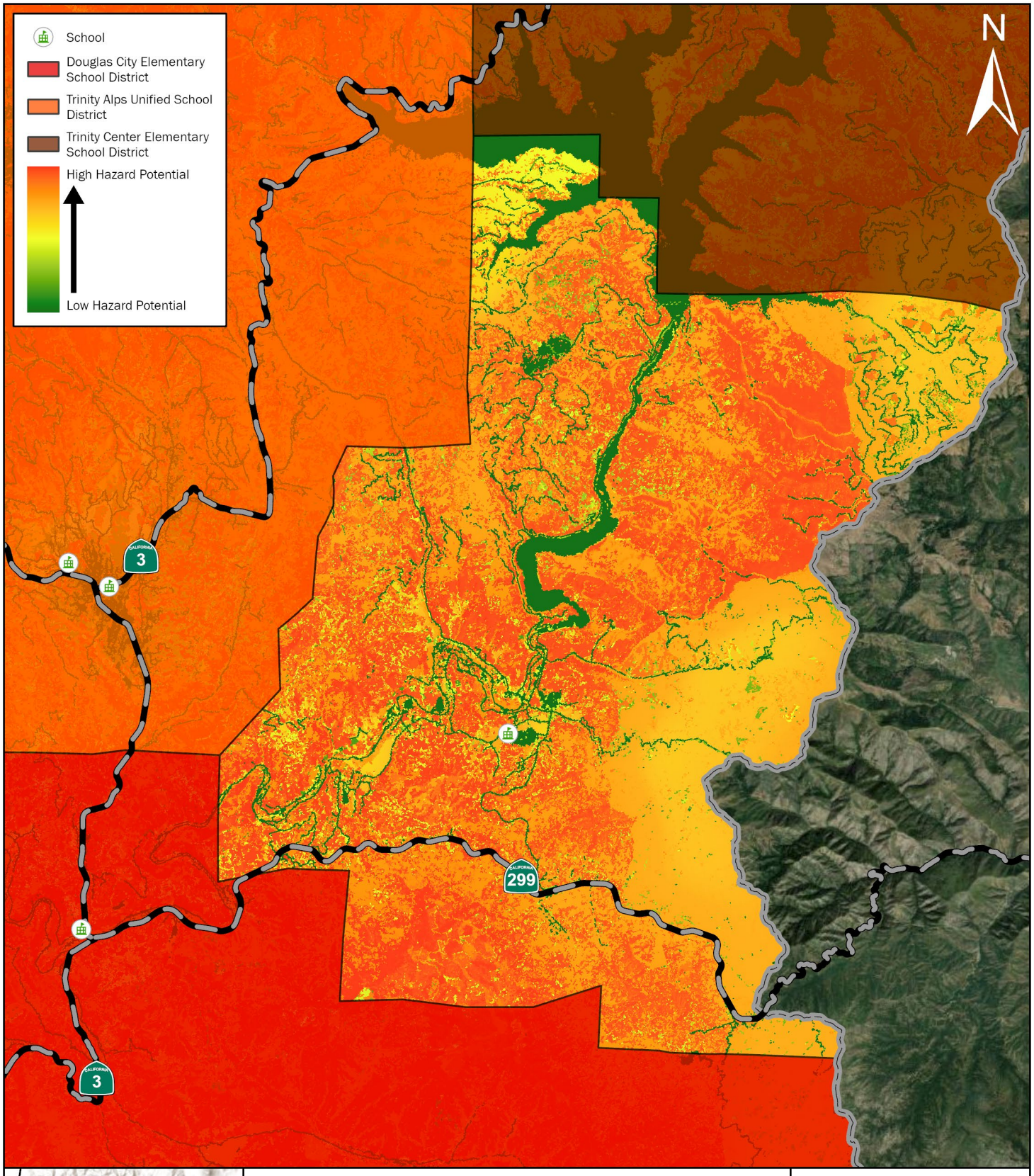
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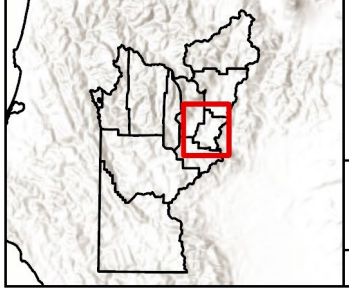
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Lewiston Elementary School District Wildfire Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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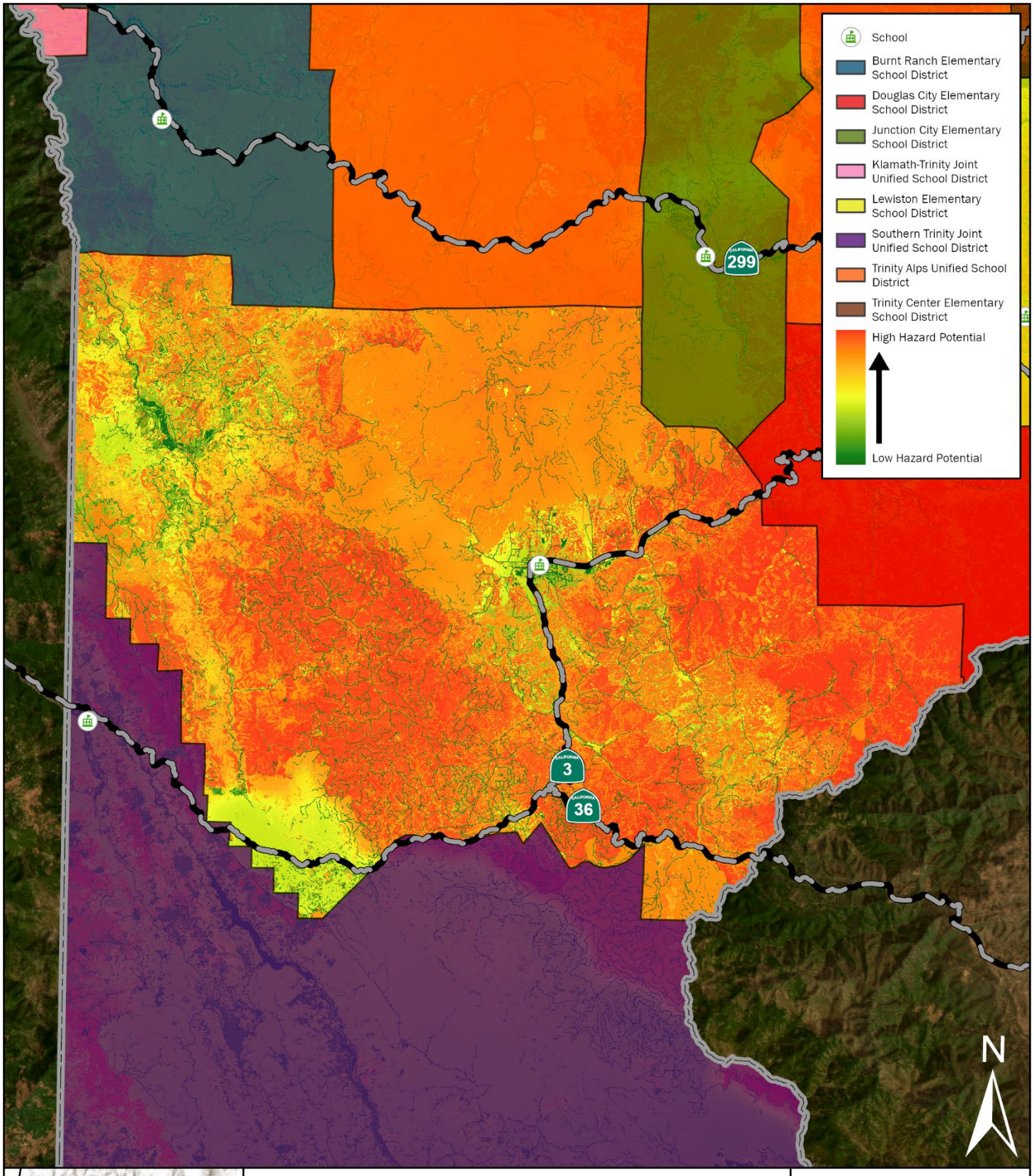
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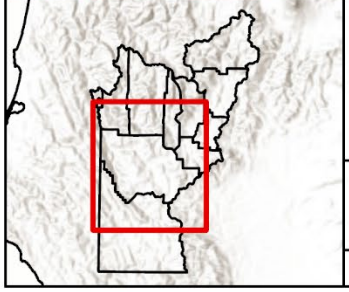
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Mountain Valley Unified School District Wildfire Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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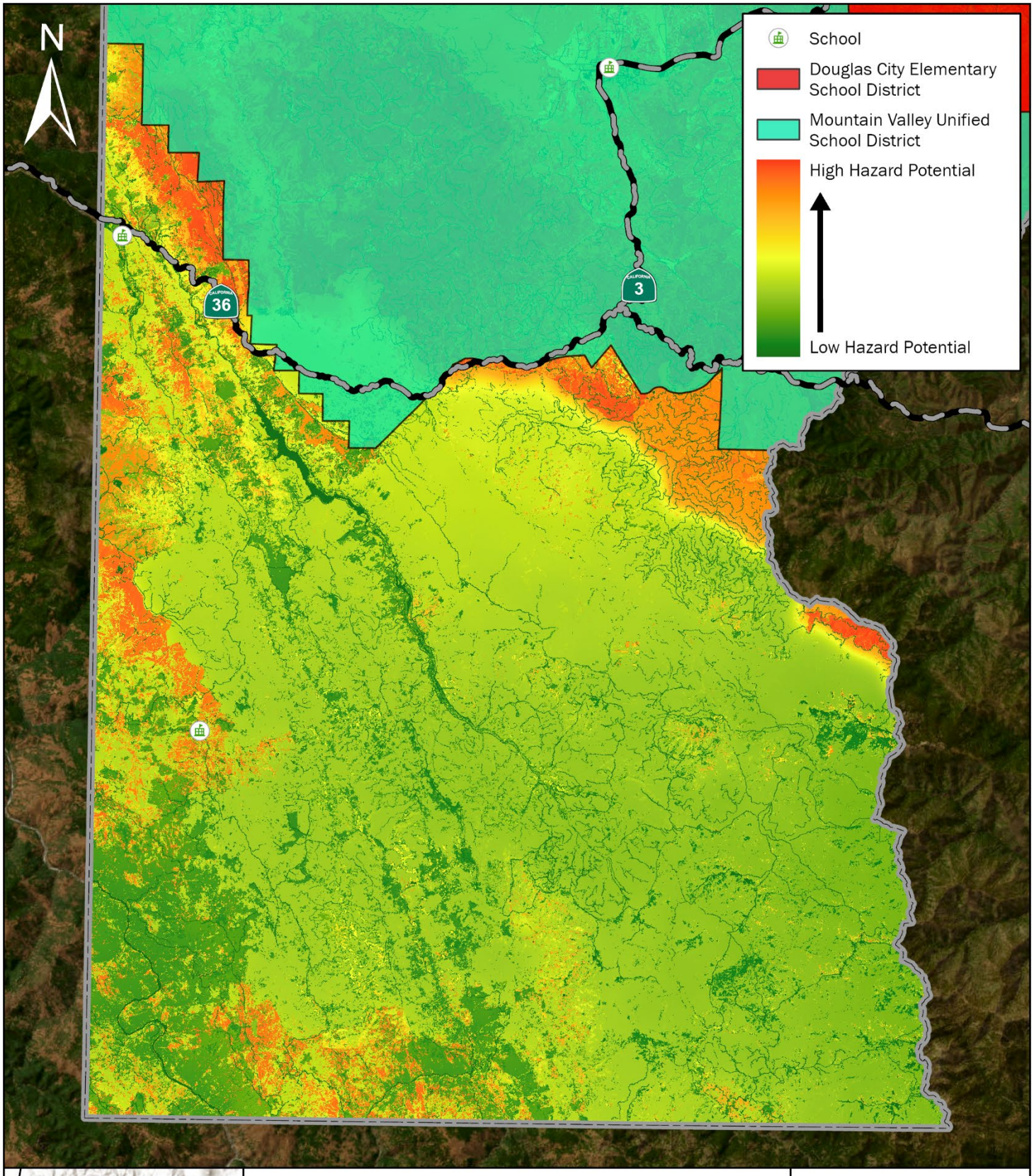
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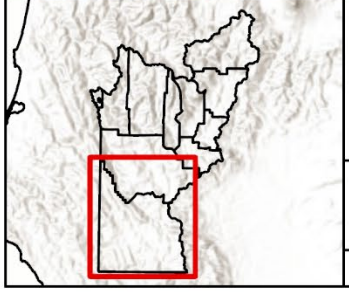
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Trinity County Office of Education Hazard Mitigation Plan

Southern Trinity Joint Unified School District Wildfire Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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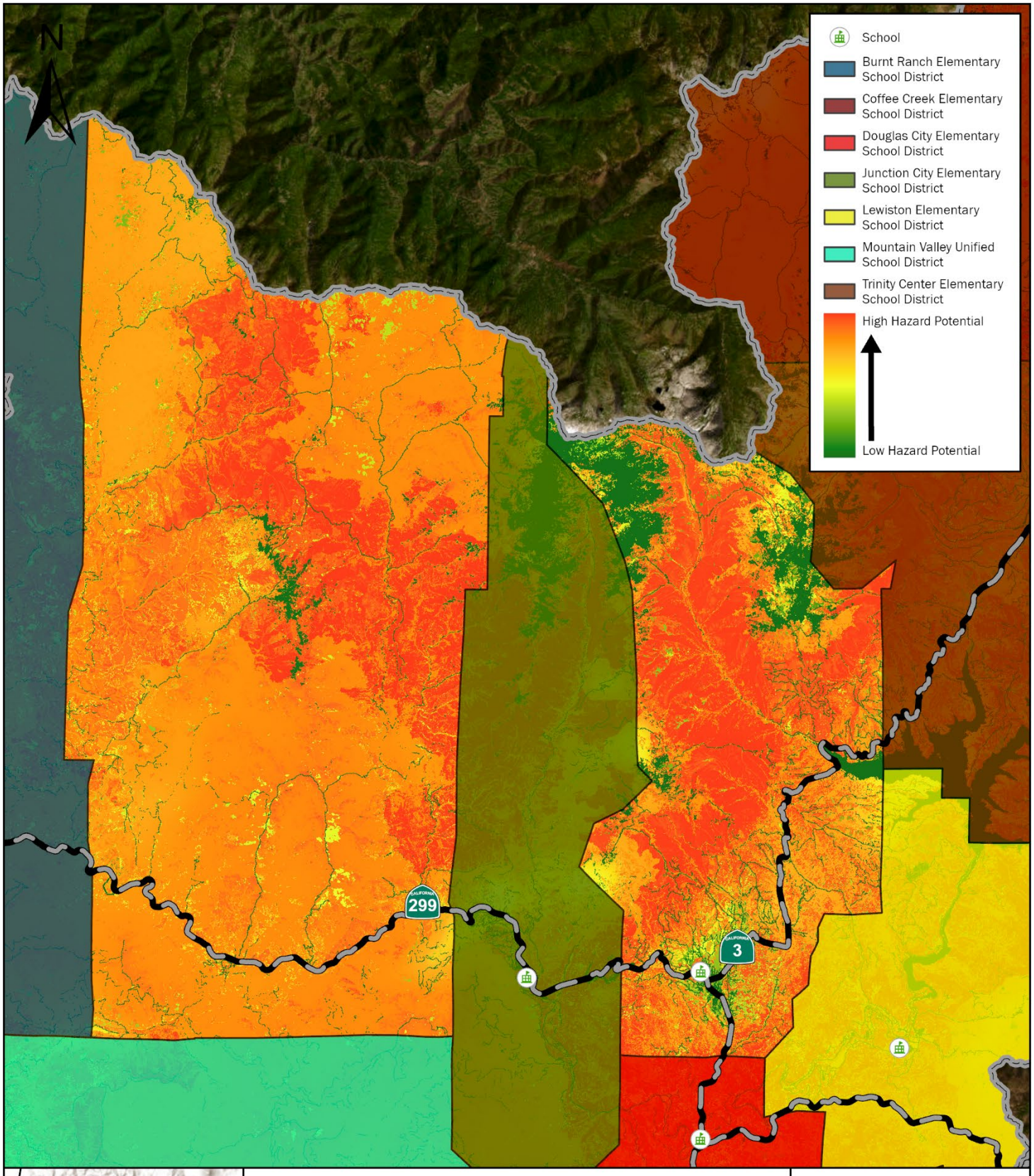
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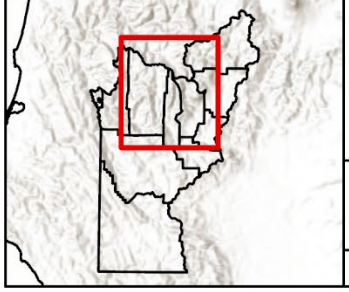
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Trinity Alps Unified School District Wildfire Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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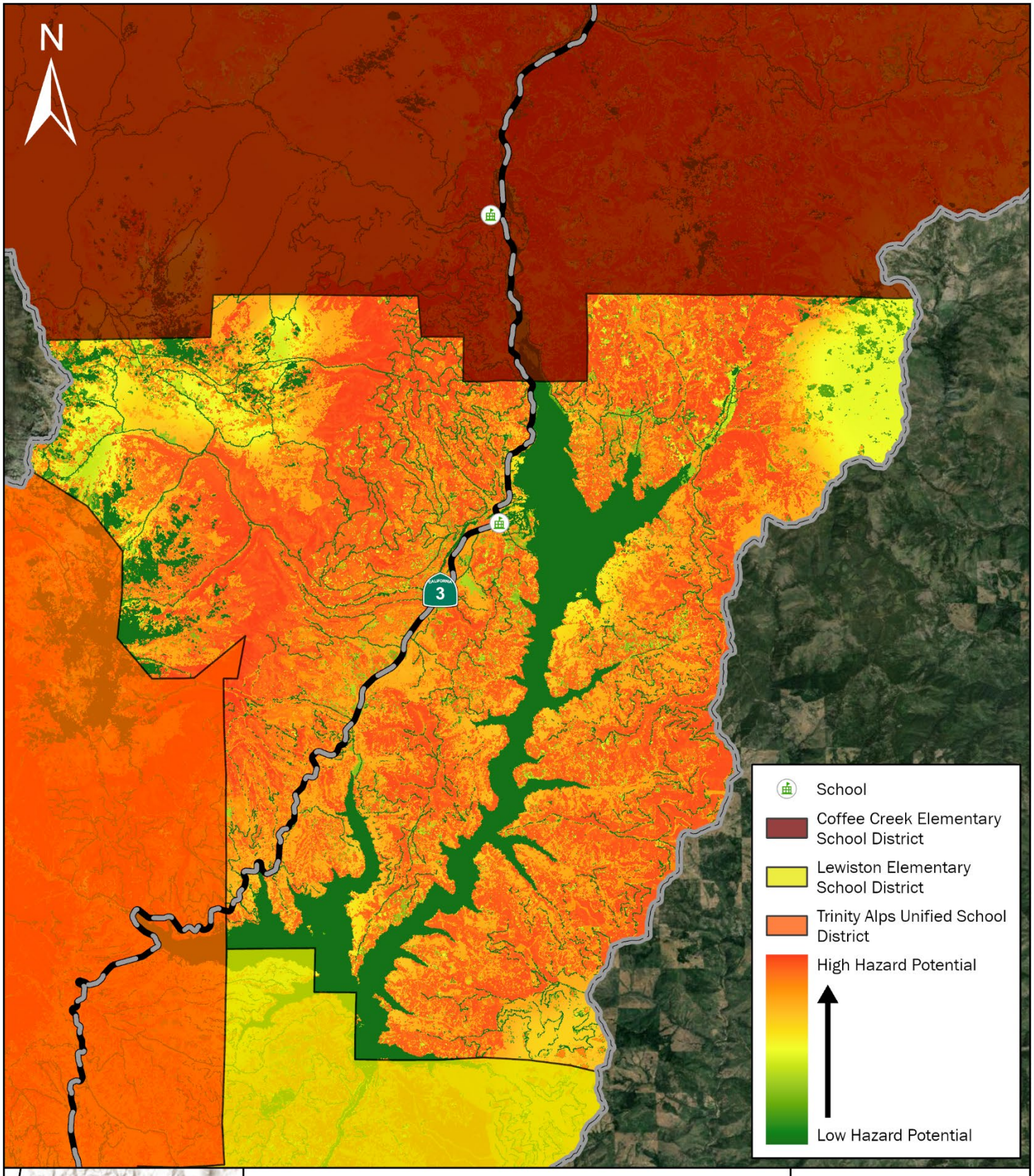
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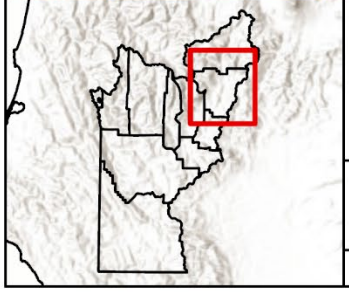
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Trinity County Resource Conservation District

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Trinity County Office of Education Hazard Mitigation Plan

Trinity Center Elementary School District Wildfire Hazard Potential

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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April 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

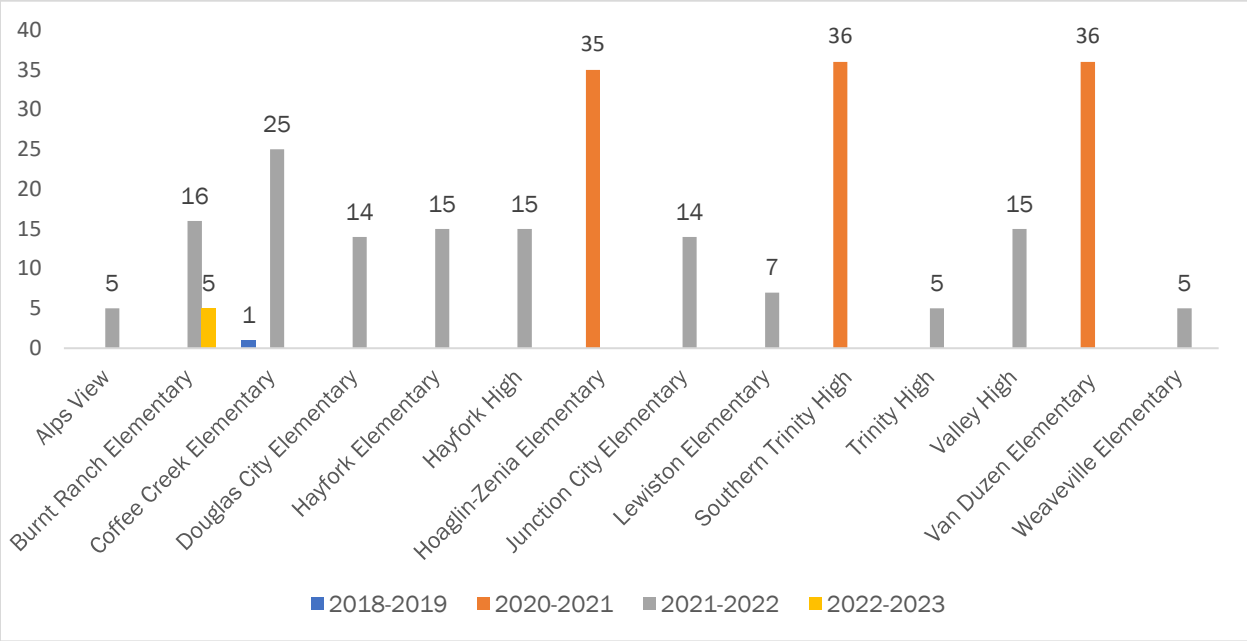
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Previous Occurrences

From Academic Year 2018-2019 through 2022-2023, there were 285 school closure days due to wildfire evacuations or air quality impacts from wildfire. There were 143 days of closures in Academic Year 2020-2021 and 136 days of closures in Academic Year 2021-2022 respectively. Figure 135 displays the schools impacted by closures by academic year and amount of days closed. School Districts impacted include Trinity Alps Unified School District (USD), Burnt Ranch Elementary School District (ESD), Coffee Creek ESD, Douglas City (ESD), Mountain Valley USD, Southern Trinity Joint USD, Junction City ESD, and Lewiston ESD.

Figure 135. School Closure Days by Academic Year and School District from Academic Years 2018-2019 through 2024-2025 due to Wildfire



Reviewing the historical school profiles, there are several instances in which a school has been lost to fire in Trinity County's history. There is reference to a school in Junction City school being lost to fire in May 1871. In 1916, the Ruch Schoolhouse, which was in what is now the Mountain Valley USD, was lost to fire. A previous school site in Douglas City, the Douglas City Schoolhouse, was lost in a fire in February 1941.

Since 1953, there have been 16 FEMA disaster declarations due to wildfire and six of these disaster declarations have been since 2014.

On August 25, 2014, a disaster declaration, FM-5076-CA, was made for the California Oregon Fire which occurred during the period of August 24 to August 28, 2014. Total public assistance grant dollars obligated was $1,960,049.13.

On September 1, 2017, a disaster declaration, FM-5199-CA, was made for the California Helena Fire which occurred during the period of August 30 to September 25, 2017. Total public assistance grant dollars obligated was $3,183,494.34.

On July 23, 2018, a disaster declaration, FM-5259-CA, was made for the California Carr Fire which occurred during the period of July 23 to August 18, 2028. Total public assistance grant dollars obligated was $4,305,827.58.

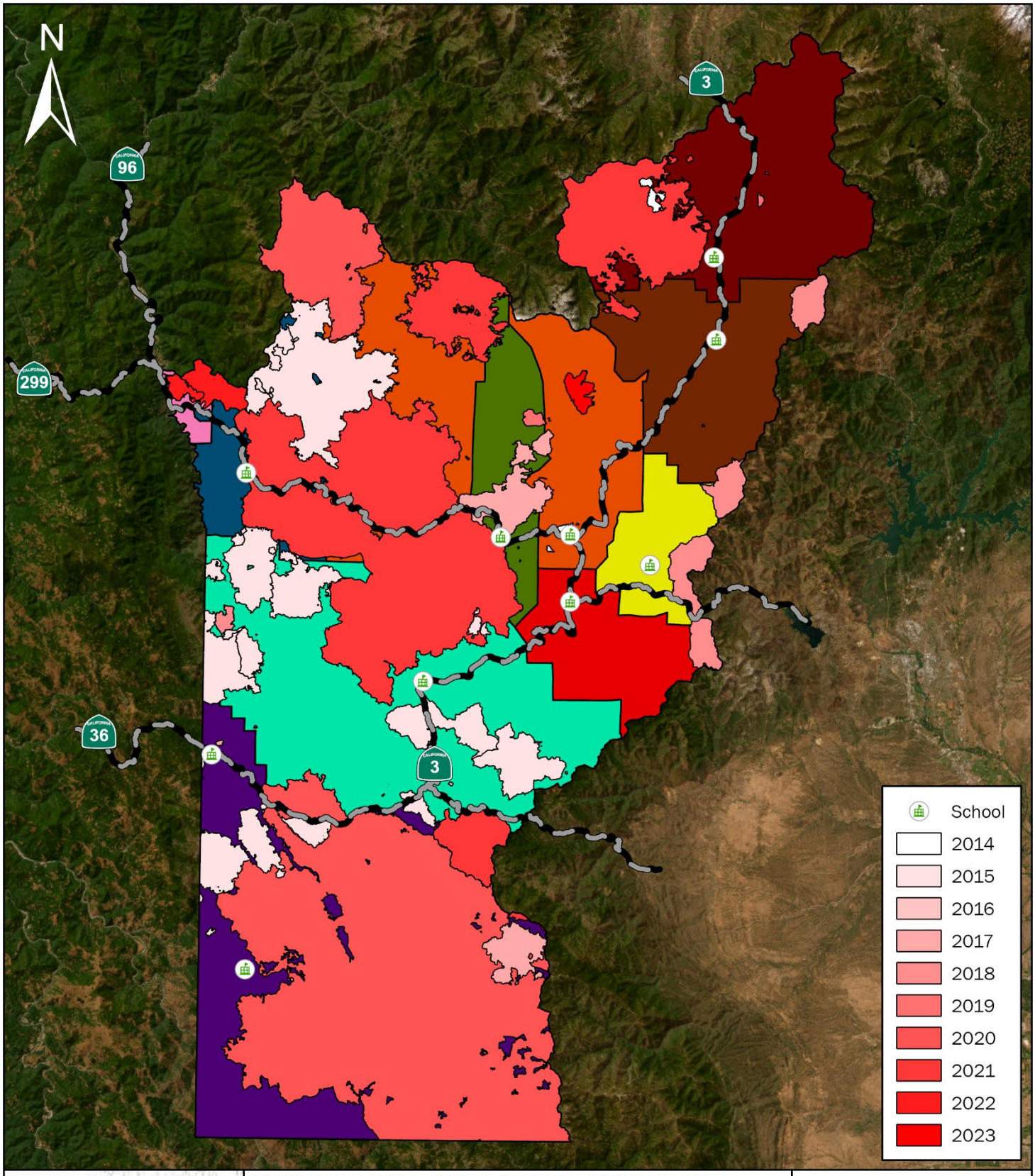
On August 22, 2020, a disaster declaration, DR-4558-CA, was made for California Wildfires, as the state had multiple severe wildfires, which occurred during the period of August 14 to September 26, 2020. Trinity County was impacted by fires such as the August Complex. Total public assistance grant dollars obligated was $482,669,423.54.

On August 17, 2021, a disaster declaration, DR-5412, was made for California Monument Fire. No other information is available on FEMA's website about this disaster declaration, but the Monument Fire occurred between July 30, 2021 through October 26, 2021.

On August 24, 2021, a disaster declaration, DR-4610-CA, was made for California Wildfires, as the state had multiple severe wildfires, which occurred during the period of July 14 to October 25, 2021. Trinity County was impacted by fires such as the MacFarland, Monument, and the River Complex. Total public assistance grants dollars obligated was $306,509,944.53.

SHELDUS™ has six recorded wildfire hazard events between 1964 through 2022 which impacted Trinity County. Since 2014, there has been 3 wildfire events recorded – one in 2020 and two in 2021.

Figure 136 shows wildfire history from 2014 through 2024.





Trinity County Office of Education Hazard Mitigation Plan

Trinity County Wildfire History 2014-2025

Earthstar Geographics, Esri, USGS, TCRCD, TCOE

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April 2025

Coordinate System: NAD 1983 StatePlane California I FIPS 0401 Feet

Trinity County Resource Conservation District

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Probability of Future Occurrence

Given recent and historic wildfire history within the county, it is **likely** that there will be a catastrophic wildfire event within the next five to ten years.

Vulnerability Analysis

All school districts within the county are at risk to wildfire. This includes Burnt Ranch ESD, Coffee Creek ESD, Douglas City ESD, Junction City ESD, Lewiston ESD, Mountain Valley USD, Southern Trinity Joint USD, Trinity Alps USD, and Trinity Center ESD.

School Facilities and Operations

In the event of a wildfire occurring within a school district, there is a possibility - depending on the intensity and rate of spread - that there will be a need for evacuation for the safety of students and staff. This will interrupt normal school operations. In addition, school facilities may be damaged or destroyed if the wildfire blows through. As seen by the number of days that schools cumulatively were closed in Academic Year 2020-2021 (143), multiple schools can experience closures during one fire season depending on the number, spread, and intensity of fire(s).

Five of nine school districts—CCESD, JCESD, LESD, TAUSD, and TCESD—reported needing improvements like fuels reduction, facility upgrades, shaded fuel breaks, and funding to enhance wildfire protection.

Health and Safety

Wildfire threatens the health and safety of students and staff. If a fire encroaches on school property, there is a direct threat to health and safety. A severe wildfire may occur outside of a school district or be within a school district but not pose a threat to school site(s) or school property and still impact health and safety. This can be through damaging transportation networks directly, causing post-fire debris flow, or creating hazardous air quality conditions. Wildfire can destroy structures leading to the release of hazardous materials, posing a risk to human health. There can be significant mental health impacts, such as anxiety and post-traumatic stress disorder (PSTD) for those who needed to evacuate related to wildfires.

Through interviews conducted with all nine school districts, each district claims to have special programs in place to protect students and staff on days with high air pollution levels. Whether it's the use of air purifiers, utilizing modern air conditioning and airflow flow, or simply cancelling school, each district has a plan. There have been discussions with school representatives and members of the community about schools becoming clean air facilities. While there is interest, there are multiple logistical challenges, such as having sufficient power and clean air circulation capabilities.

Future Development

It is not expected that wildfire risk will reduce the likelihood of future school facilities being developed if they are needed. It is expected that wildfire risk will impact how future facilities or sites will be built. For example, it is likely that future structures will be built with wildfire hardening and defensible space in mind.

