



Magnolia Public Schools

Stakeholder Engagement Committee Meeting

Date and Time

Tuesday March 19, 2019 at 6:00 PM PDT

Location

MPS Home Office: 250 E. 1st Street, Suite 1500, Los Angeles, CA 90012

Access to the Board Meeting: Any interested parties or community members from remote locations may attend the meeting at the following addresses where the Board members are joining the meeting from:

By dialing into; 1.844.572.5683 Code: 1948435

• 4701 Patrick Henry Dr. Bldg #25, Santa Clara, CA 95054 (Dr. Umit Yapanel)

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the MPS central office. If you need special assistance to attend the meeting, please notify Barbara Torres at (213) 628-3634 x100 48 hours before the meeting to make arrangements.

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members, shall be available for public inspection at 250 East 1st Street Ste 1500 Los Angeles, CA 90012.

Committee Members:

Ms. Sandra Covarrubias, Chair

Dr. Umit Yapanel

Ms. Diane Gonzalez

Mr. Haim Beliak (Alternate)

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			06:00 PM
A.	Call the Meeting to Order		
B.	Record Attendance and Guests		
C.	Pledge of Allegiance		1 m
D.	Public Comments		2 m

E. Approval of Agenda	Vote		1 m
F. Approve Minutes from the Stakeholder Engagement Committee Meeting on November 14, 2018	Approve Minutes		1 m

Approve minutes for Stakeholder Engagement Committee Meeting on November 14, 2018

II. Recommended Action Items **06:05 PM**

A. Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom-Based Academic Positions	Vote	Suat Acar	20 m
B. MPS Employee Pay Raise Scale for School Leader Positions	Vote	Suat Acar	20 m
C. Approval of Revisions to the Tuition Reimbursement Policy	Vote	David Yilmaz	5 m

III. Discussion Items **06:50 PM**

A. 2018-19 MPS Stakeholder Survey Results & Reflections	Discuss	David Yilmaz	10 m
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IV. Closing Items **07:00 PM**

A. Adjourn Meeting	Vote		
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Coversheet

Approve Minutes from the Stakeholder Engagement Committee Meeting on November 14, 2018

Section: I. Opening Items
Item: F. Approve Minutes from the Stakeholder Engagement Committee Meeting on November 14, 2018
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Stakeholder Engagement Committee Meeting on November 14, 2018

APPROVED



Magnolia Public Schools

Minutes

Stakeholder Engagement Committee Meeting

Date and Time

Wednesday November 14, 2018 at 6:00 PM

Location

Teleconference 1.844.572.5683 Code: 1948435

Committee members joined from the following locations:

- 940 Steward Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)
- 7401 Madora Ave. Winnetka, CA 91306 (Ms. Sandra Covarrubias)
- 5113 Babette Ave. Los Angeles, CA 90066 (Ms. Diane Gonzalez)

Committee Members:

Ms. Sandra Covarrubias

Dr. Umit Yapanel

Ms. Diane Gonzalez

Mr. Haim Beliak (Alternate)

CEO & Superintendent:

Mr. Alfredo Rubalcava

Committee Members Present

D. Gonzalez (remote), S. Covarrubias (remote), U. Yapanel (remote)

Committee Members Absent

H. Beliak

I. Opening Items

A. Call the Meeting to Order

S. Covarrubias called a meeting of the Educational Partners & Development Committee of Magnolia Public Schools to order on Wednesday Nov 14, 2018 at 6:05 PM.

B. Record Attendance and Guests

U. Yapanel joined at 6:07 p.m.

C. Public Comments

There were no public comments.

D. Approval of Agenda

D. Gonzalez made a motion to approve the agenda as presented.

S. Covarrubias seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez Aye

S. Covarrubias Aye

U. Yapanel Absent

H. Beliak Absent

E. Approve Minutes from the Community and Parent Engagement Committee Meeting on May 3, 2018

D. Gonzalez made a motion to approve minutes from the Community and Parent Engagement Committee Meeting on 05-03-18 Community and Parent Engagement Committee Meeting on 05-03-18.

U. Yapanel seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

U. Yapanel Aye

D. Gonzalez Aye

S. Covarrubias Aye

H. Beliak Absent

Since the Community & Parent Engagement Committee and Personnel Committee were merged the minutes were approved by the newly formed Stakeholder Engagement Committee which is made up of a combination of both of the previous committees.

F. Approve Minutes from the Regular Personnel Committee Meeting on February 22, 2018

D. Gonzalez made a motion to approve minutes from the Regular Personnel Committee Meeting on 02-22-18 Regular Personnel Committee Meeting on 02-22-18.

U. Yapanel seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez Aye

U. Yapanel Aye

S. Covarrubias Aye

H. Beliak Absent

Since the Community & Parent Engagement Committee and Personnel Committee were merged the minutes were approved by the newly formed Stakeholder Engagement Committee which is made up of a combination of both of the previous committees.

II. Discussion Items

A. Enrollment Update

I. Soto, MPS Director of Partnerships, gave an overview of all enrollment and recruitment efforts. He went into detail with the various marketing campaigns and how they are being received by the public. Marketing efforts include postcard mailers, social media campaigns, working with various advertising agencies to ensure that our best efforts are being put forward. I. Soto also went over the next steps as far as marketing campaigns go and what efforts will be happening prior to the end of this calendar year.

U. Yapanel, MPS Committee Member, requested clarity on how these marketing efforts are being tracked and how MPS knows how many families have enrolled as a result of these efforts.

All questions from the committee members were addressed.

B. Parent and Community Engagement (PACE) Program & Community Partner Update

I. Soto, MPS Director of Partnerships, presented on the new program being implemented at all school sites- Parent and Community Engagement Program (PACE). This program is comprised of school-site coordinators and home office support staff whose mission is to "empower school stakeholders to deepen their connection with the families and the communities they serve". B. Olandes, PACE Lead Coordinator, explained the key functions of this new role and how it impacts the community we serve. He also went over a few of the efforts that the PACE Coordinators have done such as National Voter Registration Day and recruitment fairs. A few of the PACE coordinators gave an introduction to the work that they do at the school sites.

An overview of the parent programs and the organizations we currently partner with are Parent College with Partnership for Los Angeles Schools and Parent Education Bridge for Student Achievement Foundation (PEBSAF). S. Covarrubias, MPS Committee Member,

and MSA-2 Parent shared her experience attending the PEBSAF Computer Classes that were offered at MSA-2 Valley. I. Soto continued with the next steps for both the PACE Program and Parent Programs. D. Gonzalez, MPS Committee Member, asked a few questions regarding the involvement of the community members in these type of courses.

All questions from the committee members were addressed.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:04 PM.

Respectfully Submitted,
S. Covarrubias

Coversheet

Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom-Based Academic Positions

Section: II. Recommended Action Items
Item: A. Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom-Based Academic Positions
Purpose: Vote
Submitted by:
Related Material: II A Teacher Pay Scale.pdf
II A REVISED Teacher Scale.pdf



Board Agenda Item #	Agenda # II A
Date:	03/21/2019
To:	Stakeholder Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic Positions & School Leaders

Proposed Board Motion

I move the board to approve the new MPS Pay Raise Salary Scale for for Full-Time Teaching Positions & Non-Classroom Based Academic Positions & School Leaders.

Introduction

Full-Time Teaching Positions & Non-Classroom Based Academic Positions & school leaders which covers positions mentioned in the scale such as teachers, college counselors, education specialists, librarians, title I coordinators, deans and principals.

MPS Operations department proposes increasing the base pay under the qualifications pay in the MPS Salary Scale for eligible staff from \$46,600.00 to \$50,000.00 starting from 2019-20 fiscal year. This will affect the salaries of all Full-Time Teaching Positions & Non-Classroom Based Academic Positions and School Leader Positions.

Background

The teacher unions went on a strike within LAUSD within the 2018-19 school year. In the end the LAUSD and the Teacher Union reached out a deal to make significant raises to teacher salaries plus some retro pays. This is expected to increase the competition in the teacher market for our schools. Therefore, we wanted to come up with competitive salary increases by increasing the current base pay from \$46,600 to \$50,000. This will increase the overall salaries of our individual salaries by minimum \$3,400.00, excluding any additional add-ons, stipends and performance pays.

Analysis & Budget impact

Below is a chart showing the number of staff whose salaries will be affected by the new school base pay increase. The dollar amounts are the gross increases per site.

	X	CURRENT SCHOOL BASE SALARY			\$46,600	
	Y	PROPOSED SCHOOL BASE SALARY			\$50,000	
	Z	PROPOSED SCHOOL BASE INCREASE			\$3,400	
	A	B	C	D	A+B+C+D	(A+B+C+D)*Z
SCHOOL	# OF TEACHERS	# OF NON CLASSROOM BASED ACADEMIC POSITIONS	# OF PRINCIPALS	# OF DEANS	# OF EMPLOYEES EFFECTED BY BASE INCREASE	TOTAL EXPECTED IMPACT
MSA-1	31	4	1	4	40	\$136,000
MSA-2	22	5	1	3	31	\$105,400
MSA-3	21	3	1	3	28	\$95,200
MSA-4	11	1	1	1	14	\$47,600
MSA-5	13	2	1	1	17	\$57,800
MSA-6	8	1	1	1	11	\$37,400
MSA-7	12	2	1	1	16	\$54,400
MSA-8	18	6	1	3	28	\$95,200
MSA-SA	30	6	1	4	41	\$139,400
MSA-SD	16	2	1	3	22	\$74,800
TOTAL	182	32	10	24	248	\$843,200



MPS EMPLOYEE PAY RAISE SCALE

FULL-TIME TEACHING POSITIONS

&

NON-CLASSROOM-BASED ACADEMIC POSITIONS

Last Amended: 3/21/19

MPS EMPLOYEE PAY RAISE SCALE (FULL-TIME TEACHING POSITIONS & NON-CLASSROOM BASED ACADEMIC POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: Teaching Positions & Non-Classroom Based Academic Positions		
1	Base School Salary	
	+	→ Base Employee Salary
2	Employee Qualifications Pay	
	+	
3	Employee Performance Pay	
	+	
4	Pay for Additional Duties	

Narrative:

- 1) The MPS Board of Directors will closely work with the Home Office to review and update this employee pay raise scale and approve it at one of its meetings prior to the fiscal year to which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2018 and until the next Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
- 3) This policy replaces and overrides any previous pay/bonus policy.
- 4) This pay raise scale applies to all full-time teaching staff and non-classroom based academic staff.
- 5) Pay for full-time teaching positions and non-classroom-based academic positions have four major components: base school salary, employee qualifications pay, employee performance pay, and pay for additional duties. Base school salary and the employee qualifications pay make up the base employee salary. Employee Performance Pay and Pay for Additional Duties are variable pays based on employee's performance rating and additional duties assigned to the employee and are not part of the base employee salary.
- 6) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)
- 7) Additional duties for employees will be assigned add-on points as explained further in this scale. These duties have

to be approved by the school administration and the Home Office. The add-on points for such additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service. Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. See "Additional Duties" for details.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission.

9) MPS would like to pay the semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) Retroactive salary increases are not permitted.

11) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

12) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Also, the pay raise scale limitations may be waived in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$50,000
Los Angeles County (Van Nuys)	MSA-2	\$50,000
Los Angeles County (Carson)	MSA-3	\$50,000
Los Angeles County (Los Angeles)	MSA-4	\$50,000
Los Angeles County (Reseda)	MSA-5	\$50,000
Los Angeles County (Los Angeles)	MSA-6	\$50,000
Los Angeles County (Northridge)	MSA-7	\$50,000
Los Angeles County (Bell)	MSA-Bell	\$50,000
San Diego County (San Diego)	MSA-San Diego	\$50,000
Orange County (Santa Ana)	MSA-Santa Ana	\$50,000

Narrative:	
<p>1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.</p> <p>2) Based on the above parameters, the Board may adjust the Base School Salaries each year.</p>	

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Position	\$1,015	See notes.	10
2	Degree	\$1,015	1 or 3. See notes.	3
3	Credential	\$1,015	1 or 2. See notes.	2
4	Prior Experience	\$750	1 for each year up to 15	15
5	MPS Experience	\$1,015	1 for each year up to a total* of 25	25

Position Points	
College Counselor, Librarian, EL Coordinator, Language/Literacy Coach, Title-I/Intervention Coordinator, Guidance Counselor	5
Education Specialist, Psychologist	10

Narrative:	
<p>1) Position: Staff with non-classroom-based academic positions will receive additional points based on their position. See the table above.</p> <p>2) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are not added; the highest degree will be considered.</p> <p>3) Credential: 1 point for California Clear Teaching Credential; 1 point for California Preliminary or Clear Administrative Services Credential; 1 point for job-related credential or certificate, e.g., college counseling certificate; 2 points for National Board Certification. Points are not added. CA Preliminary Teaching Credential does not earn points.</p> <p>4) Prior Experience: Cap of 15 years will be applied for prior full-time, full-year teaching, school leader, and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.</p>	

5) MPS experience is valued more than prior experience; both full and partial MPS years will be added and the sum will be rounded to the lower multiple of one-half.

* Total experience, i.e., the sum of prior experience and MPS experience will be capped at 25 years. For total experience that is more than 25 years, MPS experience will be considered before prior experience.

3) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
Teaching & Non-Classroom Based Academic Positions	\$4,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	50%
2: Developing (D)	N/A
1: Ineffective (I)	N/A

Narrative:
<p>1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.</p> <p>2) Employees who receive a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay and those who receive a “3: Effective (E)” rating will earn 50% of the available performance pay.</p> <p>3) Available performance pay will be a maximum of \$4,000 for school-level teaching staff and non-classroom based academic staff.</p> <p>4) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is NOT part of the employee’s base salary and will be paid separately in a one-time lump-sum amount in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)</p> <p>5) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee performance are used in evaluations of teaching and non-classroom based academic staff.</p>

4) PAY FOR ADDITIONAL DUTIES

Coefficient	
Coefficient for Additional Duties	\$1,000

Additional Duties	
Duty	Add-on Points
Schoolwide Coordination Duties	
Discipline Coordinator	5.0
I.T. Coordinator/Technician	5.0
Testing Coordinator	5.0
After School Coordinator	5.0
MTSS Coordinator (incl. RTI, SSPT, Title I, etc.)	5.0
EL Coordinator	5.0
Literacy Program Coordinator (incl. myON, A.R., etc.)	3.0
Athletic Director	3.0
STEAM Festival/Expo Coordinator	2.0
Community and Family Outreach Coordinator	2.0
WASC Self-Study Coordinator	1.5
Blended Learning Coordinator	1.0
Extracurricular Activities Coordinator	1.0
Chair/Mentorship/Special Committee Duties	
Department Chair	3.0 (for 5+) or 2.0 (for 1-4) *
Grade Level Chair	3.0 (for 5+) or 2.0 (for 1-4) *
Student Leadership/Gov't. Advisor	2.0
BTSA Mentor	1.5
CAP Mentor	1.0
Reflection Committee Team Member	1.0
Club/Competition Duties	
Special Club (Category 1)	1.0
Special Club (Category 2)	2.0
Extra Club	1.0
Seasonal Sports Coach	1.0

Additional Teaching Duties	
AP Teacher (per AP course)	2.0
Extra Teaching Hours	1.0 **

Narrative:

- 1) The coefficient for additional duties is \$1,000 per add-on point.
- 2) Additional duties for employees will be assigned add-on points as indicated in the table for additional duties. These duties have to be approved by the school administration and the Home Office annually prior to the duties are performed.
- 3) The add-on points for additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service.
- 4) Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Depending on the duties, this amount can either be included in the semi-monthly salary or paid to the employee in several installments. Pay for additional duties will be prorated based on the date additional duties are assumed.
- 5) * Department chair and grade level chair add-on points are 3.0 for supervising staff of five or more and 2.0 for supervising staff of one to four.
- 6) Special Club (Category 1) includes approved clubs that either have a STEM focus or prepare students for a special competition but do not require as extensive time commitment and preparation as a Category 2 club. Ex: Advanced Math/MathCounts, Science Olympiad, and other approved STEM clubs; Spelling Bee, Geography Bee, and other approved clubs that prepare for a competition. Special Club (Category 2) includes approved clubs that have a special focus, typically in STEM fields, require an extensive time commitment and preparation, and generally culminate in a competition. Ex: VEX/Seaperch Robotics, FIRST Lego, Future City, Academic Decathlon/Pentathlon.
- 7) Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
- 8) ** For middle/high school grades, each additional weekly teaching hour over the standard 25 hours, plus 2.5 hours of SSR/Advisory, will earn the employee 1.0 point for their annual salary. For example; a teacher teaching 27 hours, plus 2.5 hours of SSR/Advisory per week, over a year will earn 2.0 add-on points, i.e., and additional \$2,000 for the year. MPS does not recommend extra teaching hours other than in extenuating circumstances.
- 9) Payments for any additional duties not described herein (Saturday tutoring, other approved hourly duties, etc.) will be resolved by the school administration and the Home Office via payroll.
- 10) Exceptions: The add-on points for additional duties are for full-time teaching staff and other approved staff on a case-by-case basis. Principals and assistant principals/deans do not earn add-on points for any of the additional duties listed in this table. After-school coordinators do not earn add-on points for after-school coordination if they are already being paid separately for that duty, e.g., through an after-school grant. Computer teachers who also do IT technician duties for less than 50% of their time can earn add-on points for their IT technician duties. If they do IT for 50% or more of their time, they will be regarded as IT Technician for salary calculations.
- 11) Final decision for any add-on points will be made by the school administration and the Home Office.

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/10/16	The difference in pay between teachers teaching different subjects is removed; one percent is added to base pay (excluding benefits).	Terri Boatman
2	3/8/17	Additional duties and corresponding add-on points are revised by the Home Office.	Orielle Revish
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. Prior and total experience caps, prior experience pay, and available performance pay amounts are revised. Added details for performance pay. Included position points for non-classroom-based academic positions. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	Base school salary increased from \$46,600 to \$50,000.	Suat Acar



MPS EMPLOYEE PAY RAISE SCALE

SCHOOL LEADER POSITIONS

Last Amended: 3/21/19

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: School Leader Positions		
1	<p>Base School Salary</p>	
	+	
2	<p>Employee Qualifications Pay</p>	
	+	
3	<p>Employee Performance Pay</p>	
		➔ Base Employee Salary

Narrative:

- 1) The MPS Board of Directors will closely work with the Home Office to review and update this employee pay raise scale and approve it at one of its meetings prior to the fiscal year to which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2018 and until the next Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
- 3) This policy replaces and overrides any previous pay/bonus policy.
- 4) This pay raise scale applies to all full-time school leaders, i.e., principals, APs, and deans.
- 5) Pay for school leader positions has three major components: base school salary, employee qualifications pay, and employee performance pay. Base school salary and the employee qualifications pay make up the base employee salary. Employee Performance Pay is a variable pay based on employee's performance rating and is not part of the base employee salary.
- 6) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)
- 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean	Minimum: \$70,000	Maximum: \$100,000
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Principal	Minimum: \$90,000	Maximum: \$130,000
<p>If the pay raise calculations for a school leader result in an amount either below the band minimum or above the band maximum, the minimum or the maximum amounts will be applied respectively.</p> <p>8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission.</p> <p>9) MPS would like to pay the semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.</p> <p>10) Retroactive salary increases are not permitted.</p> <p>11) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.</p> <p>12) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Also, the pay raise scale limitations may be waived in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)</p> <p>13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.</p>		

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$50,000
Los Angeles County (Van Nuys)	MSA-2	\$50,000
Los Angeles County (Carson)	MSA-3	\$50,000
Los Angeles County (Los Angeles)	MSA-4	\$50,000
Los Angeles County (Reseda)	MSA-5	\$50,000
Los Angeles County (Los Angeles)	MSA-6	\$50,000
Los Angeles County (Northridge)	MSA-7	\$50,000
Los Angeles County (Bell)	MSA-Bell	\$50,000
San Diego County (San Diego)	MSA-San Diego	\$50,000
Orange County (Santa Ana)	MSA-Santa Ana	\$50,000

Narrative:

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Position	\$1,015	See table below.	50
2	Degree	\$1,015	1 or 3. See notes.	3
3	Credential	\$1,015	1 or 2. See notes.	2
4	Prior Experience (Other)	\$750	1 for each year up to 15	15
5	Prior Experience (AP/Dean)	\$1,125	1 for each year up to 15	15
6	Prior Experience (Principal)	\$1,350	1 for each year up to 15	15
7	MPS Experience (Other)	\$1,015	1 for each year up to a total* of 25	25
8	MPS Experience (AP/Dean)	\$1,250	1 for each year up to a total* of 25	25
9	MPS Experience (Principal)	\$1,500	1 for each year up to a total* of 25	25

Position Points				
Assistant Principal/Dean	20			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	25	30	35	40
K-8, 9-12 or 6-12	30	35	40	45
K-12	35	40	45	50

Experience						
Lower Priority			→	Higher Priority		
Prior Experience (Other)	Prior Experience (AP/Dean)	Prior Experience (Principal)	MPS Experience (Other)	MPS Experience (AP/Dean)	MPS Experience (Principal)	
Prior experience capped at 15 years			Total experience* capped at 25 years			

Narrative:
1) Position: See the table above for points for each position. Principal's position points will be based on the grade span of the school for the new work year and the school enrollment based on the P-2 report of the current year. Based on Census Day data of the new work year, i.e., first Wednesday of October, if an increase in enrollment requires an adjustment to the position points, updated position points will be used in prorated salary calculations as of November. Final decision will be made by the Home Office for extenuating circumstances.

2) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are not added; the highest degree will be considered.

3) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added.

4) Prior Experience: Cap of 15 years will be applied for prior full-time, full-year school leader, teaching, and other related field work experience. See the table above for coefficients. For prior experience that is more than 15 years, experience with higher coefficients will be prioritized, i.e., principal experience will be considered first, followed by AP/Dean experience and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.

5) MPS experience is valued more than prior experience; both full and partial MPS years will be added and the sum will be rounded to the lower multiple of one-half.

* Total experience, i.e., the sum of prior experience and MPS experience will be capped at 25 years. For total experience that is more than 25 years, MPS experience will be considered before prior experience and experience with higher coefficients will be prioritized. See the table above for experience in priority order to be counted towards the 25 years.

3) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
School Leader Positions	\$4,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	50%
2: Developing (D)	N/A
1: Ineffective (I)	N/A

Narrative:
<p>1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.</p> <p>2) Employees who receive a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay and those who receive a “3: Effective (E)” rating will earn 50% of the available performance pay.</p> <p>3) Available performance pay will be a maximum of \$4,000 for school leader positions.</p> <p>4) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is NOT part of the employee’s base salary and will be paid separately in a one-time lump-sum amount in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)</p> <p>5) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee on California Professional Standards for Educational Leaders (CPSEL) are used in school leader evaluations.</p>

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/25/15	One percent is added to base pay (excluding benefits); base school salaries and coefficients for employee qualifications are revised.	Oswaldo Diaz
2	5/12/16	Salary bands are introduced.	Terri Boatman
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. The band maximums, coefficients for employee qualifications, and available performance pay amounts are revised; school enrollment is made a factor in principal position points. Added details for performance pay. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	-Base school salary increased from \$46,600 to \$50,000 -Position points for Assistant Principal/Dean under the "Employee Qualifications Pay" increased from 15 points to 20 points. (Proposed separately in Board Agenda Item III. C)	Suat Acar



Board Agenda Item #	Agenda # II A
Date:	03/19/2019
To:	Magnolia Board of Directors Stakeholders Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic Positions & School Leaders

Proposed Board Motion

I move the board to approve the new MPS Pay Raise Salary Scale for for Full-Time Teaching Positions & Non-Classroom Based Academic Positions & School Leaders.

Introduction

Full-Time Teaching Positions & Non-Classroom Based Academic Positions & school leaders which cover positions mentioned in the scale such as teachers, college counselors, education specialists, librarians, title I coordinators, deans and principals.

MPS Operations department proposes increasing the base pay under the qualifications pay in the MPS Salary Scale for eligible staff of MSA 1, 2, 3, 4, 5, 6, 7, and 8 from \$46,600.00 to \$50,000.00 and of MSA-Santa Ana and MSA-San Diego from \$46,600.00 to \$48,000.00 starting from 2019-20 fiscal year. This will affect the salaries of all Full-Time Teaching Positions & Non-Classroom Based Academic Positions and School Leader Positions.

Background

The teacher unions went on a strike within LAUSD within the 2018-19 school year. In the end the LAUSD and the Teacher Union reached out a deal to make significant raises to teacher salaries plus some retro pays. This is expected to increase the competition in the teacher market for our schools. Therefore, we wanted to come up with competitive salary increases by increasing the current base pay from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego. This will increase the overall individual salary of eligible staff by \$3,400.00 for MSA-1 through MSA-8 and by \$1,400.00 for MSA-Santa Ana and MSA-San Diego, excluding any additional add-ons, stipends and performance pays.

Analysis & Budget impact

Below is a chart showing the number of staff whose salaries will be affected by the new school base pay increases. The dollar amounts are the gross increases per site.

FOR MSA-1 THROUGH MSA-8

	X	CURRENT SCHOOL BASE SALARY	\$46,600			
	Y	PROPOSED SCHOOL BASE SALARY	\$50,000			
	Z	PROPOSED SCHOOL BASE INCREASE	\$3,400			
	A	B	C	D	A+B+C+D	(A+B+C+D)*Z
SCHOOL	# OF TEACHERS	# OF NON CLASSROOM BASED ACADEMIC POSITIONS	# OF PRINCIPALS	# OF DEANS	# OF EMPLOYEES EFFECTED BY BASE INCREASE	TOTAL EXPECTED IMPACT
MSA-1	31	4	1	4	40	\$136,000
MSA-2	22	5	1	3	31	\$105,400
MSA-3	21	3	1	3	28	\$95,200
MSA-4	11	1	1	1	14	\$47,600
MSA-5	13	2	1	1	17	\$57,800
MSA-6	8	1	1	1	11	\$37,400
MSA-7	12	2	1	1	16	\$54,400
MSA-8	18	6	1	3	28	\$95,200
TOTAL	136	24	8	17	185	\$629,000

FOR MSA-SANTA ANA AND MSA- SAN DIEGO

	X	CURRENT SCHOOL BASE SALARY	\$46,600			
	Y	PROPOSED SCHOOL BASE SALARY	\$48,000			
	Z	PROPOSED SCHOOL BASE INCREASE	\$1,400			
	A	B	C	D	A+B+C+D	(A+B+C+D)*Z
SCHOOL	# OF TEACHERS	# OF NON CLASSROOM BASED ACADEMIC POSITIONS	# OF PRINCIPALS	# OF DEANS	# OF EMPLOYEES EFFECTED BY BASE INCREASE	TOTAL EXPECTED IMPACT
MSA-SA	30	6	1	4	41	\$57,400
MSA-SD	16	2	1	3	22	\$30,800
TOTAL	46	8	2	7	63	\$88,200



MPS EMPLOYEE PAY RAISE SCALE

FULL-TIME TEACHING POSITIONS

&

NON-CLASSROOM-BASED ACADEMIC POSITIONS

Last Amended: 3/21/19

MPS EMPLOYEE PAY RAISE SCALE (FULL-TIME TEACHING POSITIONS & NON-CLASSROOM BASED ACADEMIC POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: Teaching Positions & Non-Classroom Based Academic Positions		
1	Base School Salary	
	+	→ Base Employee Salary
2	Employee Qualifications Pay	
	+	
3	Employee Performance Pay	
	+	
4	Pay for Additional Duties	

Narrative:

- 1) The MPS Board of Directors will closely work with the Home Office to review and update this employee pay raise scale and approve it at one of its meetings prior to the fiscal year to which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2018 and until the next Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
- 3) This policy replaces and overrides any previous pay/bonus policy.
- 4) This pay raise scale applies to all full-time teaching staff and non-classroom based academic staff.
- 5) Pay for full-time teaching positions and non-classroom-based academic positions have four major components: base school salary, employee qualifications pay, employee performance pay, and pay for additional duties. Base school salary and the employee qualifications pay make up the base employee salary. Employee Performance Pay and Pay for Additional Duties are variable pays based on employee's performance rating and additional duties assigned to the employee and are not part of the base employee salary.
- 6) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)
- 7) Additional duties for employees will be assigned add-on points as explained further in this scale. These duties have

to be approved by the school administration and the Home Office. The add-on points for such additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service. Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. See "Additional Duties" for details.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission.

9) MPS would like to pay the semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) Retroactive salary increases are not permitted.

11) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

12) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Also, the pay raise scale limitations may be waived in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$50,000
Los Angeles County (Van Nuys)	MSA-2	\$50,000
Los Angeles County (Carson)	MSA-3	\$50,000
Los Angeles County (Los Angeles)	MSA-4	\$50,000
Los Angeles County (Reseda)	MSA-5	\$50,000
Los Angeles County (Los Angeles)	MSA-6	\$50,000
Los Angeles County (Northridge)	MSA-7	\$50,000
Los Angeles County (Bell)	MSA-Bell	\$50,000
San Diego County (San Diego)	MSA-San Diego	\$48,000
Orange County (Santa Ana)	MSA-Santa Ana	\$48,000

Narrative:
<p>1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.</p> <p>2) Based on the above parameters, the Board may adjust the Base School Salaries each year.</p>

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Position	\$1,015	See notes.	10
2	Degree	\$1,015	1 or 3. See notes.	3
3	Credential	\$1,015	1 or 2. See notes.	2
4	Prior Experience	\$750	1 for each year up to 15	15
5	MPS Experience	\$1,015	1 for each year up to a total* of 25	25

Position Points	
College Counselor, Librarian, EL Coordinator, Language/Literacy Coach, Title-I/Intervention Coordinator, Guidance Counselor	5
Education Specialist, Psychologist	10

Narrative:
<p>1) Position: Staff with non-classroom-based academic positions will receive additional points based on their position. See the table above.</p> <p>2) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are not added; the highest degree will be considered.</p> <p>3) Credential: 1 point for California Clear Teaching Credential; 1 point for California Preliminary or Clear Administrative Services Credential; 1 point for job-related credential or certificate, e.g., college counseling certificate; 2 points for National Board Certification. Points are not added. CA Preliminary Teaching Credential does not earn points.</p> <p>4) Prior Experience: Cap of 15 years will be applied for prior full-time, full-year teaching, school leader, and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.</p>

5) MPS experience is valued more than prior experience; both full and partial MPS years will be added and the sum will be rounded to the lower multiple of one-half.

* Total experience, i.e., the sum of prior experience and MPS experience will be capped at 25 years. For total experience that is more than 25 years, MPS experience will be considered before prior experience.

3) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
Teaching & Non-Classroom Based Academic Positions	\$4,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	50%
2: Developing (D)	N/A
1: Ineffective (I)	N/A

Narrative:
<p>1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.</p> <p>2) Employees who receive a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay and those who receive a “3: Effective (E)” rating will earn 50% of the available performance pay.</p> <p>3) Available performance pay will be a maximum of \$4,000 for school-level teaching staff and non-classroom based academic staff.</p> <p>4) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is NOT part of the employee’s base salary and will be paid separately in a one-time lump-sum amount in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)</p> <p>5) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee performance are used in evaluations of teaching and non-classroom based academic staff.</p>

4) PAY FOR ADDITIONAL DUTIES

Coefficient	
Coefficient for Additional Duties	\$1,000

Additional Duties	
Duty	Add-on Points
Schoolwide Coordination Duties	
Discipline Coordinator	5.0
I.T. Coordinator/Technician	5.0
Testing Coordinator	5.0
After School Coordinator	5.0
MTSS Coordinator (incl. RTI, SSPT, Title I, etc.)	5.0
EL Coordinator	5.0
Literacy Program Coordinator (incl. myON, A.R., etc.)	3.0
Athletic Director	3.0
STEAM Festival/Expo Coordinator	2.0
Community and Family Outreach Coordinator	2.0
WASC Self-Study Coordinator	1.5
Blended Learning Coordinator	1.0
Extracurricular Activities Coordinator	1.0
Chair/Mentorship/Special Committee Duties	
Department Chair	3.0 (for 5+) or 2.0 (for 1-4) *
Grade Level Chair	3.0 (for 5+) or 2.0 (for 1-4) *
Student Leadership/Gov't. Advisor	2.0
BTSA Mentor	1.5
CAP Mentor	1.0
Reflection Committee Team Member	1.0
Club/Competition Duties	
Special Club (Category 1)	1.0
Special Club (Category 2)	2.0
Extra Club	1.0
Seasonal Sports Coach	1.0

Additional Teaching Duties	
AP Teacher (per AP course)	2.0
Extra Teaching Hours	1.0 **

Narrative:

- 1) The coefficient for additional duties is \$1,000 per add-on point.
- 2) Additional duties for employees will be assigned add-on points as indicated in the table for additional duties. These duties have to be approved by the school administration and the Home Office annually prior to the duties are performed.
- 3) The add-on points for additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service.
- 4) Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Depending on the duties, this amount can either be included in the semi-monthly salary or paid to the employee in several installments. Pay for additional duties will be prorated based on the date additional duties are assumed.
- 5) * Department chair and grade level chair add-on points are 3.0 for supervising staff of five or more and 2.0 for supervising staff of one to four.
- 6) Special Club (Category 1) includes approved clubs that either have a STEM focus or prepare students for a special competition but do not require as extensive time commitment and preparation as a Category 2 club. Ex: Advanced Math/MathCounts, Science Olympiad, and other approved STEM clubs; Spelling Bee, Geography Bee, and other approved clubs that prepare for a competition. Special Club (Category 2) includes approved clubs that have a special focus, typically in STEM fields, require an extensive time commitment and preparation, and generally culminate in a competition. Ex: VEX/Seaperch Robotics, FIRST Lego, Future City, Academic Decathlon/Pentathlon.
- 7) Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
- 8) ** For middle/high school grades, each additional weekly teaching hour over the standard 25 hours, plus 2.5 hours of SSR/Advisory, will earn the employee 1.0 point for their annual salary. For example; a teacher teaching 27 hours, plus 2.5 hours of SSR/Advisory per week, over a year will earn 2.0 add-on points, i.e., and additional \$2,000 for the year. MPS does not recommend extra teaching hours other than in extenuating circumstances.
- 9) Payments for any additional duties not described herein (Saturday tutoring, other approved hourly duties, etc.) will be resolved by the school administration and the Home Office via payroll.
- 10) Exceptions: The add-on points for additional duties are for full-time teaching staff and other approved staff on a case-by-case basis. Principals and assistant principals/deans do not earn add-on points for any of the additional duties listed in this table. After-school coordinators do not earn add-on points for after-school coordination if they are already being paid separately for that duty, e.g., through an after-school grant. Computer teachers who also do IT technician duties for less than 50% of their time can earn add-on points for their IT technician duties. If they do IT for 50% or more of their time, they will be regarded as IT Technician for salary calculations.
- 11) Final decision for any add-on points will be made by the school administration and the Home Office.

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/10/16	The difference in pay between teachers teaching different subjects is removed; one percent is added to base pay (excluding benefits).	Terri Boatman
2	3/8/17	Additional duties and corresponding add-on points are revised by the Home Office.	Orielle Revish
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. Prior and total experience caps, prior experience pay, and available performance pay amounts are revised. Added details for performance pay. Included position points for non-classroom-based academic positions. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego.	Suat Acar



MPS EMPLOYEE PAY RAISE SCALE

SCHOOL LEADER POSITIONS

Last Amended: 3/21/19

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: School Leader Positions		
1	<p>Base School Salary</p>	
	+	
2	<p>Employee Qualifications Pay</p>	
	+	
3	<p>Employee Performance Pay</p>	
		➔ Base Employee Salary

Narrative:

- 1) The MPS Board of Directors will closely work with the Home Office to review and update this employee pay raise scale and approve it at one of its meetings prior to the fiscal year to which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2018 and until the next Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
- 3) This policy replaces and overrides any previous pay/bonus policy.
- 4) This pay raise scale applies to all full-time school leaders, i.e., principals, APs, and deans.
- 5) Pay for school leader positions has three major components: base school salary, employee qualifications pay, and employee performance pay. Base school salary and the employee qualifications pay make up the base employee salary. Employee Performance Pay is a variable pay based on employee’s performance rating and is not part of the base employee salary.
- 6) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)
- 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean	Minimum: \$70,000	Maximum: \$100,000
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Principal Minimum: \$90,000 Maximum: \$130,000

If the pay raise calculations for a school leader result in an amount either below the band minimum or above the band maximum, the minimum or the maximum amounts will be applied respectively.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission.

9) MPS would like to pay the semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) Retroactive salary increases are not permitted.

11) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

12) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Also, the pay raise scale limitations may be waived in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$50,000
Los Angeles County (Van Nuys)	MSA-2	\$50,000
Los Angeles County (Carson)	MSA-3	\$50,000
Los Angeles County (Los Angeles)	MSA-4	\$50,000
Los Angeles County (Reseda)	MSA-5	\$50,000
Los Angeles County (Los Angeles)	MSA-6	\$50,000
Los Angeles County (Northridge)	MSA-7	\$50,000
Los Angeles County (Bell)	MSA-Bell	\$50,000
San Diego County (San Diego)	MSA-San Diego	\$48,000
Orange County (Santa Ana)	MSA-Santa Ana	\$48,000

Narrative:

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Position	\$1,015	See table below.	50
2	Degree	\$1,015	1 or 3. See notes.	3
3	Credential	\$1,015	1 or 2. See notes.	2
4	Prior Experience (Other)	\$750	1 for each year up to 15	15
5	Prior Experience (AP/Dean)	\$1,125	1 for each year up to 15	15
6	Prior Experience (Principal)	\$1,350	1 for each year up to 15	15
7	MPS Experience (Other)	\$1,015	1 for each year up to a total* of 25	25
8	MPS Experience (AP/Dean)	\$1,250	1 for each year up to a total* of 25	25
9	MPS Experience (Principal)	\$1,500	1 for each year up to a total* of 25	25

Position Points				
Assistant Principal/Dean	20			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	25	30	35	40
K-8, 9-12 or 6-12	30	35	40	45
K-12	35	40	45	50

Experience						
Lower Priority			→	Higher Priority		
Prior Experience (Other)	Prior Experience (AP/Dean)	Prior Experience (Principal)	MPS Experience (Other)	MPS Experience (AP/Dean)	MPS Experience (Principal)	
Prior experience capped at 15 years			Total experience* capped at 25 years			

Narrative:
1) Position: See the table above for points for each position. Principal's position points will be based on the grade span of the school for the new work year and the school enrollment based on the P-2 report of the current year. Based on Census Day data of the new work year, i.e., first Wednesday of October, if an increase in enrollment requires an adjustment to the position points, updated position points will be used in prorated salary calculations as of November. Final decision will be made by the Home Office for extenuating circumstances.

2) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are not added; the highest degree will be considered.

3) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added.

4) Prior Experience: Cap of 15 years will be applied for prior full-time, full-year school leader, teaching, and other related field work experience. See the table above for coefficients. For prior experience that is more than 15 years, experience with higher coefficients will be prioritized, i.e., principal experience will be considered first, followed by AP/Dean experience and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.

5) MPS experience is valued more than prior experience; both full and partial MPS years will be added and the sum will be rounded to the lower multiple of one-half.

* Total experience, i.e., the sum of prior experience and MPS experience will be capped at 25 years. For total experience that is more than 25 years, MPS experience will be considered before prior experience and experience with higher coefficients will be prioritized. See the table above for experience in priority order to be counted towards the 25 years.

3) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
School Leader Positions	\$4,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	50%
2: Developing (D)	N/A
1: Ineffective (I)	N/A

Narrative:
<p>1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.</p> <p>2) Employees who receive a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay and those who receive a “3: Effective (E)” rating will earn 50% of the available performance pay.</p> <p>3) Available performance pay will be a maximum of \$4,000 for school leader positions.</p> <p>4) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is NOT part of the employee’s base salary and will be paid separately in a one-time lump-sum amount in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)</p> <p>5) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee on California Professional Standards for Educational Leaders (CPSEL) are used in school leader evaluations.</p>

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/25/15	One percent is added to base pay (excluding benefits); base school salaries and coefficients for employee qualifications are revised.	Oswaldo Diaz
2	5/12/16	Salary bands are introduced.	Terri Boatman
3	3/8/18	Edited to reflect new base school salaries and language for employee evaluation ratings. The band maximums, coefficients for employee qualifications, and available performance pay amounts are revised; school enrollment is made a factor in principal position points. Added details for performance pay. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	3/21/19	-Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego. -Position points for Assistant Principal/Dean under the "Employee Qualifications Pay" increased from 15 points to 20 points. (Proposed separately in Board Agenda Item III. C)	Suat Acar

Coversheet

MPS Employee Pay Raise Scale for School Leader Positions

Section: II. Recommended Action Items
Item: B. MPS Employee Pay Raise Scale for School Leader Positions
Purpose: Vote
Submitted by:
Related Material: II B School Leaders Pay Scale.pdf
REVISED II B Leader Pay Scale.pdf



Board Agenda Item #	Agenda # II B - Action Item
Date:	03/21/2019
To:	Stakeholder Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	MPS Employee Pay Raise Scale for Assistant Principal/Dean Position

Proposed Board Motion

I move the board to approve the new MPS Pay Raise Salary Scale for Assistant Principal/Dean Positions.

Introduction

MPS Operations Department Proposes increasing the positions pay under the qualifications pay for the Assistant Principal/Dean Positions -only- from 15 points to 20 points starting from 2019-20 fiscal year. Each point refers to \$1,015.00 in the current and proposed salary scale with no change.

Background

After speaking with the site principals, the principals mentioned the overload on the Assistant Principals/Deans and requested additional salary increase.

Analysis & Budget impact

Below is a chart showing the number of deans per site who will get additional \$5,075.00 (5 points x \$1,015) increase to their qualifications pays. The dollar amounts are the gross increases per site.

K	CURRENT ASSISTANT PRINCIPAL/DEAN POSITION QUALIFICATION POINT	15
L	PROPOSED DEAN ASSISTANT PRINCIPAL/DEAN POSITION QUALIFICATION POINT	20
M	PROPOSED POINT CHANGE (L-K)	5
N	POINT DOLLAR VALUE	\$1,015
P	PROPOSED \$ CHANGE FOR ASSISTANT PRINCIPAL/DEAN POSITION (M*N)	\$5,075
	A	A*P
SCHOOL	# OF ASSISTANT PRINCIPAL/DEANS	TOTAL EXPECTED IMPACT
MSA-1	4	\$20,300
MSA-2	3	\$15,225
MSA-3	3	\$15,225
MSA-4	1	\$5,075
MSA-5	1	\$5,075
MSA-6	1	\$5,075
MSA-7	1	\$5,075
MSA-8	3	\$15,225
MSA-SA	4	\$20,300
MSA-SD	3	\$15,225
TOTAL	24	\$121,800



MPS EMPLOYEE PAY RAISE SCALE

SCHOOL LEADER POSITIONS

Last Amended: 3/21/19

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: School Leader Positions		
1	<p>Base School Salary</p>	
	+	➔ Base Employee Salary
2	<p>Employee Qualifications Pay</p>	
	+	
3	<p>Employee Performance Pay</p>	

Narrative:

- 1) The MPS Board of Directors will closely work with the Home Office to review and update this employee pay raise scale and approve it at one of its meetings prior to the fiscal year to which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2018 and until the next Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
- 3) This policy replaces and overrides any previous pay/bonus policy.
- 4) This pay raise scale applies to all full-time school leaders, i.e., principals, APs, and deans.
- 5) Pay for school leader positions has three major components: base school salary, employee qualifications pay, and employee performance pay. Base school salary and the employee qualifications pay make up the base employee salary. Employee Performance Pay is a variable pay based on employee’s performance rating and is not part of the base employee salary.
- 6) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)
- 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean	Minimum: \$70,000	Maximum: \$100,000
--------------------------	-------------------	--------------------

Principal	Minimum: \$90,000	Maximum: \$130,000
<p>If the pay raise calculations for a school leader result in an amount either below the band minimum or above the band maximum, the minimum or the maximum amounts will be applied respectively.</p> <p>8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission.</p> <p>9) MPS would like to pay the semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.</p> <p>10) Retroactive salary increases are not permitted.</p> <p>11) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.</p> <p>12) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Also, the pay raise scale limitations may be waived in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)</p> <p>13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.</p>		

1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
Los Angeles County (Reseda)	MSA-1	\$50,000
Los Angeles County (Van Nuys)	MSA-2	\$50,000
Los Angeles County (Carson)	MSA-3	\$50,000
Los Angeles County (Los Angeles)	MSA-4	\$50,000
Los Angeles County (Reseda)	MSA-5	\$50,000
Los Angeles County (Los Angeles)	MSA-6	\$50,000
Los Angeles County (Northridge)	MSA-7	\$50,000
Los Angeles County (Bell)	MSA-Bell	\$50,000
San Diego County (San Diego)	MSA-San Diego	\$50,000
Orange County (Santa Ana)	MSA-Santa Ana	\$50,000

Narrative:

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Position	\$1,015	See table below.	50
2	Degree	\$1,015	1 or 3. See notes.	3
3	Credential	\$1,015	1 or 2. See notes.	2
4	Prior Experience (Other)	\$750	1 for each year up to 15	15
5	Prior Experience (AP/Dean)	\$1,125	1 for each year up to 15	15
6	Prior Experience (Principal)	\$1,350	1 for each year up to 15	15
7	MPS Experience (Other)	\$1,015	1 for each year up to a total* of 25	25
8	MPS Experience (AP/Dean)	\$1,250	1 for each year up to a total* of 25	25
9	MPS Experience (Principal)	\$1,500	1 for each year up to a total* of 25	25

Position Points				
Assistant Principal/Dean	20			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	25	30	35	40
K-8, 9-12 or 6-12	30	35	40	45
K-12	35	40	45	50

Experience						
Lower Priority			→	Higher Priority		
Prior Experience (Other)	Prior Experience (AP/Dean)	Prior Experience (Principal)	MPS Experience (Other)	MPS Experience (AP/Dean)	MPS Experience (Principal)	
Prior experience capped at 15 years			Total experience* capped at 25 years			

Narrative:
1) Position: See the table above for points for each position. Principal's position points will be based on the grade span of the school for the new work year and the school enrollment based on the P-2 report of the current year. Based on Census Day data of the new work year, i.e., first Wednesday of October, if an increase in enrollment requires an adjustment to the position points, updated position points will be used in prorated salary calculations as of November. Final decision will be made by the Home Office for extenuating circumstances.

2) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are not added; the highest degree will be considered.

3) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added.

4) Prior Experience: Cap of 15 years will be applied for prior full-time, full-year school leader, teaching, and other related field work experience. See the table above for coefficients. For prior experience that is more than 15 years, experience with higher coefficients will be prioritized, i.e., principal experience will be considered first, followed by AP/Dean experience and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.

5) MPS experience is valued more than prior experience; both full and partial MPS years will be added and the sum will be rounded to the lower multiple of one-half.

* Total experience, i.e., the sum of prior experience and MPS experience will be capped at 25 years. For total experience that is more than 25 years, MPS experience will be considered before prior experience and experience with higher coefficients will be prioritized. See the table above for experience in priority order to be counted towards the 25 years.

3) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
School Leader Positions	\$4,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	50%
2: Developing (D)	N/A
1: Ineffective (I)	N/A

Narrative:
<p>1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.</p> <p>2) Employees who receive a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay and those who receive a “3: Effective (E)” rating will earn 50% of the available performance pay.</p> <p>3) Available performance pay will be a maximum of \$4,000 for school leader positions.</p> <p>4) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is NOT part of the employee’s base salary and will be paid separately in a one-time lump-sum amount in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)</p> <p>5) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee on California Professional Standards for Educational Leaders (CPSEL) are used in school leader evaluations.</p>

Revision History:

Revision	Date	Description of changes	Requested By
0	5/12/14	Initial Release	David Yilmaz
1	3/25/15	One percent is added to base pay (excluding benefits); base school salaries and coefficients for employee qualifications are revised.	Oswaldo Diaz
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Board Agenda Item #	Agenda # II B
Date:	03/19/2019
To:	Magnolia Board of Directors Stakeholders Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Suat Acar, Chief Operations Officer
RE:	MPS Employee Pay Raise Scale for Assistant Principal/Dean Position

Proposed Board Motion

I move the board to approve the new MPS Pay Raise Salary Scale for Assistant Principal/Dean Positions.

Introduction

MPS Operations Department Proposes increasing the positions pay under the qualifications pay for the Assistant Principal/Dean Positions -only- from 15 points to 20 points starting from 2019-20 fiscal year. Each point refers to \$1,015.00 in the current and proposed salary scale with no change.

Background

After speaking with the site principals, the principals mentioned the overload on the Assistant Principals/Deans and requested additional salary increase.

Analysis & Budget impact

Below is a chart showing the number of deans per site who will get additional \$5,075.00 (5 points x \$1,015) increase to their qualifications pays. The dollar amounts are the gross increases per site.

K	CURRENT ASSISTANT PRINCIPAL/DEAN POSITION QUALIFICATION POINT	15
L	PROPOSED DEAN ASSISTANT PRINCIPAL/DEAN POSITION QUALIFICATION POINT	20
M	PROPOSED POINT CHANGE (L-K)	5
N	POINT DOLLAR VALUE	\$1,015
P	PROPOSED \$ CHANGE FOR ASSISTANT PRINCIPAL/DEAN POSITION (M*N)	\$5,075
	A	A*P
SCHOOL	# OF ASSISTANT PRINCIPAL/DEANS	TOTAL EXPECTED IMPACT
MSA-1	4	\$20,300
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MSA-6	1	\$5,075
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MSA-8	3	\$15,225
MSA-SA	4	\$20,300
MSA-SD	3	\$15,225
TOTAL	24	\$121,800



MPS EMPLOYEE PAY RAISE SCALE

SCHOOL LEADER POSITIONS

Last Amended: 3/21/19

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: School Leader Positions		
1	<p>Base School Salary</p>	
	+	
2	<p>Employee Qualifications Pay</p>	
	+	
3	<p>Employee Performance Pay</p>	
		➔ Base Employee Salary

Narrative:

- 1) The MPS Board of Directors will closely work with the Home Office to review and update this employee pay raise scale and approve it at one of its meetings prior to the fiscal year to which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2018 and until the next Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
- 3) This policy replaces and overrides any previous pay/bonus policy.
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- 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean	Minimum: \$70,000	Maximum: \$100,000
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Principal Minimum: \$90,000 Maximum: \$130,000

If the pay raise calculations for a school leader result in an amount either below the band minimum or above the band maximum, the minimum or the maximum amounts will be applied respectively.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission.

9) MPS would like to pay the semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) Retroactive salary increases are not permitted.

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12) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Also, the pay raise scale limitations may be waived in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

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1) BASE SCHOOL SALARY

Base School Salary		
<u>Location</u>	<u>School</u>	<u>Base</u>
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Los Angeles County (Bell)	MSA-Bell	\$50,000
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Narrative:

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Position	\$1,015	See table below.	50
2	Degree	\$1,015	1 or 3. See notes.	3
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Position Points				
Assistant Principal/Dean	20			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	25	30	35	40
K-8, 9-12 or 6-12	30	35	40	45
K-12	35	40	45	50

Experience						
Lower Priority			→	Higher Priority		
Prior Experience (Other)	Prior Experience (AP/Dean)	Prior Experience (Principal)	MPS Experience (Other)	MPS Experience (AP/Dean)	MPS Experience (Principal)	
Prior experience capped at 15 years			Total experience* capped at 25 years			

Narrative:
1) Position: See the table above for points for each position. Principal's position points will be based on the grade span of the school for the new work year and the school enrollment based on the P-2 report of the current year. Based on Census Day data of the new work year, i.e., first Wednesday of October, if an increase in enrollment requires an adjustment to the position points, updated position points will be used in prorated salary calculations as of November. Final decision will be made by the Home Office for extenuating circumstances.

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3) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
School Leader Positions	\$4,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
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Narrative:
<p>1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.</p> <p>2) Employees who receive a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay and those who receive a “3: Effective (E)” rating will earn 50% of the available performance pay.</p> <p>3) Available performance pay will be a maximum of \$4,000 for school leader positions.</p> <p>4) Performance pay is given to existing full-time employees based on their performance in the finished year. Only those full-time employees who have finished the year at MPS and completed at least 90 business days in the finished year will be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year. Performance pay is NOT part of the employee’s base salary and will be paid separately in a one-time lump-sum amount in July immediately following the school year during which the performance was evaluated. (See "Employee Performance" for details.)</p> <p>5) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee on California Professional Standards for Educational Leaders (CPSEL) are used in school leader evaluations.</p>

Revision History:

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4	3/21/19	-Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego (Proposed separately in Board Agenda Item III. B) -Position points for Assistant Principal/Dean under the "Employee Qualifications Pay" increased from 15 points to 20 points. (Proposed in Board Agenda Item III. C)	Suat Acar

Coversheet

Approval of Revisions to the Tuition Reimbursement Policy

Section: II. Recommended Action Items
Item: C. Approval of Revisions to the Tuition Reimbursement Policy
Purpose: Vote
Submitted by:
Related Material: II C Revisions Tuition Reimbursement Policy.pdf



Board Agenda Item #	II C – Recommendation for Approval
Date:	March 19, 2019
To:	Magnolia Board of Directors - Stakeholders Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of revisions to the Tuition Reimbursement Policy

Proposed Board Recommendation

I move that the board approve revisions to the Tuition Reimbursement Policy.

Background

History

The MPS board of directors adopted a Tuition Reimbursement Policy on May 2, 2014 to provide employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization.

All MPS employees with regular full-time status are covered by the scope of this policy and its guidelines. The policy is a benefit to MPS since professional development and continuous learning are necessary to maintain the quality of the Organization's staff and their ability to contribute effectively to the mission and goals of the Organization.

Over the years revisions have been made to the policy as approved by the Board. Revision History section on page 8 of the policy describes these historical revisions which include updates to the responsibilities and eligibilities sections, timeframe to remain employed by MPS after completion of the program, eligibility to receive funds in advance, and priority criteria.

What Is Being Revised?

We had added the following language to our policy on February 16, 2017:

- “In some instances, depending on the funding for each school, employees may receive the funding in advance of course completion, however failure to earn a final grade of “B” or equivalent may impact their award for other semesters and/or eligibility to receive reimbursement for the remainder of the degree program.”

We are proposing to remove the above language from the policy that allows “funding in advance of course completion.” In practice, we have not received any requests for funding in advance. Based on strong recommendation from the finance department and the c-team, we would like to continue to use the policy on a reimbursement basis and not open it for advance payment, which has potential to create complications since we would need to create objective criteria for advance payment which is difficult, and it would also be complicated to handle situations when the employee does not receive a “B” and we would have to collect the payment from the employee.

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

This action will help us avoid complicated situations in handling tuition payments due to the potential “advance pay” so that we can continue to implement the tuition reimbursement policy smoothly.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Personnel Policies-Tuition Reimbursement Policy (current version)
- Personnel Policies-Tuition Reimbursement Policy (revised version)

SOP # G&A123 Revision: 1
Effective Date: 5/2/14

Prepared by: Central Office
Approved by: BOD

Revised: March 8, 2018

Title: G&A123 TUITION REIMBURSEMENT

Policy: To provide employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization.

Purpose: Professional development and continuous learning are necessary to maintain the quality of the Organization's staff and their ability to contribute effectively to the mission and goals of the Organization.

Scope: All employees with regular full-time status are covered by the scope of this policy and its guidelines.

Responsibilities:

Principals are responsible for coordination of their staff's application process for professional development/tuition reimbursement funds with the Human Resources at the Home Office.

Human Resources is responsible for coordination of the application process.

Chief Financial Officer or designee is responsible for determining amount of funds that can be made available for professional development/tuition reimbursement after consideration of budgeted expense and reserve amounts.

Chief Executive Officer or designee is responsible for authorizing the employee application process for professional development/tuition reimbursement funds.

Background: The work performance of an employee is a vital key to the success of the Organization. Providing professional development opportunities to the Organization's employees is an investment in our employees' careers and the Organization's future.

1.0 ELIGIBILITY

1.1 Professional development programs are approved at the discretion of Chief Executive Officer or designee. Eligible professional development can be

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obtained through baccalaureate and graduate level courses that must be taken for academic credit through colleges and universities accredited by regional organizations identified in Appendix A. Courses leading to certification must be taken at a school or through an organization that is authorized by the certifying authority to provide such educational programs.

1.2 Employees have been employed with MPS for a period of a full school year before being eligible to apply for a degree program.

1.3 Sample eligible programs:

(1) The following table categorizes the four types of programs covered under the Tuition Reimbursement policy and includes sample recommended job-related certifications and programs. Category 1 includes teaching related certification/career development programs; Category 2 includes administrative related certification/career development programs; Category 3 includes job-related master's degree program; and Category 4 includes job-related doctoral degree programs.

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Category 1 Teaching related certification/career development programs	Category 2 Administrative related certification/career development programs	Category 3 Master's degree
<ul style="list-style-type: none"> ▪ CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.) ▪ CCTC approved subject-matter preparation programs ▪ BTSA induction programs ▪ English Learner Authorization/CLAD certification ▪ National Board certification ▪ Undergraduate/graduate level academic courses not leading to a degree program ▪ Testing and or programs to support a credential in a new subject. ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Administrative services credential ▪ College counseling certification ▪ Behavior intervention specialist certification ▪ CBO certification ▪ SHRM certification ▪ Project management certification ▪ IT certification ▪ Graduate level academic courses not leading to a degree program ▪ Undergraduate level academic courses leading to a bachelor's degree program if approved by the Home Office ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Job-related master's degree <p>(Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)</p>
Category 4 Doctoral degree		<ul style="list-style-type: none"> ▪ Job-related doctoral degree <p>(Max. reimbursement: \$10,000 per fiscal year up to a max. of 3 years)</p>

(2) Programs leading to professional certification, i.e., certifications in Categories 1 and 2, must be in a specific job-related field of professional discipline, and should provide the participating employee with skills, knowledge and competencies applicable to their current position. This includes fees associated with a new credential in a different subject which could include CSET, or CBEST tests and/or coursework. For participation in such programs, employees may be approved for reimbursement of tuition and eligible fees up to a maximum of \$5,000 per fiscal year.

(3) Undergraduate and graduate level academic courses taken as part of a career development program in Categories 1 and 2 should provide an employee with skills, knowledge and development plans. For undergraduate, graduate, university extension, university continuing

Accounting Policies, Procedures and Forms

- education, and audited courses, tuition and eligible fees may be approved for reimbursement up to a maximum of \$5,000 per fiscal year.
- (4) Job-related graduate level academic programs in Categories 3 and 4, up to and including those leading to a doctoral degree, must provide an employee with skills, knowledge, and competencies that are specifically applicable to their current position classification and enhance her or his performance in that job. For participation in such graduate level courses at an accredited university, tuition and eligible fees may be approved for reimbursement up to a maximum of \$7,500 for master's and \$10,000 for doctoral programs per fiscal year.
- (5) The Human Resources may require that the employee first obtain or maintain a Category 1 certification or attend career development programs before s/he can apply for a Category 2, 3, or 4 reimbursement or maintain a Category 2 certification or attend career development programs before s/he can apply for a Category 3 or 4 reimbursement.
- (6) For any category covered under the Tuition Reimbursement policy, MPS may extend tuition reimbursement to employees for programs that can qualify the employee for a new position classification, i.e., different than their current position classification, if approved by the employee's supervisor and ratified by the Human Resources as part of a career development plan.

2.0 TUITION REIMBURSEMENT

- 2.1 For courses that are taken for credit as part of a degree program, tuition and eligible fees are reimbursed only for courses taken and completed with a final grade of "B" or equivalent, or higher. For courses leading to professional certification, course registration costs will be reimbursed only after the participating employees submit evidence of having successfully completed course requirements leading to professional certification. In some instances, depending on the funding for each school, employees may receive the funding in advance of course completion, however failure to earn a final grade of "B" or equivalent may impact their award for other semesters and/or eligibility to receive reimbursement for the remainder of the degree program.
- 2.2 Graduate tuition reimbursement is generally limited to one master's and one doctoral program per employee. Tuition reimbursement for any additional graduate degree requires the approval of the CEO or designee.
- 2.3 Employees will indicate the category they are applying for, i.e., Category 1, 2, 3 or 4, in their application. Reimbursement in a given fiscal year will only be made for the expenses in the category for which the employee is authorized. Expenses in different categories cannot be combined over a fiscal year.

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- 2.4 Required fees eligible for tuition reimbursement subject to the limitations set forth in 2.1 through 2.4 above include the State of California's equivalent to tuition fees (i.e., state education fees, state university fees, state college fees, junior and community college enrollment and registration fees for California residents), continuous enrollment fees for thesis/dissertation, microfilming or binding of dissertation or thesis fees, computer fees, and laboratory fees charged to all students and that are directly applicable to the approved course(s).
- 2.5 Employees will be reimbursed for exams that lead to professional certification, including, but not limited to, CSET, CTEL, CLAD, and CPACE. Employees need to get prior approval from their supervisors for reimbursement of exam fees. Registration fees for such exams will be reimbursed through regular reimbursement procedures; tuition reimbursement application is not required and the reimbursement will not be counted against any category reimbursement allowances. Reimbursement for exam registration will be provided only for the first time of each exam and not for the repeat of a failed exam.
- 2.5 If eligible employees are laid off due to budgetary reasons, their hours are reduced, or they go on a disability leave of absence, any approved course(s) in progress will be reimbursed, provided the course is completed with a final grade of "B" or equivalent, or higher, and fulfills the other provisions of this policy.

3.0 NONREIMBURSABLE EXPENSES

- 3.1 Except for courses leading to professional certification as described above, the following do not qualify for tuition reimbursement: professional seminars and workshops, symposia, short (non-credit) courses; college/university entrance exams; review programs for entrance exams; or courses at non-accredited institutions.
- 3.2 Itemized fees not reimbursable to employees include application/pre-admission registration fees, transcript fees, test preparation fees, admission testing fees, placement fees, course waiver or challenge fees, book costs, travel costs (i.e., transportation, housing, meal, etc.), parking fees, equipment/kit purchase costs, tutoring fees, deferred tuition fees, registration fees, late registration fees, course addition, deletion or transfer fees, student activity fees, student union fees, petition fees, recreation fees, health coverage costs, dissertation or thesis typing fees, development or foundation fees, institution fees, alumni fees, and other similar fees.
- 3.3 Tuition and eligible fees are not reimbursable when the employees:
- 1) Receive duplicate or comparable fees from another institution or agency, grant, scholarship, or other financial aid; or

- 2) Voluntarily terminate employment, or are terminated for cause, prior to course completion, or
 - 3) Have not received advance approval from the Chief Executive Officer or designee, particularly those associated with a degree program.
- 3.4 An employee normally is not reimbursed for a course the tuition of which was previously reimbursed under this policy. However, some courses involving research or extended study can be repeated with advance approval of the Chief Executive Officer or designee.

4.0 OTHER MATTERS

4.1 The taxability of payments to employees under the tuition reimbursement plan is in accordance with current Internal Revenue Service guidelines. (The employer-provided education assistance exclusion allows employers to offer up to \$5,250 per year in educational assistance as a tax-free benefit.)

4.2 Unless specific approval of both the employee's supervisor and the Chief Executive Officer is obtained in advance, an employee may not take a course during scheduled working hours. When the educational program requires being away from one's job during normal work hours, the employee and her or his supervisor must agree on such a schedule in advance and make necessary arrangements to assure that expectations for ongoing work assignments are met. No legal or contractual obligations for overtime premium can be incurred as a result of employees taking a course that will be reimbursed under this policy during their scheduled working hours. Participation in the tuition reimbursement program should not in any way interfere with the employee's ability to perform his or her job.

4.3 Employees who participate in this program must remain employed with Magnolia Public Schools for a period of two years after completion of their program. Should the employee leave voluntarily, they will be required to reimburse MPS for their program costs.

5.0 REQUESTING FUNDS

5.1 During the annual budgeting process, the Chief Financial Officer will evaluate how much of the Organization's resources may be allocated to fund the professional development/tuition reimbursement budget for employees after consideration of available operating expenses and required reserve amounts in each fiscal year or portion of each fiscal year as considered necessary by the Chief Financial Officer. When the total cost of the applications exceed the allocated budget for professional development/tuition reimbursement, priority will be given based on factors such as urgency, need, and number of years at the organization.

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5.2 Applications from employees who wish to utilize tuition reimbursement funds will be accepted in the months of April and May contingent on whether funds are available for the next fiscal year. Applications received after May might be considered after the applications received in the month of April and May are processed.

5.3 To apply for tuition reimbursement, an employee should complete the Application for Academic Program Approval form in Appendix B annually and submit it to their Principal, who will submit it to the Human Resources at the Home Office. Home Office employees will submit their applications directly to the Human Resources. After obtaining supervisor's concurrence, but prior to enrolling in the course of study, the Principal (or Home Office employee) should forward the application form, along with material describing the program and course(s), to the Human Resources. The employee's supervisor may include amplifying documentation in support of program or course approval. Human Resources will coordinate the application process and submit the applications to the Chief Executive Officer or designee for certification that the proposed program and course(s) meet criteria for reimbursement.

5.4 Following review of the employee's application for tuition reimbursement, Human Resources will notify the employee in writing as to whether the application has been approved.

5.5 Upon written confirmation or approval, the employee must submit the following items for tuition reimbursement:

- (1) Written confirmation or approval for the program (Appendix B)
- (2) Request for Reimbursement of Tuition (Appendix C)
- (3) Copy of the final grade(s)
- (4) Copy of the receipt for tuition and eligible fees

Failure to provide documentation can result in discontinuation of future tuition reimbursement.

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Revision History:

Revision	Date	Description of changes	Requested By
0	5/2/14	Initial Release	
1	4/15/15	Responsibilities and eligibility sections are updated; categories are defined; reimbursement limits are revised; the scope is extended to cover all employees.	David Yilmaz
2	2/11/16	Updated to include costs for additional credentials, timeframe to remain employed with MPS after completion of the program, requirements of one year of employment prior to eligibility to participate in a degree program and availability to receive funds in advance.	Terri Boatman
3	2/16/17	Updated language about availability to receive funds in advance, detailed priority criteria, and revised forms to reflect annual program application, fiscal year reimbursement is requested for, and the CEO (or Designee) approval	David Yilmaz
4	3/8/18	Updated to include tax information about exclusion of up to \$5,250 if certain requirements are met; specified bachelor's degree under Category 2; added language to extend tuition reimbursement to employees for programs that can qualify the employee for a new position classification if approved by the Human Resources as part of a career development plan. Removed the 30-day requirement for submission of documents.	David Yilmaz

Appendix A – List of Regional Accrediting Agencies

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges.

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Appendix B – Application for Academic Program Approval (Annual)**Employee Information:**

Name: _____	Email: _____
Date of Hire: _____	Scheduled Hrs/Wk: _____
Job Title: _____	Supervisor: _____
Description of job duties:	

Academic Program Information:

School: _____	Location: _____
Work schedule (hrs/wk) while attending school: _____	Anticipated Completion/Graduation Date: _____
Educational Goal: ___ AA ___ BA ___ BS ___ Additional Training: _____	
___ MA ___ MS ___ MBA ___ PhD ___ EdD ___ Other: _____	
Field of Study/Major: _____	Job Related: ___ No ___ Yes

___ Certificate: _____	Accrediting Organization: _____
Is this certificate recognized in the industry? ___ No ___ Yes	Job Related: ___ No ___ Yes

Will you receive any grants, scholarships or benefits to support your tuition? ___ No ___ Yes	
If yes, please provide documentation.	
Applicant's Signature: _____	Date: _____

Supervisor's Concurrence:

This employee meets the eligibility requirements, as stated in the Tuition Reimbursement Policy, for participation in the Tuition Reimbursement Plan (see category and program year below) and is recommended for enrollment. This form also serves as pre-approval for eligible tuition reimbursement.

