



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</i>		Parent Summit Online Workshop All Staff PD

<i>measures of data and focuses on equitable access, opportunities, and outcomes for all students.</i>		Assessment Highlights 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>		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>		Agenda for weekly school development meeting 1:1 quarterly meetings with direct reports

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>		Conferences & Trainings Agenda for all staff PD Leadership Survey Results Google Next '23 Conference Plan LACOE Flyer
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>		Curriculum Menus - TK-12 CTE Offerings i-ready Presentation Math Curriculum Analysis Presentation Helendale EACS Dashboard Warner EACS Dashboard
Element 2C: Assessment and Accountability <i>Leaders develop and use assessment and accountability</i>		Evaluation Tracking Virtual ToR

<p><i>systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</i></p>		<p>SPED Case Manager Personalized ToR</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>
<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>		<p>ToR Manual 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>HR Handbook Panorama Contract Care Solace Contract 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>		<p>Unaudited Actuals Presentation First Interim Budget Fiscal Audit Report CLA Audit Contract Second Interim</p>

		Strategic Staffing plan for upcoming 24/25 school year Salary schedules for 24/25
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Standard 4: Family and Community Engagement

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	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>		ELPAC Flyer ELAC Flyer PAC flyer SSC Flyer Parent Summit Online Workshop Teacher on Special Assignment Gen Ed JD Summer Socials Parent Survey Results Presentation Summer Liaison Communication Log
<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>		CCP Application CCP Code of Conduct
<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>		CCP List Theater Arts Program

Standard 5: Ethics and Integrity

ELEMENT	EVALUATION RATING	REFLECTION/EVIDENCE
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Not Met (NM), Emerging (E),
Proficient (P), Distinguished (D)

<p>Element 5A: Reflective Practice <i>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</i></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>		<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>		<p>APlus+ Advisory Council Member Presenter at the CCSA Conference</p>

Standard 6: External Context and Policy

<p>ELEMENT</p>	<p>EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small></p>	<p>REFLECTION/EVIDENCE</p>
<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>		<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,</i></p>		<p>APlus+ Advisory Council Member CSDC (Charter School Development Center) active member CCSA (California Charter Schools Association) member</p>

<p><i>economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.</i></p>		<p>ACSA (Assoc. Of CA School Administrators) SSDA Member (Small Schools District Association) SSC (School Services of California) member</p>
		<p>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</p>

2023/24 Executive Director Annual Goals and Progress

<p>GOAL 1 (CPSEL Standard 2 and CPSEL 5)</p>	<p><i>Continuing my professional development by participating in a two year Clear Administrative Services Credential program via Los Angeles County Office of Education which will be begin in September of 2023.</i></p>
<p>Baseline Narrative/ Rationale for Goal</p>	<p>Addressing CPSEL Standard 2: Instructional Leadership and CPSEL standard 5 Ethics and Integrity, I look forward to the opportunity to work closely with an instructional coach for job embedded coaching while attending relevant in person and online seminars. In addition, 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.</p>
<p>End of Year Reflection /Evidence</p>	

2023/24 Executive Director Annual Goals and Progress

GOAL 2 (CPSEL Standard 1 and CPSEL 4)

Demonstrate and empower educational partners through education and engagement in data analysis, parent education, community and board governance. Leading the staff, parents and the board in a shared vision driven by data to support the whole student; academically, socially and emotionally.

Baseline Narrative/ Rationale for Goal

This goal will allow me to further my skills addressing CPSEL Standard 1: Development and Implementation of a Shared Vision and CPSEL Standard 4: Family and Community Engagement. I look forward to prioritizing parent education as well as implementing skills learned in my credential program to ensure equitable resources for all students at EACS. Emphasis will be placed on contribution to the shared vision during meetings with my direct reports and the board.

End of Year Reflection /Evidence

2022/23 Executive Director Annual Goals and Progress

<p>GOAL 3 (CPSEL Standard 2, CPSEL Standard 3 and CPSEL Standard 6)</p>	<p><i>Align the Excel Academy Charter Schools mission and vision in three different aspects by:</i></p> <ul style="list-style-type: none"> <i>a) Maintaining and reaching new benchmarks in academic achievement by identifying effective CORE curriculum choices, intervention and expanding teacher led classes.</i> <i>b) Building and fostering strong relationships with our county authorizers and professional organizations that support charter schools</i> <i>c) Maintaining strong fiscal health while managing reserves considering multi year growth and legislative impacts.</i>
<p>Excel Academy Mission Statement</p>	<p style="text-align: center;">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 CHOICE.</p> <p>The heart of Excel Academy is all about CHOICE:</p> <p>C: Compassion, Creativity , Collaboration, Challenge, & Confidence</p> <p>H: Helpful, Hands-On , Humility, & Happiness</p> <p>O: Optimism, Options, Opportunities, Ownership, & Others</p> <p>I: Independence, Individualization, Inspiration, & Investigation</p>

	<p>C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community</p> <p>E: Education, Equity, Enjoyment, Exploration & Empowerment</p>
End of Year Reflection /Evidence	

2023/24 End-of-Year Board Evaluation of Executive Director

Board Comments	ENTER NARRATIVE HERE	
Executive Director has received a satisfactory Evaluation	Select one option ▾	
<i>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.</i>		
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)