



Board Agenda Item #	III B: Action Item
Date:	April 21, 2022
To:	Magnolia Public Schools – Board of Directors
From:	MPS Educational Partners & Development Committee
Staff Lead:	Suat Acar, Chief Operations Officer Steve Budhraj, Chief Financial Officer
RE:	2022-23 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders

Presented at the MPS Educational Partners & Development Committee on April 20, 2022

Proposed Motion:

I move for the Board to approve the 2022-23 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders as presented.

Introduction

The MPS Operations Department has initiated discussions with the C-team and the school site principals regarding 2022-23 compensation package for full time teachers, NCBA positions, and school leaders. To address existing recruitment and retention challenges, MPS strives to create the most competitive compensation package.

The Operations Department has reviewed other CMOs’ and district compensation packages as part of this process.

Below are the proposed changes to the 2022-23 pay raise scale.

- Increase the school base pay to the following:
 - MSA-1, 2: From \$52,000 to \$57,000.
 - MSA-3 through 8: From \$51,000 to \$57,000.
 - MSA-SA and SD: From \$49,000 to \$53,000
- Remove the total experience cap (currently caps at 25 years), keep prior experience cap at 15 years.
- Currently, “highly effective” rated staff is eligible for performance pay. The proposed change is to have “effective” and “highly effective” rated staff to be eligible to receive performance pay.



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- Performance pay will continue to be suspended in 2022-23. This is in reference to the initial freeze from 2020-21 (refer to the May 27, 2020 board report).

Background

With the collaboration of the C-team, home office staff, and MPS principals, the MPS Operations Department formed a task force to discuss and get feedback about the proposed options. MPS Task Force had the first meeting on December 15, 2021 and after that there were further internal meetings with the C-team members regarding budget analysis.

Budget Implications

The MPS Finance team will provide the 2022-23 budget which include personnel compensation.

Exhibits (attachments):

- 2022-23 MPS Employee Pay Raise Scale for Full-Time Teaching Positions & NCBA, and School Leaders (with redline)
- 2022-23 MPS Employee Pay Raise Scale for Full-Time Teaching Positions & NCBA, and School Leaders (without redline)



MPS EMPLOYEE PAY RAISE SCALE

FULL-TIME TEACHING POSITIONS

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NON-CLASSROOM-BASED ACADEMIC POSITIONS

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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
	+
2.	Employee Qualifications Pay
	+
3.	Position Pay (where applicable)
4.	Employee Performance Pay
5.	Pay for Additional Duties

→ Base Employee Salary

Narrative:

1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.

This Board-approved pay raise scale will be in effect as of July 1, 2024, until the subsequent 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.

2) This policy replaces and overrides any previous pay/bonus policy pay raise scale or other policies affecting compensation to the extent they are in conflict.

3) This pay raise scale applies to all full-time teaching staff and non-classroom based academic staff.

4) Pay for full-time teaching positions has four major components: base school salary, employee qualifications pay, employee performance pay, and pay for additional duties. Pay for non-classroom based academic positions has the same four components, with the addition of a fifth component for position pay. Base school salary, position pay (where applicable), and employee qualifications pay make up the base employee salary as they reflect their job position and qualifications. Employee performance pay and pay for additional duties are variable pays based on the employee's performance rating and the additional duties assigned to the employee and are not a part of the base employee salary.

5) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may 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, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

6) Additional duties for employees will be assigned add-on points as explained further in this scale. These duties have

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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. Additional duties that are an outgrowth of MPS's instructional program, including the Additional Duties enumerated herein, are reportable to the employee's STRS retirement account. 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. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same.

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

11) 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. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon employee completing at least one year of service and any employee who fails to do so must return the signing bonus to the School.

12) The pay raise scale limitations may be waived to increase base pay 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.

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1) BASE SCHOOL SALARY

Base School Salary		
Location	School	Base
Los Angeles County (Reseda)	MSA-1	\$57,000
Los Angeles County (Van Nuys)	MSA-2	\$57,000
Los Angeles County (Carson)	MSA-3	\$57,000
Los Angeles County (Los Angeles)	MSA-4	\$57,000
Los Angeles County (Reseda)	MSA-5	\$57,000
Los Angeles County (Los Angeles)	MSA-6	\$57,000
Los Angeles County (Northridge)	MSA-7	\$57,000
Los Angeles County (Bell)	MSA-Bell	\$57,000
San Diego County (San Diego)	MSA-San Diego	\$53,000
Orange County (Santa Ana)	MSA-Santa Ana	\$53,000

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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	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience	\$1,015	1 for each year up to 15	15
4	MPS Experience	\$1,015	1 for each year	N/A

Narrative:

- 1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered.
- 2) 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 except for the addition of the National Board Certification points (2) and the CA Clear Teaching Credential point (1). CA Preliminary Teaching Credential does not earn points.
- 3) Prior Experience: Cap of 15 years will be applied for prior full-time teaching, school leader, and other related field work experience when the employee completed a full year of employment in the position. 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.
- 4) MPS Experience: ~~P~~rior full-time, regular employment with MPS as a teacher, school leader, or in other related field work positions. Student teaching as part of the credentialing program does not count for experience. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.

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5) Qualifications pay is NOT an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position with the same qualifying points.

3) POSITION PAY

Position Pay				
Field #	Type of Pay	Coefficient	Points	Max
1	Position	\$1,015	See notes.	10

Position Points	
College Counselor, Librarian, EL Coordinator, Language/Literacy Coach, Title-I/Intervention Coordinator, Guidance Counselor	5
Education Specialist, Psychologist	15
<u>Athletic Director</u>	0
School-Social Worker	0

Narrative:

- 1) Position: Staff with non-classroom-based academic positions will receive additional points based on their position. See the table above.
- 2) This is a component of Base Employee Salary as it is earned through the performance of the employee's regular job duties and **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
Teaching & Non-Classroom Based Academic Positions	\$2,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	▼100%

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2: Developing (D)	0
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1: Ineffective (I)	0
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Narrative:

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a "3: Effective (E)" and a "4: Highly Effective (HE)" rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay.
- 3) Available performance pay will be a maximum of \$2,000 for school-level teaching staff and non-classroom based academic staff.
- 4) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may 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, or for part-time, temporary, or seasonal employees.
- 5) Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 6) 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.

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Deleted: 5) PAY FOR ADDITIONAL DUTIES\$... [1]

MPS Board Approved Additional Duties-Annual Assignment (Coefficient for Additional Duties is \$1,000.00)			
	Duties	Add-on Points	JOB DESCRIPTION
Organization Wide Teacher on Special Assignment (TOSA) Duties (to be assigned by Home Office)			
1	History / Social Sciences	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically: - Hold grade level/span scope and sequence planning activities quarterly. - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities. - Organize other network-wide activities and events as assigned.