Transportation

Wildfire can cause road closures, traffic delays, and damage, either through direct damage or debris flow. A wildfire may cause communities to be evacuated, leading to increased traffic and the congestion of major routes. During a wildfire, smoke can reduce visibility, making it less safe to drive.

Equity Considerations

Lower-income families may not have access to adequate resources to prepare for a wildfire or have a home or property which has adequate defensible space or structure hardening in the event of a wildfire. Older school facilities are more likely to not be up to recommended wildfire structure hardening requirements.

Those with mobility challenges may need additional assistance when evacuating. Students or staff with existing health conditions, such as a respiratory disease such as asthma or cardiovascular disease are more likely to be negatively impacted by air quality impacts from wildfire.

Exposure to School Infrastructure

Risk to infrastructure was calculated by which school sites were in high or very high CAL FIRE Fire Hazard Severity Zones. Each school site and the TCOE office were identified as either being within the high or very high hazard zone. Hayfork Elementary was evaluated to have a portion within the high hazard severity zone, but was substantially in the medium fire hazard severity and was left out of the loss analysis. The loss estimates were calculated using total replacement value of infrastructure at high and very high fire risk with 10%, 30%, 50% damage or replacement estimates used. These estimates were used to project an estimated range of scenarios. Complete replacement value is shown but losses over 50% are not anticipated as this typically triggers the need to completely rebuild.

Table 21. Wildfire Risk Exposure to School Infrastructure

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	*30%*	*50%*
Classroom/ Administration	**$90,843,904.00**	**$9,084,390.40**	**$27,253,171.20**	**$45,421,952.00**
Alps View High School	$567,783.00	$56,778.30	$170,334.90	$283,891.50
Burnt Ranch Elementary	$6,926,779.00	$692,677.90	$2,078,033.70	$3,463,389.50
Coffee Creek School	$1,352,009.00	$135,200.90	$405,602.70	$676,004.50
Douglas City Elementary	$6,212,852.00	$621,285.20	$1,863,855.60	$3,106,426.00
Hayfork High School / District Office	$11,243,782.00	$1,124,378.20	$3,373,134.60	$5,621,891.00
Hoaglin-Zenia Elementary School	$1,200,598.00	$120,059.80	$360,179.40	$600,299.00
Junction City School	$4,494,951.00	$449,495.10	$1,348,485.30	$2,247,475.50
Lewiston Elementary	$7,146,148.00	$714,614.80	$2,143,844.40	$3,573,074.00

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	*30%*	*50%*
Southern Trinity High School	$7,526,555.00	$752,655.50	$2,257,966.50	$3,763,277.50
Trinity Center Elementary School	$1,744,270.00	$174,427.00	$523,281.00	$872,135.00
Trinity County Community School	$189,261.00	$18,926.10	$56,778.30	$94,630.50
Trinity County Office of Education	$3,766,550.00	$376,655.00	$1,129,965.00	$1,883,275.00
Trinity High School	$13,956,839.00	$1,395,683.90	$4,187,051.70	$6,978,419.50
Van Duzen Elementary School	$6,897,690.00	$689,769.00	$2,069,307.00	$3,448,845.00
Weaverville Elementary School	$17,617,837.00	$1,761,783.70	$5,285,351.10	$8,808,918.50
Garage	**$362,468.00**	**$36,246.80**	**$108,740.40**	**$181,234.00**
Douglas City Elementary	$294,027.00	$29,402.70	$88,208.10	$147,013.50
Junction City School	$68,441.00	$6,844.10	$20,532.30	$34,220.50
Gymnasium	**$14,719,653.00**	**$1,471,965.30**	**$4,415,895.90**	**$7,359,826.50**
Hayfork High School / District Office	$5,751,694.00	$575,169.40	$1,725,508.20	$2,875,847.00
Lewiston Elementary	$1,744,985.00	$174,498.50	$523,495.50	$872,492.50
Trinity High School	$4,909,955.00	$490,995.50	$1,472,986.50	$2,454,977.50
Weaverville Elementary School	$2,313,019.00	$231,301.90	$693,905.70	$1,156,509.50
Maintenance	**$1,491,072.00**	**$149,107.20**	**$447,321.60**	**$745,536.00**
Douglas City Elementary	$164,013.00	$16,401.30	$49,203.90	$82,006.50
Hayfork High School / District Office	$214,604.00	$21,460.40	$64,381.20	$107,302.00
Southern Trinity High School	$354,658.00	$35,465.80	$106,397.40	$177,329.00
Trinity Center Elementary School	$5,605.00	$560.50	$1,681.50	$2,802.50
Trinity High School	$371,893.00	$37,189.30	$111,567.90	$185,946.50
Weaverville Elementary School	$380,299.00	$38,029.90	$114,089.70	$190,149.50
Other	**$3,843,562.00**	**$384,356.20**	**$1,153,068.60**	**$1,921,781.00**
Alps View High School	$50,945.00	$5,094.50	$15,283.50	$25,472.50
Burnt Ranch Elementary	$144,572.00	$14,457.20	$43,371.60	$72,286.00
Hayfork High School / District Office	$1,868,740.00	$186,874.00	$560,622.00	$934,370.00
Lewiston Elementary	$198,061.00	$19,806.10	$59,418.30	$99,030.50

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	*30%*	*50%*
Southern Trinity High School	$84,572.00	$8,457.20	$25,371.60	$42,286.00
Trinity County Office of Education	$5,043.00	$504.30	$1,512.90	$2,521.50
Trinity High School	$929,868.00	$92,986.80	$278,960.40	$464,934.00
Van Duzen Elementary School	$519,401.00	$51,940.10	$155,820.30	$259,700.50
Weaverville Elementary School	$42,360.00	$4,236.00	$12,708.00	$21,180.00
Storage	**$2,660,228.00**	**$266,022.80**	**$798,068.40**	**$1,330,114.00**
Alps View High School	$3,101.00	$310.10	$930.30	$1,550.50
Burnt Ranch Elementary	$62,204.00	$6,220.40	$18,661.20	$31,102.00
Coffee Creek School	$14,529.00	$1,452.90	$4,358.70	$7,264.50
Douglas City Elementary	$84,330.00	$8,433.00	$25,299.00	$42,165.00
Hayfork High School / District Office	$380,096.00	$38,009.60	$114,028.80	$190,048.00
Hoaglin-Zenia Elementary School	$76,603.00	$7,660.30	$22,980.90	$38,301.50
Junction City School	$36,161.00	$3,616.10	$10,848.30	$18,080.50
Lewiston Elementary	$299,645.00	$29,964.50	$89,893.50	$149,822.50
Southern Trinity High School	$133,895.00	$13,389.50	$40,168.50	$66,947.50
Trinity Center Elementary School	$132,936.00	$13,293.60	$39,880.80	$66,468.00
Trinity County Office of Education	$402,267.00	$40,226.70	$120,680.10	$201,133.50
Trinity High School	$856,551.00	$85,655.10	$256,965.30	$428,275.50
Van Duzen Elementary School	$21,109.00	$2,110.90	$6,332.70	$10,554.50
Weaverville Elementary School	$156,801.00	$15,680.10	$47,040.30	$78,400.50
Water Infrastructure	**$581,612.00**	**$58,161.20**	**$174,483.60**	**$290,806.00**
Burnt Ranch Elementary	$297,782.00	$29,778.20	$89,334.60	$148,891.00
Coffee Creek School	$34,860.00	$3,486.00	$10,458.00	$17,430.00
Douglas City Elementary	$4,545.00	$454.50	$1,363.50	$2,272.50
Hoaglin-Zenia Elementary School	$9,254.00	$925.40	$2,776.20	$4,627.00
Junction City School	$191,091.00	$19,109.10	$57,327.30	$95,545.50

Infrastructure Type	Total Replacement Cost Value	Estimated Loss Potential Based on % Damage		
		10%	*30%*	*50%*
Southern Trinity High School	$44,080.00	$4,408.00	$13,224.00	$22,040.00
Grand Total	**$114,502,499.00**	**$11,450,249.90**	**$34,350,749.70**	**$57,251,249.50**

Summary of Impacts

Wildfire could result in a disruption to regular school operations, cause damages to school facilities, or put student and staff health and safety at risk.

Table 22. summarizes the hazard ranking matrix for wildfire

Table 22. Wildfire Hazard Ranking Matrix

Ranking	Wildfire
Location	3
Extent	3
Future Occurrence	3
Public Score	3
Steering Committee Score	3
Impact Ranking	15

Warning Time

Red flag events are defined by critical weather and fire danger conditions that could lead to extensive wildfire occurrences and/or control problems on existing wildfires or prescribed burns. Red flag events normally require the combination of critical fuel conditions and critical weather conditions. Several combinations of fuels and weather conditions may combine to produce red flag conditions. Fuel conditions are considered critical when fuel characteristics are favorable for large fire growth. A red flag warning is typically issued if red flag conditions are anticipated within the next 12 to 24 hours.

If a wildfire starts, it is essential to follow the county's emergency notification platform and updates from the Trinity County Sheriff's Office regarding evacuation orders. The Sheriff will make determinations on whether an evacuation zone is under evacuation warning or evacuation order. If an area is under evacuation warning, there is a potential threat to life and/or property and those who may need additional time to evacuate, such as having lower mobility or those with pet or livestock. In comparison, an evacuation order means there is an immediate threat to life and that anyone within that evacuation zone must immediately evacuate. Many residents report that they use Facebook as a means of keeping up to date on emergency events, through the Trinity County Sheriff's page, Trinity Journal's page, or through various community pages.

InciWeb is an online platform used by firefighting agencies to provide real-time information and updates on going wildfire, their containment status, and the resources deployed to combat the fire. InciWeb services as a centralized hub for official information, maps, and incidents reports. Many use the app Watch Duty to get information on wildfires, but it can sometimes cause confusion and disseminate misinformation through how it presents information and due to the potential misinterpretation of alerts regarding red flag warnings and evacuation status.

Secondary Hazards

Wildfires release significant amounts of smoke and particulate matter into the air, creating hazardous conditions that can severely affect students, staff, and the surrounding community. Even smoke from distant wildfires can degrade air quality in nearby areas, impacting the health of those with respiratory conditions, such as asthma. Schools in affected regions may need to implement air quality measures like indoor recess or the use of air filtration systems to ensure student safety.

In areas affected by high-severity wildfires, the loss of understory vegetation and tree coverage increases the risk of future fires, as brush can quickly overtake the area, providing additional fuel. For schools located near these fire-prone zones, this creates a constant risk of ignition. Additionally, the loss of vegetation leaves the land vulnerable to flooding and erosion, which can damage school property, disrupt access roads, and even impact local water supplies. Wildfires can contaminate water sources through ash, debris, and hazardous materials, posing potential risks to school drinking water and sanitation.

Wildfires can also cause significant infrastructure damage, including the destruction of power lines and communication facilities. Even the mere threat of a wildfire can lead to power and communication disruptions, impacting school operations. During high-risk periods, like red flag warnings, public power shut-offs may occur to prevent ignition from power lines, potentially causing school closures or delays and affecting communication with parents and local authorities.

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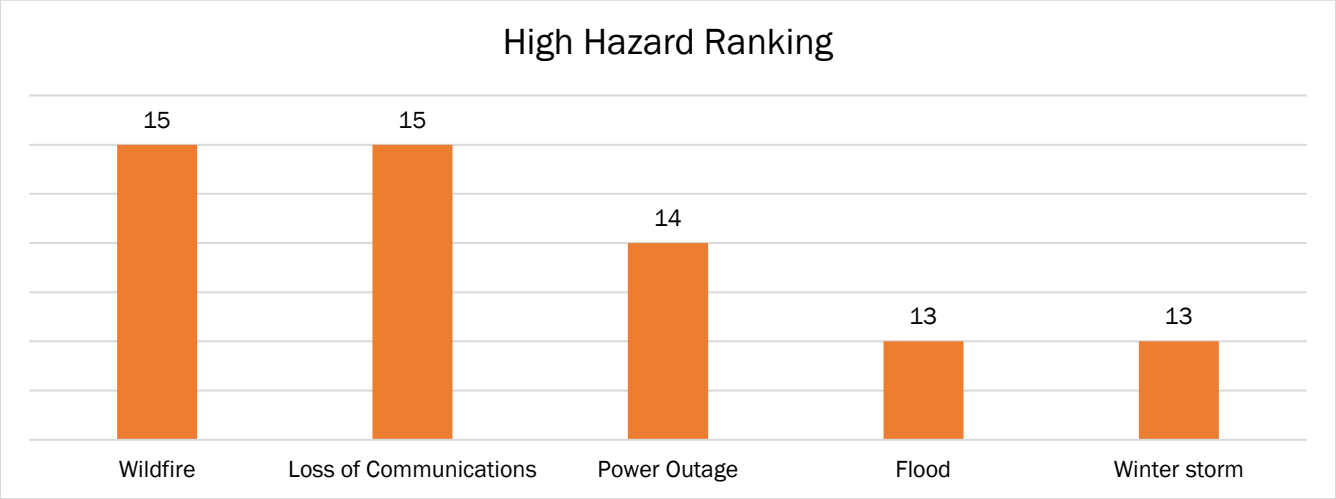
Risk Assessment Summary for Hazards

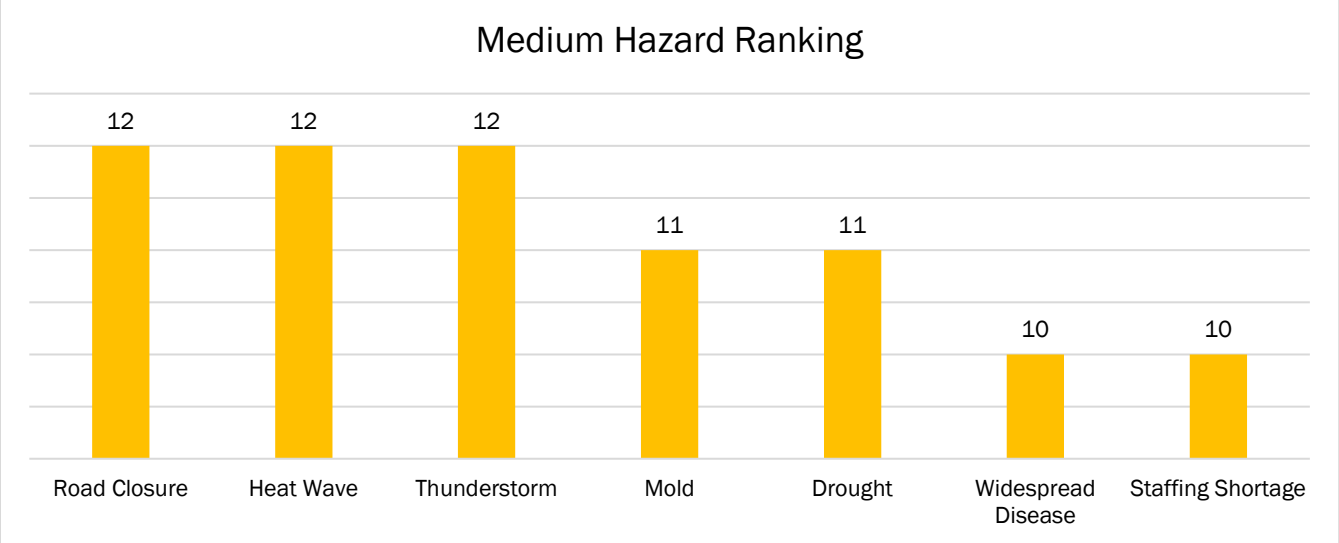
This plan assessed 16 hazards of interest, which are hazards which may negatively impact health and safety on or to and from school sites, school district infrastructure, and/or school operations. Identifying these hazards establishes a baseline for Trinity County risk assessments and planning efforts. None of the hazards identified are to constrict school districts from future risk analysis of hazards which went unevaluated under this plan. TCOE hopes that this plan provides guidance and support to school districts in mitigating identified hazard risks.

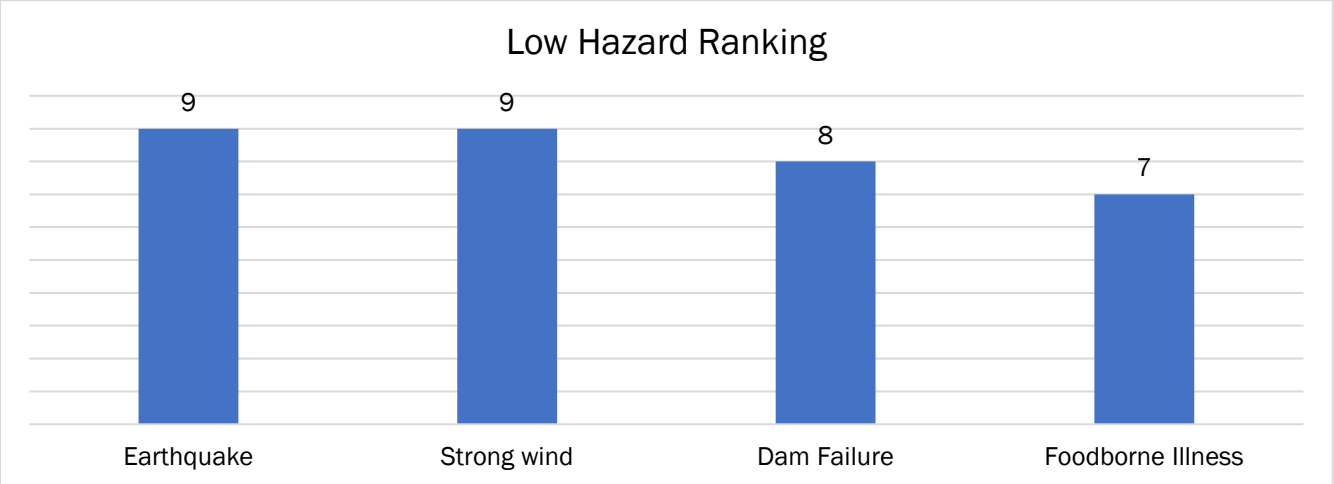
Of the 16 hazards evaluated within this plan, 5 were identified as high-impact hazards, 6 were identified as medium-impact hazards, and 4 were identified as low-impact hazards. Figure 137 shows this ranking.

These rankings were based on impacts to school operations, health and safety, and infrastructure. This was calculated by taking the potential geographic extent, future probability of occurrence, impact extent, public input, and steering committee input.

Figure 137. Hazards Rankings







Mitigation Strategy

Mitigation Goals

This plan sets out to reduce risk to school operations, school infrastructure, and health and safety to those on or traveling to and from a school site. The first step in mitigating risk is understanding where risk is present and which school districts are most vulnerable. This was evaluated within the *Risk Assessment and Vulnerability Analysis*.

Another important piece of understanding risk is looking past the desktop and engaging residents and professionals. Through the development of this plan, there have been multiple opportunities for the public and agency partners to engage with the project. This input, in combination with an extensive literature review, informed the development of the mitigation goals, objectives, and actions.

Mitigation goals are broad, long-term policy and vision statements that explain what is to be achieved by implementing the mitigation strategy. Objectives act as a stepping stone between the actions and goals, providing direction on how to successfully implement the strategy.

In January 2025, the first steering committee meeting for this project occurred. Members were invited to share what they want the goals of this document to be. Examples include:

- Increased training (drills/exercises) opportunities for school staff in collaboration with non-school agencies for emergencies
- Develop a communication plan for: no power/no land line phone/no internet/no cell service
- Communicate all school needs to all law enforcement officers and other agencies within Trinity County
- Integrate incident command structure within schools

Communication and power outages were a large concern from the group. There was heavy emphasis on the need for on-site resiliency at each school, for example, schools each having back-up power, air purifiers, water purifiers, and similar systems in play. In addition, there was a discussion on the importance of cross-agency collaboration – particularly through strengthening the partnership between local schools and the County Sheriff's office. Committee members emphasized the importance of student and staff safety not just on school sites, but also while traveling to and from school.

After this meeting, a set of draft goals, objectives, and actions was developed. In June 2025, there was a second steering committee meeting where the group provided feedback and revisions to the draft mitigation strategy. The following goals, objectives, and actions (which will be discussed further in a following section) were formed based on that input.

The goals for the HMP are:

Goal 1: Minimize disruptions to education by safeguarding school personnel, students, and infrastructure.

Goal 2: Enhance communication and joint planning with emergency management agencies to ensure effective preparedness, response, and recovery.

Goal 3: Increase the ability of district facilities and programs, onsite and offsite, to withstand and recover from disasters.

Each objective applies to a specific goal. For example, Objective 1.1 is the first listed objective under Goal 1, and so on. The objectives for the HMP are:

Objective 1.1 – Mitigate the risk of and prepare schools for hazards through training, infrastructure planning, facilities maintenance, and coordinated response

Objective 1.2 – Maintain access to essential school facilities and services during a hazard event

Objective 1.3 – Improve school districts' and TCOE's capacity to respond and recover from disasters

Objective 2.1 - Improve multi-agency coordination for hazard preparedness

Objective 2.2 – Maintain mutual aid and resource sharing programs to ensure continuity of critical services

Objective 3.1 – Improve physical infrastructure and site safety

Objective 3.2 – Enhance hazard response readiness countywide

Objective 3.3 – Standardize continuity of education and student reunification programs

Capacity and Prioritization

As part of this process, the planning team asked school districts and TCOE to rate their perception of various capabilities to reduce hazard risk out of 5. The ranking goes as follows

Table 23. TCOE and School District Capabilities

Entity	Administrative	Technical	Financial	Education & Outreach	Average Score
TCOE	3.5	3	4	4	3.6
Burnt Ranch ESD	3.5	3	3	4	3.4
Coffee Creek ESD	4	3	3	5	3.8
Douglas City ESD	4	5	4	4	4.3
Junction City ESD	5	3	1	5	3.5
Lewiston ESD	4	4	4	4	4
Mountain Valley USD	4	5	4	5	4.5
Southern Trinity Joint USD	3	4	5	5	4.3
Trinity Alps USD	5	5	5	5	5
Trinity Center ESD	5	4	5	4	4.5
Average School District Score	4.2	4	3.8	4.6	4.1

Regulatory Capabilities

The planning team took a two-tier approach to understand the county school system's capacity to support the mitigation strategy. The first step was to evaluate regulatory capabilities.

Table 24 on the next page describes the existing regulatory mechanisms to address hazard risk to schools.

Table 24. Planning and Regulatory Mechanisms for Hazards

Hazard Description	Planning Significance	Impact Ranking	Mechanism
Wildfire	15	1	Comprehensive School Safety Plans, CAL FIRE Fire Hazard Severity Zone maps, TC HMP, TC CWPP
Loss of Communications	15	2	Comprehensive School Safety Plans, TC EOP, Instructional Continuity Plan
Power Outage	14	3	Comprehensive School Safety Plans, Utility emergency notifications and protocols
Flood	13	4	Comprehensive School Safety Plans, TC HMP, FEMA FIRM Maps
Winter Storm	13	5	Comprehensive School Safety Plans, TC DOT transportation protocols
Heat Wave	12	6	Comprehensive School Safety Plans, NWS, CDPH and TCPH guidelines, HVAC maintenance plans
Major Road Closures	12	7	Comprehensive School Safety Plans, school bus route contingency plans
Thunderstorm	12	8	Comprehensive School Safety Plans, NWS
Mold	11	9	Comprehensive School Safety Plans, HVAC maintenance plans
Drought	11	10	Comprehensive School Safety Plans, local water districts, TCEH, SWCB, DWR
Staffing Shortage	10	11	Comprehensive School Safety Plans, Substitute teacher policies
Widespread Disease	10	12	Comprehensive School Safety Plans, CDC, CDPH, TCPH
Earthquake	9	13	Comprehensive School Safety Plans, Earthquake Authority standards, ShakeOut Drills
Strong Wind	9	14	Comprehensive School Safety Plans, NWS
Dam Failure	8	15	Comprehensive School Safety Plans, BoR, Dam Inundation maps
Foodborne Illness	7	16	Comprehensive School Safety Plans, CDPH school food safety guidelines, Safe food handling polices

Per state requirement, each school district annually updates and adopts comprehensive school safety plans. This document includes site-specific:

- Assessment of the current status of school crime or crimes at school-related functions.
- Child abuse and neglect reporting procedures.
- Disaster procedures, routine and emergency plans, and crisis response plan with adaptations for pupils with disabilities.
- Earthquake emergency procedures.
- Fire drills
- School building disaster plans for the following situations may include, but are not limited to:
    - Bomb threat
    - Bioterrorism/hazardous materials
    - Earthquake
    - Flood
    - Power failure/blackout
    - Intruders/solicitors
    - Weapons/assault/hostage
    - Explosion
    - Gas/fumes
- Procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.
- Suspension/expulsion policies and procedures.
- Procedures to notify teachers of dangerous students.
- Discrimination and harassment policy that includes hate crime reporting procedures and policies.
- Schoolwide dress code, if it exists, that includes a prohibition of gang-related apparel.
- Procedures for safe ingress and egress of students, parents/guardians, and school employees to and from the school site.
- Maintenance of a safe and orderly environment conducive to learning at the school.
- Rules and procedures on school discipline.
- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions.
    - Procedures to prepare for active shooters or other armed assailants based on specific needs.
- Consult, cooperate, and coordinate with other school site councils or safety planning committees, where practical.

Senate Bill 153, Chapter 38, Statutes of 2024, added a provision to the California Education Code Section 32282, making instructional continuity plans a required element of a school's comprehensive school safety plan by July 1, 2025. At the time of writing, multiple schools within the county have begun incorporating instructional continuity plans within the March 2025 update of their comprehensive school safety plan.

SB 153 requires that schools' instructional continuity plans include:

- A protocol for how the local educational agency will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency.
- A plan to provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency.

The Trinity County Office of Education has limited regulatory capabilities, not having a master plan, capital improvements plan, or emergency operations plan. Although TCOE has identified an action to address the lack of EOP as part of this plan's mitigation strategy. Schools are called out in a limited capacity within the 2019 Trinity County EOP, referencing the county school districts, school districts as a supporting agency if there are transportation needs during an incident, and calling out the need for a school district liaison officer as a member of the emergency operations center staff. TCOE has been a partner in the ongoing update to the Trinity County General Plan, including the 2024-2029 Housing Element Update. While not school-specific, TCOE and county school districts fall within and are engaged in the planning for the Trinity County Community Wildfire Protection Plan. There are multiple priority projects in the county community wildfire protection plan identified near or on school property within this document, such as projects to reduce fuels on the ingress/egress route to Burnt Ranch Elementary School or fuels reduction around Van Duzen, near the Southern Trinity Elementary School and High School. The 2024 Trinity County Hazard Mitigation Plan provided guidance in the development of this document.

Title 15 *Buildings and Construction* within the Trinity County Code of Ordinances outlines building requirements for new development within the county. While this applies to private and County structures, schools are subject to a separate review process. Title 5, Division 1, Chapter 13 to the California Code of Regulations outlines the requirements for school facilities and equipment. There are multiple requirements within this chapter to ensure that, within the school site selection and development process, there is consideration for potential geological or environmental hazards on site, and if there are hazards on site, it must be economically feasible to mitigate the hazards. The California education code also requires that school sites not be selected on an active earthquake fault or fault trace and that the site is not within an area of flood or dam inundation unless the cost of mitigation of the flood or inundation impact is reasonable. For school construction, the Division of the State Architect is responsible for plan review and approval, construction oversight, and project closing and certification. The Division of the State Architect reviews projects for structural, fire/life safety, and accessibility requirements.

Similarly, Title 17 *Zoning*, Title 17 Chapter 29B *Flood Hazard (FH) Zoning District or Flood Hazard Overlay Zone,* and Title 16 *Subdivision* outline requirements for development in the different zoning districts of the county, flood hazard development requirements, and requirements for subdivision or parcel adjustments. While the zoning and subdivision requirements apply to private and county properties, schools will follow guidance from the Division of the State Architect and the California Education Code when developing existing or acquiring new school sites.

Most of the capabilities discussed, specifically related to county ordinances and planning documents, fall under the jurisdiction of Trinity County and the unincorporated communities that district facilities fall within. School districts and TCOE will work to improve on regulatory risk reduction methods when available and appropriate. TCOE strives to continue to engage in County planning to advocate that information and priorities such as what is found in the TCOE HMP are integrated in future county planning documents.

Administrative Capabilities

Trinity County has a Planning Commission and Subdivision Review Committee, which are responsible for reviewing applicable projects that fall under Trinity County Code of Ordinances Title 17 and Title 16, respectively. This impacts development in the unincorporated communities around school sites and within school districts. In regards to other administrative capabilities from Trinity County, at the time of writing, there is not a Floodplain Administrator, Emergency Manager, or Planning Director. There are staff within the County Building and Planning departments who take up many responsibilities which are typically required from these positions, but staff support is limited. There is a Building Official under the Trinity County Building Division. The County GIS manager offers support to the schools and is a position housed under the Trinity County Resource Conservation District rather than the County. The Sheriff Resource Officer, Probation Officer, and Trinity County Office of Emergency Services are important partners in reducing hazard risk to TCOE and school districts. Understaffing of key county departments that can support TCOE in reducing hazard risk was a recurring concern brought up in the planning process for this document.

Additional important external partners include fire and emergency medical services, state and federal sworn officers, and the California Department of Education.

TCOE has a Board of Directors that is comprised of elected members who meet once a month. This board is responsible for the review, approval, and/or adoption of budgets, policies, and planning documents such as this, which relate to TCOE. Certain statutory decisions need to go through the board, but most can be approved by the County Superintendent. This allows TCOE to be responsive to emerging needs. Other staff related to this effort housed under TCOE include the Safety/Communications Specialist & Facilities Fiscal Analyst, the school nurse and two health assistants, and other members of the administrative team. TCOE rated the organization at 3.5/5 for administrative capacity to reduce hazard risk. TCOE is currently building staff capacity to support hazard mitigation and planning through increased internal and external coordination and through coordinating training exercises for school hazard events between staff and partners.

When school districts were asked about administrative capacity to reduce hazard risk, the average score was 4.2, which is higher than TCOE's response. Multiple school districts reported that the comprehensive school safety plans have increased hazard readiness for staff. Multiple districts did report a desire for increased training and hazard drills to be provided for staff by TCOE. The Trinity Safe Schools Collaborative was repeatedly referenced as a positive resource for school districts to coordinate amongst each other, with TCOE, and with external partners. The average school district score for administrative capabilities was 4.2/5, indicating that most school districts felt that administrative capacity was above satisfactory or was excellent. Burnt Ranch ESD and Southern Trinity Joint USD reported the lowest administrative capabilities at 3.5 and 3, indicating a satisfactory score, but with a desire to improve.

Administrative capacity can be improved through increased staffing, training, and enhanced coordination between school districts and between school districts and TCOE.

Technical Capabilities

Trinity County has recently implemented Ready Trinity, which is housed on ReadyTrinity.org. This website functions as the county's hub for emergency notifications and hazard information.

Ready Trinity includes the following:

- Information on hazards that occur in Trinity County
- Resources on how residents can prepare for hazards
- Registration for emergency notifications and information on ongoing hazards
- Evacuation zone information

The County GIS Manager does keep hazard data, but Hazus analysis has not been utilized.

TCOE has implemented the Aegix platform for the school districts of the county. Aegix allows schools to communicate information instantly. In addition, County Sheriff and Dispatch have been included within this program, giving first responders the knowledge they need to respond to active incidents quickly and effectively. This platform is relatively new in Trinity County, starting to be implemented in 2024, but to date, there have been at least two training opportunities between school districts and emergency responders to better learn how to use Aegix in the event of an emergency.

TCOE has been supporting school districts in implementing the I Love You Guys Foundation standard response protocol and standard reunification method in the event of a hazard on a school site. This will support standardizing school response to and reunification after a hazard event on a school campus. A training on the protocol and method was available to TCOE staff, school district staff, and partners in August 2025. All in all, TCOE rated technical capabilities as 3/5, with a desire to promote and integrate these programs into school districts and increase capacity to support school districts with disaster preparedness resources.

The average score school districts provided for technical capabilities was 4/5. The lowest ranking provided was by Burnt Ranch ESD, Coffee Creek ESD, and Junction City ESD. Multiple school districts reported the importance of tools such as generators being available in the event of a power outage. In addition, feedback was that school districts can lack the capacity to seek out new technical resources and rely on TCOE assistance to identify existing or emerging technology or software to support school district hazard preparedness.

The California Department of Education and similar state agencies provide TCOE and school districts with multiple resources and additional support to increase technical capabilities as well.

Overall, the current efforts regarding Aegix and the standard response and reunification protocol are positively received, but are early in the implementation at school districts. Time and further engagement with school districts can improve their ability to engage with these tools. Capabilities can further be improved by seeking out funding opportunities to ensure key tools, software, and equipment are available.

