



Appendix A -

**CHIEF EXECUTIVE OFFICER AND SUPERINTENDENT JOB
DESCRIPTION 2022- 2023**

Job Summary:

The Chief Executive Officer ("CEO") and Superintendent is responsible for the leadership, strategic vision and growth of Magnolia Public Schools (MPS) as an organization, its existing schools, and future schools, as well as assisting the Board of Directors ("Board") in fulfilling its responsibilities. The CEO/Superintendent provides daily operational oversight and guidance with regard to safety, academic achievement, fiscal integrity and compliance with all laws and regulations.

The primary responsibility of the CEO/Superintendent is to carry out the strategic plans and policies as established by the Board, including the academic performance and operations of the existing schools and future campuses and fiscal oversight. The CEO/Superintendent reports to the Board.

For the 2022-2023 school year, the three most critical areas are: (1) managing school operations and openings post Covid-19 crisis, (2) improving academic achievement, meeting and exceeding grade level standards, and, (3) creating, implementing, monitoring and supporting a robust data story and narrative for the renewals of MSA-1, 2, and 3, and the material revisions for MSA-2 and 5.



Appendix A (continued)-

Job Duties:

- Provide the leadership, vision, and strategic direction for the school(s);
- Structure the organization of the school(s) to achieve the vision, philosophy and mission;
- Oversee all operations of the school(s) and report to the Board on their progress;
- Assist the Board in the development of governance policies for review and approval;
- Negotiate, on behalf of the Board when duly authorized to do so, all vendor and service contracts, orders, licenses, or other agreements of a special nature unless the signing is expressly limited by the Board;
- Oversee all aspects of the school(s) including personnel, financial matters, the academic program, facilities, and operations;
- Work with the Board Chair to draft the agenda for all Board meetings;
- Recommend an annual budget to the Board, including an accounting of federally funded programs as required by applicable guidelines;
- Hire and oversee performance of charter home office staff, and principals whose jobs are to support/lead the operations, academic performance, business, marketing and development work;
- Oversee hiring, supervision, professional development, evaluation and dismissal of all personnel at school(s) and the CMO;
- Oversee the allocation of resources and school model decisions to drive the best balance between financial, operational, and academic concerns;
- Develop an overall human capital strategy and establish career paths within the CMO;
- Build a high performing, consistent data-driven culture at the CMO at all levels of its operations;
- Drive increased performance in the current school(s) and further refine the academic model;
- Determine the scope and sequence of educational programs according to the charter objectives;
- Implement well-researched, creative ways to educate the students in the school(s);
- Serve as primary contact with the State Department of Education;
- Follow all legal mandates from the U.S. Department of Education and the State of California in all aspects related to funding, reporting and regulations associated with charter schools;
- Work with outside counsel to support the legal needs of the organization;
- Assist the Board in seeking donors of time, funds and resources in support of the school(s);
- Manage any required facility acquisition, maintenance and renovation efforts;
- Perform other duties and responsibilities as are customary for the office of the CEO/Superintendent and as may be assigned from time to time by the Board.



Appendix B -

Academic Accountability

Charter/Programs:

- Return to success full instruction and pivot post COVID opening of MPS Schools;
- All MPS sites will have successful authorizer oversight visits;
- All MPS sites will maintain their WASC accreditation;
- Keep strengthening MPS’ standards-based curriculum complete with scope and sequences for all subjects taught at every existing and expected grade level that exceeds national academic standards;
- MPS will develop, align, and improve academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes;

LCAP Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

- **100%** of MPS students will have access to instructional materials;
 - *Metric 2: Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)*

LCAP Goal 2: EXCELLENCE.

ELA/Literacy:

- **100%** of MPS students will meet their expected growth targets in Reading;
 - *Metric 6: Average Lexile Growth (L) from fall to spring (Source: myON)*
- **50%** or more of MPS students will be proficient on the CAASPP-ELA/Literacy assessments, with the ultimate goal of 100% proficiency for all;
 - *Metric 7: Percentage of students meeting or exceeding standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)*
- All student groups across MPS will show growth on the CAASPP-ELA/Literacy assessments by a **3-point** or more increase from the prior year as measured by the CA School Dashboard;
 - *Metric 8: Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)*
- **60%** or more of MPS students will meet their growth targets on the MAP-Reading assessments, with the ultimate goal of 100%;



- *Metric 9: Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)*

Mathematics:

- **35%** or more of MPS students will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all;
 - *Metric 10: Percentage of students meeting or exceeding standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)*
- All student groups across MPS will show growth on the CAASPP-Mathematics assessments by a **3-point** or more increase from the prior year as measured by the CA School Dashboard;
 - *Metric 11: Distance from Standard (DFS) on the CAASPP-Mathematics assessments (Source: CA School Dashboard)*
- **60%** or more of MPS students will meet their growth targets on the MAP-Mathematics assessments, with the ultimate goal of 100%;
 - *Metric 12: Percentage of students meeting their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)*

