



Appendix A -

CHIEF EXECUTIVE OFFICER AND SUPERINTENDENT JOB DESCRIPTION 2024- 2025

Job Summary:

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

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

For the 2024-25 school year, the six (6) most critical priorities for our organization are:

- (1)** The LACOE charter petition renewals of MSA-1, 2, and 3, and the material revisions for MSA-2 and 5

- (2)** Improve academic achievement through Plan-Do-Study-Act (PDSA) improvement work plans for all schools including schools in differentiated assistance (MSA-1 and MSA-8). Transition schools from (Comprehensive Coordinated Early Intervening Services (CCEIS) disproportionality work. In addition, continue to systemize our community schools model across our organization.



- (3)** Meet all Local Control and Accountability Plan (LCAP) goals as measured by the metrics that MPS uses to track progress toward the expected outcomes (Meet 80% or more of the targets, with the ultimate goal of 100%)

- (4)** Expand and replicate our current and new schools through the Federal Charter School Program (CSP) grant and other philanthropic support

- (5)** Maximize employee satisfaction and retention through targeted initiatives fostering growth, recognition, and a supportive work environment. In addition, attract top talent and enhance candidate experience

- (6)** Meet all capital project targets including the construction of the MSA-5 Capital Project and build out a long range financial projection model in parallel with our capital projects.



Appendix A (continued)-

Job Duties:

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



Appendix B -

Academic Accountability

- **Authorizer oversight:** All MPS sites will have successful authorizer oversight visits.
- **Accreditation:** All MPS sites will maintain their WASC accreditation.
- **Curriculum:** MPS will strengthen its standards-based curriculum, complete with scope and sequences for all subjects taught at every existing and expected grade level that exceeds national academic standards.
- **MTSS:** MPS will develop, align, and improve academic and behavioral resources, programs, supports, and services in addressing the needs of the whole child by utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.
- **Work stream with Attuned:** MPS will collaborate with Attuned for the following work streams:
 - Conducting an instructional quality review and writing a report to determine current effective instructional practices to scale and gap areas for development and planning
 - Developing a TK-12 instructional handbook with current effective practices and recommended instructional initiatives to address gaps
 - Developing a multi-year implementation plan to address the instructional gap areas in the Instructional Quality Report
- **Coaching and teacher/academic leader development with (in)Field:** MPS will partner with (in)Field to meet the following high-level goals:
 - Refine and codify key school-based instructional enabling systems that drive improved performance of teachers and academic proficiency outcomes for students
 - Develop one or more instructional leaders to implement those instructional enabling systems with proficiency
 - Refine and codify the roles of the school based leaders and regional academic leaders related to teacher and leader development
 - Prepare a school-based leader and regional leader to replicate these systems and practices within the Orange County campuses that are set to launch in the coming five years
- **Data visualization:** MPS will implement a data visualization tool to create visual dashboards for student achievement data and key performance indicators.



- **LCAP metrics:** MPS will meet the following academic metrics in the LCAP:

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

- **100%** of MPS students will have access to instructional materials.

Metric 1.2: Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)

LCAP Goal 2: EXCELLENCE

ELA/Literacy:

- **50%** or more of MPS students will be proficient on the CAASPP-ELA/Literacy assessments, with the ultimate goal of 100% proficiency for all.

Metric 2.4: Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)

- All student groups across MPS will show growth on the CAASPP-ELA/Literacy assessments by a **3-point** or more increase from the prior year as measured by the CA School Dashboard.

Metric 2.5: Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)

- **50%** or more of MPS students will meet their growth targets on the MAP-Reading assessments, with the ultimate goal of 100%.

Metric 2.6: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)

Mathematics:

- **35%** or more of MPS students will be proficient on the CAASPP-Mathematics assessments, with the ultimate goal of 100% proficiency for all.

Metric 2.8: Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)

- All student groups across MPS will show growth on the CAASPP-Mathematics assessments by a **3-point** or more increase from the prior year as measured by the CA School Dashboard.

Metric 2.9: Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)

- **50%** or more of MPS students will meet their growth targets on the MAP-Mathematics assessments, with the



ultimate goal of 100%.

