



Executive Director Performance Evaluation

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS AND THE DESCRIPTIONS OF PRACTICE

The Executive Director will be rated on their efficacy in the following CPSEL standards:

Standard 1	Development and Implementation of a Shared Vision
Standard 2	Instructional Leadership
Standard 3	Management and Learning Environment
Standard 4	Family and Community Engagement
Standard 5	Ethics and Integrity
Standard 6	External Context and Policy

Standard 1: Development and Implementation of a Shared Vision

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
Element 1A: Student Centered Vision <i>Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access,</i>	P	Virtual Parent Summit All Staff PD Assessment Highlights

<i>opportunities, and outcomes for all students.</i>		Student Achievement Data
Element 1B: Developing Shared Vision <i>Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders</i>	P	Agenda for weekly school development meeting Board Agenda Monthly Board Updates Monthly Collaboration with Authorizing Districts
Element 1C: Vision Planning and Implementation <i>Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</i>	P	Agenda for weekly school development meeting Monthly cabinet meetings with Leadership team 1:1 quarterly meetings with direct reports WASC Schedule and Presentation WASC Report Out by Visiting Committee WASC Accreditation Status

Standard 2: Instructional Leadership

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
Element 2A: Professional Learning Culture <i>Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.</i>	E	Presenter at the CCSA Conference Conferences & Trainings Agenda for all staff PD
Element 2B: Curriculum and Instruction <i>Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.</i>	E	Curriculum Menus - TK-6 Curriculum Menus - 7-12 i-ready Presentation Math Curriculum Analysis Presentation
Element 2C: Assessment and Accountability <i>Leaders develop and use assessment and accountability</i>	E	Evaluation Tracking

<p><i>systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</i></p>		<p>Performance Success plan</p> <p>Performance Improvement Process</p> <p>Performance Improvement Plan</p>
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Standard 3: Management and Learning Environment

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
<p>Element 3A: Operations and Facilities <i>Leaders provide and oversee a functional, safe, and clean learning environment.</i></p>	P	Office Safety Checklist
<p>Element 3B: Plans and Procedures <i>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</i></p>	E	<p>ToR Manual</p> <p>Parent/Student Handbook</p>
<p>Element 3C: Climate <i>Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</i></p>	P	<p>HR Handbook</p> <p>Panorama Contract</p> <p>Care Solace Contract</p> <p>BIP Template</p>
<p>Element 3D: Fiscal and Human Resources <i>Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</i></p>	E	<p>Unaudited Actuals Presentation</p> <p>First Interim Budget</p> <p>Fiscal Audit Report</p> <p>CLA Audit Contract</p> <p>Second Interim</p> <p>Strategic Staffing plan for upcoming 23/24 school year</p> <p>Salary schedules for 23/24</p>

[Procopio Legal Invoices](#)
[KNN Municipal Services](#)

Standard 4: Family and Community Engagement

ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
<p>Element 4A: Parent and Family Engagement <i>Leaders meaningfully involve all parents and families, including under-represented communities, in student learning and support programs.</i></p>	E	<p>California Distinguished School Letter to all educational partners ELPAC Flyer ELAC Flyer PAC flyer SSC Flyer Participating school in San Diego County Office of Education (SDCOE) Community Engagement team Parent Survey Results Presentation</p>
<p>Element 4B: Community Partnerships <i>Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</i></p>	E	<p>CCP Application CCP Code of Conduct Excel Vision for CCPs</p>
<p>Element 4C: Community Resources and Services <i>Leaders leverage and integrate community resources and services to meet the varied needs of all students.</i></p>	E	<p>CCP List</p>

Standard 5: Ethics and Integrity

ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
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<p>Element 5A: Reflective Practice <i>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</i></p>	D	<p>Acceptance letter for Admin. Cred. Program Course schedule for LEAP program</p>
<p>Element 5B: Ethical Decision-Making <i>Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</i></p>	D	<p>Meeting with San Diego County's Representatives for the California Charter School's Member Council APlus+ Advisory Council Member</p>
<p>Element 5C: Ethical Action <i>Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students</i></p>	D	<p>APlus+ Advisory Council Member Presenter at the CCSA Conference Dare to Lead Workbook Rookie Smarts Quiz HD Daily News article CDS Letter</p>

