

# 1 STANISLAUS COUNTY OFFICE OF EDUCATION

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## 1.1 Purpose

This Annex summarizes the hazard mitigation elements specific to the Stanislaus County Office of Education (SCOE), as the main oversight entity for all school districts. This Annex supplements the Stanislaus County Multi-Jurisdictional Hazard Mitigation Plan (MJHMP); therefore, the Annex is not a stand-alone plan but intended to supplement the hazard information provided in the Base Plan document. All other sections of the Stanislaus County MJHMP, or Base Plan, including the sections on the planning process, countywide risk assessment, and procedural requirements related to plan implementation and maintenance apply to the SCOE. This Annex also provides additional information specific to the SCOE, including details of the SCOE profile, planning process, risk assessment, and mitigation actions specific for each of the 24 school districts within the Stanislaus County.

## 1.2 Office of Education Profile

### 1.2.1 Mitigation Planning History and 2021-2022 Process

This Annex was created during the development of the 2022 Stanislaus County MJHMP update. The SCOE did not participate in Stanislaus County's 2017 Local Hazard Mitigation Plan (LHMP) process. However, the SCOE did participate in a 2010-2011 Multi-Jurisdictional Hazard Mitigation Plan (MJHMP) process with the County. This 2010 MJHMP was approved by the County on May 24, 2011. The SCOE adopted the MJHMP and the 2011 SCOE LHMP Annex on April 19, 2011. However, the SCOE elected not to include or report progress on any of the mitigation actions from the outdated and expired version of the MJHMP (a requirement only for plan updates following the release of FEMA's October 1, 2011 Local Mitigation Plan Review Guide). This Annex instead effectively represents a new plan for the SCOE based on current school modernization and development projects, demographics, and mitigation capabilities that addresses the SCOE's current hazards and vulnerabilities.

During the current update process, the SCOE followed the planning process detailed in Chapter 3 of the Base Plan. This planning process consisted of participation in the Hazard Mitigation Planning Committee (HMPC) and the formation of a smaller internal planning team referred to as the SCOE's Local Planning Committee (LPT). The LPT was organized to support the broader planning process, coordinate with the SCOE staff and administration staff at the 24 school districts, and develop customized mitigation actions and projects specific to the SCOE. The SCOE's LPT is also responsible for the update, implementation, and maintenance of the plan. LPT members are listed in Appendix A.

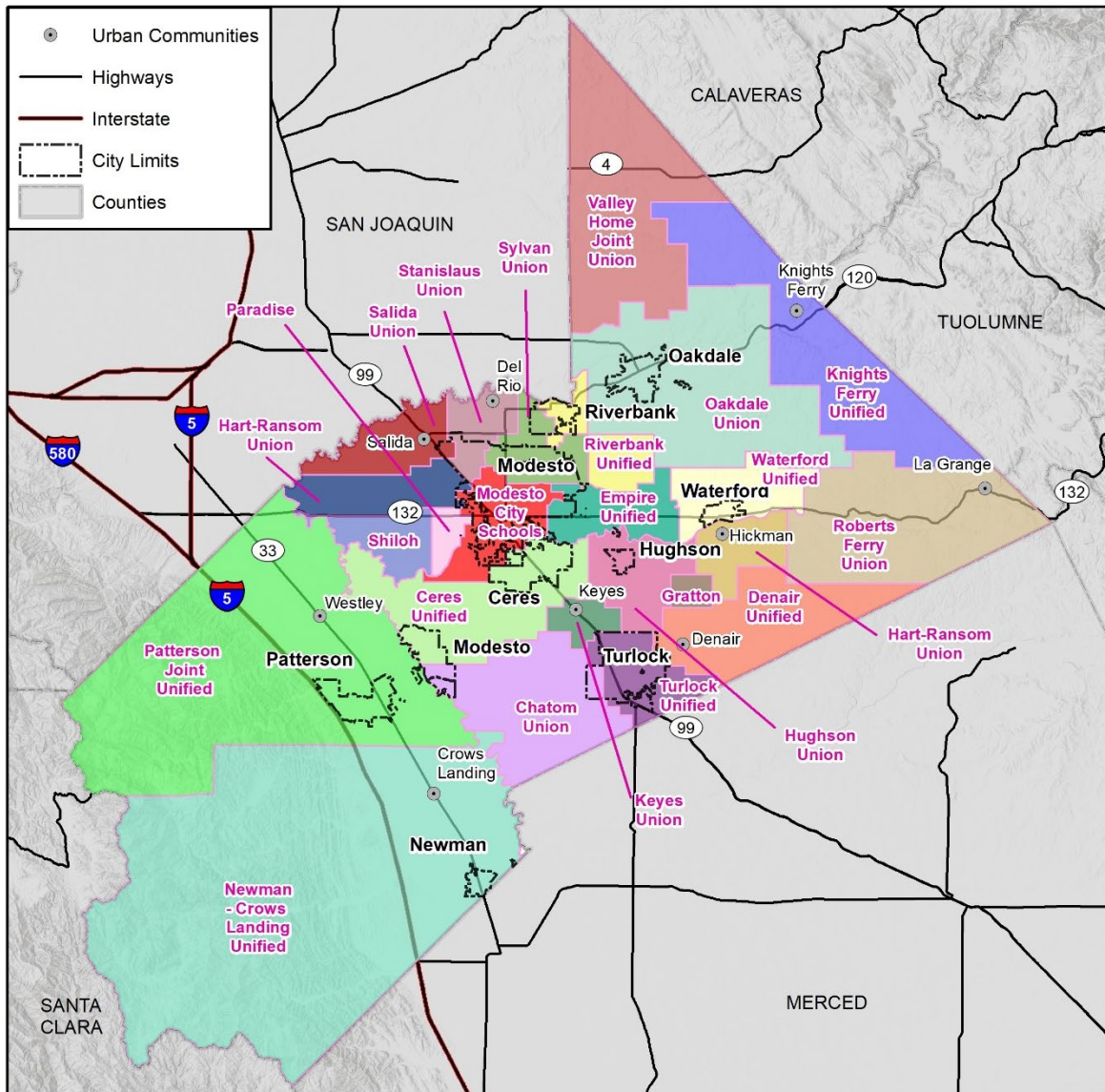
### 1.2.2 Geography and Climate

Stanislaus County is located in the San Joaquin Valley approximately 80 miles south of Sacramento and 95 miles east of San Francisco. According to the U.S. Census Bureau, Stanislaus County has a total area of 1,494 square miles. The formation of alluvial fans in the San Joaquin Valley has led to a flat regional geography; the far eastern and western portions of the County are comprised of hilly and rolling foothills.

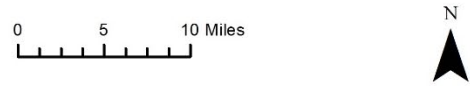
The County averages approximately twelve inches of rainfall each year and experiences a full spectrum of the seasons. Temperatures range from an average low of 38 degrees Fahrenheit in the winter to an average high of 85 degrees Fahrenheit during the spring and fall, and to average highs in the 90s during the summer months. The County has a mild Mediterranean climate with hot dry summers and cool wet winters.

Figure 1-1 below shows the 24 school districts within the County.

**Figure 1-1 Stanislaus County School Districts**



Map compiled 5/2022;  
intended for planning purposes only.  
Data Source: Stanislaus County,  
Stanislaus County Office of Education



### 1.2.3 History

Stanislaus County became a county in 1854, acquiring land from the western portion of Tuolumne County. Settlers considered education a top priority, as did California’s state legislature. In 1862, a bill was passed to publicly fund California’s school system by assessing a city tax of \$.05 per \$100 and a county tax not to exceed \$.02 per \$100. According to inputs received from the LP, by 1855 Stanislaus County established two schools within the County, seven by 1862, and by 1865, the County Superintendent reported 11 schools in the County with 593 students enrolled. By 1935 there were over 3,500 school districts in the state.

School district organization began with the provisions for school support established by the framers of California’s Constitution in 1849. With increases in population and movement from an agricultural-based economy, the educational needs in the state grew at a rapid pace. New laws made it possible to combine elementary and high school districts into a single district under one board of education defined as a

“unified” school district. To assist in developing uniformity between all the districts, the State of California developed a process to bring all school districts into unified structures as the Legislature developed fiscal and governance incentives to promote local communities organizing their schools into unified districts. (California Department of Education 2021). Today, the SCOE provides support to 24 districts (see Figure 1-1), has 1,120 staff members and a student population of nearly 110,000.

#### 1.2.4 School District Profiles

The SCOE partners with local schools and the community to support quality education for nearly 108,000 students in Stanislaus County and several thousand more in regional programs throughout the state. The office employs approximately 1,100 staff and manages a \$301 million budget. The SCOE currently consists of 24 school districts, in addition to the SCOE facilities and properties. Brief historical narratives of the individual districts are presented below. District employee demographics are presented in Table 1-1 and student population statistics are provided in Table 1-2.

##### **Chatom Union**

Chatom Union School District was formed by the union of four smaller school districts in 1958 (Washington, Central, Mitchell and Tegner Schools). The one-room schools in rural Turlock were discontinued and, in their place, Chatom Union School District was established. Mountain View School District later joined the Chatom Union School District in 1968. The name Chatom was selected in recognition of the biggest ranch in the area (Chatom Ranch). Currently, the district consists of two schools, Chatom Elementary and Mountain View Middle School, serving students from kindergarten through 8<sup>th</sup> grade (K-8).

##### **Ceres Unified**

Ceres Unified School District was unified in 1965 and serves a culturally diverse community of roughly 50,000 residents. The district today consists of 20 neighborhood schools, including two comprehensive high schools, two dual-language academies, a leadership magnet school, a K-12 charter school, as well as adult education. The District is Ceres’ largest employer and provides instruction and support for more than 14,000 pre-kindergarten through 12<sup>th</sup> grade (PreK-12) students, along with free meals and after-school care.

##### **Denair Unified**

Denair Unified School District began as a one-room schoolhouse in 1902, built on the west side of Gratton Road with one teacher and five students. In 1907, the school was replaced with a two-story structure built across the street and named Denair Grammar School. Denair Union High School was opened in 1912; previously high school students attended Turlock High School. In 1942, the grammar school and high school were unified to become the first unified district in Stanislaus County. Today, Denair remains a small, rural district that extends into eastern Turlock. Denair Unified serves students in preschool through 12th grade (P-12) in one elementary, one middle and one high school, as well as a K-12 charter school that provides homeschool and independent study options for families.

##### **Empire Union**

Empire Union School District began as three separate school districts, the Rinehart School District, the New Hope School District, and the Garner School District. As early as 1881 the Rinehart School District began serving students in a small building located on the Northwest corner of Albers Road and Yosemite Blvd.

In August of 1905 Garner School District Board Trustees voted to sell school bonds, in the amount of \$2400 to purchase a school lot and raise one or two school buildings. In 1922, the Garner Grammar school class building was relocated to the Empire Union Grammar School Site, the current location of Empire Elementary School. The first school bus in Stanislaus County was purchased by the Empire Union Grammar. In 1924, the “Empire Union Grammar School”, became what is known today as the “Empire Union School District”. Over time as the City of Modesto continued to grow, so did the Empire Union School District. Since the inception of its first school, the Empire Union School District has added

Capistrano Elementary (1974); Sipherd Elementary (1978); Teel Middle School (1980); Hughes Elementary (1990); Stroud Elementary (1994); and Glick Middle School (2003).

### **Gratton School District**

Gratton School is a small rural school district established in 1914 and located in Denair, California. There are currently two schools in its district, serving students in K-8.

### **Hart-Ransom Union**

Hart-Ransom Union School District is a small, rural school district located west of Modesto. Opened in 1952, the district consists of two public schools: Hart-Ransom Union Elementary, serving students K-8, and Hart-Ransom Academic Charter School serving students in K-12.

### **Hickman Community Charter**

Hickman School was originally founded in 1868 and became Hickman Community Charter in 1994. Currently consisting of three public schools in Hickman, California, the district serves students in K-8.

### **Hughson Unified**

Hughson Unified School District is a rural district founded in 2004. The district consists of six public schools serving students in P-12.

### **Keyes Union**

Keyes Union Elementary School District started between 1905 and 1906 with 39 students. Currently, the district operates three schools serving students from transitional kindergarten to eight (TK-8) in the traditional district and TK-12 in the Charter School.

### **Knights Ferry Elementary**

Knights Ferry Elementary, founded in 1980, is a small public school serving students from K-8.

### **Modesto City School District**

Modesto City School District was established in 1871. This district is a mid-sized public school district with 26 schools serving students K-8 and eight high schools serving students in 9-12.

### **Newman-Crows Landing Unified**

Newman-Crows Landing Unified School District is located on the west side of the San Joaquin Valley and encompasses the City of Newman and unincorporated areas of Crows landing and Diablo Grande. The district consists of nine schools serving students from K-12.

### **Oakdale Joint Unified**

Oakdale Joint Unified School District was formed when the Oakdale Union Elementary District and the Oakdale Union High School District merged in 1998. Oakdale is located on the eastern edge of the Central Valley and is the gateway to Yosemite National Park. This rural district currently has nine schools serving students from K-12.

### **Paradise Elementary**

Paradise Elementary, located in Modesto, California, was founded in 1868. The district currently consists of two schools serving students from K-8.

### **Patterson Joint Unified**

Patterson Joint Unified is a school district located in Patterson, California on the west side of Stanislaus County. There are currently ten schools in the district serving students in K-12.

**Riverbank Unified**

Riverbank Unified School District consists of six schools serving students in K-12.

**Roberts Ferry Union Elementary**

Roberts Ferry Union Elementary opened in 1980 in a small unincorporated community. Currently, there are two elementary schools serving students in K-8.

**Salida Union School District**

Salida Union School District currently has six schools and serves students in K-8.

