

Agenda Item:	III C: Action Item
Date:	June 7, 2024
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Fiorella Del Carpio, Chief People Officer
RE:	Revised 2024-25 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders

**Action Proposed:**

I move that the Board approve the revised 2024-25 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders.

**Analysis:**

The MPS Board of Directors approved the 2024-25 teachers and NCBA positions & school leaders pay raise scale during the April 2024 board meeting.

As the specific needs arise at the school site level, below are the proposed changes to the 2024-25 pay raise scale.

- Addition of Speech Therapist position with 15 position points.
- Addition of Instructional Coach position with 10 position points.
- Addition of SPED Coordinator position with 15 position points.
- Increasing Athletic Director (both CIF and Multiple Grade Level) position to 5 position points.
- Addition of Lead Teacher as an annual assignment at 10 points.
- Substitute teacher pay policy

**Budget Implications:**

There will be no net increase or decrease to the budget for this item. All details will be presented on June 17, 2024 to the Board.

**Exhibits (attachments):**

- Revised 2024-25 MPS Employee Pay Raise Scale for Full-Time Teaching Positions & NCBA, and School Leaders (clean)- all the changes and additions are highlighted in the pay raise scale.
- Instructional Coach job description
- Speech Therapist job description
- SPED Coordinator job description



# **MPS EMPLOYEE PAY RAISE SCALE**

**FULL-TIME TEACHING POSITIONS**

**&**

**NON-CLASSROOM-BASED ACADEMIC POSITIONS**

Last Amended: 06/07/2024

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.	<b>Base School Salary</b>
	+
2.	<b>Employee Qualifications Pay</b>
	+
3.	<b>Position Pay (where applicable)</b>
4.	<b>Employee Performance Pay</b>
5.	<b>Pay for Additional Duties</b>

□ 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 20<sup>th</sup> 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 an 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**

<b>Base School Salary</b>		
<b><u>Location</u></b>	<b><u>School</u></b>	<b><u>Base</u></b>
Los Angeles County (Reseda)	MSA-1	\$61,000
Los Angeles County (Van Nuys)	MSA-2	\$61,000
Los Angeles County (Carson)	MSA-3	\$61,000
Los Angeles County (Los Angeles)	MSA-4	\$61,000
Los Angeles County (Reseda)	MSA-5	\$61,000
Los Angeles County (Los Angeles)	MSA-6	\$61,000
Los Angeles County (Northridge)	MSA-7	\$61,000
Los Angeles County (Bell)	MSA-Bell	\$61,000
San Diego County (San Diego)	MSA-San Diego	\$61,000
Orange County (Santa Ana)	MSA-Santa Ana	\$61,000

**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**

<b>Field #</b>	<b>Qualification</b>	<b>Coefficient</b>	<b>Points</b>	<b>Max</b>
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. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31<sup>st</sup>. After January 31<sup>st</sup>, all earned degree point(s) will be reflected in the following school year agreements.
- 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. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31<sup>st</sup>. After January 31<sup>st</sup>, all earned credential point(s) will be reflected in the following school year agreements.
- 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. Any required changes of prior years of experience will be reflected on the agreement at the beginning of the school year. Any change request submitted after January 31<sup>st</sup> will be included in the following school year's agreement.
- 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. Any required changes of MPS years of experience will be

reflected on the agreement at the beginning of the school year. Any change request submitted after January 31<sup>st</sup> will be included in the following school year's agreement.

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, School Counselor	5
Instructional Coach	10
Education Specialist, SPED Coordinator, Psychologist, Speech Therapist	15
Athletic Director (CIF, Multiple Grade Levels)	5
School-Social Worker	0

Narrative:
<p>1)Position: Staff with non-classroom-based academic positions will receive additional points based on their position. See the table above.</p> <p>2) This is a component of Base Employee Salary as it is earned through the performance of the employee's regular job duties and <b>NOT</b> 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.</p>

### 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
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**Misc. Roles**

**Substitute Teachers**

<b>Location</b>	<b>School</b>	<b>Average Rate</b>
Los Angeles County (Reseda)	MSA-1	\$35.70
Los Angeles County (Van Nuys)	MSA-2	\$35.70
Los Angeles County (Carson)	MSA-3	\$36.40
Los Angeles County (Los Angeles)	MSA-4	\$36.40
Los Angeles County (Reseda)	MSA-5	\$35.70
Los Angeles County (Los Angeles)	MSA-6	\$36.40
Los Angeles County (Northridge)	MSA-7	\$36.40
Los Angeles County (Bell)	MSA-Bell	\$35.70
San Diego County (San Diego)	MSA-San Diego	\$36.40
Orange County (Santa Ana)	MSA-Santa Ana	\$36.40

**Narrative:**

Substitute teachers are paid an average hourly rate as listed above. More experienced substitutes, or substitutes for difficult to staff positions, may be paid above the average in the discretion of the Chief Financial Officer and the Chief People Officer.