2	<u>Science</u>	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically:</p> <ul style="list-style-type: none"> - Hold grade level/span scope and sequence planning activities quarterly. - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities. - Organize other network-wide activities and events as assigned. - Support the selection and implementation of a proven STEAM enrichment program - Provide professional development for Implementing a multi-level and multi-dimensional curriculum including NGSS - Support MPS Wide Annual STEM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support
3	<u>Computer Science and Technology</u>	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically:</p> <ul style="list-style-type: none"> - Hold grade level/span scope and sequence planning activities quarterly. - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities. - Organize other network-wide activities and events as assigned.
4	<u>Electives (Spanish, Art, PE, and other Electives)</u>	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically:</p> <ul style="list-style-type: none"> - Hold grade level/span scope and sequence planning activities quarterly. - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities. - Organize other network-wide activities and events as assigned.
5	<u>Elementary Programs</u>	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically:</p> <ul style="list-style-type: none"> - Hold grade level/span scope and sequence planning activities quarterly. - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities. - Organize other network-wide activities and events as assigned.
6	<u>Math</u>	5	<ul style="list-style-type: none"> - Support the coordination, collaboration and professional development activities across all MPS schools. Specifically; - Support grade level/span scope and sequence planning activities quarterly. - Support three MPS-wide PD (symposia) days - Support and maintain Google classroom and website for PD, resources and info dissemination - Coordinate at least 2 annual MPS-wide math competitions (growth mindset, Pi day, etc.) - Support development of the math assessment timeline and manage data collection and analysis

			<ul style="list-style-type: none"> - Serve as a member of the math materials adoption cohort to assist with the selection of high quality and effective instructional materials and resources in alignment with CA Standards and Framework. - Meet monthly with the Director of Math programs and quarterly with the Academic Team and CAO
7	English	5	<ul style="list-style-type: none"> - Support the coordination of collaboration and professional development activities across all MPS schools. Specifically: - Support grade level/span scope and sequence planning activities quarterly. - Support three MPS-wide PD (symposia) days - Support and Maintain Google classroom and/or website for PD, resources and info dissemination - Coordinate 2 annual MPS-wide ELA competitions (Creative Writing, Poetry Out Loud, NaNoWriMo, Women's History Month Essay Contest, etc.) - Support development of the ELA assessment timeline and manage data collection and analysis - Support with the selection and/or development of an MPS-wide writing framework and/or curriculum adoption - Meet monthly with the ELA Program Coordinator, and quarterly with the Academic Team
8	GATE	5	<ul style="list-style-type: none"> - Research and Development for Adopting a Researched Based "proven" Enrichment Program/Curriculum for all MPS Schools. - Support the coordination, collaboration and professional development activities across all MPS schools for Gifted and Talented program support. - Assist with Identification of GATE students including: PD's for Deans, Assistance with obtaining and administering OLSAT and Raven's Tests - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities at all Sites - Support three MPS-wide PD (symposia) days - Support and maintain Google classroom and website for PD, resources and info dissemination - Lead the Coordination of the annual Steam Expo with all participating MPS schools - Meet monthly with the Director of SPED programs and quarterly with the Academic Team and CAO. - Seek out Enrichment opportunities for students (Science camp, JPL Scholarships etc.)
9	SPED	5	<ul style="list-style-type: none"> - MPS Wide District Level Usage on the SEIS and Welligent Systems - Weekly monitoring and reporting to Director of SPED / Re:School Compliance - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities - Monitor the Compliance of 504 Plan Implementation - Provides Professional Development for SPED Teachers at 3 symposiums and ongoing support for newly hired SPED Teachers - Adds, Deletes, Monitors and Maintains Users for the SEIS and Welligent Systems (Creates passwords for adult users, adds students from CAL-PADS to SEIS and Welligent as appropriate).
Schoolwide Coordination Duties			
1	Discipline Coordinator	5	<p>The Coordinator is a critical teammate on the student service team, under the direction of the Dean of Students. The Coordinator's primary responsibility is to respond to student behavior. This will happen through the management of systems across the school, and through the creation of meaningful interventions to build student capacity to make strong, future-ready decisions. The coordinator builds strong relationships with students and champions family engagement to develop partnerships between the school and families to support the success of students.</p>
2	I.T. Coordinator/Technician	5	<p>I.T. Coordinator/Technician is a staff member who:</p> <ul style="list-style-type: none"> - Maintains staff, students, and classroom technology (tracks in inventory system/configured for operation) - Responds to school's basic technology issues like troubleshooting internet/wireless connection, or printing etc. - Gives feedback on usage and research/analysis results on continuously improving educational technology and recommend them to the school and other

			schools' IT technician team members. - Trains fellow staff members on certain software/hardware usage and on basic computer security, and technology equipment handling if needed.
3	<u>Testing Coordinator</u>	5	Testing coordinator will coordinate and supervise school-wide implementation of local and state tests (SBAC, MAP, IAB Benchmark tests, GATE, EL PAC, AP tests). Other tasks include scheduling, informing parents, encouraging students, assist school staff with preparation for test administrations, and assisting Math and English teachers with testing strategies and preparation. In additional working closely with SPED and EL departments along with communicating with IT Manager to ensure accommodations are enabled according to the individual needs of students. The testing coordinator will also assist in providing data to admin for as needed, to teachers for intervention and data driven analysis. Perform other duties as assigned by the principal.
4	<u>After School Coordinator</u>	5	Responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment staff. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member. Works with admin and teacher to identify clubs and tutoring offered/needed, generates/communicates the after-school schedule, promotes the attendance for after school programs, checks classrooms regularly, helps with ordering supplies, collects the data and submits to authorizers.
5	<u>MTSS Coordinator (incl. RTI, Title I, etc.)</u>	5	Under the direction of the Dean of Students, the MTSS Coordinator is an integral part of the school's culture. The coordinator collaborates with team members to provide academic and behavior strategies for students with various needs.
6	<u>EL Coordinator</u>	5	Implements and is compliant with the MPS EL Master Plan, supports ELA and ELD teachers with instructional strategies, consults with the MPS EL Coordinator, identifies EL students, supports EL student achievement reports and data analysis of EL student, planning and administering ELPAC, monitors student progress through various assessments such as SBAC, MAP, Lexile reports, compiles student portfolios, attends district/school-wide PDs and meetings
7	<u>Literacy Program Coordinator (incl. myON, A.R., etc.)</u>	3	Coordinates the school-wide literacy program (myON, AR, etc.), including scheduling and supporting professional development and training for teachers, supporting teachers with best practices for program implementation, planning events and competitions which promote literacy, monitoring literacy data such as: lexile growth, minutes/books read, etc. and sharing such data with school staff to improve students' literacy development and growth.
8	<u>STEAM Festival/Expo Coordinator</u>	2	STEAM Coordinator is an active participant of annual STEAM EXPO event in collaboration with the Home Office. Organizes a local and school-wide STEAM EXPO. Follows up with deadlines at the school level, communicates the guidelines via emails and meetings. Supports teachers and staff to maximize student/project participation. Assists with the logistics such as transportation and food, etc.
9	<u>Community and Family Outreach Coordinator</u>	2	A high-energy multi-tasker with dynamic leadership ability who builds coalitions and partnerships. The Coordinator works to build social capital by fostering person-to-person and people-to-place relationships, develop the skill and will of parents and community leaders to take on leadership roles within schools and in their community, and encourage civic engagement in order to build neighborhoods where the stakeholders want to invest their time and resources to transform their communities. The Coordinator will be flexible and a self-starter, working with a network of engaged and empowered stakeholders in the MSA Communities. They will make connections with residents to broaden and deepen the community network, support local advocacy, and develop leaders who will carry out the work.
10	<u>WASC Self-Study Coordinator</u>	3	The WASC Self-Study Coordinator is the primary contact with WASC, compiling all the necessary information to complete the self-study. The Coordinator utilizes the guidelines set by WASC and with the help of MSA administration, identify a team of faculty, staff, and school leaders to write and assemble the various components of the self-study by their identified deadline. The Coordinator will be available to the WASC administration and team for all communication and will