- Category 1 (Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)
- Category 2 (Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)
- Category 3 (Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)
- Category 4 (Max. reimbursement: \$10,000 per fiscal year up to a max. of 3 years)

Program Year:

- Year 1 (FY 20__ - 20__) Year 2 (FY 20__ - 20__) Year 3 (FY 20__ - 20__)

Supervisor's Signature: _____ Date: _____

CEO (or Designee) Approval:

Signature: _____ Date: _____

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Appendix C – Request for Tuition Reimbursement

Annual Academic Program Approval Form, i.e., Appendix B, must be approved before instruction begins. After registering for class(es), submit a copy of the course schedule to your supervisor. Upon course completion, submit the following along with your request for tuition reimbursement:

- Appendix B - Application for Academic Program Approval (Annual)
- Official course grades (*3.0 or B, or better, for letter-graded courses; Pass for Pass/Fail courses; Credit for Credit/No Credit courses*)
- Itemized receipt of fees paid, listing course names, units, and tuition per unit

Employee Information:

Name: _____ Email: _____
 Job Title: _____ Supervisor: _____

Course Information:

School: _____ Location: _____
 Session Starting Date: _____ Ending date: _____

Course No.	Course Title	Units	Grade	Tuition
				\$
				\$
				\$
				\$
				\$

Reimbursement Information:**Total:** \$ _____

Category: Category 1 Category 2 Category 3 Category 4

Program Year: Year 1 (FY 20__ - 20__) Year 2 (FY 20__ - 20__) Year 3 (FY 20__ - 20__)

Total Tuition Reimbursement Received prior to this request for the Program Year marked above:

\$ _____ (if applicable) Purchase Order Number(s): _____

Total Tuition (this session) \$ _____ Other Eligible Fees \$ _____ **Total Amount Requested \$ _____**

The information above is correct, and I further certify that I will not receive duplicate or comparable fees for this tuition from any grant, scholarship, or benefit. MPS reserves the right to void program approval and tuition reimbursement in the case of duplicate payment.

Employee Signature: _____ Date: _____

Supervisor's Concurrence:

This employee remains eligible for participation in the Tuition Reimbursement Plan.

Supervisor's Signature: _____ Date: _____ Amount to Pay: \$ _____

CEO (or Designee) Approval:

Signature: _____ Date: _____ Amount to Pay: \$ _____

SOP # G&A123 Revision: 1
Effective Date: 5/2/14

Prepared by: Central Office
Approved by: BOD

Revised: February 14, 2019

Title: G&A123 TUITION REIMBURSEMENT

Policy: To provide employees with professional development opportunities to increase the effectiveness of their performance in their present positions, and to obtain skills, knowledge, and abilities which may improve their opportunities for advancement within the Organization.

Purpose: Professional development and continuous learning are necessary to maintain the quality of the Organization's staff and their ability to contribute effectively to the mission and goals of the Organization.

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Responsibilities:

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Human Resources is responsible for coordination of the application process.

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1.2 Employees have been employed with MPS for a period of a full school year before being eligible to apply for a degree program.

1.3 Sample eligible programs:

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Category 1 Teaching related certification/career development programs	Category 2 Administrative related certification/career development programs	Category 3 Master's degree
<ul style="list-style-type: none"> ▪ CCTC approved teacher credentialing programs (at a college or university, through college/university internship, district internship, etc.) ▪ CCTC approved subject-matter preparation programs ▪ BTSA induction programs ▪ English Learner Authorization/CLAD certification ▪ National Board certification ▪ Undergraduate/graduate level academic courses not leading to a degree program ▪ Testing and or programs to support a credential in a new subject. ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Administrative services credential ▪ College counseling certification ▪ Behavior intervention specialist certification ▪ CBO certification ▪ SHRM certification ▪ Project management certification ▪ IT certification ▪ Graduate level academic courses not leading to a degree program ▪ Undergraduate level academic courses leading to a bachelor's degree program if approved by the Home Office ▪ Other programs if approved by the MPS Home Office <p>(Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)</p>	<ul style="list-style-type: none"> ▪ Job-related master's degree <p>(Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)</p>
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(2) Programs leading to professional certification, i.e., certifications in Categories 1 and 2, must be in a specific job-related field of professional discipline, and should provide the participating employee with skills, knowledge and competencies applicable to their current position. This includes fees associated with a new credential in a different subject which could include CSET, or CBEST tests and/or coursework. For participation in such programs, employees may be approved for reimbursement of tuition and eligible fees up to a maximum of \$5,000 per fiscal year.

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- education, and audited courses, tuition and eligible fees may be approved for reimbursement up to a maximum of \$5,000 per fiscal year.
- (4) Job-related graduate level academic programs in Categories 3 and 4, up to and including those leading to a doctoral degree, must provide an employee with skills, knowledge, and competencies that are specifically applicable to their current position classification and enhance her or his performance in that job. For participation in such graduate level courses at an accredited university, tuition and eligible fees may be approved for reimbursement up to a maximum of \$7,500 for master's and \$10,000 for doctoral programs per fiscal year.
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2.0 TUITION REIMBURSEMENT

- 2.1 For courses that are taken for credit as part of a degree program, tuition and eligible fees are reimbursed only for courses taken and completed with a final grade of "B" or equivalent, or higher. For courses leading to professional certification, course registration costs will be reimbursed only after the participating employees submit evidence of having successfully completed course requirements leading to professional certification.
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or binding of dissertation or thesis fees, computer fees, and laboratory fees charged to all students and that are directly applicable to the approved course(s).

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4.2 Unless specific approval of both the employee's supervisor and the Chief Executive Officer is obtained in advance, an employee may not take a course during scheduled working hours. When the educational program requires being away from one's job during normal work hours, the employee and her or his supervisor must agree on such a schedule in advance and make necessary arrangements to assure that expectations for ongoing work assignments are met. No legal or contractual obligations for overtime premium can be incurred as a result of employees taking a course that will be reimbursed under this policy during their scheduled working hours. Participation in the tuition reimbursement program should not in any way interfere with the employee's ability to perform his or her job.

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- (1) Written confirmation or approval for the program (Appendix B)
- (2) Request for Reimbursement of Tuition (Appendix C)
- (3) Copy of the final grade(s)
- (4) Copy of the receipt for tuition and eligible fees

Failure to provide documentation can result in discontinuation of future tuition reimbursement.

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5	2/14/19	Removed language about availability to receive funds in advance.	David Yilmaz

Appendix A – List of Regional Accrediting Agencies

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
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- Western Association of Schools and Colleges.

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Appendix B – Application for Academic Program Approval (Annual)**Employee Information:**

Name: _____	Email: _____
Date of Hire: _____	Scheduled Hrs/Wk: _____
Job Title: _____	Supervisor: _____
Description of job duties:	

Academic Program Information:

School: _____	Location: _____
Work schedule (hrs/wk) while attending school: _____	Anticipated Completion/Graduation Date: _____
Educational Goal: ___ AA ___ BA ___ BS ___ Additional Training: _____	
___ MA ___ MS ___ MBA ___ PhD ___ EdD ___ Other: _____	
Field of Study/Major: _____	Job Related: ___ No ___ Yes

___ Certificate: _____	Accrediting Organization: _____
Is this certificate recognized in the industry? ___ No ___ Yes	Job Related: ___ No ___ Yes

Will you receive any grants, scholarships or benefits to support your tuition? ___ No ___ Yes	
If yes, please provide documentation.	
Applicant's Signature: _____	Date: _____

Supervisor's Concurrence:

This employee meets the eligibility requirements, as stated in the Tuition Reimbursement Policy, for participation in the Tuition Reimbursement Plan (see category and program year below) and is recommended for enrollment. This form also serves as pre-approval for eligible tuition reimbursement.

- Category 1 (Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)
- Category 2 (Max. reimbursement: \$5,000 per fiscal year up to a max. of 3 years)
- Category 3 (Max. reimbursement: \$7,500 per fiscal year up to a max. of 3 years)
- Category 4 (Max. reimbursement: \$10,000 per fiscal year up to a max. of 3 years)

Program Year:

- Year 1 (FY 20__ - 20__) Year 2 (FY 20__ - 20__) Year 3 (FY 20__ - 20__)

Supervisor's Signature: _____ Date: _____

CEO (or Designee) Approval:

Signature: _____ Date: _____

Accounting Policies, Procedures and Forms

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Accounting Policies, Procedures and Forms

Appendix C – Request for Tuition Reimbursement

Annual Academic Program Approval Form, i.e., Appendix B, must be approved before instruction begins. After registering for class(es), submit a copy of the course schedule to your supervisor. Upon course completion, submit the following along with your request for tuition reimbursement:

- Appendix B - Application for Academic Program Approval (Annual)
- Official course grades (3.0 or B, or better, for letter-graded courses; Pass for Pass/Fail courses; Credit for Credit/No Credit courses)
- Itemized receipt of fees paid, listing course names, units, and tuition per unit

Employee Information:

Name: _____ Email: _____
 Job Title: _____ Supervisor: _____

Course Information:

School: _____ Location: _____
 Session Starting Date: _____ Ending date: _____

Course No.	Course Title	Units	Grade	Tuition
				\$
				\$
				\$
				\$
				\$

Reimbursement Information: **Total:** \$ _____

Category: Category 1 Category 2 Category 3 Category 4

Program Year: Year 1 (FY 20__ - 20__) Year 2 (FY 20__ - 20__) Year 3 (FY 20__ - 20__)

Total Tuition Reimbursement Received prior to this request for the Program Year marked above:
 \$ _____ (if applicable) Purchase Order Number(s): _____

Total Tuition (this session) \$ _____ Other Eligible Fees \$ _____ **Total Amount Requested \$ _____**

The information above is correct, and I further certify that I will not receive duplicate or comparable fees for this tuition from any grant, scholarship, or benefit. MPS reserves the right to void program approval and tuition reimbursement in the case of duplicate payment.

Employee Signature: _____ Date: _____

Supervisor's Concurrence:

This employee remains eligible for participation in the Tuition Reimbursement Plan.

Supervisor's Signature: _____ Date: _____ Amount to Pay: \$ _____

CEO (or Designee) Approval:

Signature: _____ Date: _____ Amount to Pay: \$ _____

Coversheet

2018-19 MPS Stakeholder Survey Results & Reflections

Section: III. Discussion Items
Item: A. 2018-19 MPS Stakeholder Survey Results & Reflections
Purpose: Discuss
Submitted by:
Related Material: III A 2018-19 MPS Stakeholder Surveys Results.pdf



Board Agenda Item #	IV – A – Discussion Items
Date:	March 19, 2019
To:	Magnolia Board of Directors – Stakeholders Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2018-19 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP

Proposed Board Recommendation

Information/Discussion Item

Background

Annual Stakeholder Surveys

MPS annually conducts student, parent, and staff surveys to improve our stakeholders' school experience. Conducting such stakeholder surveys is an essential part of MPS' LCAP development process. State priority 6 under LCFF asks the schools to set annual measurable outcomes about school climate:

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

MPS uses the *Panorama Education* online platform to conduct stakeholder surveys and analyze results. Our students and staff complete the survey online while parents have access to both online and paper surveys, in English and Spanish.

The survey questions were developed by WestEd for the California Department of Education and are used by the CORE Districts. The CORE Districts are situated in Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana. Using the same survey enables MPS to compare its results with the average results of the CORE Districts.

Our typical timeline for stakeholder survey implementation is January through mid-February, with the intent to receive results by the end of February so that we can analyze the results in March to inform our LCAP and

budget development. The survey questions use Likert-type scale to measure school experience in eight topics for students (Topics 1-8) and four topics for parents and staff (Topics 1-4). Each topic has multiple questions that allow us to further analyze why a certain topic is rated relatively high or low. Following are the topics:

Topic 1:	Climate of Support for Academic Learning
Topic 2:	Knowledge and Fairness of Discipline, Rules and Norms
Topic 3:	Safety
Topic 4:	Sense of Belonging (School Connectedness)

In addition to the CORE Districts survey questions, MPS also asks our stakeholders an overall school experience question to measure stakeholders' overall satisfaction with the school.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

To further engage our stakeholders in the evaluation of their experience MPS also asks three open-ended free-response questions:

- 1) WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL?
- 2) WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL?
- 3) WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL?

Why Are Stakeholder Surveys Important?

Student, Parent, and Staff Voices

Research into school effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve stakeholders' school experience. Surveys have been the primary means of collecting student, parent, and staff voices about our stakeholders' school experience. MPS uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. MPS believes that students, parents, and staff have an essential role to play in informing school climate and effectiveness: this feedback instrument provides our employees with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Following are sample survey questions that MPS uses to hear student, parent, and staff voices.

Student Survey Sample Questions:

Besides many other aspects of their experience with the school, students are also asked their opinions about the support they get from the adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks students about the support they get.

How strongly do you agree or disagree with the following items?

- Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.
- This school promotes academic success for all students.
- This school is a supportive and inviting place for students to learn.
- I feel close to people at this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- I feel safe in my school.
- Adults at this school treat all students with respect.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other students.**

Parent Survey Sample Questions:

Besides many other aspects of their experience with the school, parents are also asked their opinions about the support they get from the adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks parents about their experience.

How strongly do you agree or disagree with the following statements about your experience with this school this year?

- This school provides high quality instruction to my child.
- This school has high expectations for all students.
- I feel welcome to participate at this school.
- School staff treats me with respect.
- School staff takes my concerns seriously.
- School staff welcomes my suggestions.
- School staff responds to my needs in a timely manner.
- School staff is helpful.
- My child's background (race, ethnicity, religion, economic status) is valued at this school.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other parents.**

Staff Survey Sample Questions:

Besides many other aspects of their experience with the school, staff are also asked their opinions about the support they get from other adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks staff about their experience.

Please rate how strongly you agree or disagree with following statements about this school.

- This school is a supportive and inviting place for students to learn.
- This school promotes academic success for all students.
- This school emphasizes helping students academically when they need it.
- ...

Please respond to the following questions about the adults in this school.

- How many adults at this school have close professional relationships with one another?
- How many adults at this school support and treat each other with respect?
- How many adults at this school feel a responsibility to improve this school?

For the following questions, please indicate how much you agree or disagree with following statements about this school.

- This school is a supportive and inviting place for staff to work.
- This school promotes trust and collegiality among staff.
- This school promotes personnel participation in decision-making that affects school practices and policies.

Overall School Experience:

- **Overall, I am satisfied and would recommend this school to other educators.**

Using Student, Parent, and Staff Voices as a Measure of Employee Evaluation

Student, parent, and staff surveys provide valuable feedback to the employee about stakeholders' perceptions on employees' effectiveness. MPS makes every effort to reach out to our students, parents, and staff to ensure a high response rate on the surveys. MPS has designed its surveys so that they provide individualized feedback about a variety of topics, as well as stakeholders' overall school satisfaction. MPS will use both individualized and general feedback to provide constructive critical feedback to the employees. Employees can use this feedback to improve their effectiveness.

As Core Value Area 9 states, the employee "works positively as part of the organization, follows lines of communication, and understands contribution to total effort; exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal" and "maintains positive relationships and works collaboratively with colleagues, teachers, students, families, and community resources to support the success of the organization." Collaboration linked to shared goals focused on student achievement lead to higher levels of adult commitment and greater gains in student achievement. MPS values collective commitment and collaboration for shared goals; therefore, MPS will use the average approval rates on the student, parent, and staff surveys as a metric in employee evaluation.

MPS will use the survey average approval rates as a metric that represents stakeholder voices. MPS will base 15 percent of employee's end-of-year overall evaluation on student, parent, and staff surveys. Student, parent, and staff voices will share equal weights of 5 percent. The following table shows how average approval rates will be converted to points on the end-of-year overall evaluation. MPS will use both status (percent for current year) and change (percent change from prior year) in determining the final points for student, parent, and staff voices.

AVERAGE APPROVAL RATE		CHANGE (FROM PRIOR YEAR)				
		Declined Significantly by 10% or more	Declined by 5% to less than 10%	Maintained Declined or improved by less than 5%	Increased by 5% to less than 10%	Increased Significantly by 10% or more
STATUS (CURRENT YEAR)	Very High 85% or greater	4	4	5	5	5
	High 70% to less than 85%	3	4	4	4	5
	Medium 60% to less than 70%	2	3	3	4	4
	Low 50% to less than 60%	2	2	2	3	3
	Very Low Less than 50%	1	1	1	2	3

Example: A school with parent average approval rate of 75% in the current year and 63% in the prior year would earn its employees 5 points for parent voice on the end-of-year overall employee evaluation. Similarly, the same school with

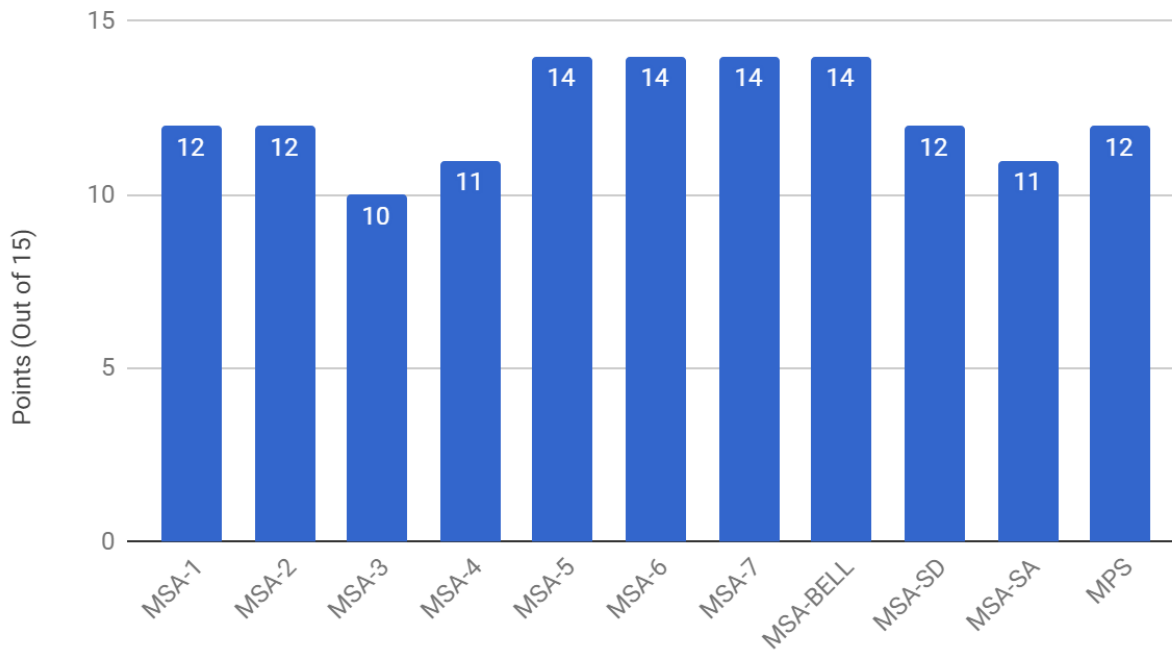
student average approval rates of 68% in the current year and 60% in the prior year would earn its employees 4 points for student voice. If staff average approval rate increased from 80% to 83% from the prior year, it would correspond to 4 points for staff voice. A total of 13 points (out of 15) would be used as the overall score for Student, Parent, and Staff Voices. *(For Home Office employees, overall MPS average approval rates will be used.)*

Employees are expected to check their school's targets for student, parent, and staff average approval rates in their Local Control and Accountability Plans (LCAP).

Using the table and the method described above, the following are the evaluation scores received by each MPS in 2018-19. **(Total points are out of 15.)**

AVERAGE APPROVAL Rates: 2018-19 vs. 2017-18													
	Student				Family				Staff				TOTAL
	2017-18	2018-19	Change	Points	2017-18	2018-19	Change	Points	2017-18	2018-19	Change	Points	
MSA-1	62%	66%	4%	3	91%	95%	4%	5	86%	81%	-5%	4	12
MSA-2	60%	63%	3%	3	91%	94%	3%	5	73%	73%	0%	4	12
MSA-3	59%	56%	-3%	2	91%	91%	0%	5	72%	69%	-3%	3	10
MSA-4	65%	58%	-7%	2	98%	94%	-4%	5	80%	71%	-9%	4	11
MSA-5	64%	72%	8%	4	97%	96%	-1%	5	93%	93%	0%	5	14
MSA-6	62%	70%	8%	4	97%	96%	-1%	5	95%	94%	-1%	5	14
MSA-7	69%	75%	6%	4	98%	98%	0%	5	92%	95%	3%	5	14
MSA-BELL	68%	71%	3%	4	96%	94%	-2%	5	78%	86%	8%	5	14
MSA-SD	66%	53%	-13%	2	92%	95%	3%	5	84%	85%	1%	5	12
MSA-SA	61%	59%	-2%	2	88%	89%	1%	5	64%	72%	8%	4	11
MPS	64%	63%	-1%	3	93%	94%	1%	5	79%	80%	1%	4	12

2018-19 Evaluation Points Based on the Stakeholder Survey Results



Student SEL Surveys:

Separate than the annual stakeholder experience survey, our “students” also take the CORE DISTRICTS Social Emotional Learning (SEL) survey in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

- Growth Mindset;
- Self-Efficacy;
- Self-Management;
- Social Awareness.

As part of our MTSS efforts school leadership, teachers, and support staff analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps.

Note: This document is about our reflections on the annual stakeholder experience survey results. Schools write their reflections on the student SEL surveys in a separate document.

Participation Rates:

In 2018-19, MPS had an average stakeholder participation rate of **96.1%** for students, **80.3%** for families, and **98.1%** for staff. (Last year the participations rates were 92.4%, 85.5%, and 95.5% respectively.)