The average rate will increase each year at the same percentage as hourly, classified staff at the same school site.

- 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-level teaching staff and non-classroom based academic staff.
- 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 20<sup>th</sup> 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.)
- 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)**

	<u>Duties</u>	<u>Add-on Points</u>	<u>JOB DESCRIPTION</u>
<b>Organization Wide Teacher on Special Assignment (TOSA) Duties (to be assigned by Home Office)</b>			
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 - 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	- 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

			<ul style="list-style-type: none"> <li>- Support and maintain Google classroom and website for PD, resources and info dissemination</li> <li>- Coordinate at least 2 annual MPS-wide math competitions (growth mindset, Pi day, etc.)</li> <li>- Support development of the math assessment timeline and manage data collection and analysis</li> <li>- 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.</li> <li>- Meet monthly with the Director of Math programs and quarterly with the Academic Team and CAO</li> </ul>
7	English	5	<ul style="list-style-type: none"> <li>- Support the coordination of collaboration and professional development activities across all MPS schools. Specifically;</li> <li>- Support grade level/span scope and sequence planning activities quarterly,</li> <li>- Support three MPS-wide PD (symposia) days</li> <li>- Support and Maintain Google classroom and/or website for PD, resources and info dissemination</li> <li>- Coordinate 2 annual MPS-wide ELA competitions (Creative Writing, Poetry Out Loud, NaNoWriMo, Women's History Month Essay Contest, etc.)</li> <li>- Support development of the ELA assessment timeline and manage data collection and analysis</li> <li>- Support with the selection and/or development of an MPS-wide writing framework and/or curriculum adoption</li> <li>- Meet monthly with the ELA Program Coordinator, and quarterly with the Academic Team</li> </ul>
8	GATE	5	<ul style="list-style-type: none"> <li>- Research and Development for Adopting a Researched Based "proven" Enrichment Program/Curriculum for all MPS Schools.</li> <li>- Support the coordination, collaboration and professional development activities across all MPS schools for Gifted and Talented program support.</li> <li>- Assist with Identification of GATE students including: PD's for Deans, Assistance with obtaining and administering OLSAT and Raven's Tests</li> <li>- Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities at all Sites</li> <li>- Support three MPS-wide PD (symposia) days</li> <li>- Support and maintain Google classroom and website for PD, resources and info dissemination</li> <li>- Lead the Coordination of the annual Steam Expo with all participating MPS schools</li> <li>- Meet monthly with the Director of SPED programs and quarterly with the Academic Team and CAO.</li> <li>- Seek out Enrichment opportunities for students (Science camp, JPL Scholarships etc.)</li> </ul>
9	SPED	5	<ul style="list-style-type: none"> <li>- 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).</li> </ul>
10	STEAM Enrichment	5	<ul style="list-style-type: none"> <li>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</li> <li>- Support the selection and implementation of a proven STEAM enrichment program</li> <li>- Support MPS Wide Annual STEAM EXPO</li> <li>- Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support- Support three MPS-wide PD (symposia) days</li> <li>- Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination</li> <li>- Meet quarterly with the Academic Team and CAO to coordinate events and activities,</li> <li>- Organize other network-wide activities and events as assigned.</li> </ul>
11	Math Enrichment	5	<ul style="list-style-type: none"> <li>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</li> <li>- Support the selection and implementation of a proven Math enrichment programs for Elementary, Middle and High School programs</li> <li>-Coordinate at least 2 annual MPS-wide math competitions (MathCounts, AMC, Pi day, etc.)</li> <li>- Support MPS Wide Annual STEAM EXPO</li> <li>- Develop and Implement Professional Development Workshops for MPS Wide Enrichment</li> <li>- Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination</li> <li>- Meet quarterly with the Academic Team and CAO to coordinate events and</li> </ul>

