WARNER UNIFIED SCHOOL DISTRICT

AGENDA

NOTICE OF SPECIAL BOARD MEETING:

January 27 , 2020

To: All Interested Citizens

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's governing board, please contact the office of the District Superintendent at (760) 782-3517. Notification 24 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability. Written notice is hereby given in accordance with Government Code Section 54956 that the following special meeting of the Governing Board of the Warner Unified School District will be held:

Written notice is hereby given in accordance with Government Code Section 54956 that the following special meeting of the Governing Board of the Warner Unified School District will be held:

> **Date:** Thursday, January 28, 2020
>
> **Hour:** 5:00 pm
>
> **Place:** Zoom
>
> **Meeting:**
>
> **Join Zoom**
>
> **Meeting**
>
> https://zoom.us/j/3046344158?pwd=SlZvT2syeFRpOEh1bUw3YUM2Z1J6QT09

Meeting ID: 304 634 4158
Password: 2s2gDx

The business to be transacted at the meeting shall be limited to the following. No discussion can be held and no Governing Board action can be taken on items that are not on agenda.

- A.   **CALL TO ORDER**
- B.   **FLAG SALUTE**
- C.   **ROLL CALL**
- D.   **SPECIAL PRESENTATION**
- E.   **ACCEPTANCE OF AGENDA**
- F.   **PUBLIC COMMENT ON AGENDA ITEMS ONLY**
- G.   **ACTION ITEMS:**
  1. Consider approval of the 2020 Warner Elementary School Accountability Report Card (SARC).
  2. Consider approval of the 2020 Warner Junior/Senior High School Accountability Report Card (SARC).
  3. Consider approval of the COVID-19 Prevention Program (CPP) for Warner Unified School District.
- H.   **INFORMATION ITEMS**
- I.   **ADJOURNMENT**

TOPIC: Consider approval of the 2020 Warner Elementary School Accountability Report Card (SARC).

DESCRIPTION: Using data from the 2019-2020 school year and published during the 2020-2021 school year, Warner Elementary is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school.

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend approval.

Warner Elementary
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Warner Elementary
Street	30951 Highway 79
City, State, Zip	Warner Springs, CA 92086-0008
Phone Number	(760) 782-3517
Principal	David MacLeod
Email Address	David.MacLeod@warnerusd.net
Website	www.warnerusd.net
County-District-School (CDS) Code	37 75416 6040661

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Warner Unified School District
Phone Number	(760) 782-3517
Superintendent	David MacLeod
Email Address	David.MacLeod@warnerusd.net
Website	www.warnerusd.net

School Description and Mission Statement (School Year 2020-2021)

Warner's Preschool, Elementary, Junior/High School and District Office are all on the same site. The elementary school consists of 9 classrooms, a computer lab, and a library. There is also a district cafeteria, psychologist office, SPED office and preschool in the same buildings. Warner's elementary teachers collaborate with each other on a consistent basis. They work on individualized learning for each and every student. The district supports this vision by keeping the class size as low as possible.

Warner's leadership team is that of a committee-of-the-whole. We are committed to each student's success and, through weekly collaboration, each staff member feels a sense of importance and value. The superintendent, as well as multiple teachers, greet the students each morning as the buses arrive. The superintendent visits classes as often as possible and has a much utilized open-door policy to students, staff, and parents.

Mission Statement

Warner Unified School District ensures the highest level of development of each child's creative, academic, physical, and social potential through partnership with students, parents, and community.

Vision Statement
We Believe In:
Encouraging everyone to reach their personal potential;
Keeping a positive attitude and a sense of humor;
Personal responsibility;
Being polite and honest.
We Believe That:
Self-motivation leads to knowledge, fulfillment, and healthier lives

The learning experience must be nurturing, positive, and safe.