LCAP Goal 3: INNOVATION

College Preparedness:

- **50%** or more of MPS seniors will earn the “Prepared” designation on the College Career Indicator (CCI) as measured by the CA School Dashboard, with the ultimate goal of 100% preparedness for all;
 - *Metric 1: Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)*
- **30%** or more of MPS seniors will have completed a college course, with the ultimate goal of 100%;
 - *Metric 6: Percentage of seniors who completed at least one semester, one quarter, or one trimester of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: SIS)*
- **100%** of MPS cohort graduates will meet UC/CSU A-G course completion requirements;
 - *Metric 7: Percentage of cohort graduates meeting UC/CSU requirements (Source: CALPADS, CDE DataQuest)*
- **60%** of MPS seniors will be accepted to a 4-year college;
 - *Metric 12: Percentage of high school completers accepted to a 4-year college (Source: Naviance)*

Innovative Programs/STEAM:

- All MPS sites will organize a STEAM Festival/EXPO, with **100%** of students creating and demonstrating a STEAM focused project, experiment, model or demo;
 - *Metric 16: Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)*



LCAP Goal 4: CONNECTION

School Climate/Engagement of Educational Partners:

- Average Daily Attendance (ADA) Rate of **97%** or more, with the ultimate goal of 100%;
 - *Metric 7: Average Daily Attendance (ADA) Rate based on the P-2 report (Source: SIS)*
- Chronic Absenteeism Rate of **15%** or less, with the ultimate goal of 0%;
 - *Metric 8: Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)*
- Graduation Rate of **100%**;
 - *Metric 11: Graduation Rate (Source: CALPADS, CA School Dashboard)*
- Student Suspension Rate of **1%** or less, with the ultimate goal of 0%;
 - *Metric 12: Student Suspension Rate (Source: CALPADS, CA School Dashboard)*

Personnel and Human Resources

- Clear and detailed strategy for teacher recruitment and staff retention;

LCAP Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

- Total number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions for all MPS will be **fewer than 10**, with the ultimate goal of zero;
 - *Metric 1: Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions (Source: Local Indicator Priority 1)*
- No MPS site will be on the list of schools identified for Williams Monitoring based on teacher credentials. To meet this goal, the percentage of teachers who are holders of any authorization that is not a preliminary or clear California teaching credential will be **less than 15%** at each MPS site;
- MPS will have a teacher retention rate of **85% or more**, with the ultimate goal of 100%;
 - *Metric 4: Teacher retention rate (Source: HRIS)*
- Expand the salary scale to include a performance-based evaluation for home office staff;
- Delegation of authority – the executive staff are required to perform their duties effectively in support of the overall success of the organization. Magnolia Public Schools (MPS) Executive staff will have current job descriptions that include evaluation metrics and the frequency of a performance evaluation. The performance evaluation will include the Board recommendation for a 6-month evaluation and a year-end evaluation to determine if the performance is acceptable;
- All the personnel paperwork documentation required by the authorizers, state and



federal agencies will be ready before the first day of employment for every school year for every staff member. Staff employment paperwork which must be provided within a certain time frame, mandatory training which must be completed within a certain deadline will be completed by each staff member before respective deadlines. Human Resources will continue assisting school sites with authorizer site visits;

- MPS Employee Handbook and MPS Employee Agreements will be revised every year with respect to evolving needs and changing Labor Codes and Laws as well as post COVID-19 changes that need to be made;
- HR will enhance onboarding process to give extra support to the School Site Leaders;
- HR will provide more features of PayCom (HRIS online software system) to provide more options and keep MPS HR procedures aligned across all school sites.

Operations

- Managing, directing operations and making necessary delegations;
- Managing crisis response teams, leading efforts to resolve emerging crisis situations;
- Managing Pandemic, post-pandemic operations including:
 - preparing health and safety policies and procedures for staff, students and visitors and keeping it up-to-date, budgeting,
 - inventory building (tests, PPEs etc.) and follow up of reporting of required submissions to authorizers and/or agencies.
- Making sure Prop 39 applications for certain sites are submitted on time, and necessary year-round follow up for further communications with the district are done properly and punctually;
- Makes sure that IT needs of schools & home office are properly tracked, such as:
 - inventory follow up is properly done,
 - aging inventory retired
 - new orders made for all sites and home office
 - All IT infrastructures of school sites and the Home Office are up-to-date with respect to the contemporary standards for internet, phone systems, network systems etc.