Financial Capabilities

TCOE does have funding reserves that may be drawn from in specific circumstances. TCOE does not take in tax revenue other than through publicly funded grant programs or Secure Rural Schools funding. TCOE rated financial capabilities as 4/5, higher than perceived administrative and technical capabilities, and the average across school districts.

School districts are funded through a mix of local, state, and federal funding. Financial capabilities were ranked the lowest by school districts, with an average score of 3.8/5, which is still within the satisfactory range. This score was weighted by Junction City ESD, which reported a 1/5. This school district has put in a lot of effort to fund a backup generator for its elementary school, but there have been multiple obstacles. The many barriers to purchasing infrastructure and securing funding to reduce hazard risk are what factored into this rating. Burnt Ranch ESD and Coffee Creek ESD rated 3/5. Both school districts stated that increased investment would support ensuring all needs are met. Examples provided on the impacts of financial constraints are an insufficient number of air purifiers and inadequate storage for emergency supplies and backup food.

The Office of Public School Construction offers a service through an application to add capacity to a school district. This can include the construction of a new school or the addition of classrooms to an existing school. School districts can apply for this service when adding capacity to a school district.

The following funding mechanisms or agencies are identified to be an avenue for increasing financial capacity for the school districts of Trinity County:

- California Department of Education Funding Programs
- California Department of Water Resources
- California Disaster Assistance Act
- California Emergency Relief Program
- California Energy Commission
- California Governor's Office of Emergency Services
- CAL FIRE Wildfire Prevention Grant Program
- Federal Emergency Management Agency (FEMA)
    - Federal Disaster Assistance
    - Fire Management Assistance Grant Program
    - Flood Mitigation Assistance Grant Program
    - Hazard Mitigation Grant Program
    - Pre-Disaster Mitigation Grant Program
    - Public Assistance Grant Program
- Local Bonds
- Secure Rural Schools Program
- State Water Resources Control Board

The current uncertainty regarding Secure Rural Schools funding was highlighted by multiple school districts. This program was originally created in 2000 to support schools after the loss of timber revenue affecting rural schools and counties. This program expired at the end of fiscal year 2023. At the time of writing, the U.S. Senate passed Senate Bill 356, a bill to reauthorize the Secure Rural Schools and Community Self-Determination Program (SRS) through Fiscal Year 2026. The legislation next must be considered by the U.S. House of Representatives. This decision will impact funding to Trinity County schools and TCOE.

TCOE plans to improve financial capabilities through seeking funding to support schools in hazard mitigation and to fund this plan's mitigation strategy.

Education and Outreach Capabilities

Trinity County's Emergency Preparedness Program and Office of Emergency Services provides public outreach to the greater Trinity County community on disaster preparedness. In addition, Trinity County manages the aforementioned Ready Trinity program which provides public education and information on hazards which occur within the county. The Trinity County Fire Safe Council coordinates fourteen Firewise communities across the program, all of which reside within school district boundaries.

Identified media outlets include:

- Trinity Journal
- Jefferson Public Radio
- North State Public Radio
- Lost Coast Outpost
- Redheaded Blackbelt
- North Coast Journal
- Redding Record Searchlight
- Sacramento Bee
- Cal Matters
- Eureka Times Standard
- KRCR
- Q97
- Action News Now
- After 5
- Social media
    - Facebook community groups and pages

TCOE rated their education and outreach capabilities as a 4/5, showing an above-satisfactory capacity to engage schools and the community. This is achieved through public education and information programs. TCOE does utilize local and regional communication and news networks to distribute information when necessary.

School districts, on average, rated their education and outreach capacity as a 4.6/5 – a near-outstanding rating on capacity, with just over half of school districts ranking themselves at 5/5. Feedback on district programming included disaster preparedness materials being available at open houses, many families and children having experiences with hazards such as wildfire, and being more receptive to outreach, and the role of partners such as volunteer fire department auxiliaries and volunteer fire departments in teaching on fire safety in the classroom.

TCOE can improve education and outreach capacity by continuing to facilitate the Trinity Safe Schools Collaborative and engaging with school districts with training and resources to improve resilience.

Prioritization

Once the mitigation actions were identified, a ranking approach was developed to prioritize the actions within the mitigation strategy. The **S**ocial, **T**echnical, **A**dministrative, **P**olitical, **L**egal, **E**conomic, and **E**nvironment (STAPLEE) was developed by FEMA for consistently evaluating actions.

The following questions were asked during the prioritization process of each action.

Social

- How critical is this project to county schools?
- Does the project mitigate a health or safety concern?
- Does the project benefit critical infrastructure or an evacuation route?
- Will this action negatively impact a disadvantaged community?

Technical

- Is this action feasible?
- Does the action solve a problem or a symptom?
- Is the timeline reasonable?
- Is technical expertise available?

Administrative

- Is there staff or partner capacity?
- Is there maintenance required, and if so, is there adequate resources available to implement?
- Will action implementation drain resources?

Political

- Have local leaders engaged in the planning process?
- Is there a clear lead identified to implement the action?
- Have stakeholders been engaged to participate in the planning process?

Legal

- Will the proposed project comply with local, state, and federal regulations?
- Are the proper laws, ordinances, and resolutions in place to implement the action?
- Are there potential legal consequences, or is the proposed action likely to be challenged by those who may be affected?

Economic

- Is funding available to implement the action?
- Has a cost-benefit analysis been conducted?
- Is it anticipated that this action's costs will become a burden?

Environment

- Will this action negatively impact the environment?
- Will the action comply with local, state, and federal environmental laws and regulations?
- Is the action in a floodplain or wetland, or impact a floodplain or wetland?
- Is the project consistent with community environmental goals?

In addition to utilizing this method, the planning team received input on the mitigation actions in the June 2025 steering committee meeting. Actions with the highest positive regard by the steering committee were weighted in the prioritization process. Actions that receive consistent public support during the public review period will also receive a weighted score.

Mitigation Actions

The literature review, public engagement, steering committee engagement, risk assessment, and vulnerability analysis informed the creation of the mitigation strategy. This includes a comprehensive range of actions to reduce the impacts of hazards on Trinity County schools.

Due to having limited staff and the need for role redundancy, the following positions will share lead responsibility to monitor and implement this mitigation strategy. Individuals named are flight designated roles as of August 1, 20266:

- Senior Advisor (Jeff Morris)
- Programs Manager, Special Projects (Anna Carson)
- Trinity County Superintendent of Schools (Fabio Robles) or his designee

The list of actions can be found on pages 309-312.

ID	Goal	Description	Hazard	Lead	Partner	Funding	Cost	Priority	Timeline
1.1.1	1	Perform regular HVAC and moisture inspections.	Mold	TCOE Facilities Team coordinating with school districts	TCEH, School Districts	General Fund	Low	High	Ongoing
1.1.2	1	Maintain training for food service staff on safe food handling and storage.	Foodborne Illness	TCOE Business Office and Safety Teams coordinating with school districts	TC HHS - PH, School Districts	General Fund	Low	High	Annually
1.1.3	1	Develop a training for relevant personnel on early indicators of elevated dam failure risk and evaluate potential mitigation options, followed by a tabletop dam inundation scenario. After the exercise, evaluate the outcomes and lessons learned to support future prevention and preparedness.	Dam Failure	TCOE Safety Team coordinating with Cal OES and Bureau of Reclamation	TCOE, School Districts	EMPG	Low	Low	2030
1.1.4	1	Collaborate with school administration and local emergency services to design and document evacuation routes and procedures for potential hazards ensuring clear signage, accessibility, and staff training.	Multi-Hazard	TCOE Safety Team, Trinity Safe Schools Collaborative Partners	School Districts, TCOE	CAL FIRE, HMA, HMGP	Moderate	Medium	2027
1.1.5	1	Conduct earthquake safety drills annually. Use rapid visual screening to quickly inspect buildings during safety drills to identify potential weaknesses to be retrofit.	Earthquake	TCOE Safety Team coordinating with school districts	School Districts	General Fund	Low	High	Annually
1.1.6	1	Remove or secure loose exterior objects.	Strong Wind	TCOE Facilities Team	School Districts	General Fund, HMA, HMGP	Low	Low	Quarterly

ID	Goal	Description	Hazard	Lead	Partner	Funding	Cost	Priority	Timeline
1.2.1	1	Establish partnerships with local transportation authorities to issue emergency access credentials or transportation passes for essential school personnel.	Major Road Closures	TCOE Comms and Facilities Teams	School Districts, TCDOT, Caltrans, TCSO	General Fund	Low	Low	2029
1.2.2	1	Ensure each school site can function as a clean air facility.	Wildfire	TCOE Facilities Team coordinating with districts	TCOES	HMA, AQMD, HMGP	High	Low	2028
1.3.1	1	Implement a standardized disaster response and communications system across school districts to use in the event of a disaster.	Multi-Hazard	TCOE Safety Team in coordination with school districts	School Districts	General Fund	Moderate	High	2027
1.3.2	1	Complete trainings and drills as outlined in Safety Plans. These exercises will include evaluation of the lessons learned and provide recommendations to strengthen relevant trainings and hazard plans.	Multi-Hazard	TCOE Safety Team in coordination with school districts	School Districts	General Fund	Low	High	Ongoing
2.1.1	2	Increase relevant hazard and risk awareness through monthly Trinity Safe Schools Collaborative meetings. Facilitate school district and TCOE participation in Disaster Council meetings to Involve residents and partners in comprehensive planning activities that identify and mitigate hazard.	Multi-Hazard, Wildfire	TCOE Safety Team in coordination with school districts	School Districts, Trinity County, Fire, EMS, Trinity Safe Schools Collaborative	General Fund	Low	High	Monthly
2.1.2	2	Meet with local First Responders and Law Enforcement to assess their capacity to provide support, and document feedback on strengths, gaps, and recommendations to enhance coordination and safety plan effectiveness.	Multi-Hazard	TCOE Safety Team in coordination with school districts	TCSO, CAL FIRE, USFS, Local Fire Departments	General Fund	Low	Medium	Semi-annually

ID	Goal	Description	Hazard	Lead	Partner	Funding	Cost	Priority	Timeline
2.1.3	2	Coordinate for outbreak prevention and response.	Widespread Disease	TCOE Safety Team in coordination with school districts	TC HHS - PH	CDPH	Low	High	Ongoing
2.1.4	2	Partner with local agencies to establish a flood early warning communication plan to facilitate timely communication and response of relevant information.	Flood	TCOES Safety and Comms Teams in coordination with school districts	TCOE	EMPG, FMA	Low	Low	Ongoing
2.1.5	2	Monitor NOAA alerts and local forecasts.	Multi-Hazard, Thunderstorm, Winter Storm, Wildfire	TCOES Safety Team in coordination with school districts	TCOE	EMPG	Low	High	Ongoing
2.2.1	2	Develop agreements with nearby districts for shared transport.	Multi-Hazard	TCOE Safety and Comms Teams	School Districts	General Fund	Low	Low	2027
2.2.2	2	Maintain relationships with temp agencies and local colleges.	Staff Shortages	TCOE Comms Team	School Districts, local colleges, temp agencies	General Fund	Low	Low	Ongoing
2.2.3	2	Develop contingency plans for water delivery if cut off.	Drought	TCOE Safety Team	TCEH, School Districts	DWR, SWRCD	Moderate	Medium	2028
3.1.1	3	Ensure each school district has a backup generator onsite.	Power Outage	TCOE Facilities Team	School Districts	HMA, HMGP	High	High	2029
3.1.2	3	Ensure cooling systems are maintained and upgraded.	Heat Wave	TCOE Facilities Team in coordination with school districts	School Districts	CalSHAPE	High	Medium	Annually
3.1.3	3	Maintain defensible space around schools.	Wildfire	TCOE Safety Team	TCOE, Trinity County Fire Safe Council, School Districts	CAL FIRE	Moderate	High	Annually

ID	Goal	Description	Hazard	Lead	Partner	Funding	Cost	Priority	Timeline
3.2.1	3	Ensure communications equipment is tested regularly and staff are trained on its use.	Loss of Communications	TCOE Comms, Safety and IT teams	TCOE, Amateur Emergency Radio Service, School Districts	CalOES, FCC, FEMA	Low	Medium	Annually
3.2.2	3	Provide cross-agency disaster trainings for school staff to increase disaster response readiness. Trainings should identify and evaluate relevant gaps in disaster response, with recommendations for improvement reported.	Multi-Hazard	TCOE Safety Team	School Districts, Trinity County Safe School Collaborative, TCSO, TCOES	HMA, HMGP	Low	Low	Annually
3.3.1	3	Develop plans for delayed start or Instructional Continuity Plan in the event of a Hazard.	Multi-Hazard, Winter Storm, Wildfire	TCOE Comms and Safety Teams	CDE, School Districts	General Fund	Low	High	2027
3.3.2	3	Develop a Trinity County Office of Education Emergency Operations Plan which includes a reunification protocol and human threat analysis.	Multi-Hazard, Wildfire	TCOE Comms and Safety Teams	School Districts	HMA, EMPG, HMGP	Moderate	Medium	2028

Review of Mitigation Actions

Initial actions were developed based on the results from the community survey, findings from the risk assessment and vulnerability analysis, and input from the project steering. The mitigation strategy was provided to the steering committee and then revised. There was no input on the mitigation strategy during the public review period. The following details a review of each mitigation and how it aims to reduce hazard risk to county schools. Actions are grouped based on associated goal.

Goal 1 is to "Minimize disruptions to education by safeguarding school personnel, students, and infrastructure."

Action 1.1.1 is to "Perform regular HVAC and moisture inspections." This action aligns with the goal of protecting facilities, students, and personnel through taking cost effective steps to reduce the likelihood of mold outbreak. Multiple schools reported that there are already regular inspections for mold, so this action is achievable. There was extensive discussion by the steering committee on whether mold was a hazard that needed to be mitigated. Ultimately, members agreed that a mold outbreak could be disruptive to student learning, hazardous to health, and could potentially damage infrastructure. Due to this, it was determined that emphasizing the importance for regular inspections would be the best way to reduce the likelihood of mold outbreak.

Action 1.1.2 is to "Maintain training for food service staff on safe food handling and storage." This action aligns with the goal of safeguarding school personnel and students by reducing the likelihood of a foodborne illness outbreak originating from school provided meals. Although there have been no documented cases of school-provided meals causing illness, steering committee members voiced that this action should be a high priority. There have been instances of power outages which have resulted in food needing to be thrown out, causing financial losses. It is essential that staff are aware of best food handling practices for during normal operations and during or after an emergency.

Action 1.1.3 is to "Develop a training for relevant personnel on early indicators of elevated dam failure risk and evaluate potential mitigation options, followed by a tabletop dam inundation scenario. After the exercise, there will be an evaluation of the outcomes and lessons learned to support future prevention and preparedness." This action aligns with the goal of protecting life and infrastructure. As discussed within the Dam Failure hazard profile, there are publicly available inundation maps available for the R.W. Matthews and Ewing dams, but not for the federally managed dams within the county. Due to this, it is important that necessary TCOE and school district personnel are given the opportunity to engage in regular exercises. The priority is low due to evaluated risk of dam failure to schools. Originally, this action called out the need to include review of evacuation plans or engaging local law enforcement in evacuation preparedness, but after discussion with the steering committee this was pulled out to become action 1.1.4.

Action 1.1.4 is “Collaborate with school administration and local emergency services to design and document evacuation routes and procedures for potential hazards ensuring clear signage, accessibility, and staff training.” This aligns with the goal of safeguarding school personnel and students and minimizing disruptions to education. The priority of this action is medium. This was an action called out by the steering committee and access was a highly rated concern from residents in the public review period and during the community survey. School districts should already have evacuation routes and procedures identified within their school safety plans. This action connects the school safety plans with training and local emergency services to ensure that school sites are ready in the event of an emergency. While schools don’t manage the routes to and from their sites, this action ensures that necessary personnel can train to be prepared for evacuation.

Action 1.1.5 is “Conduct earthquake safety drills annually. Use rapid visual screening to quickly inspect buildings during safety drills to identify potential weaknesses to be retrofit.” This aligns with the goal to safeguard school personnel and students. This is a high priority as it is required for schools to annually perform earthquake drills. Large earthquakes are uncommon in the County and there have been no reports of earthquakes causing damage to school infrastructure nor concern that an earthquake would. Due to this, it was found that annual safety drills would be the most effective way to reduce earthquake risk.

Action 1.1.6 is to “Remove or secure loose exterior objects.” This aligns with the goal to safeguard school personnel, students, and infrastructure. Within the county, strong wind events are often associated with tree blow down or wildfire risk. Potential damage from vegetation to schools should be addressed through Action 3.1.3, requiring adequate defensible space. That leaves the other potential issue resulting from strong wind, which is damage from or loss of loose objects during a wind event. This is a low priority as there haven’t been any cases of this being an issue on school sites and it wasn’t a high concern from the public or steering committee.

Action 1.2.1 is to “Establish partnerships with local transportation authorities to issue emergency access credentials or transportation passes for essential school personnel.” This aligns with minimizing disruptions to education. Providing emergency road access passes to teachers is a low priority in hazard mitigation due to the complex coordination needed to implement such a program. Still, this was an idea brought up both by school district staff and steering committee members as an action to reduce the impacts of major road closures.

Action 1.2.2 is to “Ensure each school site can function as a clean air facility” This action is consistent with safeguarding the larger community. During the planning process, each school district reported that they had adequate equipment to ensure that there was clean air in school facilities. Opening schools to the public to offer clean air was brought up by members of TCOE, public, and certain school sites. Doing so would be beneficial to the public, but not a high priority for ensuring continuance of school operations, safeguarding student and staff health, nor protecting school infrastructure. This action supports overall community resilience.

Action 1.3.1 is to “Implement a standardized disaster response and communications system across school districts to use in the event of a disaster.” This aligns with the goal of safeguarding life and minimizing disruptions to education. Natural and human-caused hazard events in recent years have led TCOE to support schools in a countywide adoption of a standardized communication program to and between schools and emergency responders. This is a high priority as consistent and clear communication is essential to reducing the likelihood of disaster losses. School administrators and the steering committee are supportive of these efforts by TCOE and this action being incorporated into the plan.

Action 1.3.2 is to “Complete trainings and drills as outlined in Safety Plans. These exercises will include evaluation of the lessons learned and provide recommendations to strengthen relevant trainings and hazard plans.” This action aligns with the goal of safeguarding life, minimizing disruptions to education, and infrastructure. California has detailed requirements for individual school safety plans. These plans must be re-evaluated and updated on an annual basis. Multiple school districts requested that the safety plans be referenced where appropriate within this document and be reiterated into the action plan. The incorporation of the HMP into local plans, and vice versa, is a requirement of this planning process. This action is ranked high for these reasons and supports school resilience to multiple hazards.

Goal 2 is to “Enhance communication and joint planning with emergency management agencies to ensure effective preparedness, response, and recovery.”

Action 2.1.1 is to “Increase relevant hazard and risk awareness through monthly Trinity Safe Schools Collaborative meetings. Facilitate school district and TCOE participation in Disaster Council meetings to Involve residents and partners in comprehensive planning activities that identify and mitigate hazard.” This aligns with the goal of using joint planning to prepare for, respond to, and recover from disasters. The project steering committee emphasized the need for this level of coordination, especially with local emergency responders. The need for cross agency collaboration was something highlighted by steering committee members, school districts, and TCOE – resulting in a high priority. The steering committee requested that wildfire be specifically called out for this action as that is the highest hazard of concern and will require increased coordination.

Action 2.1.2 is to “Meet with local First Responders and Law Enforcement to assess their capacity to provide support, and document feedback on strengths, gaps, and recommendations to enhance coordination and safety plan effectiveness.” This aligns with the goal of using joint planning to prepare for, respond to, and recover from disasters. While this action was something highlighted by school administrators and TCOE, current capacity resulted in a medium priority ranking.

Action 2.1.3 is to “Coordinate for outbreak prevention and response.” This action supports emergency prevention and response. The need to coordinate on this is high and there are already county partners engaged to support preventative programs.

Action 2.1.4 is to “Partner with local agencies to establish a flood early warning communication plan to facilitate timely communication and response of relevant information.” This action aligns with enhanced communication for emergency preparedness. The priority is low as currently flood warning information generally reaches agencies and members of the public at the same time through National Weather Service alerts.

Action 2.1.5 is to "Monitor NOAA alerts and local forecasts." This action aligns with enhanced communication for effective preparedness. Ready Trinity, the County's emergency notification platform has a function where users can be notified of NOAA alerts. This action seeks to ensure that schools receive up to date weather information and can decide before a severe weather event whether normal school operations should be modified. This will support the protection of staff and student health and safety.

Action 2.2.1 is to "Develop agreements with nearby districts for shared transport." This action aligns with the goal of increasing joint planning to support emergency response and recovery. Currently, school districts will share resources when needed. Developing new agreements to achieve this goal will require increased collaboration between personnel across multiple school districts. The feasibility and obstacles to sharing vehicles during an emergency has resulted in a low priority.

Action 2.2.2 is to "Maintain relationships with temp agencies and local colleges." This aligns with joint planning and enhanced communication for emergency preparedness. Staffing shortages is a concern felt by multiple school districts. When this action was brought up to the steering committee, multiple members questioned how it could be implemented with finger printing and similar requirements of teachers. Still, TCOE is already in the works of creating a list of teachers who could step in to ensure student education is not disrupted in the event of a staffing shortage. Ultimately, the steering committee decided that they thought this was the appropriate action to address the staffing shortage hazard and that they can re-engage as TCOE works on this action.

Action 2.2.3 is to "Develop contingency plans for water delivery if cut off." This aligns with the goal for joint planning for emergency preparedness and response. Water availability was discussed with school districts, the steering committee, and TCOE staff as it relates to hydration and sanitation. Multiple schools are reliant on wells which could be negatively impacted in the event of a drought. Without water or if a well is not operational, school operations cannot continue. Water delivery can support the continuity of school operations. This action has a medium priority as schools have not had issue of running low on water during a drought. Multiple districts have secured or are seeking funding for backup power so that water systems are still operational during an outage.

Goal 3 is to "Increase the ability of district facilities and programs, onsite and offsite, to withstand and recover from disasters."

Action 3.1.1 is to "Ensure each school district has a backup generator onsite." This aligns with the goal of schools being able to withstand disasters. Without power, a school is not operational. In addition, a school site can serve as an evacuation shelter. Backup generators have been a top priority from multiple school districts, steering committee members, and TCOE staff. This, in combination with its support of continued school operations during and after a power outage, has resulted in a high priority.

Action 3.1.2 is to “Ensure cooling systems are maintained and upgraded.” This aligns with increasing the ability of district facilities to withstand a hazard event. Extreme heat days and heatwaves are increasing and with school being open nearly year-round, there are many days where students and staff are on site during extreme heat. Many school sites have cooling and equipment maintenance schedules already, so it was determined that this would be a medium priority.

Action 3.1.3 is to “Maintain defensible space around schools.” This aligns with the goal of increasing the ability to withstand a disaster. Over the past five years, there have been multiple school closure days due to wildfire events and wildfires have encroached onto school sites. It was determined that adequate defensible around each school was a high priority to reduce the likelihood of infrastructure loss.

Action 3.2.1 is to “Ensure communications equipment is tested regularly and staff are trained on its use.” This aligns with the goal of withstanding a disaster. Often, loss of communication is the result of a different hazard event. Having staff trained on redundant communication can ensure that schools are not completely isolated during a power or communication outage. There is already a project in the works to have radio repeaters on school sites and to train personnel. This action was supported by members of the steering committee.

Action 3.2.2 is to “Provide cross-agency disaster trainings for school staff to increase disaster response readiness. Trainings should identify and evaluate relevant gaps in disaster response, with recommendations for improvement reported.” This aligns with schools withstanding from disaster. Multiple school sites have shared that they appreciate training coordination with other agencies involved in disaster response. Ultimately, capacity to attend trainings has resulted in a low priority.

Action 3.3.1 is to “Develop plans for delayed start or Instructional Continuity Plan in the event of a Hazard.” This aligns with the goal to withstand a disaster. Many schools within the county are unable to continue operations if there is a school closure and must wait until the physical school site reopens. As the number of school closure days increase, schools are looking to increase resiliency by creating continuity of education plans. Multiple school districts, TCOE, and steering committee members each stated the importance of this action. This action was revised at the recommendation of the steering committee from a previous iteration which used the term “remote learning” to instead say “Instructional Continuity Plan” to be aligned with current state language.

Action 3.3.2 is to “Develop a Trinity County Office of Education Emergency Operations Plan which includes a reunification protocol and human threat analysis.” This aligns with the goal of preparing for, withstanding, and recovering from a hazard event. From the start of this plan, multiple project partners highlighted the importance of a county schools emergency operation plan, with emphasis on reunification and human threat analysis.

Changes to the originally proposed mitigation actions to the project steering committee are captured in the relevant actions review. There was originally a second action proposed for power outages “Coordinate with local utility providers to ensure rapid restoration in the event of an outage.” Ultimately steering committee members felt this unnecessary as there wasn’t much the schools or TCOE could do to support services coming back online any earlier than they otherwise would.

While evaluation of human threat was a discussion point from members of the public, ultimately it was decided that would be more appropriate to address in a county schools EOP rather than something addressed within this plan's mitigation strategy.

There are 25 mitigation actions developed for this plan. Table 25 below provides a breakdown of the number of mitigation actions by hazard analyzed within the document.

Table. 25 Mitigation Action Review

Hazard Description	# of Actions	Action ID(s)
Multi-Hazard	10	1.1.4, 1.3.1, 1.3.2, 2.1.1, 2.1.2, 2.1.5, 2.2.1, 3.2.2, 3.3.1, 3.3.2
Wildfire	6	1.2.2, 2.1.1, 2.1.5, 3.1.3, 3.3.1, 3.3.2
Winter Storm	2	2.1.5, 3.3.1
Loss of Communications	1	3.2.1
Power Outage	1	3.1.1
Flood	1	2.1.4
Heat Wave	1	3.1.2
Major Road Closures	1	1.2.1
Thunderstorm	1	2.1.5
Mold	1	1.1.1
Drought	1	2.2.3
Staffing Shortage	1	2.2.2
Widespread Disease	1	2.1.3
Earthquake	1	1.1.5
Strong Wind	1	1.1.6
Dam Failure	1	1.1.3
Foodborne Illness	1	1.1.2

Plan Maintenance

Description

The purpose of this section is to describe a method for keeping this plan up to date, ensure ongoing community engagement, monitor the progress of mitigation strategies, integrate and implement the plan, and secure its adoption.

Plan Update

The Trinity County Office of Education (TCOE) intends to utilize the Trinity County Safe Schools Collaborative to support the maintenance of the plan. On an annual basis, a report will be prepared by TCOE staff and provided to the Trinity County Safe Schools Collaborative. This report out will be shared by school district staff or a TCOE representative to each of the school district boards. This report will highlight any significant changes in perceived hazard risks or vulnerabilities to local schools and provide a progress update on the mitigation strategy. These reports will be retained to support the next update. TCOE will also share this information via social media and the TCOE website.

This plan will be updated every five years. As this iteration was approved and adopted in 2025, the next update will be for 2030. TCOE plans to pursue additional funding in 2028 to revise this plan, allowing sufficient time to secure funding and complete the update by 2030 or early 2031. This project will be led by TCOE with potential support from an outside contractor.

Future plan updates will:

- Consider changes in vulnerability due to action implementation
- Document success stories where mitigation efforts have proven effective
- Document areas where mitigation actions were not effective
- Document any new hazards that may arise or previously overlooked
- Incorporate new data or studies on hazards and risks
- Incorporate new capabilities or changes in capabilities
- Incorporate growth and development-related changes to inventories
- Incorporate new action recommendations or changes in action prioritization

As this is the first iteration of this plan, there are no changes to development that have occurred since a previous plan update.

Community Involvement

An annual report of plan progress will be provided to the Trinity Safe Schools Collaborative and to each of the school district boards. While the Trinity Safe Schools Collaborative is not open to the general public, each school district board has monthly meetings available to the public.

Annual reports will provide an opportunity for community leaders and members of the public to remain engaged with the plan and progress. Any questions or feedback will also be noted to track changes in hazard risks, perception of hazard risks, and changes in community priorities. This process will allow for nine separate public engagements annually for the public to provide feedback on the plan maintenance and input for the next update of the plan. As mentioned before, the annual progress report findings will also be made available on TCOE social media and on the TCOE website. This will ensure that community members who are unable to attend the board meetings will have equal access and ability to engage in the planning process.

Copies of this plan will be made available on the TCOE website, at the TCOE office, and at each school district office.

Monitoring and Evaluation of Plan Progress

TCOE will implement an annual review to track the progress of the mitigation strategy. TCOE's Safety/Communications Specialist & Facilities Fiscal Analyst will lead this process, in collaboration with school district representatives. Each year, this staff person will distribute a mitigation action progress form to responsible agencies and sites. This form is based on what was incorporated in the 2024 Trinity County Hazard Mitigation Plan. The completed form will be compiled into a summary report that documents action progress, identifies completed actions, calls attention to any barriers or challenges, and provides any additional feedback relevant to individual actions. This review will also inform updates to any related policies or emerging literature, grant applications, and emergency procedures.

The mitigation action progress form will be the basis of determining whether or not the mitigation strategy is effective and if the goals of the HMP are being met. The findings of this report will be available for public review. In addition, the annual review will include a(n):

- Evaluation of changes in risk of natural and human-made hazards
- Review of an annual hazard perception survey
- Review of goals
- Coordination with any jurisdictions interested in creating an annex
- Preparation for the next HMP update through recommendation and incorporation of revisions

The completion of the mitigation actions doesn't guarantee that they had the intended outcome. TCOE will be evaluating the effectiveness of the mitigation action through the use of the review form, feedback provided by the public, and the prevalence of hazards to school districts as the actions are implemented. The plan's effectiveness findings will be included in the annual report on the status of the mitigation strategy. The mitigation action progress form can be found on the next page.

Table 26. Mitigation Action Progress Form

Progress Report Period	From Date: _____ To Date: _____
Action	
Responsible Agency	
Contact Name	
Contact Phone/Email	
Project Status	☐ Project Completed ☐ Project Canceled. Explain: _____ _____ ☐ Project on schedule Anticipated completion date: _____ _____ ☐ Project delayed. Explain: _____ _____

_____

2. What obstacles, problems, or delays did the project encounter?

_____

_____

_____

3. If uncompleted, is the project still relevant? Should the project be changed or revised?

_____

_____

_____

4. Other comments

_____

_____

_____

Integration of Plan

TCOE is committed to integrating the goals and actions of this plan into other relevant planning mechanisms where appropriate. TCOE will work with school districts and applicable agencies responsible for these planning processes to ensure the hazard mitigation priorities are considered during plan development, revision, and implementation.

Revisions or changes in district capabilities will be reflected in updates to the comprehensive school safety plans, which are updated on an annual basis. This planning process will inform the development of a TCOE Emergency Operations Plan, ensuring alignment between mitigation objectives and hazard readiness.

Upon the adoption, this plan will be submitted to the Trinity County Planning Division for consideration during updates to the County's Hazards and Safety Element to the General Plan. This will support consistency in hazard awareness. In addition, the plan will be provided to the Trinity County Fire Safe Council to support the inclusion of school-related risk reduction and safety considerations into the Trinity County Community Wildfire Protection Plan. The adopted plan will be submitted to the Trinity County Office of Emergency Services for inclusion in the ongoing update of the County's Emergency Operations Plan.

As this plan, upon approval and adoption, will be made available through the TCOE website, TCOE office, and at each school district administrative office, other agency partners and community members will be able to easily access and incorporate this document's information into other planning mechanisms such as individual school safety plans and into the planned TCOE Emergency Operations Plan.

Through cross-integration, the goals and objectives of this plan will be embedded into other local hazard mitigation planning efforts to reduce school hazard risk.

Plan Adoption

Upon completion of the public review period and incorporation of public and agency comment, this plan will be revised and submitted to CAL OES for review to ensure consistency with FEMA's guidelines. Once this step is complete, the plan will be submitted to TCOE's board of directors for approval and adoption.

A copy of the resolution of the TCOE board adopting the plan will be included with this plan as Appendix A.

Appendix A. Board Resolution

Appendix B. Works Cited

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Appendix C. Outreach Materials



Trinity County Office of Education
Draft 2025 Hazard Mitigation Plan

Hayfork Community Meeting

Hayfork High Library | October 2, 2025 | 5:30 PM



What is a hazard mitigation plan?

The draft Trinity County schools hazard mitigation plan is a document which focuses on hazard risk identification and mitigation planning. Hazards evaluated include, but are not limited to: wildfire, flood, loss of communication, and major road closures and their impacts on county schools.