			activities, - Organize other network-wide activities and events as assigned.
12	Robotics Programs Enrichment	5	"Coordinate enrichment activities across all MPS schools. Specifically; - Support the selection and implementation of a proven Robotics enrichment programs at the Elementary, Middle and High School levels -Coordinate at least MPS-wide Robotics competitions (FLL, VEX, etc.) - Support MPS Wide Annual STEAM EXPO - Develop and Implement Professional Development Workshops for MPS Wide Enrichment - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination - Meet quarterly with the Academic Team and CAO to coordinate events and activities, - Organize other network-wide activities and events as assigned. "
13	College Mentorship Programs Enrichment	5	Supports the CAP Mentors supervising 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." <a href="https://www.congressionalaward.org/the-program/">https://www.congressionalaward.org/the-program/</a>
<b>School wide Coordination Duties</b>			
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 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	WASC Self-Study Coordinator (Not On Renewal Cycle Year)	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 lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished: 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	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.
14	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.
15	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.

16	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.
17	SPED Coordinator	5	<ul style="list-style-type: none"> <li>* School site support with SPED coordination.</li> <li>* School Based Case management</li> <li>* Child Find - accessing all students enrolled in the science academy in CALPADS, SEIS or Welligent.</li> <li>* Ensuring an annual IEP meeting is held for each student, either identified as an "annual review" or a Triennial.</li> <li>* Working with SPED Teacher to ensure service provision is taking place.</li> <li>* Providing pertinent information to SPED Director to ensure CALPADS data is accurate.</li> <li>* Managing caseload to ensure compliance with all meetings, service provision and accommodations are in place for each student.</li> <li>* SPED Coordinators are also responsible for working with SPED para's and instructing SPED students in pull out sessions.</li> <li>* 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.</li> <li>* 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.</li> <li>* Prepares the department for annual audits and authorizer oversight.</li> <li>* Works with all service providers</li> </ul>
18	Alumni Success Coach - Tier 1 (1-150 Alumni)	2	<ul style="list-style-type: none"> <li>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</li> <li>Conduct Summer Send-off meetings</li> <li>Stay in contact with Alumni and use GradSnapp as directed</li> <li>ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</li> <li>In-person visits to high-population institutions</li> <li>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</li> <li>Inform alumni about MPS-wide alumni events</li> <li>Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)</li> </ul>
19	Alumni Success Coach - Tier 2 (151-300 Alumni)	3.5	<ul style="list-style-type: none"> <li>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</li> <li>Conduct Summer Send-off meetings</li> <li>Stay in contact with Alumni and use GradSnapp as directed</li> <li>ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</li> <li>In-person visits to high-population institutions</li> <li>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</li> <li>Inform alumni about MPS-wide alumni events</li> <li>Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)</li> </ul>
20	Alumni Success Coach - Tier 3 (300+ Alumni)	5	<ul style="list-style-type: none"> <li>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</li> <li>Conduct Summer Send-off meetings</li> <li>Stay in contact with Alumni and use GradSnapp as directed</li> <li>ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</li> <li>In-person visits to high-population institutions</li> <li>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</li> <li>Inform alumni about MPS-wide alumni events</li> <li>Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)</li> </ul>
21	<p>WASC Self-Study Coordinator (During Renewal Cycle)</p> <p>(ONLY FOR MPS SCHOOLS ON WASC RENEWAL CYCLE YEAR ARE ELIGIBLE FOR THIS SPECIFIC ADD ON)</p>	5	<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"> <li>1) the involvement and collaboration of all stakeholders to support student achievement;</li> <li>2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards;</li> <li>3) the analysis of data about students and student achievement;</li> <li>4) the assessment of the entire school program and its impact on student</li> </ol>



			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.
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." <a href="https://www.congressionalaward.org/the-program/">https://www.congressionalaward.org/the-program/</a>
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%
12	Instructional Coach	3	The Instructional Coach/Mentor is a teacher who has instructional expertise and ability to collaborate using a coaching and learning approach on campus among all educational partners. The Coach focuses on enhancing teacher ability to provide instruction that builds student understanding and skills, is academically rigorous, addresses the curriculum standards and frameworks, enhances student sense of engagement in and ownership of learning, and provides a safe and nurturing learning environment. The Coach, together with the classroom teacher(s), looks at student work, data, and supports the teacher in creating standards-based, high-quality instruction.
13	Lead Teacher	10	The lead teacher is a teacher who enhances the quality of education and provides leadership within the classroom, supporting both teachers and students through exemplary instructional practices, mentorship, and coordination of educational activities in alignment with Magnolia Public Schools' academic model.
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.
Additional Duties			

