MALCOLM BALDRIGE
NATIONAL QUALITY AWARD
2021 APPLICATION

The Charter School of
SAN DIEGO

Submitted April 27, 2021

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Glossary of Terms and Abbreviations

A

ADA
Average Daily Attendance - The California system for measuring daily attendance of students in K-12

AOS
Available on site

AP
Action Plans

APAC
Altus Pathways Advisory Council

ASAM
Alternative Schools Accountability Model

AU
Altus University - the main professional development structure

B

BOD
Board of Directors

C

CAASPP
California Assessment of Student Performance and Progress

CAC
Community Advisory Committee (Special Education)

CAG
Charter Advisory Group

CBEDS
California Basic Education Data System - A common day on which all schools throughout the state take an official count of their students

CBO
Chief Business Officer

CC
Core Competency - Transforming Lives

CCSA
California Charter Schools Association

CDE
California Department of Education

CEO
Chief Executive Officer

CEO Council
Chief Executive Officer Council

CKMS
Collaboration and Knowledge Management System

College Board
Advanced Placement (AP) Courses

COS
Chief of Staff

CSSD
The Charter School of San Diego

CSU
California State University

CTR
Certificated Teacher Resource

D

DASS
Dashboard Alternative School Status

District
San Diego Unified School District - CSSD's granting agency

DOJ
Department of Justice

DOT
Director of Operations and Technology

E

Edjoin
Web-based employment application database used by CSSD

EIO
Equity and Inclusion Officer

EKRs
Employee Key Requirements

EL
English Learner

ELA
English Language Arts

ELAC
English Learning Advisory Committee

EMF
Experience Modification Factor

EOC
End of Course

ERO
External Relations Officer

ESSA
Every Student Succeeds Act

ExD
Executive Director

F

FBC
Fringe Benefits Consortium

FMT
FMT Associates

FY
Fiscal Year

G

GATE
Gifted and Talented Education

GSS
Grossmont Secondary School

GUHSD
Grossmont Union High School District

H

HR
Human Resources

I

IEP
Individualized Education Plan - specific plan for Special Education students

IT
Information Technology

J

JPA
Joint Powers Authority

L

LCAP
Local Control Accountability Plan

LCFF
Local Control Funding and Formula – State of California's funding formula

LEA
Local Educational Agency - places accountability directly on CSSD to report financial, operational, and student data to the state

LEC
Leading Edge Certification - nationally, recognized online teacher certification.

LMS
Leadership Management System

LT
Leadership Team – Founder and CEO; Chief Business Officer; Executive Director; Chief of Staff; External Relations Officer; Partnership and Development Coordinator; Director of Operations and Technology; Finance Administrator; Student Services Coordinator; Administrator of Quality, Performance and Planning; Administrator of Instructional Services; Equity and Inclusion Officer; Special Education Coordinator; Curriculum and Professional Development Coordinator; Data Services Coordinator

M

MAP (also NWEA)
Northwest Evaluation Association (NWEA) Measures of Academic Progress

MOU
Memorandum of Understanding

N

NCAA
National Collegiate Athletic Association

NERT
Nationwide Educational Reform Tour

NGFW
Next Generation Firewall

NWEA
Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

O

OPMR
Organizational Performance Measure Review

OSHA
Office of Safety and Health Administration

P

P2
Second Principal Apportionment

PD
Professional Development

PDI³S
Process Design Introduction, Improvement & Innovation System

PDLA
Plan/Do/Learn/Act

Performance Measurement System
See OPMR - Organizational Performance Measure Review

PPEP
Pathways Personalized Education Plan

PPEP Storybook (Annual and Monthly)
Publication of PPEP results

R

RC
Resource Center

RFP
Request for Proposal

S

SA
Strategic Advantages

SB
Storybook

SBE
State Board of Education

School Pathways
CSSD's Student Information System (SIS)

SDCOE
San Diego County Office of Education

SDUSD
San Diego Unified School District - CSSD's authorizing district

SEDA
Socio-economically Disadvantaged

SEIS
Special Education Information System

SELPA (El Dorado SELPA)
El Dorado Charter Special Education Local Plan Area

SI
Strategic Initiatives

SIS
Student Information System - School Pathways

SL
Senior Leaders **-** Founder and Chief Executive Officer; Chief Business Officer; and the Executive Director