Standard 6: External Context and Policy

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
<p>Element 6A: Understanding and Communicating Policy <i>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</i></p>	D	<p>Board Agenda Preparation Meetings Monthly Board updates Warner Compliance Calendar Helendale Compliance Calendar EACS Policy Organizer EACS Board Manual</p>
<p>Element 6B: Professional Influence <i>Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and</i></p>	D	<p>APlus+ Advisory Council Member CSDC (Charter School Development Center) active member CCSA (California Charter Schools Association) member ACSA (Assoc. Of CA School Administrators) SSDA Member (Small Schools District Association)</p>

career.		SSC (School Services of California) member
Element 6C: Policy Engagement <i>Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.</i>	E	Member of Sonoma County Charter CEO Council APlus+ Advisory Council Member CSDC (Charter School Development Center) active member CCSA (California Charter Schools Association) member SSC (School Services of California) member EACS Board Manual SSDA Conference

2022/23 Executive Director Annual Goals and Progress

GOAL 1 (CPSEL Standard 2 and CPSEL 5)	<i>Continuing my professional development by participating in a Preliminary Administrative Services Credential program via Santa Clara Office of Education which will be completed in June 2023.</i>
Baseline Narrative/ Rationale for Goal	Addressing CPSEL Standard 2: Instructional Leadership and CPSEL standard 5 Ethics and Integrity, this goal will allow me to further my skills as a leader in the areas of Visionary Leadership, Professional Learning, Instructional Leadership, Management, Learning Environments and Ethics, Facilitating Teacher Growth and Education Policy Systems and Community Leadership. I look forward to applying researched knowledge and pedagogy to my day to day hands on experiences as the Executive Director of Excel Academy.
End of Year Reflection /Evidence	As I enter the last six week course beginning May 9th of my Admin credential program, I am humbled by all I have learned. I am still completing the four CALAPA cycles to submit by June 15th. It has been a very dedicated experience of professional growth. My biggest takeaway was in the area of professional coaching. We spent a great deal of time researching and investigating the powerful effects of coaching versus evaluating and how coaching will allow your direct reports reach higher levels of effectiveness.

2022/23 Executive Director Annual Goals and Progress

GOAL 2 (CPSEL Standard 5 and CPSEL 6)	<i>Beginning in August 2022, I will increase my involvement with board members and taking on a leadership role with numerous areas of board governance up to 100% by June of 2023; therefore, I will empower my executive team members to increase their responsibilities to make leadership decisions which will help them build their capacity and further their leadership skills.</i>
Baseline Narrative/ Rationale for Goal	This goal will allow me to further my skills addressing CPSEL Standard 2: Instructional Leadership and CPSEL standard 5 Ethics and Integrity and CPSEL Standard 6: External Context and Policy. I look forward to expanding my role and increasing my communication to weekly check-ins with each board member as well as working with the executive leadership team during weekly school development meetings to communicate roles and responsibilities. I will also hold quarterly 1:1 with my executive team to keep a pulse on their professional growth in their individual roles.
End of Year Reflection /Evidence	I feel very accomplished in meeting this goal over the past year but look forward to still growing in this area. I attribute meeting this goal to our standing Thursday Executive Cabinet meetings with my direct reports, my streamlined and effective communication with Lauren (Operations Coordinator), as well as the support of each board member. I will continue to grow in this area making sure the board members always feel informed but confident in my leadership skills. In addition, I will continue to work closely with my direct reports so they feel supported and safe to come to me for reflection and collaboration.

