



Mission: To ignite the passion within all students to reach their greatest potential through a nurturing and innovative learning environment. Vision: All students experience positive education, career, and life outcomes.

Employee Performance Evaluation

(For use with Executive Director)

Employee Name: _____

Job Title: Executive Director

Reviewer: _____ **Review Date:** _____

The Executive Director will generally have at least one annual performance evaluation, although Samueli Academy Board (“Board”) reserves the right to hold such evaluations more or less frequently. Normally, the Governance Committee of the Board, or a subset thereof, will solicit and develop evaluation submissions from itself, the employee’s peer staff members, select others with knowledge of the employee’s performance, a self-evaluation, and intermittent observation. A representative or representatives may meet with the employee to discuss its initial determinations and the employee’s own perspective. Ultimately, an evaluation will be presented to the Board for review, further discussion, and approval as the evaluation. Once approved, the evaluation will be reviewed with the employee.

The expectation is that the employee and/or the Board/Governance Committee will have set goals for such employee for each year. Generally, the performance evaluation will, in part, reflect upon the employee’s success in achieving performance of such annual goals, as well as the employee’s overall performance including with respect to the metrics identified below.

In rating the employee, the expectation is that an employee merely performing the functions of his or her duties will receive a “Satisfactory” rating. A rating above or below “Satisfactory” requires superior or inferior performance rather than merely doing one’s job.

KEY TO RATINGS

EXCELLENT –

Individual performed all tasks in an exceptional manner and exceeded expectations in performance of duties through innovation, taking the initiative, vision, and execution.

GOOD –

Individual performs many tasks well, and all other tasks adequately. Employee has at least met all expectations and exceeded expectations in some areas.

SATISFACTORY -

Individual performs all tasks satisfactorily. Meets expectations.

FAIR –

Individual performs most tasks satisfactorily, but not all. Meets expectations in parts of job performance, but there are areas where improvement is needed.

UNSATISFACTORY –

Individual fails to perform many tasks well. Fails to meet overall expectations.

1. **Job Knowledge and Performance:** Level to which employee understands and performs job responsibilities and duties.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

2. **Job Dependability and Productivity:** Level to which employee is productive and dependable in performing job responsibilities and expectations/needs of the Board and Board committees, including level to which employee successfully exercises job responsibilities relating to (a) Board and Governance responsibilities, (b) administration of school operations, (c) collaboration/partnerships, (d) finance, (e) people & culture team, and (f) the residential program.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

3. **Goal Setting and Achievement:** Level to which employee has participated with the Board in setting realistic but challenging goals designed to maintain and improve both Samueli Academy and self.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

4. **Administration:** Level to which employee effectively (a) ensured the good practices of school operations, (b) oversaw, in collaboration with the Head of School, the development of school programming and quality of life in the school community, including a safe and healthy campus, (c) oversaw recruitment, (d) oversaw admissions, (e) oversaw the Career Advisory Council, Work-based Learning Coordinator, Samueli Academy Scholarship program, Authentic

Audience program; (f) assisted in development the staffing and academic goals, (g) worked with the Head of School on carrying out the mission and assisting in school matters, (h) oversaw all social media efforts; and (i) oversaw the school website.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

5. **Financial Management:** Level to which employee effectively (a) oversaw (in conjunction with CFO) the maintenance of the physical plan, strategic planning and fundraising; and (b) worked with the CFO and Head of School to develop the annual budget for approval by the Board and ensuring that the approved budget and associated goals are attained.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

6. **Talent and Personnel:** Level to which employee effectively (a) established an effective manner of leadership and appropriately involved members of the administration and faculty in decision-making, (b) directly supervised the Head of School, (c) worked with the Head of School and Orangewood Director of People & Culture Team in the establishment and administration of applicable personnel policies and programs, (d) oversaw (along with the Head of School) human resource policies and programs; (e) assisted the Head of School, CFO and Board in establishing appropriate salary and employee benefit programs and recommending changes where appropriate; and (f) established goals and evaluating employees under the supervision of the Executive Director.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