SP
Strategic Plan

SPP
Strategic Planning Process

SPSIS
School Pathways Student Information System

SSC
Student Services Center Department

SSS
Sweetwater Secondary School

State
The State of California

SUHSD
Sweetwater Union High School District

SWOT
Strengths, Weaknesses, Opportunities, and Threats

_____

T

_____

TME
Traceability Made Easy

_____

U

_____

UC (a-g)
University of California (a-g) College Preparatory Course

_____

V

_____

VMV
Vision, Mission and Values

VOC
Voice of the Customer

_____

W

_____

WASC
Western Association of Schools and Colleges

WLDS
Workforce Learning and Development System

WRITE Institute
Writing Design for Innovative Teaching & Equity

_____

Y

_____

YMHFA
Youth Mental Health First Aid

Organizational Profile

Since 1994, The Charter School of San Diego (CSSD) has transformed the lives of nearly 48,000 academically underserved students in grades 6-12 throughout San Diego County. Over 90% are high school students. A 2015 Baldrige recipient and the first charter school authorized in the county, CSSD is a public school option that offers an academic intervention program to re-engage students. The School dramatically increases graduation rates – an issue critical to the nation's future (*Figures 7.1-2-5*). CSSD currently serves about 3,500 students annually.

State law requires an authorizer for all charter schools. San Diego Unified School District (SDUSD) authorizes CSSD. CSSD is one of the largest public schools in San Diego. It serves students at risk of dropping out of high school through a hybrid in-person/independent study program. The vast majority of students who enroll at CSSD are extremely credit deficient and lack the basic skills to catch up. Many are disengaged from school for a variety of reasons, including home and food insecurity, bullying, pregnancy or parenting, serving as primary care givers for younger siblings, or gang activity and addiction. CSSD's design and specially trained teachers re-engage these students in their education and move them toward a successful future. Students may graduate from CSSD with a diploma fully accredited by the Western Association of Schools and Colleges (WASC) (*Figure 7.4-8*). WASC is the highest accrediting agency in California. On average, 98 percent of CSSD students complete their chosen post-high school Pathway Plan (university/college, military, or vocational). Due to CSSD's success in helping students achieve their Pathways Personalized Education Plan (PPEP) (*Figure 6.1-1*) goal, the average length of student enrollment is only 16 months.

CSSD's focus on sustainability and sound business practices allows the school to serve the students of San Diego for the long-term. CSSD was the 28th charter school granted in California. Currently more than 2,100 charters have been granted in California since 1993. Of the charters granted, 30% have failed, making CSSD the 17th oldest charter school in California and whose charter has been renewed five times (*Figure 7.4-6*). CSSD is designated by the state as a Dashboard Alternative School Status (DASS) school. DASS schools have at least 70% of the school's total enrollment comprised of high-risk groups such as high transiency (multiple schools), credit deficient, homeless, and habitually truant.

P.1 Organizational Description
P.1a Organizational Environment
P.1a(1) CSSD's main Educational Program and Service is an independent study model that blends in-person and online curriculum and instruction to deliver a highly personalized educational Pathway for each student. Students are engaged by delivering our program and services through our Key Process – the Pathways Personalized Education Plan. The PPEP is the mechanism used to increase graduation rates, and redirect students to district schools (*Figures 7.1-5*). Upon enrollment, the PPEP is created by the student-centered PPEP team that includes the teacher, student, parent(s), counselor and support staff. It considers high school graduation requirements, the student's short- and long-term goals, learning styles, previous work, current interests, academic achievement, skills development and standardized test scores. The PPEP is reviewed and updated by the student, parent(s), teacher, and relevant support staff on a regular basis throughout the student's enrollment.

At CSSD, Kids Come First. The students' educational experience is guided by a multi-certificated and specially trained staff (*Figure 7.3-2*) in a safe, supportive environment. Unlike a traditional school setting where teachers' rosters can reach 140 students, CSSD teachers' rosters are typically 40 students. Students are scheduled for in-person instruction so that no more than 25 students are in the Resource Center (RC) at one time. Personalized support by teachers and support staff ensures individual attention and the ability to get to know every student, their families and factors that impact their lives.