7	Dual Enrollment Coordinator	5	The Site Dual Enrollment Coordinator will oversee the various aspects of the DE program including: collaboration between their MSA & partner community college; coordination of registration workshops; dissemination & collection of necessary forms; collaboration with site leadership on master schedule; monitoring students' progress in courses & recommending appropriate interventions; and other aspects of Dual Enrollment implementation including collection of data & analysis of outcomes
8	MTSS Member	1	MTSS Member - staff member is responsible for supporting the implementation of the MTSS/PBIS framework within a school. Members collaborate with school staff to collect and analyze student data, provide professional development, and design interventions. Additionally, members play a crucial role in fostering a positive school culture through monitoring PBIS Recognition and conducting collaborative school-wide activities for the student body
9	MTSS PBIS Coach	3	PBIS Coach will work closely with the Dean of Students, or PBIS Lead to help guide and support the PBIS Ambassadors and the teams, attend LACOE or regional PBIS training, lead PBIS team meetings, monitor team progress, collaborate with tiered PBIS groups, plan and lead school wide events such as PBIS assemblies and competitions, support school wide professional development related to PBIS strategies, and help the school develop and revise school wide behavioral matrices.
10	MPS People "Excellence" Committee	3	The "MPS People Excellence Committee" will be responsible for reviewing, revising, and implementing the "MPS recruitment and retention plan" and "MPS pay scales and benefits for all employees". In addition, this committee is responsible for coordinating all MPS wellness activities across the organization.
11	MPS "Connection" Committee	3	MPS Connection Committee serves as the cross collaboration opportunity celebrating milestones and achievement across our school sites to elevate the voice of all Ed Partners through inclusive Culturally constructed opportunities. The Connection Committee is responsible for the planning, logistics, and execution of org-wide Magnolia events. Members of this committee will contribute to events such as Magnolia Gala, family day, and other events celebrating our shared values and creating meaningful connection among all Magnolia community members.  Possible time commitment: Minimum 1-2 times a month but as the event approaches we may meet monthly
12	MPS "Innovation" Committee	3	MPS Innovation Committee serves as a catalyst for positive change in our schools, promoting a culture of innovation, collaboration, and continuous improvement. Through its dedication to exploring new ideas, leveraging technology, and fostering creativity, the committee strives to provide an exceptional educational experience that prepares students for success in an ever-evolving world. Some projects will include enriching educational programs, Expanded Learning Programs, WASC and continues improvement processes, teacher and leadership capacity building.

**MPS Board Approved Additional Duties-One Time Assignment for the 2024-25 School Year**

**Additional Duties – One-Time Assignment**

	<b>COMPONENT NAME</b>	<b>DOLLAR AMOUNT</b>	<b>PER</b>	<b>DESCRIPTION</b>
* 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 Teacher	\$70	HOUR	Refer to School Admin
4	Parent Academy Coordinator	\$70	HOUR	Refer to School Admin
5	Parent Academy Teacher	\$70	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.
23	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.
24	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.
25	Referee assignment	\$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game
26	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.
27	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.
28	Parent meeting outside home	\$50	Visit	As an ever evolving community school connection with families, we will allow educators to coordinate Magnolia Family visits at a community based location open to the public as an opportunity to connect families with community resources.  This will be an extension of a project focused on community reflective tours.
29	Administrative Hearing Committee	\$70	HOUR	The Administrative Hearing Panel is a specialized committee composed of certificated teachers and administrators with experience in education law and student discipline, designed to hear cases on behalf of the governing board. The panel is to be impartial and "on call" to hear cases related to expulsions, involuntary removal, records review, etc. Meetings will be held in person or via Zoom, depending on the case, with a maximum of 2 hours of service.

				Appointments to the Panel will be approved by the site principal and Director of Student Services. Max 2 hours. Mileage reimbursement available for in person attendance to hearings.
30	Intersession Instruction (Winter, Spring, etc.)	\$70	HOUR	Teach enrichment, intervention and remediation courses and programs. Supervise students and manage related operations.