2022/23 Executive Director Annual Goals and Progress

GOAL 3 (CPSEL Standard 1 and CPSEL 3)	<p><i>Align the Excel Academy Charter Schools mission and vision in three different aspects by:</i></p> <p>a) <i>Maintaining strong fiscal health and sustainability with a projected fund balance of 20% and 60 days of cash on hand throughout the 2022-2023 school year.</i></p>
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	<p>b) <i>Furthering the development and the quality of the personalized and virtual paths by developing and assessing clear roles and responsibilities through monthly or quarterly collaboration sessions to measure our success.</i></p> <p>c) <i>Maintaining a retention rate of students of 85% percent following each Learning Period as well as a 90% percent of staff.</i></p>
<p>Excel Academy Mission Statement</p>	<p>Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.</p>
<p>Baseline Narrative/ Rationale for Goal</p>	<p>The vision of Excel Academy Charter School is laid out in the acronym LIFE.</p> <p>Life is what you create....at Excel Academy we bring students to LIFE through: LEARNING: At Excel Academy students progress in knowledge, ability and social/emotional foundations. Curriculum and staff will provide a personalized learning plan inherent to the uniqueness of every student and learning situation. Excel Academy pursues a learning environment where every student will be challenged by, enjoy, and help direct their own education.</p> <p>INDEPENDENCE: Excel Academy believes one of the key elements of an optimal education is to prepare each student for real-life complexities and independent learning. Excel Academy’s curriculum options not only align to California’s academic content standards but offer alternative and supplemental learning resources that place the student in a climate where curiosity and exploration are rewarded.</p> <p>FLEXIBILITY: Flexible pacing enables each Excel Academy student, under the guidance of the teacher of record, to target individual needs without the demands of a classroom. By developing an awareness of their own unique learning style and advancement in their communication abilities, students and families will be enabled to discover their greatest areas of need and direct their efforts accordingly.</p> <p>EMPOWERMENT: Excel Academy strives to empower students to take ownership of their education and develop not only the appropriate knowledge, skills, and abilities, but also the confidence, creativity, and discipline to help them adapt to challenges and opportunities.</p>

End of Year Reflection /Evidence	<p>This goal encompassed a variety of areas in overall school operations. Our fiscal health remained strong with a stable fund balance and \$8.4 million cash on hand throughout the school year. Additionally, we have 25.22% in Reserve.</p> <p>Successful collaboration occurred on both the personalized and virtual path to maintain 87% retention of students heading into the 23/24 school year. In addition, staff retention was at 100% throughout the 22/23 school year.</p>
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2022/23 End-of-Year Board Evaluation of Executive Director

Board Comments	ENTER NARRATIVE HERE
Executive Director has received a satisfactory Evaluation	Select one option ▾

Board evaluators will receive a final copy through DocuSign for signature and date. Final copy will be placed in the Executive Director/CEO's personnel file.

William Hall, President		
Michael Humphrey, Vice President		
Steve Fraire, Clerk		
Susan Houle, Board Member		
Larry Alvarado, Board Member		

<i>Employee Name & Title</i>	<i>Signature</i>	<i>Date</i>
Heidi Gasca, Executive Director		

Descriptions of Practice

EMERGING	PROFICIENT	DISTINGUISHED
<p>The administrator communicates that the vision of all students meeting content and performance standards is central to developing and implementing instructional activities and support services. S/he works with staff to commit to a vision focused on student-centered learning and on the well-being of each student. S/he draws attention to existing equity gaps for diverse student populations. The administrator provides information for staff to learn about the range of academic, linguistic, cultural, social-emotional, behavioral, and physical development needs of the site's students. S/he builds staff capacity for implementing strategic initiatives that both build on students' assets and addresses their needs as a means to attain equity by closing opportunity and achievement gaps.</p>	<p>The leader and staff consistently work toward eliminating disparities among student groups. Working with staff, students, and others, the leader shapes a collective vision of equitable access and opportunity in support of all students' learning and well-being. S/he facilitates a review of varied sources of information about the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learning to gauge the learner's progress in meeting content and performance outcomes. The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes. S/he empowers staff to use their experience and expertise to cultivate multiple learning and support opportunities that align with students' diverse assets and needs.</p>	<p>The leader manifests the vision of all students graduating ready for college and career. S/he does so by proactively engaging staff, students, and the broader community in evidence-rich conversations about equitable opportunities and outcomes for all students' learning and well-being. S/he makes certain that these opportunities are available to, and support, students with academic, linguistic, cultural, social-emotional, behavioral, and physical development needs. In collaboration with stakeholders, s/he creatively designs and implements multiple learning opportunities with the goal of eliminating disparities in opportunity and achievement among student groups. The leader sustains effective systems for students with differing abilities, seeing to it that their needs are met with a sense of urgency and high expectations.</p>

End of Year Board Evaluation of Executive Director/CEO

(Board evaluators would insert their narrative here)

Final evaluation to be linked here.

(Board evaluators would select yes or no)

Executive Director/CEO has received a satisfactory evaluation: Yes / No

(Board evaluators will receive a final copy through DocuSign for signature and placement in Executive Director/CEO's personnel file)