Students study one or two courses at a time, and the target is to complete one course every three to four weeks. Students can progress at an individualized pace, receiving tutoring or enrichment as needed. Unlike in a traditional school or a seat-based charter school where attendance is measured on the number of hours a student is present at school, CSSD measures attendance by the completion of course work that successfully demonstrates mastery of Common Core state standards (*Figure 7.1-14*). This focus on measuring student success is evidenced through the Vision Statement that CSSD is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

P.1a(2) CSSD's Core Competency (CC), *Transforming Lives*, directly relates to the Vision, Mission, and Values (VMV) and drives every aspect of the organization (*P-1*). From the beginning, parents, students, teachers, administrators and community members envisioned an entirely new type of educational program that would meet the needs of students who were not succeeding in traditional schools and students who prefer a non-traditional option for completing high school.

This Vision was influenced by research that showed high school is a time of great risk because schools are large, impersonal, and competitive. This supports the Vision for a "personalized instructional program that demonstrates positive outcomes for each student." Founders were also influenced by research that indicates that many students failed to succeed academically because of group and societal issues. The Vision continues: "CSSD is committed to collaborative efforts to improve the quality of life for students, their families, and the San Diego community at large."

CSSD teachers are committed to excellence in teaching. They are actively involved in the development of a curriculum that is rigorous, aligned to Common Core State Standards, and meet the individual needs of the students and their families. Teachers are engaged with parents weekly, meeting formally with parents several times a year, making home visits, making phone calls to discuss progress, and considering students' families as a part of the learning process. CSSD's Senior Leaders (SL), workforce segments, customers, stakeholders, partners and suppliers share a commitment to its Core Competency and VMV. Coupled with a focus on strategic agility and innovation, CSSD has created a culture that puts every student at the center of their education, regardless of their background. At CSSD, Kids DO Come First.

P.1a(3) CSSD's Leadership Team (LT) has more than 220 combined years of service to the organization. There are no recent changes in CSSD's workforce composition (*P-2*).

CSSD has partnered with Beyond Feedback for the past three years to gauge employee satisfaction and engagement. Beyond Feedback has identified 15 Key Drivers of engagement

for CSSD based on employee input. Of the 15 drivers, the employees rank these in order of preference. The top three are presented in this application as employee requirements; however, it is important to note that all 15 Key Drivers results outperform both the national norm, as well as Baldrige recipients according to Beyond Feedback. The top three Key Drivers of engagement ranked by employees are clear expectations, two-way communication, and meaningful work assignments.

Employment is "at will," and both certificated and classified employees are contracted on an annual basis. Employees are not represented by any collective bargaining agreements. CSSD has been deemed the "exclusive public employer of the school's employees" for the purposes of the Educational Employment Relations Act (Gov. Code sections 36-40). As the public school employer, the CSSD Board of Directors (BOD)

Figure P-1 CSSD Vision, Mission, Values

Core Competency
Transforming Lives

The Vision
The educational community known as The Charter School of San Diego - Student Success Programs is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.
CSSD is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform.
CSSD is committed to collaborative efforts to improve the quality of life for students, their families, and the San Diego community at large.

The Mission
The Charter School of San Diego will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Basic Values
Kids Come First.
Personalized Education: Education at CSSD is personalized, individualized, and high quality.
Professionalism: CSSD is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
Model for Education Reform: CSSD is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
High Accountability: CSSD employees are accountable for their work.
Quality Teaching and Learning: People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include participation, course completion, auditability, quality, performance, and commitment to the vision of CSSD.
Community Improvement: CSSD is committed to the improvement of the quality of life for students, their families, and the community at large.
Business Principles: CSSD uses business principles in managing the school.

Figure P-2 Workforce Profile

Instructional Staff: 94 Staff Members		
Employee Groups and Segments		**Education Requirements Credential**
General Education Teachers	50	100% met
Special Education Teachers	19	100% met
Certificated Teacher Resource	12	100% met
Certificated Special Services	13	100% met

Support Staff: 26 Staff Members		
Employee Groups and Segments		**Education Requirements**
Pathways Support Services	11	HS diploma or Bachelor's Degree (BA), Professional Services Job Assessment
Business Services	12	
Health and Instructional Services	3	

Leadership: 15 Staff Members		
Employee Groups and Segments		**Education Requirements Credential and BA**
Certificated	8	100% Credentialed
Classified	7	100% BA

and its managers assume full responsibility for establishing and implementing the terms of employment for CSSD.