Metric 2.10: Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)

LCAP Goal 3: INNOVATION

College Preparedness:

- **55%** or more of MPS seniors will earn the “Prepared” designation on the College Career Indicator (CCI) as measured by the CA School Dashboard, with the ultimate goal of 100% preparedness for all.
Metric 3.4: Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)
- **35%** or more of MPS seniors will have completed at least two college courses, with the ultimate goal of 100%.
Metric 3.9: Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)
- **90%** or more of MPS cohort graduates will meet UC/CSU A-G course completion requirements, with the ultimate goal of 100%.
Metric 3.10: Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)
- **60%** or more of MPS seniors will be accepted to a 4-year college.
Metric 3.17: Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)

Innovative Programs/STEAM:

- All MPS sites will organize a STEAM Festival/EXPO, with **80% or more** of students creating and demonstrating a STEAM focused project, experiment, model or demo, with the ultimate goal of 100%.
Metric 3.3: Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)

LCAP Goal 4: CONNECTION

School Climate/Engagement of Educational Partners:

- Average Daily Attendance (ADA) Rate of **92%** or more, with the ultimate goal of 100%



Metric 4.5: Average Daily Attendance (ADA) Rate based on the P-2 report (Source: SIS)

- **Chronic Absenteeism Rate of 20% or less, with the ultimate goal of 0%**

Metric 4.6: Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)

- **Graduation Rate of 95% or more, with the ultimate goal of 100%**

Metric 4.9: Graduation Rate (Source: CA School Dashboard, CALPADS)

- **Student Suspension Rate of 2.5% or less, with the ultimate goal of 0%**

Metric 4.10: Student Suspension Rate (Source: CA School Dashboard, CALPADS)



Personnel and Human Resources (HR)

- **Maximize employee satisfaction and retention through targeted initiatives fostering growth, recognition, and a supportive work environment.** The People and Culture Department will develop and implement initiatives that will contribute to increased employee retention rates by 3% points to foster a thriving workplace. This will be achieved through the implementation of targeted retention strategies anchored in employee engagement surveys and exit interviews that will be conducted to analyze feedback to identify and address key factors contributing to staff satisfaction and turnover.
- **In Commitment Diversity, Equity, Inclusion and Belonging:** Increase diversity representation across all levels of the organization with a specific focus on underrepresented groups, through targeted recruitment strategies, and diversity training programs. Additionally, implement measures to enhance inclusivity, such as conducting regular diversity climate surveys and implementing recommendations to address areas for improvement, aiming to increase employee satisfaction rating by 3% points with statement “*Overall, I am satisfied and would recommend this school to others*” and other identified inclusivity-related metrics.
- **Attract Top Talent and Enhance Candidate Experience:** Implement a centralized hiring plan across all departments, aiming to streamline the recruitment process, improve hiring efficiency, and enhance candidate experience. This includes consolidating recruitment resources, standardizing hiring procedures, and training hiring managers on the new process, with the goal of reducing time-to-fill and increasing the quality of hires as measured by employee performance ratings.
- **Fidelity to Compliance, Employment Law, and Regulations:** Ensure 100% compliance with labor laws, regulations, and internal policies by consistently monitoring, updating, and enforcing HR policies and procedures. This includes achieving mandated training among all employees and resolving HR-related complaints or issues within required dates of their identification.
- **Career Growth and Development:** Design and implement organizational comprehensive professional development programs aimed at enhancing skills, fostering career advancement, and driving organizational growth that will empower employees.
- **LCAP metrics:** MPS will meet the following HR metrics in the LCAP:

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

- The percentage of teaching assignments that have an assignment monitoring outcome of "clear" will be **greater than 85%**. As a result, no MPS site will be on the list of schools identified for Williams Monitoring based on teacher credentials.

Metric 1.1: The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)



- MPS will have a teacher retention rate of **80% or more**, with the ultimate goal of 100%.
Metric 1.4: Teacher retention rate (Source: HRIS)

LCAP Goal 4: CONNECTION

- School experience survey “participation rate” of **95.0%** staff, with the ultimate goal of 100% participation.
Metric 4.12: School experience survey participation rates (Source: Panorama Education)
- School experience survey “average approval rate” of **80%** for staff, with the ultimate goal of 100% average approval rate.
(Average approval rate is based on our staff’s responses to ALL the questions on the survey.)
Metric 4.13: School experience survey average approval rates (Source: Panorama Education)
- School experience survey “overall satisfaction rate” of **85%** for staff, with the ultimate goal of 100% overall satisfaction rate (Overall satisfaction rate is based on our staff’s response to the question, “Overall, I am satisfied and would recommend this school to other educators.”)
Metric 4.14: School experience survey overall satisfaction rates (Source: Panorama Education)