Why you should attend:

- Better understand hazard risk to county school districts
- Learn how the county office of education and your school district are preparing for and mitigating these hazards
- Provide input on the project

Learn more by:

- Visiting the the project website at: bit.ly/TCOE-HazMit-Planning
- Calling 530-623-6004

If you can't attend in Hayfork, join us in Weaverville on

October 9, 2025

5:30 - 7:00 PM
Weaverville Fire Department
125 Bremer St, Weaverville

Trinity County Office of Education
Draft 2025 Hazard Mitigation Plan

Weaverville Community Meeting

Weaverville Volunteer Fire Hall | October 9, 2025 | 5:30 PM



What is a hazard mitigation plan?

The draft Trinity County schools hazard mitigation plan is a document which focuses on hazard risk identification and mitigation planning. Hazards evaluated include, but are not limited to: wildfire, flood, loss of communication, and major road closures and their impacts on county schools.

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- Provide input on the project

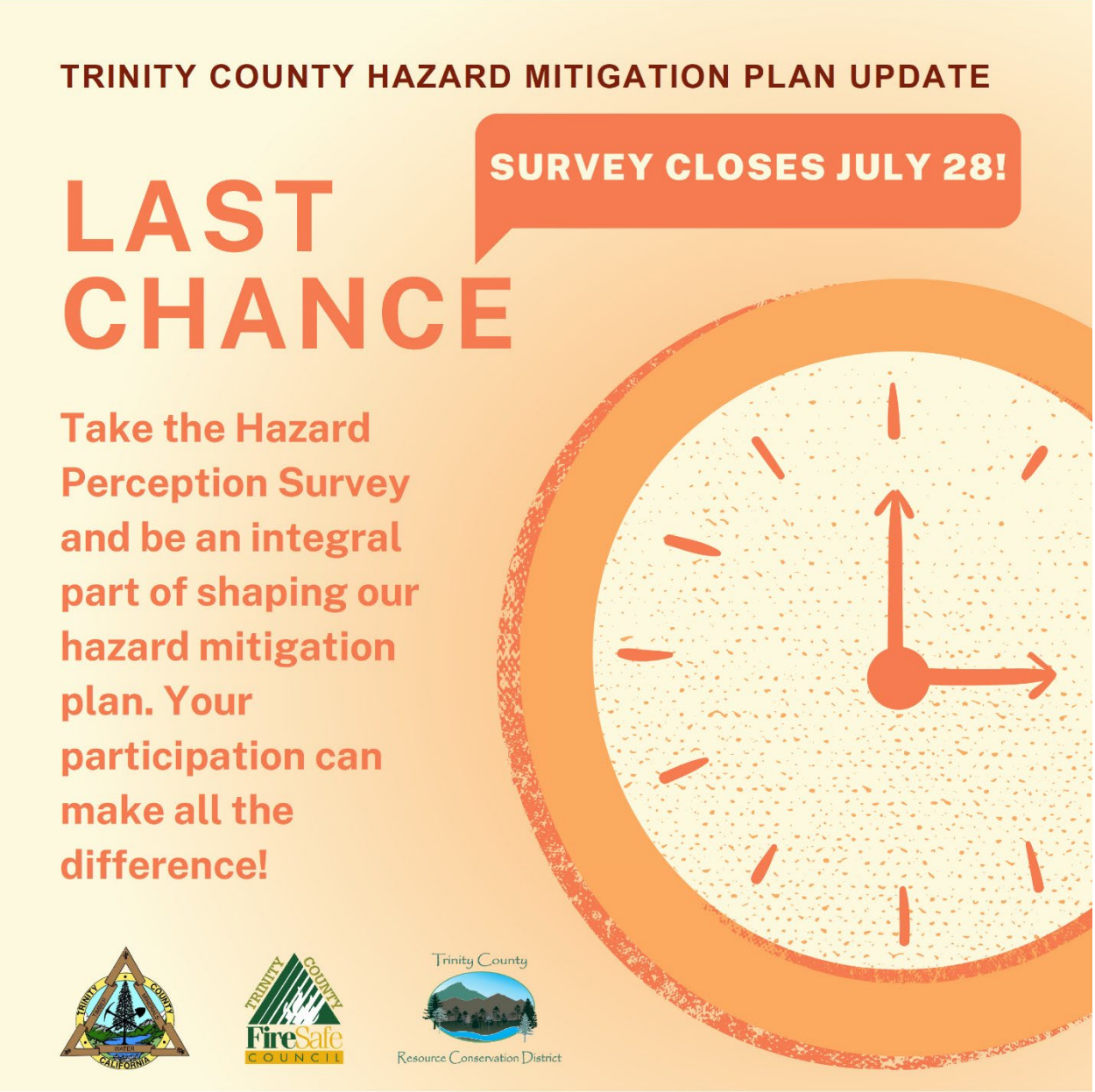
Learn more by:

- Visiting the the project website at: bit.ly/TCOE-HazMit-Planning
- Calling 530-623-6004

Meeting Information

October 9, 2025

5:30 - 7:00 PM
Weaverville Fire Department
125 Bremer St, Weaverville


TRINITY COUNTY HAZARD MITIGATION PLAN UPDATE
SURVEY CLOSES JULY 28!
LAST CHANCE
Take the Hazard Perception Survey and be an integral part of shaping our hazard mitigation plan. Your participation can make all the difference!
TRINITY COUNTY FireSafe COUNCIL
Trinity County
Resource Conservation District



Community feedback wanted for local school hazard planning

Dec 25, 2024 0



Listen to this article now
Powered by Trinity Audio



Schools Hazard Plan meetings start this Thursday

Oct 1, 2025 0

Listen to this article now
Powered by Trinity Audio
00:00 01:24

In an effort to increase the disaster readiness and resiliency of the schools within the county, the Trinity County Office of Education is leading the development of a hazard mitigation plan. This document will include a risk assessment of hazards present to Trinity County schools — such as wildfire, power outages and drought — and an action plan to reduce those risks.

The Trinity County Resource Conservation District has been contracted with to facilitate the plan development. This project is funded by a grant from the Federal Emergency Management Agency.

This plan is now in public review through Oct. 10. Copies of the plan can be found:



Trinity County Office of Education Hazard Mitigation Plan

Steering Committee Meeting #1

January 13, 2025

Presented by the
Trinity County
Resource Conservation District

Trinity County Office of Education Hazard Mitigation Plan

Agenda

10:00 AM - 10:05 AM	Introductions
10:05 AM - 10:20 AM	Project Background
10:20 AM - 10:40 AM	Discussion on Hazards Present to Schools
10:40 AM - 11:10 AM	Existing School Capabilities
11:10 AM - 11:35 AM	Goal Setting
11:35 AM - 11:50 AM	Weather and Transportation Vulnerability
11:50 AM - 12:00 PM	Next Steps and Conclusion

January 2025

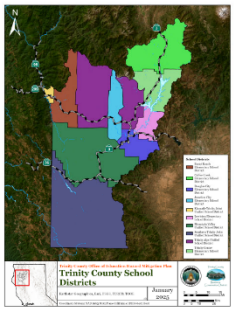
Trinity County Office of Education Hazard Mitigation Plan

Introductions

Share your:

- Name,
- Organization, and
- Role within your organization

January 2025



What is a hazard mitigation plan?

Identify hazards

A hazard is a source of potential danger or adverse condition which may risk to human life and property, expanding definition to school operations for this plan

Assess risks and vulnerabilities

Identify each hazard's location, extent, previous occurrences, future probability, vulnerability, and impacts

Create and implement mitigation strategy

The mitigation strategy serves as the long-term blueprint for reducing the potential losses identified in the risk assessment.

Trinity County Office of Education Hazard Mitigation Plan

What hazards are present to schools?

Discussion

Take the next 5-10 minutes to break into groups and discuss what hazards you believe should be evaluated, then we can come back together and compare to what hazards have been identified by the planning team

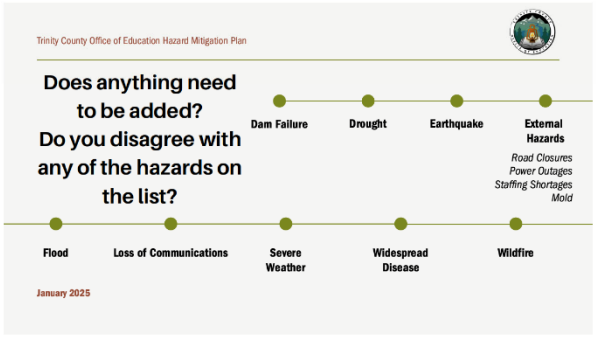
January 2025

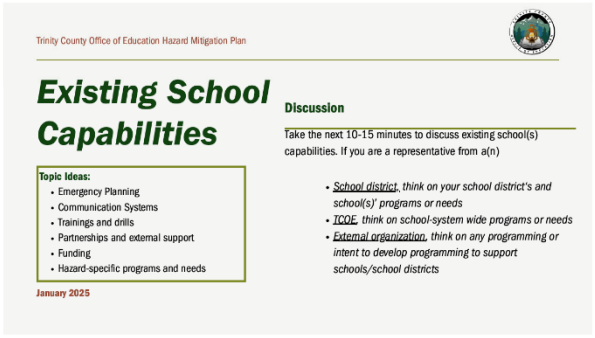
Trinity County Office of Education Hazard Mitigation Plan

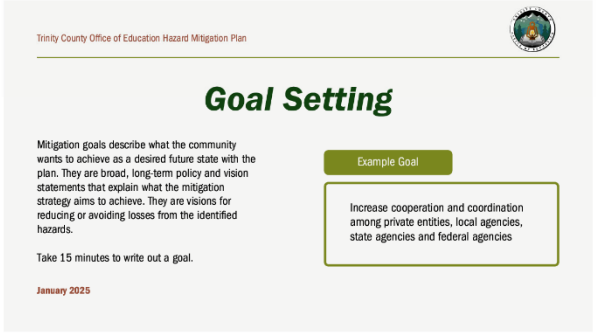
What hazards are present to schools?

- Dam Failure
- Drought
- Earthquake
- External Hazards
  - *Road Closures*
  - *Power Outages*
  - *Staffing Shortages*
  - *Mold*
- Flood
- Loss of Communications
- Severe Weather
- Widespread Disease
- Wildfire

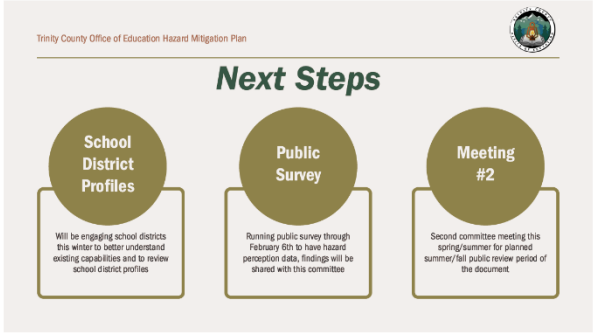
January 2025


Trinity County Office of Education Hazard Mitigation Plan
Does anything need to be added? Do you disagree with any of the hazards on the list?
Dam Failure
Drought
Earthquake
External Hazards
Road Closures
Power Outages
Staffing Shortages
Mold
Flood
Loss of Communications
Severe Weather
Widespread Disease
Wildfire
January 2025


Trinity County Office of Education Hazard Mitigation Plan
Existing School Capabilities
Discussion
Take the next 10-15 minutes to discuss existing school(s) capabilities. If you are a representative from a(n)
Topic Ideas:
• Emergency Planning
• Communication Systems
• Trainings and drills
• Partnerships and external support
• Funding
• Hazard-specific programs and needs
• School district, think on your school district's and school(s)' programs or needs
• TCOE, think on school-system wide programs or needs
• External organization, think on any programming or intent to develop programming to support schools/school districts
January 2025


Trinity County Office of Education Hazard Mitigation Plan
Goal Setting
Mitigation goals describe what the community wants to achieve as a desired future state with the plan. They are broad, long-term policy and vision statements that explain what the mitigation strategy aims to achieve. They are visions for reducing or avoiding losses from the identified hazards.
Take 15 minutes to write out a goal.
Example Goal
Increase cooperation and coordination among private entities, local agencies, state agencies and federal agencies
January 2025


Trinity County Office of Education Hazard Mitigation Plan
Weather and Transportation Vulnerabilities
Discussion
Considering the potential impacts of extreme weather events (such as heavy rain, snow, or high winds) on schools and school transportation systems, what are the key challenges you have experienced or foresee in ensuring student safety, access to school facilities, and continuity of services?
January 2025


Trinity County Office of Education Hazard Mitigation Plan
Next Steps
School District Profiles
Will be engaging school districts this winter to better understand existing capabilities and to review school district profiles
Public Survey
Running public survey through February 6th to have hazard perception data, findings will be shared with this committee
Meeting #2
Second committee meeting this spring/summer for planned summer/fall public review period of the document


Trinity County Office of Education Hazard Mitigation Plan
JEFF MORRIS
530-355-9880
tcoek12.org
jmorris@tcoek12.org
201 Memorial Dr., Weaverville
PROJECT WEBSITE. COMPLETE AND SHARE THE SURVEY!
QUESTIONS OR COMMENTS?
Trinity County
Resource Conservation District
SKYLAR FISHER
530-623-6004 ext. 214
firesafetrinity.org
sfisher@tcrcd.net
30 Horseshoe Ln., Weaverville

Trinity County Office of Education Hazard Mitigation Plan

Steering Committee Meeting #2

June 25, 2025

Presented by the
Trinity County
Resource Conservation District

Trinity County Office of Education Hazard Mitigation Plan

Agenda

9:00 AM - 9:05 AM	Welcome and Introductions
9:05 AM - 9:20 AM	Project Update
9:20 AM - 9:40 AM	School Districts Profiles and Interviews Findings
9:40 AM - 9:55 AM	Community Survey Findings
9:55 AM - 10:15 AM	Hazard Profiles and Hazard Rankings
10:15 AM - 10:45 AM	Draft Goals, Objectives, and Mitigation Strategy
10:45 AM - 11:00 AM	Next Steps and Conclusion

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Welcome and Introductions

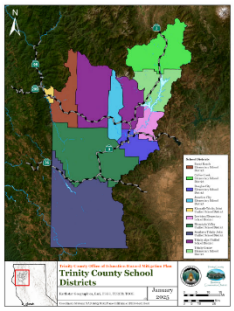
Share your:

-Name

-Organization

-Role within your organization

June 2025



What is a hazard mitigation plan?

Identify hazards

A hazard is a source of potential danger or adverse condition which may cause risk to human life and property, expanding definition to school operations for this plan

Assess risks and vulnerabilities

Identify each hazard's location, extent, previous occurrences, future probability, vulnerability, and impacts

Create and implement mitigation strategy

The mitigation strategy serves as the long-term blueprint for reducing the potential losses identified in the risk assessment.

Trinity County Office of Education Hazard Mitigation Plan

Project Update

What's happened since the previous steering committee meeting?

- Interviewed or contacted each school district for interviews
- Performed initial hazard risk and vulnerability assessments
- Created initial hazard mitigation strategy

June 2025

Trinity County Office of Education Hazard Mitigation Plan

School District Profiles

Contents

- School District Overview
- Location
- History
- Geography and Climate
- Demographic Background
  - Student Ethnicity
  - Student Language
  - Student Enrollment
  - Community Income and Poverty
- Emergency Response Capacity
- Assets at Risk

After drafting the profiles and receiving initial feedback from the school districts, we began scheduling interviews with each district. To date, seven interviews have been completed.

June 2025

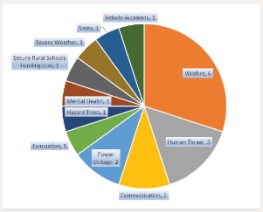
Trinity County Office of Education Hazard Mitigation Plan

School District Profiles

Interview Findings

What are your school district's top three hazards of concern?

- When asked what the top three hazards are to their school district, 6 school districts stated wildfire, 3 stated human threat, 2 stated loss of communications, and 2 stated power outages



Trinity County Office of Education Hazard Mitigation Plan

School District Profiles

Interview Findings

How would you rate your school district's capabilities to mitigate hazard risks?

- Administrative capacity: 4.4/5
- Technical capacity: 4.5/5
- Financial capacity: 3.7/5
- Education and outreach capacity: 4.4/5

June 2025

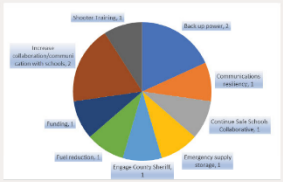
Trinity County Office of Education Hazard Mitigation Plan

School District Profiles

Interview Findings

- When asked what TCOE should prioritize to reduce hazard risk to schools, 2 districts stated "ensure schools have back up power" and 2 districts stated that there should be increased communication and collaboration with schools

What should TCOE prioritize to reduce hazard risks to your district?



Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

A community survey ran from December 2024 through January 2025

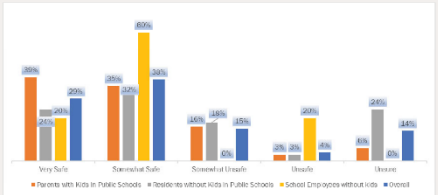
Here are some notable results...

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

How safe do you feel your child's (or local) school campus is in the event of a natural disaster?



June 2025

Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

How safe do you feel your child's (or local) school campus is in the event of a natural disaster?

80% of School employees without kids feel safe

74% of Parents with kids in public schools feel safe

56% of Residents without kids in public schools feel safe

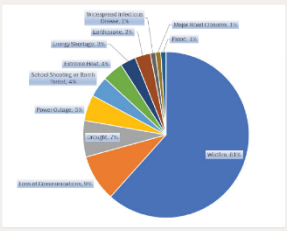
June 2025

Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

First Ranked Hazard of Concern

- 61% of respondents stated wildfire was their top hazard of concern, 9% stated loss of communications, and 7% stated drought



June 2025

Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

First Ranked Hazard of Concern

61% of respondents stated wildfire was their top hazard of concern

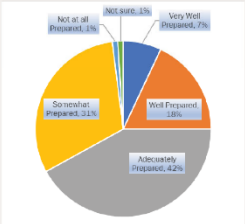
June 2025

Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

How prepared is your household to deal with a hazard event?

- 42% of respondents reported that they felt their household was adequately prepared for a hazard event, 31% reported they were somewhat prepared, and 18% reported they were well prepared



June 2025

Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

How prepared is your household to deal with a hazard event?

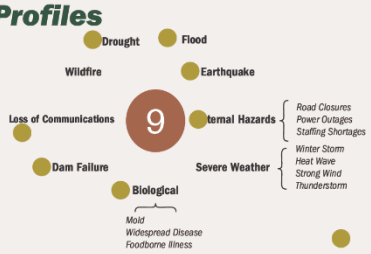
67% of respondents stated they felt between adequately to very well prepared

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Hazard Profiles

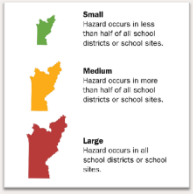
Profiles Include
- Description
- Location
- Extent
- Previous Occurrences
- Probability of Future Occurrences
- Vulnerability Analysis
  - School Facilities and Operations
  - Health and Safety
  - Future Development
  - Transportation
  - Equity
- Summary of Impacts
  - Warning Time
  - Secondary Hazards



Trinity County Office of Education Hazard Mitigation Plan

Hazard Ranking

Location



Extent

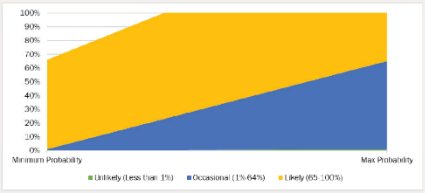


Hazards ranked from 1-3 on:
- Location
- Extent
- Future Probability
- Public Score
- Steering Committee Score

Trinity County Office of Education Hazard Mitigation Plan

Hazard Ranking

Probability of Future Occurrence



Trinity County Office of Education Hazard Mitigation Plan

Ranking	Location	Extent	Future Occurrence	Public Score	SC Score	Impact Analysis
Wildfire	3	3	3	3		12
Loss of Communications	3	3	3	3		12
Flood	3	3	3	2		11
Power Outage	3	2	3	3		11
Winter Storm	3	3	3	2		11
Heat Wave	3	2	3	2		10
Mold	3	3	3	1		10
Road Closures	3	2	3	2		10
Thunderstorm	3	2	3	2		10
Drought	3	1	3	2		9
Earthquake	3	3	1	2		9
Staffing Shortage	3	2	3	1		9
Widespread Disease	3	2	2	2		9
Strong Wind	3	2	1	2		8
Dam Failure	2	3	1	1		7
Foodborne Illness	3	1	1	1		6

Trinity County Office of Education Hazard Mitigation Plan

Hazard Ranking

Discussion

With the hazard rankings, methodology, and current results now presented, we'd like to open the floor for discussion. What do you think of the rankings? Do any hazards seem over- or under-prioritized? Your input is important!

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Mitigation Strategy

Hazard Mitigation Plan Requirement: Element C3.
Does the plan include goals to reduce/avoid long-term vulnerabilities to the identified hazards?

Hazard Mitigation Plan Requirement: Element C4.
Does the plan identify and analyze a comprehensive range of specific mitigation actions and projects for each jurisdiction being considered to reduce the effects of hazards, with emphasis on new and existing buildings and infrastructure?

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Mitigation Strategy

Steering Committee Input

In January, steering committee members shared their goals for the document. Some feedback included:

- Increased training (drills/exercises) opportunities for school staff in collaboration with non-school agencies for emergency situations
- Develop a communication plan for when: no power/no land line phone/no internet/no cell service
- Communicate all school needs to all law enforcement officers and other agencies within Trinity County
- Integrate incident command structure within schools

Committee members emphasized the importance of student and staff safety not just on school sites' but also traveling to and from school

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Draft Goals and Objectives

GOAL 1

Minimize disruptions to education by safeguarding school personnel, students, and infrastructure.

GOAL 2

Enhance communication and joint planning with emergency management agencies to ensure effective preparedness, response, and recovery.

GOAL 3

Increase the ability of district facilities and programs, onsite and offsite, to withstand and recover from disasters.

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Goal 1: *Minimize disruptions to education by safeguarding school personnel, students, and infrastructure.*

Objective 1.1 – Mitigate the risk of and prepare schools for hazards through training, infrastructure planning, facilities maintenance, and coordinated response

Action 1.1.1	Perform regular HVAC and moisture inspections. (Mold)
Action 1.1.2	Maintain training for food service staff on safe food handling and storage. (Foodborne illness)
Action 1.1.3	Establish evacuation routes and practice exercises in the case of dam inundation after a failure. (Dam Failure)
Action 1.1.4	Conduct earthquake safety drills annually. (Earthquake)
Action 1.1.5	Remove or secure loose exterior objects. (Strong Wind)

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Goal 1: *Minimize disruptions to education by safeguarding school personnel, students, and infrastructure.*

Objective 1.2 – Maintain access to essential school facilities and services during a hazard event

Action 1.2.1	Establish partnerships with local transportation authorities to issue emergency access credentials or transportation passes for essential school personnel (Major Road Closures)
Action 1.2.2	Ensure each school site can function as a clean air facility. (Wildfire)

Objective 1.2 – Maintain access to essential school facilities and services during a hazard event

Action 1.3.1	Implement a standardized disaster response and communications system across school districts to use in the event of a disaster. (Multi-Hazard)
Action 1.3.2	Complete all trainings and drills as outlined in School Safety Plans

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Goal 2: *Enhance communication and joint planning with emergency management agencies to ensure effective preparedness, response, and recovery.*

Objective 2.1 – Improve multi-agency coordination for hazard preparedness

Action 2.1.1	Maintain monthly Trinity County Safe Schools Collaborative meetings and facilitate school district and TCOE participation in Disaster Council meetings to encourage transparent bi-directional collaboration with relevant local, state, and federal agencies to engage. (Multi-Hazard)
Action 2.1.2	Coordinate with Trinity County Health and Human Services for outbreak prevention and response. (Widespread Disease)
Action 2.1.3	Partner with local agencies for early flood warnings. (Flood)
Action 2.1.4	Monitor local forecasts and use NOAA alerts. (Thunderstorm)

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Goal 2: *Enhance communication and joint planning with emergency management agencies to ensure effective preparedness, response, and recovery.*

Objective 2.2 – Maintain mutual aid and resource sharing programs to ensure continuity of critical services

Action 2.2.1	Develop agreements with nearby districts for shared transport. (Multi-Hazard)
Action 2.2.2	Coordinate with temp agencies and local colleges. (Staff Shortages)
Action 2.2.3	Develop contingency plans for water delivery if cut off. (Drought)
Action 2.2.4	Coordinate with local utility providers to ensure rapid restoration in the event of an outage. (Power Outages

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Goal 3: *Increase the ability of district facilities and programs, onsite and offsite, to withstand and recover from disasters.*

Objective 3.1 – Improve physical infrastructure and site safety

Action 3.1.1	Ensure each school district has a backup generator onsite. (Power Outage)
Action 3.1.2	Ensure cooling systems are maintained and upgraded. (Heat Wave)
Action 3.1.3	Maintain defensible space around schools. (Wildfire)

Objective 3.2 – Enhance hazard response readiness countywide

Action 3.2.1	Ensure communications equipment is tested regularly and staff are trained on its use. (Loss of Communications)
Action 3.2.2	Provide cross-agency disaster trainings for school staff. (Multi-Hazard)

June 2025

Trinity County Office of Education Hazard Mitigation Plan

Goal 3: *Increase the ability of district facilities and programs, onsite and offsite, to withstand and recover from disasters.*

Objective 3.3 – Standardize continuity of education and student reunification programs

Action 3.3.1	Develop plans for delayed start or remote learning in the event of a winter storm or wildfire. (Winter Storm, Wildfire)
Action 3.3.2	Develop a Trinity County Office of Education Emergency Operations Plan which includes a reunification protocol. (Multi-Hazard)

June 2025


Trinity County Office of Education Hazard Mitigation Plan
Next Steps
Incorporate Input
Prepare First Draft of Plan
Public Review Period


Trinity County Office of Education Hazard Mitigation Plan
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QUESTIONS OR COMMENTS?
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Trinity County Office of Education Hazard Mitigation Plan

Public Review Community Meeting

Presented by the
Trinity County
Resource Conservation District

Trinity County Office of Education Hazard Mitigation Plan

Agenda

5:30 PM - 5:40 PM	What is a Hazard Mitigation Plan? *How an HMP is utilized* *Why does this HMP matter to you?*
5:40 PM - 5:50 PM	School Districts Profiles *Contents and districts* *Interview and Community Survey Findings*
5:50 PM - 6:00 PM	Hazards: Profiles and Rankings
6:00 PM - 6:10 PM	What is the mitigation strategy?
6:10 PM - 6:15 PM	Plan Maintenance/Adoption and Conclusion



What is a hazard mitigation plan?

Identify hazards

A hazard is a source of potential danger or adverse condition which may cause risk to human life and property, expanding definition to school operations for this plan

Assess risks and vulnerabilities

Identify each hazard's location, extent, previous occurrences, future probability, vulnerability, and impacts

Create and implement mitigation strategy

The mitigation strategy serves as the long-term blueprint for reducing the potential losses identified in the risk assessment.

Trinity County Office of Education Hazard Mitigation Plan

FEMA

How to utilize a Hazard Mitigation Plan?

Eligibility for funding and assistance

FEMA requires state, local, tribal and territorial governments to have approved and adopted Hazard Mitigation Plans to be eligible for certain types of non-emergency disaster assistance, including funding for mitigation projects.

Implementing mitigation strategy

The mitigation strategy serves as the long-term blueprint for reducing the potential losses identified in the risk assessment.

Trinity County Office of Education Hazard Mitigation Plan

Why does this matter to YOU?

By *reviewing* the document, you'll have a better understanding of:

What hazards pose the highest (and lowest) risk to your school district

How the county office of education and your school district are *preparing for* and *mitigating* these hazards

By *giving your feedback* on the document, we'll have a better understanding of:

Where gaps may exist within each profile and the mitigation strategy

How to better serve the needs of each school district and its community members

Trinity County Office of Education Hazard Mitigation Plan

TCOE HMP Table of Contents

1. Introduction
2. **Risk Assessment**
   a. **School District Profiles**
   b. **Public Survey**
   c. **Hazard Profiles**
3. **Mitigation Strategy**
4. **Plan Maintenance & Update**

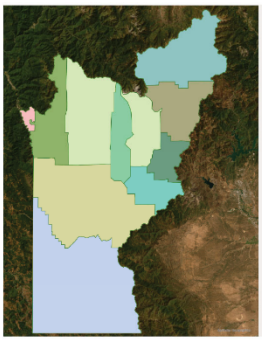
Trinity County Office of Education Hazard Mitigation Plan

School District Profiles

Contents

- School District Overview
- Location
- History
- Geography and Climate
- Demographic Background
  - Student Ethnicity
  - Student Language
  - Student Enrollment
  - Community Income and Poverty
- Emergency Response Capacity
- Assets at Risk

After drafting the profiles and receiving initial feedback from the school districts, we began scheduling interviews with each district.



- Burnt Ranch Elementary School District
- Coffee Creek Elementary School District
- Douglas City Elementary School District
- Junction City Elementary School District
- Lewiston Elementary School District
- Mountain Valley Unified School District
- Southern Trinity Joint Unified School District
- Trinity Alps Unified School District
- Trinity Center Elementary School District
- Klamath-Trinity Joint Unified School District

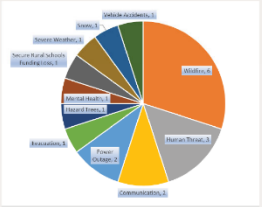
Trinity County Office of Education Hazard Mitigation Plan

School District Profiles

Interview Findings

What are your school district's top three hazards of concern?

- When asked what the top three hazards are to their school district, 6 school districts stated wildfire, 3 stated human threat, 2 stated loss of communications, and 2 stated power outages



Trinity County Office of Education Hazard Mitigation Plan

School District Profiles

Interview Findings

How would you rate your school district's capabilities to mitigate hazard risks?

- Administrative capacity: 4.4/5
- Technical capacity: 4.5/5
- Financial capacity: 3.7/5
- Education and outreach capacity: 4.4/5

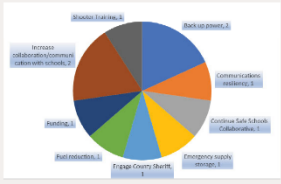
Trinity County Office of Education Hazard Mitigation Plan

School District Profiles

Interview Findings

- When asked what TCOE should prioritize to reduce hazard risk to schools, 2 districts stated "ensure schools have back up power" and 2 districts stated that there should be increased communication and collaboration with schools

What should TCOE prioritize to reduce hazard risks to your district?



Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

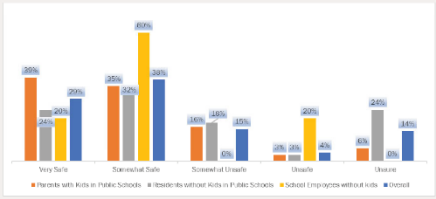
A community survey ran from December 2024 through January 2025

Here are some notable results...

Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

How safe do you feel your child's (or local) school campus is in the event of a natural disaster?



Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

How safe do you feel your child's (or local) school campus is in the event of a natural disaster?

80% of School employees without kids feel safe

74% of Parents with kids in public schools feel safe

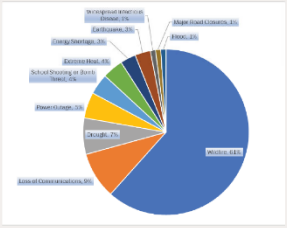
56% of Residents without kids in public schools feel safe

Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

First Ranked Hazard of Concern

- 61% of respondents stated wildfire was their top hazard of concern, 9% stated loss of communications, and 7% stated drought



Trinity County Office of Education Hazard Mitigation Plan

Findings from community survey

How prepared is your household to deal with a hazard event?

67% of respondents stated they felt between adequately to very well prepared

Trinity County Office of Education Hazard Mitigation Plan

Discussion



Before we dive into the hazard profiles, let's take a moment to reflect

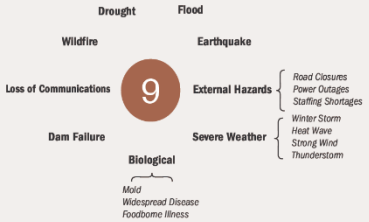
What is your top hazard of concern?

What should TCOE prioritize to reduce hazard risks to your district?

Have you found anything surprising?

Trinity County Office of Education Hazard Mitigation Plan

Hazard Profiles



Trinity County Office of Education Hazard Mitigation Plan

Hazard Profiles

Profiles Include:

- Description
- Location
- Extent
- Previous Occurrences
- Probability of Future Occurrences
- Vulnerability Analysis
  - School Facilities and Operations
  - Health and Safety
  - Future Development
  - Transportation
  - Equity
- Summary of Impacts
  - Warning Time
  - Secondary Hazards

Trinity County Office of Education Hazard Mitigation Plan

Hazard Ranking

Location

Small
Hazard occurs in less than half of all school districts or school sites.