Student Learner Outcomes

Warner Unified School District graduates will be expected to:
Be Responsible Citizens
Be Self-Directed Learners and Critical Thinkers
Use Technology Safely and Respectfully
Work Collaboratively in a Team

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	16
Grade 1	20
Grade 2	15
Grade 3	18
Grade 4	18
Grade 5	14
Grade 6	11
Total Enrollment	112

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	31.3
Hispanic or Latino	43.8
White	16.1
Two or More Races	7.1
Socioeconomically Disadvantaged	83
English Learners	17.9
Students with Disabilities	11.6
Foster Youth	0.9
Homeless	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	6	6	15
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 08/01/2018

The school's textbooks and instructional materials are in good condition and meet the needs of the students. Funds have been available and textbooks/supplies are purchased as the need arises. The district follows the state schedule for textbook adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark 2018	Yes	0
Mathematics	Houghton Mifflin Harcourt– GO Math! (K-6) 2014	Yes	0
Science	Benchmark 2018	Yes	0
History-Social Science	Benchmark 2018	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Warner has playground supervision before, during, and after school. All visitors are required to give advanced notice and report to the main office to sign-in and receive a visitor's badge while on campus. Classroom sizes and resources contribute to a positive environment. Comprehensive efforts are made to integrate recycling and environmental concerns into facilities as well as curriculum and instruction.

Warner School was established in 1940. Initially, it consisted of a single building. Today, the school district is unified as an elementary, middle and high school. There are a total of 24 classrooms, 20 of which are permanent buildings, and four portable buildings. The four portable buildings were constructed in 1996. Warner also has a cafeteria, a multi-purpose room, and two libraries; one for the high school and one for the elementary school. The high school campus school is equipped with a mechanic/wood shop, a science laboratory, and an agriculture facility. Warner Unified School District also has a district office.

Across the highway in the community park, there is a community resource center. Custodial, grounds keeping, and maintenance staff maintain the district's facilities in spite of limited resources. Classrooms, restrooms, the kitchen, and cafeteria are cleaned daily. The maintenance staff tries to prioritize school needs as best as possible. A new system of work orders is being utilized to maximize the efficiency of the staff. The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects. For the current 2018-19 school year, the district's governing board has not approved deferred maintenance projects for the school district but is in the process of taking inventory of deferred maintenance projects and updating its plan. When completed, the plan will then be available for review at the district office or on the Internet at www.warnerusd.net.

The Warner Unified School District has contracted with the San Diego County Office of Education (SDCOE) Facilities group and with a facilities consultant to assist in prioritizing and implementing a Major Maintenance Plan and a Deferred Maintenance Plan. The District has recently replaced two roofs and has repaired an issue with gym flooring. The District has supplemented the Proposition 39 funding by purchasing all new ballasts and bulbs for all buildings on campus. The Prop 39 implementation took place this year and was used to upgrade HVAC. Additionally, the District has done a 5-year maintenance on the Gym and Ag Building roofs.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 01/16/2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The District's older inefficient HVAC systems were replaced over the past year using Prop 39 money. The District has identified some issues with the design of the septic system and leach fields that were installed over 50 years ago. The district has had the septic system near the cafeteria scoped to identify issues which are compromising the system. The District has upgraded security through a camera system over recent years, but could use a full scale electronic security system to prevent potential theft and vandalism. Additionally, the District could use a central control for HVAC systems to assist with energy waste and high costs. The District continues to have issues with Water and Wells on both sides of the road. Both systems have to be maintained or have major components replaced more than one time per year. The district continues to work on a solution to the Arsenic problem.
Interior: Interior Surfaces	Fair	The district has resurfaced many of the countertops which remained broken from the 2016 vandalism. The district needs to look at replacing carpeting in the elementary.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	The District maintains custodial staff in order to clean rooms daily. The District needs to continue to do exclusion work in some spaces and work with staff to limit food in the classrooms. Since the COVID pandemic, The District has one additional staff member who is making rounds to clean classrooms, restrooms and buses each day on a set schedule. The teachers also have access to towels and cleaner, The district has purchased two mobile disinfecting systems, one to be used on each campus.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Fire and Exit signage have been upgraded, Areas of concern include: missing light fixture covers and light switch covers, and inaccessible electric boxes. These deficiencies have been addressed in the District's maintenance plan and are being placed on a priority list for repair over the spring and summer breaks. The District's priorities shifted last summer to COVID. The District can now refocus energies on small fixes like fixtures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	The deficiencies are in proper care and maintenance of toilets, urinals, and sinks. The district will address the issues with changes to cleaning products and added supervision of students to prevent damage to the restroom equipment. The district does a good job of cleaning the restrooms daily. The District has increased cleaning of restrooms due to COVID pandemic. The DIstrict now cleans restrooms, several times per day.
Safety: Fire Safety, Hazardous Materials	Good	The District has done a lot to clean up years of stored paint, cleaning supplies and other potentially hazardous materials including left over oil from the expired oil recycling program. The District has posted no dumping oil signs to notify the community that the recycling program is no longer operating. This should curb the unwanted dropoff of oil and other chemicals. The district will continue its effort to refrain from storing large quantities of paint and chemicals and only order as needed for use. Additionally, the district will continue to search out stored paints, and chemicals and to dispose of them as necessary.
Structural: Structural Damage, Roofs	Good	The District has several roofs which are in need of repair and in some cases replacement, including several of the Elementary classrooms and the High School gym. The District will implement a long term plan to address the larger maintenance needs and the roofs will be top priority. The District had the Gym roof and the Ag building roof serviced and patched last year which has helped with leaks. The District has done a lot of work to paint and beautify the school in recent years.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The District needs to update playground equipment. Windows are in good working order but many could be updated to be more efficient. The District has several metal doors that are failing and should be replaced. Most importantly, the District needs to address multiple areas on the external part of the buildings where vermin or rodents may enter, specifically on the screens on all furnace vents and the skirting under the modular buildings.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	27	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	18	N/A	30	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

* Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Contact Person Name: David MacLeod, Superintendent/Principal

To Reach Contact Person: 760-782-3517

Parent involvement is a component of our school's success. Parents are involved in a number of ways, including the following:
- Parent Teachers' Community Club (PTCC)
- School Site Council
- Indian Advisory Committee
- Classroom assistance
- Special events

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.0	0.8	0.3	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Date Reviewed and Updated: December 2019

Date Discussed with School Faculty: February 2019

The key elements of the School Safety Plan include the Blackboard Connect for communication, transportation procedures, and procedures for the release of students.

Also included are the following:
- Evacuation for earthquake, fire, and flood
- Incident Command Response activities and responsibilities
- Lockdown procedures
- Review of campus physical plant
- Drills
- School maps and manuals
- Covid-19 Pandemic Plan

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K					21		1		16	1		
1					14	1			20	1		
2	25		1		14	1			15	1		
3					19	1			18	1		
4	19	1							18	1		
5					20	1						
6	23		1		19	1						
Other**									25		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	24544	12931	11613	$55,563
District	N/A	N/A	11674	
Percent Difference - School Site and District	N/A	N/A	-0.5	
State	N/A	N/A	$7,750	68,990
Percent Difference - School Site and State	N/A	N/A	39.9	-21.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Supplemental programs and supplemental services provided through categorical funds are varied throughout the school. Most

programs are multi-funded which gives Warner USD the flexibility to provide the most comprehensive services possible.

Services are directly delivered to students through a Reading Specialist, tutors, and paraprofessionals. Services are provided in

before, during, and after school settings. Varied materials are purchased and used to meet different student needs. Professional

development is provided on an on-going basis to all personnel working with students.

The following is a list of services and programs funded with categorical programs:
- Teacher collaboration
- Google Classroom Training
- Teacher Professional Development
- Professional Learning Community training/workshops
- Parent Participation
- Multi-Tier Student Support

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		$44,318
Mid-Range Teacher Salary		$67,053

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary		$90,163
Average Principal Salary (Elementary)		$106,389
Average Principal Salary (Middle)		$113,976
Average Principal Salary (High)		$114,214
Superintendent Salary		$141,066
Percent of Budget for Teacher Salaries	23.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The district recently increased the professional development days from 3 to 5 a year. We also provide early release on Wednesday to allow collaboration. The District encourages and supports professional development opportunities and allows teacher release time for specialized or added professional development.