2018-19 Survey Participation Rates									
	Students			Families			Staff		
MSA-1	100.0%	590	590	72.3%	331	458	100.0%	50	50
MSA-2	97.0%	417	430	103.4%	390	377	100.0%	40	40
MSA-3	96.8%	487	503	100.0%	425	425	100.0%	35	35
MSA-4	80.7%	142	176	18.1%	27	149	100.0%	15	15
MSA-5	99.6%	239	240	102.3%	219	214	100.0%	20	20
MSA-6	100.0%	160	160	86.8%	125	144	100.0%	14	14
MSA-7	99.1%	113	114	83.3%	199	239	100.0%	19	19
MSA-BELL	100.0%	463	463	95.4%	413	433	100.0%	38	38
MSA-SD	89.2%	356	399	55.4%	205	370	88.2%	30	34
MSA-SA	93.6%	469	501	62.1%	272	438	96.3%	52	54
AVERAGE	96.1%	3,436	3,576	80.3%	2,606	3,247	98.1%	313	319

As can be seen below, the majority of our schools met their LCAP survey participation rates:

Survey Participation Rates: 2018-19 vs. 2017-18															
	Students					Families					Staff				
	2017-18	2018-19	Change	2018-19 LCAP Target	Met?	2017-18	2018-19	Change	2018-19 LCAP Target	Met?	2017-18	2018-19	Change	2018-19 LCAP Target	Met?
MSA-1	93.2%	100.0%	6.8%	90.0%	Yes	94.8%	72.3%	-22.5%	95.0%	No	97.6%	100.0%	2.4%	85.0%	Yes
MSA-2	88.9%	97.0%	8.1%	85.0%	Yes	109.1%	103.4%	-5.7%	85.0%	Yes	94.7%	100.0%	5.3%	85.0%	Yes
MSA-3	86.3%	96.8%	10.5%	85.0%	Yes	90.7%	100.0%	9.3%	85.0%	Yes	100.0%	100.0%	0.0%	85.0%	Yes
MSA-4	97.8%	80.7%	-17.1%	90.0%	No	28.4%	18.1%	-10.3%	40.0%	No	100.0%	100.0%	0.0%	100.0%	Yes
MSA-5	96.7%	99.6%	2.9%	97.0%	Yes	96.2%	102.3%	6.1%	96.0%	Yes	100.0%	100.0%	0.0%	100.0%	Yes
MSA-6	99.4%	100.0%	0.6%	98.0%	Yes	84.2%	86.8%	2.6%	70.0%	Yes	100.0%	100.0%	0.0%	95.0%	Yes
MSA-7	98.7%	99.1%	0.4%	98.0%	Yes	98.3%	83.3%	-15.1%	98.0%	No	90.0%	100.0%	10.0%	90.0%	Yes
MSA-BELL	100.0%	100.0%	0.0%	90.0%	Yes	105.1%	95.4%	-9.7%	90.0%	Yes	100.0%	100.0%	0.0%	90.0%	Yes
MSA-SD	88.7%	89.2%	0.5%	85.0%	Yes	51.9%	55.4%	3.5%	55.0%	Yes	86.7%	88.2%	1.6%	85.0%	Yes
MSA-SA	88.5%	93.6%	5.1%	90.0%	Yes	70.7%	62.1%	-8.6%	80.0%	No	91.4%	96.3%	4.9%	90.0%	Yes
AVERAGE	92.4%	96.1%	3.7%			85.5%	80.3%	-5.2%			95.5%	98.1%	2.6%		

Average Approval Rates

The following tables show the **AVERAGE APPROVAL** rates based on our stakeholders' responses to **all questions**: **63%** for students; **94%** for parents; **80%** for staff. (Last year the average approval rates were 64%, 93%, and 79% respectively.)

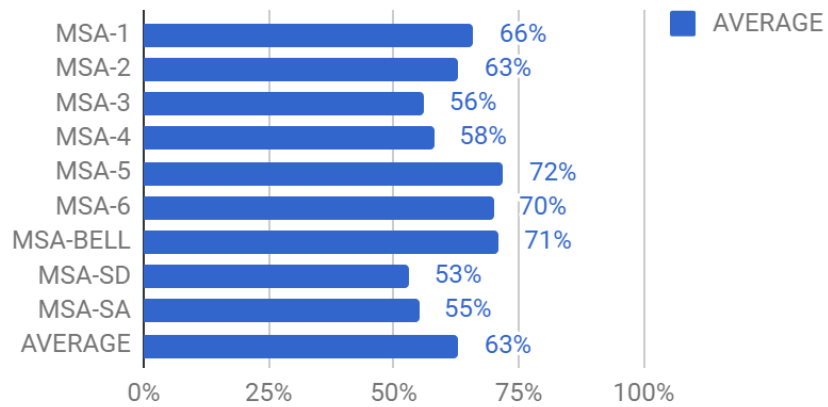
STUDENTS: **Average Approval Rate of 63%** compared to 64% last year

2018-19 Secondary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-1	66%	75%	62%	66%	56%	75%
MSA-2	63%	70%	58%	66%	56%	75%
MSA-3	56%	63%	53%	58%	47%	65%
MSA-4	58%	69%	51%	63%	51%	64%
MSA-5	72%	81%	74%	65%	66%	87%
MSA-6	70%	78%	66%	71%	63%	78%
MSA-BELL	71%	79%	69%	70%	67%	85%
MSA-SD	53%	60%	51%	54%	47%	64%
MSA-SA	55%	62%	49%	61%	45%	58%
AVERAGE	63%	70%	59%	64%	55%	73%

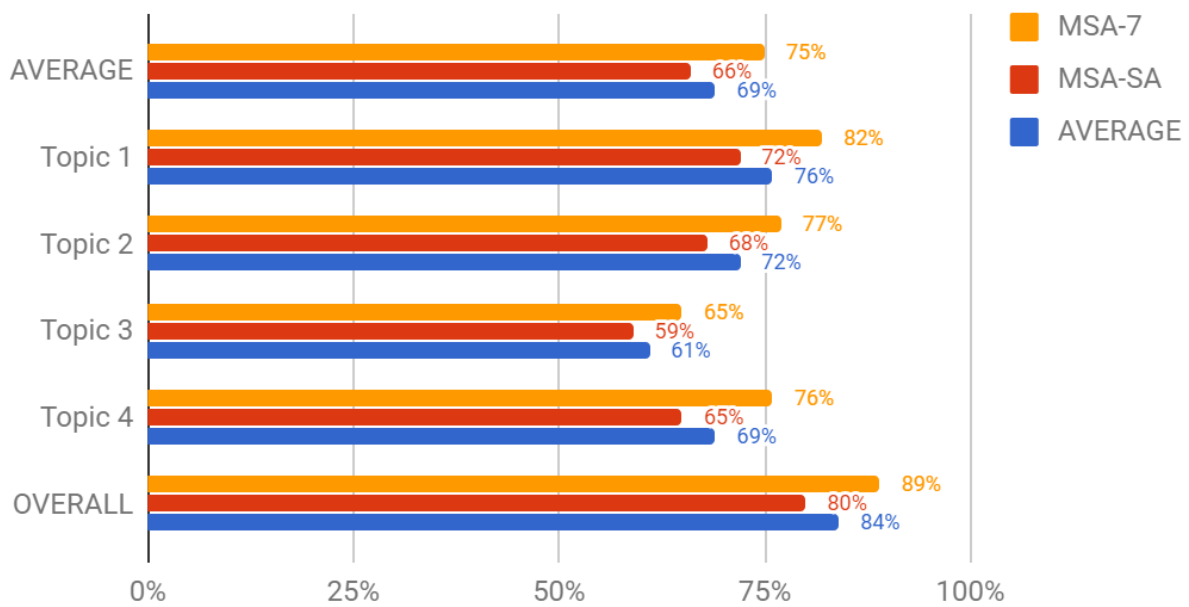
2018-19 Elementary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-7	75%	82%	77%	65%	76%	89%
MSA-SA	66%	72%	68%	59%	65%	80%
AVERAGE	69%	76%	72%	61%	69%	84%

2018-19 Combined Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-SA	59%	66%	56%	60%	52%	66%
MPS	63%	70%	60%	64%	56%	74%

2018-19 SECONDARY STUDENT SURVEY - AVERAGE APPROVAL

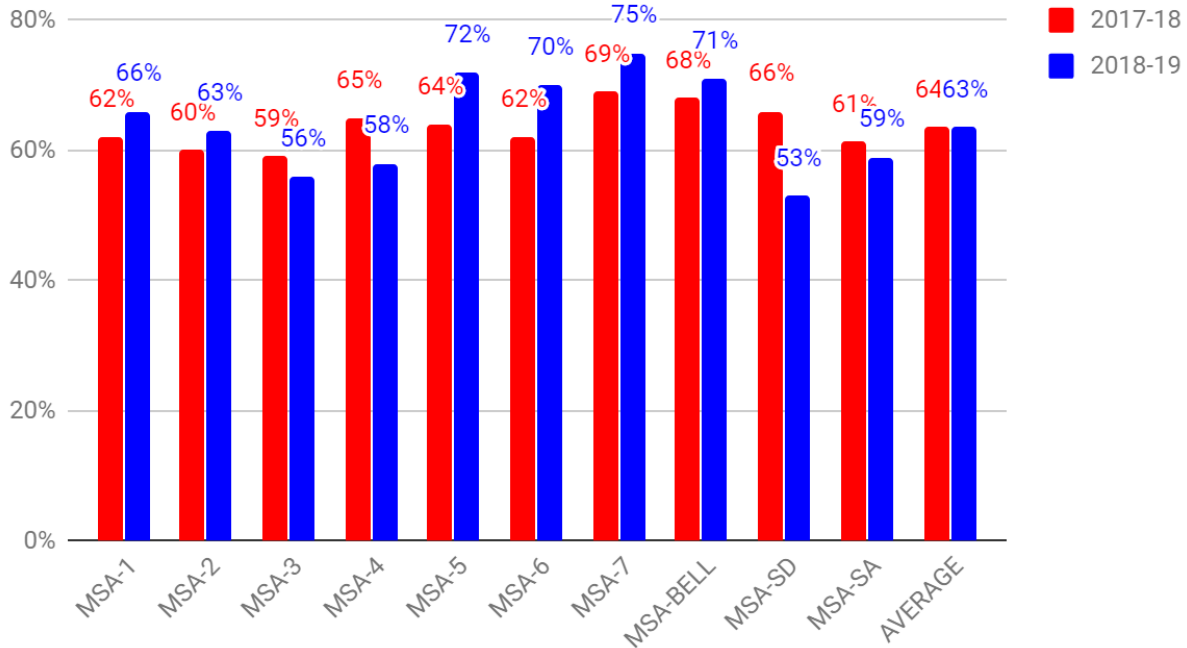


2018-19 ELEMENTARY STUDENT SURVEY - MSA-7, MSA-SA and MPS AVERAGE

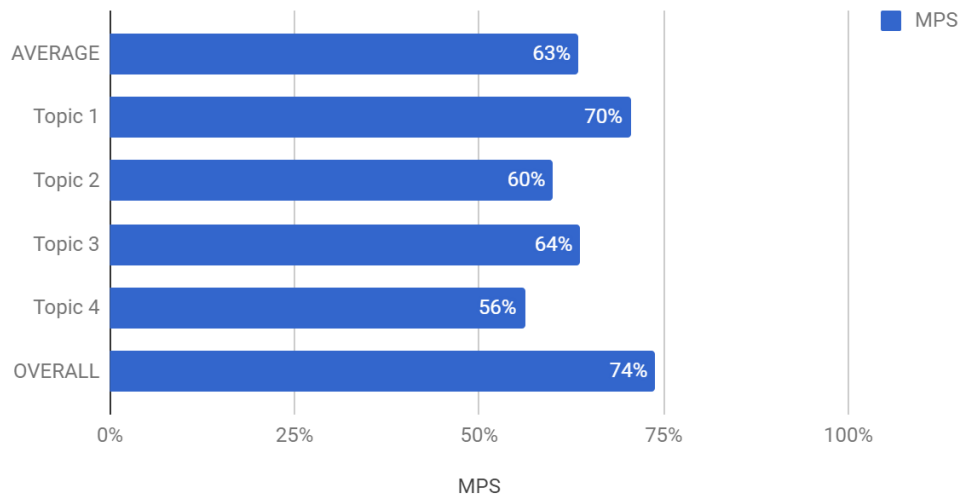


AVERAGE APPROVAL Rates: 2018-19 vs. 2017-18					
	Students				Met?
	2017-18	2018-19	Change	2018-19 LCAP Target	
MSA-1	62%	66%	4%	66%	Yes
MSA-2	60%	63%	3%	85%	No
MSA-3	59%	56%	-3%	69%	No
MSA-4	65%	58%	-7%	79%	No
MSA-5	64%	72%	8%	65%	Yes
MSA-6	62%	70%	8%	65%	Yes
MSA-7	69%	75%	6%	71%	Yes
MSA-BELL	68%	71%	3%	80%	No
MSA-SD	66%	53%	-13%	70%	No
MSA-SA	61%	59%	-2%	70%	No
AVERAGE	64%	63%	0%		

2018-19 vs. 2017-18 AVERAGE APPROVAL RATES - STUDENTS



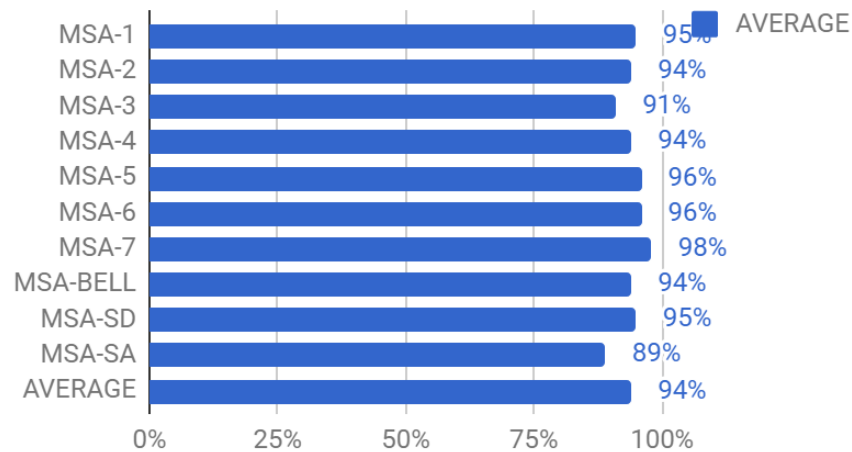
2018-19 ELEMENTARY & SECONDARY COMBINED STUDENT SURVEY SUMMARY BY TOPIC



FAMILIES: **Average Approval Rate of 94%** compared to 93% last year

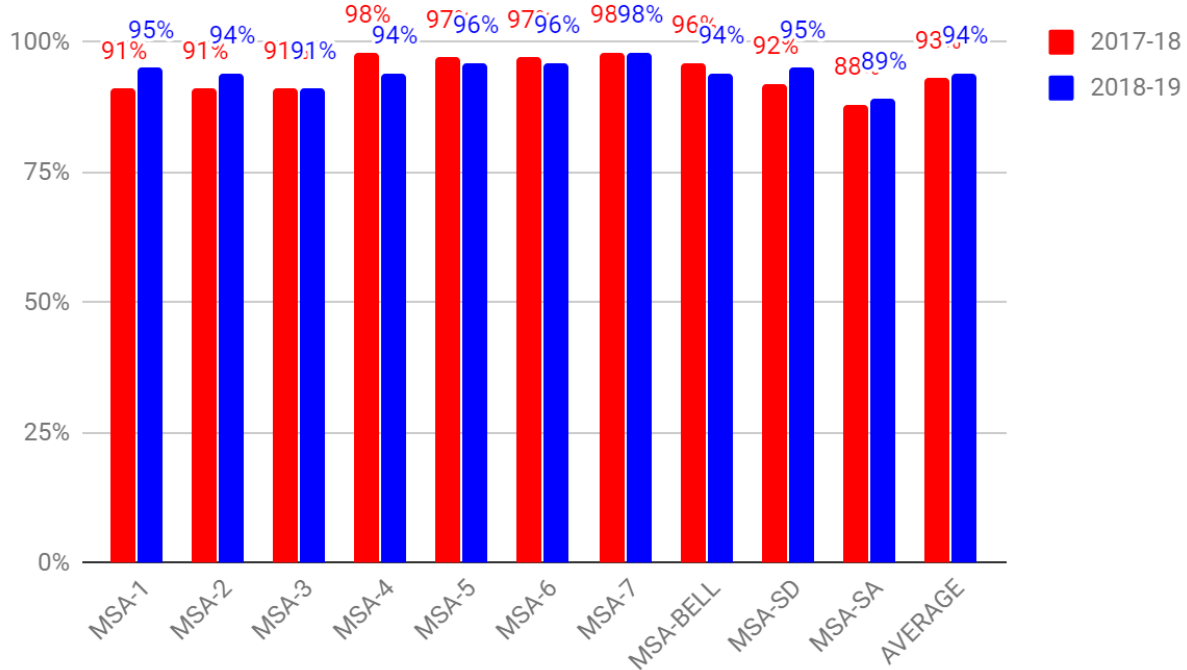
2018-19 Family Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-1	95%	97%	93%	87%	97%	95%
MSA-2	94%	95%	93%	96%	94%	93%
MSA-3	91%	93%	88%	92%	92%	90%
MSA-4	94%	95%	96%	91%	94%	93%
MSA-5	96%	97%	94%	96%	96%	97%
MSA-6	96%	97%	94%	96%	96%	97%
MSA-7	98%	98%	98%	98%	98%	98%
MSA-BELL	94%	96%	94%	95%	94%	94%
MSA-SD	95%	96%	94%	97%	94%	92%
MSA-SA	89%	91%	87%	85%	91%	90%
AVERAGE	94%	95%	93%	93%	95%	94%

2018-19 FAMILY SURVEY - AVERAGE APPROVAL

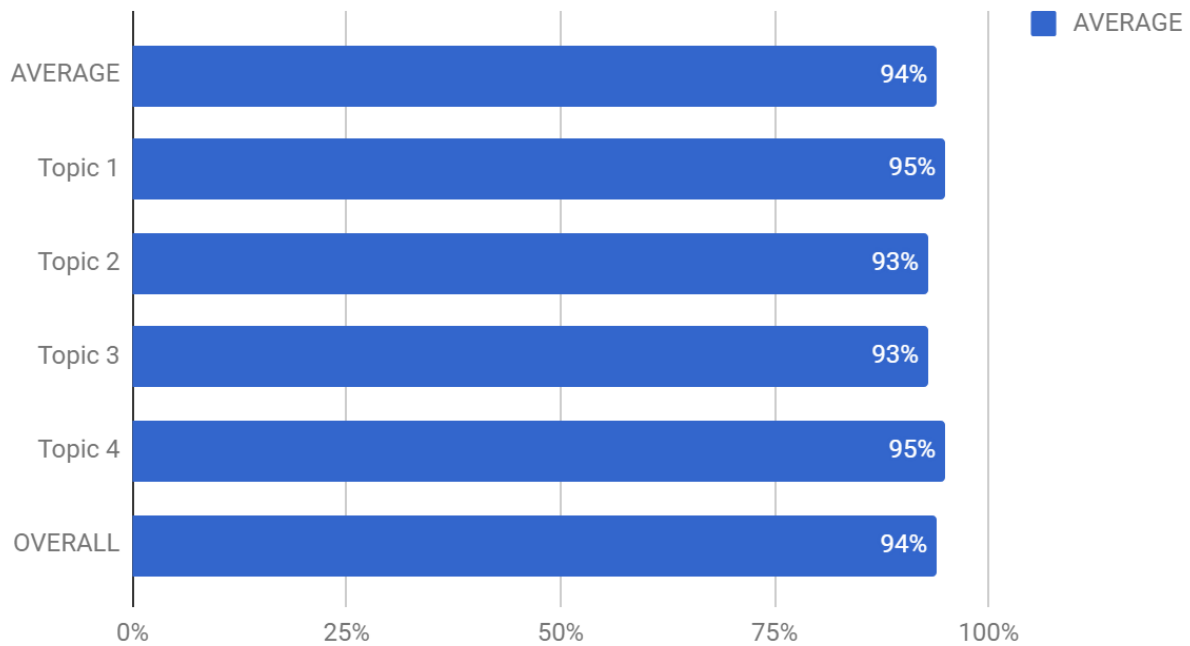


AVERAGE APPROVAL Rates: 2018-19 vs. 2017-18					
	Family				
	2017-18	2018-19	Change	2018-19 LCAP Target	Met?
MSA-1	91%	95%	4%	91%	Yes
MSA-2	91%	94%	3%	85%	Yes
MSA-3	91%	91%	0%	90%	Yes
MSA-4	98%	94%	-4%	99%	No
MSA-5	97%	96%	-1%	90%	Yes
MSA-6	97%	96%	-1%	95%	Yes
MSA-7	98%	98%	0%	98%	Yes
MSA-BELL	96%	94%	-2%	90%	Yes
MSA-SD	92%	95%	3%	95%	Yes
MSA-SA	88%	89%	1%	80%	Yes
AVERAGE	93%	94%	1%		

2018-19 vs. 2017-18 AVERAGE APPROVAL RATES - FAMILY



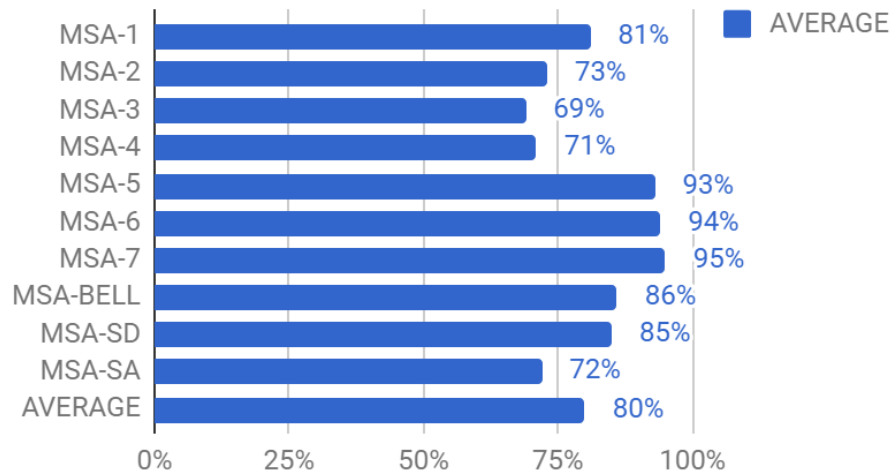
2018-19 Family Survey Summary - MPS Averages by Topic