Medium
Hazard occurs in more than half of all school districts or school sites.

Large
Hazard occurs in all school districts or school sites.

Extent

Weak
Hazard could impact school operations or school infrastructure but not both.

Moderate
Hazard could impact health and safety and school operations, or school operations and school infrastructure.

Severe
Hazard could impact health and safety, school operations, and school infrastructure.

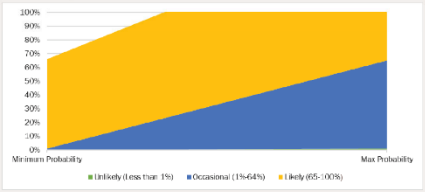
Hazards ranked from 1-3 on:

- Location
- Extent
- Future Probability
- Public Score
- Steering Committee Score

Trinity County Office of Education Hazard Mitigation Plan

Hazard Ranking

Probability of Future Occurrence



Trinity County Office of Education Hazard Mitigation Plan

Ranking	Location	Extent	Future Occurrence	Public Score	SC Score	Impact Analysis
Wildfire	3	3	3	3	3	15
Loss of Communications	3	3	3	3	3	15
Power Outage	3	2	3	3	3	14
Flood	3	3	3	2	2	13
Winter Storm	3	3	3	2	2	13
Heat Wave	3	2	3	2	2	12
Road Closures	3	2	3	2	2	12
Thunderstorm	3	2	3	2	2	12
Mold	3	3	3	1	1	11
Drought	3	1	3	2	2	11
Staffing Shortage	3	2	3	1	1	10
Widespread Disease	3	2	2	2	1	10
Earthquake	3	2	1	2	1	9
Strong Wind	3	2	1	2	1	9
Dam Failure	1	3	1	1	2	8
Foodborne Illness	3	1	1	1	1	7

Trinity County Office of Education Hazard Mitigation Plan

What is a Mitigation Strategy?

The literature review, public engagement, steering committee engagement, risk assessment, and vulnerability analysis informed the creation of the mitigation strategy

Goals: broad, long-term policy and vision statements that explain what is to be achieved by implementing the mitigation strategy

Objectives: act as a stepping stone between the actions and goals, providing direction on how to successfully implement the strategy

Actions: Specific steps taken to complete objectives and ultimately achieve the goals of the mitigation strategy

Trinity County Office of Education Hazard Mitigation Plan

Goal 1

Minimize disruptions to education by safeguarding school personnel, students, and infrastructure.

Objective 1.1 – Mitigate the risk of and prepare schools for hazards through training, infrastructure planning, facilities maintenance, and coordinated response

Objective 1.2 – Maintain access to essential school facilities and services during a hazard event

Objective 1.3 – Improve school districts' and TCOE's capacity to respond and recover from disasters

Goal 2

Enhance communication and joint planning with emergency management agencies to ensure effective preparedness, response, and recovery.

Objective 2.1 – Improve multi-agency coordination for hazard preparedness

Objective 2.2 – Maintain mutual aid and resource sharing programs to ensure continuity of critical services

Goal 3

Increase the ability of district facilities and programs, onsite and offsite, to withstand and recover from disasters

Objective 3.1 – Improve physical infrastructure and site safety

Objective 3.2 – Enhance hazard response readiness countywide

Objective 3.3 – Standardize continuity of education and student reunification programs

Mitigation Strategy Input

Steering Committee Input

In January, steering committee members shared their goals for the document. Some feedback included:

- Increased training (drills/exercises) opportunities for school staff in collaboration with non-school agencies for emergency situations
- Develop a communication plan for when: no power/no land line phone/no internet/no cell service
- Communicate all school needs to all law enforcement officers and other agencies within Trinity County
- Integrate incident command structure within schools

Committee members emphasized the importance of student and staff safety not just on school sites' but also traveling to and from school

Plan Updates and Maintenance

UPDATES

- Assess changes in vulnerability from implemented actions
- Document successes and shortcomings of mitigation efforts
- Identify new or previously overlooked hazards
- Integrate new data, studies, and capabilities
- Reflect changes in growth, development, and inventories
- Update action recommendations and priorities

ANNUAL MAINTENANCE

- Integrate these plan updates
- Assess shifts in natural and human-made hazard risks
- Analyze results of an annual hazard perception survey
- Reevaluate goals for continued relevance and alignment
- Coordinate with jurisdictions interested in annex creation
- Prepare for the next HMP update through ongoing review and recommended revisions

Hazard Mitigation Plans must be updated every 5 years

Next Steps

1. Review and Integrate feedback from Public Review with TCOE
2. Submit plan to CAL OES for review
3. Present to TCOE Board for Final Approval and Adoption

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QUESTIONS OR COMMENTS?

TRINITY COUNTY
OFFICE OF EDUCATION
HAZARD MITIGATION PLAN PROJECT

September 2024 Presentation to the Trinity Safe Schools Collaborative

TRINITY SAFE SCHOOLS COLLABORATIVE

Prepared by TCRCD for TCOE



TABLE OF CONTENTS

1. Defining Hazard Mitigation
2. Purpose of a Hazard Mitigation Plan
3. Hazard Mitigation Plan Contents
4. Timeline
5. Districts Participation
6. Get Involved!

DEFINING
HAZARD MITIGATION

ANY SUSTAINED ACTION TAKEN TO REDUCE OR ELIMINATE LONG-TERM RISK TO LIFE AND PROPERTY FROM HAZARDS



PURPOSE OF A HAZARD MITIGATION PLAN

- INCREASE UNDERSTANDING OF EXISTING HAZARD RISK AND VULNERABILITIES

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- INCREASE UNDERSTANDING OF EXISTING HAZARD RISK AND VULNERABILITIES
- FACILITATE THE DEVELOPMENT OF A MITIGATION STRATEGY WHICH IS ALIGNED WITH COMMUNITY GOALS AND NEED

PURPOSE OF A HAZARD MITIGATION PLAN

- INCREASE UNDERSTANDING OF EXISTING HAZARD RISK AND VULNERABILITIES
- FACILITATE THE DEVELOPMENT OF A MITIGATION STRATEGY WHICH IS ALIGNED WITH COMMUNITY GOALS AND NEED
- FOCUS RESOURCES ON WHAT AREAS NEED THEM MOST

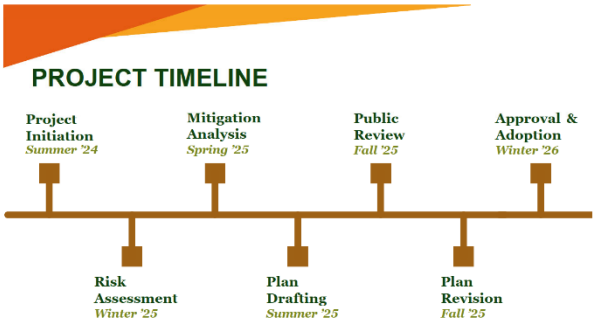

HAZARD MITIGATION PLAN CONTENTS
PLANNING PROCESS
RESEARCH AND LITERATURE REVIEW
INVOLVE THE PUBLIC
INVOLVE STAKEHOLDERS


HAZARD MITIGATION PLAN CONTENTS
PLANNING PROCESS
RISK ASSESSMENT
ASSESS WHO IS MOST VULNERABLE
EVALUATE CLIMATE CHANGE IMPACTS
IDENTIFY HAZARDS PRESENT
EVALUATE HAZARD RISK
ESTIMATE HAZARD LOSSES


HAZARD MITIGATION PLAN CONTENTS
PLANNING PROCESS
RISK ASSESSMENT
MITIGATION STRATEGY
DEVELOP MITIGATION STRATEGY
ESTABLISH GOALS


HAZARD MITIGATION PLAN CONTENTS
PLANNING PROCESS
RISK ASSESSMENT
MITIGATION STRATEGY
PLAN MAINTENANCE
CREATE 5-YEAR MAINTENANCE STRATEGY

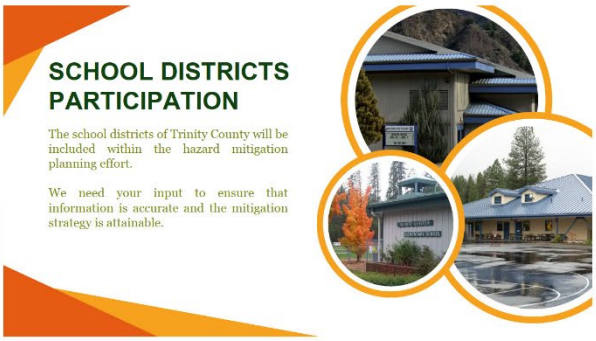

HAZARD MITIGATION PLAN CONTENTS
PLANNING PROCESS
RISK ASSESSMENT
MITIGATION STRATEGY
PLAN MAINTENANCE
PLAN UPDATE
PLAN ADOPTION
ADOPTION BY TCOE BOARD
REFLECT ON FUTURE UPDATE PROCESS


PROJECT TIMELINE
Project Initiation
Summer '24
Risk Assessment
Winter '25
Mitigation Analysis
Spring '25
Plan Drafting
Summer '25
Public Review
Fall '25
Plan Revision
Fall '25
Approval & Adoption
Winter '26


PROJECT TIMELINE
Project Initiation
Summer '24
WHERE ARE WE IN THIS PROJECT CURRENTLY?
Approval & Adoption
Winter '26
Risk Assessment
Winter '25
Plan Drafting
Summer '25
Plan Revision
Fall '25


PROJECT TIMELINE
Project Initiation
Summer '24
RIGHT AT THE START!
Approval & Adoption
Winter '26
Risk Assessment
Winter '25
Plan Drafting
Summer '25
Plan Revision
Fall '25


PROJECT TIMELINE
Project Initiation
Summer '24
Approval & Adoption
Winter '26
LET'S GET TO IT!
Risk Assessment
Winter '25
Plan Drafting
Summer '25
Fall '25


SCHOOL DISTRICTS PARTICIPATION
The school districts of Trinity County will be included within the hazard mitigation planning effort.
We need your input to ensure that information is accurate and the mitigation strategy is attainable.


GET INVOLVED
Your input is needed!
Join the Steering Committee
Sign up for the mailing list
Engage within your capacity
WANTED
STEERING COMMITTEE MEMBERS


THANK YOU
JEFF MORRIS
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Trinity County Office of Education Hazard Mitigation Plan

2025 Public Review Community Meeting

Agenda

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6:00 PM - 6:10 PM	What is the mitigation strategy?
6:10 PM - 6:15 PM	Plan Maintenance/Adoption and Conclusion

Notes

School District Profiles and Surveys

Did any of the survey findings surprise you?

Are there additional questions you would have liked to been asked?

Are there any school profile categories that should be considered in the future?

Additional thoughts:

Trinity County Office of Education Hazard Mitigation Plan

2025 Public Review Community Meeting

Hazard Profiles and Rankings

What do you think of the rankings?

Do any hazards seem over- or under-prioritized?

Additional thoughts:

Mitigation Strategy:

Do you agree with the goals and objectives? If not, how would you change them?

After reviewing the mitigation strategy, are there any actions missing?

Additional thoughts:

Misc. Notes:

The Trinity County Office of Education

ANONYMOUS HAZARDS PERCEPTION SURVEY

In an effort to increase the disaster readiness and resilience of the schools within our county, the Trinity County Office of Education (TCOE) is leading the development of a hazard mitigation plan. This document will include a risk assessment of hazards that Trinity County schools could face, and an action plan to reduce those risks.

As part of project, we are reaching out to better understand residents' perceptions and experiences with hazard risk to the county's schools. **TCOE has prepared a 10-15 minute anonymous survey to gather real information to support the hazard risk analysis and develop a responsive 5-year hazard mitigation strategy.**

WE NEED YOUR INPUT!

The survey will be open from December 9th through January 9th, 2024.

You can complete the survey at the QR code, at the TCOE office, or at your local school by request.



Appendix D. Assets

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Administration / Classroom Building (30.75)	Burnt Ranch Elementary	250 Burn Ranch Road	1962	$3,463,169	$405,474
Multi-Purpose room(29.52 kw)	Burnt Ranch Elementary	250 Burn Ranch Road	1987	$2,431,342	$180,079
Classroom/Storage	Burnt Ranch Elementary	250 Burn Ranch Road	1987	$386,370	$60,345
Water Tank 5,000 gallon	Burnt Ranch Elementary	250 Burn Ranch Road	1990	$41,613	$0
Shelter	Burnt Ranch Elementary	250 Burn Ranch Road	1990	$5,964	$0
Restroom (not in use)	Burnt Ranch Elementary	250 Burn Ranch Road	1980	$24,524	$0
Dugout #1	Burnt Ranch Elementary	250 Burn Ranch Road	1990	$10,542	$0
Dugout #2	Burnt Ranch Elementary	250 Burn Ranch Road	1990	$10,542	$0
Water Tank - 100,908 gallons	Burnt Ranch Elementary	250 Burn Ranch Road	2018	$95,924	$0
Water Tank - 5,000 gallons	Burnt Ranch Elementary	250 Burn Ranch Road	2018	$2,897	$0
Storage / Pump Building	Burnt Ranch Elementary	250 Burn Ranch Road	2019	$141,606	$15,742
Storage Building	Burnt Ranch Elementary	250 Burn Ranch Road	2019	$17,193	$12,066
Storage Shed #1	Burnt Ranch Elementary	250 Burn Ranch Road	2019	$2,862	$1,193

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Storage Shed #2	Burnt Ranch Elementary	250 Burn Ranch Road	2000	$1,789	$1,193
Storage Shed #3	Burnt Ranch Elementary	250 Burn Ranch Road	2000	$1,789	$1,193
Storage Shed #4	Burnt Ranch Elementary	250 Burn Ranch Road	2019	$16,893	$6,033
Shade Structure	Burnt Ranch Elementary	250 Burn Ranch Road	2023	$93,000	$0
			TOTAL	**$6,748,019**	**$683,318**
Main Building	Coffee Creek School	4740 Coffee Creek Road	1961	$1,183,856	$168,153
Storage / Pumphouse	Coffee Creek School	4740 Coffee Creek Road	1984	$22,934	$11,926
Storage Shed	Coffee Creek School	4740 Coffee Creek Road	2005	$2,385	$3,698
Storage Container	Coffee Creek School	4740 Coffee Creek Road	1985	$3,620	$4,826
			TOTAL	**$1,212,795**	**$188,603**
Administration	Douglas City Elementary	100 School House Road	1989	$300,446	$45,437
Classrooms 1-4	Douglas City Elementary	100 School House Road	1974	$1,417,313	$201,186
Multi-Purpose	Douglas City Elementary	100 School House Road	1984	$1,668,935	$151,577
Classrooms 5-7	Douglas City Elementary	100 School House Road	1984	$630,930	$89,562
Classrooms 8-10	Douglas City Elementary	100 School House Road	1989	$1,183,545	$168,153
Bus Garage	Douglas City Elementary	100 School House Road	1989	$221,877	$72,150
Maintenance/Storage Building	Douglas City Elementary	100 School House Road	1960	$122,990	$41,023
Pumphouse	Douglas City Elementary	100 School House Road	1990	$3,352	$1,193

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Storage building @ Multi-Purpose	Douglas City Elementary	100 School House Road	1984	$13,894	$8,586
Storage Shed #1	Douglas City Elementary	100 School House Road	2005	$2,385	$3,698
Storage Shed #2	Douglas City Elementary	100 School House Road	2005	$2,862	$4,650
Storage Shed #3	Douglas City Elementary	100 School House Road	2005	$2,862	$4,650
Storage Shed #4	Douglas City Elementary	100 School House Road	2005	$2,862	$4,650
Storage Shed #5	Douglas City Elementary	100 School House Road	2012	$2,862	s$4,650
Classroom 11	Douglas City Elementary	100 School House Road	2015	$312,716	$43,052
Ases Shed	Douglas City Elementary	100 School House Road	2016	$1,908	$3,102
Storage Container (40')	Douglas City Elementary	100 School House Road	1975	$7,239	$9,653
Storage Shed #6	Douglas City Elementary	100 School House Road	2015	$1,432	$2,385
			TOTAL	**$5,900,410**	**$859,357**
Adminitration / Classrooms	Junction City School	430 Red Hill Road	1990	$2,319,220	$325,810
Multi-Purpose	Junction City School	430 Red Hill Road	1990	$1,450,765	$131,780
Water Treatment Building	Junction City School	430 Red Hill Road	1990	$44,399	$74,297
Van Garage	Junction City School	430 Red Hill Road	1998	$52,342	$16,099
Portable Classroom	Junction City School	430 Red Hill Road	2008	$220,441	$46,935
Storage Shed #1	Junction City School	430 Red Hill Road	2005	$3,379	$4,705
Storage Shed #2	Junction City School	430 Red Hill Road	2005	$3,379	$4,705
Storage Container #1	Junction City School	430 Red Hill Road	2000	$3,620	$4,826

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Water Tank	Junction City School	430 Red Hill Road	1990	$72,395	$0
Garden Shed	Junction City School	430 Red Hill Road	2010	$1,193	$1,908
Storage container #2	Junction City School	430 Red Hill Road	2016	$3,620	$4,826
			TOTAL	**$4,174,753**	**$615,891**
Main Building incl. Library & Cafeteria	Lewiston Elementary	685 Old Lewiston Road	1956	$6,206,758	$939,390
Gymnasium	Lewiston Elementary	685 Old Lewiston Road	1996	$1,663,788	$81,197
Bus Barn	Lewiston Elementary	685 Old Lewiston Road	1986	$183,383	$74,536
Firman Portable	Lewiston Elementary	685 Old Lewiston Road	1993	$155,988	$34,704
Storage Shed @ Bus Barn	Lewiston Elementary	685 Old Lewiston Road	1984	$2,385	$3,698
Storage Shed @ Garden	Lewiston Elementary	685 Old Lewiston Road	1982	$1,908	$3,102
Kiln Shed	Lewiston Elementary	685 Old Lewiston Road	1984	$2,767	$3,698
Storage Container #1 @ Bus Barn	Lewiston Elementary	685 Old Lewiston Road	1975	$3,620	$4,826
Storage Container #2 @ Gym	Lewiston Elementary	685 Old Lewiston Road	1975	$3,620	$4,826
Greenhouse	Lewiston Elementary	685 Old Lewiston Road	1984	$7,131	$238
School House (Maintenance Shed)	Lewiston Elementary	685 Old Lewiston Road	1984	$3,578	$3,698
			TOTAL	**$8,234,926**	**$1,153,913**
Classrooms 16-19	Hayfork Elementary School	6930 State Highway 3	1955	$1,134,281	$158,731
Multi-Purpose	Hayfork Elementary School	6930 State Highway 3	1960	$3,434,884	$286,097
Classrooms 11-15	Hayfork Elementary School	6930 State Highway 3	1955	$1,652,215	$231,121
Administration/Library/Classrooms	Hayfork Elementary School	6930 State Highway 3	1955	$5,452,802	$709,818
Classrooms 19-24	Hayfork Elementary School	6930 State Highway 3	1965	$2,065,645	$288,961

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Staff Lounge/Restroom	Hayfork Elementary School	6930 State Highway 3	1955	$474,501	$67,260
Maintenance/Shop Building	Hayfork Elementary School	6930 State Highway 3	1955	$166,638	$51,757
Portable Classroom 25	Hayfork Elementary School	6930 State Highway 3	1990	$155,988	$34,704
Community Day Portable	Hayfork Elementary School	6930 State Highway 3	1990	$155,988	$34,704
Storage Shed	Hayfork Elementary School	6930 State Highway 3	2004	$2,385	$3,698
Maintenance Building	Hayfork Elementary School	6930 State Highway 3	1965	$585,565	$171,254
Flammable Storage Shed	Hayfork Elementary School	6930 State Highway 3	1995	$1,669	$2,623
Valley High School Portable	Hayfork Elementary School	6930 State Highway 3	1990	$233,982	$52,115
Storage Shed by Room 13	Hayfork Elementary School	6930 State Highway 3	1980	$1,908	$3,102
Plastic Storage Shed #1	Hayfork Elementary School	6930 State Highway 3	2004	$1,908	$3,102
Plastic Storage Shed #2	Hayfork Elementary School	6930 State Highway 3	2004	$1,432	$2,385
Covered Walkways	Hayfork Elementary School	6930 State Highway 3	1970	$53,487	$0
Maintenance Storage Building	Hayfork Elementary School	6930 State Highway 3	2016	$43,028	$22,805
			TOTAL	**$15,618,306**	**$2,124,237**
Main Building / District Office	Hayfork High School / District Office	231 Oak Avenue	1968	$8,481,233	$691,096

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Gymnasium	Hayfork High School / District Office	231 Oak Avenue	1968	$5,507,337	$244,357
Grandstands w/ Concession & Pressbox	Hayfork High School / District Office	231 Oak Avenue	1980	$216,218	$0
Maintenance Shop	Hayfork High School / District Office	231 Oak Avenue	1968	$120,867	$93,737
Quonset	Hayfork High School / District Office	231 Oak Avenue	1975	$14,406	$15,623
Storage Shed (Behind Shed)	Hayfork High School / District Office	231 Oak Avenue	1968	$8,789	$12,045
AG Barn / Storage Building	Hayfork High School / District Office	231 Oak Avenue	1989	$84,649	$34,704
Greenhouse #1	Hayfork High School / District Office	231 Oak Avenue	1989	$111,970	$2,413
Storage Shed	Hayfork High School / District Office	231 Oak Avenue	1968	$1,550	$2,505
Storage Shed	Hayfork High School / District Office	231 Oak Avenue	1968	$3,339	$5,487
Transportation	Hayfork High School / District Office	231 Oak Avenue	1997	$575,683	$257,484
Dugout #1	Hayfork High School / District Office	231 Oak Avenue	1985	$17,495	$0
Dugout #2	Hayfork High School / District Office	231 Oak Avenue	1985	$17,495	$0
Dugout #3	Hayfork High School / District Office	231 Oak Avenue	1985	$7,192	$0
Dugout #4	Hayfork High School / District Office	231 Oak Avenue	1985	$7,192	$0
Ticket Booth	Hayfork High School / District Office	231 Oak Avenue	1985	$1,789	$0

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Restrooms/Concession	Hayfork High School / District Office	231 Oak Avenue	1985	$153,807	$13,834
Greenhouse #2	Hayfork High School / District Office	231 Oak Avenue	2006	$114,891	$2,413
Art Classroom / Auto Shop	Hayfork High School / District Office	231 Oak Avenue	2008	$1,310,829	$389,375
Livestock Barn	Hayfork High School / District Office	231 Oak Avenue	2008	$219,517	$23,851
AG Canopy	Hayfork High School / District Office	231 Oak Avenue	1990	$8,254	$0
Storage Garage	Hayfork High School / District Office	231 Oak Avenue	2007	$101,123	$47,056
Gazebo	Hayfork High School / District Office	231 Oak Avenue	2004	$3,041	$0
Storage Container #1	Hayfork High School / District Office	231 Oak Avenue	1980	$3,620	$4,826
Storage Container #2	Hayfork High School / District Office	231 Oak Avenue	1980	$3,620	$4,826
Storage Shed #5 (From VHS)	Hayfork High School / District Office	231 Oak Avenue	1996	$2,862	$4,650
Storage Container A	Hayfork High School / District Office	231 Oak Avenue	2016	$3,620	$4,826
Storage Container B	Hayfork High School / District Office	231 Oak Avenue	2016	$3,620	$4,826
Portable #1 (High School Office)	Hayfork High School / District Office	231 Oak Avenue	2001	$153,366	$28,622
Portable Classroom #2	Hayfork High School / District Office	231 Oak Avenue	2001	$155,988	$33,273
Wood Shelter	Hayfork High School / District Office	231 Oak Avenue	2019	$61,179	$0

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Wood Animal Shelter	Hayfork High School / District Office	231 Oak Avenue	2007	$22,993	$0
Wood Storage Shed	Hayfork High School / District Office	231 Oak Avenue	2018	$1,622	$2,147
Storage Container #3	Hayfork High School / District Office	231 Oak Avenue	208	$3,620	$4,826
Storage Container #4	Hayfork High School / District Office	231 Oak Avenue	2018	$3,620	$4,826
Storage Container #5	Hayfork High School / District Office	231 Oak Avenue	2018	$3,620	$4,826
Storage Container #6	Hayfork High School / District Office	231 Oak Avenue	2018	$3,620	$4,826
			TOTAL	**$17,515,636**	**$1,943,280**
Main Building	Hoaglin-Zenia Elementary School	1335 Zenia Lake Mountain Rd	1959	$922,729	$87,177
Bus Shed	Hoaglin-Zenia Elementary School	1335 Zenia Lake Mountain Rd	2021	$36,455	$5,165
Storage Container	Hoaglin-Zenia Elementary School	1335 Zenia Lake Mountain Rd	1998	$7,239	$9,653
Trash Shed	Hoaglin-Zenia Elementary School	1335 Zenia Lake Mountain Rd	1996	$1,157	$1,908
Healthy Start Portable	Hoaglin-Zenia Elementary School	1335 Zenia Lake Mountain Rd	1994	$155,988	$34,704
Pumphouse	Hoaglin-Zenia Elementary School	1335 Zenia Lake Mountain Rd	1994	$4,484	$4,770
Athletic Shed	Hoaglin-Zenia Elementary School	1335 Zenia Lake Mountain Rd	1998	$954	$1,550
Playground Storage Shed	Hoaglin-Zenia Elementary School	1335 Zenia Lake Mountain Rd	2009	$1,908	$3,102

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Storage Shed	Hoaglin-Zenia Elementary School	1335 Zenia Lake Mountain Rd	2018	$2,862	$4,650
			TOTAL	**$1,133,776**	**$152,679**
Home	Maple Avenue Home	7 Maple Ave	2008	**$468,257**	**$0**
Day School Portable	Southern Trinity Community Day School	600 Van Duzen Road	2003	**$314,720**	**$69,528**
Administration/Gymnasium	Southern Trinity High School	600 Van Duzen Road	1984	$2,934,171	$146,567
Classrooms	Southern Trinity High School	600 Van Duzen Road	1984	$437,389	$60,583
Classroom 20	Southern Trinity High School	600 Van Duzen Road	1984	$291,620	$40,428
Covational Education Building	Southern Trinity High School	600 Van Duzen Road	1984	$1,295,373	$382,100
Maintenance/Transportation	Southern Trinity High School	600 Van Duzen Road	1970	$166,698	$66,188
Maintenance Shop	Southern Trinity High School	600 Van Duzen Road	1991	$78,005	$43,767
Storage Shed #33	Southern Trinity High School	600 Van Duzen Road	1982	$5,964	$7,752
Storage Shed	Southern Trinity High School	600 Van Duzen Road	1990	$2,776	$3,981
Pumphouse	Southern Trinity High School	600 Van Duzen Road	1984	$22,422	$9,541
Dugout	Southern Trinity High School	600 Van Duzen Road	1985	$5,736	$0
Snack Bar	Southern Trinity High School	600 Van Duzen Road	1985	$19,296	$5,128
Pumphouse	Southern Trinity High School	600 Van Duzen Road	1984	$6,153	$5,964

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Storage Shed	Southern Trinity High School	600 Van Duzen Road	1980	$8,586	$11,210
Lunch Shelter	Southern Trinity High School	600 Van Duzen Road	1990	$9,840	$0
Storage Container #3	Southern Trinity High School	600 Van Duzen Road	1980	$2,413	$3,017
Tire Storage Building	Southern Trinity High School	600 Van Duzen Road	2000	$5,605	$7,632
Greenhouse	Southern Trinity High School	600 Van Duzen Road	2008	$43,727	$845
Storage Container Shelter	Southern Trinity High School	600 Van Duzen Road	2006	$33,976	$19,081
Library / 3 Classrooms	Southern Trinity High School	600 Van Duzen Road	2013	$1,707,323	$231,001
Storage Container 4-Red	Southern Trinity High School	600 Van Duzen Road	2012	$7,239	$9,653
Wood Storage Shed	Southern Trinity High School	600 Van Duzen Road	2018	$1,908	$3,102
			TOTAL	**$7,086,220**	**$1,057,540**
Main Building	Van Duzen Elemntary School	680 Van Duzen Road	1963	$2,337,168	$347,993
Multi-Purpose	Van Duzen Elemntary School	680 Van Duzen Road	1973	$2,398,383	$206,554
Preschool Portable	Van Duzen Elemntary School	680 Van Duzen Road	967	$166,870	$35,112
Portable Classroom 11	Van Duzen Elemntary School	680 Van Duzen Road	1984	$166,870	$35,112
Storage Shed #1	Van Duzen Elemntary School	680 Van Duzen Road	2000	$1,908	$3,102

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Storage Shed #2	Van Duzen Elemntary School	680 Van Duzen Road	2000	$3,102	$5,008
Classrooms 8, 9, 10	Van Duzen Elemntary School	680 Van Duzen Road	2016	$1,057,061	$146,567
Buck's Shed	Van Duzen Elemntary School	680 Van Duzen Road	2015	$2,981	$5,008
Ground Mounted Solar 132.12 KW	Van Duzen Elemntary School	680 Van Duzen Road	2021	$519,401	$0
			TOTAL	**$6,653,744**	**$784,456**
Trinity County Community School @ Alps View	Trinity County Community School	200 Memorial Drive	1991	**$155,988**	**$33,273**
Trinity County Office of Education	Trinity County Office of Education	201 Memorial Drive	1981	$3,108,084	$459,260
Shop and Warehouse Building	Trinity County Office of Education	201 Memorial Drive	1987	$312,228	$90,039
Potable Classroom - Resource Room	Trinity County Office of Education	201 Memorial Drive	1984	$164,094	$35,112
Shelter	Trinity County Office of Education	201 Memorial Drive	2013	$5,043	$0
			TOTAL	**$3,589,449**	**$584,411**
Portable Classroom 1	Alps View High School	200 Memorial Drive	1991	$155,988	$33,273
Restroom Portable	Alps View High School	200 Memorial Drive	1980	$44,387	$0
Portable Classroom 25	Alps View High School	200 Memorial Drive	1980	$155,988	$33,273
Power Enclosure	Alps View High School	200 Memorial Drive	1980	$561	$954
Portable Classroom 3	Alps View High School	200 Memorial Drive	1980	$155,988	$33,273
Strage Shed	Alps View High School	200 Memorial Drive	1980	$1,193	$1,908
Equipment Shelter	Alps View High School	200 Memorial Drive	2016	$5,043	$0
			TOTAL	**$519,148**	**$102,681**
Bus Garage	Bus Garage	102 Ballyview	1950	$705,751	$255,070

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Storage Shed	Bus Garage	102 Ballyview	2000	$2,385	$3,698
			TOTAL	**$708,136**	**$258,768**
Administration / Classrooms	Trinity High School	321 Victory Lane	1968	$9,574,333	$981,488
Gymnasium	Trinity High School	321 Victory Lane	1968	$4,681,418	$228,537
Portable Classrooms 24-25	Trinity High School	321 Victory Lane	1974	$314,243	$55,455
Portable Classroom 26	Trinity High School	321 Victory Lane	1975	$157,821	$33,663
Portable Classrooms 28-29	Trinity High School	321 Victory Lane	1979	$311,858	$66,426
Maintenance	Trinity High School	321 Victory Lane	1968	$188,832	$58,675
Auto Shop	Trinity High School	321 Victory Lane	1970	$721,113	$257,595
Portable Classroom 15	Trinity High School	321 Victory Lane	1988	$155,988	$33,273
Portable Classroom 21	Trinity High School	321 Victory Lane	1988	$155,988	$33,273
Portable Classroom 22	Trinity High School	321 Victory Lane	1988	$155,988	$33,273
Business Storage Portable	Trinity High School	321 Victory Lane	1988	$5,869	$5,605
Maintenance Barn	Trinity High School	321 Victory Lane	1990	$82,646	$30,648
Paper Storage Shed	Trinity High School	321 Victory Lane	1992	$2,707	$4,650
Kiln Storage Building	Trinity High School	321 Victory Lane	1994	$9,957	$11,210
Grandstand	Trinity High School	321 Victory Lane	1985	$420,796	$0
Pressbox / Concession	Trinity High School	321 Victory Lane	1968	$37,173	$3,458
Ticket Booth	Trinity High School	321 Victory Lane	1968	$4,622	$0
Dugout #1	Trinity High School	321 Victory Lane	1980	$15,409	$0
Dugout #2	Trinity High School	321 Victory Lane	1980	$21,561	$0
Greenhouse	Trinity High School	321 Victory Lane	1990	$242,377	$3,981
Barn	Trinity High School	321 Victory Lane	1980	$162,022	$67,618
District Office Portable	Trinity High School	321 Victory Lane	1999	$345,011	$58,675
Softball Dugout #1	Trinity High School	321 Victory Lane	1992	$8,392	$0
Softball Dugout #2	Trinity High School	321 Victory Lane	1992	$8,392	$0
Softball Shed	Trinity High School	321 Victory Lane	1997	$2,887	$3,698
Maintenance Shelter	Trinity High School	321 Victory Lane	1980	$11,092	$0