TOPIC: Consider approval of the 2020 Warner Junior/ Senior High School Accountability Report Card (SARC).

DESCRIPTION: Using data from the 2019-2020 school year and published during the 2020-2021 school year, Warner Junior/ Senior High school is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school.

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend approval.

<div style="border: 2px solid blue; padding: 20px;">

Warner Junior/Senior High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Warner Junior/Senior High School
Street	30951 Highway 79
City, State, Zip	Warner Springs, CA 92086-0008
Phone Number	760-782-3517
Principal	David MacLeod
Email Address	David.MacLeod@warnerusd.net
Website	www.warnerusd.net
County-District-School (CDS) Code	37 75416 3730975

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Warner Unified School District
Phone Number	(760) 782-3517
Superintendent	David MacLeod
Email Address	David.MacLeod@warnerusd.net
Website	www.warnerusd.net

School Description and Mission Statement (School Year 2020-2021)

Warner's Preschool, Elementary, Junior/High School and District Office are all on the same site. The junior/high school consists of a high school office and counselor office, 10 classrooms, a computer lab, a gymnasium, a woodshop, a welding shop, livestock pens, a swine unit, a vineyard, and a greenhouse. Across the street, we have the continuation school (currently closed), a concession stand, a football field, basketball courts, and four-ball diamonds.

Warner High School has an active Associated Student Body (ASB), that plan our pep rallies, run our student store at games and have many other fundraisers and activities throughout the year. We also have a Future Farmers of America (FFA) that many students are participated in. Warner also has a variety of sports teams: football, volleyball, basketball, and if we have enough players baseball or softball. We also have ours after school program that offers a variety of learning opportunities from tutoring, photography, to welding. The after school programs offering change based on available instructors and the needs of the students.

Warner High School works hard to bring leadership and growth opportunities to its students. Every other year, in February, many of our students participate in a 6-day college tour trip with our Agriculture teacher. Additionally, the academic counselor takes the students to the College Fair in San Diego each year and to visit nearby colleges and universities. We believe that it is crucial that the students have the chance to see opportunities outside of Warner Springs. In addition, our Art and Language Arts departments have taken many of the students to museums and special exhibits in San Diego and Los Angeles. We also partner with our neighboring school districts for placement testing for one of our local community colleges to help make the transition to community college less stressful. Students are aware that life is more competitive in metropolitan areas and they know that they must prepare for it.

Warner's leadership team is that of a committee-of-the-whole. We are committed to each student's success and, through weekly collaboration, each staff member feels a sense of importance and value. The superintendent, as well as multiple teachers, greet the students each morning as the buses arrive. The superintendent visits classes as often as possible and has a much utilized open-door policy to students, staff, and parents.

Mission Statement

Warner Unified School District ensures the highest level of development of each child's creative, academic, physical, and social potential through partnership with students, parents, and community.

Vision Statement
We Believe In:
Encouraging everyone to reach their personal potential;
Keeping a positive attitude and a sense of humor;
Personal responsibility;
Being polite and honest.
We Believe That:
Self-motivation leads to knowledge, fulfillment, and healthier lives
The learning experience must be nurturing, positive, and safe.

Student Learner Outcomes

Warner Unified School District graduates will be expected to:
Be Responsible Citizens
Be Self-Directed Learners and Critical Thinkers
Use Technology Safely and Respectfully
Work Collaboratively in a Team

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	20
Grade 8	12
Grade 9	13
Grade 10	19
Grade 11	12
Grade 12	16
Total Enrollment	92

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	28.3
Filipino	2.2
Hispanic or Latino	38
White	28.3
Two or More Races	3.3
Socioeconomically Disadvantaged	72.8
English Learners	14.1
Students with Disabilities	12
Homeless	

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	10	9	15
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 08/01/2018

The school's textbooks and instructional materials are in good condition and meet the needs of the students. Funds have been available and textbooks/supplies are purchased as the need arises. The district follows the state schedule for textbook adoptions and has purchased textbooks from the most recent state-approved lists. All approved instructional materials are aligned with California content standards for core academic areas