To ensure a safe and supportive working and learning environment, 100 percent of CSSD employees are required to maintain clear criminal background checks from the Department of Justice and Tuberculosis Test results. In addition, each employee annually signs a Code of Ethics and a Staff-Student Interaction policy outlining ethical conduct. *P-3* outlines CSSD's Special Health and Safety Training requirements. Threat Assessment, CPR, Cyber Bullying and Technology Security, and Mental Health Support are all trainings the school requires by position, as appropriate. These trainings are all above and beyond state and federal mandates.

P.1a(4) CSSD facilities are safe, secure, and conducive to learning. They include futuristic designs that incorporate new technology for 21st Century learning, student-focused teaching spaces, forward thinking teaching platforms, and safe and supportive environments. They are comprised of 13 RCs, one Cadet Corp Headquarters, two Student Support Regional Centers, and one Corporate Office. The total area for these facilities is 67,661 sqft. These locations house administrative personnel, Student Services Centers (SSC), special education offices, the health office, instructional and assessment services, and RCs. CSSD RCs are uniform in instructional materials, technology and design to ensure a consistent learning environment among the sites. Offices and RCs are located in neighborhood storefronts close to where students live. CSSD is dedicated to an aggressive oversight approach to fiscal operations and the budgeting processes (*Figure 7.5-1*). This commitment enables CSSD to consistently maintain positive cash flow and annual increases to fund balances and strategic reserves, which result in the ability to invest in students'

Figure P-3 Special Health and Safety Trainings		
Training	**State/Federal Requirement**	**CSSD Requirement**
Blood-borne Pathogens	Annually	Annually; Upon Hire
Child Protective Services	Annually	Annually; Upon Hire
Sexual Harassment	Every 2 years	Annually; Upon Hire
Staff/Student Interaction	N/A	Annually; Upon Hire
Safety	N/A	Quarterly; Upon Hire
Earthquake and Evacuation Drills	Annually	Semi-annually
Threat Assessment	N/A	Quarterly
CPR and First Aid	N/A	Annually
Cyber Bullying and Technology Security	N/A	Annually (Also offered to parents and students)
Mental Health Support; Social Emotional Supports	N/A	Monthly; On Demand (Altus Stream)
Suicide Prevention Training	N/A	Annually
Suspension and Expulsion	N/A	Annually

learning. An example is CSSD's dedication to innovation technologies that result in equal access and opportunity for all students. Over the last three fiscal years, CSSD has significantly upgraded its network infrastructure and cyber security (*Figure 7.1-23*). Of the 13 RCs, 100 percent offer high speed internet access, wifi, a 1:1 student- and teacher-to-computer ratio, iPads and professional-level video conference capabilities. The Altus Connect program allows 100 percent of students to have access to relevant technology and connectivity wherever they are engaging in learning. CSSD does not currently possess any major equipment or intellectual property.

P.1a(5) CSSD operates in a dynamic regulatory environment as seen in *P-4*.

For student and staff safety, CSSD conforms to local fire regulations and OSHA and federal and state departments of labor regulations. CSSD has consistently earned a 6-year clear term by WASC, which is the longest term granted (*Figure 7.4-8*). CSSD courses are certified by NCAA and the University of California Regents (*Figure 7.1-21*). The school's registration and industry standards requirements are set by the federal and state departments of education, State Board of Education (SBE) and its local authorizer SDUSD. CSSD complies with federal regulations, such as Every Student Succeeds Act (ESSA), and aligns curriculum to Common Core State Standards. Environmental regulations are determined by California Education Code and the city planning departments where CSSD RCs are located. CSSD adheres to the rules and regulations prescribed by other government agencies as seen in *P-4*. On an annual basis, an independent financial and operational audit is conducted by a state qualified Certified Public Accountant. CSSD has never had one single audit exception. Although not mandated, CSSD chooses to proactively audit every student record.

CSSD is regulated by the Charter Schools Act of 1992 that was designed to reform education and provide public school options for students. It allowed approved charter schools to operate free of most of the California Education Code.