STAFF: Average Approval Rate of **80%** compared to 79% last year

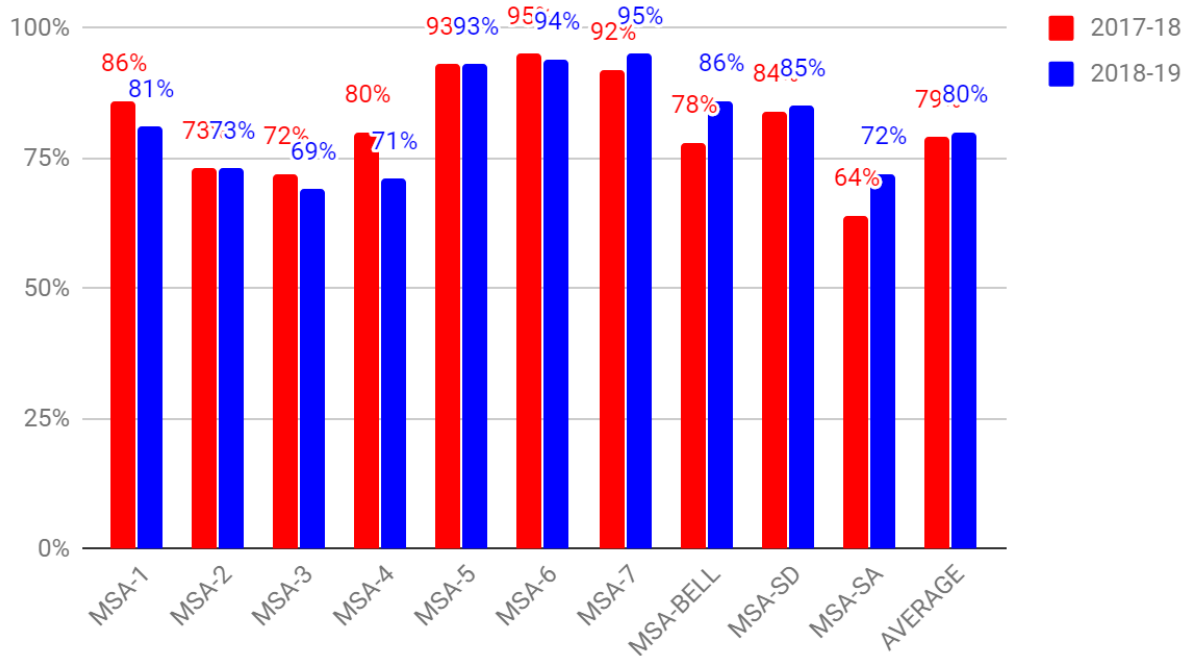
2018-19 Staff Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-1	81%	92%	80%	80%	71%	84%
MSA-2	73%	85%	69%	62%	74%	77%
MSA-3	69%	90%	65%	50%	70%	83%
MSA-4	71%	89%	66%	57%	69%	87%
MSA-5	93%	98%	98%	83%	89%	100%
MSA-6	94%	100%	100%	79%	90%	93%
MSA-7	95%	100%	96%	94%	89%	95%
MSA-BELL	86%	98%	86%	71%	85%	95%
MSA-SD	85%	95%	81%	78%	87%	83%
MSA-SA	72%	86%	69%	57%	75%	75%
AVERAGE	80%	92%	78%	69%	78%	85%

2018-19 STAFF SURVEY - AVERAGE APPROVAL

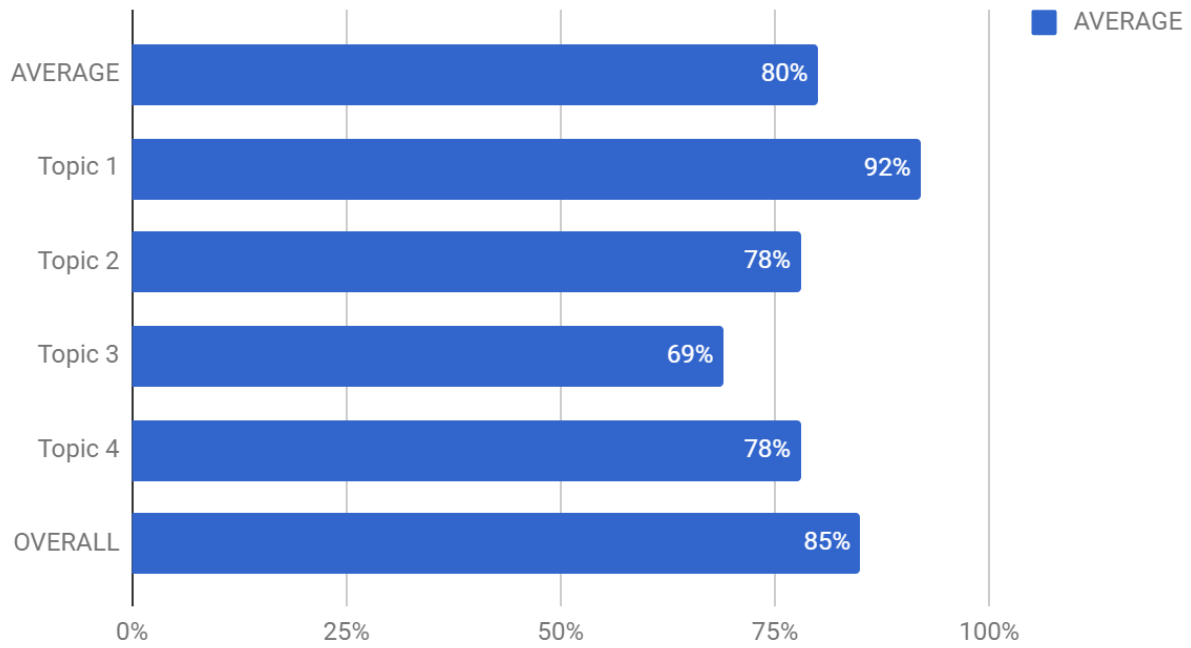


AVERAGE APPROVAL Rates: 2018-19 vs. 2017-18					
	Staff				
	2017-18	2018-19	Change	2018-19 LCAP Target	Met?
MSA-1	86%	81%	-5%	86%	No
MSA-2	73%	73%	0%	85%	No
MSA-3	72%	69%	-3%	81%	No
MSA-4	80%	71%	-9%	90%	No
MSA-5	93%	93%	0%	90%	Yes
MSA-6	95%	94%	-1%	90%	Yes
MSA-7	92%	95%	3%	93%	Yes
MSA-BELL	78%	86%	8%	85%	Yes
MSA-SD	84%	85%	1%	85%	Yes
MSA-SA	64%	72%	8%	80%	No
AVERAGE	79%	80%	1%		

2018-19 vs. 2017-18 AVERAGE APPROVAL RATES - STAFF



2018-19 Staff Survey Summary - MPS Averages by Topic



Approval Ratings by Topic & Question

Please see the **attachments** for detailed reports on approval ratings by topic and question. For simplicity, we will include here the highest and lowest rated topics and questions.

ELEMENTARY STUDENTS:

Highest Rated Topic:



Highest Rated Questions:

QUESTION

➤ Do your teachers work hard to help you with your schoolwork when you need it?

81%
responded favorably

QUESTION

➤ Does this school help all students be successful in school?

82%
responded favorably

QUESTION

➤ Overall, I am satisfied and would recommend this school to other students.

84%
responded favorably

Lowest Rated Topic:

Safety

61%



40th - 59th percentile compared to others in the CORE Districts dataset

Lowest Rated Questions:

QUESTION

➤ Do other kids hit or push you at school when they are not just playing around?

44%

responded favorably

QUESTION

➤ Do other kids at school spread mean rumors or lies about you?

48%

responded favorably

QUESTION

➤ Are you afraid of being beaten up at school?

53%

responded favorably

SECONDARY STUDENTS:

Highest Rated Topic:

Climate of Support for Academic Learning

70%



20th - 39th percentile compared to others in the CORE Districts dataset

Highest Rated Questions:

QUESTION

➤ This school clearly informs students what would happen if they break school rules.

75%

responded favorably

QUESTION

➤ Teachers give students a chance to take part in classroom discussions or activities.

75%

responded favorably

QUESTION

➤ Been afraid of being beaten up?

81%

responded favorably

Lowest Rated Topic:

Sense of Belonging (School Connectedness)

55%



20th - 39th percentile compared to others in the CORE Districts dataset

Lowest Rated Questions:

QUESTION

➤ Students treat teachers with respect.

32%

responded favorably

QUESTION

➤ All students are treated fairly when they break school rules.

48%

responded favorably

QUESTION

➤ The teachers at this school treat students fairly.

50%

responded favorably

FAMILIES:

Highest Rated Topic:

Sense of Belonging (School Connectedness)

95%

▲ 2
since last survey



80th - 99th percentile compared to others in the CORE Districts dataset

Highest Rated Questions:

QUESTION

➤ This school provides high quality instruction to my child.

95%

responded favorably

▼ 1

from Spring 2018

QUESTION

➤ School staff is helpful.

96%

responded favorably

▲ 1

from Spring 2018

QUESTION

➤ School staff treats me with respect.

97%

responded favorably

▲ 1

from Spring 2018

Lowest Rated Topic:

Knowledge and Fairness of Discipline, Rules and Norms

93%

▲1
since last survey



40th - 59th percentile compared to others in the CORE Districts dataset

Lowest Rated Questions:

QUESTION

➤ At this school, discipline is fair.

90%

responded favorably

▲ 2

from Spring 2018

QUESTION

➤ My child is safe in the neighborhood around the school.

91%

responded favorably

▲ 3

from Spring 2018

QUESTION

➤ School staff responds to my needs in a timely manner.

93%

responded favorably

▲ 2

from Spring 2018

STAFF:

Highest Rated Topic:

Climate of Support for Academic Learning

92%



40th - 59th percentile compared to others in the CORE Districts dataset

Highest Rated Questions:

QUESTION

➤ is a supportive and inviting place for students to learn.

95%

responded favorably

QUESTION

➤ The school rules are fair.

96%

responded favorably

QUESTION

➤ emphasizes helping students academically when they need it.

96%

responded favorably

Lowest Rated Topic:

Safety

69%



20th - 39th percentile compared to others in the CORE Districts dataset

Lowest Rated Questions:

QUESTION

➤ disruptive student behavior?

38%

responded favorably

QUESTION

➤ lack of respect of staff by students?

57%

responded favorably

QUESTION

➤ This school effectively handles student discipline and behavioral problems.

59%

responded favorably

School Leaders' Reflections

School leadership teams and the Home Office read all free-responses, summarize major findings and recommendations by the stakeholders, and consider all the feedback to create action steps for school improvement. The c-team reviews the findings with each school leadership team. School leadership teams are then held accountable for sharing the survey results and findings with their stakeholders at their site (teachers, parents, etc.) and developing an action plan for improvement.

Each school leadership team will also be asked to write a reflection on the survey results and findings that identifies their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams are expected to complete their reflections by the end of March and present it to the stakeholders committee/board at the next meeting.

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Part 1 – 2018-19 MPS Detailed Survey Reports (Student, Family, Staff)
- Part 2 – 2018-19 MPS Average Approval Rates for All Questions



MPS

Secondary Student Survey
Spring 2019



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	70%	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	59%	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE	73%	
Safety	64%	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
Sense of Belonging (School Connectedness)	55%	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>

3,154 responses



Climate of Support for Academic Learning

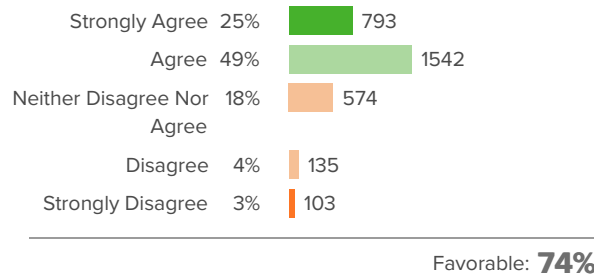
Your average

70%

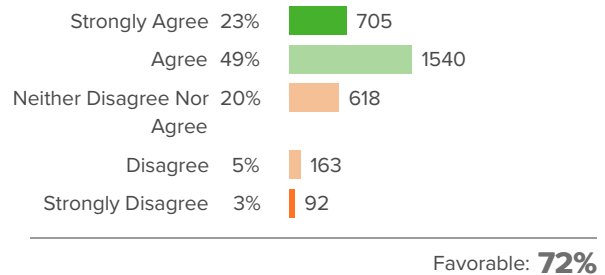
3,154 responses

How did people respond?

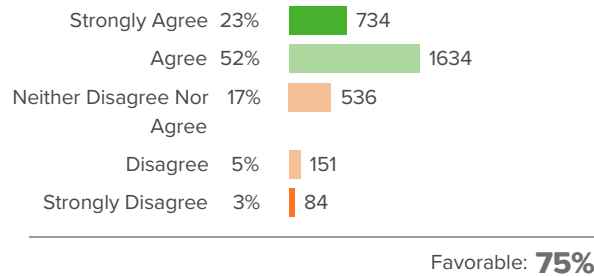
Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.



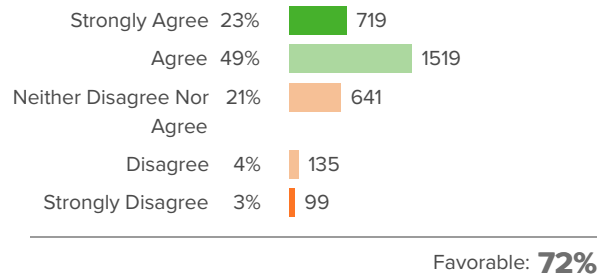
Q.2: My teachers work hard to help me with my schoolwork when I need it.



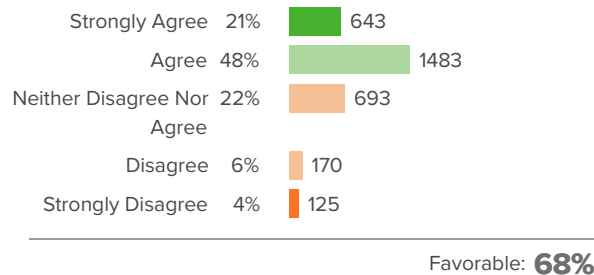
Q.3: Teachers give students a chance to take part in classroom discussions or activities.



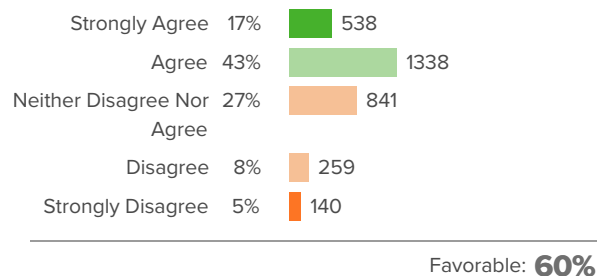
Q.4: This school promotes academic success for all students.



Q.5: This school is a supportive and inviting place for students to learn.



Q.6: Teachers go out of their way to help students.





Knowledge and Fairness of Discipline, Rules and Norms

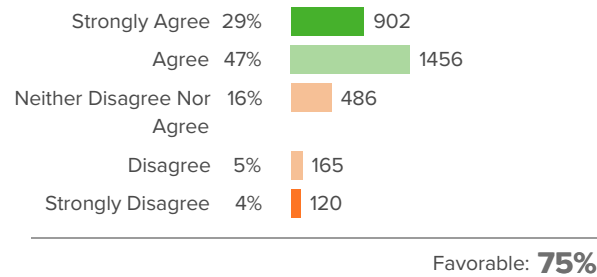
Your average

59%

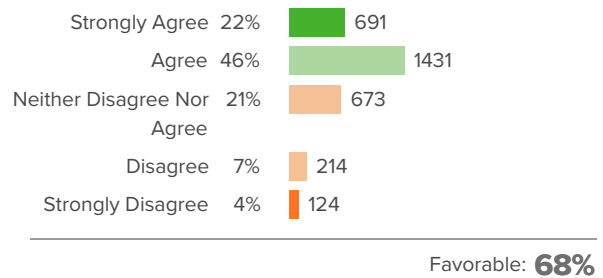
3,154 responses

How did people respond?

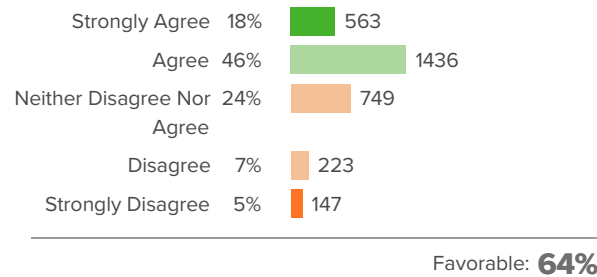
Q.1: This school clearly informs students what would happen if they break school rules.



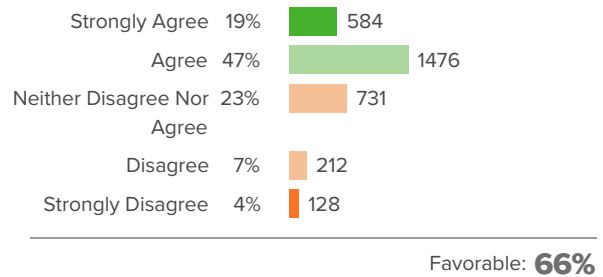
Q.2: Rules in this school are made clear to students.



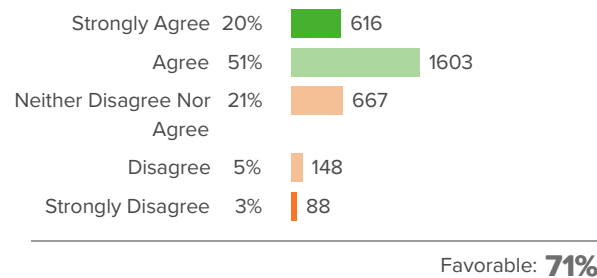
Q.3: Students know how they are expected to act.



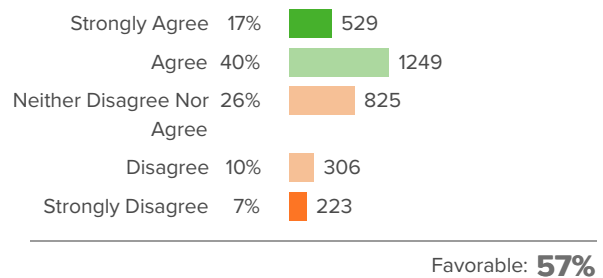
Q.4: Students know what the rules are.



Q.5: This school makes it clear how students are expected to act.

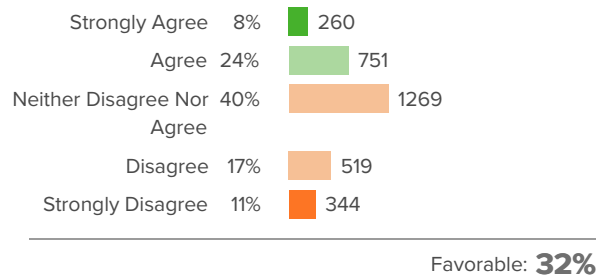


Q.6: Adults at this school treat all students with respect.

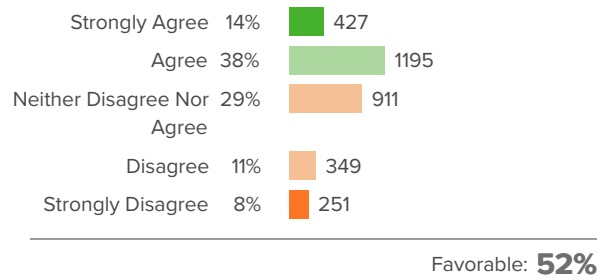




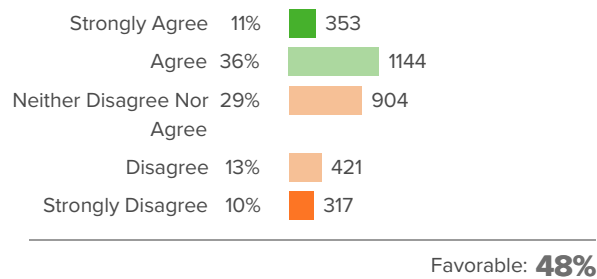
Q.7: Students treat teachers with respect.



Q.8: The school rules are fair.



Q.9: All students are treated fairly when they break school rules.





OVERALL SCHOOL EXPERIENCE

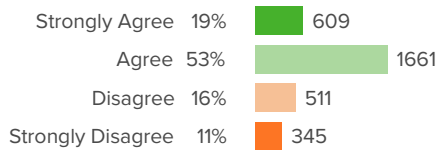
Your average

73%

3,154 responses

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other students.



Favorable: **73%**



Safety

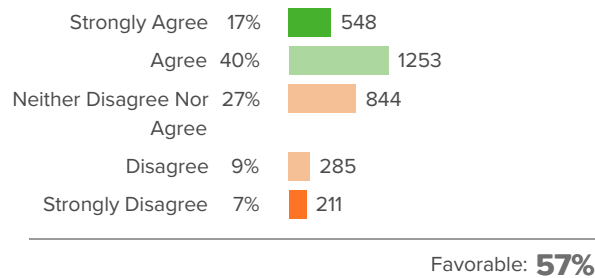
Your average

64%

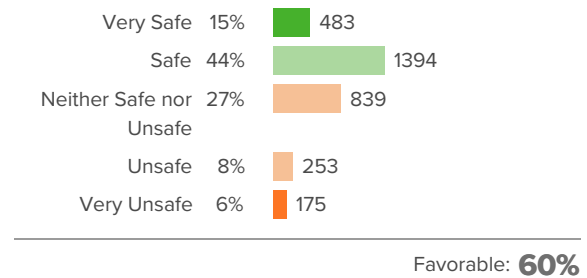
3,154 responses

How did people respond?

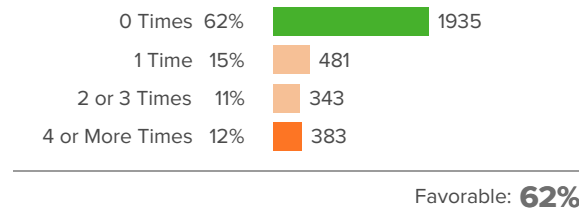
Q.1: I feel safe in my school.



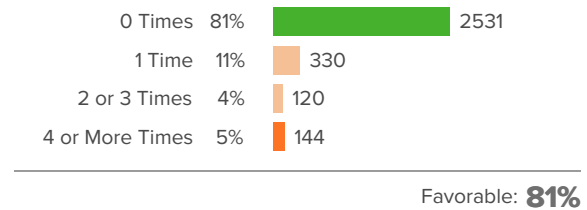
Q.2: How safe do you feel when you are at school?



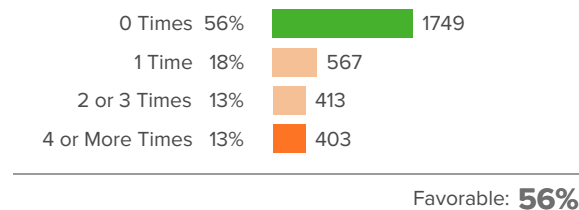
Q.3: Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?



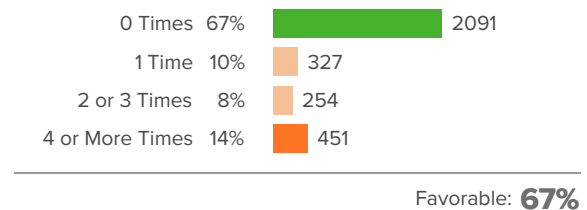
Q.4: Been afraid of being beaten up?



Q.5: Had mean rumors or lies spread about you?

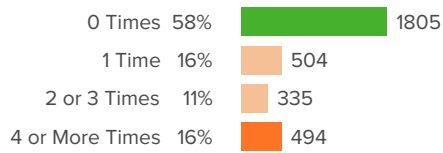


Q.6: Had sexual jokes, comments, or gestures made to you?