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard 2017	Yes	0
Mathematics	Carnegie Learning– Math Series: A Common Core Math Program Course 2 2014 Carnegie Learning– Math Series: A Common Core Math Program Course 3 2014 Carnegie Learning– Integrated Math 1: A Common Core Math Program Course 3 2017 Carnegie Learning– Integrated Math II: A Common Core Math Program Course 3 2017 Carnegie Learning– Integrated Math III: A Common Core Math Program Course 3 2017 James Steward Calculus with Early Transcendentals 2017	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	We are also now using Gizmos by Explore Learning for virtual laboratories for all classes. Used last year and will be used again the next time course is taught 2022 School year: Environmental Science: Living In The Environment seventeenth edition, By Miller and Spoolman- Cengage Learning 2012 Using this Year Currently: Chemistry and Agriscience: Plant and Soil Science- Fundamentals and Applications, by Parker - Cengage Learning 2010 Principles of Soil Chemistry fourth edition, by Tan - CRC Press 2011 Teachers Edition Only- Chemistry Matter and Change, by Glenco - McGraw Hill Education 2017 Sustainable Agriculture Biology: Biology, by Glenco - McGraw Hill Education 2017 Independent study and remid phys sci curriculum: Ag Earth Science: Earth Science Geology, The Environment, The Universe, by Glenco - McGraw Hill Education 2017 Used every other year (this year using course 3) Middle School Ag Integrated Science Classes: Integrated Science Course 2, By Glenco - McGraw Hill Education 2017 • Integrated Science Course 3, By Glenco - McGraw Hill Education 2017	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Teacher Curriculum Institute– History Alive! U.S. Through Industrialism 2014 Teacher Curriculum Institute– History Alive! The Medieval World and Beyond 2014 McGraw Hill Glencoe- The American Journey 2006 McGraw Hill Glencoe- Medieval and Early Modern Times 2006 Houghton-Mifflin- Modern World History 2005 Houghton-Mifflin- The Americans 2000 Houghton-Mifflin- American Government (AP) 2002 Thompson- Contemporary Economics 2002 Houghton-Mifflin- Created Equal (AP) 2006 Houghton-Mifflin- World Geography 2000	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Warner has playground supervision before, during, and after school. All visitors are required to give advanced notice and report to the main office to sign-in and receive a visitor's badge while on campus. Classroom sizes and resources contribute to a positive environment. Comprehensive efforts are made to integrate recycling and environmental concerns into facilities as well as curriculum and instruction.

Warner School was established in 1940. Initially, it consisted of a single building. Today, the school district is unified as an elementary, middle and high school. There are a total of 24 classrooms, 20 of which are permanent buildings, and four portable buildings. The four portable buildings were constructed in 1996. Warner also has a cafeteria, a multi-purpose room, and two libraries; one for the high school and one for the elementary school. The high school campus school is equipped with a mechanic/wood shop, a science laboratory, and an agriculture facility. Warner Unified School District also has a district office.

Across the highway in the community park, there is a community resource center. Custodial, grounds keeping, and maintenance staff maintain the district's facilities in spite of limited resources. Classrooms, restrooms, the kitchen, and cafeteria are cleaned daily. The maintenance staff tries to prioritize school needs as best as possible. A new system of work orders is being utilized to maximize the efficiency of the staff. The state's School Deferred Maintenance Program, which provided state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components, became inoperative effective July 1, 2013. However, the district continues to make an annual contribution to support capital improvement projects, including deferred maintenance projects. For the current 2018-19 school year, the district's governing board has not approved deferred maintenance projects for the school district but is in the process of taking inventory of deferred maintenance projects and updating its plan. When completed, the plan will then be available for review at the district office or on the Internet at www.warnerusd.net.