**Shiloh Elementary School District**

Shiloh Elementary School District was established in 1880 and is the only school in its district. The district encompasses approximately 25 square miles, is largely rural within an agricultural-type setting and serves students K-8. Graduating students transfer to Modesto High School for completion of high school (9-12).

**Stanislaus School District**

Stanislaus School District was established in 1875 and still exists as part of the present 13-acre Stanislaus School located on Kiernan Road. The School District became the Stanislaus Union School District in 1949, merging with the Stoddard District (established in 1909), and later with the Prescott District (established in 1906) in 1953. This school district consists of six schools serving students in K-8.

**Sylvan Union School District**

Sylvan Union School District is the third-largest school district in Stanislaus County, covering over 22 square miles and spans portions of the City of Riverbank, the City of Modesto, and unincorporated areas of Stanislaus County. Currently, the district has 13 schools serving students in K-8.

**Turlock Unified School District**

The Turlock Unified School District is in the Central Valley in the City of Turlock, California. Established in 1906, the district currently has fourteen schools serving students in K-12.

**Valley Home Joint Elementary**

The Valley Home school District was established in 1903 with a two-room building for primary grades. Currently, the district has one school serving students in K-8.

**Waterford Unified**

Waterford Unified School District is in Waterford, California. Currently, the school district has five schools serving students in K-12.

Table 1-1 summarizes staffing data for the School Districts within Stanislaus County. Student population characteristics by each school district are summarized in Table 1-2.



**Table 1-1 Summary Table of School District Employees**

Unified School District	Total Students	Classroom Teachers (FTE) <sup>1</sup>	Student/Teacher Ratio	Instructional Aides	Guidance Counselors	District Administrators/Support	School Administrators/Support	Other Support
Ceres Unified	14,251	608.83	23.41	175.70	0	44.10	220.81	431.68
Chatom Union	573	26.00	22.04	12.48	0	1.00	6.00	17.26
Denair Unified	1,318	75.88	17.37	27.32	3.4	3	22.6	28.57
Empire Union	2,866	122.50	23.40	12	7	4	7.4	198
Gratton Elementary	143	9.00	15.89	0	0	1	3	0
Hart-Ransom Union Elementary	1,208	54.66	22.10	--	--	--	--	--
Hickman Community Charter	1,059	45.15	23.46	9.48	0	2	10.38	11.32
Hughson Unified School District	2,058	86.76	23.72	--	--	--	--	--
Keyes Union	1,103	47.24	23.35	24	2	0.5	3	2
Knights Ferry	144	8.00	18.00	--	--	--	--	--
Modesto City Elementary	14,205	626.49	22.67	198.18	5	7.40	195.14	461.51
Modesto City High	15,386	640.96	24.00	--	--	--	--	--
Newman-Crows Landing Unified	3,213	147.66	21.76	--	--	--	--	--
Oakdale Joint Unified	5,282	224.33	23.55	--	--	--	--	--
Paradise Elementary	191	9.00	21.22	1	0	0.5	1.5	4.00
Patterson Joint Unified	6,012	287.07	20.94	108.57	7.90	5.00	67.30	102.12
Riverbank Unified	2,940	137.63	21.36	--	--	--	--	--
Roberts Ferry Union Elementary	171	9	19.00	4.00	0	0.5	0.5	0.75
Salida Union Elementary	2,244	101.00	22.22	--	--	--	--	--
Shiloh Elementary	182	9.00	20.22	--	--	--	--	--
Stanislaus Union Elementary	3,431	157.34	21.81	--	--	--	--	--
Sylvan Union Elementary	7,913	361.61	21.88	--	--	--	--	--
Turlock Unified	13,684	621.38	22.02	251.40	17.50	10	182.87	282.64
Valley Home Joint Elementary	145	9.00	16.11	2.40	0	0.5	2.38	2.41
Waterford Unified	1,810	81.79	22.13	--	--	--	--	--

Source: The Common Core of Data (CCD) – National Center for Education Statistics Public School District Data for the 2020-2021 School Year  
<sup>1</sup> – Full Time Equivalent (FTE) information was summarized exactly as presented in Table 1-1 in the original CCD source.

**Table 1-2 Stanislaus School Districts Enrollment by Ethnicity, 2020-2021**

School District	Total Students	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or more Races	Not Reported
Ceres	14,667	1.6%	0.4%	4.9%	0.5%	78.8%	0.6%	12.2%	0.8%	0.2%
Chatom	573	0.2%	0.3%	0.3%	0.0%	62.7%	0.0%	34.4%	1.9%	0.2%
Denair	1,318	0.8%	12.0%	0.7%	0.3%	22.5%	0.1%	58.6%	2.4%	2.7%
Empire Union	2,866	3.8%	0.2%	3.7%	0.7%	65.8%	0.9%	20.6%	3.4%	0.9%
Gratton Elementary	143	1.4%	1.4%	0.7%	1.4%	16.1%	0.0%	79.0%	0.0%	0.0%
Hart-Ransom Union	1,208	1.3%	0.2%	3.9%	2.6%	46.5%	0.2%	41.1%	2.6%	1.7%
Hickman Community Charter	1,059	2.0%	0.8%	2.5%	0.3%	28.7%	0.5%	60.2%	3.2%	1.8%
Hughson Unified	2,058	0.4%	0.5%	1.2%	0.0%	55.2%	0.3%	41.8%	0.3%	0.3%
Keyes Union	1,103	0.5%	0.8%	4.8%	0.1%	66.0%	0.1%	26.3%	0.8%	0.6%
Knight's Ferry	144	0.7%	0.0%	0.0%	0.0%	13.2%	0.0%	63.9%	1.4%	20.8%
Modesto City Elementary	15,275	2.3%	0.3%	4.0%	0.4%	69.0%	0.6%	15.6%	4.3%	3.5%
Modesto City High	15,957	2.7%	0.3%	5.1%	1.5%	60.5%	0.7%	21.9%	4.7%	2.6%
Newman-Crows Landing	3,213	1.6%	0.2%	0.6%	0.8%	78.8%	0.2%	15.2%	2.6%	0.0%
Oakdale	5,282	0.5%	0.6%	1.0%	0.5%	38.9%	0.2%	54.8%	3.3%	0.1%
Paradise Elementary	191	0.5%	0.0%	0.0%	1.6%	63.9%	0.0%	11.0%	0.0%	23.0%
Patterson Joint Unified	6,012	4.8%	0.5%	2.4%	1.6%	76.0%	1.8%	9.9%	1.4%	1.6%
Riverbank Unified	2,940	1.1%	0.4%	0.8%	0.2%	82.3%	0.1%	13.5%	0.4%	1.0%
Roberts Ferry Union	171	0.0%	0.0%	0.0%	0.0%	40.9%	0.0%	44.4%	2.9%	11.7%
Salida Union Elementary	3,059	2.9%	0.1%	3.5%	1.3%	61.9%	0.9%	23.5%	3.6%	2.3%
Shiloh Elementary	182	0.0%	0.0%	0.5%	0.0%	59.9%	0.0%	30.8%	0.0%	8.8%
Stanislaus Union Elementary	3,431	4.6%	0.8%	13.3%	0.5%	51.8%	1.6%	20.4%	2.3%	4.8%
Sylvan Union	7,913	3.3%	0.4%	6.8%	2.7%	45.7%	1.2%	32.2%	5.3%	2.4%
Turlock Unified	13,925	2.0%	0.6%	5.6%	0.1%	59.2%	0.5%	29.4%	1.3%	1.3%
Valley Home Joint Elementary	145	0.7%	0.7%	0.7%	0.0%	35.9%	0.0%	55.9%	2.8%	3.4%
Waterford Unified	2,878	1.7%	0.5%	3.2%	0.3%	54.6%	0.1%	35.4%	3.4%	0.7%

Sources: Data Quest, California Department of Education 2021

### 1.2.5 Disadvantaged Communities

Disadvantaged communities (DACs) refer to populations throughout California that have disproportionately experienced greater economic, health, and environmental burdens than other communities. These burdens are a result of many factors, including, but not limited to poverty, high unemployment, inappropriate zoning, discriminatory housing, air and water pollution, presence of hazardous waste, as well as high incidence of asthma and heart disease. According to the California Environmental Protection Agency (Cal EPA), Senate Bill 1000, and pursuant to Section 39711 of the California Health and Safety Code, a DAC is a low-income area that is disproportionately affected by environmental pollution and other hazards that can lead to negative health effects, exposure, or environmental degradation. DACs are identified in the California Communities Environmental Health Screening Tool, also referred to as CalEnviroScreen Version 4.0 as developed by the California Environmental Protection Agency's Office of Environmental Health Hazard Assessment (OEHHA).

Based on OEHHA CalEnviroScreen 4.0 data, most of Stanislaus County is identified as a DAC. The County has numerous census tracts within and around the cities of Modesto and Patterson and the areas west of the cities of Turlock and Riverbank that experience high pollution burdens. These census tracts also contain housing burdened low-income households. Moreover, the County's overall education attainment is low when compared to the rest of California. For example, the percentage of adults without a high school diploma in the census tracts that make up Patterson Joint Unified and Newman-Crows Landing Unified are both higher than 84% of the census tracts in California. Children, particularly those that are living with low-income families are also highly vulnerable to disasters and have been disproportionately and increasingly affected by disaster impacts. Younger children, particularly younger students have fewer resources to cope with disasters because of their dependence on adult care. As such their vulnerability is determined by family income and the educational attainment of their caregivers. Basic access to social health, education, and protection services, including housing assistance provide measures and improve response capacities for DACs and other types of underserved or vulnerable communities.

### 1.2.6 Development and Modernization Trends

Periodically Stanislaus County schools are evaluated to determine if the adequacy, design, and conditions of existing County Office of Education facilities meet instructional program needs and provide a healthful and pleasing environment for students and staff. Concurrently, it is also determined whether district facilities fulfill legal requirements for safety and structural soundness, access for the disabled, and energy conservation. Many of the schools in Stanislaus County have undergone these necessary updates and modernizations in recent years, as summarized below.

#### **Ceres School District**

Ceres High School gym, built in 1908, was updated with new paint, windows, roofing, updated restrooms, stage curtains and lighting, audio/video equipment, a dedicated control room, LED lighting, all new electrical service, fixtures, and sound system. The updated facility continues to accommodate athletics as well as provide an on-campus option for music/theatre performances.

Central Valley High School is undergoing construction for the Ric Campero Performing Arts Center to provide a 5,000-square-foot theater for a district-wide performance venue.

#### **Chatom Unified School District**

Mountain View Middle School is upgrading their drinking water system. These upgrades are proposed to be completed in December 2022.

#### **Denair School District**

Proposed improvements to this district will occur over three construction phases and include improvements at the Denair Elementary Charter Academy with five proposed kindergarten classrooms and a staff restroom. In addition, the library will be modernized. Denair Middle School's classroom technology and furnishings will be upgraded and two classrooms in the E Wing will be combined to create



a Science Technology Engineering Math (STEM) lab. At Denair High School, permanent classrooms will be modernized, including restoring three educational classrooms to their designed function as teaching stations. Several new Career Technical Education facilities will be built, including a new pole barn, an agricultural technology and a horticulture classroom. Two new science labs will also be built at the high school to the specification that meets District standards.

The final project in the first phase of these proposed improvements will be to modernize the library at the Denair Charter Academy. During Phase 2, the high school will modernize the special education center and art room and build one additional permanent classroom. At the end of this phase, all students, at current enrollment levels, will be fully housed in modernized or new permanent classrooms and portables will be removed. The work in Phase 3 will modernize the permanent classrooms at Denair Elementary Charter Academy and modernize the student restrooms at Denair High School. At the end of Phase 3, students at the elementary school will be housed in modernized permanent classrooms.

### **Empire Union School District**

The Empire Union School District installed a district-wide security camera system and has begun the process of replacing all classroom HVAC systems. Outside shade structures for students were installed at all six school campuses.

### **Hughson Unified**

The district was able to complete several facility upgrades in the past year, including a new media center and after-school office at Fox Road; conversion of the old after-school room into the district business office, classroom, and other improvements on four campuses; and the addition of charging stations at the transportation yard to serve the four new electric buses the district added.

### **Keyes Union Elementary School District**

Keyes Union is upgrading its three campuses with window replacements, portable classroom additions, upgrading restroom fixtures, HVAC, roofing repairs or replacement, fencing and walkways. (Keyes Union Elementary School District 2022).

### **Patterson Joint Unified**

Patterson High School modernized their campus by constructing two-story building for classrooms, a theatre, and a gymnasium.

### **Salida Union School District**

Salida Union School District plans to modernize their school facilities by removing and replacing at least six portable classrooms with permanent facilities.

### **Stanislaus Union School District**

School renovations include health and safety improvements and maintenance needs such electrical upgrades, replacement of heating and air-conditioning systems; Title 24 upgrades; roof replacements; infrastructure improvements of existing classroom and school facilities; and repair or replacement of outdated portable buildings. Other work concerns at the district include repair of dry rot damage, upgrades to parking and driveway areas and installation/upgrades to security systems. There may be updates to Information Technology (IT) infrastructure to improve student access to computers and modern technology. (Stanislaus Union School District 2022).

### **Sylvan Union Elementary**

The Sylvan Union School District is currently seeking bids to install a district-wide security camera system at 15 locations throughout the district.

## Turlock Unified School District

Turlock Junior High School has been undergoing infrastructure updates proposed under two construction phases. Phase I consisted of upgrades to security fencing, parking lot upgrades and in-ground infrastructure. Phase II will focus on classroom renovations (new LED lighting, new flooring, new fire alarm system, new audio-visual systems and new paint), renovating student restrooms and gymnasium lockers and replacing the HVAC system.

## 2 HAZARD IDENTIFICATION AND SUMMARY

The SCOE LPT identified the hazards that affect the SCOE and summarized their frequency of occurrence, spatial extent, potential magnitude, and significance specific to their community (see Table 2-1). There are no hazards that are unique to the SCOE. The purpose of this section is to profile the SCOE hazards and assess the SCOE’s specific vulnerabilities.