Figure P-4 Legal and Regulatory Environments	
Regulatory Requirement	**Regulatory Agency**
Occupational Health and Safety Regulations	Cal-OSHA, Local Fire Authority, Federal and State Departments of Labor
Accreditation	WASC
Certification	NCAA, University of California (UC) Regents, College Board, CA Cadet Corps, Department of Justice
Registration Requirements	California Department of Education (CDE); San Diego Unified School District (SDUSD)
Education Industry Standards	Federal (ESSA) and State Departments of Education, CDE (SB 740); SDUSD, California Commission on Teacher Credentialing, FCC (CIPA)
Environmental Regulations	Educational Code for Environmental Standards, Local City Planning Departments
Financial Regulations	IRS, Federal Accounting Standards Board, CDE, State Pension Program
Educational Program and Services Regulations	CDE (Independent Study Compliance)

In succeeding years, the Legislature has passed extensive legislation that heavily regulates charter schools, especially those who use independent study approaches. In 2001, SB 740 established criteria for the funding of independent study charter schools (*Figure 7.5-2*). In 2016, the Court of Appeal, Third Appellate District overturned a lower court decision (Shasta decision). The result placed geographical restrictions on RC independent study charter school locations, which includes CSSD. Strong Strategic Planning, organizational agility and resiliency allowed CSSD's SL to create pathways to continue serving students and to grow the model (*Figure 7.5-4-5*).

P.1b Organizational Relationships

P.1b(1) CSSD was originally approved as a charter school by SDUSD in 1993 and by the California Department of Education in 1994. In March 2003, CSSD became a California Nonprofit 501(c)3 Public Benefit Corporation. The operational management of CSSD is the responsibility of the corporation within the terms and conditions of its charter petition. CSSD functions as a separate entity and has its own judicial personality. It provides 100 percent of its services directly to customers. Funding and resources are derived directly from State and Federal agencies and are directly controlled by CSSD. CSSD is governed by a BOD, whose composition is defined in the CSSD Charter and Corporation Bylaws. The Chief Executive Officer (CEO) of CSSD is directly and solely accountable to the CSSD BOD. The President and CEO is responsible for the short- and long-term initiatives, growth and strategic plans of CSSD. The CEO, the Chief Business Officer (CBO) and the Executive Director (ExD) make up the SL Team. Joining them are additional members of the LT. Please refer to the organizational chart.

P.1b(2) CSSD's key market segment is students in grades 6-12 in San Diego. Key customers include students and their parents. Key customer requirements are listed in *P-5*. Student

data is segmented by grade-level, length of enrollment, student groups, and teacher/ RC /region. Based on survey data, PPEP feedback and the Strategic Planning Process (SPP) (*Figure 2.1.1*), key requirements are consistent across all student segments. Individual and key requirements are addressed and outlined through the PPEP.

P.1b(3) Suppliers, partners and collaborators play a significant role in CSSD's ability to remain innovative and to

Figure P-5 Key Stakeholders, Requirements & Results

Key Customers	Key Requirements and Expectations	Alignment and Integration
Students	To achieve their educational goals as created through the PPEP (*Figs. 7.1-1-18*)	The key customer requirements are reviewed annually as a key step of the SPP. The data (student and parent surveys, PPEP feedback) results, trends, and feedback from the prior year are analyzed and become an input into the Strategic Plan. The same data drives our PPEP and other organizational processes.
Students	To learn in a safe and supportive environment (*Fig. 7.2-6*)	
Students	To be work place/college ready (*Figs. 7.1-1-18*)	
Parents	For my child to learn in a safe and supportive environment (*Fig. 7.2-7*)	
Parents	For my child to become academically motivated and self-disciplined (*Fig. 7.1-14*)	
Parents	For my child to graduate HS and have a plan for work force/college (*Fig. 7.1-1-5*)	

Other Key Stakeholders	Key Requirements/Drivers and Expectations	Alignment and Integration
Workforce	Clear Expectations (*Fig. 7.3-9*)	The other key stakeholder requirements are reviewed annually as a key step of the SPP. The data and feedback from our stakeholders are analyzed and become an input into the Strategic Plan. The same data drives our instructional and operational processes.
Workforce	Two-way Communication (*Fig. 7.3-10*)	
Workforce	Meaningful Assignments (*Fig. 7.3-11*)	
Governance (CSSD BOD)	Have a strong understanding of educational program design, Strategic Plan, and academic outcomes (*Figs. 2.1-1, 7.1-1-18*)	
Governance (CSSD BOD)	Timeliness of development of the budget and fiscal stewardship (*Figs. 2.1-1, 7.5-1*)	
Governance (CSSD BOD)	Maintain compliance of legal requirements, policies and procedures (*Figs. P-4, 1.2-2*)	
Community	To increase graduation rates (*Fig. 7.1-2-5*)	
Community	To be fiscally responsible with taxpayer dollars (*Figs. 7.5-1-3*)	
Community	To have a safe environment (*Figs. 7.2-6, 7.2-14*)	
Suppliers, Partners, and Collaborators	To have a basic understanding of CSSD program design (*Fig. P-1*)	
Suppliers, Partners, and Collaborators	To have a basic expectation of CSSD's strong financial/business processes (*Figs. 7.5-1-5*)	