The Warner Unified School District has contracted with the San Diego County Office of Education (SDCOE) Facilities group and with a facilities consultant to assist in prioritizing and implementing a Major Maintenance Plan and a Deferred Maintenance Plan. The District has recently replaced two roofs and has repaired an issue with gym flooring. The District has supplemented the Proposition 39 funding by purchasing all new ballasts and bulbs for all buildings on campus. The Prop 39 implementation took place this year and was used to upgrade HVAC. Additionally, the District has done a 5-year maintenance on the Gym and Ag Building roofs.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 01/16/2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The District's older inefficient HVAC systems were replaced over the past year using Prop 39 money. The District has identified some issues with the design of the septic system and leach fields that were installed over 50 years ago. The district has had the septic system near the cafeteria scoped to identify issues which are compromising the system. The District has upgraded security through a camera system over recent years, but could use a full scale electronic security system to prevent potential theft and vandalism. Additionally, the District could use a central control for HVAC systems to assist with energy waste and high costs. The District continues to have issues with Water and Wells on both sides of the road. Both systems have to be maintained or have major components replaced more than one time per year. The district continues to work on a solution to the Arsenic problem.
Interior: Interior Surfaces	Fair	The district has resurfaced many of the countertops which remained broken from the 2016 vandalism. The district needs to look at replacing carpeting in the elementary.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	The District maintains custodial staff in order to clean rooms daily. The District needs to continue to do exclusion work in some spaces and work with staff to limit food in the classrooms. Since the COVID pandemic, The District has one additional staff member who is making rounds to clean classrooms, restrooms and buses each day on a set schedule. The teachers also have access to towels and cleaner, The district has purchased two mobile disinfecting systems, one to be used on each campus.
Electrical: Electrical	Fair	Fire and Exit signage have been upgraded, Areas of concern include: missing light fixture covers and light switch covers, and inaccessible electric boxes. These deficiencies have been addressed in the District's maintenance plan and are being placed on a priority list for repair over the spring and summer breaks. The District's priorities shifted last summer to COVID. The District can now refocus energies on small fixes like fixtures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	The deficiencies are in proper care and maintenance of toilets, urinals, and sinks. The district will address the issues with changes to cleaning products and added supervision of students to prevent damage to the restroom equipment. The district does a good job of cleaning the restrooms daily. The District has increased cleaning of restrooms due to COVID pandemic. The District now cleans restrooms, several times per day.
Safety: Fire Safety, Hazardous Materials	Good	The District has done a lot to clean up years of stored paint, cleaning supplies and other potentially hazardous materials including left over oil from the expired oil recycling program. The District has posted no dumping oil signs to notify the community that the recycling program is no longer operating. This should curb the unwanted dropoff of oil and other chemicals. The district will continue its effort to refrain from storing large quantities of paint and chemicals and only order as needed for use. Additionally, the district will continue to search out stored paints, and chemicals and to dispose of them as necessary.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	The District has several roofs which are in need of repair and in some cases replacement, including several of the Elementary classrooms and the High School gym. The District will implement a long term plan to address the larger maintenance needs and the roofs will be top priority. The District had the Gym roof and the Ag building roof serviced and patched last year which has helped with leaks. The District has done a lot of work to paint and beautify the school in recent years.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The District needs to update playground equipment. Windows are in good working order but many could be updated to be more efficient. The District has several metal doors that are failing and should be replaced. Most importantly, the District needs to address multiple areas on the external part of the buildings where vermin or rodents may enter, specifically on the screens on all furnace vents and the skirting under the modular buildings.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	39	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	30	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	11	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Students are well prepared to enter the workforce upon graduating from Warner Junior/Senior High School. Students have access to four current Career Technical Exploration classes: Agriculture Mechanics, Construction, Coding, and Computer Repair. Our graduates attend additional vocational training, community college, and four-year colleges, including Palomar College, CSU campuses, and UC campuses while many others enter the workforce or the armed forces immediately after graduating. Our goal is to have 100% A-G approved classes.