			<p>lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished:</p> <p>1) the involvement and collaboration of all stakeholders to support student achievement;</p> <p>2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards;</p> <p>3) the analysis of data about students and student achievement;</p> <p>4) the assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria;</p> <p>5) the alignment of a long-range action plan to the school's areas of need; and</p> <p>6) the capacity to implement and monitor the accomplishment of the plan.</p>
11	Blended Learning Coordinator	1	The Blended Learning Coordinator provides leadership, staff development, and instructional support to all instructional and administrative staff. In addition, this position serves as a liaison between school and org-wide technology initiatives and school based implementation and support for administrators and teachers.
12	Extracurricular Activities Coordinator	1	After School Coordinator is responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment Instructors. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member in the program.
13	504 Coordinator (1-10 cases)	2	The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504. Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.
13	504 Coordinator (11 or more)	3	The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504. Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.
14	SSPT Coordinator	2	Serve as a liaison between the schools and appropriate partners in supporting students and families. Using a MTSS Framework, the SSPT coordination includes the following. Support students in acquiring linguistic, academic, behavioral, and social competencies using tiered interventions.
15	GATE Coordinator	2	Assist schools in enhancing collaborative and supportive schoolwide PBIS culture for all school partners. Assist the Director in designing and implementing a Magnolia Wide GATE enrichment curriculum.

16	SPED Coordinator	5	<ul style="list-style-type: none"> * <u>School site support with SPED coordination.</u> * <u>School Based Case management</u> * <u>Child Find - accessing all students enrolled in the science academy in CALPADS, SEIS or Welligent.</u> * <u>Ensuring an annual IEP meeting is held for each student, either identified as an "annual review" or a Triennial.</u> * <u>Working with SPED Teacher to ensure service provision is taking place.</u> * <u>Providing pertinent information to SPED Director to ensure CALPADS data is accurate.</u> * <u>Managing caseload to ensure compliance with all meetings, service provision and accommodations are in place for each student.</u> * <u>SPED Coordinators are also responsible for working with SPED para's and instructing SPED students in pull out sessions.</u> * <u>SPED Coordinators are responsible for team teaching with all general education teachers to ensure students are receiving support for assignments, projects and are being graded according to their IEP.</u> * <u>SPED Coordinators meet with the SPED director at school level SPED meetings, and once monthly at the CMO level SPED meetings. All SPED teachers meet weekly with their SPED coordinators and/or admin teams.</u> * <u>Prepares the department for annual audits and authorizer oversight.</u> * <u>Works with all service providers</u>
Chair/Mentorship/Special Committee Duties			
1	Department Chair (5+ teachers)	3	<u>Supports teachers with teaching curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.</u>
2	Department Chair (1-4 teachers)	2	<u>Supports teachers with curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.</u>
3	Grade Level Chair (5+ teachers)	3	<u>Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.</u>
4	Grade Level Chair (1-4 teachers)	2	<u>Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.</u>
5	Student Leadership / Gov't Advisor	2	<u>Under the guidance of Dean of Students, a student council advisor guides student leaders in successfully planning events, making decisions and representing their fellow students. This role is essential to developing students' leadership skills and supporting their efforts to serve their school.</u>
6	BTSA / Teacher Mentor	1.5	<u>The mentor will be assigned one or multiple teachers or teacher candidates with preliminary credentials. The mentor will help these teachers to clear their credentials with direct support, guidance, timeline follow up with lesson planning, curriculum development and classroom management. The mentor will also provide PD opportunities for the mentees.</u>
7	CAP Mentor	1	<u>The CAP Mentor supports students in working towards earning a recognition from the Congressional Award Program by helping them set goals, organize their activities, track their accomplishments, and submit their evidence to the program. "Participants earn Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level involves setting goals in four program areas:</u>

			Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration." https://www.congressionalaward.org/the-program/
8	Reflection Committee Team Member	1	Under the direction of the Dean of Students, the Committee is an integral part of the school's culture in which the team member collaborate to provide academic and behavior strategies for students with various needs. Instead of the "waiting for failure" assessment model, the Committee team member is able to take a proactive approach to identify students with social-emotional, academic, and behavioral needs. Additionally, the team member is responsible for providing information and professional development to the school site teams, ensuring that MTSS components are implemented effectively throughout. Early interventions and assessments for these students can greatly improve their academic & behavioral successes.
9	Student Safety Committee	1	Support administration during the academic year, with morning drop-off and after school dismissal this includes parking lot supervision and valet duties to ensure safety of students and other pedestrians. Additional responsibilities include assisting students in and out of the car in the valet line, supervising students in the dismissal area, and assisting the management of traffic.
10	CIF Athletic Director (1-3 teams)	5	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 75%
11	CIF Athletic Director (4-6 teams)	10	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 50%
Club/Competition Duties			
1	Special Club (Category 1)	1	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.
2	Special Club (Category 2)	2	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.
3	Extra Club / Tutoring	1	Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
Additional Teaching Duties			
1	AP Teacher (per AP course)	2	Understands and organizes the curriculum of the AP course based on the College Board's course guidelines and exam blueprints, stays current with course content, attends summer seminars as needed, submits the course syllabus to the AP course ledger, works with the admin for the roster of the course, prepares summer work, registers students on College Board's class portal, administers a full-long practice exam in Spring.
2	Extra Teaching Hours (per hour per week)	1	Carries out regular teaching duties (5 courses per day) for an additional class requiring an extra prep.
3	Additional Prep Time (3 or more prep per week)	1	Provides weekly lesson plans and instruction for 3 or more assigned classes.