Figure P-6 Key Suppliers, Partners, Collaborators

	Suppliers/Partners/ Collaborators	Role in Work Systems	Role in Enhancing Competitiveness and Innovation
Suppliers	Datel Systems Inc. (IT Provider)	Ensure that infrastructure can support our strategic plan goals	Share best practices across industries to remain a leader and national role model in education
Suppliers	School Pathways (Student Information System and Teacher Effectiveness Tool)	Improves teacher work process so focus is on students	
Suppliers	Edgenuity (Online Curriculum Provider)	Increases curricular options; Enhances instructional delivery and student engagement	
Partners	JPA/FBC (Benefits and Risk Management)	Offers competitive products that help to recruit and retain multi-credentialed and specially trained staff	Share best practices and comparative data across industries to remain a leader and national role model in education
Partners	Brown Marketing Strategy	Support expansion of market share and key listening systems	
Partners	FMT Consultants (Technology)	Support strategic plan goals around cyber security, cloud-based systems, and AI	
Partners	Sacramento Advocates	Supports advocacy	
Partners	El Dorado SELPA (Special Education Services)	Provide support for special education students and professional development for staff	
Collaborators	San Diego County Office of Education (SDCOE)	Provide guidance, resources, support, and information in community and political settings and in continuous improvement	Share best practices across industries to remain a leader and national role model in education
Collaborators	NICE GUYS (Community philanthropist)		
Collaborators	Vistage Worldwide (CEO Peer Group)		
Collaborators	Charter Membership Organizations		

best serve its students. Their roles in CSSD's work systems, and in enhancing CSSD's competitiveness and innovation are shown in *P-6*. Appropriate LT members regularly meet with suppliers, partners and collaborators to maintain effective two-way communication. Communication occurs during in-person meetings, video and phone conferences and via email. CSSD's supply chain requirements include contracting with companies in good financial standing who can help CSSD move forward in innovative and cost effective ways.

P.2 Organizational Situation

P.2a Competitive Environment

P.2a(1) CSSD is the first and largest independent study charter school in San Diego. Today, regardless of increasing

competition, CSSD serves nearly 3,500 students per year despite the documented failure of 30% of other charter schools across the state. The school is also ranked as one of the highest performing DASS schools. Currently, there are three competitor DASS schools with similar instructional design and student demographics within our market. CSSD is growing its market share in the face of increased competition (*Figure 7.5-4*).

P2a(2) CSSD is committed to tracking key changes in the educational landscape at a national, state and local level. Key changes that are currently affecting CSSD's competitive situation are the total and complete overhaul of California charter law, an increase in educational options (particularly during the COVID-19 transition), the role of technology and facilities in education, and the reorganization of CSSD's RC structure as a direct result of changing interpretations of the law and new laws.

The CSSD BOD charged the CEO with collecting knowledge based on research to address the question of what decisions should the organization make now to best position students, staff and the school for future sustainability. The Nationwide Educational Reform Tour (NERT) fulfills this BOD directive. The CSSD CEO has traveled nationally to 21 states and 45 cities to interview legislators, administrators, practitioners and key decision makers. The objective is to identify national trends, best practices and challenges. This information is synthesized and interpreted to positively impact CSSD's customers and stakeholders, as well as the local and state educational landscape. CSSD SL have embraced this unique opportunity for innovation, collaboration, and intelligent risk-taking. CSSD has rolled out cutting-edge technology, online curriculum and Altus University's (AU) intense professional development program as a result of NERT findings. To our knowledge there is no other charter school leader in the country with such a commitment to learning through benchmarking both successful and unsuccessful educational reform initiatives.