The hazards profiled in the County MJHMP Base Plan discuss the overall impacts on the County’s planning area. This information is summarized in the hazard description, geographic extent, magnitude/severity, previous occurrences, and probability of future occurrences sections. The information in the SCOE’s risk assessment summarizes only those hazards that vary from the County’s planning area. The hazard profile information is organized in a similar format here as a way to identify priority hazards for mitigation purposes.

Table 2-1 summarizes the hazards profiled in the County’s planning area and risk assessment to provide a way for the LPT to evaluate which hazards are relevant and priority hazards for the SCOE. Among these hazards, dam incidents hazard is further addressed in this Annex, while flood, landslide and wildfire hazards are further addressed in the Base Plan. Climate change considerations are also addressed in the Base Plan.

**Table 2-1 Office of Education —Hazard Profiles**

Hazard	Geographic Area	Probability of Future Occurrence	Magnitude/Severity (Extent)	Overall Significance	Priority Hazard?
Agriculture Pest and Disease	Extensive	Likely	Negligible	Low	No
Aquatic Invasive Species	Limited	Likely	Negligible	Low	No
Cyber Attack	Significant	Likely	NA	Medium	No
Dam Incidents	Extensive	Unlikely	Catastrophic	High	Yes
Drought	Extensive	Likely	NA	Low	No
Earthquake	Extensive	Occasional	Critical	Medium	Yes
Extreme Heat	Extensive	Highly Likely	Critical	Medium	No
Flood	Significant	Likely	Negligible	Low	Yes
Landslide, Mud/Debris Flow, Rockfall	Significant	Occasional	Negligible	Low	No
Public Health Hazards: Pandemics/Epidemics	Extensive	Occasional	Critical	High	Yes
Severe Weather: Dense Fog	Extensive	Likely	Critical	Medium	No
Severe Weather: Hail, Heavy Rain, Thunderstorms, Lightning	Extensive	Highly Likely	Critical	High	Yes
Severe Weather: High Wind/Tornado	Extensive	Highly Likely	Critical	High	Yes
Wildfire	Limited	Occasional	Negligible	Low	No
<b>Geographic Area</b> Limited: Less than 10% of planning area Significant: 10-50% of planning area Extensive: 50-100% of planning area		<b>Magnitude/Severity (Extent)</b> Catastrophic—More than 50 percent of property severely damaged; shutdown of facilities for more than 30 days; and/or multiple deaths			
<b>Probability of Future Occurrences</b>					

Hazard	Geographic Area	Probability of Future Occurrence	Magnitude/Severity (Extent)	Overall Significance	Priority Hazard?
<p>Highly Likely: Near 100% chance of occurrence in next year or happens every year. Likely: Between 10 and 100% chance of occurrence in next year or has a recurrence interval of 10 years or less. Occasional: Between 1 and 10% chance of occurrence in the next year or has a recurrence interval of 11 to 100 years. Unlikely: Less than 1% chance of occurrence in next 100 years or has a recurrence interval of greater than every 100 years.</p>		<p>Critical—25-50 percent of property severely damaged; shutdown of facilities for at least two weeks; and/or injuries and/or illnesses result in permanent disability Limited—10-25 percent of property severely damaged; shutdown of facilities for more than a week; and/or injuries/illnesses treatable do not result in permanent disability Negligible—Less than 10 percent of property severely damaged, shutdown of facilities and services for less than 24 hours; and/or injuries/illnesses treatable with first aid</p> <p><b>Significance</b> Low: minimal potential impact Medium: moderate potential impact High: widespread potential impact</p>			

## 2.1 Vulnerability Assessment

The intent of this section is to assess the SCOE’s vulnerability that is separate from that of the planning area, which has already been assessed in Section 4 Hazard Identification and Risk Assessment in the Base Plan. This vulnerability assessment analyzes the population, property, and other assets at risk of hazards ranked of medium or high significance that may vary from other parts of the planning area. For the other hazard profiles, the SCOE in coordination with each of the 24 school districts described the specific vulnerabilities in the community by developing problem statements that qualitatively summarize areas of concern associated with the hazards that vary from other parts of the County planning area. These specific vulnerabilities are referred to as “problem statements” in the risk assessment. The problem statements are based on the risk assessment mapping and modeling and where spatial data and maps are not available, they are based on specific input from the SCOE LPT. With this information mitigation actions were then developed to address these specific vulnerabilities relevant to each school district and the SCOE as a whole; this process provides the connection between the problem statement and the mitigation action.

The information to support the hazard identification and risk assessment was based on a combination of County and agency-specific information collected during the 2022-2027 update. A Data Collection Guide and associated worksheets were distributed to each participating municipality or special district to be completed during the update process in 2021. Information collected was analyzed and summarized to identify and rank all the hazards that could impact anywhere within the County, as well as to rank the hazards and identify the related vulnerabilities unique to each jurisdiction.

Each participating jurisdiction was in support of the main hazard summary identified in the Base Plan (see Table 4-2). However, the hazard summary rankings for each jurisdictional annex may vary due to specific hazard risk and vulnerabilities unique to that jurisdiction. The information in this annex helps differentiate the jurisdiction’s risk and vulnerabilities from that of the overall County.

Note: The hazard “Significance” reflects the overall ranking for each hazard and is based on the SCOE’s LPT input from the Data Collection Guide and the risk assessment developed during the planning process (see Section 4 of the Base Plan), and the set of problem statements developed by the SCOE’s LPT. The hazard significance summaries in The SCOE LPT identified the hazards that affect the SCOE and summarized their frequency of occurrence, spatial extent, potential magnitude, and significance specific to their community (see Table 2-1). There are no hazards that are unique to the SCOE. The purpose of this section is to profile the SCOE hazards and assess the SCOE’s specific vulnerabilities.

The hazards profiled in the County MJHMP Base Plan discuss the overall impacts on the County’s planning area. This information is summarized in the hazard description, geographic extent, magnitude/severity, previous occurrences, and probability of future occurrences sections. The information in the SCOE’s risk assessment summarizes only those hazards that vary from the County’s planning

area. The hazard profile information is organized in a similar format here as a way to identify priority hazards for mitigation purposes.

Table 2-1 summarizes the hazards profiled in the County’s planning area and risk assessment to provide a way for the LPT to evaluate which hazards are relevant and priority hazards for the SCOE. Among these hazards, dam incidents hazard is further addressed in this Annex, while flood, landslide and wildfire hazards are further addressed in the Base Plan. Climate change considerations are also addressed in the Base Plan.

Table 2-1 above reflect the hazards that could potentially affect the SCOE (and each school district). The discussion of vulnerability for each of the following hazards is in Section 2.3 Estimating Potential Losses, which includes an overview of the local issues and areas of concern associated with the hazard, a problem statement for the priority hazard, and a quantitative risk assessment, where spatial data is available. Based on this analysis, the priority hazards for the SCOE for mitigation are identified below.

- Dam Incidents
- Earthquake
- Flood
- Severe Weather: Hail, Heavy Rain, Thunderstorms, Lightning
- Severe Weather: High Wind/Tornado
- Public Health Hazards: Pandemics/Epidemics

Cyber Attack, Earthquake, Extreme Temperatures: Extreme Heat and Freeze, and Pandemic/Epidemic hazards are not addressed in this vulnerability assessment as the exposure is similar to the overall County exposure, and the potential for losses are difficult to quantify specifically to the SCOE. Additionally, hazards assigned a significance rating of Low, and which do not differ significantly from the County ranking (e.g., Low vs. High) are not addressed further and are not assessed individually for specific vulnerabilities in this Annex. In the SCOE, those hazards include Agriculture Pests and Disease, Aquatic Invasive Species, Drought, Landslide (Mud/Debris Flow, Rockfall), and Wildfire. The exception is that landslide and wildfire hazards are mapped for public awareness and planning purposes. Based on the mapping and analysis for landslide, and wildfire hazards, the SCOE has limited vulnerability to these three hazards.

## 2.2 Assets

This section considers the SCOE’s facilities assets at risk, including values at risk, critical facilities and infrastructure, such as school facilities, and administrative and economic assets owned by the SCOE.

### 2.2.1 Property Exposure

The following data asset exposure is based on input from Stanislaus County and the SCOE. Table 2-2 shows the exposure of properties/facilities broken down by specific school district. All 166 facilities of the SCOE and school districts would fall under the Safety and Security FEMA Lifeline.

**Table 2-2 Office of Education Property Exposure by School District**

School District Name	Facility Count
Ceres Unified	16
Chatom Union	1
Denair Unified	4
Empire Union	11
Gratton	2
Hart-Ransom Union	4
Hickman Community Charter	1
Hughson Union	5
Keyes Union	2
Knights Ferry Union	1

Modesto City Schools	42
Newman-Crows Landing Unified	5
Oakdale Union	10
Paradise	1
Patterson Joint Unified	8
Riverbank Unified	5
Roberts Ferry Union	3
Salida Union	7
Shiloh	1
Stanislaus Union	5
Sylvan Union	11
Turlock Unified	16
Valley Home Joint Union	1
Waterford Unified	4
<b>Total</b>	<b>166</b>

Source: Stanislaus County, Office of Education, Wood analysis

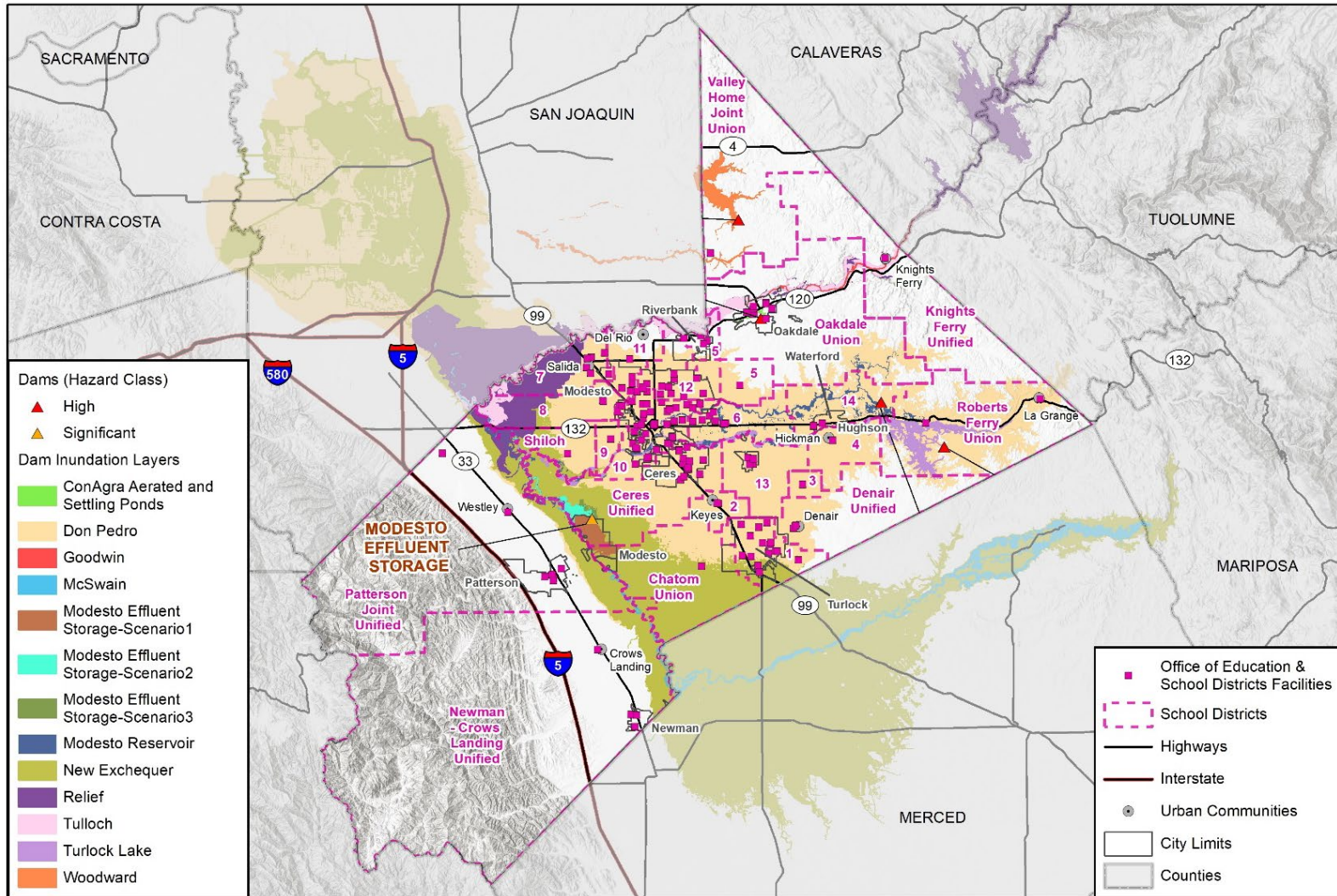
## 2.3 Estimating Potential Losses

### 2.3.1 Dam Incidents

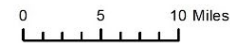
Protection from flood hazards created by dam failures is critical to the safety and well-being of students and staff working at the SCOE and school districts. A dam inundation vulnerability assessment was completed during the 2021 update, following the methodology described in Section 4 of the Base Plan. As the school districts serve the entire County, dam inundation areas from all the high and significant-rated dams are shown in Figure 2-1. Table 2-3 shows the names of the school districts that are labeled with numbers in Figure 2-1. Table 2-4 summarizes the facilities that are exposed to potential dam incident events grouped by school district. A total of 137 school properties/facilities are located within dam inundation areas. Among all the school districts that are potentially exposed to dam incidents, Modesto City Schools District has the highest number of exposed facilities (42), followed by Ceres Unified (16) and Turlock Unified (16).