4	<u>Independent Study Synchronous Instruction (30 min per week)</u>	<u>1.8</u>	<u>Provide weekly 30 minutes of Synchronous Instruction under the MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.</u>
5	<u>Independent Study Synchronous Instruction (60 min per week)</u>	<u>3.6</u>	<u>Providing Synchronous Instruction (60 min per week under MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.</u>
6	<u>Independent Study Supervising Teacher (for each 5 students)</u>	<u>1</u>	<u>Supervising Teacher with these conditions and duties Definition of Supervising Teacher: Education Code Section 51747.5: The independent study by each pupil or student shall be coordinated, evaluated, shall be under the general supervision of an employee of the school who possesses a valid certification document pursuant to Section 44865 or an emergency credential pursuant to Section 44300, registered as required by law. Supervising Teacher: "General supervision" means the supervising teacher's (1) continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of student's independent study; and (2) personal determination or personal review of the determination made by another certificated teacher of the time values for apportionment purposes of each pupil's or adult education student's work products.</u>

MPS Board Approved Additional Duties-One Time Assignment for the 2022-23 School Year

Additional Duties – One-Time Assignment

	COMPONENT NAME	DOLLAR AMOUNT	PER	DESCRIPTION
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	<u>Home Visit Program</u>	\$50	VISIT	<u>Refer to Home Visit Policy</u>
2	<u>Virtual Home Visit</u>	\$25	VISIT	<u>Refer to Home Visit Policy</u>
3	<u>Saturday School</u>	\$50	HOUR	<u>Refer to School Admin</u>
4	<u>Parent Academy Coordinator</u>	\$50	HOUR	<u>Refer to School Admin</u>
5	<u>Parent Academy Teacher</u>	\$50	HOUR	<u>Refer to School Admin</u>
6	<u>After School Coordinator</u>	\$30	HOUR	<u>Refer to School Admin</u>
7	<u>After School Support</u>	\$30	HOUR	<u>Refer to School Admin</u>
8	<u>Zero Period Assistance</u>	\$30	HOUR	<u>Refer to School Admin</u>
9	<u>Substituting for another teacher</u>	\$50	PERIOD	<u>Refer to School Admin</u>
10	<u>Edge Coaching-Mentoring</u>	\$35	HOUR	<u>Refer to School Admin</u>
11	<u>Providing PD/Workshop</u>	\$50	HOUR	<u>Refer to School Admin</u>
12	<u>School Camp-Trip-Only for Overnight Trips</u>	\$200	DAY	<u>Refer to School Admin</u>
13	<u>SAT/ACT or College Prep Boot Camp</u>	\$30	HOUR	<u>Refer to School Admin</u>
14	<u>Assisting enrollment recruitment event, orientation meeting, open houses</u>	\$50	HOUR	<u>Refer to School Admin</u>
15	<u>Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)</u>	\$150	EVENT	<u>Refer to School Admin</u>
16	<u>Assisting Saturday or Summer New student Testing Proctor</u>	\$35	HOUR	<u>Refer to School Admin</u>
17	<u>Extra Tutoring Sessions</u>	\$30	HOUR	<u>Refer to School Admin</u>
18	<u>Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days</u>	\$150	DAY	<u>Refer to School Admin</u>
19	<u>Attending Trainings Outside Class Hours (such as Infinite Campus)</u>	\$30	HOUR	<u>Refer to School Admin</u>
20	<u>Sustained Silent Reading (SSR) Period & Advisory Period Coverage</u>	\$35	PERIOD	<u>Refer to School Admin</u>
21	<u>High School Seasonal Sports Coach (per sport)</u>	\$2,500	Season	<u>Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education.</u>

				program as a whole and to growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration and athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	\$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education program as a whole and to growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
24	Assistant coach HS (per sport)	\$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
25	Assistant coach MS/ES (per sport)	\$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
26	Referee assignment	\$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game
27	Dual enrollment college co-teacher after hours	\$1,500	Course	The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liaison between the professor and the students. The co-teacher will also attend all synchronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's synchronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance matters. This stipend is paid for each 1 college course of support.
28	Targeted Intervention	\$50.00	Hourly	After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time. Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks. The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.

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NARRATIVE

- 1) For additional duties assigned on an annual basis, the coefficient is \$1,000 per add-on point. The pay for additional duties assigned on a one-time basis may be per hour, per day, per event, or another increment selected by the School. One-time assignments are not limited to one-time use and may be elected as needed throughout the school year.
- 2) Additional duties for employees will be assigned add-on points or pay as indicated in the respective tables. . These duties have to be approved by the school administration, and for annual assignments by the school administration and the Home Office, prior to the duties being performed.
- 3) Pay for additional duties is not part of an employee's base salary; it represents earnings on top of the base employee salary designated for the extra duties performed.
- 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 be prorated across all paychecks for the work year (annual assignments) or paid in the pay period in which the work was performed (one-time assignments).
- 5) Final decision for any add-on points or one-time pay will be made by the school administration and the Home Office.

Deleted: <#>* 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.¶

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.¶

Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.¶

**Athletic Director is eligible to receive add-on points for both being the school's primary athletic director and coaching seasonal sports as applicable.¶

¶

*** 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.¶

Exceptions: Additional duties are for full-time teaching staff only. Principals and assistant principals/deans do not earn add-on points or additional pay for any of the additional duties listed in these tables, with the exception of Saturday School, and regular/virtual home visits. After-school coordinators do not earn additional pay for after-school coordination if the activities are already a part of their job duties.¶

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
5	05/27/20	Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000 for MSA-Santa Ana and MSA-San Diego	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Position points for Education Specialist and Psychologist increased from 10 points to 15 points. A new position, School Social Worker is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar

7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar
8	04/06/22	Base school salary increased to \$53,000 for MSA- Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA 1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar

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MPS EMPLOYEE PAY RAISE SCALE

SCHOOL LEADER POSITIONS

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MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: School Leader Positions	
1.	Base School Salary
	+
2.	Employee Qualifications Pay
	+
3.	Position Pay (where applicable)
4.	Employee Performance Pay

→ Base Employee Salary

Narrative:

- 1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2022 and until the 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 four major components: base school salary, employee qualifications pay, position pay, and employee performance pay. Base school salary, employee qualifications pay, and position 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 may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may 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, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** in June simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean	Minimum: \$80,000	Maximum: \$110,000
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Principal

Minimum: \$100,000 Maximum: \$140,000

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. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same

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

11) 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. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon the employee completing at least one

(1) year of service and any employee who fails to do so must return the signing bonus to the School.

12) The pay raise scale limitations/caps may be waived to increase base pay 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.

Deleted: <#>Retroactive salary increases are not permitted.¶

1) BASE SCHOOL SALARY

Base School Salary		
Location	School	Base
Los Angeles County (Reseda)	MSA-1	\$ 57 ,000
Los Angeles County (Van Nuys)	MSA-2	\$ 57 ,000
Los Angeles County (Carson)	MSA-3	\$ 57 ,000
Los Angeles County (Los Angeles)	MSA-4	\$ 57 ,000
Los Angeles County (Reseda)	MSA-5	\$ 57 ,000
Los Angeles County (Los Angeles)	MSA-6	\$ 57 ,000
Los Angeles County (Northridge)	MSA-7	\$ 57 ,000
Los Angeles County (Bell)	MSA-Bell	\$ 57 ,000
San Diego County (San Diego)	MSA-San Diego	\$ 53 ,000
Orange County (Santa Ana)	MSA-Santa Ana	\$ 53 ,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 any elements of compensation including the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience (Other)	\$1,015	1 for each year up to 15	15
4	Prior Experience (AP/Dean)	\$1,015	1 for each year up to 15	15
5	Prior Experience (Principal)	\$1,015	1 for each year up to 15	15
6	MPS Experience (Other)	\$1,015	1 for each year	N/A
7	MPS Experience (AP/Dean)	\$1,015	1 for each year	N/A
8	MPS Experience (Principal)	\$1,015	1 for each year	N/A

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Narrative:

- 1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered.
- 2) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added.
- 3) Prior Experience: Cap of 15 years will be applied for prior full-time school leader, teaching, and other related field work experience when the employee completed a full year of employment in the position. 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.
- 4) MPS Experience: Prior full-time, regular employment with MPS in the same or asimilar role. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.
- 5) Qualifications pay is **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the position with the same qualifying points.