LCAP Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

- **100%** of MPS students will have access to technology resources;
 - *Metric 2: Percentage of students without access to technology resources for use at school and at home (Source: Local Indicator Priority 1)*
- Making sure the Technology related federal, state and local grants are being utilized at the highest possible level to decrease the cost of IT expenses to the minimum;
- Making sure newly owned, occupied, built sites are well designed, and ready to be used with



- all proper IT infrastructure, furniture and equipment;
- Making sure all purchase policies and procedures (such as chain of approvals, approval limits of certain approvers, number of quotes required) are properly followed up for all purchases, procurements and reimbursements;
- Making sure all onboarding of new staff members, renewals of current staff members agreements, demotions & promotions, transfers between sites and terminations of employment agreements are done properly with respect to the MPS Employee Handbook.

Management & Board Oversight

- Clear, transparent and timely communication between MPS Home Office and MPS Board with timely reporting of any critical development and communication with other local agencies to the board;
- All committees are to meet each academic year according to a schedule set at the beginning of the academic year. Board members are to conduct committee meetings directly with responsible C-team members. All C-team members should present items directly to corresponding committee members in their respective areas with the CEO serving as facilitator of the discussion;
- In conjunction with the Board, continue to develop an effective public relation, marketing, and fundraising plan for 2022-23;
- Secure philanthropic support that directly supports the mission and vision for 2022-23. Report annually to the board on C-Team and school site performance;
- Train and support new board members appointed due to vacancies and in compliance with the terms of authorizer directions;
- Passing reports from authorizer site visits.

Finance

- Manage post Covid-19 financial uncertainty, utilize one-time state and federal funds effectively;
- Justify and explain any significant budget fluctuations during reporting periods to include Adopted Budget, First Interim, Second Interim and Unaudited Actuals;



- Secure private financing for obtaining private facilities for all of the co-located sites;
- Maintain overall positive net income for all schools and Home Office at the end of the year;
- Improve compensation and support for school site staff;
- Update the five-year capital plan following the bond issuance;
- Continue to provide leadership in the areas of financial planning, budgeting, accounting and management of the organization's financial resources;
- Maintain accurate accounting, payroll, cash management, and insurance systems during the fiscal year.

Facilities

- Prepare a strategic plan for all schools at Prop 39 facilities;
- Support all schools in the process of acquiring their own facilities especially concentrate on MSA-5 securing private facility;
- Completion of capital improvement projects funded by grants (for example, CalSHAPE);
- Implement asset management system to make sure that preventative maintenance action is taken to avoid large unplanned facilities/capital expenditures;
- Oversee, monitor, and maintain current requirements of facility leases;
- Meet with and visit school sites on a regular basis to insure proper support is provided;
- Apply for facility grants such as SB 740 and CSFIG, as applicable;
- Continue overseeing that all physical environments reflect the organization's mission and values as well as enhance learning. Improve fundraising and philanthropic efforts to improve/invest in facilities;

LCAP Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT

- All MPS facilities will meet the “good repair” standard. Number of deficiencies and extreme deficiencies for each MPS site will be no more than one, with the ultimate goal of zero;
 - *Metric 3: Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)*



Educational Partners

Engagement of Educational Partners:

- **25%** or more of MPS students will be home-visited by the teachers per year;
 - *Metric 6: Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)*
- School experience survey participation rates of **95.0%** for students, **85.0%** for families, and **95.0%** for staff, with the ultimate goal of 100% participation for all groups;
 - *Metric 14: School experience survey participation rates (Source: Panorama Education)*
- School experience survey average approval rates of **70%** for students, **95%** for families, and **85%** for staff, with the ultimate goal of 100% average approval rates for all groups;
 - *Metric 15: School experience survey average approval rates (Source: Panorama Education)*
- Student retention rate of **85%** or more, with the ultimate goal of 100% ;
 - *Metric 16: Student retention rate (Source: SIS)*
- Increase enrollment and improve efficiency of enrollment process. As well as strengthen enrollment campaign in conjunction with school sites;
- Extensively engage all MPS stakeholders such as parents, students, teachers and the local community in crafting the strategies, implementing academic policies and engaging in civic participation. School site leaders or MPS Home Office should address any concerns by these stakeholders in a timely manner;
- Continue to strengthen the MPS parent programs across all schools;
- Develop Partnerships to bring in more resources and utilize strategic planning for philanthropic partnerships;
- Successfully lead the community school model planning year for all Magnolia school sites, including hiring a community school coordinator for all nine school sites to oversee the work locally and collaborate with educational partners at the school site and surrounding community;
- Optimize resources to the fullest extent to achieve organization efficacy at the highest level.