7. **Board and Governance:** Level to which employee effectively (a) kept the Board informed about important issues, obtained appropriate approval and input from the Board where necessary, attended Board meetings, utilized Board member talents in the community, worked effectively to assist the Board achieve its goals and tasks, and assisted the Board achieve its own accountability and level of responsibility, (b) worked with the Board, Orangewood, and Head of School on advancement of the school, to develop short-range and long-range goals and objectives, (c) supported the Governance Committee, (d) supported the Academic Committee, (e) supported the Board of Trustees, (f) helped to develop school policies, and (g) ensure compliance with local, state and federal laws.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

8. **External Relations:** Level to which employee has successfully (a) created and maintained strategic partnerships, (b) helped establish an effective community relations program, including strong relations with Orangewood Foundation, Samueli Academy business partners, foster youth agencies, volunteers and auxiliaries, CCSA, OCDE, higher-education institutions, the California State Department of Education, donors and philanthropic organizations that are beneficial to Samueli Academy’s mission, educational purpose and financial goals and otherwise effectively represented the Board and Samueli Academy in interactions with parents, other citizens, and community and regulatory agencies, (c) strengthened relationships with colleges, universities and other educational stakeholders, (d) served on multiple charter school and education committees/councils/Boards which may include, but are not limited to, CCSA Member Council, OC Advisory Council and the Charter School Leadership Network, (e) investigated and participated in educational programs around the nation as a means to positively impact Samueli Academy, STEAM, Charter Schools, and education in general, and (f) communicated effectively with all constituents and stakeholders.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

9. **Fundraising Development:** Level to which employee effectively (a) supported Orangewood development efforts to raise both capital campaign and operational funds for the school by participating in fundraising activities and hosting tours of the campus, (b) maintained a portfolio of specific donor relationships with key supporters, and (c) in collaboration with Orangewood, found new and innovative ways to raise operational funds for the school.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

10. **Expansion and Residential:** Level to which employee effectively (a) lead all expansion efforts as they pertain to school operations, such as integration of the residential program, addition of the Junior High, creation of an independent study program, (b) partnered with the Residential Program Director to ensure services provided to residential students are coordinated and effective in addressing the academic and emotional needs of residential students.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

11. **Legal and Professional:** Level to which employee knows and follows Samueli Academy’s charter, bylaws, policies, applicable state and federal laws and regulations, and other relevant standards for charter schools, as well as assisting the Head of School in resolving legal matters related to personnel and other items. Level to which employee worked appropriately within professional and ethical guidelines and served as an ethical model to the community as well as the Samueli Academy staff and students.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

Additional Performance-Related Thoughts

What are the employee's strongest attributes?

What can the employee do to be more effective or make improvements?

What additional training would benefit the employee?

Additional Comments and/or Recommendations

Employee Reflective Comments and Goals

What are your most important accomplishments over the past year?

In what areas do you need to improve, how could you improve, and what tools do you need in order to improve?

What were your goals for this past year and what success did you have in accomplishing them? If you were not able to meet one of your goals, why? What do you need to accomplish that goal?

What goals do you think you should have for this coming year, and why?

Other concerns you would like to discuss.

Upon approval by the Board of the evaluation, a representative of the Board and the employee should sign this form acknowledging the approved evaluation was reviewed with the employee.

Signature of Board Representative

Date

Signature of Employee

Date

* Note: The signature of the employee above indicated that the evaluation has been reviewed with him/her. It does not imply agreement with the evaluation.



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Employee Performance Evaluation

(For use with CFO)

EmployeeName: _____

JobTitle: Chief Financial Officer

Reviewer: _____ **Review Date:** _____

The CFO will generally have at least one annual performance evaluation, although Samueli Academy Board (“Board”) reserves the right to hold such evaluations more or less frequently. Normally, the Governance Committee of the Board, or a subset thereof, will solicit and develop evaluation submissions from itself, the employee’s peer staff members, select others with knowledge of the employee’s performance, a self-evaluation, and intermittent observation. A representative or representatives may meet with the employee to discuss its initial determinations and the employee’s own perspective. Ultimately, an evaluation will be presented to the Board for review, further discussion, and approval as the evaluation. Once approved, the evaluation will be reviewed with the employee.