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3) POSITION PAY

Position Points				
Assistant Principal/Dean	25			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	30	35	40	45
K-8, 9-12 or 6-12	35	40	45	50
K-12	40	45	50	55

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) This is a component of Base Employee Salary as it is earned through the performance of the employee's regular job duties and **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay

School Leader Positions	\$2,000
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End-of-Year Overall Evaluation Ratings

Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	▼100%
2: Developing (D)	0
1: Ineffective (I)	0

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Narrative:

1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.

Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay. Available performance pay will be a maximum of \$2,000 for school leader positions.

3) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the work year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the work year, or for part-time, temporary, or seasonal employees.

4) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

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.

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Additional Duties – One-Time Assignment

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MPS Board Approved Additional Duties-One Time Assignment for the 2022-23 School Year

Additional Duties of School Admin – One-Time Assignment

	<u>COMPONENT NAME</u>	<u>DOLLAR AMOUNT</u>	<u>PER</u>
1	<u>Saturday School</u>	\$50	<u>HOUR</u>
2	<u>Home Visit Program</u>	\$50	<u>VISIT</u>
3	<u>Virtual Home Visit</u>	\$25	<u>VISIT</u>
4	<u>Admin Teaching in Class</u>	\$50	<u>PERIOD</u>
5	<u>School Camp-Trip-Only for Overnight Trips Admin Support</u>	\$200	<u>DAY</u>
6	<u>Weekend Events Administrative Support. Supporting school events in regards to athletic, promotional activities. Eligibility threshold starts after providing 10 hours first. Hours after 10 hours will be honored to the staff. Max 25 hours a year.</u>	\$50	<u>HOUR</u>

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
5	05/27/20	-Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Added clarifying details for one-time signing bonus.	Suat Acar
7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

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8	<u>04/06/22</u>	<u>Base school salary increased to \$53,000 for MSA-Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA 1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.</u>	<u>Suat Acar</u>
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MPS EMPLOYEE PAY RAISE SCALE

FULL-TIME TEACHING POSITIONS

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NON-CLASSROOM-BASED ACADEMIC POSITIONS

Last Amended: 04/06/2022

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	
	+	
2.	Employee Qualifications Pay	
	+	
3.	Position Pay (where applicable)	
4.	Employee Performance Pay	
5.	Pay for Additional Duties	
		→ Base Employee Salary

Narrative:

1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.

This Board-approved pay raise scale will be in effect as of July 1, 2022 until the subsequent 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.

2) This policy replaces and overrides any previous pay/bonus policy pay raise scale or other policies affecting compensation to the extent they are in conflict.

3) This pay raise scale applies to all full-time teaching staff and non-classroom based academic staff.

4) Pay for full-time teaching positions has four major components: base school salary, employee qualifications pay, employee performance pay, and pay for additional duties. Pay for non-classroom based academic positions has the same four components, with the addition of a fifth component for position pay. Base school salary, position pay (where applicable), and employee qualifications pay make up the base employee salary as they reflect their job position and qualifications. Employee performance pay and pay for additional duties are variable pays based on the employee's performance rating and the additional duties assigned to the employee and are not a part of the base employee salary.

5) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may 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, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

6) 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. Additional duties that are an outgrowth of MPS's instructional program, including the Additional Duties enumerated herein, are reportable to the employee's STRS retirement account. 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. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same.

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

11) 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. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon employee completing at least one year of service and any employee who fails to do

12) The pay raise scale limitations may be waived to increase base pay 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	\$57,000
Los Angeles County (Van Nuys)	MSA-2	\$57,000
Los Angeles County (Carson)	MSA-3	\$57,000
Los Angeles County (Los Angeles)	MSA-4	\$57,000
Los Angeles County (Reseda)	MSA-5	\$57,000
Los Angeles County (Los Angeles)	MSA-6	\$57,000
Los Angeles County (Northridge)	MSA-7	\$57,000
Los Angeles County (Bell)	MSA-Bell	\$57,000
San Diego County (San Diego)	MSA-San Diego	\$53,000
Orange County (Santa Ana)	MSA-Santa Ana	\$53,000

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	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience	\$1,015	1 for each year up to 15	15
4	MPS Experience	\$1,015	1 for each year	N/A

Narrative:

- 1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered.
- 2) 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 except for the addition of the National Board Certification points (2) and the CA Clear Teaching Credential point (1). CA Preliminary Teaching Credential does not earn points.
- 3) Prior Experience: Cap of 15 years will be applied for prior full-time teaching, school leader, and other related field work experience when the employee completed a full year of employment in the position. 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.
- 4) MPS Experience: Prior full-time, regular employment with MPS as a teacher, school leader, or in other related field work positions. Student teaching as part of the credentialing program does not count for experience. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.

5) Qualifications pay is NOT an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position with the same qualifying points.

3) POSITION PAY

Position Pay				
Field #	Type of Pay	Coefficient	Points	Max
1	Position	\$1,015	See notes.	10

Position Points	
College Counselor, Librarian, EL Coordinator, Language/Literacy Coach, Title-I/Intervention Coordinator, Guidance Counselor	5
Education Specialist, Psychologist	15
Athletic Director	0
School-Social Worker	0

Narrative:
1) Position: Staff with non-classroom-based academic positions will receive additional points based on their position. See the table above.
2) This is a component of Base Employee Salary as it is earned through the performance of the employee's regular job duties and NOT an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
Teaching & Non-Classroom Based Academic Positions	\$2,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	100%

2: Developing (D)	0
1: Ineffective (I)	0

Narrative:

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay.
- 3) Available performance pay will be a maximum of \$2,000 for school-level teaching staff and non-classroom based academic staff.
- 4) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may 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, or for part-time, temporary, or seasonal employees.
- 5) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 6) 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.