Operations

- **Management:** Managing, directing operations and making necessary delegations
- **Emergencies:** Managing crisis response teams, leading efforts to resolve emerging crisis situations
- **Health & Safety:** Managing Pandemic, post-pandemic operations including
 - preparing health and safety policies and procedures for staff, students and visitors and keeping it up-to-date, budgeting,
 - Adapting and implementing the MPS Injury and Illness Prevention Policy (IIPP) across all MPS Sites and Home Office
 - Inventory building (tests, PPEs etc.) and follow up of reporting of required submissions to authorizers and/or agencies.
- **Prop 39:** Making sure Prop 39 applications for certain sites are submitted on time, and necessary year-round follow up for further communications with the district are done properly and punctually.
- **IT:** Makes sure that IT needs of schools & home office are properly tracked
 - inventory follow up is properly done
 - aging inventory retired
 - new orders made for all sites and Home Office
 - All IT infrastructures of sites and the Home Office are up-to-date with respect to the contemporary standards for internet, phone systems, network systems etc.
- **Grants:** Making sure the Technology related federal, state and local grants are being utilized at the highest possible level to decrease the cost of IT expenses to the minimum.
- **New Facilities:** Making sure newly owned, occupied, built sites are well designed, and ready to be used with all proper IT infrastructure, furniture and equipment.
- **Policies and procedures:** Making sure all purchase policies and procedures (such as chain of approvals, approval limits of certain approvers, number of quotes required) are properly followed up for all purchases, procurements and reimbursements.
- **Metrics:** MPS will meet the following Operations metrics:
 - The IIPP Plan will be adapted by the board and will be fully implemented across all MPS sites by the end of 2024-25
 - Chromebook count per student ratio will always be 1:1 or more
 - E-Rate and other federal, state program applications will be done in order to make sure the cost of owning and operating IT materials and programs will be minimal.
 - New MPS sites will be completely ready for instruction and utilization as soon as each construction is finalized.
 - All Prop 39 applications will be completed by the respective deadlines of the authorizers.



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

- **100%** of MPS students will have access to technology resources.

Metric 1.2: Percentage of students without access to technology resources for use at school and at home (Source: Local Indicator Priority 1)



Management & Board Oversight

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



Finance

- **One-time funds:** Manage post Covid-19 financial uncertainty, utilize one-time state and federal funds effectively;
- **Budgeting:** Justify and explain any significant budget fluctuations during reporting periods to include Adopted Budget, First Interim, Second Interim and Unaudited Actuals and strive towards net income for each site.
- **Compensation:** Improve compensation and support for school site staff; collaborate with all Home Office and school sites to support staff and improve compensation MPS-wide.
- **Capital plan:** Update the five-year capital plan following the bond issuance; Secure private financing for obtaining private facilities for all of the co-located sites;
- **Financial Systems:** Maintain accurate accounting, payroll, cash management, and insurance systems during the fiscal year
- **Audit** - Maintain clean audits MPS, no material deficiencies, restatement of fund balance, or findings.
- **Leadership:** Continue to provide leadership in the areas of financial planning, budgeting, accounting and management of the organization's financial resources;



Facilities

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

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

- All MPS facilities will meet the “good repair” standard. Number of deficiencies and extreme deficiencies for each MPS site will be no **more than one**, with the ultimate goal of zero.

Metric 1.3: Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)



Educational Partners

- **Enhancing student-teacher engagement through comprehensive home visits.** The Impact Department will focus on increasing student-teacher engagement and community partnership by ensuring that at least 20% of MPS students receive home visits from teachers. This will be achieved through a revision of our structured program that tracks the number of home visits conducted, the percentage of teachers participating, the feedback from families, and actionable steps following the visit by the school staff. Regularly monitoring and reviewing qualitative data results will help inform student success. Additionally, retention rates, attendance, and academic performance will serve as the key performance indicators to help drive this goal.
- **Achieving constructive survey participation.** The Impact Department will seek to enhance the school community's engagement by achieving participation rates of 95% for students and 80% for families across the annual school experience survey in an effort to reach 100% participation for all educational partner groups through strategic outreach and communication efforts, ensuring that survey data accurately reflects the values of the entire school community. We will also collaborate with IT staff to best support caregivers in accessing online surveys. Routine adaptation, monitoring, and targeted strategies will support progress toward full engagement and participation.
- **Boosting school approval rates to foster a positive educational environment.** The Impact Department will work to improve the overall educational environment by increasing the average approval rates on the school experience survey to 65% for students and 95% for families, with the ultimate goal of reaching 100% approval from all groups. This will be achieved through intentional analysis of detailed educational partner feedback from the survey, implementing targeted improvements as needed, and regularly assessing the impact of these changes on approval rates.
- **Elevating overall satisfaction among all educational partner groups.** The Impact Department will aim to achieve overall satisfaction rates of 75% for students and 95% for families on the school experience survey, with the north star of 100% satisfaction from all groups. This goal will be supported by identifying key areas for improvement based on survey responses and through implementing targeted initiatives intentionally enhancing the school experience for all educational partners. Regular monitoring and feedback loops will drive continuous improvement between the Home Office and school sites. Our two main focus areas will be increasing a sense of belonging and safety through collaboration with school administration and Magnolia Engagement Team members.