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Storage Container #1	Trinity High School	321 Victory Lane	1980	$3,620	$4,826
Storage Container #3	Trinity High School	321 Victory Lane	1980	$3,620	$4,826
Portable Classroom 30	Trinity High School	321 Victory Lane	1980	$103,992	$17,412
Restroom Portable at Stadium	Trinity High School	321 Victory Lane	1990	$83,230	$0
Wood Shop storage Shed	Trinity High School	321 Victory Lane	2000	$2,302	$3,698
Animal Pen #1	Trinity High School	321 Victory Lane	2008	$17,983	$477
Animal Pen #2	Trinity High School	321 Victory Lane	2008	$14,692	$0
Soccer Shed	Trinity High School	321 Victory Lane	2000	$2,302	$3,698
Dugout #1	Trinity High School	321 Victory Lane	2009	$16,073	$0
Dugout #2	Trinity High School	321 Victory Lane	2009	$16,073	$0
Storage Container #4	Trinity High School	321 Victory Lane	1980	$7,239	$9,653
Storage Container #5	Trinity High School	321 Victory Lane	1980	$3,620	$4,826
Softball Concession Stand	Trinity High School	321 Victory Lane	1990	$2,779	$2,385
Softball Storage Shed	Trinity High School	321 Victory Lane	2006	$2,277	$3,698
Storage Container	Trinity High School	321 Victory Lane	1980	$3,620	$4,826
Storage Shed by Room 14	Trinity High School	321 Victory Lane	2010	$2,385	$3,698
Baseball Shed	Trinity High School	321 Victory Lane	2010	$2,302	$3,698
Storage Container at Stadium	Trinity High School	321 Victory Lane	2010	$3,620	$4,826
Football Stadium Storage Shed	Trinity High School	321 Victory Lane	2010	$3,661	$6,201
Life Skills Building	Trinity High School	321 Victory Lane	2017	$343,581	$46,390
Project Storage	Trinity High School	321 Victory Lane	2016	$281,423	$94,957
Storage Container #6	Trinity High School	321 Victory Lane	2016	$7,239	$9,653
Storage Container #7	Trinity High School	321 Victory Lane	2016	$7,239	$9,653
Storage Contianer #8	Trinity High School	321 Victory Lane	2016	$7,239	$9,653
Storage Container #9	Trinity High School	321 Victory Lane	2016	$7,239	$9,653
Storage Container #10	Trinity High School	321 Victory Lane	2016	$7,239	$9,653

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Storage Container #11	Trinity High School	321 Victory Lane	2016	$3,620	$4,826
Wood Storage Shed 1	Trinity High School	321 Victory Lane	2000	$2,302	$3,698
Wood Storage Shed 2	Trinity High School	321 Victory Lane	2000	$2,302	$3,698
Baseball Field Shelter 1	Trinity High School	321 Victory Lane	2000	$929	$0
Baseball Field Shelter 1	Trinity High School	321 Victory Lane	2000	$929	$0
Picnic Shelter 1	Trinity High School	321 Victory Lane	2000	$2,719	$0
Picnic Shelter 2	Trinity High School	321 Victory Lane	2000	$2,719	$0
Picnic Shelter 3	Trinity High School	321 Victory Lane	2000	$2,719	$0
			TOTAL	**$18,773,323**	**$2,251,783**
Administration/Classrooms	Weaverville Elementary School	31020 State Highway 3	1950	$5,818,933	$824,785
Multi-Purpose Room	Weaverville Elementary School	31020 State Highway 3	1959	$1,497,788	$136,073
Library Portable	Weaverville Elementary School	31020 State Highway 3	1966	$552,281	$162,189
Gymnasium	Weaverville Elementary School	31020 State Highway 3	1978	$2,196,147	$116,872
Portable Classrooms 20-23	Weaverville Elementary School	31020 State Highway 3	1960	$1,176,593	$174,592
Music Portable 30	Weaverville Elementary School	31020 State Highway 3	1980	$330,601	$52,727
Portable Classrooms 24-27	Weaverville Elementary School	31020 State Highway 3	1966	$1,800,785	$200,353
Maintenance/Storage Building	Weaverville Elementary School	31020 State Highway 3	1980	$290,260	$90,039
Classrooms 28-29	Weaverville Elementary School	31020 State Highway 3	1986	$683,034	$96,956
Portable Classroom 31	Weaverville Elementary School	31020 State Highway 3	1980	$165,302	$26,423

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Paint Shop	Weaverville Elementary School	31020 State Highway 3	2001	$32,254	$5,689
Portable Classroom 32	Weaverville Elementary School	31020 State Highway 3	1998	$166,364	$27,787
Portable Classroom 33	Weaverville Elementary School	31020 State Highway 3	1998	$166,364	$27,787
Pet Storage Shed (Wes)	Weaverville Elementary School	31020 State Highway 3	2003	$9,147	$12,521
Classrooms 12-19	Weaverville Elementary School	31020 State Highway 3	2003	$2,898,514	$411,558
Portable Classroom 34	Weaverville Elementary School	31020 State Highway 3	1990	$155,988	$26,117
Freezer Storage Building w/ Covered Entrance	Weaverville Elementary School	31020 State Highway 3	2009	$41,740	$9,421
Storage Shed	Weaverville Elementary School	31020 State Highway 3	1980	$477	$596
Storage Container #1	Weaverville Elementary School	31020 State Highway 3	2000	$3,620	$4,826
Storage Container #2	Weaverville Elementary School	31020 State Highway 3	2000	$3,620	$4,826
Storage Shed	Weaverville Elementary School	31020 State Highway 3	2010	1193	$1,908
Covered Walkways	Weaverville Elementary School	31020 State Highway 3	1950	$42,360	$0
Storage Building	Weaverville Elementary School	31020 State Highway 3	2010	$44,262	$6,992
Storage Shed	Weaverville Elementary School	31020 State Highway 3	2010	$954	$1,550
Storage Shed	Weaverville Elementary School	31020 State Highway 3	2016	$2,385	$3,698

Structure	School	Address	Year Built	Property Insurance Replacement Values Buildings	Personal Prop. + Computer Equip.
Plastic Shed	Weaverville Elementary School	31020 State Highway 3	2018	$1,157	$1,908
			TOTAL	**$18,082,123**	**$2,428,193**
Administration / Classrooms	Trinity Center Elementary School	1 Trinity Vista Drive	1962	$1,124,405	$155,154
Classroom Building	Trinity Center Elementary School	1 Trinity Vista Drive	2000	$408,183	$56,528
Maintenance Storage Shed	Trinity Center Elementary School	1 Trinity Vista Drive	1990	$2,147	$3,458
Storage Building	Trinity Center Elementary School	1 Trinity Vista Drive	1990	$5,474	$7,513
Field Equipment Storage	Trinity Center Elementary School	1 Trinity Vista Drive	1997	$26,535	$12,521
Storage Building	Trinity Center Elementary School	1 Trinity Vista Drive	2003	$49,491	$23,493
Concession Shed	Trinity Center Elementary School	1 Trinity Vista Drive	2004	$1,349	$2,505
Little League Storage Shed	Trinity Center Elementary School	1 Trinity Vista Drive	2015	$1,550	$2,505
			TOTAL	$1,619,134	$263,677

First Day Enrollment Comparison 2025/26 SY and 2026/27 SY

First Day	School	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	2026/27Total	2025/26 Total		
8/24/2026	**Burnt Ranch**	6	7	11	8	12	4	6	15	9	5					**83**	**82**	1	1%
8/17/2026	**Coffee Creek**			1		1										**2**	**4**	-2	-50%
8/17/2026	**Douglas City**	10	8	15	14	15	13	18	23	15	20					**151**	**150**	1	1%
8/17/2026	**Junction City**	2	10	5	9	6	3	9	5	10	9					**68**	**59**	9	15%
8/17/2026	**Lewiston**	9	4	6	6	7	7	5	10	8	0					**62**	**71**	-9	-13%
8/31/2026	**Trinity Center**	1	1	0	0	1	1	2	0	2	1					**9**	**12**	-3	-25%
	Trinity Lake Charter School	0	0	1	0	0	0	0	1	2	1					**5**	**0**	5	
8/17/2026	**Trinity Alps Unified**															**0**			
	Trinity High School											70	66	76	62	**274**	**282**	-8	-3%
	Alps View											0	3	1	7	**11**	**18**	-7	-39%
	Weaverville/TPA	10	21	29	31	30	34	33	26	32	38					**284**	**311**	-27	-9%
8/12/2026	**Mountain Valley Unified**															**0**			
	Hayfork Elem.	12	15	16	20	23	23	33	29	33	25					**229**	**235**	-6	-3%
	Hayfork High School											22	25	23	21	**91**	**92**	-1	-1%
	Valley High School											2	2	2	3	**9**	**7**	2	1%
9/8/2026	**Southern Trinity Jt Unified**															**0**			
	Van Duzen Elem.	1	3	10	8	5	10	8	4	6	5					**60**	**58**	2	3%
	Hoaglin-Zenia Elem.		1	1	1	3										**6**	**12**	-6	-50%
	S. Trinity High Sch.											8	3		2	**13**	**8**	5	63%
	Mt. Lassic High															**0**			
8/17/2026	**R.I.S.E. (Trinity Co Community)**										1	2			4	**7**	**5**	2	40%
8/19/2026	**CHYBA**	0	0	0	0	0	0	0	0	0	0	24	35	20	6	**85**	**122**	-37	-30%
	TOTAL 2026/27	**51**	**70**	**95**	**97**	**103**	**95**	**114**	**113**	**117**	**105**	**128**	**134**	**122**	**105**	**1449**			
	TOTAL 2025/26	33	90	99	111	108	111	109	119	110	106	135	141	129	127	1528			
		18	-20	-4	-14	-5	-16	5	-6	7	-1	-7	-7	-7	-22	-79			
		55%	-22%	-4%	-13%	-5%	-14%	5%	-5%	6%	-1%	-5%	-5%	-5%	-17%	-5%			

Board Bylaw 9250: Remuneration, Reimbursement And Other Benefits

Status: DRAFT

Original Adopted Date: 11/18/2020

Compensation

Each member of the Trinity County Board may receive a monthly compensation of $250.00. (Education Code 1090)

On an annual basis, the Trinity County Board may increase the compensation of Trinity County Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. (Education Code 1090)

Trinity County Board members are not required to accept payment for meetings attended.

Any member who does not attend all Trinity County Board meetings during the month is eligible to receive only a percentage of the monthly compensation equal to the percentage of meetings he/she attended, unless otherwise authorized by the Trinity County Board in accordance with law. (Education Code 1090)

A member may be compensated for meetings he/she missed when the Trinity County Board, by resolution, finds that he/she was performing designated services for the County Office at the time of the meeting or that he/she was absent because of illness, jury duty, or a hardship deemed acceptable by the Trinity County Board. (Education Code 1090)

Whenever a quorum of Trinity County Board members serves as another legislative body which will meet simultaneously or in serial order to a Trinity County Board meeting, the Trinity County Board clerk or a member of the Trinity County Board shall verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting. (Government Code 54952.3)

Reimbursement of Expenses

Trinity County Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the County Office. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for County Office personnel and at the same rate of reimbursement.

Trinity County Board members shall be reimbursed for travel expenses incurred when performing services directed by the Trinity County Board. (Education Code 35044)

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Trinity County Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the County Office's interests; attendance at County Office or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Trinity County Board members. Personal expenses include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Trinity County Board member on County Office-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while on County Office business.

Any questions regarding the propriety of a particular type of expense should be resolved by the County Superintendent or designee before the expense is incurred.

Trinity County Board members may use County Office-issued credit cards while on official County Office business and consistent with the limits established for County Office personnel. Personal expenses shall not be charged on a County Office-issued credit card, even if the Trinity County Board member intends to subsequently reimburse the

County Office for the personal charges.

Dental and Vision Benefits for Current Trinity County Board Members

Trinity County Board members may participate in the dental and vision benefits program provided for County Office employees.

Dental and vision benefits for Trinity County Board members shall be no greater than that received by the County Office's nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

The County Office shall pay the premiums required for Trinity County Board members electing to participate in the County Office dental and vision benefits program to the same extent that it pays for County Office employees.

Dental and vision benefits provided to Trinity County Board members shall be extended at the same level to their spouse/registered domestic partner and to their eligible dependent children as specified in law and the health plan.

County Board Policy 0410: Nondiscrimination In County Office Programs And Activities

Status: DRAFT

Original Adopted Date: 09/18/2024 | **Last Revised Date:** 09/17/2025

The Trinity County Board of Education is committed to providing equal opportunity for all individuals in Trinity County Office of Education (TCOE) programs and activities.

This policy shall apply to all acts related to a school activity or school attendance occurring within a school under the TCOEs jurisdiction and to all acts of the Trinity County Board and the Trinity County Superintendent of Schools in enacting policies and procedures that govern the TCOE. (Education Code 234.1)

TCOE programs, activities, and practices shall be free from unlawful discrimination against an individual or group based on one, or a combination or two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status; a perception of one or more, or any combination, of such characteristics; or association with a person or group with one or more, or any combination, of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 210.3, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688, 29 USC 621, 42 USC 2000d-2000d-7, 2000e-2)

All individuals shall be treated equitably in the receipt of services in TCOE programs and activities. Personally identifiable information collected in the implementation of any TCOE program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of that program, except when the Trinity County Board or, when applicable, the Trinity County Superintendent, authorizes its use for another purpose in accordance with law. Resources and data collected by the TCOE shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above. The immigration or citizenship status of a student, a student's family member, or TCOE staff may only be collected and disclosed in accordance with Trinity County Board Policy and Administrative Regulation 1445 - Response to Immigration Enforcement.

TCOE programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, shall not be rejected or prohibited by the Trinity County Board or TCOE on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Additionally, the use of any textbook, instructional material, supplemental instructional material, staff development material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the Trinity County Board or TCOE if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

The TCOE shall not sponsor any activity, and instruction shall not be provided, that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic

listed in Education Code 220. Instructional materials and teacher instruction shall be factually accurate, align with adopted curriculum and standards as specified in Education Code 60200, and be consistent with accepted standards of professional responsibility rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51500, 51501)

In addition, the Trinity County Board shall not adopt the use of any staff development materials or services that promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination pursuant to Education Code 220. (Education Code 244)

TCOE programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Derogatory Native American terms including, but not limited to, Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3.

The TCOE shall not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs. (Government Code 53080)

Annually, TCOE facilities, programs, and activities shall be reviewed to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing TCOE programs and activities, including the use of facilities. Prompt and reasonable actions shall be taken to remove any identified barrier.

Complaints

All complaints alleging unlawful discrimination in TCOE programs and activities shall be investigated and resolved in accordance with law, Trinity County Board policy on uniform complaint procedures, and related Trinity County Superintendent-approved procedures. Complaints alleging sex discrimination, including sexual harassment, shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45.

Notices

Pursuant to 34 CFR 104.8 and 106.8, students, parents/guardians, applicants for admission, and the public shall be notified about the Trinity County Board's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parent/guardian notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the TCOE. Additionally, the notification shall be posted on the TCOE's website, in both English and Spanish and at a reading level that may be comprehended by students in high school, and on social media and in TCOE program sites and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

Additionally, the annual parent/guardian notification shall include the protections, requirements, and responsibilities regarding unlawful discrimination related to instruction and instructional and staff development materials, as specified in Education Code 244, 262.3, 280, 33800, 33801, 33802, 33803, 33803.1, 33804, 51500, 51501, 60151, 60152. (Education Code 48980)

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, and their rights related to immigration enforcement in accordance with Trinity County Board Policy and Administrative Regulation 1445 - Response to Immigration Enforcement.

The Trinity County Board's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. Additionally, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

Access for Individuals with Disabilities

TCOE programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing TCOE facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, a transition plan shall be developed that sets forth the steps for completing the changes.

The TCOE's web and mobile applications shall comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of TCOE services, programs, or activities. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to TCOE websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the ADA Coordinator if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The Trinity County Superintendent has designated the following ADA Coordinator to receive requests for accommodation and to receive and investigate complaints regarding access to TCOE facilities, programs, services and activities: (28 CFR 35.107)

Trinity County Superintendent of Schools
PO Box 1256
Weaverville, CA 96093
530-623-2861
superintendent@tcoek12.org

County Board Policy 1312.3: Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: 09/18/2024 | **Last Revised Date:** 09/17/2025

The Trinity County Board of Education recognizes that the county office of education (TCOE) has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing its educational programs. The Trinity County Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Trinity County Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670.

Complaints Subject to UCP

The TCOE's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52616.18)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.13-299.15)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in TCOE programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, a person's actual or perceived race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55; or based on the person's association with a person or group with one or more, or any combination, of these actual or perceived characteristics (Education Code 200, 210.1, 210.2, 210.3, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 5 CCR 4610; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

    Unlawful discrimination includes TCOE sponsorship of any activity or program that promotes discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220. (Education Code 51500)

    Additionally, the TCOE is prohibited from discriminating against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such

programs. (Government Code 53080)

However, the UCP shall not be used to investigate and resolve employment discrimination complaints. (5 CCR 4611)

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and newcomer students (Education Code 48645.7, 48850, 48853, 48853.5, 48911, 48915.5, 49069.5, 51225.1, 51225.2, 51225.25)

12. Every Student Succeeds Act (Education Code 12303, 52059.5, 64000; 20 USC 6301 et seq.)

13. Instruction, Instructional Materials, Staff Development Materials, and Curriculum: Diversity (Education Code 243, 244, 51500)

    A complaint alleging unlawful discrimination pursuant to Education Code 243 or 244 may, in addition to or in lieu of being filed with the TCOE, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243, 244)

14. Local control and accountability plan (Education Code 52075)

15. Migrant child education (Education Code 54440-54445)

16. Physical education instructional minutes (Education Code 51210, 51222, 51223)

17. Student fees (Education Code 49010-49013)

18. Reasonable accommodations to a lactating student (Education Code 222)

19. Regional occupational centers and programs (Education Code 52300-52334.7)

20. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

21. School or athletic team names, mascots, or nicknames (Education Code 221.3, 33315)

22. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

23. State preschool programs (Education Code 8200-8488, 33315)

24. State preschool health and safety issues in license-exempt programs (Education Code 8212)

25. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

26. Any other state or federal educational program the SPI or designee deems appropriate

The Trinity County Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process, such as mediation, may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The use of ADR shall be consistent with state and federal laws and regulations.

All complainants shall be protected from retaliation, and the confidentiality of the parties shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination, the identity of the complainant, and/or the subject of the complaint if different from the complainant, shall remain confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the non-UCP allegation shall be referred to the appropriate staff or agency and the UCP-related allegation(s) shall be investigated, if appropriate, through the TCOE's UCP.

Training shall be provided to staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and any accompanying administrative regulation or exhibit.

Records of all UCP complaints and the investigations of those complaints are to be maintained in accordance with applicable law and County Superintendent of Schools policies and procedures.

Non-UCP Complaints

The following complaints shall not be subject to the TCOE's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency (5 CCR 4611)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services (5 CCR 4611)

3. Any complaint alleging that a student, while in an education program or activity, was subjected to sexual harassment, as defined in 34 CFR 106.30

   Such a complaint shall be addressed through the federal Title IX complaint procedures as specified in Exhibit(1) 5145.71 - Title IX Sexual Harassment Complaint Procedures.

4. Any complaint alleging employment discrimination or harassment shall be referred to the County Superintendent for investigation using TCOE procedures, including the right to file the complaint with the California Civil Rights Department

5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the TCOE is subject, or a physical safety concern that interferes with the TCOE's provision of FAPE shall be submitted to the California Department of Education (CDE) (5 CCR 3200-3205)

6. Any complaint alleging noncompliance of the TCOE's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Trinity County Board Policy 3555 - Nutrition Program Compliance (5 CCR 15580-15584)

7. Any complaint alleging discrimination based on race, color, national origin, sex, age, or disability in the TCOE's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with Trinity County Board Policy 3555 - Nutrition Program Compliance (5 CCR 15582)

8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Trinity County Board Policy 1312.4 - Williams Uniform Complaint Procedures and applicable administrative regulations (Education Code 35186)

Exhibit 1312.3-E(1): Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: 02/16/2022 | **Last Revised Date:** 09/17/2025

Except as may otherwise be specifically provided in other Trinity County Office of Education (TCOE) policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Trinity Trinity County Board of Education of Education policy.

Compliance Officers

The TCOE designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), employee(s), position(s), or unit(s) also serve as the compliance officer(s) for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying, and in Exhibit 5145.7 - Sexual Harassment, who is responsible for handling complaints regarding sexual harassment.

Superintendent or Designee
Trinity County Office of Education
PO Box 1256
Weaverville, CA 96093
530-623-2861
Superintendent@tcoek12.org

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Trinity County Superintendent of Schools or designee who shall determine how the complaint will be investigated.

Employees assigned to investigate and resolve complaints shall have training in and be knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Trinity County Superintendent or designee.

The compliance officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, they shall be implemented and remain in place until it is determined that they are no longer necessary or until the TCOE issues its final written decision, whichever occurs first.

Notifications

The TCOE's UCP policy and processes shall be prominently and conspicuously displayed at each school site and TCOE office in areas that are accessible to, and commonly frequented by, school site employees, students, and members of the public including, but not limited to, school office lobbies, staff lounges, and student government meeting rooms. Additionally, such policy and administrative regulation shall be posted on the TCOE's website. (Education Code

234.1)

In addition, the Trinity County Superintendent or designee shall annually provide written notification of the TCOE's UCP to students, employees, parents/guardians of TCOE students, TCOE advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include, but need not be limited to, all of the following:

1. A statement that the TCOE is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in "Complaints Subject to UCP" in the accompanying Trinity County Board of Education policy

2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such person(s) will be knowledgeable about the laws and programs that they are assigned to investigate

3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred

4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct

5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the TCOE's educational program, including curricular and extracurricular activities

6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

7. A statement that the TCOE will post a standardized notice of the educational and graduation requirements of foster youth, students experiencing homelessness, children of military families, former juvenile court school students now enrolled in the TCOE, students who are migratory, and newcomer students as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, 51225.25, and the complaint process

8. A statement that complaints will be investigated in accordance with the TCOE's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

9. A statement that, for programs within the scope of the UCP as specified in the accompanying Trinity County Board of Education policy, the complainant has a right to appeal the TCOE's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the TCOE's decision, within 30 calendar days of receiving the TCOE's decision

10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable

11. A statement that copies of the TCOE's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 and 34 CFR 106.8 shall be posted on TCOE and school websites, published in handbooks or catalogs, and may be provided through TCOE-supported social media, if available.

All students and parents/guardians, including students and parents/guardians with limited English proficiency, shall have access to the relevant information provided in the TCOE's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular TCOE school speak a single primary language other than English, the TCOE's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the TCOE shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, TCOE staff shall assist in the filing of the complaint. (5 CCR 4600)

Additionally, complaints shall be filed in accordance with the following rules, as applicable:

1. A complaint alleging TCOE violation of applicable state or federal law or regulations governing the programs specified in the accompanying Trinity County Board of Education policy may be filed by any individual, public agency, or organization (5 CCR 4600)

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance (Education Code 49013, 52075)

   A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the site administrator of the school or with the Trinity County Superintendent or designee. (Education Code 49013)

3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred (5 CCR 4630)

   For complaints related to the LCAP, the date of the alleged violation is the date when the Superintendent of Public Instruction (SPI) approves the LCAP that was adopted by the Trinity County Board of Education. (5 CCR 4630)

4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying (5 CCR 4630)

5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination (5 CCR 4630)

The time for filing may be extended for up to 90 days by the Trinity County Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation

7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the TCOE's ability to investigate the conduct or take other necessary action

   When honoring a request for confidentiality, the TCOE shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

8. A complaint alleging discriminatory bias in instruction or TCOE-sponsored activities does not require a showing of direct harm to members of a protected group and members of a protected group need not be present while the discriminatory bias is occurring for the act to be considered discriminatory bias (Education Code 51500)

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. Additionally, the compliance officer shall notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the complaint within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the TCOE's timeline for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the TCOE shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the TCOE shall then continue with subsequent steps specified in this exhibit.

Investigation of Complaint

The compliance officer shall begin an investigation into the complaint within 10 business days of receiving the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

To investigate a complaint alleging discriminatory bias in instruction or TCOE-sponsored activities, the compliance officer is not required to interview members of the protected class.

A complainant's refusal to provide the TCOE's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint. Refusal by the TCOE to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the TCOE's receipt of the complaint. (5 CCR 4631)

Investigation Report

CSBA NOTE: 5 CCR 4631 specifies components that are required to be part of the TCOE's investigation report. Inclusion of these items will help protect the TCOE's position in case of an appeal to CDE, a complaint submitted to the U.S. Department of Education's Office for Civil Rights (USOCR), or if litigation is filed.

For all complaints, the TCOE's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered

   For a complaint of discriminatory bias in instruction and TCOE-sponsored activities, a showing of direct harm to members of a protected group is not required as part of such findings of fact. (Education Code 51500)

2. A conclusion providing a clear determination for each allegation as to whether the TCOE is in compliance with the relevant law

3. Corrective action(s) whenever the TCOE finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600

4. Notice of the complainant's right to appeal the TCOE's investigation report to CDE, except when the TCOE has used the UCP to address a complaint not specified in 5 CCR 4610

5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the TCOE's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the TCOE's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or TCOE environment may include, but are not limited to, actions to reinforce TCOE policies; training for faculty, staff, and students; updates to school practices or procedures; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

2. Academic support

3. Health services

4. Assignment of an escort to allow the victim to move safely about campus

5. Information regarding available resources and how to report similar incidents or retaliation

6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim

7. Restorative justice

8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate action shall be taken, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The TCOE may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the TCOE does not tolerate it, and how to report and respond to it.

If the Trinity County Board of Education knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to Education Code 220, the Trinity County Board of Education shall remediate the action, which may include, but is not limited to, implementation of restorative justice practices. (Education Code 244)

Additionally, if the Trinity County Board of Education is notified by the SPI that the TCOE has violated Education Code 244 related to the adoption, approval, or use of any textbook, instructional material, supplemental instructional material, staff development material, or curriculum for classroom instruction, the TCOE shall implement any required corrective actions as soon as possible and no later than the beginning of the next school year. (Education Code 60151)

If it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated Education Code 244, the TCOE shall notify the organization that corrective action is required unless the SPI has already done so. If corrective action is not taken within 60 days, CDE may use any means authorized by law to effect compliance. (Education Code 60152)

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the TCOE shall provide a remedy to all affected students and parents/guardians subject

to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the TCOE, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the TCOE's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the TCOE's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the TCOE's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The TCOE failed to follow its complaint procedures
2. Relative to the allegations of the complaint, the TCOE's investigation report lacks material findings of fact necessary to reach a conclusion of law
3. The material findings of fact in the TCOE's investigation report are not supported by substantial evidence
4. The legal conclusion in the TCOE's investigation report is inconsistent with the law
5. In a case in which the TCOE found noncompliance, the corrective actions fail to provide a proper remedy

Additionally, for complaints alleging unlawful discrimination, the complainant may file an appeal directly with the SPI if the TCOE fails to issue an investigation report within the timeline specified above. (Education Code 262.3)

When the complainant is appealing a complaint alleging unlawful discrimination directly to the SPI on the grounds that the TCOE failed to issue an investigation report within the timeline specified above, the complainant shall present evidence that supports the basis for the direct filing and why immediate action is necessary. (Education Code 262.3)

Upon notification by CDE that the TCOE's investigation report has been appealed, the Trinity County Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the TCOE's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the TCOE's UCP
6. Other relevant information requested by CDE

If notified by CDE that the TCOE's investigation report failed to address allegation(s) raised by the complaint, the TCOE shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the TCOE notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Trinity County Superintendent or designee may download and post a notice available from CDE's website. (Education Code 8212; 5 CCR 4691)

The TCOE's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Trinity County Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Trinity County Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Trinity County Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Trinity County Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the TCOE's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Trinity County Board of Education at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the TCOE's decision to the SPI in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

Summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, shall be reported to the Trinity County Board of Education at a regularly scheduled Trinity County Board of Education meeting. (5 CCR 4693)

Exhibit 1312.3-E(2): Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: 02/16/2022 | **Last Revised Date:** 09/17/2025

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: PRESCHOOL COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 8212, you are hereby notified that any California State Preschool Program that is exempt from licensure must have:

1. Outdoor shade that is safe and in good repair
2. Drinking water that is accessible and readily available throughout the day
3. Safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children
4. Restroom facilities that are available only for preschoolers and kindergartners
5. Visual supervision of children at all times
6. Indoor and outdoor space that is properly contained or fenced and provides sufficient space for the number of children using the space at any given time
7. Playground equipment that is safe, in good repair, and age appropriate

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the Trinity County Office of Education's (TCOE) uniform complaint procedures as required by law. A complaint form may be obtained at the school or TCOE office, or downloaded from the school or TCOE website. Additionally, you may download a copy of the California Department of Education (CDE) complaint form when available from the following website: http://www.cde.ca.gov/re/cp/uc. However, a complaint need not be filed using the TCOE's complaint form or the complaint form from CDE.

Exhibit 1312.3-E(3): Uniform Complaint Procedures **Status:** DRAFT

Original Adopted Date: 02/16/2022 **| Last Revised Date:** 09/17/2025

PRESCHOOL COMPLAINT FORM: UNIFORM COMPLAINT PROCEDURES

Education Code 8212 requires that the Trinity Trinity County Office of Education's (TCOE) uniform complaint procedures be used for the filing of complaints concerning noncompliance with health and safety standards for license-exempt California State Preschool Programs. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? □ Yes □ No

Contact information: (if response is requested)
Name: _____
Address: _____
Phone number: Day: _____ Evening: _____
E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:
School name/address: _____
Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or TCOE for the appropriate TCOE complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

□ The preschool does not have outdoor shade that is safe and in good repair

□ Drinking water is not accessible and/or readily available throughout the day

□ The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children

□ Restroom facilities are not available only for preschoolers and kindergartners

□ The preschool program does not provide visual supervision of children at all times

□ Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time

□ Playground equipment is not safe, in good repair, or age appropriate

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary and as you wish to fully describe the situation.

_____
_____
_____
_____
_____

_____

Please file this complaint at the following location:
Superintendent of Schools
PO Box 1256
Weaverville, CA 96093

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

_____ _____
(Signature) (Date)

County Board Policy 5022: Student And Family Privacy Rights

Status: DRAFT

Original Adopted Date: 04/21/2021

The Trinity County Board of Education respects the privacy rights of Trinity County Office of Education (TCOE) students and their families, which shall only be limited by law, and local policy and administrative regulation.

Parents/guardians shall receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA).

Students' personal information may be collected, disclosed, or used for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions. (20 USC 1232h)

However, a student's individually identifiable information, including the student's name, parent/guardian's name, home or other physical address, telephone number, or social security number, may not be collected, disclosed, or used for the purpose of marketing or selling that information or providing the information to others for that purpose.

Surveys Requesting Information about Beliefs and Practices

A student's parent/guardian, or a student who is an adult or emancipated minor, shall provide prior written consent before the student is required to participate in a survey inquiring about one or more of the informational items specified in Education Code 51513 or 20 USC 1232h.

A student's identity shall not be requested or disclosed if a student participates in such a survey requesting information about personal beliefs and practices.

Notwithstanding the above requirements for prior written consent, an anonymous, voluntary, and confidential research and evaluation tool may be administered to students in grades 7-12 to measure student health risks and behaviors, including tests and surveys about student attitudes or practices related to sex provided that parents/guardians are provided written notice and given an opportunity to request, in writing, that their child not participate. (Education Code 51938)

If a voluntary survey is administered that already includes questions pertaining to sexual orientation and/or gender identity, such questions shall not be removed. (Education Code 51514)

Parent/Guardian Access to Surveys and Instructional Materials

The parent/guardian of any TCOE student, upon request, shall have the right to inspect surveys or other instruments to be administered or distributed to the parents/guardians' child or any instructional material to be used as part of the child's educational curriculum in accordance with Education Code 51938 and 20 USC 1232h.

Within a reasonable period of time after receiving a parent/guardian's request, the parent/guardian shall be permitted to view the survey or other requested document. A parent/guardian may view the document any time during normal business hours.

No student shall be subject to penalty for exercise of any of the rights stated above.