P.2a(3) CSSD's key sources of comparative and competitive data within the education sector are the California Department of Education (CDE), state and national charter school associations, partners, research studies, Educational Reform project findings, and state and national education Baldrige recipients. Key sources outside of the education sector include state and national Baldrige recipients, Beyond Feedback, financial and human resources databases and associations, suppliers and partners (*P-6*). Because, by design, CSSD graduates or redirects the majority of its student population every 12-16 months, traditional academic measures do not give an accurate picture of student learning and progress. Comparing similar data points with traditional schools is not a valid comparison. Many competitors do not collect similar in-depth non-academic data, so benchmarking opportunities within the education industry for data such as Customer Satisfaction and Customer Engagement measures are challenging.

P.2b Strategic Context: Please see *P-7*

P.2c Performance Improvement System

CSSD's leadership model (LMS, *Figure 1.1-1*) has benefitted from a 15-year commitment to the Baldrige Criteria and processes for continuous innovation and improvement. The performance improvement system begins with CSSD's Strategic Planning Process during which Strategic Initiatives (SI) are set. Each SI contains Goals, Action Plans and measures for each department. The performance measures cascade to all workforce members within CSSD. The LT uses the Organizational Performance Measure Review (OPMR) to review these measures on a monthly basis along with other environmental factors that could impact CSSD. If performance does not meet expected targets, a collaborative plan is created to correct the direction. If a process needs to be designed or improved to ensure alignment with SI and targets, CSSD uses its Process Design Introduction, Improvement and Innovation (PDI³S) System, which is based on the Plan, Do, Learn, Act (PDLA) model. Continuous improvement is sustained and achieved through the LT's regular analysis of the effectiveness, the level of innovation, and integration of its processes.

Figure P-7 Strategic Context		
Area	**Key Strategic Challenges**	**Strategic Plan Integration**
Educational Programs & Services	SC1. Improving student learning, especially for a diverse, at-risk student population in an ever-changing accountability environment	Instruction and Learning Plan
Operations	SC2. Increase in competition from other charter schools and school districts	Growth and Sustainability Plan
Societal Responsibilities	SC3. Proactively responding to the politically charged educational environment and individual student academic and social barriers	Quality and Innovation Plan
Workforce	SC4. Finding and engaging multi-certificated and specially trained faculty and staff committed to the school mission and its target population	Instruction and Learning Plan
Area	**Key Strategic Advantages**	**Strategic Plan Integration**
Educational Programs & Services	SA1. A dynamic educational program driven by a highly engaged staff and a rigorous curriculum supported by state-of-the-art technology and high quality instructional materials	Instruction and Learning Plan
Operations	SA2. A pioneer charter school with an earned reputation for relevant resiliency and agility to create sustainable change for student growth	Growth and Sustainability Plan
Societal Responsibilities	SA3. CSSD's innovative leadership team focuses on removing barriers to student learning and success that benefit the community. A continual focus on innovation and excellence are essential to Transforming Lives.	Growth and Sustainability Plan Instruction and Learning Plan
Workforce	SA4. A strong philosophy of providing exceptional staff training, higher compensation, and career advancement opportunities to attract and retain multi-certificated and specially trained staff	Instruction and Learning Plan

Responses Addressing All Criteria Items

1: Leadership

CATEGORY 1: Leadership
1.1 Senior Leadership
1.1a Vision, Values, and Mission
1.1a(1) CSSD's Senior Leaders (SL) are led by the Founder, President, and Chief Executive Officer (CEO); the Chief Business Officer (CBO), and the Executive Director (ExD). As active members of CSSD's Leadership Team (LT), the SL use a systematic approach, named the Leadership Management System (LMS) as seen in *Figure 1.1-1* to guide CSSD and it's instructional program, the PPEP, and supporting departments.

The Mission, Vision and Values and the Core Competency of *Transforming Lives* are revisited annually as part of *Step 2* of the SPP to ensure continued integration of stakeholder requirements and expectations. SL fully deploy the Vision, Mission and Values (VMV) into daily work using the LMS. Communication of the VMV to all key stakeholders is accomplished through various communication vehicles as seen in SL Communication Plan (*Figure 1.1-2*). Some examples per stakeholder group are:

Workforce - New workforce members are introduced to the VMV during the interview process, and throughout their first two weeks they receive personalized training on the VMV of the organization. Throughout their employment, SL communicate to the workforce through the SL Communication Plan (*Figure 1.1-2*) and recognize employees who demonstrate exceptional dedication to the VMV.