- **Ensuring high student retention through targeted support and engagement.**

The Impact Department will focus on ensuring a student retention rate of 85% or more, with the ultimate goal of reaching 100%. This goal will be accomplished through comprehensive support systems with an emphasis on academic, cultural, and emotional needs, regular analysis of entry/exit findings, and the implementation of targeted retention strategies with support from the Family Success Coordinators. Continuous monitoring and adaptive measures in partnership with the Magnolia Engagement Team will help achieve this goal and maintain high retention rates across all school sites.

- **LCAP metrics:** MPS will meet the following Educational Partners metrics in the LCAP:

Engagement of Educational Partners:

- **15% or more of MPS students will be home-visited by the teachers per year**

Metric 4.4: Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)

We are revising our home visit structure and protocols to identify trends, from the qualitative data results, that will help inform student success. Retention rates, attendance, and academic performance will serve as the key performance indicators to help drive this goal.

- **School experience survey “participation rates” of 95.0% for students and 75.0% for families, with the ultimate goal of 100% participation for all groups**

Metric 4.12: School experience survey participation rates (Source: Panorama Education)

- **School experience survey “average approval rates” of 65% for students and 95% for families, with the ultimate goal of 100% average approval rates for all groups. (Average approval rate is based on our educational partners’ responses to ALL the questions on the survey.)**

Metric 4.13: School experience survey average approval rates (Source: Panorama Education)

- **School experience survey “overall satisfaction rates” of 75% for students and 95% for families, with the ultimate goal of 100% overall satisfaction rates for all groups (Overall satisfaction rate is based on our educational partners’ response to the question, “Overall, I am satisfied and would recommend this school to other students/parents/educators.”)**

Metric 4.14: School experience survey overall satisfaction rates (Source: Panorama Education)

- **Student retention rate of 85% or more, with the ultimate goal of 100%**

Metric 4.15: Student retention rate (Source: SIS)



Appendix C1 - TABLE OF MEASURABLE TARGETS IN THE LCAP

Department	Measure	LCAP Metric #	Metric	Source	Data Timeline	2024-25 Target	2024-25 Outcome	On Target ?	Notes
Academic Accountability									
Academic Accountability	Instructional materials	1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	Local Indicator Priority 1	2024-25	0%		Yes Partial No	
Academic Accountability	Performance on CAASPP: ELA	2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments	CDE DataQuest	2024-25	≥ 50%		Yes Partial No	
Academic Accountability	Performance on the CA School Dashboard: ELA	2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments	CA School Dashboard	2025 Dashboard	3 points or more increase from prior year (schoolwide and for student groups)		Yes Partial No	
Academic Accountability	Performance on MAP: Reading (%)	2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring	NWEA MAP	Fall 2024 to Spring 2025	≥ 50%		Yes Partial No	
Academic Accountability	Performance on CAASPP: Math	2.8	Percentage of students who have met or exceeded standard on the CAASPP-	CDE DataQuest	2024-25	≥ 35%		Yes Partial	



			Mathematics assessments					No	
Academic Accountability	Performance on the CA School Dashboard: Math	2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments	CA School Dashboard	2025 Dashboard	3 points or more increase from prior year (schoolwide and for student groups)		Yes Partial No	
Academic Accountability	Performance on MAP: Math (%)	2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring	NWEA MAP	Fall 2024 to Spring 2025	≥ 50%		Yes Partial No	
Academic Accountability	STEAM focused project	3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year	Local Indicator Priority 7, SIS	2024-25	≥ 80%		Yes Partial No	
Academic Accountability	Performance on the CA School Dashboard: CCI	3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI	CA School Dashboard	2025 Dashboard	≥ 55%		Yes Partial No	
Academic Accountability	College coursework	3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded	CA School Dashboard, SIS	2025 Dashboard	≥ 35%		Yes Partial No	
Academic Accountability	A-G rate	3.10	Percentage of cohort graduates who have successfully completed	CA School Dashboard, CDE DataQuest,	2025 Dashboard	≥ 90%		Yes Partial	