Figure 2-1 Office of Education & School Districts Potential Dam Inundation Areas



Map compiled 4/2022;  
Intended for planning purposes only.  
Data Source: Stanislaus County,  
Stanislaus County Office of Education  
HIFLD, DWR, Division of Safety of Dams (DSOD)



**Table 2-3 School Districts Labeled with Numbers in Specific Hazard Maps**

# in	School District Name
1	Turlock Unified
2	Keyes Union
3	Gratton
4	Hickman Community Charter
5	Riverbank Unified
6	Empire Unified
7	Salida Union
8	Hart-Ransom Union
9	Paradise
10	Modesto City Schools
11	Stanislaus Union
12	Sylvan Union
13	Hughson Union
14	Waterford Union

**Table 2-4 Summary of Facilities Exposed to Potential Dam Inundation Events by School Districts**

School District Name	# of Facilities/Properties
Ceres Unified	16
Chatom Union	1
Denair Unified	4
Empire Union	11
Gratton	2
Hart-Ransom Union	4
Hickman Community Charter	1
Hughson Union	5
Keyes Union	2
Knights Ferry Union	1
Modesto City Schools	42
Paradise	1
Roberts Ferry Union	3
Salida Union	7
Shiloh	1
Stanislaus Union	5
Sylvan Union	11
Turlock Unified	16
Waterford Unified	4
<b>Total</b>	<b>137</b>

Source: California DSOD, National Inventory of Dams, Stanislaus County, Office of Education

### 2.3.2 Earthquake

There are several faults known to exist within Stanislaus County. Major faults of concern are located in the western part of the County and consist of the Ortigalita Fault Zone, the Great Valley Thrust Fault System, and the San Joaquin Thrust Fault System. The Ortigalita Fault extends into Stanislaus County approximately 7 miles and is designated as an Alquist-Priolo Earthquake Fault Zone. This fault has not been active in historic times; however, there is no guarantee that it will never become active again. The nearest faults of major significance are the San Andreas to the west of Stanislaus County, a distance of

approximately 25 miles from the County line; the Hayward and Calaveras faults to the northwest; the White Wolf, Garlock, and Sierra Nevada faults to the south; and the Bear Mountain Fault Zone about 5 miles east of and parallel to the eastern border of Merced County. These faults have been and will continue to be the principal source of seismic activity affecting the County of Stanislaus.

There have been no records of major seismic activity originating in the County, with most epicenters in the County being below a magnitude 4.0. However, the County has been impacted by earthquakes originating elsewhere. There is documented evidence of seven earthquakes that shook the area, those of 1872, 1906, 1952, 1966, 1984, and 1989, and more recently in 2021 when residents felt the 6.0 magnitude earthquake centered in the Little Antelope Valley along the California/Nevada border (Gerike 2021). Minor damage has been recorded throughout the County from earthquakes with epicenters in surrounding areas, though major damage occurred from the 1906 Los Banos earthquake.

Earthquakes can occur at any time of the day or night and any time of the year. Earthquakes are particularly dangerous due to their rapid onset, generally without warning. Aftershocks can occur for days, weeks, and even months following a major earthquake. This additional damage to structures already weakened by the main earthquake increases the danger to rescue and recovery personnel. There have been no total school collapses in the past. Also, the school districts have not experienced or reported school collapse or damages to school facilities during past earthquake events. Additionally, as a less urban County, the SCOE LPT stated that most of the school facilities are single-story buildings, which may decrease the vulnerability of total school collapse and damage during an earthquake event.

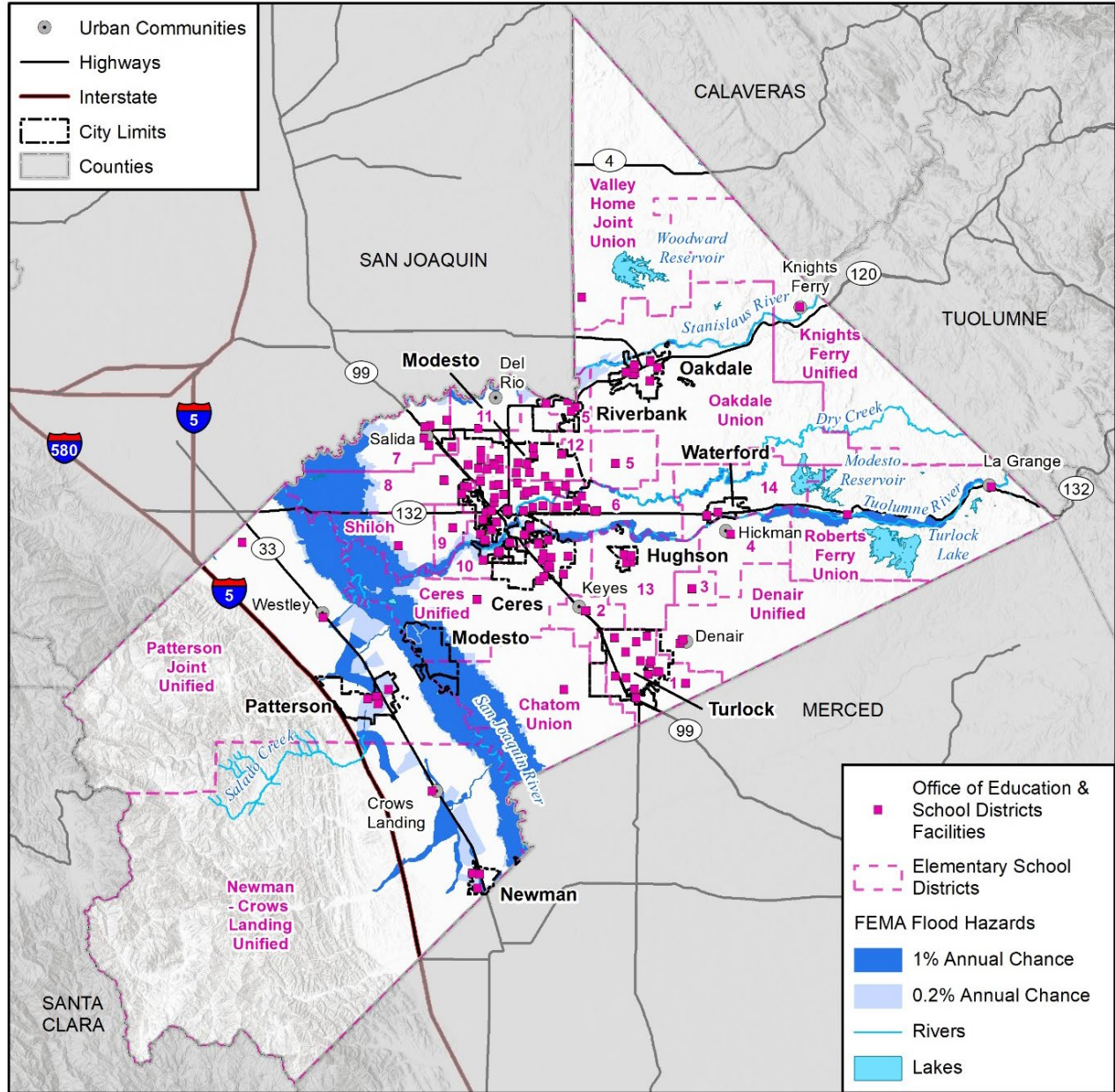
### 2.3.3 Flood

Figure 2-2 shows SCOE's facilities in relation to FEMA 1% and 0.2% annual chance floodplains. Figure 2-3 shows school district facilities in relation to DWR Awareness 100-year and USACE Comprehensive Study 200-year floodplains. Table 2-3 shows the names of the school districts that are labeled with numbers in Figure 2-2 and Figure 2-3.

A flood vulnerability assessment was completed during the 2021 update, following the methodology described in Section 4 of the Base Plan. None of the school district facilities are located in FEMA 1% annual chance floodplains. Table 2-5 shows the number of school facilities that are in FEMA 0.2% annual chance floodplains.



Figure 2-2 Stanislaus County School Districts & FEMA Flood Hazards



**wood.** Map compiled 4/2022;  
intended for planning purposes only.  
Data Source: Stanislaus County,  
Stanislaus County Office of Education,  
HIFLD, DWR, FEMA NFHL 8/24/2021

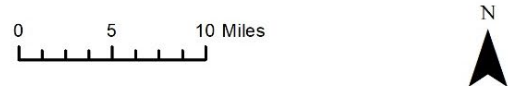
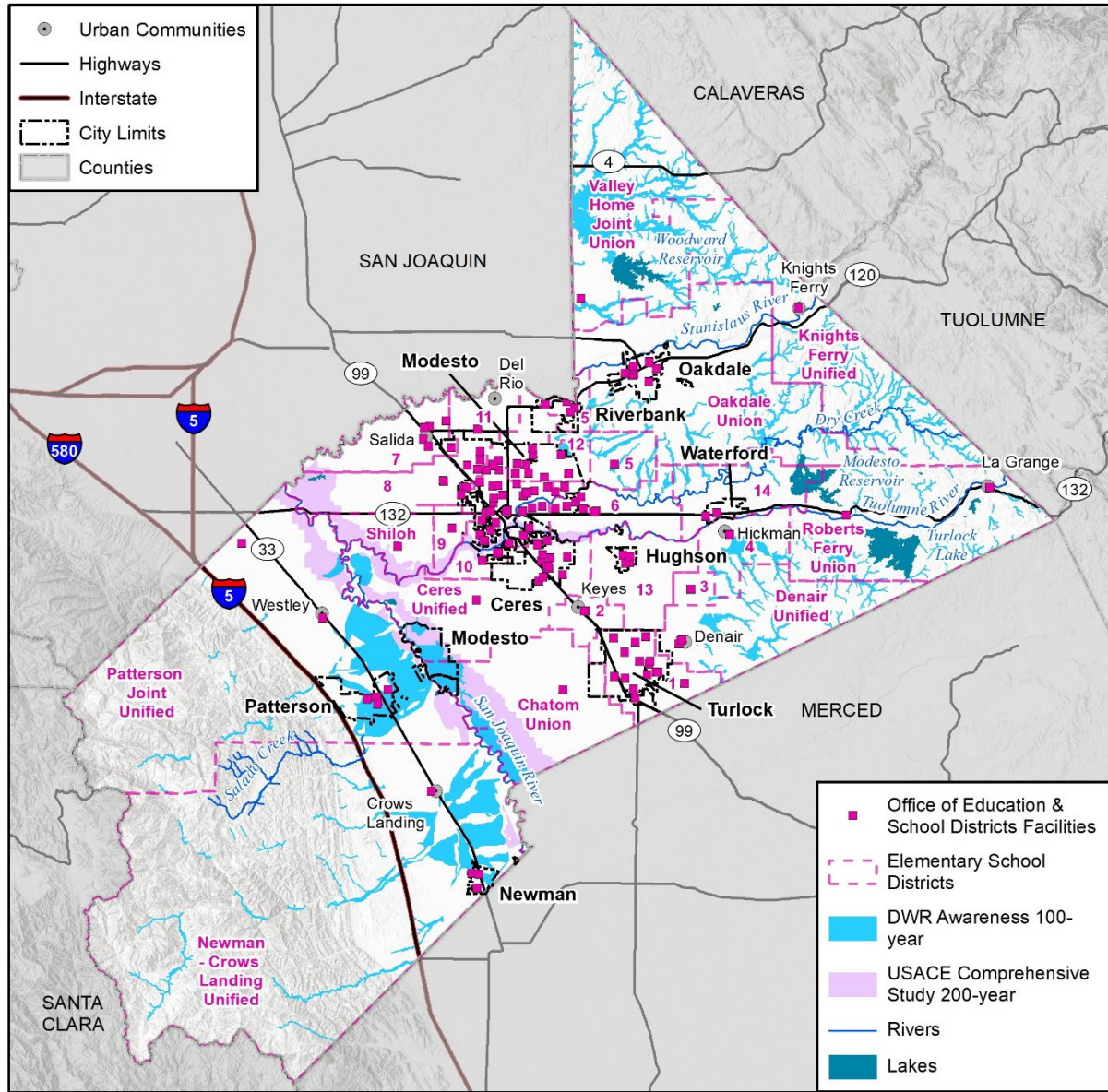


Figure 2-3 Stanislaus County School Districts DWR & Comprehensive Flood Hazards



Map compiled 4/2022;  
intended for planning purposes only.  
Data Source: Stanislaus County,  
Stanislaus County Office of Education  
DWR, HIFLD, USACE

Table 2-5 Facilities Exposed to FEMA 0.2% Annual Chance Flood Hazard by School Districts

School District Name	# of Facilities/Properties
Modesto City Schools	3
Patterson Joint Unified	6
<b>Total</b>	<b>9</b>

Source: California DSOD, National Inventory of Dams, Stanislaus County, Office of Education

Based on the analysis, out of the 166 SCOE school district facilities, nine are in FEMA 0.2% annual chance floodplains. Therefore, flood hazard is rated low for the SCOE and included in this analysis for public awareness and planning purposes only.