**MPS Board Approved Additional Duties-Annual Assignment
(Coefficient for Additional Duties is \$1,000.00)**

	Duties	Add-on Points	JOB DESCRIPTION
Organization Wide Teacher on Special Assignment (TOSA) Duties (to be assigned by Home Office)			
1	History / Social Sciences	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
2	Science	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned. - Support the selection and implementation of a proven STEAM enrichment program - Provide professional development for Implementing a multi-level and multi-dimensional curriculum including NGSS - Support MPS Wide Annual STEM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support
3	Computer Science and Technology	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
4	Electives (Spanish, Art, PE, and other Electives)	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
5	Elementary Programs	5	Coordinate collaboration and professional development activities across all MPS schools. Specifically; - Hold grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination

			<ul style="list-style-type: none"> - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks. - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned.
6	Math	5	<ul style="list-style-type: none"> - Support the coordination, collaboration and professional development activities across all MPS schools. Specifically; - Support grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Support and maintain Google classroom and website for PD, resources and info dissemination - Coordinate at least 2 annual MPS-wide math competitions (growth mindset, Pi day, etc.) - Support development of the math assessment timeline and manage data collection and analysis - Serve as a member of the math materials adoption cohort to assist with the selection of high quality and effective instructional materials and resources in alignment with CA Standards and Framework. - Meet monthly with the Director of Math programs and quarterly with the Academic Team and CAO
7	English	5	<ul style="list-style-type: none"> - Support the coordination of collaboration and professional development activities across all MPS schools. Specifically; - Support grade level/span scope and sequence planning activities quarterly, - Support three MPS-wide PD (symposia) days - Support and Maintain Google classroom and/or website for PD, resources and info dissemination - Coordinate 2 annual MPS-wide ELA competitions (Creative Writing, Poetry Out Loud, NaNoWriMo, Women's History Month Essay Contest, etc.) - Support development of the ELA assessment timeline and manage data collection and analysis - Support with the selection and/or development of an MPS-wide writing framework and/or curriculum adoption - Meet monthly with the ELA Program Coordinator, and quarterly with the Academic Team
8	GATE	5	<ul style="list-style-type: none"> - Research and Development for Adopting a Researched Based "proven" Enrichment Program/Curriculum for all MPS Schools. - Support the coordination, collaboration and professional development activities across all MPS schools for Gifted and Talented program support. - Assist with Identification of GATE students including: PD's for Deans, Assistance with obtaining and administering OLSAT and Raven's Tests - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities at all Sites - Support three MPS-wide PD (symposia) days - Support and maintain Google classroom and website for PD, resources and info dissemination - Lead the Coordination of the annual Steam Expo with all participating MPS schools - Meet monthly with the Director of SPED programs and quarterly with the Academic Team and CAO. - Seek out Enrichment opportunities for students (Science camp, JPL Scholarships etc.)
9	SPED	5	<ul style="list-style-type: none"> - MPS Wide District Level Usage on the SEIS and Welligent Systems - Weekly monitoring and reporting to Director of SPED / Re:School Compliance - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities - Monitor the Compliance of 504 Plan Implementation - Provides Professional Development for SPED Teachers at 3 symposiums and ongoing support for newly hired SPED Teachers - Adds, Deletes, Monitors and Maintains Users for the SEIS and Welligent Systems (Creates passwords for adult users, adds students from CAL-PADS to SEIS and Welligent as appropriate).

School wide Coordination Duties

1	Discipline Coordinator	5	The Coordinator is a critical teammate on the student service team, under the direction of the Dean of Students. The Coordinator's primary responsibility is to respond to student behavior. This will happen through the management of systems across the school, and through the creation of meaningful interventions to build student capacity to make strong, future-ready decisions. The coordinator builds strong relationships with students and champions family engagement to develop partnerships between the school and families to support the success of students.
2	I.T. Coordinator/Technician	5	I.T. Coordinator/Technician is a staff member who: - Maintains staff, students, and classroom technology (tracks in inventory system/configured for operation) - Responds to school's basic technology issues like troubleshooting internet/wireless connection, or printing etc. - Gives feedback on usage and research/analysis results on continuously improving educational technology and recommend them to the school and other schools' IT technician team members. - Trains fellow staff members on certain software/hardware usage and on basic computer security, and technology equipment handling if needed.
3	Testing Coordinator	5	Testing coordinator will coordinate and supervise school-wide implementation of local and state tests (SBAC, MAP, IAB Benchmark tests, GATE, ELPAC, AP tests). Other tasks include scheduling, informing parents, encouraging students, assist school staff with preparation for test administrations, and assisting Math and English teachers with testing strategies and preparation. In additional working closely with SPED and EL departments along with communicating with IT Manager to ensure accommodations are enabled according to the individual needs of students. The testing coordinator will also assist in providing data to admin for as needed, to teachers for intervention and data driven analysis. Perform other duties as assigned by the principal.
4	After School Coordinator	5	Responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment staff. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member. Works with admin and teacher to identify clubs and tutoring offered/needed, generates/communicates the after-school schedule, promotes the attendance for after school programs, checks classrooms regularly, helps with ordering supplies, collects the data and submits to authorizers.
5	MTSS Coordinator (incl. RTI, Title I, etc.)	5	Under the direction of the Dean of Students, the MTSS Coordinator is an integral part of the school's culture. The coordinator collaborates with team members to provide academic and behavior strategies for students with various needs.
6	EL Coordinator	5	Implements and is compliant with the MPS EL Master Plan, supports ELA and ELD teachers with instructional strategies, consults with the MPS EL Coordinator, identifies EL students, supports EL student achievement reports and data analysis of EL student, planning and administering ELPAC, monitors student progress through various assessments such as SBAC, MAP, Lexile reports, compiles student portfolios, attends district/school-wide PDs and meetings
7	Literacy Program Coordinator (incl. myON, A.R., etc.)	3	Coordinates the school-wide literacy program (myON, AR, etc.), including scheduling and supporting professional development and training for teachers, supporting teachers with best practices for program implementation, planning events and competitions which promote literacy, monitoring literacy data such as: lexile growth, minutes/books read, etc. and sharing such data with school staff to improve students' literacy development and growth.
8	STEAM Festival/Expo Coordinator	2	STEAM Coordinator is an active participant of annual STEAM EXPO event in collaboration with the Home Office. Organizes a local and school-wide STEAM EXPO. Follows up with deadlines at the school level, communicates the guidelines via emails and meetings. Supports teachers and staff to maximize student/project participation. Assists with the logistics such as transportation and food, etc.
9	Community and Family Outreach Coordinator	2	A high-energy multi-tasker with dynamic leadership ability who builds coalitions and partnerships. The Coordinator works to build social capital by fostering