Warner Unified now has five CTE Pathways that all students have access to because they are directly offered on campus. These programs specifically focus on career preparation and/or preparation for work. This includes three Agricultural Pathways, one Construction and one Information Technologies Pathway. All Pathway courses are UC/CSU "a-g" approved. Our CTE advisory board consists of current employees of The City of Murrieta Inspection, Welder, Cyber Security and also Agriculture Hydroponics. We look forward to students also participating in several Internships: Warner Springs Glider Port, Blue Apple Ranch, Vista Irrigation District, STEM Studio/Generations Day Care and Marinade on Main.

All current High School students are enrolled in at least one pathway, and we also have several that are on track to be dual pathway completers. In the fall of 2020, we offered Career Exploration as an elective for all incoming freshmen. The students participated in several career interest surveys and also personality assessments. The students then met with our now full time School Counselor and made an education plan for their CTE pathways and also post secondary goals. Our School Counselor also held "Career Exploration Month" where twice a week students joined virtually and heard guest speakers from all Pathways and also Post Secondary schools. All speakers shared their contact information which provided great networking and contact for our students.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	61
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	73.3

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	28.81
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	8.33

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Contact Person Name: David MacLeod, Superintendent/Principal   To Reach Contact Person: 760-782-3517

Parent involvement is a component of our school's success. Parents are involved in a number of ways, including the following:

Parent Teachers' Community Club (PTCC)
- School Site Council
- Indian Advisory Committee
- Classroom assistance
- Special events

State Priority: Pupil Engagement
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	7.7	14.3	24.3	23.8	31.8	9.1	9.6	9
Graduation Rate	100	92.3	85.7	50.5	65.7	45.7	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.7	7.2	0.3	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Date Reviewed and Updated: December 2019

Date Discussed with School Faculty: February 2019

The key elements of the School Safety Plan include the Blackboard Connect for communication, transportation procedures, and procedures for the release of students.

Also included are the following:
- Evacuation for earthquake, fire, and flood
- Incident Command Response activities and responsibilities
- Lockdown procedures
- Review of campus physical plant
- Drills
- School maps and manuals
- Covid-19 Pandemic Plan

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	12	6	1		17	4	1		20	3	1	
Mathematics	7	11			14	6			18	3	1	
Science	26		1		17	1	1		1	1		
Social Science	11	5	1		15	3	1		15	3	1	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	27271	13983	13288	$60,357
District	N/A	N/A	11674	
Percent Difference - School Site and District	N/A	N/A	12.9	
State	N/A	N/A	$7,750	$68,990
Percent Difference - School Site and State	N/A	N/A	52.6	-13.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Supplemental programs and supplemental services provided through categorical funds are varied throughout the school. Most

programs are multi-funded which gives Warner USD the flexibility to provide the most comprehensive services possible.

Services are directly delivered to students through a Reading Specialist, tutors, and paraprofessionals. Services are provided in

before, during, and after school settings. Varied materials are purchased and used to meet the different student needs. Professional

development is provided on an on-going basis to all personnel working with students.

The following is a list of services and programs funded with categorical programs:
- Teacher collaboration
- Google Classroom Training
- Teacher Professional Development
- Professional Learning Community training/workshops
- Parent Participation
- Multi-Tier Student Support System

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		$44,318
Mid-Range Teacher Salary		$67,053
Highest Teacher Salary		$90,163
Average Principal Salary (Elementary)		$106,389
Average Principal Salary (Middle)		$113,976
Average Principal Salary (High)		$114,214
Superintendent Salary		$141,066
Percent of Budget for Teacher Salaries	23.0	29.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The district recently increased the professional development days from 3 to 5 a year. We also provide early release on Wednesday to allow collaboration. The District encourages and supports professional development opportunities and allows teacher release time for specialized or added professional development.

TOPIC: Consider approval of the COVID-19 Prevention Program (CPP) for Warner Unified School District.

DESCRIPTION: This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend approval.

COVID-19 Prevention Program (CPP) for
Warner Unified School District

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date: January 11, 2021

Authority and Responsibility

The Superintendent has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies, and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards. Employees are encouraged to report potential hazards to their supervisors or to HR.