### 2.3.4 Landslide

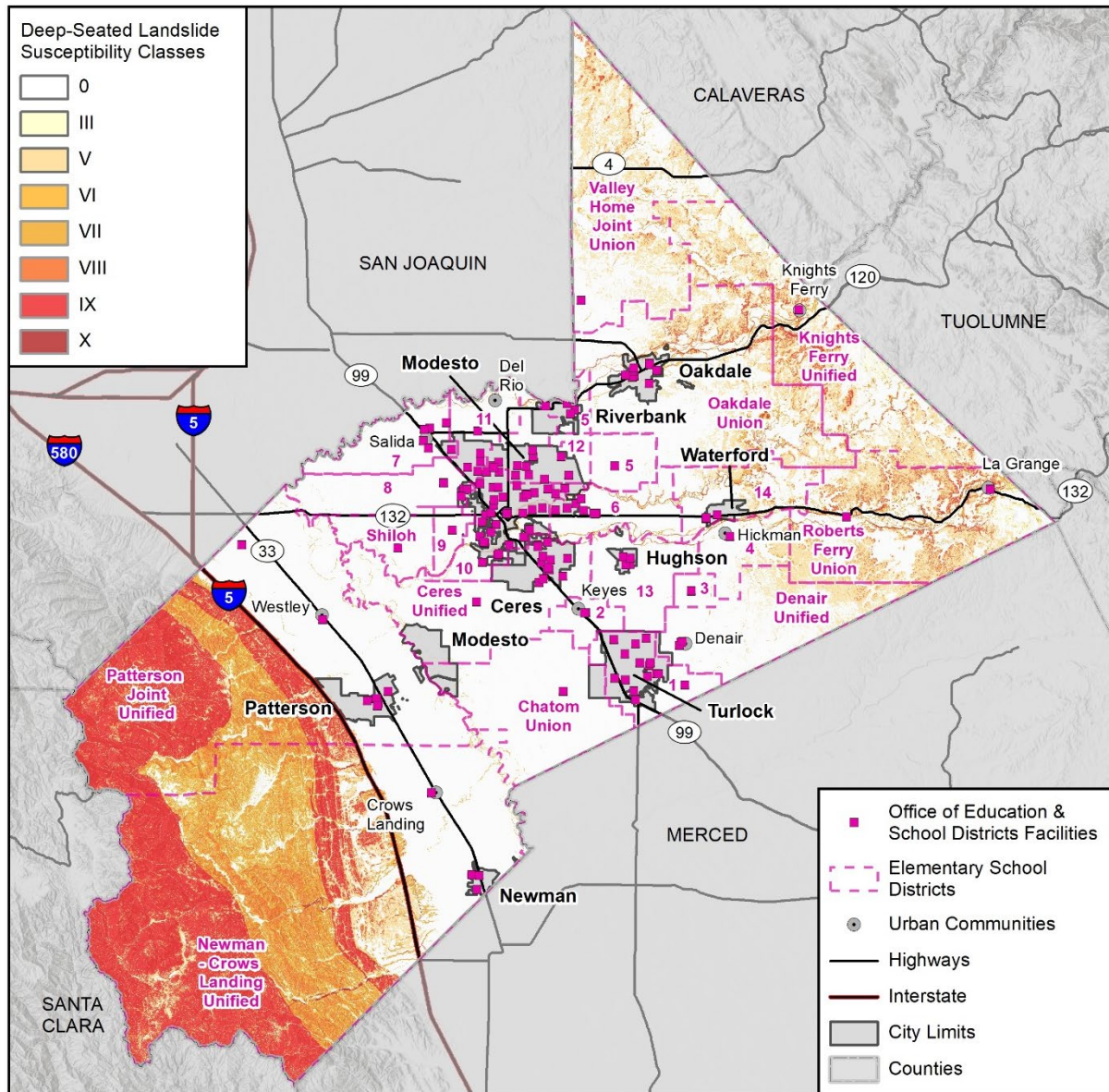
A deep-seated landslide hazard vulnerability assessment was completed during the 2021 update, following the methodology described in Section 4 of the Base Plan. Figure 2-4 shows SCOE's facilities' overall susceptibility to deep-seated landslide hazards. Table 2-6 shows the details of the school facilities that are exposed to deep-seated landslide hazards by landslide class, facility name and school district.

**Table 2-6 School District Facilities Exposed to Deep-Seated Landslide Hazard**

Landslide Class	# of Facilities/Properties	Facility Name	School District
5	1	Knights Ferry School	Knights Ferry Union
7	1	Golden Lakes Charter School at La Grange	Roberts Ferry Union
<b>Total</b>	<b>2</b>	-	-

Based on the analysis, out of the 166 SCOE school district facilities, two are susceptible to deep-seated landslide hazards. Therefore, landslide hazard is rated low for the SCOE and included in this analysis for public awareness and planning purposes only.

**Figure 2-4 Stanislaus County School Districts Deep-Seated Landslide Susceptibility**



Map compiled 4/2022;  
intended for planning purposes only.  
Data Source: Stanislaus County, HIFLD  
Stanislaus County Office of Education  
Department of Conservation, California Geological Survey

0 5 10 Miles



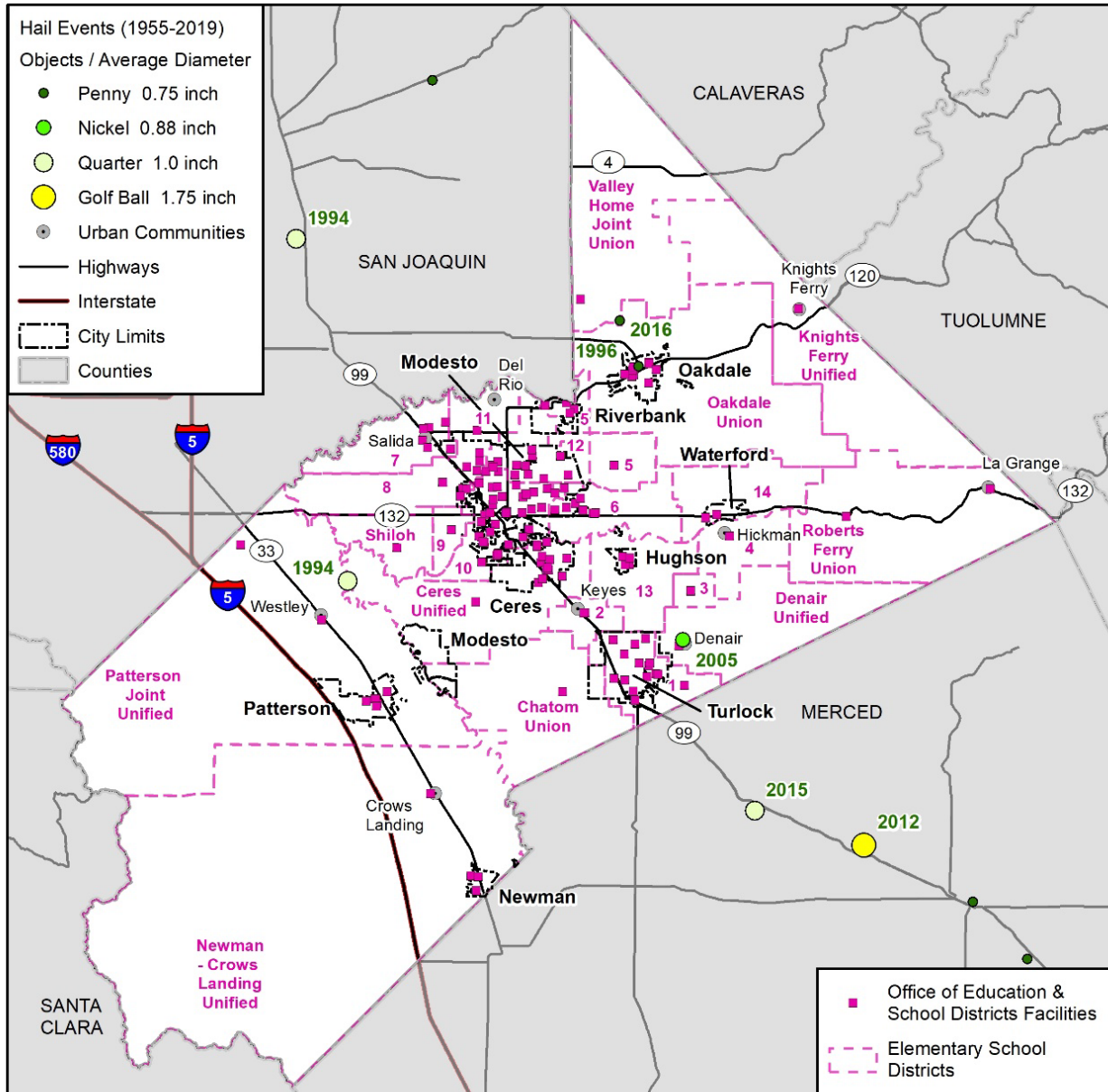
### 2.3.5 Severe Weather: Hail, Heavy Rain, Thunderstorms, Lightning

Heavy rain is generally expansive in size. The entire County and all 24 school districts are susceptible to the effects of heavy rain and thunderstorms. Hail and lightning events are also common the County, meaning that these events can impact faculty and students of all the school districts any month of the year. According to analysis based on National Centers for Environmental Information (NCEI) data, there is a 73.6% chance that a major hail, heavy rain, or lightning event will happen in any given year, which would impact all the school districts.

Exposure is the greatest danger to people from heavy rain events. Students and personnel can be caught in rising waters and need to be rescued. School facilities located at higher elevations in the eastern portions of the County (Knights Ferry Unified and Roberts Ferry Union districts, etc.) with large stands of trees or power lines may be more susceptible to power outages, while school facilities in low-lying areas

are at risk for possible flooding. Details on the hazard profile and vulnerability assessment can be found in Section 4 of the Base Plan. Figure 2-5 shows the location of past hail events in Stanislaus County with the school districts.

**Figure 2-5 Stanislaus County School Districts & Hail Events (1955 – 2019)**



Map compiled 5/2022;  
intended for planning purposes only.  
Data Source: Stanislaus County,  
Stanislaus County Office of Education  
HIFLD, NOAA National Weather Service SVRGIS 2019

0 5 10 Miles



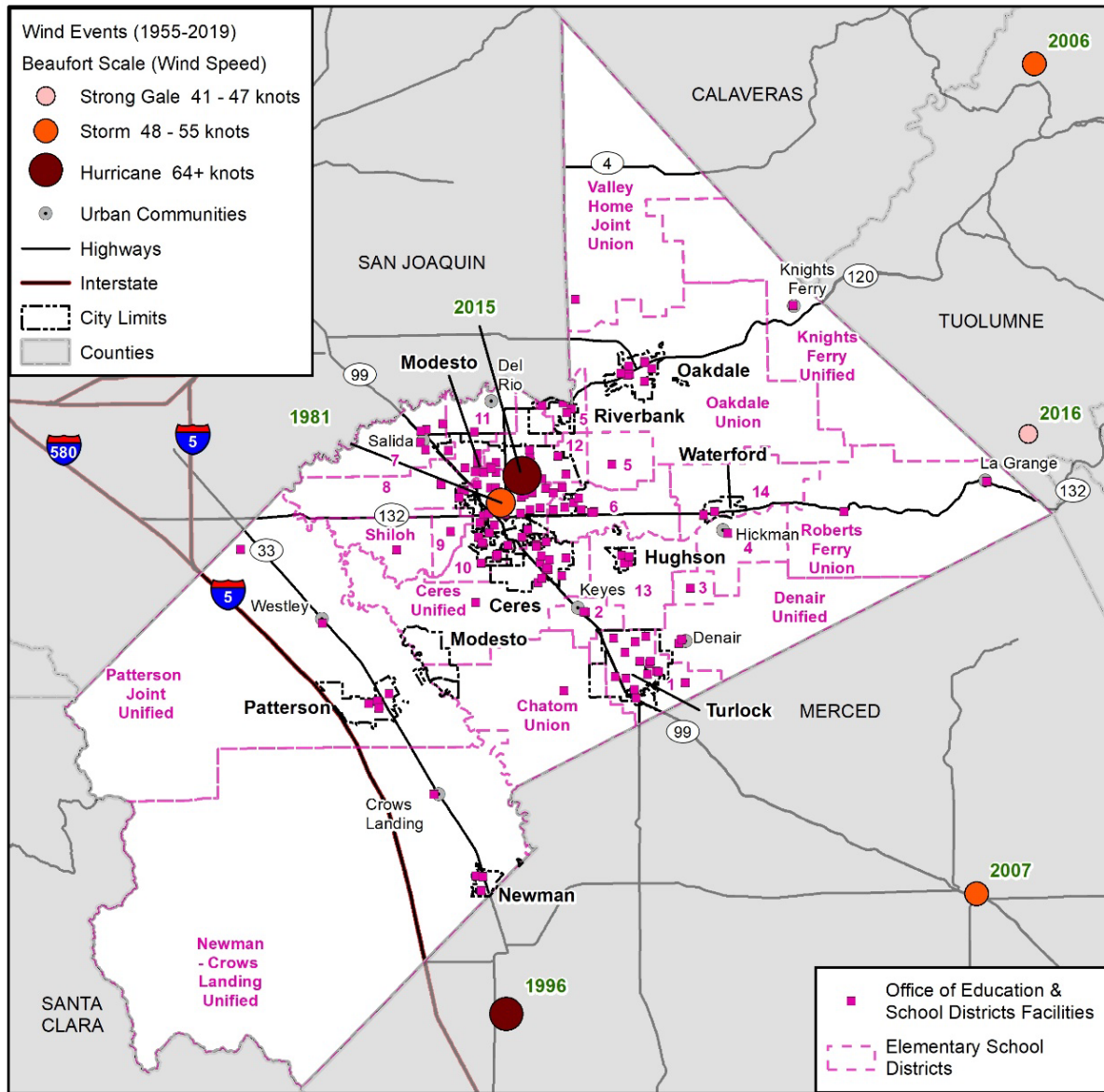
### 2.3.6 Severe Weather: High Wind/Tornado

Wind and tornadoes have the potential to happen anywhere in the County, imposing potential danger on all school districts. According to the Base Plan, the resulting damage from wind and tornado events may be most severe in the downtown areas of incorporated communities where there are more large trees, infrastructure, and higher density development (Modesto City Schools, Empire Unified, ect.).