			courses that satisfy the requirements for entrance to the UC/CSU (Source:)	CALPADS				No	
Academic Accountability	College acceptance (4-year)	3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	Naviance	2024-25	≥ 60%		Yes Partial No	
Academic Accountability	Student attendance	4.5	Average Daily Attendance (ADA) Rate	SIS	2024-25 P-2 ADA	≥ 92%		Yes Partial No	
Academic Accountability	Performance on the CA School Dashboard: Chronic Absenteeism	4.6	Chronic Absenteeism Rate	CA School Dashboard, SIS	2025 Dashboard	≤ 20%		Yes Partial No	
Academic Accountability	Performance on the CA School Dashboard: Graduation Rate	4.9	Graduation Rate	CA School Dashboard, CALPADS	2025 Dashboard	≥ 95%		Yes Partial No	
Academic Accountability	Performance on the CA School Dashboard: Suspension Rate	4.10	Suspension Rate	CA School Dashboard, CALPADS	2025 Dashboard	≤ 2.5%		Yes Partial No	
Personnel and Human Resources (HR)									
Personnel and Human Resources (HR)	Teacher assignments	1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear"	Local Indicator Priority 1, CDE DataQuest TAMO by	2024-25	> 85%		Yes Partial No	



				FTE Report					
Personnel and Human Resources (HR)	Teacher retention	1.4	Teacher retention rate	HRIS	Fall 2024 to Fall 2025	≥ 80% OR 3% points or more increase from prior year		Yes Partial No	
Personnel and Human Resources (HR)	Survey participation (Staff)	4.12	School experience survey "participation rates" by staff	Local Indicator Priority 6, Panorama Education	2024-25	≥ 95%		Yes Partial No	
Personnel and Human Resources (HR)	Average approval on survey (Staff)	4.13	School experience survey "average approval rate" based on the responses of our staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)	Local Indicator Priority 6, Panorama Education	2024-25	≥ 80% OR 3% points or more increase from prior year		Yes Partial No	
Personnel and Human Resources (HR)	Overall satisfaction on survey (Staff)	4.14	School experience survey "overall satisfaction rate" based on the responses of our staff to the question, "Overall, I am satisfied and would recommend this school to other educators."	Local Indicator Priority 6, Panorama Education	2024-25	≥ 85% OR 3% points or more increase from prior year		Yes Partial No	
Operations									
Operations	Instructional technology	1.2	Percentage of students without access to technology resources for use at school and at home	Local Indicator Priority 1	2024-25	0%		Yes Partial No	



Facilities									
Facilities	Facilities maintenance	1.3	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)	Local Indicator Priority 1	2024-25	≤ 1		Yes Partial No	
Impact									
Impact	Home visits	4.4	Percentage of students who have been home-visited by the teachers per year	Local Indicator Priority 3, SIS	2024-25	≥ 15%		Yes Partial No	
Impact	Survey participation (Students)	4.12	School experience survey "participation rates" by students	Local Indicator Priority 6, Panorama Education	2024-25	≥ 95%		Yes Partial No	
Impact	Survey participation (Families)	4.12	School experience survey "participation rates" by families	Local Indicator Priority 6, Panorama Education	2024-25	≥ 75%		Yes Partial No	
Impact	Average approval on survey (Students)	4.13	School experience survey "average approval rate" based on the responses of our students to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)	Local Indicator Priority 6, Panorama Education	2024-25	≥ 65%		Yes Partial No	
Impact	Average	4.13	School experience survey	Local	2024-25	≥ 95%		Yes	



MAGNOLIA

PUBLIC SCHOOLS

	approval on survey (Families)		"average approval rate" based on the responses of our families to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness)	Indicator Priority 6, Panorama Education				Partial No	
Impact	Overall satisfaction on survey (Students)	4.14	School experience survey "overall satisfaction rate" based on the responses of our students to the question, "Overall, I am satisfied and would recommend this school to other students."	Local Indicator Priority 6, Panorama Education	2024-25	≥ 75%		Yes Partial No	
Impact	Overall satisfaction on survey (Families)	4.14	School experience survey "overall satisfaction rate" based on the responses of our families to the question, "Overall, I am satisfied and would recommend this school to other parents."	Local Indicator Priority 6, Panorama Education	2024-25	≥ 95%		Yes Partial No	
Impact	Student retention	4.15	Student retention rate	SIS	Spring 2025 to Fall 2025	≥ 85%		Yes Partial No	