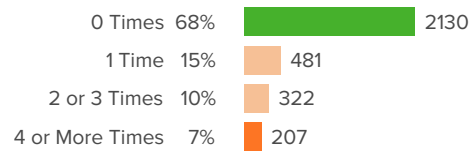


Q.7: Been made fun of because of your looks or the way you talk?



Favorable: **58%**

Q.8: Had your property stolen, or deliberately damaged, such as your car, clothing, or books?



Favorable: **68%**



Sense of Belonging (School Connectedness)

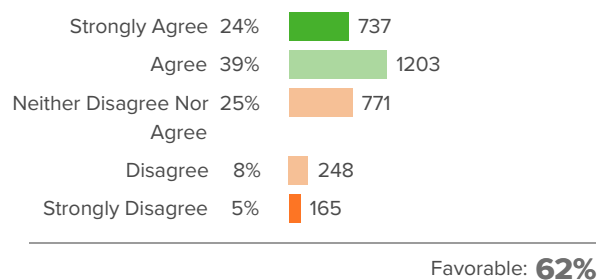
Your average

55%

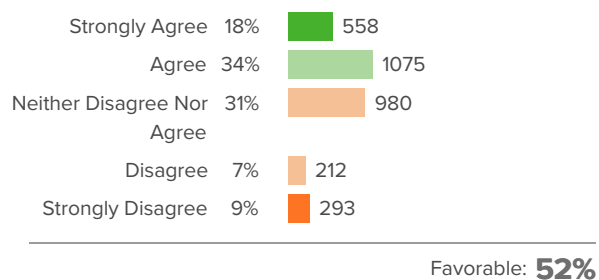
3,154 responses

How did people respond?

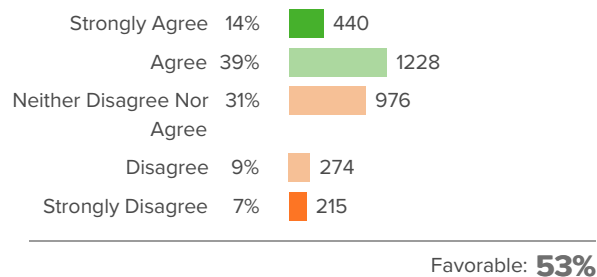
Q.1: I feel close to people at this school.



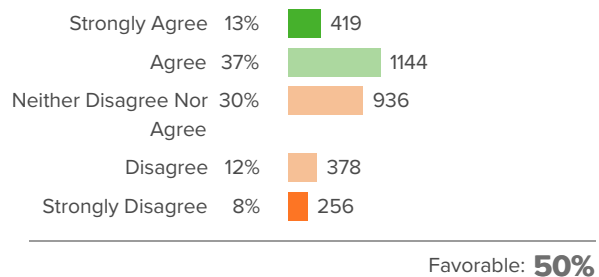
Q.2: I am happy to be at this school.



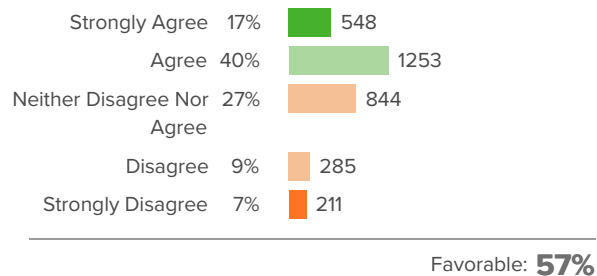
Q.3: I feel like I am part of this school.



Q.4: The teachers at this school treat students fairly.



Q.5: I feel safe in my school.





MPS

Elementary Student Survey
Spring 2019



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	76%	<p>0th - 19th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	72%	<p>0th - 19th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE	84%	
Safety	61%	<p>40th - 59th percentile compared to others in the CORE Districts dataset</p>
Sense of Belonging (School Connectedness)	69%	<p>0th - 19th percentile compared to others in the CORE Districts dataset</p>

282 responses



Climate of Support for Academic Learning

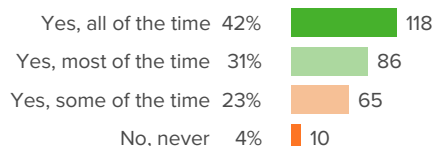
Your average

76%

282 responses

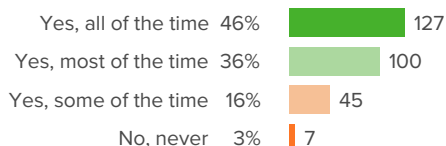
How did people respond?

Q.1: Do adults at school encourage you to work hard so you can be successful?



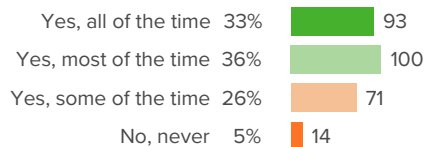
Favorable: **73%**

Q.2: Do your teachers work hard to help you with your schoolwork when you need it?



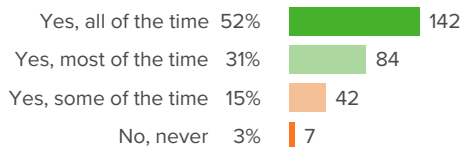
Favorable: **81%**

Q.3: Do teachers give students a chance to take part in classroom discussions or activities?



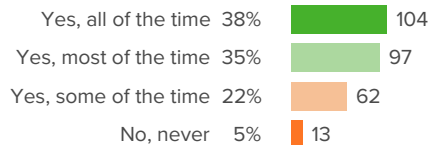
Favorable: **69%**

Q.4: Does this school help all students be successful in school?



Favorable: **82%**

Q.5: Do teachers go out of their way to help students?



Favorable: **73%**



Knowledge and Fairness of Discipline, Rules and Norms

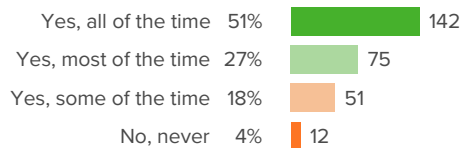
Your average

72%

282 responses

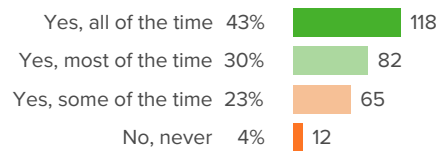
How did people respond?

Q.1: Does this school clearly tell students what would happen if they break school rules?



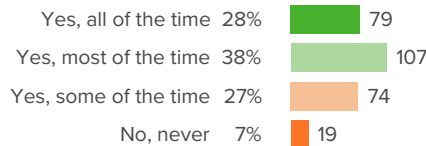
Favorable: **78%**

Q.2: Are rules in this school made clear to students?



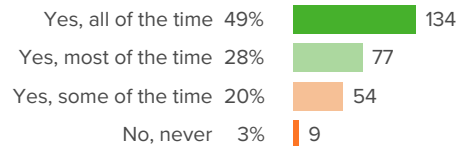
Favorable: **72%**

Q.3: Do students know how they are expected to act?



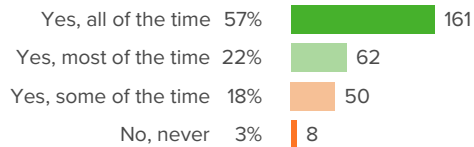
Favorable: **67%**

Q.4: Do students know what the rules are?



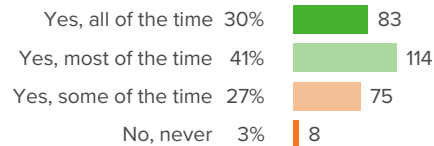
Favorable: **77%**

Q.5: Do teachers and other grown-ups at school treat students with respect?



Favorable: **79%**

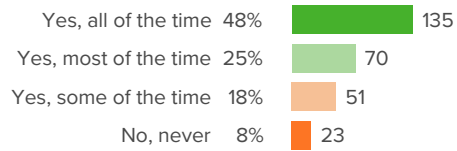
Q.6: Do students treat teachers with respect?



Favorable: **70%**

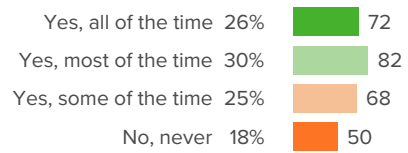


Q.7: Are the school rules fair?



Favorable: **73%**

Q.8: Are students treated fairly when they break school rules?



Favorable: **57%**



OVERALL SCHOOL EXPERIENCE

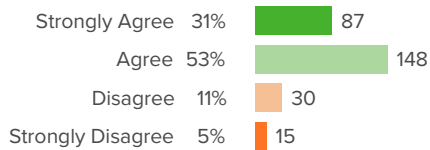
Your average

84%

282 responses

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other students.



Favorable: **84%**



Safety

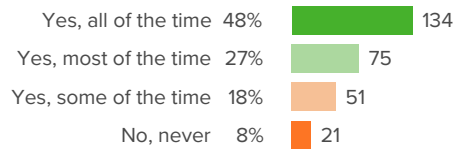
Your average

61%

282 responses

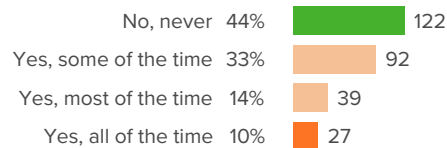
How did people respond?

Q.1: Do you feel safe at school?



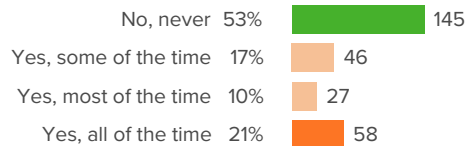
Favorable: **74%**

Q.2: Do other kids hit or push you at school when they are not just playing around?



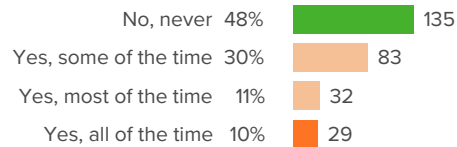
Favorable: **44%**

Q.3: Are you afraid of being beaten up at school?



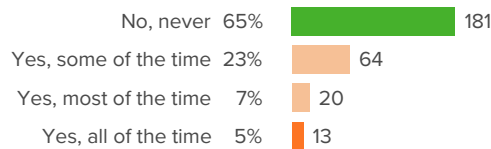
Favorable: **53%**

Q.4: Do other kids at school spread mean rumors or lies about you?



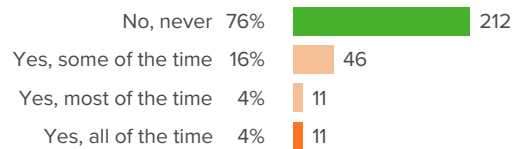
Favorable: **48%**

Q.5: Do other kids at this school ever tease you about what your body looks like?



Favorable: **65%**

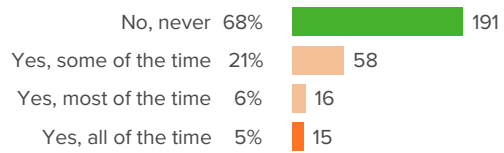
Q.6: Do other kids at this school ever tease you about the way you talk?



Favorable: **76%**



Q.7: Do other kids steal or damage your things, like your clothing or your books?



Favorable: **68%**



Sense of Belonging (School Connectedness)

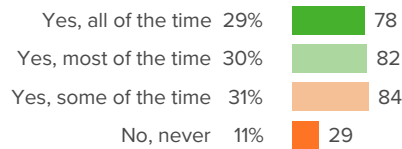
Your average

69%

282 responses

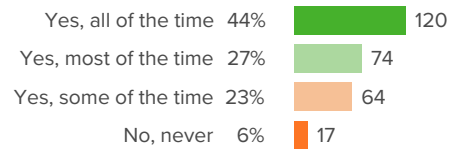
How did people respond?

Q.1: Do you feel close to people at school?



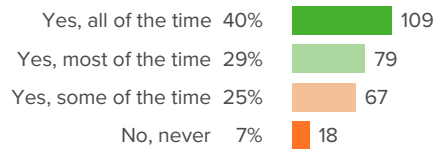
Favorable: **59%**

Q.2: Are you happy to be at this school?



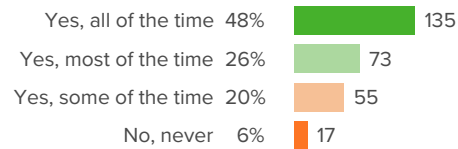
Favorable: **71%**

Q.3: Do you feel like you are part of this school?



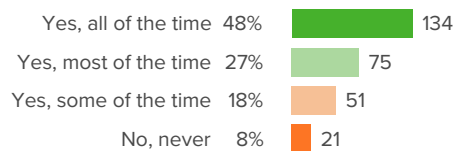
Favorable: **69%**

Q.4: Do teachers treat students fairly at school?



Favorable: **74%**

Q.5: Do you feel safe at school?



Favorable: **74%**



MPS

Family Survey
Spring 2019



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	<p>95%</p> <p>▼1 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	<p>93%</p> <p>▲1 since last survey</p>	<p>40th - 59th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE	<p>94%</p> <p>▲1 since last survey</p>	
Safety	<p>93%</p> <p>▲2 since last survey</p>	<p>60th - 79th percentile compared to others in the CORE Districts dataset</p>
Sense of Belonging (School Connectedness)	<p>95%</p> <p>▲2 since last survey</p>	<p>80th - 99th percentile compared to others in the CORE Districts dataset</p>

2,611 responses



Climate of Support for Academic Learning

Your average

95%

2,611 responses

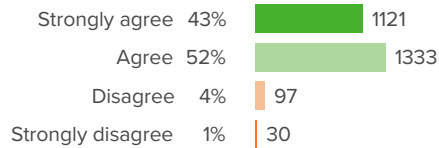
Change

▼ **1**

since last survey

How did people respond?

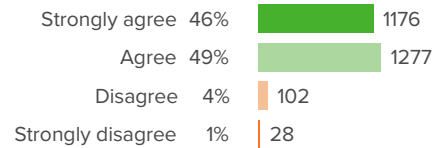
Q.1: This school provides high quality instruction to my child.



▼ **1** from last survey

Favorable: **95%**

Q.2: This school has high expectations for all students.



▲ **0** from last survey

Favorable: **95%**



Knowledge and Fairness of Discipline, Rules and Norms

Your average

93%

2,611 responses

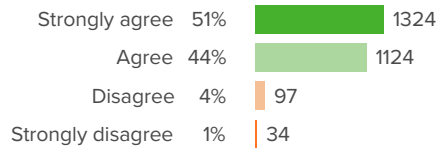
Change

▲ 1

since last survey

How did people respond?

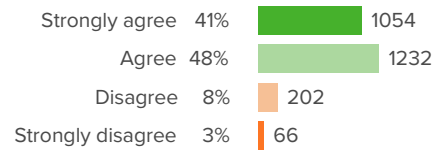
Q.1: This school clearly informs students what would happen if they break school rules.



▲ 0 from last survey

Favorable: **95%**

Q.2: At this school, discipline is fair.



▲ 2 from last survey

Favorable: **90%**



OVERALL SCHOOL EXPERIENCE

Your average

94%

2,611 responses

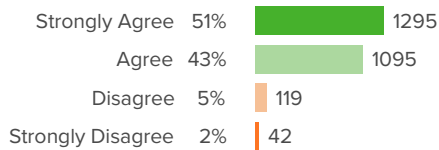
Change

▲ 1

since last survey

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other parents.



▲ 1 from last survey

Favorable: **94%**



Safety

Your average

93%

2,611 responses

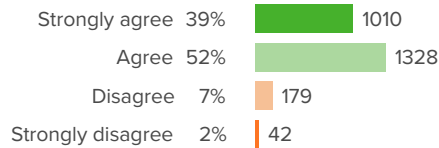
Change

▲ 2

since last survey

How did people respond?

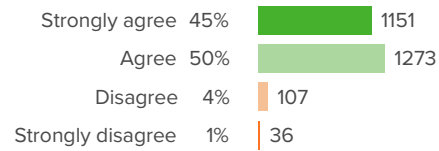
Q.1: My child is safe in the neighborhood around the school.



▲ 3 from last survey

Favorable: **91%**

Q.2: My child is safe on school grounds.



▲ 1 from last survey

Favorable: **94%**



Sense of Belonging (School Connectedness)

Your average

95%

2,611 responses

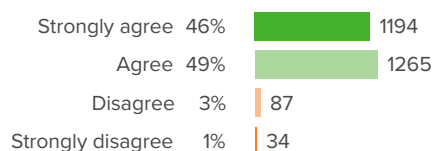
Change

▲ 2

since last survey

How did people respond?

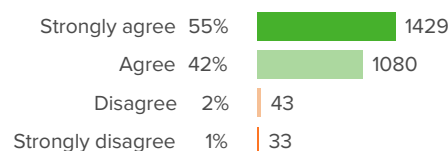
Q.1: I feel welcome to participate at this school.



▲1 from last survey

Favorable: **95%**

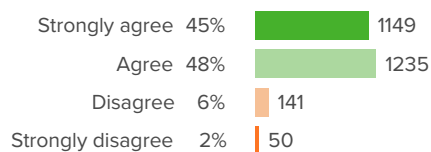
Q.2: School staff treats me with respect.



▲1 from last survey

Favorable: **97%**

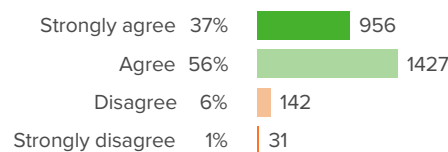
Q.3: School staff takes my concerns seriously.



▲2 from last survey

Favorable: **93%**

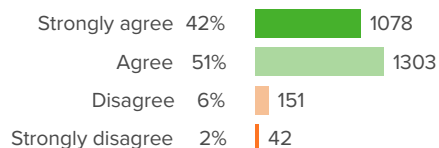
Q.4: School staff welcomes my suggestions.



▲2 from last survey

Favorable: **93%**

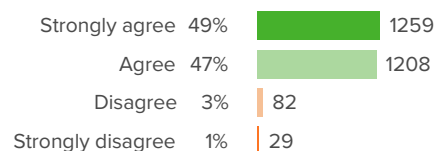
Q.5: School staff responds to my needs in a timely manner.



▲2 from last survey

Favorable: **93%**

Q.6: School staff is helpful.

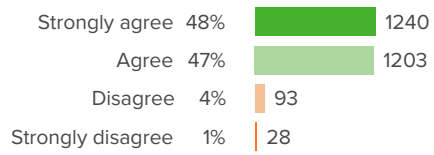


▲1 from last survey

Favorable: **96%**



Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.



▲ 0 from last survey

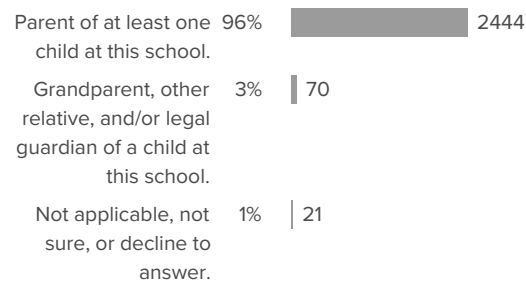
Favorable: **95%**



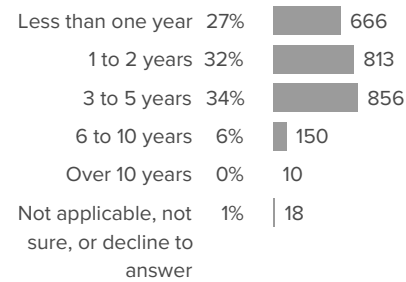
Background Questions

How did people respond?

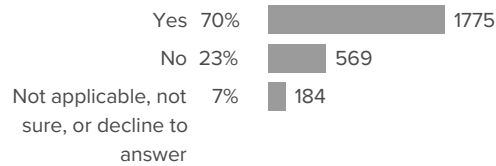
Q.1: I am a...



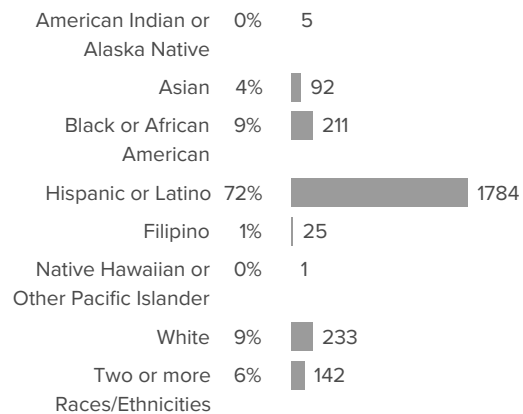
Q.2: How many years has your child been at this school?



Q.3: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

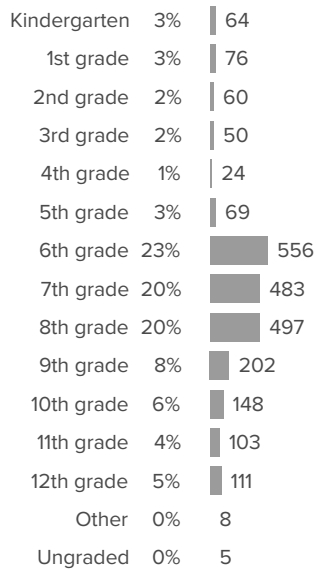


Q.4: What is your race or ethnicity?

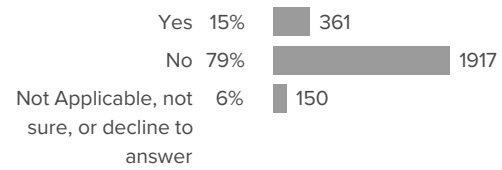




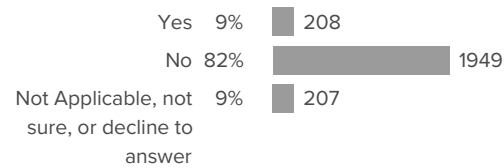
Q.5: In what grade is your child?



Q.6: Special Education Program or has an Individual Education Plan (IEP)?



Q.7: English Language Development (for children learning English)?





MPS

Staff Survey
Spring 2019



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	92%	<p>40th - 59th percentile compared to others in the CORE Districts dataset</p>
Knowledge and Fairness of Discipline, Rules and Norms	78%	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
OVERALL SCHOOL EXPERIENCE	85%	
Safety	69%	<p>20th - 39th percentile compared to others in the CORE Districts dataset</p>
Sense of Belonging (School Connectedness)	78%	<p>40th - 59th percentile compared to others in the CORE Districts dataset</p>

313 responses



Climate of Support for Academic Learning

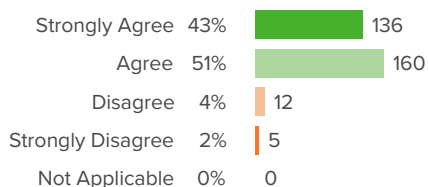
Your average

92%

313 responses

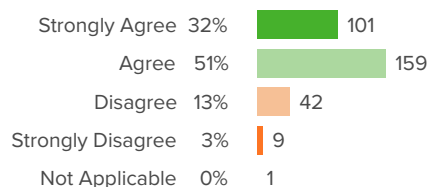
How did people respond?