High winds and tornadoes can cause damage to property and loss of life. While most tornado damage is caused by violent winds, most injuries and deaths result from flying debris. Property damage can include damage to buildings. Fallen trees and power lines as well as broken gas lines can trigger fire hazards. Broken sewer and water mains, as well as downed power lines can result in power shutoff and loss of utilities. Details on the hazard profiles and vulnerability assessment can be found in Section 4 of the Base Plan. Figure 2-6 and Figure 2-7 show the location of past high wind and tornado events in Stanislaus County with the school districts respectively.

**Figure 2-6 Stanislaus County School Districts & High Wind Events (1955 – 2019)**

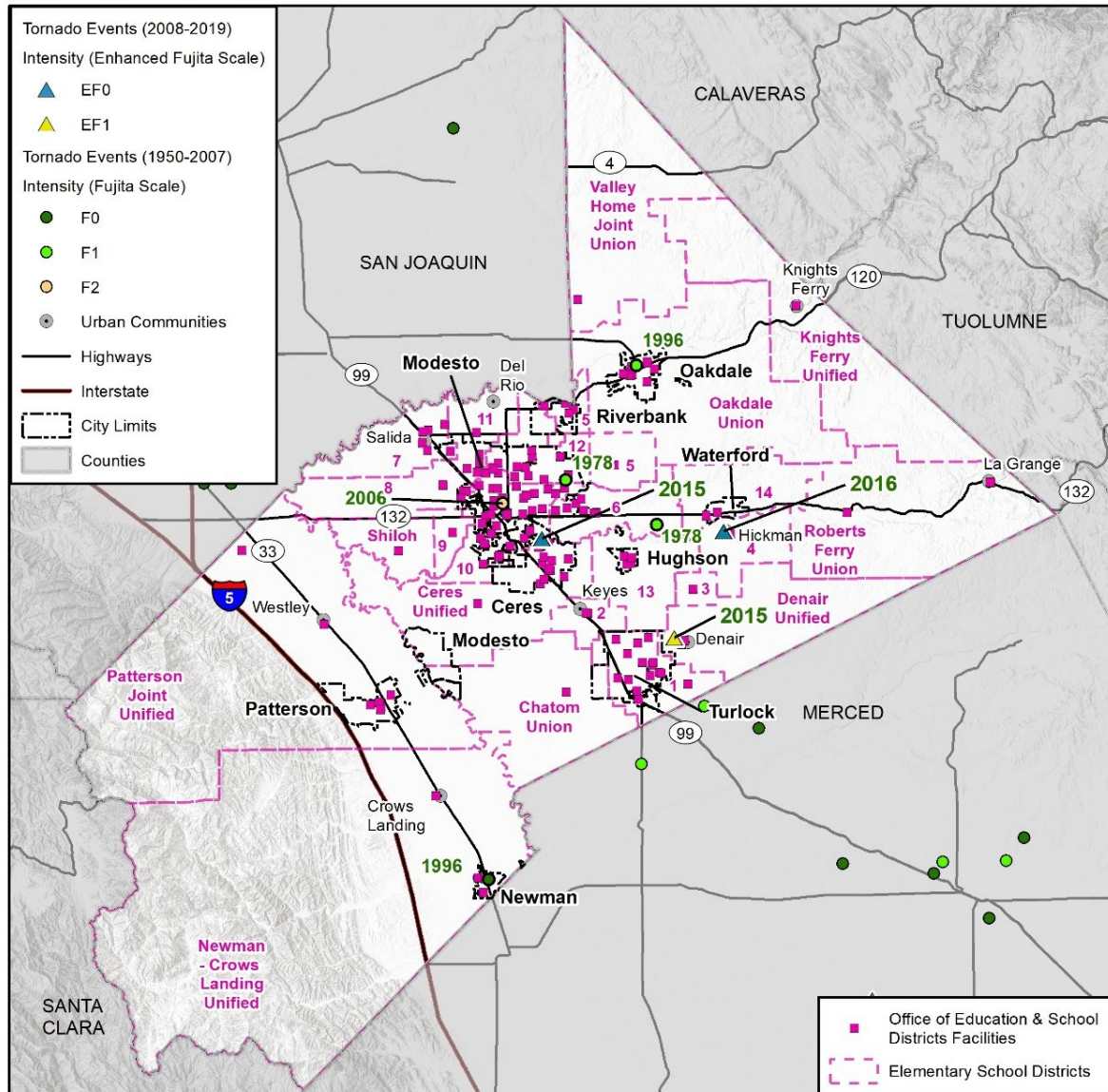


**wood.** Map compiled 5/2022;  
intended for planning purposes only.  
Data Source: Stanislaus County,  
Stanislaus County Office of Education  
HIFLD, NOAA National Weather Service SVRGIS 2019

0 5 10 Miles



Figure 2-7 Stanislaus County School Districts & Tornado Events (1950 – 2019)



wood. Map compiled 5/2022;  
intended for planning purposes only.  
Data Source: Stanislaus County,  
Stanislaus County Office of Education  
HIFLD, NOAA National Weather Service SVRGIS 2019

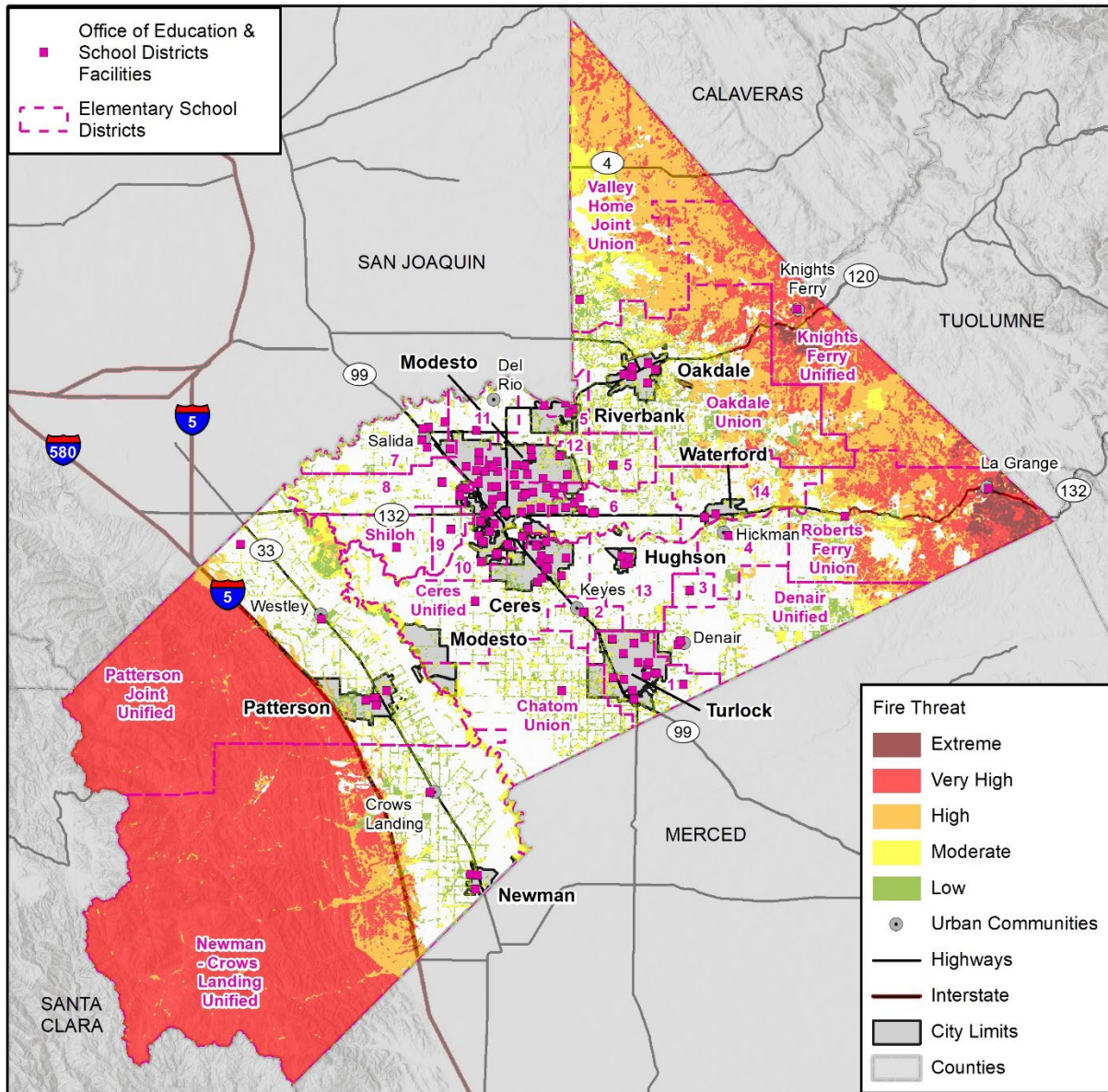


### 2.3.7 Wildfire

A wildfire hazard vulnerability assessment was completed during the 2021 update, following the methodology described in Section 4 of the Base Plan. Figure 2-8 shows SCOE’s facilities’ overall susceptibility to wildfire hazards. Table 2-3 shows the names of the school districts that are labeled with numbers in Figure 2-8. Based on the analysis, out of the 166 school district facilities, only one is in a high wildfire hazard area, which is the Knights Ferry School in Knights Ferry Union. None of the other facilities are in extreme, very high or moderate wildfire threat areas. Therefore, wildfire hazard is rated low for the SCOE and included in this analysis for public awareness and planning purposes only.



Figure 2-8 Stanislaus County School Districts & Wildfire Threat Areas



Map compiled 4/2022;  
intended for planning purposes only.  
Data Source: Stanislaus County,  
Stanislaus County Office of Education  
CALFIRE, FRAP, HIFLD



### 3 CAPABILITY ASSESSMENT

Emergency management and mitigation planning in schools is critical. During an emergency or disaster, schools cannot close and send everyone home. The public school system is accountable for the safety and welfare of students in their care. Schools are obligated to shelter, feed, and otherwise care for students until each minor student is reunited with a custodial adult. Further, emergencies and natural disasters often affect children differently than adults, and young children are considered vulnerable populations. They also have unique needs that put them at greater risk during a disaster. Faculty and staff can help younger students stay safe in emergencies by becoming familiar with the physical, developmental and emotional characteristics that make them vulnerable in an emergency or disaster.

Successful emergency management, mitigation planning, and building adaptive capacity in schools can save lives and reduce injuries, as well as protecting critical school facilities and infrastructure.

Capabilities are the programs and policies currently in use to reduce hazard impacts or that could be used to implement hazard mitigation activities. This capabilities assessment is divided into five sections: regulatory mitigation capabilities, administrative and technical mitigation capabilities, fiscal mitigation capabilities, mitigation outreach and partnerships, and other mitigation efforts. To develop this capability assessment, the jurisdictional planning representatives reviewed a matrix of common mitigation activities to inventory which of these policies or programs and shared any updates or changes through the Data Collection Guide. The team then supplemented this inventory by reviewing additional existing policies, regulations, plans, and programs to determine if they contribute to reducing hazard-related losses.

During the plan update process, this inventory was reviewed by the jurisdictional planning representatives and Wood consultant team staff to update information where applicable and note ways in which these capabilities have improved or expanded. Additionally, in summarizing current capabilities and identifying gaps, the jurisdictional planning representatives also considered their ability to expand or improve upon existing policies and programs as potential new mitigation strategies. The SCOE’s capabilities are summarized below.

### 3.1 Regulatory Capability

The regulatory and planning capabilities table lists planning and land management tools typically used by local jurisdictions to implement hazard mitigation activities. The table below indicates those that are in place in the SCOE. Given the SCOE and the participating school districts do not have land-use control, only applicable mitigation capabilities are summarized.

**Table 3-1 SCOE —Regulatory and Planning Capabilities**

Regulatory Tool (Ordinances, codes, plans)	Yes/No	Comments
General Plan	Yes	The SCOE and most participating school districts have a Strategic Plan (or Strategic Goals) / Local Control Accountability Plan.
Zoning ordinance	Yes	School development must comply with the local zoning ordinance.
Subdivision ordinance	NA	School development must comply with the local subdivision ordinance.
Growth management ordinance	NA	
Floodplain ordinance	NA	School development must comply with the local floodplain ordinance. This compliance also follows the guidance set forth by the DSA.
Other special purpose ordinance (stormwater, steep slope, wildfire)	Yes	<p>California Education Code Sections 32280–32289.5</p> <p>Comprehensive School Safety Plans (CSSP): California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district.</p> <p>The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, and other safety aspects.</p> <p>California EPA State Water Resources Control Board –</p>

		<p>Storm Water Program: School construction activity resulting in a land disturbance of one acre or more, or less than one acre but part of a larger common plan of development or sale must obtain coverage under the Construction Activities Storm Water General Permit (General Permit). General Permit coverage is obtained through the State Water Board. General Permit requirements are enforced by the Regional Water Quality Control Board where the project is located.</p> <p>Schools may also be subject to post-construction stormwater requirements. Municipal stormwater permits contain specific requirements for post-construction stormwater quantity and quality controls.</p>
Building code	Yes	New school construction and modernization projects must comply with the most recent California Building Code (CBC) requirements. New construction must also be submitted to and approved by the Division of the State Architect (DSA) for review.
Fire department ISO rating	NA	
Erosion or sediment control program	No	SCOE adheres to DSA requirements.
Stormwater management program	Yes	School development must comply with the local stormwater management programs, if applicable.
Site plan review requirements	Yes	School development must comply with the site plan review requirements and procedures.
Capital improvements plan	Yes	<p>Some school districts have formal plans for facility assessment and implementation (Denair Unified Facilities Assessment and Implementation Plan 2021, Modesto City Schools Facilities Master Plan 2020)</p> <p>Various schools had modernization projects over the years (Chatom in 2004, Hart-Ransom Union in 2011, etc.)</p> <p>In June 2021, Oakdale School District approved \$275 million in school improvements.</p> <p>Stanislaus Union School District is currently has Facilities Improvement projects pending from a recent bond.</p> <p>SCOE recently (2019 &amp; 2022) completed two modernization projects for buildings over 50,000 sqft.</p>
Economic development plan	NA	
Local emergency operations plan	No	School districts are required to prepare Comprehensive School Safety Plans, which address campus risks and prepare for emergencies.
Other special plans	No	
Flood insurance study or other engineering study for streams	NA	the County's FIS was revised on August 24, 2021
Elevation certificates (for floodplain development)	NA	
Other		

### SCOE Mission Statement

The SCOE, through effective leadership, coordinated services, staff development, and partnerships among family, school and community, will support public education in preparing diverse students to become productive citizens and lifelong learners. SCOE believes that ethical behavior is key to success and SCOE will behave with integrity, honesty, humility and courage.