Health Examinations

Authorized school officials may administer to any student any physical examination or screening permitted under California law. However, no student shall be subjected to a nonemergency, invasive physical examination without prior written notice to the student's parent/guardian, unless an applicable state law authorizes the student to provide consent without parent/guardian notification. (20 USC 1232h)

Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a properly authorized hearing, vision, or scoliosis screening. (20 USC 1232h)

Notifications

At the beginning of the school year, parents/guardians shall receive notifications as specified in 20 USC 1232h.

Parents/guardians shall be consulted regarding the development of regulations pertaining to other uses of personal information in accordance with 20 USC 1232h.

County Board Policy 5125: Student Records

Status: DRAFT

Original Adopted Date: 03/11/2026

The Trinity County Board of Education recognizes the importance of keeping accurate, comprehensive student records as required by law.

Retention, Disclosure, and Security of Student Records

The confidentiality of student records shall be ensured as required by law. Processes and procedures shall be established to safeguard data against damage, loss, or theft, including damage, loss, or theft that may be caused by any technology used in the retention or disclosure of student records, such as artificial intelligence, or by a breach to the Trinity County Office of Education's (TCOE) digital infrastructure.

If the TCOE experiences a cyberattack that impacts more than 500 students or personnel, the cyberattack shall be reported to the California Cybersecurity Integration Center. (Education Code 35266)

A contract may be entered into with a third party for the digital storage, management, and retrieval of student records and/or a third party provider of digital software may be authorized to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

The operator of a website, online service or application, or mobile application that controls such student records shall delete any student data under the control of the school or TCOE upon request by the TCOE. Additionally, the student's parent/guardian, or the student if 18 years of age or older, may request the operator to delete any student's records containing covered information which is not subject to the California Consumer Privacy Act. (Business and Professions Code 22584, 22586)

Social Security Numbers

Social security numbers or the last four digits of social security numbers of students or their parents/guardians shall not be collected or solicited, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

Records Related to Immigration or Citizenship Status

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Trinity County Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

No list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation shall be compiled and no student information may be disclosed to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

Family Court Records

Protocols shall be developed to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

Information from the social media of any TCOE student may be gathered and maintained, provided that the students and parents/guardians are first notified about the proposed program, offered an opportunity for public comment at a regularly scheduled Trinity County Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

County Board Policy 5131.8: Mobile Communication Devices

Status: DRAFT

Original Adopted Date: 05/20/2020

The Trinity County Board of Education recognizes that student use of smartphones and other mobile communication devices on campus may have beneficial as well as harmful and disruptive effects on student learning and well-being, and on the instructional program. When on campus or when under the supervision of county office of education (TCOE) employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a TCOE employee.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

2. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

3. When the possession or use is required by the student's individualized education program

Additionally, a student shall not be prohibited from possessing or using a smartphone or other communication device in the case of an emergency or in response to a perceived threat of danger. (Education Code 48901.7)

Measures or strategies may be undertaken in accordance with law to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a TCOE employee, the student may be disciplined in accordance with law. Additionally, the device may be temporarily confiscated, in which case the device shall be stored securely until it is returned to the student or turned over to the principal or other site administrator, or designee, as appropriate.

In addition, a student may be subject to discipline, in accordance with law, and local policy or regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or TCOE property or substantially disrupts school activities.

The TCOE is not responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Trinity County Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of students, parents/guardians, and educators. (Education Code 48901.7)

County Board Policy 5145.3: Nondiscrimination/Harassment

Status: DRAFT

Original Adopted Date: 09/18/2024 | **Last Revised Date:** 09/17/2025

The Trinity County Board of Education desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the county office of education's (TCOE) academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a TCOE school or program, to acts which occur off campus or outside of TCOE-related or TCOE-sponsored activities but which may have an impact on or create a hostile environment at school, and to all acts of the Trinity County Board and the County Superintendent of Schools in enacting policies and procedures that govern the TCOE.

Unlawful discrimination against an individual or group in any TCOE school or school activity, including discriminatory harassment, intimidation, and bullying, based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to any of the following is prohibited: race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more, or any combination, of such characteristics; or association with a person or group with one or more, or any combination, of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 210.3, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Additionally, the TCOE shall not sponsor any activity, and instruction shall not be provided, that promotes a discriminatory bias based on any of the characteristics specified above. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. (Education Code 51500)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Additionally, unlawful discrimination occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

In addition, unlawful discrimination includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in any TCOE programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension, discipline shall be enforced in a fair, consistent, and non-discriminatory manner.

Any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination, is also prohibited. Retaliation complaints shall be investigated and resolved in the same manner as discrimination complaints.

Students' access to the educational program shall be facilitated by publicizing the TCOE's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. Additionally, the TCOE's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information shall be posted on the TCOE's website in a manner that is easily accessible to students and parents/guardians, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

Training and/or information on the scope and use of the policy and complaint procedures shall be provided and other measures designed to increase understanding of the requirements of law related to discrimination shall be taken. The implementation of the TCOE's nondiscrimination policies and practices shall regularly be reviewed and, as necessary, action to remove any identified barrier to student access to or participation in the TCOE's educational program shall be taken. The findings and recommendations shall be reported to the Trinity County Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action shall be taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Trinity County Board policy, or local administrative regulation, shall be subject to appropriate consequences or discipline.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal, school site administrator, or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. Additionally, the principal, school site administrator, or designee may require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and may regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying or when otherwise required, the parents/guardians of victims and perpetrators shall be notified and law enforcement may be contacted.

Complaints alleging unlawful discrimination in TCOE programs and activities shall be investigated and resolved in accordance with Trinity County Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Exhibit (1) 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

A record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be maintained to enable the TCOE to monitor, address, and prevent repetitive prohibited behavior in TCOE schools.

Antidiscrimination Measures

The Trinity County Board hereby incorporates by reference the policies, procedures, and measures implemented by the County Superintendent to prevent or address unlawful discrimination in TCOE schools, programs, and activities. TCOE nondiscrimination policies and practices shall be reviewed regularly, and action shall be taken to remove any identified barriers to student access to or participation in the educational program.

Board Bylaw 9220: Governing Board Elections

Status: DRAFT

Original Adopted Date: 03/15/2023

The Trinity County Board of Education shall consist of 5 members whose terms shall be staggered as determined by the county committee on school district organization. (Education Code 1000, 1007)

Board Member Qualifications

Other than the Trinity County Superintendent of Schools, a member of the county office of education (TCOE) staff, or an employee of a school district that is within the jurisdiction of the Trinity County Board, any registered voter is eligible to be a member of the Trinity County Board if that person is an elector of the trustee area to be represented and is not legally disqualified from holding civil office. (Education Code 1000, 1006)

A person is not eligible to be a member of the Trinity County Board if they have been convicted of an offense(s) as specified in law, except when the person has been granted a pardon in accordance with law.

Additionally, a person duly appointed or elected to the Trinity County Board who holds an incompatible office at the time the Trinity County Board member is sworn in to office as a Trinity County Board member may not continue to serve in the incompatible office, and shall be deemed to have forfeited the incompatible office in accordance with Government Code 1099.

The Trinity County Board encourages all candidates to become knowledgeable about the role of Trinity County Board members. Upon request by a Trinity County Board candidate, the candidate shall be provided with:

1. Information regarding the responsibilities and expectations of a Trinity County Board member, including information regarding available workshops, seminars, and/or training

2. The county election official's contact information and general information about TCOE programs, TCOE operations, and Trinity County Board responsibilities

A candidate's residence address, telephone number, and email address recorded with the applicable county election official shall be kept confidential in accordance with state law. (Elections Code 2166.9)

Recalling a Trinity County Board Member

To commence a recall of a Trinity County Board member, proponents shall serve, file, and publish or post a notice of intention to circulate the recall petition as specified by law and any applicable county elections official directives. Additionally, the recall petition shall be in the format provided by the Secretary of State. (Elections Code 11000-11386)

Within 14 days after the Trinity County Board meeting at which a certificate of sufficiency of signatures on a recall petition is received from the county elections official, the Trinity County Board shall order an election to be held to determine whether the Trinity County 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 Trinity County Board orders the election. However, the election may be conducted within 180 days after the issuance of the Trinity County Board's order to consolidate the election with a regularly scheduled election. (Elections Code 11240-11242)

A recall election of a Trinity County Board member shall be conducted in accordance with Elections Code 11381-11386.

If a recall of a Trinity County Board member is successful, that Trinity County Board member's seat becomes vacant and shall be filled in accordance with Education Code 5090-95 and Trinity County Board Bylaw 9223 - Filling Vacancies. (Education Code 1008)

However, a recalled Trinity County Board member may not be appointed to the seat that was vacated by the recall. (Elections Code 11382)

Election Date

The election of Trinity County Board members shall be consolidated with the local municipal or statewide primary or general election in accordance with a Trinity County Board resolution approved by the Trinity County Board of Supervisors. (Elections Code 1302, 10404.5)

However, if a regularly scheduled Trinity County Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Trinity County Board shall take action to consolidate Trinity County Board elections with statewide elections in accordance with Elections Code 14051-14052.

Commencement of Term of Office

For each election, upon certification by the Trinity County Board of Supervisors, the Trinity County Board shall declare who has been elected to the Trinity County Board in accordance with law. (Election Code 15400)

A Trinity County Board member whose term has expired shall continue to discharge the duties of the office until a successor has qualified by taking the oath of office. (Government Code 1302, 1360)

The term of office for Trinity County Board members elected in regular elections shall be four years, commencing on the second Friday in December following their election. (Education Code 1007, 5017)

Campaign Finance

All candidates, including current Trinity County Board members running as incumbents, shall abide by local, state, and federal requirements regarding campaign contributions, funding, and expenditures.

A Trinity County Board candidate shall not expend or accept any public money for the purpose of seeking elective office. However, the Trinity County Board may establish a dedicated fund for those seeking election to the Trinity County Board, provided that the funds are available to all candidates who are qualified 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 Trinity County Board and the TCOE, the Trinity County 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 election, the Trinity County Board secretary or designee shall deliver a notice, bearing the secretary's signature and seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the Trinity County Board to be filled at the applicable election and which offices, if any, are for the balance of an unexpired term

2. Whether the Trinity County Board or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

Candidates for the Trinity County 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)

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Trinity County Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution. (Elections Code 13307)

The Trinity County Board shall assume no part of the cost of printing, handling, translating, mailing, or electronically distributing candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the voter's pamphlet, the Trinity County Board may require candidates to pay their estimated pro rata share of these costs to the Trinity County Board in advance pursuant to Elections Code 13307.

Tie Votes in Trinity County Board Member Elections

Whenever the Trinity County Superintendent certifies to the Trinity County Board that there is a tie vote such that it is impossible to determine which of two or more candidates has been elected to the Trinity County Board, the Trinity County Board shall schedule a runoff election in accordance with law. (Education Code 1007, 5016)

Exhibit 9220-E(1): Governing Board Elections

Status: DRAFT

Original Adopted Date: Pending

This exhibit is a non-exhaustive list of offenses the conviction of which disqualifies a person from holding public office, including as a Trinity County Board of Education member, in the State of California.

1. California Constitution, Article VII, Section 8: Giving or offering a bribe to procure personal election or appointment

2. California Constitution, Article VII, Section 8: Committing bribery, perjury, forgery, malfeasance in office, or other high crimes

3. Penal Code 67: Giving or offering a bribe to any executive officer in the state to influence any decision made by that officer in their official capacity

4. Penal Code 68: While an executive or ministerial officer, employee, or appointee of the state, a county, a city, or another political subdivision of the state, asking for, receiving, or agreeing to receive any bribe to influence any decision made by that person in their official capacity

5. Penal Code 74: As a public officer, for gratuity or reward, appointing another person to public office, or permitting another person to exercise or discharge the duties of their office

6. Penal Code 88: While a member of the Legislature or of a legislative body of a city, county, city and county, school district, or other special district, committing any of various crimes against the Legislative power, including bribery and logrolling

7. Penal Code 98: While an officer, committing any of various bribery and corruption crimes against the public justice as specified in Penal Code 92-100, including bribing or threatening judges or jurors

8. Penal Code 165: Giving or offering a bribe to a member of a city council or a board of supervisors to influence any decision made by that member in their official capacity

9. Penal Code 424: While an officer of the state or of any county, city, town, or district of the state, or while otherwise charged with the receipt, safekeeping, transfer, or disbursement of public moneys, appropriating such moneys for personal use, or refusing to pay any public moneys as required by law

10. Penal Code 2772: Interfering with the work of prisoners employed at a road camp, or giving or attempting to give such prisoners any controlled substances, intoxicating liquors, firearms, weapons, or explosives of any kind

11. Penal Code 2790: Interrupting the work of prisoners employed at a public park or camp, or giving or attempting to give such prisoners any controlled substances, intoxicating liquors, firearms, weapons, or explosives of any kind

12. Government Code 1021: Committing designated crimes as specified in the California Constitution or state law

13. Government Code 1097: While a public official, being financially interested in a contract made in their official capacity, or by any body or board of which the public official is a member, or aiding or abetting a public official in committing such a violation

14. Government Code 9055: While a member of the Legislature or of a legislative body of a city, county, city and county, school district, or other special district, committing any of various crimes against the Legislative power, including bribery and logrolling

15. Government Code 9412: While a member of the Legislature, refusing to appear before the Senate, Assembly,

or any committee of the Legislature after being summoned to testify, or while appearing before the Senate, Assembly, or any committee, refusing to be sworn or to answer any material and proper question, or refusing to produce, upon reasonable notice, any material and proper books, papers, or documents in their possession and under their control

16. Elections Code 20: Committing a felony involving accepting or giving, or offering to give, any bribe, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes

17. Elections Code 18501: While a public official, aiding the illegal casting of a vote at an election or otherwise facilitating the perpetration of election fraud

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Board Bylaw 9240: Board Training

Status: DRAFT

Original Adopted Date: 12/13/2019 **| Last Revised Date:** 03/19/2025

The Trinity County Board of Education believes that its ability to effectively and responsibly govern is essential to promoting student achievement, building positive community relations, and protecting the public interest in county schools. Trinity County Board members shall participate in training on public education finance, ethics, and mandated reporting as required by this Bylaw. Additionally, Trinity County Board members are encouraged to participate in ongoing opportunities for professional development sufficient to help them understand their responsibilities, stay abreast of new developments in education, and improve their governance skills.

Each Trinity County Board member shall complete a training in public education finance in accordance with Education Code 35220-35223. For Trinity County Board members in office as of April 1, 2027, the deadline to complete the training is April 1, 2028, unless their term of office ends before April 1, 2028. For Trinity County Board members elected or appointed to office after April 1, 2027, including a Trinity County Board member newly elected or appointed to a nonconsecutive term, the deadline to complete the training is one year from the first day of serving as a Trinity County Board member. Completion of CSBA's Masters in Governance (MIG) Program shall be deemed to satisfy the public education finance training requirement.

Additionally, each Trinity County Board member shall complete ethics training in accordance with Government Code 53234-53235.2 within six months from the first day of serving as a Trinity County Board member and at least once every two years thereafter. (Government Code 53235)

In addition, each Trinity County Board member shall receive annual mandated reporter training. (Education Code 44691; Penal Code 11165.7)

Each Trinity County Board member shall inform the Trinity County Board president of the completion of any training required by this County Bylaw, and records of each Trinity County Board member's participation in each required training shall be retained. (Education Code 35222; Government Code 44691, 53235.2)

Upon each Trinity County Board member's election or appointment, the Trinity County Board member shall be provided with a copy of the Brown Act. (Government Code 54952.7)

The Trinity County Board president shall work with the Trinity County Superintendent of Schools or designee to provide an orientation to newly elected or appointed Trinity County Board members consistent with Trinity County Board Bylaw 9230 - Orientation.

The Trinity County Board president shall work with the Trinity County Superintendent or designee to include funds in the Trinity County Office of Education's (TCOE) proposed annual budget for professional development, and associated reasonable travel expenses, for the Trinity County Board as a whole and for each individual Trinity County Board member.

Consistent with the availability of funds in the TCOE's adopted annual budget, the Trinity County Board president or designee shall annually develop, and bring to the Trinity County Board for adoption at a Trinity County Board meeting, a Trinity County Board professional development calendar designed to assist the Trinity County Board as a whole in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, community relations, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Consistent with the availability of funds in the TCOE's adopted annual budget, individual Trinity County Board members may identify and participate in additional professional development opportunities, and shall timely inform the Trinity County Board president upon doing so. Additionally, Trinity County Board members shall follow any established timelines and procedures for how an individual Trinity County Board member shall request that the TCOE pay for such professional development opportunities, whether in advance or by reimbursement.

Trinity County Board members are encouraged to consider participating in the professional development opportunities offered by CSBA such as the Institute for New and First-Term Board Members, MIG Program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, Policy Update Webinars, and Ethics Trainings.

Individual Trinity County Board members are encouraged to share the knowledge or skills acquired from individual professional development opportunities with the full Trinity County Board.

Consistent with Trinity County Board Bylaw 9320 - Meetings And Notices, Trinity County Board members may attend a professional development opportunity as part of a conference or similar public gathering, such as the Annual Education Conference and Trade Show hosted by CSBA, so long as a majority of the Trinity County Board members do not discuss among themselves, other than as part of the scheduled program, business of a specific nature that is within the TCOE's jurisdiction.

Trinity County
Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

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The Trinity County Board of Education

Resolution No. 26-27-04

A resolution of the Trinity County Office of Education adopting the Trinity County Office of Education Hazard Mitigation Plan 2026.

WHEREAS the Trinity County Office of Education recognizes the threat that natural hazards pose to people and property within Trinity County; and

WHEREAS the Trinity County Office of Education has prepared a multi-hazard mitigation plan, hereby known as the Trinity County Office of Education Hazard Mitigation Plan 2026 in accordance with federal laws, including the Robert T. Stafford Disaster Relief and Emergency Assistance Act as amended; the National Flood Insurance Act of 1968, as amended; and the National Dam Safety Program Act, as amended; and

WHEREAS the Trinity County Office of Education Hazard Mitigation Plan 2026 identifies mitigation goals and actions to reduce or eliminate long-term risk to people and property in Trinity County from the impacts of future hazards and disasters; and

WHEREAS adoption by the Trinity County Board of Education demonstrates its commitment to hazard mitigation and achieving the goals outlined in the Trinity County Hazard Mitigation Plan 2026.

NOW THEREFORE, BE IT RESOLVED BY THE TRINITY COUNTY BOARD OF EDUCATION, THAT:

Section 1. The Trinity County Board of Education adopts the Trinity County Office of Education Hazard Mitigation Plan 2026. While content related to the Trinity County Office of Education may require revisions to meet the plan approval requirements, changes occurring after adoption will not require the Trinity County Board of Education to re-adopt any further iterations of this plan. Subsequent plan updates following the approval period for this plan will require separate adoption resolutions.

ADOPTION

PASSED AND ADOPTED by the Trinity County Board of Education at its regular meeting held on October 21, 2026, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____ _____

Sally Aldinger, President, Date
Trinity County Board of Education

ATTEST:

_____ _____

Fabio Robles, Ed. D. Date
Clerk to the Board / Trinity County Superintendent of Schools

Trinity County Office of Education

Fabio Robles, Ed. D.
Trinity County
Superintendent of Schools

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TRINITY COUNTY OFFICE OF EDUCATION
RESOLUTION #26-27-05
RESOLUTION AUTHORIZING CONTINUED FUNDING APPLICATION

This resolution is adopted to certify the approval of the Governing Board to submit the Continued Funding Application (CFA) to the California Department of Education (CDE). If the CFA is approved by the CDE, the agency's current California State Preschool Program contract and Prekindergarten and Family Literacy Support contract, if applicable, will be automatically renewed for fiscal year (FY) 2027–2028. This resolution further authorizes the designated representative(s) below to sign the CFA and all related FY 2027–2028 contract documents.

BE IT RESOLVED that the Governing Board of Trinity County Office of Education authorizes that the persons who are listed below is/are authorized to sign the FY 2027-2028 CFA and all related contract documents for the Trinity County Office of Education.

NAME	TITLE	SIGNATURE
Fabio Robles	County Superintendent of Schools	
Cindy Blanchard	Chief Business Official	
Sheri White	Executive Director Human Response Network, Sub Contractor	

PASSED AND ADOPTED THIS 21st day of October 2026 by the Trinity County Board of Education of Trinity County, in the State of California.

*I, **Sally Aldinger,** President of the Governing Board of the Trinity County Board of Education, of Trinity County, California certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a Regular meeting thereof held at a regular place of meeting and the resolution is on file in the office of said Board.*

AYES: __
NOES: __
ABSENT: __
ABSTAINED: __

Date: _____

_____

President,
Trinity County Board of Education

Trinity County
Office of Education

Fabio Robles, Ed. D.
Trinity County
Superintendent of Schools

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Trinity County Board of Education

RESOLUTION NO. 26-27-06

A Resolution of the Trinity County Board of Education Committing and Restricting a Portion of the Fund Balance in Fund 17 (Special Reserve Fund for Other Than Capital Outlay Projects) to Specified Purposes

WHEREAS, the Trinity County Office of Education ("TCOE") maintains Fund 17, the Special Reserve Fund for Other Than Capital Outlay Projects, pursuant to California Education Code sections 42840–42842; and

WHEREAS, California Education Code section 42127(a)(2)(B) requires a statement of the reasons substantiating the need for assigned and unassigned ending fund balances that exceed the minimum recommended reserve for economic uncertainties; and

WHEREAS, the Governmental Accounting Standards Board (GASB) Statement No. 54 requires that, for a fund balance to be reported as "committed," the constraint on its use must be imposed by formal action of the government's highest level of decision-making authority — for TCOE, this Board — and that such constraint remains binding unless removed or changed by the same type of formal action; and

WHEREAS, as of the 2026/2027 budget adoption, the fund balance in Fund 17 totals $3,827,038, of which $3,306,538 exceeds the District's minimum state standard reserve level and is available to be committed to specific purposes as substantiated below; and

WHEREAS, the Board has reviewed the substantiated needs identified by staff and wishes to formally commit the funds identified below to the specific purposes stated, excluding any amount associated with facility and grounds improvements; and

WHEREAS, commitment of these funds will support long-term fiscal stability, operational continuity, and Board-directed priorities for TCOE;

NOW, THEREFORE, BE IT RESOLVED, DETERMINED, AND ORDERED by the Trinity County Board of Education as follows:

1. The foregoing recitals are true and correct and are incorporated herein by this reference.

2. The Board hereby commits the following amounts within Fund 17, as of the 2026/27 First Interim reporting period, to the specific purposes identified below. These commitments constitute "committed" fund balance under GASB Statement No. 54 and shall remain in effect until modified or rescinded by subsequent resolution of this Board:

Committed Purpose	Amount
Revolving Cash Fund / Cash Flow	$850,000
Technology Upgrades	$805,000
Fleet Replacement	$250,000
Board-Designated Reserve (4% above the required 4% minimum reserve for economic uncertainties)	$520,500
Contingency	$881,038
Total Committed	**$3,306,538**

3. Funds committed under this resolution shall not be expended for any purpose other than the specific purpose to which they are committed, unless and until this Board takes formal action, by resolution, to modify or rescind that commitment.

4. Additional funds will be added to these balances (including interest) over the course of this and future school years.

5. The Superintendent, or designee, is directed to ensure that these commitments are reflected in TCOE's accounting records and in the applicable Standardized Account Code Structure (SACS) reporting for the 2026/27 fiscal year and subsequent interim and year-end reports, until such time as this resolution is amended or rescinded.

6. This resolution shall take effect immediately upon adoption.

ADOPTION
PASSED AND ADOPTED by the Trinity County Board of Education at its regular meeting held on October 21, 2026, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____ _____
Sally Aldinger, President, Date
Trinity County Board of Education

ATTEST:

_____ _____
Fabio Robles, Ed. D. Date
Clerk to the Board / Trinity County Superintendent of Schools

Trinity County
Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

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Trinity County Office Of Education
Board of Education

Resolution No. 26-27-07

RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR STATE ALLOCATION BOARD-ADMINISTERED SMALL SCHOOL DISTRICT PROGRAM FOR THE TRINITY COUNTY OFFICE OF EDUCATION

WHEREAS, the Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, the Trinity County Office of Education intends to file applications for eligibility determination, file applications for funding, and/or certify information under the Small School District Program (SSDP), a program within the School Facility Program (SFP); and

WHEREAS, the Trinity County Office of Education is aware of the minimum requirements for the five-year school facilities master plan as outlined in Section 17070.54 of the Education Code and SFP Regulation Section 1859.18; and

NOW, THEREFORE, BE IT RESOLVED THAT, as a condition of participating in the SSDP, as administered by the SAB, the Trinity County Office of Education shall submit to the DGS a five-year school facilities master plan, updated five-year school facilities master plan, or a governing board resolution updating the required components of the master plan that were materially affected and a description of what changed, approved by the Board of Education of the Trinity County Office of Education, for all Application for Funding (Form SAB 50-04) submittals on or after October 31, 2024, that are subject to Section 17070.54 of the Education Code and SFP Regulation Section 1859.18; and

NOW, THEREFORE, BE IT FURTHER RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(f)(1), if the Trinity County Office of Education receives a Preliminary Small School District Apportionment on or after October 31, 2024, as a condition of SSDP participation, it shall submit a complete and valid master plan with the Form SAB 50-04 request for Final Small School District Apportionment; and

NOW, THEREFORE, BE IT FURTHER RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(f), the Trinity County Office of Education acknowledges that the Apportionment may

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BACKGROUND:

NCSIG JPA Bylaws were rewritten and approved 12/7/2017 and approved by two-thirds vote of Membership effective March 1, 2018 and were last reviewed and revised 5/26/2022.

STATUS:

The NCSIG Board approved the amended changes to the bylaws on May 29, 2026. In accordance with Article XIV of the Bylaws a 2/3 vote from all members are required to pass the proposed changes.

Summary of Proposed Changes:

The Bylaws define the number of board members from each NCSIG representative county based on ADA. The change as outlined in the bylaws will change the qualifying ADA for counties that do not have the majority of their PEA's as NCSIG members. This will allow members with sufficient ADA (500 or more) to have board representation regardless of how many PEA's in their county are NCSIG Members.

RECOMMENDATION:

Approve the resolution to approve the amendment to the NCSIG Bylaws as proposed.

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BOARD RESOLUTION
#26-27-08

AMEND BYLAWS OF NORTHERN CALIFORNIA SCHOOLS INSURANCE GROUP (NCSIG)

WHEREAS, the Trinity County Office of Education is a Member of Northern California Schools Insurance Group and the NCSIG Board of Directors reviewed and approved the proposed amendment to the Bylaws of NCSIG on May 29, 2026.

WHEREAS, Article XIV of the NCSIG Bylaws requires approval by two-thirds (2/3) of the NCSIG membership for amendments to become effective.

NOW THEREFORE BE IT RESOLVED THAT:

The Board of Trustees of the Trininity County Office of Education hereby approves the Amendments to the NCSIG Bylaws Amended and Restated dated May 29, 2026.

PASSED AND ADOPTED by the Trinity County Board of Education this 21st day of October, 2026, by the following vote:

AYES:

NOES:

ABSENT:

I, Fabio Robles, Clerk of the Trinity County Board of Education of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of the resolution adopted by the Board of Trustees at a regularly called and conducted meeting held on said date.

_____
Fabio Robles, Ed. D.
Clerk of the Trinity County Board of Education of Trustees

Northern California Schools Insurance Group

BYLAWS

Rewritten in entirety and approved by NCSIG Board of Directors on December 7, 2017 and approved by two-thirds vote of Membership to be effective March 1, 2018.

Article I Section D. Amended
Approved by Board of Directors May 26, 2022 Ratified by Membership

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BYLAWS

NORTHERN CALIFORNIA SCHOOLS INSURANCE GROUP JOINT POWERS AUTHORITY

PREAMBLE

Northern California Schools Insurance Group ("NCSIG") was established pursuant to the terms of a Joint Powers Agreement ("JPA Agreement") by and among its Public Educational Agencies ("PEA") for the purpose of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for liability and property damage protection for the PEA's who are Members ("Members") hereof, and to provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding pooled coverage and group purchase insurance and reinsurance programs. Pursuant to the terms of the JPA Agreement, NCSIG has adopted these Bylaws ("Bylaws") to apply to and govern NCSIG and its Members.

ARTICLE I
BOARD OF DIRECTORS

A. A Board of Directors is hereby established to represent the NCSIG membership.

B. The Board of Directors shall be formed in the following manner. Each California County in which a majority of Public Educational Agencies in that county are members of NCSIG shall have representation on the Board of Directors. Representation from each county shall be on a weighted basis based on each county's combined Average Daily Attendance (ADA). ADA shall be as determined in the NCSIG Underwriting Policy for purposes of rate setting each year. Should a county's ADA change the county to a different size category, the change in number of Directors shall become effective at the beginning of the next fiscal year beginning July 1. Selection of Directors from each county shall be designated by the county's Superintendent of Schools and must be either a school administrator or a designated confidential employee of a member and shall serve at the pleasure of the Members in that county. Each Director shall be entitled to cast one vote in all matters requiring a vote, except in the case of an actual or potential conflict of interest.

Total County ADA		Number of Directors
0 -	7,499	2
7,500 -	24,999	3
25,000 -	Over	4

C. If a Public Educational Agency is located in a county where the majority of Public Educational Agencies are not members of NCSIG, the size category and number of votes for that Director shall be as shown in the Table below. The Director would be appointed by the Superintendent of the Public Educational Entity with qualifying ADA. All votes allocated to each Director shall be cast together and cannot be split.

Individual Member ADA		Votes Allocated
0 -	4,99	0
500	4,999	1
5,000 -	7,499	2
7,500 -	24,999	3
25,000 -	Over	4

D. Each Director shall designate an alternate representative from their PEA who is employed as a school administrator or a designated confidential employee that is authorized to act in the event of the absence of the appointed Director. Only the designated Director or alternate may serve on the board. Individuals may be appointed to serve as alternates by one or more Authority Members so long as the qualified alternate represents a member PEA from the same county.

E. The Board of Directors shall hold at least one regular meeting each fiscal year. The date, time, and location for each such regular meeting shall be fixed by the Board of Directors, and shall be publicly noticed prior to the meeting. All meetings of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Sections 54950, et seq., of the California Government Code), as said Act may be modified by subsequent legislation, and as the same may be augmented by rules of the Board of Directors not inconsistent therewith. The Board may hold additional meetings as determined by the Board and consistent with Brown Act. Except as otherwise provided or permitted by law, all meetings of the Board are open and public. The Board of Directors will cause minutes of its meetings to be kept, and post the true and correct copies of the minutes of such meetings after Board approval.

F. The principal office for the transaction of business of NCSIG and receipt of all notices is hereby fixed and located as described in Appendix A attached hereto and incorporated herein by reference. The Board of Directors shall have the authority to change the location of the principal office.

G. The Board of Directors may establish and dissolve operating committees and establish such committees and their operating policies.

H. The Board of Directors may establish, revise and discontinue policies related to the operation of NCSIG and such approved policies are binding upon the Members unless otherwise specified by policy established by the Board of Directors.

I. The Board of Directors shall determine Contributions and the method by which Contributions will be paid to NCSIG. The Board of Directors will also provide for additional assessments during the year, if necessary or appropriate, to allow for increased costs and expenses that may occur. The Board of Directors shall insure that a complete and accurate system of accounting of the NCSIG financials are maintained at all times consistent with established auditing standards and accounting procedures.

J. The Board of Directors shall review coverages that are provided to Members and establish policies and procedures for claims administration.

K. The Board of Directors shall approve the terms of all related insurance, excess insurance, reinsurance and other agreements, including the terms of coverage, claims services, cost and compensation.

L. The Board of Directors shall directly or by contract provide for services required to effectively implement all aspects of the Joint Program.

M. The Board may authorize any Officer or Officers, agent or agents, to enter into any contract or execute any instrument in the name and on behalf of NCSIG, and such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no Officer, agent or employee shall have any authority to bind NCSIG by any contract or to pledge its credit or to render it liable for any purpose.

ARTICLE II
RULES OF THE BOARD OF DIRECTORS

A. The Board of Directors may establish rules governing its own conduct and procedures and have such expressed or implied authority as is not inconsistent with, or contrary to, the laws of the State of California, these Bylaws, or the Joint Powers Agreement.

B. A quorum for the transaction of business by the Board of Directors shall consist of a majority weighted vote of the Directors or their alternate. All action shall require the approval of a majority weighted vote of the Directors or their alternate present at the meeting, unless a higher percentage vote is required by the Agreement or these Bylaws.

C. No one serving on the Board of Directors shall receive any salary or compensation from NCSIG.

D. The Board of Directors may approve reimbursement for expenses incurred.

ARTICLE III
OFFICERS

A. The principal Officers of NCSIG shall be a President, a Vice President, a Secretary/Auditor-Controller, a Treasurer, and a Finance Chair ("Officers").