Q.1: is a supportive and inviting place for students to learn.



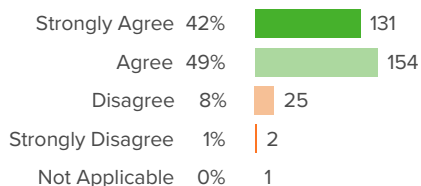
Favorable: **95%**

Q.2: sets high standards for academic performance for all students.



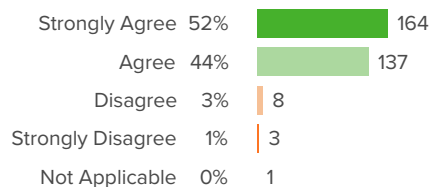
Favorable: **84%**

Q.3: promotes academic success for all students.



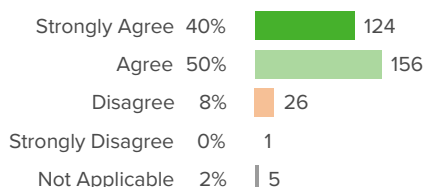
Favorable: **91%**

Q.4: emphasizes helping students academically when they need it.



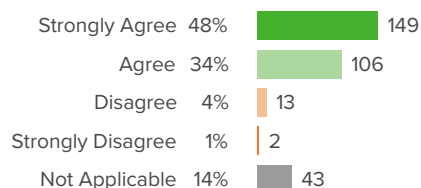
Favorable: **96%**

Q.5: emphasizes teaching lessons in ways relevant to students.



Favorable: **91%**

Q.6: encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.



Favorable: **94%**



Knowledge and Fairness of Discipline, Rules and Norms

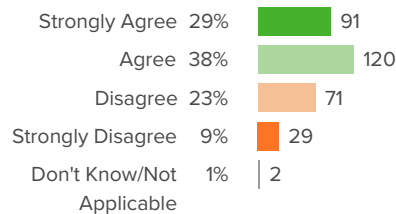
Your average

78%

313 responses

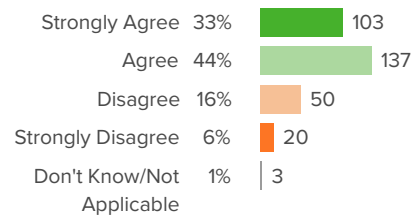
How did people respond?

Q.1: This school clearly communicates to students the consequences of breaking school rules.



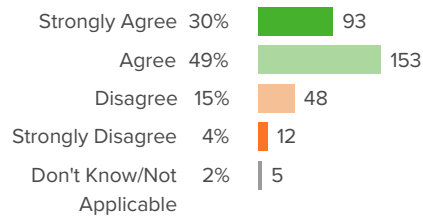
Favorable: **68%**

Q.2: Rules in this school are made clear to students.



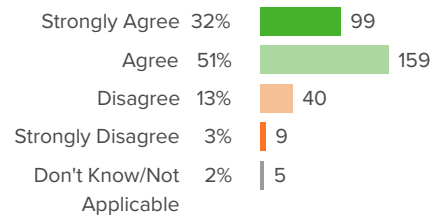
Favorable: **77%**

Q.3: Students know how they are expected to act.



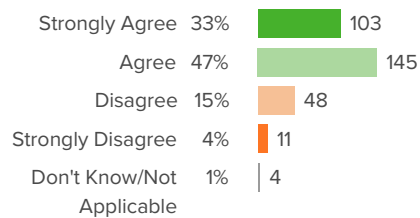
Favorable: **80%**

Q.4: Students know what the rules are.



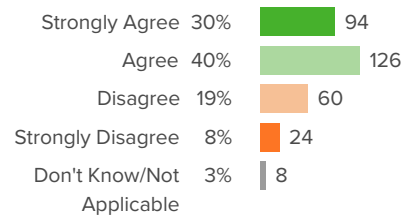
Favorable: **84%**

Q.5: This school makes it clear how students are expected to act.



Favorable: **81%**

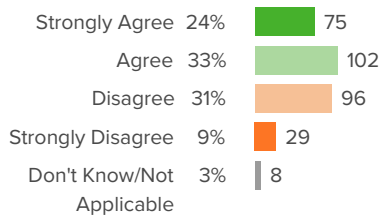
Q.6: This school handles discipline problems fairly.



Favorable: **72%**

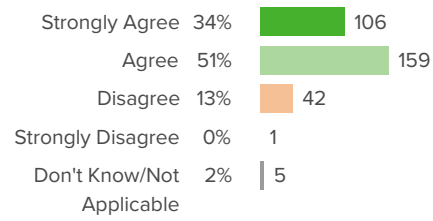


Q.7: This school effectively handles student discipline and behavioral problems.



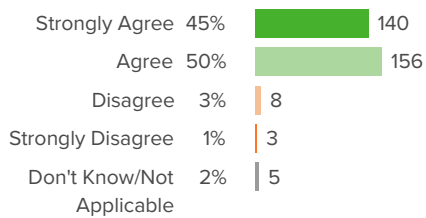
Favorable: **59%**

Q.8: Adults at this school treat all students with respect.



Favorable: **86%**

Q.9: The school rules are fair.



Favorable: **96%**



OVERALL SCHOOL EXPERIENCE

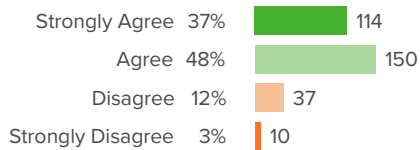
Your average

85%

313 responses

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other educators.



Favorable: **85%**



Safety

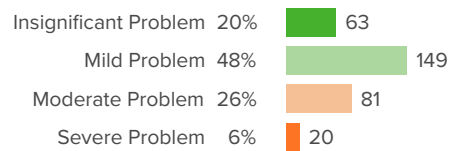
Your average

69%

313 responses

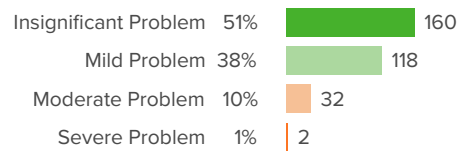
How did people respond?

Q.1: harassment or bullying among students?



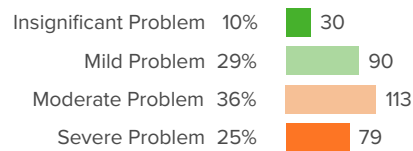
Favorable: **68%**

Q.2: physical fighting between students?



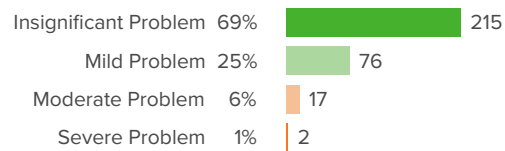
Favorable: **89%**

Q.3: disruptive student behavior?



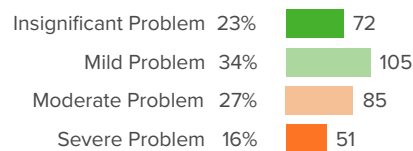
Favorable: **38%**

Q.4: racial/ethnic conflict among students?



Favorable: **94%**

Q.5: lack of respect of staff by students?



Favorable: **57%**



Sense of Belonging (School Connectedness)

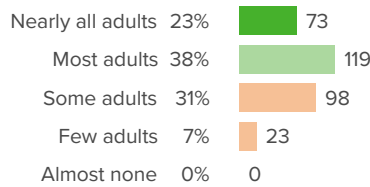
Your average

78%

313 responses

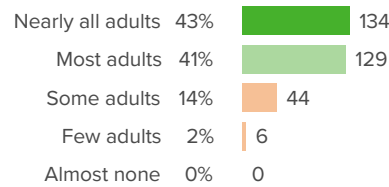
How did people respond?

Q.1: How many adults at this school have close professional relationships with one another?



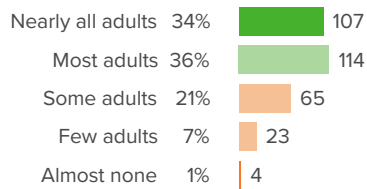
Favorable: **61%**

Q.2: How many adults at this school support and treat each other with respect?



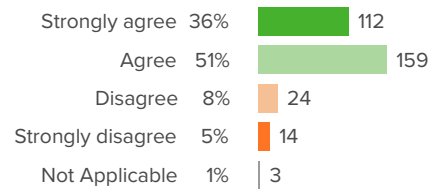
Favorable: **84%**

Q.3: How many adults at this school feel a responsibility to improve this school?



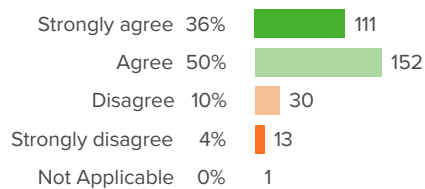
Favorable: **71%**

Q.4: This school is a supportive and inviting place for staff to work.



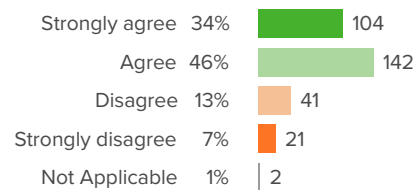
Favorable: **88%**

Q.5: This school promotes trust and collegiality among staff.



Favorable: **86%**

Q.6: This school promotes personnel participation in decision-making that affects school practices and policies.



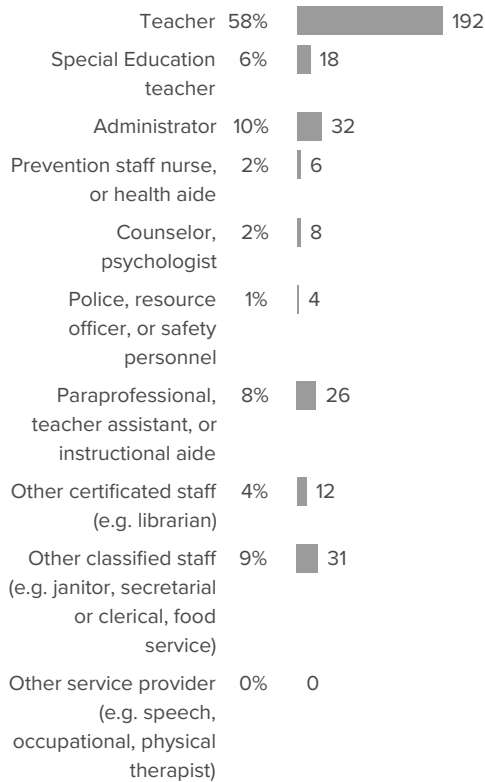
Favorable: **80%**



Background Questions

How did people respond?

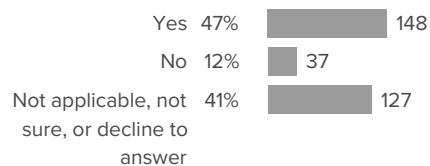
Q.1: What is your role at this school? (Mark all that apply).



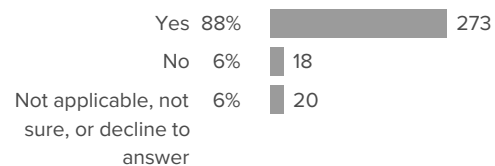
Q.2: Are you a classroom teacher?



Q.3: Migrant education students

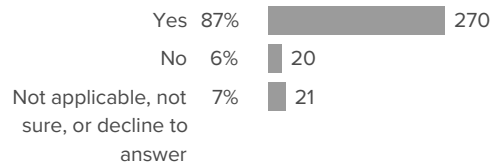


Q.4: Special education students

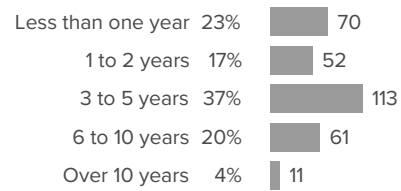




Q.5: English language learners



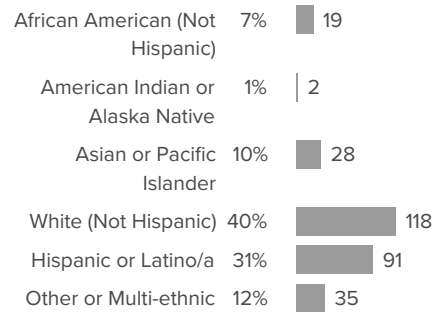
Q.6: How many years have you worked, in any position, at this school?



Q.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?



Q.8: What is your race or ethnicity?



< Summary (/magnolia/understand/1290139/summary?project_id=7992#topic-scores-student)



Spring 2019
Secondary Student Survey













All questions








Based on 3,154 responses

How did students respond to each question?

Sorted by Question score ▾ () Lowest to highest ▾ ()

QUESTION ➤ Students treat teachers with respect.	32% responded favorably	
QUESTION ➤ All students are treated fairly when they break school rules.	48% responded favorably	
QUESTION ➤ The teachers at this school treat students fairly.	50% responded favorably	
QUESTION ➤ The school rules are fair.	52% responded favorably	
QUESTION ➤ I am happy to be at this school.	52% responded favorably	
QUESTION ➤ I feel like I am part of this school.	53% responded favorably	
QUESTION ➤ Had mean rumors or lies spread about you?	56% responded favorably	
QUESTION ➤ Adults at this school treat all students with respect.	57% responded favorably	
QUESTION ➤ I feel safe in my school.	57% responded favorably	

QUESTION ➤ Been made fun of because of your looks or the way you talk?	58% responded favorably	
QUESTION ➤ Teachers go out of their way to help students.	60% responded favorably	
QUESTION ➤ How safe do you feel when you are at school?	60% responded favorably	
QUESTION ➤ Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	62% responded favorably	
QUESTION ➤ I feel close to people at this school.	62% responded favorably	
QUESTION ➤ Students know how they are expected to act.	64% responded favorably	
QUESTION ➤ Students know what the rules are.	66% responded favorably	
QUESTION ➤ Had sexual jokes, comments, or gestures made to you?	67% responded favorably	
QUESTION ➤ Had your property stolen, or deliberately damaged, such as your car, clothing, or books?	68% responded favorably	
QUESTION ➤ Rules in this school are made clear to students.	68% responded favorably	
QUESTION ➤ This school is a supportive and inviting place for students to learn.	68% responded favorably	
QUESTION ➤ This school makes it clear how students are expected to act.	71% responded favorably	

QUESTION ➤ This school promotes academic success for all students.	72% responded favorably	
QUESTION ➤ My teachers work hard to help me with my schoolwork when I need it.	72% responded favorably	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other students.	73% responded favorably	
QUESTION ➤ Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	74% responded favorably	
QUESTION ➤ This school clearly informs students what would happen if they break school rules.	75% responded favorably	
QUESTION ➤ Teachers give students a chance to take part in classroom discussions or activities.	75% responded favorably	
QUESTION ➤ Been afraid of being beaten up?	81% responded favorably	

Powered by



< Summary (/magnolia/understand/1290139/summary?project_id=7992#topic-scores-student)



Spring 2019
Elementary Student Survey

All questions














Based on 282 responses

How did students respond to each question?

Sorted by Question score ▾ () Lowest to highest ▾ ()

QUESTION Do other kids hit or push you at school when they are not just playing around?	44% responded favorably	
QUESTION Do other kids at school spread mean rumors or lies about you?	48% responded favorably	
QUESTION Are you afraid of being beaten up at school?	53% responded favorably	
QUESTION Are students treated fairly when they break school rules?	57% responded favorably	
QUESTION Do you feel close to people at school?	59% responded favorably	
QUESTION Do other kids at this school ever tease you about what your body looks like?	65% responded favorably	
QUESTION Do students know how they are expected to act?	67% responded favorably	
QUESTION Do other kids steal or damage your things, like your clothing or your books?	68% responded favorably	

Need Help?

QUESTION ➤ Do teachers give students a chance to take part in classroom discussions or activities?	69% responded favorably	
QUESTION ➤ Do you feel like you are part of this school?	69% responded favorably	
QUESTION ➤ Do students treat teachers with respect?	70% responded favorably	
QUESTION ➤ Are you happy to be at this school?	71% responded favorably	
QUESTION ➤ Are rules in this school made clear to students?	72% responded favorably	
QUESTION ➤ Do adults at school encourage you to work hard so you can be successful?	73% responded favorably	
QUESTION ➤ Do teachers go out of their way to help students?	73% responded favorably	
QUESTION ➤ Are the school rules fair?	73% responded favorably	
QUESTION ➤ Do teachers treat students fairly at school?	74% responded favorably	
QUESTION ➤ Do you feel safe at school?	74% responded favorably	
QUESTION ➤ Do other kids at this school ever tease you about the way you talk?	76% responded favorably	
QUESTION ➤ Do students know what the rules are?	77% responded favorably	
QUESTION	78% responded favorably	

› Does this school clearly tell students what would happen if they break school rules?

QUESTION

› Do teachers and other grown-ups at school treat students with respect?

79%
responded favorably



QUESTION

› Do your teachers work hard to help you with your schoolwork when you need it?

81%
responded favorably



QUESTION

› Does this school help all students be successful in school?

82%
responded favorably



QUESTION

› Overall, I am satisfied and would recommend this school to other students.

84%
responded favorably



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Spring 2019
Family Survey

All questions

Based on 2,611 responses

How did family members respond to each question?

Sorted by Question score ▾ () Lowest to highest ▾ ()

QUESTION ➤ At this school, discipline is fair.	90% responded favorably	▲ 2 from Spring 2018	
QUESTION ➤ My child is safe in the neighborhood around the school.	91% responded favorably	▲ 3 from Spring 2018	
QUESTION ➤ School staff responds to my needs in a timely manner.	93% responded favorably	▲ 2 from Spring 2018	
QUESTION ➤ School staff takes my concerns seriously.	93% responded favorably	▲ 2 from Spring 2018	
QUESTION ➤ School staff welcomes my suggestions.	93% responded favorably	▲ 2 from Spring 2018	
QUESTION ➤ My child is safe on school grounds.	94% responded favorably	▲ 1 from Spring 2018	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other parents.	94% responded favorably	▲ 1 from Spring 2018	
QUESTION	95%	0	Need Help?

<p>➤ This school clearly informs students what would happen if they break school rules.</p>	<p>responded favorably</p>	<p>from Spring 2018</p>	
<p>QUESTION ➤ My child's background (race, ethnicity, religion, economic status) is valued at this school.</p>	<p>95% responded favorably</p>	<p>0 from Spring 2018</p>	
<p>QUESTION ➤ I feel welcome to participate at this school.</p>	<p>95% responded favorably</p>	<p>▲ 1 from Spring 2018</p>	
<p>QUESTION ➤ This school has high expectations for all students.</p>	<p>95% responded favorably</p>	<p>0 from Spring 2018</p>	
<p>QUESTION ➤ This school provides high quality instruction to my child.</p>	<p>95% responded favorably</p>	<p>▼ 1 from Spring 2018</p>	
<p>QUESTION ➤ School staff is helpful.</p>	<p>96% responded favorably</p>	<p>▲ 1 from Spring 2018</p>	
<p>QUESTION ➤ School staff treats me with respect.</p>	<p>97% responded favorably</p>	<p>▲ 1 from Spring 2018</p>	
<p>QUESTION ➤ I am a...</p>		<p>Unscored</p>	
<p>QUESTION ➤ English Language Development (for children learning English)?</p>		<p>Unscored</p>	
<p>QUESTION ➤ Special Education Program or has an Individual Education Plan (IEP)?</p>		<p>Unscored</p>	
<p>QUESTION ➤ In what grade is your child?</p>		<p>Unscored</p>	
<p>QUESTION ➤ What is your race or ethnicity?</p>		<p>Unscored</p>	

QUESTION

Unscored



➤ Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

QUESTION

Unscored



➤ How many years has your child been at this school?

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Spring 2019
Staff Survey

All questions













Based on 313 responses














How did teachers & staff respond to each question?

Sorted by Question score ▾ () Lowest to highest ▾ ()

QUESTION ➤ disruptive student behavior?	38% responded favorably	
QUESTION ➤ lack of respect of staff by students?	57% responded favorably	
QUESTION ➤ This school effectively handles student discipline and behavioral problems.	59% responded favorably	
QUESTION ➤ How many adults at this school have close professional relationships with one another?	61% responded favorably	
QUESTION ➤ harassment or bullying among students?	68% responded favorably	
QUESTION ➤ This school clearly communicates to students the consequences of breaking school rules.	68% responded favorably	
QUESTION ➤ How many adults at this school feel a responsibility to improve this school?	71% responded favorably	
QUESTION ➤ This school handles discipline problems fairly.	72% responded favorably	

Need Help?

QUESTION ➤ Rules in this school are made clear to students.	77% responded favorably	
QUESTION ➤ Students know how they are expected to act.	80% responded favorably	
QUESTION ➤ This school promotes personnel participation in decision-making that affects school practices and policies.	80% responded favorably	
QUESTION ➤ This school makes it clear how students are expected to act.	81% responded favorably	
QUESTION ➤ Students know what the rules are.	84% responded favorably	
QUESTION ➤ How many adults at this school support and treat each other with respect?	84% responded favorably	
QUESTION ➤ sets high standards for academic performance for all students.	84% responded favorably	
QUESTION ➤ Overall, I am satisfied and would recommend this school to other educators.	85% responded favorably	
QUESTION ➤ Adults at this school treat all students with respect.	86% responded favorably	
QUESTION ➤ This school promotes trust and collegiality among staff.	86% responded favorably	
QUESTION ➤ This school is a supportive and inviting place for staff to work.	88% responded favorably	
QUESTION ➤ physical fighting between students?	89% responded favorably	

QUESTION ➤ emphasizes teaching lessons in ways relevant to students.	91% responded favorably	
QUESTION ➤ promotes academic success for all students.	91% responded favorably	
QUESTION ➤ racial/ethnic conflict among students?	94% responded favorably	
QUESTION ➤ encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.	94% responded favorably	
QUESTION ➤ is a supportive and inviting place for students to learn.	95% responded favorably	
QUESTION ➤ The school rules are fair.	96% responded favorably	
QUESTION ➤ emphasizes helping students academically when they need it.	96% responded favorably	
QUESTION ➤ Are you a classroom teacher?	Unscored	
QUESTION ➤ What is your role at this school? (Mark all that apply).	Unscored	
QUESTION ➤ Migrant education students	Unscored	
QUESTION ➤ Special education students	Unscored	
QUESTION ➤ English language learners	Unscored	
QUESTION	Unscored	

➤ How many years have you worked, in any position, at this school?

QUESTION

Unscored



➤ How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

QUESTION

Unscored



➤ What is your race or ethnicity?

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