SCOE believes that customers, including families, school district personnel, community partners, and SCOE employees are part of SCOE's team. SCOE will maintain an environment in which to share ideas and work cooperatively, while listen to customers' needs as SCOE and the customers collaboratively develop services and solutions. Meanwhile, SCOE believes that quality is essential, while quality is

determined by the customer who uses the programs and services. SCOE will continually improve its programs and services by determining customer needs and responding to customer feedback and suggestions.

It is important to SCOE that decisions are made at the most appropriate organizational level and management will determine the most appropriate level for the resolution of issues. Management's decisions will include input from employees who will be impacted by proposed changes as early in the decision-making process as possible. In addition, everyone plays an integral part in SCOE as everything an employee does affects SCOE. Members of SCOE will behave as ambassadors of SCOE and respect every person and role within the organization.

Moreover, SCOE will focus on processes and systems using SCOE policies, protocols, and operating principles to guarantee that challenges are addressed from a systems approach. Also, SCOE will rely on data to inspire trust, seek mutual benefit, and act in the best interest of those SCOE serves. SCOE will gather, analyze, and act on data about SCOE's services, products, and programs, as SCOE manages work by facts.

Furthermore, SCOE believes that employees are most effective when they have as much information as possible about their work and the organization. Therefore, managers will provide employees with sufficient background knowledge to fully understand their role and to accurately represent SCOE's broader mission in the community. Employees are also acknowledged for their contributions to the organization. In addition, SCOE supports employees in their efforts to effectively manage multiple responsibilities at work, at home, and in the community. SCOE realizes that to be effective at work, employees must maintain a healthy balance in their duties to home, work and community.

### **Strategic Plan**

The SCOE's most recent strategic plan includes three major strategies. The first is to provide leadership to the educational community to maximize collaboration, communication, and innovation. The second is to pursue collaborative partnerships with family, school and community to support the preparation of students for the future. The last is to continuously assess the relevance and effectiveness of the programs and services of SCOE to foster continuous improvement.

### **SCOE Organizational Goals (2021-2022)**

The SCOE listed six major organizational goals for the year 2021 – 2022:

- Goal 1: Support the vision and mission of the Stanislaus Cradle to Career Partnership;
- Goal 2: Strengthen and streamline communication by strategically utilizing various media platforms to educate and inform the greater Stanislaus County community;
- Goal 3: Recruit and retain dedicated, talented individuals who will build upon SCOE's community and work culture;
- Goal 4: Promote SCOEs comprehensive wellness program to improve the overall quality of life for students, staff, and their families;
- Goal 5: Continue to support and enhance collaboration with and across SCOE divisions, districts, county offices of education, and service providers; and
- Goal 6: Enhance safety practices and responses to support staff and students.

### **Title 5, California Code of Regulations – Division 1, Chapter 13, Subchapter 1 – School Facilities Construction**

School sites shall not contain an active earthquake fault or fault trace. School sites also should not be located within an area of flood or dam flood inundation unless the cost of mitigating the flood or inundation impact is reasonable. School sites also shall not be located near above-ground water or fuel storage tank or within 1,500 feet of the easement of an above-ground or underground pipeline that can pose a safety hazard as determined by a risk analysis study. Furthermore, school sites should not be subject to moderate to high liquefaction or landslides.



**California Administrative Code – Chapter 4 Administrative Regulations for the Division of the State Architect-Structural Safety (DSA-SS) – Local Buildings – Group 1 Safety of Construction of Public Schools (2019)**

School buildings constructed are expected to resist earthquake forces generated by major earthquakes of the intensity and severity of the strongest experienced in California without catastrophic collapse but may experience some reparable architectural or structural damage. The design and construction of school buildings shall comply with the regulations adopted by the Division of the State Architect/Access Compliance (DSA-AC) and the Office of the California State Fire Marshal.

Plans and specifications for any new school building or the rehabilitation of or addition to any school building, regardless of cost, shall be submitted to DSA for approval. All new construction work that is part of an additional project shall comply with currently effective regulations. Existing school buildings for which a reconstruction, alteration or addition project is proposed shall be evaluated and retrofitted as required to comply with effective regulations applicable to the rehabilitation of structural system.

**Field Act (1933)**

The Field Act, enacted in 1933, holds public schools to higher building code requirements. The design and construction of all new school buildings and modernization of existing school buildings must comply with all requirements of the Field Act. In the event of a seismic occurrence, staff conducts further investigative studies as appropriate, to assess the structural integrity of school buildings and ensure all occupied buildings continue to be structurally sound. If it is determined that a school building may pose a safety risk, the necessary actions will be taken to ensure student safety, including closing the building, and as appropriate, developing a project to either retrofit, replace or demolish the building.

**2021 – 2022 Pandemic Safety Plan for SCOE (2021)**

This Pandemic Safety Plan covers various aspects such as screening at home, physical distancing, masks requirements, vaccinations and student/staff close contact, related to the COVID-19 pandemic and future pandemics.

**SCOE Cal/OSHA ETS COVID-19 Prevention Program - Exposure Prevention, Preparedness, and Response Plan (2019)**

This ETS COVID-19 Prevention Program and Response Plan covers the responsibilities of managers, supervisors and employees, workplace protective measures, engineering controls, SCOE vehicles usage, workplace exposure situations – return to work criteria, and investigating and responding to Covid-19 cases. It also addresses scheduling options in support of personal distancing and social mixing, working remotely when deemed necessary, as well as general training.

**SCOE 2020 Annual Report to the Community (2020)**

This report highlights SCOE’s accomplishments for the 2019-20 school year, such as SCOE’s endeavors to focus on children under *stress*, provide childcare for essential workers, and support educators and student success. The report contains the best available stats and demographic data available at that time.

**3.2 Administrative and Technical Capability**

The table below identifies SCOE personnel with responsibilities for activities related to mitigation and loss prevention in the SCOE. Many positions are full-time and/or filled by the same person. A summary of technical resources follows.

**Table 3-2 SCOE —Personnel Capabilities**

Personnel Resources	Yes/No	Department/Position	Comments
Planner/engineer with knowledge of land development/land management practices	Yes		

Personnel Resources	Yes/No	Department/Position	Comments
Engineer/professional trained in construction practices related to buildings and/or infrastructure	Yes	Operations and Support Services	The Operations and Support Services Department has multiple positions experienced in building and site development construction
Planner/engineer/scientist with an understanding of natural hazards	Yes		
Personnel skilled in GIS	Yes	The SCOE relies on the County's GIS and IT Manager resources.	
Full time building official	Yes	Operations and Support Services	The Operations and Support Services Department consists of four departments: Facilities Services, Security/Risk Management, Building Maintenance, and Custodial and Grounds.
Floodplain manager	Yes	Operations and Support Services	
Emergency manager	No	City Administrator's Office; County Emergency Services Manager	
Grant writer	Yes	Administration	
Other personnel	Yes	Multiple agencies and departments with support personnel expanding capabilities for mitigation	
GIS Data Resources (Hazard areas, critical facilities, land use, building footprints, etc.)	No		
Warning Systems/Services (Reverse 9-11, cable override, outdoor warning signals)	Yes		
Other	Yes	Communications, Administration	Personnel trained to release information quickly across multiple platforms and media avenues.

### Superintendent Office

Scott Kuykendall was elected Stanislaus County Superintendent of Schools in November 2018 and sworn into office in 2019. As Superintendent, he oversees the SCOE with a staff of 1,100 and a budget of over \$261 million. SCOE provides direct instructional programs and supports services to the 25 school districts in Stanislaus County. This includes 188 schools and over 110,000 students. The Superintendent Office provides regional programs and services in a seven-county area.

### Administrative Services

This division is made up of several departments that provide a wide range of operational support services to the SCOE staff, students, and school districts. Support services include programs such as American Heritage Program and Employees Making a Difference Program, as well as college and career planning.

### Business Services

The Business Services Division provides a wide variety of support to both internal and external clients. This support takes the form of providing services for payroll, accounting, auditing, budgeting, facilities, purchasing, retirement and tax reporting, security, as well as oversight responsibilities. The division

maintains rigorous processes and procedures to ensure that taxpayer dollars are handled with the utmost care. The division works collaboratively with school districts to ensure that every school district maintains financial solvency.

### **Communications Department**

The Communications Department provides a wide variety of communications and public relations services to support SCOE staff, programs and county school districts. Services include media relations, crisis communications, and web and social media support.

### **Operations and Support Services**

The Operations and Support Services Department has 34 employees within four departments; Facilities Services, Safety/Risk Management, Building Maintenance, and Custodial & Grounds which provides services to all of SCOE's departments in the area of facilities, maintenance, risk management, pool vehicles, custodial, grounds, and security. The Department also provides support to school districts in the areas of facilities planning and construction.

### **Child and Family Services**

The fundamental work of the Child & Family Services Division is distinct and focuses on the period of life where the foundation for future success is built; ages zero to five for younger children. It's the time when the brain grows the most, where support and early intervention makes a huge difference for children and their families. Child and Family Services gives children a head start in school, work, and life by educating children, supporting parents, and developing the professionals who work with them.

### **Education Options Division**

Educational Options Division provides an opportunity for students to succeed in an educational environment that focuses on the individual and his/her responsibility to make wise choices. The Division holds the belief that all students can succeed and that each student is capable of making wise choices that will help them achieve their short-term and/or long-term goals. The division runs various schools, programs and services such as Stanislaus Military Academy and Petersen Alternative Center for Education.

### **Prevention Programs**

The mission of the SCOE's Prevention Programs Department is to provide comprehensive, quality programs and resources to school districts in Stanislaus and surrounding counties. Prevention programs enhance the lives of students and the impact extends far beyond the classroom. The Department oversees after-school programs, Healthy Start, school readiness and emergency management services, school and community violence prevention programs, service-learning and civic engagement opportunities, tobacco prevention, and even a youth leadership group. Prevention Programs is a leader statewide in providing the information and resources youth need to make healthy lifestyle choices.

In particular, the Prevention Programs Department runs student support services including Foster Youth Services and Homeless Education. Foster Youth Services Coordinating Program (FYSCP) provides support services to foster children who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. Besides, in 1987, President Reagan signed the McKinney-Vento Act into law, which is a federal mandate created to ensure students experiencing homelessness have the right to an equal and fair education. The SCOE supports the McKinney-Vento Act by assisting school districts, families, and community agencies.

### **Human Resources Division**

The services provided by the Human Resources Division include the recruitment and selection of employees, classification and salary placement, internal payroll functions, employee benefits, leave accounting tracking, negotiating, implementing and administering collective bargaining agreements, personnel policy implementation, safety and risk management services, substitute services, record maintenance, and employee service awards.

## Safety Services

The Safety Services is committed to providing high-quality services and safety. Their mission is to promote safety as a value by providing quality training, recognition, and effective communication that creates a safe and healthy environment for all. The Safety Services is dedicated to maintaining a high standard of service by promoting a safe learning and working environment.

## Instructional Support Services

Instructional Support Services provides county-wide school and district support in a multitude of areas and disciplines. This Department works with local and regional partners to build the capacity of educators and school leaders to close the achievement gap and help every student become college and career ready. Additionally, ISS provides a full range of credentialing services including teacher and administrator induction programs. ISS also provides leadership development and California State Standards support for teachers, administrators and districts. This Department strives to address both the academic and social-emotional development of all students from PK through grade 12.

## Special Education

SCOE's Special Education provides direct and indirect support services for students with special needs and their families throughout the county, in school settings, or at home. Specialized services are provided to students from birth to age 22, supporting district programs, operating SCOE programs on district campuses and at two schools on Stonum Road in Modesto (off Hatch Road in Ceres), Margaret L. Annear and John F. Kennedy Schools. Staff work closely with students to help them reach their individual goals and to provide the opportunity for each student to achieve their full potential.

## Technology and Learning Resources Division

This Division is dedicated to facilitating technology training, database and server management, and specialized program support.

### 3.3 Fiscal Capability

The following table identifies financial tools or resources that the City could potentially use to help fund mitigation activities. There are currently no specific funding sources for hazard mitigation.

**Table 3-3 SCOE —Available Financial Tools and Resources**

Financial Resources	Accessible/ Eligible to Use	Has This Been Used for Mitigation in the Past?	Comments
Community Development Block Grants	Yes	No	
Capital improvements project funding	Yes	No	
Authority to levy taxes for specific purposes	Yes	No	Must be approved by voters
Fees for water, sewer, gas, or electric services, new development	Yes	No	
Incur debt through general obligation bonds	Yes	No	
Incur debt through special tax bonds	Yes	No	Requires approval by two-thirds of voters
Incur debt through private activities	Yes	No	Do not have any in place
Federal Grant Programs (Hazard Mitigation Grant Program)	Yes	No	Various Departments



### 3.4 Outreach and Partnerships

The SCOE partners with the Stanislaus County Office of Emergency Services (OES) Division. The Stanislaus County OES is responsible for the day-to-day administration of Stanislaus County's disaster preparedness, mitigation, response and recovery programs. OES develops and maintains the Stanislaus County Emergency Operations Plan and its associated annexes. OES also coordinates training, planning and exercises for first responders throughout the Stanislaus Operational Area.

