



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

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>

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
<p>Element 1A: Student Centered Vision <i>Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access,</i></p>		<p>All Staff PD Student Achievement Data</p>

<i>opportunities, and outcomes for all students.</i>		
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>		Executive Cabinet Weekly Agenda Board Agenda Monthly Board Highlights Monthly authorizer meetings Authorizer Board Meetings Admin Summit Agenda Admin Summit Handouts
Element 1C: Vision Planning and Implementation <i>Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</i>		Helendale Petition Helendale MOU Warner Petition Warner MOU 1:1 quarterly meetings with direct reports Succession Planning - Business Services

Standard 2: Instructional Leadership

ELEMENT	EVALUATION RATING <small><i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i></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 LACOE Flyer Induction Plan Year 2 Collaborative Log for Admin Program Agenda for all staff Leadership Survey results Aplus Proposals CCSA Conference Plan

<p>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></p>		<p>Curriculum Menus - TK-12 CTE Offerings 2023 CAASPP Data Presentation</p> <p>Excel Warner Dashboard 2023</p> <p>Excel Helendale Dashboard 2023</p> <p>Math Curriculum Analysis Presentation ELA Curriculum Analysis Presentation</p>
<p>Element 2C: Assessment and Accountability <i>Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</i></p>		<p>Evaluation Tracking Personalized ToR JD Secondary ToR JD Virtual ToR JD SPED Case Manager JD L. Ulmer Evaluation J. Sorreera Evaluation J. Craig Evaluation M. Anderson Evaluation L. Hansen Evaluation K. Schneeweiss Evaluation</p> <p>Performance Success plan Performance Improvement Process Performance Improvement Plan</p>

Standard 3: Management and Learning Environment

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

<p>Element 3A: Operations and Facilities <i>Leaders provide and oversee a functional, safe, and clean learning environment.</i></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>		ToR Manual Parent/Student Handbook
<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>		HR/Employee Handbook BIP Template
<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>		Unaudited Actuals Presentation July Budget First Interim Budget Second Interim Budget Fiscal Audit Report CLA Audit Contract Second Interim Strategic Staffing plan for upcoming 24/25 school year Salary schedules for 24/25

Standard 4: Family and Community Engagement

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
Element 4A: Parent and Family Engagement		ELPAC Flyer

<p><i>Leaders meaningfully involve all parents and families, including under-represented communities, in student learning and support programs.</i></p>		<p>ELAC Flyer PAC flyer SSC Flyer Parent Academy Parent Power Up Parent Survey Results Presentation Summer Socials Summer Liaison Communication Log Community Event flyer Outdoor Classroom flyer</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>		<p>CCP Application CCP Code of Conduct</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>		<p>CCP List</p>

Standard 5: Ethics and Integrity

ELEMENT	EVALUATION RATING <small><i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i></small>	REFLECTION/EVIDENCE
<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 Orange 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</p>
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<p style="text-align: center;">Standard 6: External Context and Policy</p>		
<p style="text-align: center;">ELEMENT</p>	<p style="text-align: center;">EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small></p>	<p style="text-align: center;">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, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.</i></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</p> <p>ACSA (Assoc. Of CA School Administrators) SSDA Member (Small Schools District Association) SSC (School Services of California) member CCSA OC PAC Member</p>

2024/25 Executive Director Annual Goals and Progress

<p>Priority/Goal 1 (CPSEL Standard , CPSEL and CPSEL) Sustainable Growth</p>	<p>In collaboration with the Executive Admin team, I will closely analyze enrollment trends, fiscal health and legislative changes that impact our growth. I will optimize our resources at the state and local level to recruit and retain students seeking an optimal independent study model based on our mission and vision.</p>
<p>Baseline Narrative/ Rationale for Goal Excel Academy Mission and Vision Statement</p>	<p><i>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.</i></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 H: Helpful, Hands-On , Humility, & Happiness O: Optimism, Options, Opportunities, Ownership, & Others I: Independence, Individualization, Inspiration, & Investigation C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community E: Education, Equity, Enjoyment, Exploration and Empowerment</p>
<p>End of Year Reflection /Evidence</p>	

2024/25 Executive Director Annual Goals and Progress

<p>Priority/Goal 2 (CPSEL Standard 1, CPSEL 2 and CPSEL 3) Quality Programs/Retention</p>	<p>I will collaborate with the Board of Directors and the Executive Admin team to ensure the longevity of departments and programs. This will involve analyzing budgets, forecasting trends, monitoring legislative changes, and reviewing academic data and the CA Dashboard. Additionally, I will foster administrator and teacher development for optimal retention and sustainability.</p>
<p>Baseline Narrative/ Rationale for Goal</p>	<p>Our theme this year focuses on how each staff member’s role and responsibilities contribute to offering quality programs to retain our growing student population. My focus is to lead the Executive Cabinet by keeping them informed about the budget, legislative changes, academic data and trends. I will work to continue to foster a culture of trust and collaboration where staff and students feel safe and supported.</p>
<p>End of Year Reflection /Evidence</p>	

2024/25 Executive Director Annual Goals and Progress

Priority/Goal 3 (CPSEL Standard 1, 2 and CPSEL 5) Professional Development	I will continue my professional development by participating in Year 2 of my Clear Administrative Services Credential program via the Los Angeles County Office of Education. The program will be completed and the clear credential awarded on May 8, 2025.
Baseline Narrative/ Rationale for Goal	For Year 2, I will create an Induction Plan focusing on CPSEL Standard 1: Development and Implementation of a Shared Vision, Standard 2: Instructional Leadership and CPSEL standard 5 Ethics and Integrity. With the support of my instructional coach, Dr. Chelsea Kang we will focus on how to align the above outlined goals with the school goals/priorities. We will also revisit CPSELS 3, 4 and 6 from Year 1 and reflect how these standards and elements are being implemented at Excel Academy.
End of Year Reflection /Evidence	

2024/25 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		
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<i>Employee Name & Title</i>	<i>Signature</i>	<i>Date</i>
Heidi Gasca, Executive Director		