## **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:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>5/12/14</b>	Initial Release	David Yilmaz
1	<b>3/10/16</b>	The difference in pay between teachers teaching different subjects is removed; one percent is added to base pay (excluding benefits).	Terri Boatman
2	<b>3/8/17</b>	Additional duties and corresponding add-on points are revised by the Home Office.	Orielle Revish
3	<b>3/8/18</b>	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	<b>3/21/19</b>	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	<b>05/27/20</b>	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	<b>06/03/21</b>	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	<b>02/10/22</b>	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar



8	<b>04/06/22</b>	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
9	<b>06/08/22</b>	Base school salary increased to \$57,000 for MSA- Santa Ana and MSA-San Diego. New positions with three tiers, Alumni Success Coaches are added. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	<b>10/13/22</b>	Instructional coach annual assignment is added. Saturday school one-time assignment has increased to \$70 per hour.	Suat Acar
11	<b>03/09/23</b>	Base school salary increased to \$59,000 for MSA-3, 4, 6, 7, Santa Ana and MSA-San Diego. Base school salary increased to \$61,000 for MSA-1, 2, 5, and 8.	Suat Acar
12	<b>06/22/23</b>	The title of Guidance Counselor changed to School Counselor. One time assignments hourly rates of Parent Academy Coordinator and Parent Academy Teacher increased from \$50 to \$70. All additions and changes on the annual assignments have been highlighted in yellow.	Suat Acar
13	<b>04/11/24</b>	Base school salary increased to \$61,000 for MSA-3, 4, 6, 7, San Diego and Santa Ana.	Fiorella Del Carpio
15	<b>06/07/24</b>	Instructional coach (10 position points), speech therapist (15 position points), add lead teacher (10 points) annual assignment list, SPED Coordinator (15 position points) are added. Athletic director position is increased to 5 points. Substitute teacher pay policy is added.	Fiorella Del Carpio



# **MPS EMPLOYEE PAY RAISE SCALE**

## **SCHOOL LEADER POSITIONS**

Last Amended: 06/07/2024

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

**SALARY CALCULATIONS**

**Components of Employee Pay**

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

□ 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, 2024 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
Principal	Minimum: \$100,000
- 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	\$61,000
Los Angeles County (Van Nuys)	MSA-2	\$61,000
Los Angeles County (Carson)	MSA-3	\$61,000
Los Angeles County (Los Angeles)	MSA-4	\$61,000
Los Angeles County (Reseda)	MSA-5	\$61,000
Los Angeles County (Los Angeles)	MSA-6	\$61,000
Los Angeles County (Northridge)	MSA-7	\$61,000
Los Angeles County (Bell)	MSA-Bell	\$61,000
San Diego County (San Diego)	MSA-San Diego	\$61,000
Orange County (Santa Ana)	MSA-Santa Ana	\$61,000

### 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. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31<sup>st</sup>. After January 31<sup>st</sup>, all earned degree point(s) will be reflected in the next school year agreements.
- 2) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31<sup>st</sup>. After January 31<sup>st</sup>, all earned credential point(s) will be reflected in the next school year agreements.
- 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 a similar 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	30			
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:				
<p>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.</p> <p>2) This is a component of Base Employee Salary as it is earned through the performance of the employee's regular job duties and <b>NOT</b> 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.</p>				

### 4 ) EMPLOYEE PERFORMANCE PAY

Available Performance Pay	
School Leader 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. 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 20<sup>th</sup> 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.



<b>MPS Board Approved Additional Duties-One Time Assignment for the 2024-25 School Year</b>			
<b>Additional Duties of School Admin – One-Time Assignment</b>			
	<b>COMPONENT NAME</b>	<b>DOLLAR AMOUNT</b>	<b>PER</b>
1	Saturday School	\$70	HOUR
2	Home Visit Program	\$50	VISIT
3	Virtual Home Visit	\$25	VISIT
4	Admin Teaching in Class (Covering for an absent teacher is excluded)	\$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
7	Opening/facilitating the MPS Board of Director meetings	\$70	UP TO 1 HOUR
8	Opening/facilitating the MPS Board of Director meetings	\$210	1- 3 HOURS
9	Opening/facilitating the MPS Board of Director meetings	\$350	3 PLUS HOURS
10	Administrative Hearing Committee	\$70	HOUR
11	Intersession Instruction (Winter, Spring, etc.)	\$70	HOUR