The expectation is that the employee and/or the Board/Governance Committee will have set goals for such employee for each year. Generally, the performance evaluation will, in part, reflect upon the employee’s success in achieving performance of such annual goals, as well as the employee’s overall performance including with respect to the metrics identified below.

In rating the employee, the expectation is that an employee merely performing the functions of their duties will receive a “Satisfactory” rating. A rating above or below “Satisfactory” requires superior or inferior performance rather than merely doing one’s job.

KEY TO RATINGS

EXCELLENT –

Individual performed all tasks in an exceptional manner and exceeded expectations in performance of duties through innovation, taking the initiative, vision, and execution.

GOOD –

Individual performs many tasks well, and all other tasks adequately. Employee has at least met all expectations and exceeded expectations in some areas.

SATISFACTORY -

Individual performs all tasks satisfactorily. Meets expectations.

FAIR –

Individual performs most tasks satisfactorily, but not all. Meets expectations in parts of job performance, but there are areas where improvement is needed.

UNSATISFACTORY –

Individual fails to perform many tasks well. Fails to meet overall expectations.

1. **Job Knowledge and Performance:** Level to which employee understands and performs job responsibilities and duties.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

2. **Job Dependability and Productivity:** Level to which employee is productive and dependable in performing job responsibilities and expectations/needs of the Executive Director, Head of School, the Board, and Board committees. Among other items, CFO is expected to attend meetings of the Board and finance related committees and meet expectations/needs of the Executive Director, Head of School, the Board, and Board committees relating to (a) Finance, (b) Budget, (c) Accounting, and (d) Facilities, as set forth in the job description.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

3. **Goal Setting and Achievement:** Level to which employee has participated with the Board and Executive Director in setting realistic but challenging goals designed to maintain and improve both Samueli Academy and self.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

4. **Financial Management:** Level to which employee effectively oversaw and managed financial operations, including: (a) Finance; (b) Budget; (c) Accounting; and (d) Facilities. CFO is responsible for working with the Executive Director, Head of School, Board and committees on short and long-term operations planning, financial projections, capital projects and campus financial planning. CFO monitors cash flow status and supervises investment activity. CFO monitors capital loans, indebtedness, and any inter-fund loans/transfers. CFO is responsible for

supervising the preparation of monthly financial statements by Finance Committee and ExED and presenting those to the Executive Director, Head of School, Board and committees. CFO is responsible for ensuring compliance with the filing requirements of all federal, state and local tax agencies as well as other government bodies such as OCDE and the State DOE.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

5. **Budgeting:** Level to which employee effectively worked with Head of School to prepare the annual budget for Finance Committee and Board approval, with input from the Executive Director and otherwise ensured that all expenditures are consistent with the approved budget or deviations from the budget approved in advance.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

6. **Risk Management:** Level to which employee effectively performed risk management functions required by job description. CFO is expected to work with Samueli Academy’s insurance brokers to secure adequate, appropriate and cost effective insurance. CFO is expected to implement and maintain appropriate procedures and controls for all financial systems and oversee finance staff and third party vendors involved in financial activities such as payroll, accounts payable, accounts receivables, and other accounting processes. CFO is also expected to manage the relationship with the outside auditors.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

7. **Personnel and Employee Benefits:** Level to which employee has (a) effectively worked with and assisted the Executive Director, Director of People & Culture Team, and the Board in establishing appropriate salary and employee benefit programs and made any appropriate recommendations to enhance benefits and/or reduce costs, (b) established annual goals and evaluated employees directly reportable to the CFO (including Food Services); (c) successfully managed OCF team under his direct report providing services under the Services Agreement and (c) worked with People & Culture Team to analyze and secure comprehensive employee benefits program for Samueli Academy staff, including health, life and disability insurance, retirement programs and workers' compensation.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