			<p>person-to-person and people-to-place relationships, develop the skill and will of parents and community leaders to take on leadership roles within schools and in their community, and encourage civic engagement in order to build neighborhoods where the stakeholders want to invest their time and resources to transform their communities.</p> <p>The Coordinator will be flexible and a self-starter, working with a network of engaged and empowered stakeholders in the MSA Communities. They will make connections with residents to broaden and deepen the community network, support local advocacy, and develop leaders who will carry out the work.</p>
10	WASC Self-Study Coordinator	3	<p>The WASC Self-Study Coordinator is the primary contact with WASC, compiling all the necessary information to complete the self-study. The Coordinator utilizes the guidelines set by WASC and with the help of MSA administration, identify a team of faculty, staff, and school leaders to write and assemble the various components of the self-study by their identified deadline. The Coordinator will be available to the WASC administration and team for all communication and will lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished:</p> <ol style="list-style-type: none"> 1) the involvement and collaboration of all stakeholders to support student achievement; 2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards; 3) the analysis of data about students and student achievement; 4) the assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria; 5) the alignment of a long-range action plan to the school's areas of need; and 6) the capacity to implement and monitor the accomplishment of the plan.
11	Blended Learning Coordinator	1	<p>The Blended Learning Coordinator provides leadership, staff development, and instructional support to all instructional and administrative staff. In addition, this position serves as a liaison between school and org-wide technology initiatives and school based implementation and support for administrators and teachers.</p>
12	Extracurricular Activities Coordinator	1	<p>After School Coordinator is responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment Instructors. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member in the program.</p>
13	504 Coordinator (1-10 cases)	2	<p>The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504.</p> <p>Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.</p>
13	504 Coordinator (11 or more)	3	<p>The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504.</p> <p>Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.</p>
14	SSPT Coordinator	2	<p>Serve as a liaison between the schools and appropriate partners in supporting students and families.</p> <p>Using a MTSS Framework, the SSPT coordination includes the following,</p>

			Support students in acquiring linguistic, academic, behavioral, and social competencies using tiered interventions.
15	GATE Coordinator	2	Assist schools in enhancing collaborative and supportive schoolwide PBIS culture for all school partners. Assist the Director in designing and implementing a Magnolia Wide GATE enrichment curriculum.
16	SPED Coordinator	5	<ul style="list-style-type: none"> * School site support with SPED coordination. * School Based Case management * Child Find - accessing all students enrolled in the science academy in CALPADS, SEIS or Welligent. * Ensuring an annual IEP meeting is held for each student, either identified as an "annual review" or a Triennial. * Working with SPED Teacher to ensure service provision is taking place. * Providing pertinent information to SPED Director to ensure CALPADS data is accurate. * Managing caseload to ensure compliance with all meetings, service provision and accommodations are in place for each student. * SPED Coordinators are also responsible for working with SPED para's and instructing SPED students in pull out sessions. * SPED Coordinators are responsible for team teaching with all general education teachers to ensure students are receiving support for assignments, projects and are being graded according to their IEP. * SPED Coordinators meet with the SPED director at school level SPED meetings, and once monthly at the CMO level SPED meetings. All SPED teachers meet weekly with their SPED coordinators and/or admin teams. * Prepares the department for annual audits and authorizer oversight. * Works with all service providers
Chair/Mentorship/Special Committee Duties			
1	Department Chair (5+ teachers)	3	Supports teachers with teaching curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
2	Department Chair (1-4 teachers)	2	Supports teachers with curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
3	Grade Level Chair (5+ teachers)	3	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
4	Grade Level Chair (1-4 teachers)	2	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
5	Student Leadership / Gov't Advisor	2	Under the guidance of Dean of Students, a student council advisor guides student leaders in successfully planning events, making decisions and representing their fellow students. This role is essential to developing students' leadership skills and supporting their efforts to serve their school.
6	BTSA / Teacher Mentor	1.5	The mentor will be assigned one or multiple teachers or teacher candidates with preliminary credentials. The mentor will help these teachers to clear their credentials with direct support, guidance, timeline follow up with lesson planning, curriculum development and classroom management. The mentor will also provide PD opportunities for the mentees.

7	CAP Mentor	1	The CAP Mentor supports students in working towards earning a recognition from the Congressional Award Program by helping them set goals, organize their activities, track their accomplishments, and submit their evidence to the program. "Participants earn Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level involves setting goals in four program areas; Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration." https://www.congressionalaward.org/the-program/
8	Reflection Committee Team Member	1	Under the direction of the Dean of Students, the Committee is an integral part of the school's culture in which the team member collaborate to provide academic and behavior strategies for students with various needs. Instead of the "waiting for failure" assessment model, the Committee team member is able to take a proactive approach to identify students with social-emotional, academic, and behavioral needs. Additionally, the team member is responsible for providing information and professional development to the school site teams, ensuring that MTSS components are implemented effectively throughout. Early interventions and assessments for these students can greatly improve their academic & behavioral successes.
9	Student Safety Committee	1	Support administration during the academic year, with morning drop-off and after school dismissal this includes parking lot supervision and valet duties to ensure safety of students and other pedestrians. Additional responsibilities include assisting students in and out of the car in the valet line, supervising students in the dismissal area, and assisting the management of traffic.
10	CIF Athletic Director (1-3 teams)	5	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 75%
11	CIF Athletic Director (4-6 teams)	10	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 50%
Club/Competition Duties			
1	Special Club (Category 1)	1	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/Math Counts, Science Olympiad, and other approved STEM clubs; Spelling Bee, Geography Bee, and other approved clubs that prepare for a competition.
2	Special Club (Category 2)	2	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.
3	Extra Club / Tutoring	1	Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
Additional Teaching Duties			
1	AP Teacher (per AP course)	2	Understands and organizes the curriculum of the AP course based on the College Board's course guidelines and exam blueprints, stays current with course content, attends summer seminars as needed, submits the course syllabus to the AP course ledger, works with the admin for the roster of the course, prepares summer work, registers students on College Board's class portal, administers a full-long practice exam in Spring.

2	Extra Teaching Hours (per hour per week)	1	Carries out regular teaching duties (5 courses per day) for an additional class requiring an extra prep.
3	Additional Prep Time (3 or more prep per week)	1	Provides weekly lesson plans and instruction for 3 or more assigned classes.
4	Independent Study Synchronous Instruction (30 min per week)	1.8	Provide weekly 30 minutes of Synchronous Instruction under the MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
5	Independent Study Synchronous Instruction (60 min per week)	3.6	Providing Synchronous Instruction (60 min per week under MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
6	Independent Study Supervising Teacher (for each 5 students)	1	Supervising Teacher with these conditions and duties Definition of Supervising Teacher: Education Code Section 51747.5: The independent study by each pupil or student shall be coordinated, evaluated, shall be under the general supervision of an employee of the school who possesses a valid certification document pursuant to Section 44865 or an emergency credential pursuant to Section 44300, registered as required by law. Supervising Teacher: "General supervision" means the supervising teacher's (1) continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of student's independent study; and (2) personal determination or personal review of the determination made by another certificated teacher of the time values for apportionment purposes of each pupil's or adult education student's work products.