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>5/12/14</b>	Initial Release	David Yilmaz
1	<b>3/25/15</b>	One percent is added to base pay (excluding benefits); base school salaries and coefficients for employee qualifications are revised.	Oswaldo Diaz
2	<b>5/12/16</b>	Salary bands are introduced.	Terri Boatman
3	<b>3/8/18</b>	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	<b>3/21/19</b>	-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	<b>05/27/20</b>	-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	<b>06/03/21</b>	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	<b>02/10/22</b>	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

8	<b>04/06/22</b>	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
9	<b>06/08/22</b>	Base school salary increased to \$57,000 for MSA- Santa Ana and MSA-San Diego. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	<b>10/13/22</b>	Clarifying language added to one-time annual assignment for Admin Teaching in Class (Covering for an absent teacher is excluded). Saturday school one-time assignment has increased to \$70 per hour.	Suat Acar
11	<b>03/09/23</b>	Base school salary increased to \$59,000 for MSA-3, 4, 6, 7, Santa Ana and MSA-San Diego. Base school salary increased to \$61,000 for MSA-1, 2, 5, and 8. The position point for Assistant Principal increased from 25 to 30. Updated the one-time assignment list	Suat Acar
12	<b>6/22/23</b>	New two one-time assignments have been added and highlighted in yellow.	Suat Acar
13	<b>04/11/24</b>	Base school salary increased to \$61,000 for MSA-3, 4, 6, 7, San Diego and Santa Ana.	Fiorella Del Carpio



**Job Title:** Instructional Coach

**Location:** Magnolia Science Academy-2

**Position Type:** Full-time - 11 Months - Certificated

**Position Points:** 10 points

**Reports to:** Principal/School Administrator

**Job Summary:**

The Instructional Coach plays a critical role in supporting and enhancing the professional development of educators within the school. This individual is responsible for working closely with teachers to improve instructional strategies, student learning outcomes, and overall educational practices. The Instructional Coach serves as a resource, mentor, and collaborator for educators, helping them develop the skills and knowledge necessary to create engaging and effective learning environments.

**Key Responsibilities:**

- **Teacher Support:**
  - Provide one-on-one and group coaching to teachers to improve instructional strategies, lesson planning, and classroom management using a coaching cycle process.
  - Observe classroom instruction and provide constructive feedback for improvement, including, but not limited to:
    - Building student understanding and skills
    - Academically rigorous instruction
    - Addressing the curriculum standards and frameworks
    - Enhancing student engagement in and ownership of learning
    - Providing a safe and nurturing learning environment
  - Model effective, differentiated instruction, as needed
- **Curriculum Development and Lesson Planning:**
  - Collaborate with teachers and curriculum development teams to align curriculum with best practices
  - Identify and share educational resources, tools, and technologies to enhance teaching and learning
  - Support teachers with effective lesson plan development, including providing support for all student groups
- **Data analysis:**
  - Analyze student data and assessment results to identify trends and areas for improvement
  - Work with teachers to develop data-driven strategies for student success
- **Professional Development:**
  - Assist in the identification of both school wide and individual professional development needs and create professional development plans for teachers
  - Facilitate workshops, training sessions, and peer learning opportunities for educators
  - Keep up-to-date with the latest research and trends in education to inform professional development initiatives
- **Team Collaboration:**

- Works collaboratively and collegially with other Instructional Coaches, Mentors, School Administrators, and Home Office Personnel to implement organization-wide initiatives with fidelity and create a culture of continuous improvement
- Participate in school improvement initiatives and committees
- Other Duties:
  - Meet weekly with the School Administrators to review and collaborate on individual instructional staff job performance and goal setting
  - Support school safety and culture as assigned by School Administrators
  - Support tours for prospective candidates during hiring process
  - Onboarding new instructional staff including any necessary trainings pertinent to the position and/or support for intern or induction programs
  - Other job related duties as assigned by supervisor