8. **Facility Management:** Level to which employee adequately directed the Facilities team and performed Facilities-related duties. CFO serves as the primary contact in campus development, works closely with the project team on construction and budgeting. CFO directs the Facilities team in the proper maintenance of school, is responsible for consulting with Head of School on IT needs and supervises investment in computer hardware, software and IT projects. CFO is responsible for monitoring routine purchases and supervising bidding, negotiations and approval of major contracts. CFO directly supervises and manages Food Services.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

9. **Communication:** Level to which employee has kept the Board, Executive Director, Head of School, Finance Committee, Audit Committee, informed about important issues, obtained appropriate approval and input from the Board where necessary, worked effectively to assist the Board achieve its goals and tasks, and assisted the Board achieve its own accountability and level of responsibility.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

10. Development Efforts: Level to which employee has successfully performed responsibilities relating to (a) assisting and tracking efforts of the OCF Development Department, including the identification of new donors and stewardship of existing donor relationships, and attends key fundraising events to help achieve budget goals; and (b) building and cultivated relations with banks, loan officers, and financial advisors that are beneficial to the Samueli Academy’s mission, educational purpose and financial goals.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

11. Legal and Professional: Level to which employee knows and follows Samueli Academy’s charter, bylaws, policies, applicable state and federal laws and regulations, and other relevant standards for charter schools, as well as assisting the Executive Director in resolving legal matters related to personnel, general liability, insurance and regulatory compliance. Employee is expected to work appropriately within professional and ethical guidelines and serve as an ethical model to the community as well as the Samueli Academy staff and students.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

Additional Performance-Related Thoughts

What are the employee's strongest attributes?

What can the employee do to be more effective or make improvements?

What additional training would benefit the employee?

Additional Comments and/or Recommendations

Employee Reflective Comments and Goals

What are your most important accomplishments over the past year?

In what areas do you need to improve, how could you improve, and what tools do you need in order to improve?

What were your goals for this past year and what success did you have in accomplishing them? If you were not able to meet one of your goals, why? What do you need to accomplish that goal?

What goals do you think you should have for this coming year, and why?

Other concerns you would like to discuss.

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Signature of Board Representative

Date

Signature of Employee

Date

* Note: The signature of the employee above indicated that the evaluation has been reviewed with him/her. It does not imply agreement with the evaluation.



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Employee Performance Evaluation

(For use with Head of School)

Employee Name: _____

Job Title: **Head of School**

Reviewer: _____

Review Date: _____

The Head of School will generally have at least one annual performance evaluation, although Samueli Academy Board (“Board”) reserves the right to hold such evaluations more or less frequently. Normally, the Governance Committee of the Board, or a subset thereof, will solicit and develop evaluation submissions from itself, the employee’s peer staff members, select others with knowledge of the employee’s performance, a self-evaluation, and intermittent observation. A representative or representatives may meet with the employee to discuss its initial determinations and the employee’s own perspective. Ultimately, an evaluation will be presented to the Board for review, further discussion, and approval as the evaluation. Once approved, the evaluation will be reviewed with the employee.

The expectation is that the employee and/or the Board/Governance Committee will have set goals for such employee for each year. Generally, the performance evaluation will, in part, reflect upon the employee’s success in achieving performance of such annual goals, as well as the employee’s overall performance including with respect to the metrics identified below.

In rating the employee, the expectation is that an employee merely performing the functions of his or her duties will receive a “Satisfactory” rating. A rating above or below “Satisfactory” requires superior or inferior performance rather than merely doing one’s job.

KEY TO RATINGS

EXCELLENT –

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GOOD –

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SATISFACTORY -

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FAIR –

Individual performs most tasks satisfactorily, but not all. Meets expectations in parts of job performance, but there are areas where improvement is needed.

UNSATISFACTORY –

Individual fails to perform many tasks well. Fails to meet overall expectations.