MPS Board Approved Additional Duties-One Time Assignment for the 2022-23 School Year

Additional Duties – One-Time Assignment

	COMPONENT NAME	DOLLAR AMOUNT	PER	DESCRIPTION
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	Home Visit Program	\$50	VISIT	Refer to Home Visit Policy
2	Virtual Home Visit	\$25	VISIT	Refer to Home Visit Policy
3	Saturday School	\$50	HOUR	Refer to School Admin
4	Parent Academy Coordinator	\$50	HOUR	Refer to School Admin
5	Parent Academy Teacher	\$50	HOUR	Refer to School Admin
6	After School Coordinator	\$30	HOUR	Refer to School Admin
7	After School Support	\$30	HOUR	Refer to School Admin
8	Zero Period Assistance	\$30	HOUR	Refer to School Admin
9	Substituting for another teacher	\$50	PERIOD	Refer to School Admin
10	Edge Coaching-Mentoring	\$35	HOUR	Refer to School Admin
11	Providing PD/Workshop	\$50	HOUR	Refer to School Admin
12	School Camp-Trip-Only for Overnight Trips	\$200	DAY	Refer to School Admin
13	SAT/ACT or College Prep Boot Camp	\$30	HOUR	Refer to School Admin
14	Assisting enrollment recruitment event, orientation meeting, open houses	\$50	HOUR	Refer to School Admin
15	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	\$150	EVENT	Refer to School Admin
16	Assisting Saturday or Summer New student Testing Proctor	\$35	HOUR	Refer to School Admin
17	Extra Tutoring Sessions	\$30	HOUR	Refer to School Admin
18	Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days	\$150	DAY	Refer to School Admin
19	Attending Trainings Outside Class Hours (such as Infinite Campus)	\$30	HOUR	Refer to School Admin
20	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	\$35	PERIOD	Refer to School Admin
21	High School Seasonal Sports Coach (per sport)	\$2,500	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education

				program as a whole and to growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration and athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	\$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education program as a whole and to growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
24	Assistant coach HS (per sport)	\$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
25	Assistant coach MS/ES (per sport)	\$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
26	Referee assignment	\$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game
27	Dual enrollment college co-teacher after hours	\$1,500	Course	The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liaison between the professor and the students. The co-teacher will also attend all synchronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's synchronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance matters. This stipend is paid for each 1 college course of support.
28	Targeted Intervention	\$50.00	Hourly	After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time. Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks. The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.

NARRATIVE

- 1) For additional duties assigned on an annual basis, the coefficient is \$1,000 per add-on point. The pay for additional duties assigned on a one-time basis may be per hour, per day, per event, or another increment selected by the School. One-time assignments are not limited to one-time use and may be elected as needed throughout the school year.
- 2) Additional duties for employees will be assigned add-on points or pay as indicated in the respective tables. . These duties have to be approved by the school administration, and for annual assignments by the school administration and the Home Office, prior to the duties being performed.
- 3) Pay for additional duties is not part of an employee's base salary; it represents earnings on top of the base employee salary designated for the extra duties performed.
- 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 be prorated across all paychecks for the work year (annual assignments) or paid in the pay period in which the work was performed (one-time assignments).
- 5) Final decision for any add-on points or one-time pay 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
5	05/27/20	Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000 for MSA-Santa Ana and MSA-San Diego	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Position points for Education Specialist and Psychologist increased from 10 points to 15 points. A new position, School Social Worker is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar

7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar
8	04/06/22	Base school salary increased to \$53,000 for MSA- Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA 1- 8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar



MPS EMPLOYEE PAY RAISE SCALE

SCHOOL LEADER POSITIONS

Last Amended: 04/06/22

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

SALARY CALCULATIONS

Components of Employee Pay

School Level: School Leader Positions

1.	Base School Salary		
		+	
2.	Employee Qualifications Pay		
		+	
3.	Position Pay (where applicable)		
4.	Employee Performance Pay		

➔ Base Employee Salary

Narrative:

- 1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2022 and until the 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 four major components: base school salary, employee qualifications pay, position pay, and employee performance pay. Base school salary, employee qualifications pay, and position 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 may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may 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, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** in June simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean	Minimum: \$80,000	Maximum: \$110,000
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Principal

Minimum: \$100,000 Maximum: \$140,000

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. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same

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

11) 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. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon the employee completing at least one

(1) year of service and any employee who fails to do so must return the signing bonus to the School.

12) The pay raise scale limitations/caps may be waived to increase base pay 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	\$57,000
Los Angeles County (Van Nuys)	MSA-2	\$57,000
Los Angeles County (Carson)	MSA-3	\$57,000
Los Angeles County (Los Angeles)	MSA-4	\$57,000
Los Angeles County (Reseda)	MSA-5	\$57,000
Los Angeles County (Los Angeles)	MSA-6	\$57,000
Los Angeles County (Northridge)	MSA-7	\$57,000
Los Angeles County (Bell)	MSA-Bell	\$57,000
San Diego County (San Diego)	MSA-San Diego	\$53,000
Orange County (Santa Ana)	MSA-Santa Ana	\$53,000

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 any elements of compensation including the Base School Salaries each year.

2) EMPLOYEE QUALIFICATIONS PAY

Qualifications				
Field #	Qualification	Coefficient	Points	Max
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience (Other)	\$1,015	1 for each year up to 15	15
4	Prior Experience (AP/Dean)	\$1,015	1 for each year up to 15	15
5	Prior Experience (Principal)	\$1,015	1 for each year up to 15	15
6	MPS Experience (Other)	\$1,015	1 for each year	N/A
7	MPS Experience (AP/Dean)	\$1,015	1 for each year	N/A
8	MPS Experience (Principal)	\$1,015	1 for each year	N/A

Narrative:

- 1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered.
- 2) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added.
- 3) Prior Experience: Cap of 15 years will be applied for prior full-time school leader, teaching, and other related field work experience when the employee completed a full year of employment in the position. 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.
- 4) MPS Experience: Prior full-time, regular employment with MPS in the same or asimilar role. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.
- 5) Qualifications pay is **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the position with the same qualifying points.

3) POSITION PAY

Position Points				
Assistant Principal/Dean	25			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	30	35	40	45
K-8, 9-12 or 6-12	35	40	45	50
K-12	40	45	50	55

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) This is a component of Base Employee Salary as it is earned through the performance of the employee’s regular job duties and **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee’s work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

4) EMPLOYEE PERFORMANCE PAY

Available Performance Pay

School Leader Positions	\$2,000
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End-of-Year Overall Evaluation Ratings

Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	100%
2: Developing (D)	0
1: Ineffective (I)	0

Narrative:

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay. Available performance pay will be a maximum of \$2,000 for school leader positions.
- 3) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the work year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the work year, or for part-time, temporary, or seasonal employees.
- 4) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20th payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 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.

MPS Board Approved Additional Duties-One Time Assignment for the 2022-23 School Year

Additional Duties of School Admin – One-Time Assignment

	COMPONENT NAME	DOLLAR AMOUNT	PER
1	Saturday School	\$50	HOUR
2	Home Visit Program	\$50	VISIT
3	Virtual Home Visit	\$25	VISIT
4	Admin Teaching in Class	\$50	PERIOD
5	School Camp-Trip-Only for Overnight Trips Admin Support	\$200	DAY
6	Weekend Events Administrative Support. Supporting school events in regards to athletic, promotional activities. Eligibility threshold starts after providing 10 hours first. Hours after 10 hours will be honored to the staff. Max 25 hours a year.	\$50	HOUR

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
5	05/27/20	-Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000	Suat Acar
6	06/03/21	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Added clarifying details for one-time signing bonus.	Suat Acar
7	02/10/22	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

8	04/06/22	Base school salary increased to \$53,000 for MSA- Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA 1- 8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
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