**Qualifications:**

- Bachelor's degree in education or related field; a Master's degree is preferred
- Valid clear California Teaching Credential
- At least three years of teaching experience
- Strong knowledge of instructional strategies and pedagogy
- Knowledge of technology tools and their integration into the classroom
- Excellent communication and interpersonal skills
- Strong data analysis and problem-solving skills
- Ability to work collaboratively and adapt to diverse educational environments
- A commitment to ongoing professional development
- Flexible to changing work environment; always presents with a positive attitude
- Ability to meet deadlines, to conduct and direct research into issues, and to take initiative in the development and completion of projects

**Preferred Qualifications:**

- Previous experience as an instructional coach or mentor teacher
- Teaching experience at the secondary level
- Familiarity with state and national educational standards
- Experience with adult learning and professional development

**Salary Range:**

- HR to post



## **Job Description**

### **Speech and Language Pathologist/ Therapist**

**Job Description:** Speech and Language Pathologist/Therapist

**Position Title:** Speech and Language Pathologist/Therapist

**Position Type:** Certificated and 11 months

**Position Points:** 15 points

**Department:** Special Education

**Reports To:** Director of Special Education

**Supervises:** Up to two ASHA-certified Speech-Language Pathology Assistants (SLPAs)

**Location:** Site based

#### **Position Summary:**

The Speech and Language Pathologist (SLP) carries out the Speech-Related Special Education program for Magnolia Public Schools. The SLP will provide direct services to students, oversee the implementation of Individual Educational Plans (IEPs), and supervise and support Speech-Language Pathology Assistants (SLPAs), ensuring compliance with state and federal regulations, CMO policies, and evidence-based practices. The SLP will also collaborate with school staff and contribute to the development of instructional materials and strategies for students with special needs.

#### **Essential Job Functions:**

##### **1. Assessment and Evaluation:**

- Conduct comprehensive assessments of speech, language, voice, fluency, and communication skills for students.
- Interpret assessment results and develop individualized education plans (IEPs) based on identified needs.
- Screen, assess, and provide specialized speech and language services to students who qualify for services as established by State standards.

##### **2. Therapeutic Interventions:**

- Develop and implement evidence-based therapy programs tailored to the individual needs of students.
- Provide direct, individual, or small group instruction to identified pupils on a regularly scheduled basis as required in their IEPs.

- Provide direct therapy to students, both individually and in groups, as needed.
- 3. **Supervision and Support:**
  - Oversee and supervise the work of up to two ASHA-certified SLPAs, providing guidance, mentorship, and professional development.
  - Ensure that SLPAs are delivering services in accordance with their scope of practice and district policies.
  - Conduct regular performance evaluations of SLPAs and provide constructive feedback.
- 4. **Collaboration:**
  - Work collaboratively with teachers, parents, and other educational professionals to support student success.
  - Participate in multidisciplinary team meetings to discuss student progress and develop intervention strategies.
  - Consult with school and home office staff to support student needs.
  - Serve as a resource for staff on speech and language development, disorders, and interventions.
- 5. **Compliance and Documentation:**
  - Maintain accurate and up-to-date records of student progress, assessments, and therapy sessions.
  - Ensure all documentation meets the requirements of state and federal regulations, as well as district policies.
  - Prepare and submit required reports in a timely manner.
- 6. **Instructional Materials Development:**
  - Develop instructional materials and strategies for Special Education students in the mainstream classroom.
- 7. **Professional Development:**
  - Stay current with developments in the field of speech-language pathology through continuing education and professional activities.
  - Share knowledge and expertise with district staff through in-service training and workshops.
- 8. **Adherence to Mission and Values:**
  - Demonstrate knowledge of, and support, Magnolia Public Schools' mission, vision, goals, core values, standards, policies, and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

**What You Will Bring:**

- Strong communication, collaboration, and community-building skills.
- Outstanding training and presentation abilities.
- Experience in performance assessment.
- Strong problem analysis and problem resolution skills at both strategic and functional levels.
- Ability to thrive in a fast-paced environment and willingness to collaborate and work as part of a team.
- Flexibility and the ability to work autonomously as well as take direction as needed.

**Required Education, Credentials, and Experience:**

- Bachelor's degree, Master's Degree in Speech-Language Pathology or related field.
- Valid Speech-Language Pathology School Services credential, Clinical credential, or Rehabilitative Services credential with an authorization in Language, Speech, and Hearing.
- License with ASHA (American Speech-Language-Hearing Association).