According to Stanislaus County OES' 2021 – Emergency Management Strategic Plan, OES listed “increased number of outreach engagements (i.e., meetings, events) as an action item to achieve one of its strategic goals, which is to build a culture of preparedness. The Stanislaus County OES will work with community partners to develop agreements for mutual aid, facilitate discussion with partners regarding preparedness planning, conduct outreach activities to engage residents, and attend emergency management trainings and conferences to stay up to date with the most current practices for disaster preparedness. The SCOE also works in coordination with the County on the implementation of the Stanislaus County MJHMP.

Moreover, the Stanislaus County OES protects the public's safety by developing and maintaining general and specific preparedness programs for the County and its nine cities. The OES educates and informs the public in the areas of emergency preparedness and fire prevention.

During the 2021-2022 planning process the following outreach efforts were identified that the SCOE could support related to hazard mitigation:

- Communications Department – utilizing its existing services including media relations, crisis communications, community engagement & outreach, strategic and communications and planning.
- Alert Center (Emergency Alerts and Notifications)
- Weekly District Digital Newsletters
- Other social media resources

Education and outreach efforts, as well as emergency response planning, will need to address the needs of low-income residents and the large Spanish-speaking population. Weekly District digital outreach and communications may already be circulated in Spanish.

### 3.5 Other Mitigation Efforts

SCOE has prepared and implemented several pandemic strategies in response to the COVID-19 pandemic, including facilitating the distribution of tens of thousands of units of PPE equipment and testing kits to all public and private schools in the County. SCOE replaced the emergency generator supporting the County's school district mainframe server at its headquarters and acquired a new mobile, large-scale generator, both in 2022. SCOE has also implemented minor mitigation practices such as standardizing all surge protectors to avoid potential urban fire disasters and

### 3.6 Opportunities for Enhancement

Based on the capability assessment, the SCOE has existing regulatory, administrative/technical, fiscal mechanisms in place that help to mitigate hazards. In addition to these existing capabilities, there are opportunities for the SCOE to expand or improve on these policies and programs to further protect the community. These are organized below by regulatory, administrative/technical, fiscal, and outreach opportunities.

#### Regulatory Opportunities

Future opportunities for regulatory enhancement should focus on pursuing grants and funding from federal and state sources. State sources include the California School Facilities Program, Seismic Mitigation Program and California Disaster Assistance Act (CDAA). Federal sources include various FEMA-supported programs such as Public Assistance (PA) Grant Program, Fire Management Assistance (FMA) Grant Program, Hazard Mitigation Grant Program (HMGP), Building Resilient Infrastructure and Communities (BRIC), Flood Mitigation Assistance (FMA) Grant Program, Emergency Operations Center Grant Program, Homeland Security Grant Program and Interoperable Emergency Communications Grant Program, as well as other sources such as the Community Development Block Grants (CDBGs).

### **Administrative/Technical Opportunities**

Other future enhancements may include providing hazard training for staff or hazard mitigation grant funding in partnership with Stanislaus County and Cal OES. Existing SCOE staff are aware of the benefits of participating in training and webinars offered by Cal OES Hazard Mitigation Assistance (HMA) Team related to HMGP opportunities, HMGP Sub application Development support, and other funding programs, such as Prepare California Jumpstart. Other opportunities may be related to coordinating and educating key stakeholders in the SCOE. Other stakeholders may be interested in aligning efforts related to hazard mitigation and also supporting HMGP Sub applications and other hazard mitigation training.

### **Fiscal Opportunities**

The SCOE can update other plans, such as their facility assessment and implementation plans to incorporate hazard information and include hazard mitigation actions and climate adaptation strategies that relate to infrastructure systems resiliency associated with the water and wastewater systems. Once projects related to hazard mitigation are approved, the SCOE's planned modernization projects can be shared with the community on the SCOE's webpage. Modernization investments and improvements related to seismic retrofits should all be emphasized in the outreach materials as they are related to hazard mitigation. The SCOE should also apply for HMGP grants to fund implementation costs associated with key modernization projects and related projects in the SCOE's mitigation strategy. These fiscal capabilities may be supported by SCOE or district staff or augmented with consultant staff.

### **Outreach Opportunities**

The SCOE can expand their outreach capabilities related to the implementation of the 2022-2027 Stanislaus County MJHMP and the SCOE Annex. Specific enhancements may include continued public involvement through social media posts and advertisements focused on project successes related to the Annex Mitigation Strategy as well as focused outreach to under-represented and special-interest groups in the SCOE. The SCOE can also develop outreach kits for partner organizations.

## **4 MITIGATION STRATEGY**

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### **4.1 Goals and Objectives**

The Stanislaus County Office of Education adopted the hazard mitigation goals and objectives developed by the HMPC and described in Section 5 Mitigation Strategy of the Base Plan. Like the Mitigation Strategy in the Base Plan, this section outlines the SCOE's roadmap for future hazard mitigation administration and implementation. The purpose of the strategy is to reduce vulnerabilities from key priority hazards outlined in the risk assessment through regulatory tools and projects.

### **4.2 Continued Compliance with the National Flood Insurance Program**

The National Flood Insurance Program (NFIP) does not specifically apply to the SCOE as they do not have land use authority, rather they must comply with local land use and zoning requirements. However, Stanislaus County and its jurisdictions are all in compliance with the NFIP.

### **4.3 Mitigation Actions**

The LPT for the SCOE identified and prioritized the following new mitigation actions based on risk assessments, goals, and objectives. Background information as well as information on how the action will be implemented and administered, such as ideas for implementation, responsible office, partners, potential funding, estimated cost, and timeline also are described. Because the SCOE did not participate in the 2017 LHMP, the LPT did not have existing mitigation actions to review and did not provide status updates on past hazard mitigation planning efforts.

The mitigation strategy includes only those actions and projects which reflect the actual priorities and capacity of the SCOE to implement over the next five years covered by this plan. It should further be noted, that although the SCOE may not have specific projects identified for each significant (medium or

high) hazard for the five-year coverage of this planning process, the SCOE has focused on identifying those projects which are realistic and reasonable for them to implement. Should future projects be identified for significant hazards where the SCOE has the capacity to implement, the SCOE would add those projects to their Annex. The SCOE also recognizes that other mitigation actions proposed in the County's mitigation strategy will cover the significant hazards in the SCOE that are not currently linked to a mitigation action.

**Table 4-1 Stanislaus County Office of Education Mitigation Action Plan**

ID	Goal(s) and Lifelines	Hazard(s) Mitigated	Description/Background/ Benefits	Lead Agency and Partners	Cost Estimate and Potential Funding	Priority	Timeline	Status/Implementation Notes
1	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Dam Incidents	Enhance each District's emergency planning procedures by including evacuation planning for dam incident events and coordinating with Stanislaus County OES and Dam Owners and Operators.	Operations and Support Services Department, USACE, DSOD, PG&E, Merced Irrigation District, TID, SSJID, OID, Other Dam Owners and Operators	General Fund	High	1-3 years	New in 2022.
2	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Earthquake	Non-Structural Seismic Safety Enhancements for School Districts on the West Side of the County	Operations and Support Services Department	HMGP Funds, BRIC Funds	Low	5-10 years	New in 2022.
3	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Earthquake	Conduct Seismic School Safety Project Outreach - educate the public on school safety conditions and improvement projects	District Superintendent Offices	General Funds	Medium	3-5 years	New in 2022.
4	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Earthquake	Perform seismic evaluations and create a seismic inventory of school buildings and facilities; subsequently develop projects to address the buildings determined to be in the greatest need of both non-structural and structural upgrades	Operations and Support Services Department	HMGP Funds, BRIC Funds	Medium	3-5 years	New in 2022.
5	Goals 1, 2, 3, 4 and 5; Safety and Security;	Severe Weather	Install back-up and permanent power generation at school districts that provide reliable power during energy shortages.	Operations and Support Services Department	General Funds, HMGP Funds, BRIC Funds	High	1-3 years	New in 2022.



ID	Goal(s) and Lifelines	Hazard(s) Mitigated	Description/Background/ Benefits	Lead Agency and Partners	Cost Estimate and Potential Funding	Priority	Timeline	Status/Implementation Notes
	Food, Water, Shelter							
6	Goals 1, 2, 3 and 5; Safety and Security; Food, Water, Shelter	Severe Weather	Conduct a preliminary feasibility study on the investment benefits of purchasing and installing solar technology and backup generation facilities at school sites within the SCOE.	Operations and Support Services Department	General Funds, HMGP Funds, BRIC Funds	High	1-3 years	New in 2022.
7	Goals 1, 2, 3 and 5; Safety and Security; Food, Water, Shelter	Multi-Hazard: Earthquake, Severe Weather	Tree and Vegetation Management – The SCOE will conduct routine planting and maintenance projects.	Operations and Support Services Department, All School Districts within SCOE	General Funds, HMGP Funds, BRIC Funds	High	Ongoing	New in 2022.
8	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Multi-Hazard: Earthquake, Dam Inundation, Severe Weather	Emergency Preparation Drills - update emergency drill protocols within SCOE, home alert systems, and shelter-in-place guidelines.	District Superintendent Offices, All School Districts within SCOE	General Funds	High	Ongoing	New in 2022.
9	Goals 1, 2, 3 and 5; Safety and Security; Food, Water, Shelter	Multi-Hazard: Earthquake, Dam Inundation, Severe Weather, Cyber Attack	Comprehensive Modernization Projects: New Construction and Modernization, Infrastructure Improvements, and Technology Upgrades.	Operations and Support Services Department, All School Districts within SCOE	General Funds, Local Bond Measures	Medium	Ongoing	New in 2022.
10	Goals 1, 2, 3 and 5; Safety and Security; Food, Water, Shelter	Multi-Hazard: Earthquake, Dam Inundation, Severe Weather	Enhance resiliency by improving energy efficiency and clean energy improvements at existing schools through lighting improvements, HVAC replacement, and load adjustments.	Operations and Support Services Department, All School Districts within SCOE	General Funds, Local Bond Measures	Medium	Ongoing	New in 2022.

ID	Goal(s) and Lifelines	Hazard(s) Mitigated	Description/Background/ Benefits	Lead Agency and Partners	Cost Estimate and Potential Funding	Priority	Timeline	Status/Implementation Notes
11	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Multi-Hazard: Earthquake, Dam Inundation, Severe Weather	Create a Continuity of Operations Plan	District Superintendent Offices	General Funds	High	1-3 years	New in 2022.
12	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Multi-Hazard: Earthquake, Dam Inundation, Severe Weather	Create an Individual Emergency Plans for Students with Disabilities	Special Education Department	General Funds	High	1-3 years	New in 2022.
13	Goals 1, 2, 3 and 5; Safety and Security; Food, Water, Shelter	Multi-Hazard: Earthquake, Dam Inundation, Severe Weather	Formulate a Campus Emergency Response Team to Implement and Modify the SCOE Incident Plan	District Superintendent Offices	General Funds	High	1-3 years	New in 2022.
14	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Multi-Hazard: Earthquake, Dam Inundation, Severe Weather	Public Education and Outreach Enhancements with students and school staff on hazard mitigation and emergency preparedness	Communication s Department, All School Districts within SCOE	General Funds	Medium	1-5 years	New in 2022.
15	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Public Health Hazards	Maintain an up-to-date Pandemic Safety Plan according to CDC and State requirements	Operations and Support Services Department, All School Districts within SCOE	General Funds	High	Ongoing	New in 2022.

ID	Goal(s) and Lifelines	Hazard(s) Mitigated	Description/Background/ Benefits	Lead Agency and Partners	Cost Estimate and Potential Funding	Priority	Timeline	Status/Implementation Notes
16	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Public Health Hazards	Maintain the operation of the COVID-19 & General Pandemic Prevention Program	District Superintendent Offices, All School Districts within SCOE	General Funds	High	Ongoing	New in 2022.
17	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Public Health Hazards	Update Faculty and Student Health and Safety Plan and Training Guidance Protocols related to a Public Health Prevention Strategy (screening, masking, disinfection, ventilation, automation of equipment, cleaning, contract tracing, etc.) that align with CDC recommendations and State regulations	District Superintendent Offices, All School Districts within SCOE	General Funds	Medium	Ongoing	New in 2022.
18	Goals 1, 2, 3, 4 and 5; Safety and Security; Food, Water, Shelter	Public Health Hazards	Upgrade or enhance HVAC units to improve school ventilation	Operations and Support Services Department, All School Districts within SCOE	CALSHAPE	Medium	Ongoing	New in 2022.

## 5 IMPLEMENTATION AND MAINTENANCE

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Moving forward, the SCOE will use the mitigation action table in the previous section to track the progress on the implementation of each project. Implementation of the plan overall is discussed in Section 6 in the Base Plan.

### 5.1 Incorporation into Existing Planning Mechanisms

The information contained within this plan, including results from the Vulnerability Assessment, and the Mitigation Strategy will be used by the SCOE to help inform updates and the development of SCOE's own plans, programs and policies. The Operations and Support Services Department may utilize the hazard information when reviewing modernization plans, capital improvement and facilities plans, as well as implementing SCOE's planned modernization projects.

As noted in Section 6 of the Base Plan, the SCOE LPT representatives will report on efforts to integrate the hazard mitigation plan into its own plans, programs and policies and will report on these efforts at the annual LPT plan review meeting.

### 5.2 Monitoring, Evaluation and Updating the Plan

The SCOE will follow the procedures to monitor, review, and update this plan in accordance with Stanislaus County as outlined in Section 6 of the Base Plan. The SCOE will continue to involve the public in mitigation, as described in Section 6.2.1 of the Base Plan. The Operations and Support Services Department will be responsible for representing the SCOE in the County LPT, and for coordination with SCOE staff during plan updates. The SCOE realizes it is important to review the plan regularly and update it every five years in accordance with the Disaster Mitigation Act Requirements as well as other State of California requirements.