1. **Job Knowledge and Performance:** Level to which employee understands and performs job responsibilities and duties.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

2. **Job Dependability and Productivity:** Level to which employee is productive and dependable in performing job responsibilities and expectations/needs of the Executive Director, the Board and Board committees, including level to which employee successfully exercises operational oversight of the day-to-day operations of the school, including (a) administration, (b) curriculum, and (c) personnel matter.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

3. **Goal Setting and Achievement:** Level to which employee has participated with the Board and Executive Director in setting realistic but challenging goals designed to maintain and improve both Samueli Academy and self.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

4. **Strategy Formation and Implementation:** Level to which employee has worked with the Board, Executive Director, and school staff and parents to develop and implement short-range and long-range goals, including collaborating with the Assistant Head of School to develop school policies and procedures relating to curriculum and instruction to achieve Samueli Academy’s objectives and goals.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

5. **Administration:** Level to which employee effectively served as educational leader by (a) maintaining a clear vision in aligned with the school’s mission, oversaw day-to-day responsibility of the school and its staff, (b) working in partnership with Board to refine the school’s mission, (c) working with the Board and Executive Director to develop school policies and procedures, (d) managing student behavior and overseeing any disciplinary actions, (e) ensuring quality teaching and learning, (f) directing and inspiring teachers and staff of Samueli Academy, and (g) ensuring that school life reflects the principles of equity, justice, and the dignity of each individual.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

6. **Curriculum:** Level to which employee effectively provided educational leadership to ensure that quality teaching and learning is of the highest priority and has been effective in overseeing the day-to-day implementation of the curriculum, including by (a) regularly reporting to the Executive Director, the Academic Committee and the Board regarding student learning, student achievement and test scores, (b) working with the Executive Director to formulate staffing plans and academic goals for approval by the Board and ensuring that such approved goals are attained, and (c) enabling students to become self-motivated and develop strong skills in relevant areas, (d) implementing and utilizing a project- based instructional approach to teaching and delivering Common Core standards-based content, (e) assisting in developing educational program of a college and career academy, and providing a rigorous and engaging curriculum with an emphasis on STEAM.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

7. **Financial Management and Budgeting:** Level to which employee effectively has worked with the Executive Director and CFO to develop the annual budget, ensuring that the approved budget and associated goals are attained.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

8. **Talent and Personnel:** Level to which employee has effectively worked with the Board, Executive Director, Assistant Head of School, and People & Culture Team as appropriate and pursuant to job description, to (a) create a dynamic, effective and collaborative teaching team responsible for achieving students' educational goals, (b) retain, develop and evaluate qualified faculty and staff, (c) establish an effective manner of leadership and appropriately involving members of the administration and faculty in decision-making, (d) assist with developing personnel programs and policies, (e) assist with establishing appropriate salary and benefit programs and recommending changes when appropriate, (f) establish goals and evaluation of employees; (g) supervise school staff, and (g) effectively facilitate the School Site Council.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

9. **Communication:** Level to which employee has kept the Board, Executive Director, and Board committees informed about important issues, obtained appropriate approval and input from the Board where necessary, worked effectively to assist the Board achieve its goals and tasks, and assisted the Board achieve its own accountability and level of responsibility.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

10. **External Relations:** Level to which employee has (a) successfully built and cultivated relations with Samueli Academy business partners, volunteers and auxiliaries, CCSA, OCDE and the State Department of Education, donors and prospects, educational organizations, businesses, social groups and philanthropic organizations that are beneficial to Samueli Academy’s mission, educational purpose and financial goals, and (b) otherwise effectively represented the Board and Samueli Academy in interactions with parents, other citizens, and community and regulatory agencies.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

11. **Legal and Professional:** Level to which employee knows and follows Samueli Academy’s charter, bylaws, policies, applicable state and federal laws and regulations, and other relevant standards for charter schools, as well as assisting the Executive Director in resolving legal matters related to personnel and other items. Level to which employee worked appropriately within professional and ethical guidelines and served as an ethical model to the community as well as the Samueli Academy staff and students.

OVERALL RATING: (Select One)	EXCELLENT	GOOD	SATISFACTORY	FAIR	UNSATISFACTORY	SEE KEY RATINGS
Comments:						

Additional Performance-Related Thoughts

What are the employee's strongest attributes?

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What additional training would benefit the employee?

Additional Comments and/or Recommendations

Employee Reflective Comments and Goals

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What goals do you think you should have for this coming year, and why?

Other concerns you would like to discuss.

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Signature of Board Representative _____
Date

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