**Working Conditions:**

- Work is typically performed in a school environment with a moderate noise level.
- Travel between school sites within the district may be required.
- Occasional evening or weekend work may be necessary to meet the needs of students and families.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to stand, bend, and sit for long periods of time. The employee must also be able to listen and hear students, lift and/or move up to 50 pounds and be appropriately mobile, including by escorting students across campus as needed. This job description should not be construed to imply that these requirements are the only duties, responsibilities, and qualification for this job. Incumbents may be required to follow any additional related instructions, acquire related job skills and perform other related work as required or assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Magnolia Public Schools is an Equal Opportunity Employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.**





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## SPECIAL EDUCATION COORDINATOR JOB DESCRIPTION

### JOB DUTIES

- Overseeing / managing a caseload of special education students and the implementation of their IEP/504 plans in: inclusive, self-contained and pull-out settings.
- Ensuring appropriate delivery of both special education instruction and related services as stipulated on IEPs/504 plans.
- Ensuring compliance by the school with all local and Federal laws and regulation relating to students with IEPs/504 plans and students referred to special education.
- Ensuring that services provided by contractual personnel are of high quality, provided in the LRE, and are aligned with students' IEPs/504 plans.
- Effectively communicating to parents and guardians the special education process including process for referrals, evaluations, annual IEPs/504 plans, and re-evaluations.
- Facilitating IEP meetings using a strengths based and family centered approach
- Coordinating with the student's special education team to ensure all documents are completed in a timely manner (according to state, local, and school policies and procedures) prior to meeting. Connect with the special education team to ensure all team members (including parents) are prepared for the content of the meeting.
- Coordinating with a special education team to complete quarterly IEP progress reports and provide quarterly IEP progress reports to parents/guardians.
- Maintaining student files (paper and electronic) according to school, district and state standards.
- Providing training and technical assistance to case managers, teachers, related service providers and support service professionals on all aspects of cases management: use of computer systems for the special education process, goal writing, progress reports, annual reviews and parent communication.
- Ensuring IEPs are developmentally appropriate, curriculum/standards -based, strength based, and relevant to individual students.
- Working to maintain a school and data system that includes: student information related to IEPs, services, service hours, evaluations, referrals, timelines in which evaluations were completed and discipline incidents.
- Supporting the planning of special education initiatives and the implementation of initiatives. Integrates new developments, research findings and best practices into ongoing programs and new initiatives.
- Representing school as a subject matter expert in contact with district, state, Federal Agencies and non-profits concerning students with special needs.
- Overseeing special education inventory of equipment / materials.
- Identifying and developing appropriate curriculum and school based assessments to support the academic growth of students with IEPs/504 plans.
- Gathering and reporting data for all reporting requirements concerning students with IEPs/504 plans and other required reports (to the State, Department of Education, census, grant applications, annual report, etc.).
- Maintaining a high level of knowledge regarding developing special education issues such as changes in federal and local special education policy.
- Advocating for special education with school leadership.
- Establishing and maintaining communication with parents of students in the program.
- Facilitating workshops / meetings for parents, as well as identifies resources for parents of students with special needs.



## MAGNOLIA PUBLIC SCHOOLS

25 E. 17<sup>th</sup>  
St. Ste. 1000 Los Angeles, CA  
90012 P: (213) 628-3004 F:  
(213) 260-6000

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- Engaging parents and families in their student's learning and acting as an ambassador for the school in the community.
  - As appropriate, connecting with students outside providers, pediatricians, and therapists to support student's needs in the classroom.
  - Co- Coordinating subject related programs
  - Maintaining confidentiality of student records and student information
  - Other job related duties as assigned by the supervisor.

### Qualifications:

- Bachelor's degree
- Credentialed ED Specialist/ School Administrator / School Psychologist
- 2-3 years of experience as a credentialed teacher or education specialist
- Knowledge in Special Education laws, policies, regulations, compliance and CDE procedures (preferred)
- United States work authorization

### **Physical Demands and Work Environment**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to stand, bend, and sit for long periods of time. The employee must also be able to listen and hear students, lift and/or move up to 50 pounds and be appropriately mobile, including by escorting students across campus as needed. This job description should not be construed to imply that these requirements are the only duties, responsibilities, and qualification for this job. Incumbents may be required to follow any additional related instructions, acquire related job skills and perform other related work as required or assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.