Employee screening

We screen our employees by having all self-screen according to CDPH guidelines. Employees are to ensure that face coverings are used during screening by both screeners and employees and, if temperatures are measured, that non-contact thermometers are used.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices, or procedures will be documented on Appendix B: COVID-19 Inspections form, and corrected in a timely manner based on the severity of the hazards. The severity of the hazard will be assessed and correction time frames assigned, accordingly. Individuals will be identified as being responsible for timely correction. Follow-up measures are taken to ensure timely correction.

Control of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:
- Reducing the number of persons in an area at one time, including visitors. Volunteering has been suspended during the pandemic.
- Visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel.
- Staggered arrival, departure, work, and break times.
- Physical barriers between work stations.
- Physical alteration of space to allow 6ft distancing.

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department.

The following are exceptions to the use of face coverings in our workplace:
- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons.

Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals: Plexiglas barriers have been erected in places where distancing cannot be maintained.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:
- Servicing our HVAC systems and programming our economizers for maximum ventilation.
- Allowing open air through doors and windows.
- Providing air purifiers in every community space and classroom.

Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Ensuring adequate supplies and adequate time for it to be done properly.
- Informing the employees of the frequency and scope of cleaning and disinfection.

Should we have a COVID-19 case in our workplace, we will implement the following procedures: Cleaning and disinfecting of space with a 24 hour decontamination period. Employees have been properly trained on the use of equipment and PPE.

Shared tools, equipment, and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles, and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments, and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by using district-provided disinfectants.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we have:

- Evaluated hand washing facilities and provided additional stations.
- Encouraged employee and student handwashing; allowing time for these activities.
- Provided employees with an effective hand sanitizer.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.

Investigating and Responding to COVID-19 Cases

This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be: Offered COVID-19 testing at no cost during their working hours. The information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below, will be provided to them.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Who employees should report COVID-19 symptoms and possible hazards to, and how? During staff meetings and trainings, staff are instructed to report any symptoms or hazards to their supervisor or to HR.
- Those employees can report symptoms and hazards without fear of reprisal.
- Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Where testing is not required, how employees can access COVID-19 testing. Employees can be tested through their primary healthcare provider or through local bi-monthly free testing events.

- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
  o COVID-19 is an infectious disease that can be spread through the air.
  o COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
  o An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent handwashing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or handwashing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work-related. This will be accomplished by adhering to current law and may include employer-provided employee sick leave benefits, state-sponsored benefits, as well as by workers' compensation.
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.

- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

Return-to-Work Criteria for COVID +

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
  o At least 24 hours have passed since a fever of 100.0 or higher has resolved without the use of fever-reducing medications.
  o COVID-19 symptoms have improved.
  o At least 10 days have passed since COVID-19 symptoms first appeared.
- COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
- A negative COVID-19 test will not be required for an employee to return to work.
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.

BOARD APPROVED:

Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation:

Date:

Name(s) of employee and authorized employee representative that participated:

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

Appendix B: COVID-19 Inspections

Date:

Name of person conducting the inspection:

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration present			
Desks 6ft apart			
Workspaces 6ft apart			
Proper signage			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
Thermometers/materials present			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Gowns/additional covering where necessary			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute

for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date:

Name of person conducting the investigation:

Employee (or non-employee*) name:		**Occupation (if non-employee, why they were in the workplace):**	
Location where employee worked (or non-employee was present in the workplace):		**Date investigation was initiated:**	
Was COVID-19 test offered?		**Name(s) of staff involved in the investigation:**	
Date and time the COVID-19 case was last present in the workplace:		**Date of the positive or negative test and/or diagnosis:**	
Date the case first had one or more COVID-19 symptoms:		**Information received regarding COVID-19 test results and onset of symptoms (attach documentation):**	
Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):			

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:			
All employees who may have had COVID-19 exposure and their authorized representatives.	Date:		
	Names of employees that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date:		
	Names of individuals that were notified:		
What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		What could be done to reduce exposure to COVID-19?	
Was local health department notified?		Date:	

*Should an employer be made aware of a non-employee infection source COVID-19 status.