B. Election of Officers:

1. The Officers of NCSIG shall be elected by the weighted vote of the Directors or his/her alternate.

2. The Officers of NCSIG shall serve a term of two years, beginning July 1 of even- numbered years.

3. Elections shall take place at the last regularly scheduled Board of Directors meeting prior to the commencement of even-numbered Program Years. Directors may make nominations of individuals who meet the requirements for the office at the time of election. If such nomination is seconded, the nominated individual shall be a candidate

for that office for which the candidate was nominated. The candidate with the greatest number of weighted votes shall be elected to the office.

4. Any person elected as an Officer may be removed at any time, with or without cause, by a majority of the weighted votes of Directors or their alternate present at the Board meeting.

5. Officers shall at all times during their term be the designated Director of a Member. In the event an Officer is no longer a designated Director of a Member, then such individual shall no longer be an Officer of NCSIG.

6. All vacancies arising may be filled at any time by the weighted vote of the Directors or their alternate present at that Board of Directors meeting.

C. The President will preside at all meetings of NCSIG. The President shall appoint the Finance Chair to serve as a NCSIG Officer and members of committees as necessary or appropriate for carrying on the activities of NCSIG. Committees appointed by the President may hold office beyond the President's term subject to the approval of the new President. The President shall execute documents on behalf of NCSIG as authorized by the Board of Directors and shall serve as the back-up liaison to the JPA Manager between this and any other organization. The President shall have authority to approve demands.

D. The Vice President shall have such powers and perform such duties as may be prescribed from time to time by the Board of Directors or the President. In the absence or disability of the President, the Vice President shall be vested with all the powers and authorized to perform all the duties of the President. The Vice-President shall also serve as the auditor/controller of NCSIG in the absence of the auditor-controller and shall approve demands.

E. The Secretary shall be present at all meetings of NCSIG to cause minutes to be kept, to maintain or cause to be maintained all accounting and other financial records of NCSIG, to file all financial reports of NCSIG and perform such other duties as the Board may specify. The Secretary shall also serve as the Auditor/Controller of NCSIG and shall approve demands.

F. The Treasurer shall be those specified in Sections 6505.5 or 6505.6 of the California Government Code, to cause to be received and safe kept all money coming into the treasury, to comply or cause to be complied with all laws governing the deposit and investment of funds, and to cause to be submitted a quarterly report (Treasurer's Report) to the Board summarizing receipts, disbursements, and fund balances, along with a listing of all investments and other duties as specified by the Board. The Treasurer shall have authority to approve demands.

G. The Board of Directors may appoint or elect such additional Officers, and assign such duties and authorities, as it determines.

H. The NCSIG Officers shall comprise the Claims Committee and will be subject to the Ralph M. Brown Act (Sections 54950, et seq., of the California Government Code).

ARTICLE IV
EXECUTIVE DIRECTOR

All decisions related to NCSIG shall be made by the Board of Directors. NCSIG may contract with a company with demonstrated expertise and experience to assist NCSIG with the management and operation of NCSIG ("Executive Director").

A. The Executive Director shall provide employees and/or contractors to act as JPA Manager and Associate JPA Manager(s) to:

1. Monitor the status of NCSIG's programs and operations, losses, administrative and operational costs, service companies' and Servicing Agents performance and report to the Board.

2. Prepare an annual budget.

3. Assist the Board in selecting brokers, excess insurance companies or excess insurance Joint Powers Authorities.

4. Assist the Board in selecting claims administrators, risk control consultants and other program services.

5. Contract for claims audits and actuarial studies to determine cost allocations.

6. Perform whatever functions are necessary and within the Executive Director's authority to manage the daily activities of NCSIG.

7. Conduct the business of NCSIG in a manner consistent with the standards set forth by the California Association of Joint Powers Authorities (CAJPA) for their accreditation program.

B. NCSIG shall compensate the Executive Director for services to NCSIG in such amount and manner as may be fixed from time-to-time by the Board of Directors. Details respecting compensation, termination, and other employment related matters pertaining to the Executive Director shall be governed by the Bylaws and such terms and conditions as the Board shall set forth in a contract or agreement.

ARTICLE V
MEMBERSHIP IN NCSIG

A. Membership in NCSIG shall be open to any California Public Educational Agency which has been duly approved by the Board of Directors. NCSIG shall provide application forms and establish procedures for their completion and submission for review prior to being approved.

B. Upon approval, a Public Educational Agency may become a Member of NCSIG by executing a copy of the NCSIG Joint Powers Agreement, whereby said Public Educational Agency agrees to comply with the terms of the NCSIG Joint Powers Agreement and these Bylaws, as the same may from time to time be amended and in effect.

C. NCSIG may establish special rules and terms for membership as defined in NCSIG Policies.

ARTICLE VI
FINANCE

A. NCSIG shall operate on a fiscal year from July 1st through June 30th.

B. The Board of Directors shall annually and in accordance with Policy adopt a budget showing each of the purposes for which NCSIG will need money and the estimated amount of money that will be needed for each such purpose for the ensuing fiscal year. A copy of the budget shall be provided to each of the Directors.

C. Each Member shall pay to NCSIG each fiscal year the annual Contribution as calculated and adopted by the Board of Directors pursuant to the following:

1. Each Member's Contribution shall be based upon such Member's retention, selected coverages, ADA, Total Insured Values and other information relative to providing coverage for the Member including rating factors as established by the NCSIG Underwriting Policy.

2. Contributions are due and payable as established by the NCSIG Delinquent Contribution/Termination of Coverage Policy.

D. Each Program Year shall be accounted for separately from every other Program Year in regard to the accounting for its assets and Obligations.

1. All Contributions, Obligations, expenditures and disbursements of NCSIG that can be separately and distinctly identified by Program Year shall be accounted for separately by each Program Year.

2. Any revenues, Obligations and expenses that cannot be separately and distinctly identified to a specific Program Year may be allocated among Program Years.

3. Should the total Obligations for a Program Year exceed the total assets of that year, the Members participating in such Program Year may be assessed a Pro-Rata Share of the additional contribution required based on actuarial analysis and approved by the Board of Directors.

4. Net Position Funds may be utilized for the benefit of NCSIG as determined and approved by the Board of Directors, including but not limited to a distribution of any positive net position funds to Members.

5. NCSIG's Contingency Reserve must be met before any positive net position funds are eligible to be returned to the Members.

6. Any unanticipated non-claim expenditures, not incorporated into the current annual budget, will be assessed against the Members, as determined by the Board of Directors. The assessment, if any, will be added to the Member's subsequent Program Year's Contribution.

E. Any subrogation recoveries received by NCSIG shall be credited to NCSIG with any remaining balance refunded to the member for any incurred Self Insured Retention.

F. An account shall be established and maintained to receive monies, pay operating expenses hold reserves and pay claims of NCSIG.

ARTICLE VII
RECEIPT AND DISBURSEMENT OF FUNDS

A. Revenues of NCSIG shall be received at its principal office. The Treasurer shall cause to be safeguarded and invested funds in accordance with NCSIG's current investment policy.

B. The President, Vice-President, Secretary, Treasurer, Finance Chair, JPA Manager and Associate JPA Managers shall be authorized signatories of NCSIG's checking account. All checks disbursing funds of NCSIG shall be signed as established by action of the Board.

C. A register of all checks issued since the previous Board meeting shall be provided at each subsequent Board meeting for approval

D. The JPA Manager shall be authorized to make all expenditures for goods or services without specific approval, to the extent such funds have been included and approved by adoption of the budget or as previously approved by the Board.

ARTICLE VIII
INVESTMENT OF FUNDS

NCSIG shall have the power to invest or cause to be invested, in compliance with Section 6509.5 of the California Government Code, such funds as are not necessary for the immediate operation of NCSIG as allowed by Section 53601 of the California Government Code.

ARTICLE IX
ACCOUNTS AND RECORDS

A . NCSIG is strictly accountable for all funds received and disbursed by it and, to that end, NCSIG shall establish and maintain such funds and accounts as may be required by Generally

Accepted Accounting Principles or by any provision of law or any resolution of NCSIG. Books and financial records of NCSIG shall be open to inspection at all reasonable times by representatives of the Members. NCSIG, as soon as practical after the close of each fiscal year, shall give, or cause to be given, a complete written report of all financial activities for such fiscal year to each Member of NCSIG.

B. The Board of Directors shall make, or contract with a Certified Public Accountant to make, an annual audit of the accounts, records, and financial affairs of NCSIG. In each case the minimum requirements of the audit shall be those prescribed by the State Controller for Special Districts under Section 26909 of the California Government Code and shall conform to Generally Accepted Auditing Standards. When such an audit of accounts and reports is made by a Certified Public Accountant, a report thereof shall be filed within six months of the end of the fiscal year under examination with the State Controller and county auditor. Any costs of the audit, including contracts with, or employment of, Certified Public Accountants in making the audit(s) provided for herein, shall be appropriate administrative charges against the funds of NCSIG.

C. The Board of Directors shall contract with an independent claims auditor at least every two years to conduct and audit of claims paid by NCSIG and to deliver an audit report to the Board of Directors.

ARTICLE X
HOLD HARMLESS AND INDEMNIFICATION

The Board of Directors and the Officers of NCSIG, including former Directors and Officers, shall not be liable to NCSIG, to any Member or Former Member, or to any other person, for actual or alleged breach of duty, mistake of judgment, neglect, error, misstatement, misleading statement, or any other act or omission in the performance of their duties hereunder as provided by California Government, except in the event of fraud, gross negligence, or intentional misconduct of such director or Officer. NCSIG shall defend and shall indemnify and hold harmless its Directors and Officers, including former Directors and Officers, from any claim, demand, cause of action, and damages arising out of their performance of their duties as such Directors or Officers of NCSIG, to the extent authorized by Government Code Section 995. NCSIG may purchase conventional insurance to protect NCSIG, and its participating Members or Former Members, against any such acts or omissions by its Directors and Officers, including former Directors and Officers.

ARTICLE XI
RISK MANAGEMENT

The Board of Directors of NCSIG may adopt recommended minimum standards for risk management/loss control practices. These standards and best practices shall be reviewed by each Member as part of each Member's risk management practices.

ARTICLE XII
WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP

Any Member having completed three complete program years as a Member of NCSIG may withdraw from its status as a Member and party to the Joint Powers Agreement at the end of the fiscal year subject to the following terms and conditions.

A. Member must submit a written request to NCSIG JPA Manager no later than December 31 of the preceding Program Year.

B. Termination of participation in future Program years does not relieve the terminated Member of any benefits or obligations of those Program Years in which the Member participated. These obligations including payment of assessments or any other amounts due and payable, and the terminated Member shall participate in all dividends for the Program Years in which the Member participated.

C. A Member may be involuntarily terminated from membership in NCSIG upon the weighted vote of two-thirds of all the remaining Directors. Such involuntary termination shall become effective at the end of the Program Year in which the action is taken or upon such other date as the Board of Directors may specify, but in no case less than sixty days after notice of involuntary termination is given. As a result of such involuntary termination:

   a. The incurred claims, incurred but not reported claims, and all Contributions of the terminated Member applicable to Program Years of membership shall stay with NCSIG.

   b. The terminated Member shall continue to participate in each of the Program Years for which the agency was a Member.

   c. The terminated Member shall continue to be bound by the JPA Agreement and the Bylaws for the Program Years during which such agency was a Member.

D. Grounds for involuntary termination include, but are not limited to, the following:

   a. Failure or refusal to abide by the JPA Agreement or Bylaws;

   b. Failure or refusal of a Member to abide by an amendment of the JPA Agreement or Bylaws which has been adopted by the Board of Directors or by the Members of NCSIG as provided in the Agreement or these Bylaws;

   c. Failure or refusal to pay Contributions or assessments to NCSIG as provided in the Agreement or Bylaws;

   d. Failure to comply with risk management or safety programs implemented by NCSIG; or

   e. Failure of a Member to disclose a material fact to NCSIG or its JPA Manager.

ARTICLE XIII
DISPOSITION OF PROPERTY AND FUNDS

Upon termination of the JPA Agreement, all assets of NCSIG shall be distributed only among the parties that have been participants in the Program, including any of those parties which previously withdrew pursuant to the JPA Agreement, in and proportionate to their Deposit Premiums and Assessments paid during the term of the JPA Agreement. The Board of Directors shall determine such distribution within six months after the last pending claim or loss covered by this JPA Agreement has been finally resolved and there is a reasonable expectation that no new claims will be filed.

The Board is vested with all powers of NCSIG for the purpose of concluding and dissolving the business affairs of NCSIG. These powers shall include the power to require Members, including those which were participants at the time the claim arose or at the time the loss was incurred, to pay their share of any assessments deemed necessary by the Board for final disposition of all claims and losses covered by the JPA Agreement for any program year.

ARTICLE XIV
AMENDMENTS

A. Amendment to these Bylaws may be proposed by any Member of NCSIG.

B. All amendments to these Bylaws must be approved by a two-thirds (2/3) weighted vote of the members of NCSIG Board of Directors, followed by a 2/3 vote of the entire membership The effective date of any amendment will be on the first day of the next month following adoption, unless otherwise stated.

ARTICLE XV
SEVERABILITY

Should any portion, term, condition or provision of these Bylaws be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions and provisions shall not be affected thereby.

ARTICLE XVI
SUBORDINATION

Should any portion, term, condition or provision of these Bylaws be in conflict with the JPA Agreement, the terms of the Bylaws will be subordinate to the JPA Agreement.

ARTICLE XVII
RECORDS RETENTION POLICY

NCSIG's records will be retained in accordance with the policy adopted by the Board of Directors.

ARTICLE XVIII
NOTICES

A. Notices to NCSIG shall be in writing and delivered to NCSIG.

B. Notices to Members shall be in writing and delivered to the Member.

C. Reportable claims against Members shall be reported to the Member's Servicing Agent and/or the NCSIG Claims Administrator.

ARTICLE XIX
EFFECTIVE DATE

The effective date of any amendment will be the first day of the next month following adoption, unless otherwise stated.

ARTICLE XX
DEFINITIONS

The terms in these Bylaws shall be as defined herein and in the JPA Agreement creating the Northern California Schools Insurance Group, unless otherwise specified herein.

A. "Associate JPA Manager" shall be an alternate JPA Manager in the event of a conflict of interest with the JPA Manager, in the absence of the JPA Manager, or for other duties as outlined in NCSIG documents, and will be subject to the direction and control of the Board and Executive Director.

B. "Board" or "Board of Directors" shall mean the governing body of NCSIG as determined in Article I of the Bylaws.

C. "Contribution" shall mean the amount determined by the Board of Directors as each Member's share of the cost of each Program Year of the Joint Program.

D. "Contingency Fund" shall mean the excess by which NCSIG's assets exceed the Obligations for all the Program Years measured at a point in time as determined by the Board of Directors.

E. "Director" shall be the person(s) appointed to the Board of Directors as provided for in this agreement. The Director shall have the authority to bind the Members on any and all matters relating to the business of NCSIG.

F. "Excess Insurance" shall mean that insurance purchased by NCSIG either through other Joint Powers Authorities or through commercial insurance companies to cover losses in excess of NCSIG's pooled limits.

G. "Executive Director" shall be the entity engaged by NCSIG under written contract for the day-to-day administration, management, and operation of NCSIG's programs of risk management and will be subject to the direction and control of the Board.

H. "JPA Agreement" shall mean the Joint Powers Agreement creating the Northern California Schools Insurance Group.

I. "JPA Manager" shall be the person (employee or contractor) of the Executive Director responsible for the day-to-day administration, management, and operation of NCSIG's programs of risk management and will be subject to the direction and control of the Board and Executive Director.

J. "Joint Program" shall mean the coverage for property and liability claims in excess of the Member's retention pursuant to NCSIG's coverage documents along with the purchasing of insurance or reinsurance or the setting aside of funds and reserves to pay for a self-insured retention or for losses not covered by insurance or reinsurance of such claims.

K. "Servicing Agent" shall be the person or entity designated by the Members to act on their behalf in providing insurance services as determined by the Servicing Agent Policy.

L. "Member" shall mean any Public Educational Agency who has been approved by the NCSIG Board of Directors for membership in NCSIG and is bound by the NCSIG JPA Agreement, Bylaws and other program policies which may be amended from time to time.

M. "NCSIG" shall mean the Northern California Schools Insurance Group.

N. "Obligations" shall mean to include, but not limited to, all payments required by law together with any other legal obligations incurred or potentially payable by NCSIG pursuant to the JPA Agreement or these Bylaws.

O. "Program Year" shall mean one year of the Joint Program separate from each and every other Program Year and shall operate on fiscal year from July 1st through June 30th, or as otherwise determined by the Board of Directors.

P. "Pro-Rata Share" shall mean the ratio of each Member's Contribution in proportion to the total of all Members' Contributions for each Program Year.

Q. "Public Educational Agency" shall include individual school districts, community college districts, Regional Occupational Center or Program, County Superintendent of Schools or Board of Education, Charter Schools sponsored by NCSIG Members, or other Joint Powers Authorities approved by the NCSIG Board of Directors for membership.

R. "Subrogation" shall mean the recovery of payments which NCSIG has made on behalf of a Member.

APPENDIX "A"

The principal address of the Northern California Schools Insurance Group (NCSIG) for the transaction of business and receipt of all notices shall be:

EXECUTIVE DIRECTOR

NORTHERN CALIFORNIA SCHOOLS INSURANCE GROUP

310 HEMSTED DRIVE, SUITE 200

REDDING, CA 96002

be rescinded for failure to submit a complete and valid master plan within the timeline specified in subsection (f)(1).

PASSED AND ADOPTED on October 21, 2026, by the Trinity County Board of Education by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTENTION: _____

Date: _____

Sally Aldinger
President, Board of Education
Trinity County Office of Education

CERTIFICATION
I, Fabio Robles, Clerk of the Board of Education of the Trinity County Office of Education, certify that the foregoing is a correct copy of a resolution passed and adopted by the Trinity County Board of Education on October 21, 2026.

Date: _____

Fabio Robles, Ed. D.
Clerk of the Board of Education
Trinity County Office of Education

Trinity County Office Of Education
2026/2027
General Fund September 30, 2026

Beginning Balance **$ 7,622,487**

	Current Budget	Year to Date Activity	Remaining Budget	% of Budget Recvd/Expend
Revenue Accounts				
Local Control Funding Formula	$ 5,565,779	$ 928,814	$ 4,636,965	16.69%
Federal Revenues	$ 243,995	$ -	$ 243,995	0.00%
Other State	$ 3,158,448	$ 200,954	$ 2,957,494	6.36%
Other Local	$ 2,286,096	$ 35,090	$ 2,251,006	1.53%
Total Revenues	**$ 11,254,318**	**$ 1,164,858**	**$ 10,089,460**	**10.35%**
Expense Accounts				
Certificated Personnel Salaries	$ 1,727,386	$ 403,513	$ 1,323,873	23.36%
Classified Personnel Salaries	$ 3,225,483	$ 681,735	$ 2,543,748	21.14%
Employee Benefits	$ 2,521,847	$ 503,006	$ 2,018,841	19.95%
Books & Supplies	$ 642,524	$ 151,798	$ 490,726	23.63%
Services & Other Operating Srv	$ 2,848,500	$ 443,533	$ 2,404,967	15.57%
Captial Outlay	$ 195,616	$ 47,672	$ 147,944	24.37%
CHYBA Funds Transfer	$ 252,783	$ -	$ 252,783	0.00%
Pass Thru to Districts	$ 1,158,998	$ -	$ 1,158,998	0.00%
Indirect Costs	$ (14,430)	$ -	$ (14,430)	0.00%
Total Expenses	**$ 12,558,707**	**$ 2,231,257**	**$ 10,327,450**	**17.77%**
Transfers In, Retiree Ins	$ 45,803	$ -	$ 45,803	
Transfers Out	$ 350,000	$ -	$ 350,000	

Budget for Rev/Exp **$ (1,608,586)**

Net Ending Balance **$ 6,013,901**

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

September 15, 2026

Fabio Robles, County Superintendent of Schools
Trinity County Office of Education
PO Box 1256
Weaverville, CA 96093-1256

Dear Superintendent Robles:

Subject: 2026–27 County Office of Education Budget and Local Control and Accountability Plan (LCAP)

Pursuant to California *Education Code* (*EC*) Section 1622(b), the California Department of Education (CDE) has reviewed Trinity County Office of Education's (TCOE's) budget to determine whether it satisfies the following criteria:

- Complies with the Criteria and Standards for fiscal stability adopted by the State Board of Education.
- Allows TCOE to meet its financial obligations during the fiscal year.
- Is consistent with a financial plan that will enable TCOE to satisfy its multiyear financial commitments.

Based on this review, TCOE's 2026–27 adopted budget is approved.

Additionally, this letter serves as formal notification that the State Superintendent of Public Instruction has approved the TCOE's 2024–25 through 2026–27 LCAP for the 2026–27 school year, consistent with *EC* Section 52070.5(d).

The CDE notes that the 2026–27 negotiations with the certificated and classified bargaining units were not settled at the time the budget was adopted. To the extent that collective bargaining agreements result in additional ongoing costs, the CDE advises TCOE that such increased costs should be supported by additional ongoing revenues or ongoing reduction of expenditures. Further, the Criteria and Standards specify that upon settlement, TCOE must provide the CDE with an analysis of the cost of the settlement and its impact on the operating budget. The public disclosure documents prepared in compliance with *Government Code* Section 3547.5 can be used to satisfy this requirement.

The CDE recognizes that the TCOE is currently financially stable and maintains adequate reserve levels. However, there is a concern about ongoing deficit spending,

especially within the unrestricted general fund. Although this spending does not immediately threaten reserve levels, the anticipated unrestricted net decrease in the fund balance of $1.3 million for the 2026–27 fiscal year, followed by a decrease of approximately $1 million in 2027-28 and $971,362 in 2028-29, indicates a structural imbalance. If this issue is not addressed, it could pose long-term sustainability risks.

The CDE strongly encourages the TCOE to:

- Identify and implement structural solutions to reduce the reliance on reserves.
- Reassess multi-year projections to ensure alignment with current operational trends and anticipated funding.
- Closely monitor expenditure trends and revenue assumptions for 2026–27 first interim development.

The CDE appreciates the submission of TCOE's budget and awaits its First Interim Report, which is due to the CDE by December 15, 2026. On behalf of the Superintendent, we thank you and your staff for your persistent efforts to increase student achievement and close opportunity and achievement gaps for all your students. We look forward to continued partnership with the TCOE as we continue to ensure opportunities for every student in California to have a world-class education.

If you have any questions or concerns related to the adopted budget, please contact Hilary Thomson at 916-323-0765 or by email at hthomson@cde.ca.gov. If you have any questions regarding the LCAP, please contact Joshua Strong, Administrator, Local Agency Systems Support Office, by phone at 916-319-0303 or by email at jstrong@cde.ca.gov.

Sincerely,

Blanche Katayama

Blanche Katayama, Administrator
Fiscal Oversight and Support Office

Joshua Strong

Joshua Strong, Interim Director
Student Achievement and Support Division

BK/JS: hkt
2026-53c

cc: Cindy Blanchard, Chief Business Official
Lidia Renteria, Education Programs Consultant, Local Agency Systems Support Office

CSBA COUNTY POLICY GUIDE SHEET
August 2026

Note: Descriptions below identify revisions made to CSBA's sample County board policies, regulations, bylaws, and/or exhibits. Editorial changes and minor revisions have also been made. County offices of education (COE) should review the sample materials and modify their own policies accordingly. "CUSTOMIZED COE SAMPLE CREATED" means that CSBA created a sample customized for COEs based on a preexisting district version. "NEW COE SAMPLE CREATED" means that CSBA created a new sample customized for COEs (and that there was not a preexisting district version). "DELETE" means that the policy, regulation, board bylaw and/or exhibit has been removed from the CSBA sample policy manual.

Board Policy 0410 - Nondiscrimination in County Office Programs and Activities

Policy updated to make more precise the statement regarding the applicability of the policy. Additionally, policy updated to reflect **NEW LAW (AB 495, 2025)** which (1) prohibits, unless one of the limited exceptions applies, the collection and disclosure of information or documents regarding the citizenship or immigration status of students, student family members, and staff, and (2) requires that parents/guardians be notified with specified information regarding their children's right to a free public education regardless of immigration status. In addition, policy updated to reflect **NEW LAW (AB 715, 2025)** which (1) includes staff development materials in the list of materials the County Board of Education is prohibited from adopting or approving if the use would subject a student to unlawful discrimination, (2) prohibits instruction being provided and county offices of education (COE) from sponsoring any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic in specified law, (3) requires that instructional materials adopted by the County Board be factually accurate, reflect specified curriculum and standards, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship, (4) prohibits the County Board from adopting or approving the use of any staff development materials or services if such materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a student to unlawful discrimination, and (5) requires the annual parent/guardian notification to include the protections, requirements, and responsibilities regarding unlawful discrimination related to instruction and instructional and staff development materials. Policy also updated to reflect **NEW LAW (AB 932, 2025)** which prohibits COEs from discriminating against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs.

Board Policy 1312.3 - Uniform Complaint Procedures

Policy updated to align with the California Department of Education's Uniform Complaint Procedures (UCP) 2025-26 Federal Program Monitoring instrument. Additionally, policy updated to reflect **NEW LAW (AB 715, 2025)** which (1) prohibits county offices of education (COE) from sponsoring any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic in specified law, (2) includes staff development materials in the list of materials the County Board of Education is prohibited from adopting or approving if the use would subject a student to unlawful discrimination, and (3) authorizes a complaint alleging discrimination in the adoption, approval, or use of staff development materials to be brought under the COE's UCP or filed directly with the Superintendent of Public Instruction. In addition, policy updated to reflect **NEW LAW (AB 932, 2025)** which prohibits COEs from discriminating against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources, or school and recreation facilities and resources, that support or enable such programs.

Exhibit (1) 1312.3 - Uniform Complaint Procedures

Exhibit updated to clarify the legal requirements related to uniform complaint procedure (UCP) policy notifications. Additionally, exhibit updated to align with the California Department of Education's (CDE) UCP 2025-26 Federal Program Monitoring instrument. In addition, exhibit updated to reflect **NEW LAW (AB 715, 2020)** which provides that (1) discriminatory bias in instruction and county office of education

(COE)-sponsored activities does not require a showing of direct harm to members of a protected group, and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias, (2) if the County Board of Education knows or has reason to know that materials were used in a classroom, staff development materials or services were used, or an action occurred which subjected an individual to unlawful discrimination pursuant to specified law, the County Board is required to remediate the action, which may include, but is not limited to, implementation of restorative justice practices, (3) if the Superintendent of Public Instruction (SPI) determines, pursuant to a complaint filed directly with the SPI or on an appeal of a COE decision regarding a complaint, that a COE violated specified law related to the adoption, approval, or use of any textbook, instructional material, supplemental instructional material, staff development material, or curriculum for classroom instruction, CDE is required to notify the COE that it take corrective action, (4) if it is determined that any textbook, instructional material, supplemental instructional material, staff development material, or curriculum provided by an organization has violated specified law, the COE is required to notify the organization that corrective action is required unless the SPI has already done so, and (5) a party to a written complaint of prohibited discrimination may appeal, directly with the SPI, if the COE fails to issue an investigation report within the timeline required by the UCP, in which case the complainant is required to present evidence that supports the basis for the direct filing and why immediate action is necessary.

Exhibit (2) 1312.3 - Uniform Complaint Procedures

Exhibit reviewed in conjunction with the update to the accompanying County Board policy and Exhibit(1).

Exhibit (3) 1312.3 - Uniform Complaint Procedures

Exhibit reviewed in conjunction with the update to the accompanying County Board policy and Exhibit(1).

CUSTOMIZED COE SAMPLE CREATED - Board Policy 5022 - Student and Family Privacy Rights

Policy addresses the privacy rights of county office of education (COE) students and families including mandated policy requirements for COEs that receive funds from a program administered by the U.S. Department of Education related to (1) administration of surveys and physical exams/screenings, (2) right of parents to inspect surveys and instructional materials, and (3) collection of personal information for marketing purposes. Additionally, policy references **NEW COURT DECISION (Mirabelli v. Bonta)** where the U.S. Supreme Court affirmed a lower court order that prohibits the enforcement of any laws, guidance, training, or policies that would (1) permit or require any COE employee to lie to or mislead a student's parent/guardian about the student's gender presentation at school, such as using a different set of preferred pronouns/names when speaking with the parent/guardian than is being used at school, or (2) permit or require the use of a name or pronoun other than a student's legal name or pronoun assigned at birth when the parent/guardian has objected to such use. In addition, policy includes that (1) parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with the federal Family Educational Rights and Privacy Act and (2) documents regarding citizenship or immigration status of students or their families may only be released in accordance with applicable County Board policy or administrative regulation.

Board Policy 5125 - Student Records

Policy updated to move material related to the provision of documentation to an operator of a website, online service or application, or mobile application that controls student records upon a request for such documentation pursuant to law, and to amend such language to focus on the county office of education's obligations.

CUSTOMIZED COE SAMPLE CREATED - Board Policy 5131.8 - Mobile Communication Devices

Policy addresses the requirement for the County Board of Education to adopt and update every five years a policy that limits or prohibits student use of smartphones while at a school site or under the supervision and control of county office of education (COE) employee(s). Additionally, policy includes **NEW LAW (AB 962, 2025)** which authorizes the COE to prohibit students from possessing or using a smartphone in the case of an emergency or in response to a perceived threat of danger, if explicitly addressed in the comprehensive school safety plan.

Board Policy 5145.3 - Nondiscrimination/Harassment

Policy updated to reflect **NEW LAW (AB 715, 2025)** which (1) prohibits instruction being provided and county offices of education (COE) from sponsoring any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic in specified law and (2) provides that discriminatory bias in instruction and COE-sponsored activities does not require a showing of direct harm to members of a protected group, and members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. Additionally, policy updated to delete material related to expulsion as not being applicable.

Administrative Regulation 5145.3 - Nondiscrimination/Harassment

Regulation updated to reflect **NEW COURT DECISION (Mirabelli v. Bonta)** where the U.S. Supreme Court affirmed a lower court order that prohibits the enforcement of any laws, guidance, training, or policies that would (1) permit or require any county office of education employee to lie to or mislead a student's parent/guardian about the student's gender presentation at school, such as using a different set of preferred pronouns/names when speaking with the parent/guardian than is being used at school, or (2) permit or require the use of a name or pronoun other than a student's legal name or pronoun assigned at birth when the parent/guardian has objected to such use. Additionally, regulation updated to delete, as repetitive, material in the list of prohibited acts related to verbal or physical assault, as that material is covered in the introductory statement to the list.

Board Bylaw 9220 - Governing Board Elections

Bylaw updated to add that a person duly elected to the County Board of Education who also holds an incompatible office at the time the County Board member is sworn in may not continue to serve in the incompatible office and to reference **NEW ATTORNEY GENERAL OPINION** which granted a request to sue an individual serving both as a county board member and as a school board member of a district within the jurisdiction of the county board on the grounds that there was a substantial legal question that the two offices were incompatible pursuant to specified law. Additionally, bylaw updated to reflect **NEW LAW (AB 1392, 2025)** which requires that the residence address, telephone number, and email address of a County Board candidate appearing on the affidavit of registration be kept confidential except as provided by state law, and **NEW LAW (AB 94, 2025)** which prohibits a recalled County Board member from being appointed to the seat that was vacated by the recall. In addition, bylaw updated to reference **NEW LAW (AB 5, 2025)** which requires county elections officials to finish counting all ballots, with certain exceptions, and release a vote count for those ballots by the 13th day following an election.

Exhibit (1) 9220 - Governing Board Elections

Exhibit reviewed in conjunction with the update to the accompanying County Board bylaw.

Board Bylaw 9240 - Board Training

Bylaw updated to reflect **NEW LAW (AB 640, 2025)** which (1) requires a County Board of Education member to receive training on school finance laws, (2) requires the county office of education to maintain records of such trainings, and (3) authorizes County Board members to satisfy the training requirement by successfully completing CSBA's Masters in Governance program. Additionally, bylaw updated, for purposes of the required ethics training, to remove references to County Board members whose terms expired prior to January 1, 2026, as that provision is now outdated. In addition, bylaw updated to reference **NEW LAW (SB 848, 2025)** which (1) includes County Board members among those individuals who are mandated to report known or suspected child abuse or neglect and establishes procedures for filing a report, (2) provides that County Board members may receive mandated reporter training, although they are not explicitly required to do so, and (3) includes that each County Board member is required to receive the annual mandated reporter training. Bylaw also updated to reflect **NEW LAW (SB 707, 2025)** which requires each newly elected or appointed County Board member to be provided with a copy of the Brown Act.