Suppliers and Partners - CSSD shares its VMV with Suppliers and Partners during initial selection, contracting or the development of the Memorandum of Understanding (MOU). The VMV are reinforced during standard business interactions and annual contract review.

Students and Parents - The VMV are initially presented to students and parents during the Personalized Pathways Enrollment Process. They are reinforced through the relationship among student, parent and teacher during their enrollment at CSSD as well as through the communication methods shown in *Figure 1.1-2*.

Stakeholder-Governance (BOD) - The VMV are introduced to the BOD during the initial selection process. Formal training occurs upon initiation and during regularly scheduled workshops.

Stakeholder-Community - The VMV are deployed to the community through the school website, organizational publications, and community events.

As shown in *Figure 1.1-1*, SL use the VMV to guide them as they develop and implement the SPP and as they provide support, sustain the organization and continually improve and innovate.

SL reflect a commitment to the VMV by serving as role models through their personal actions. The CEO, Mary Searcy Bixby, conducts "Mary's Musings" quarterly during faculty and staff meetings. "Mary's Musings" are heartfelt messages that embody the values of the organization.

All SL constantly and consistently address the VMV during formal meetings, and all interactions with students, parents, faculty, staff and the community at large. They set the example for integrity, professionalism and accountability.

1.1a(2) SL's personal actions set and model high standards for legal and ethical behavior at CSSD. CSSD does not distinguish among its workforce segments in regard to ethical behavior. All SL participate in ethics trainings alongside other members of the workforce and adhere to legal and ethical requirements.

Processes for promoting ethical and legal behavior are systematic, mature, and well deployed (*Figure 1.2-3*). To promote an organizational environment that requires a commitment to legal and ethical behavior, SL identified a process that begins during the interview process and continues throughout employment at CSSD. All employees are required to receive a low-risk grade on the Work Styles Behavior Survey and an initial clearance and real-time maintenance of clear criminal background check. Each employee receives an Employee Handbook upon hire that clearly outlines acceptable behavior for CSSD workforce members. They are also required to annually sign the organization's Standards of Conduct, Student-Staff Interaction Policy, Code of Ethics and Non-Disclosure Agreement (*Figure 7.4-12*).

In addition, an external audit to check for legal compliance is conducted each year. In order to ensure ongoing compliance, the instructional staff undergoes a Rigor, Compliance and Quality check on student files and two external audits each year. Every employee is issued job-specific AU ethics trainings.

SL and the BOD are required to complete Form 700, Statement of Economic Interest, annually. Annual compliance and transparency and fiduciary trainings are calendared annually.

1.1b Communication SL communicate with and engage the entire workforce, key partners, students, and other key customers through the SL Communication Plan (*Figure 1.1-2*). The SL Communication Plan includes all mediums and indicates methods used to accomplish two-way communication.

Key decisions and needs for organizational change are primarily communicated through face-to-face conversations, email, phone, and meetings.

SL are directly involved in motivating the workforce by frequent communication that is largely focused on the high performance of the organization and that always Puts Kids First. Further, SL recognize employees who demonstrate alignment with the VMV/CC throughout the year (see recognition as described in 5.2c(1)).

1.1c Mission and Organizational Performance
1.1c(1) SL build an organization that is successful now and in the future through the LMS (*Figure 1.1-1*). The LMS begins with inputs from external and internal sources as well as stakeholder requirements (*Figures P-5 and 2.1-1*). The balance of these inputs serve as a checkpoint on an annual basis for the consideration for the VMV. This is a key step as described in *Figure 2.1-1* of the SPP. The ultimate guiding focus is based on CSSD's Core Competency of Transforming Lives: the single filter by which all decisions are made supporting CSSD's most important value that Kids Come First. An integrated approach represented by the LMS assures short-term agility and long-term resiliency leading to sustainability. High performing results throughout Category 7 demonstrate the effectiveness of the integration of the LMS.

Through a disciplined PDLA approach at the organizational and individual level, CSSD creates an environment for achieving the Mission, improving performance and accomplishing organizational and individual learning. A full description of the SPP is outlined in *Figure 2.1-1*. An outcome of the SPP is

Figure 1.1-1 Leadership Mangement System

LEADERSHIP MANAGEMENT SYSTEM (LMS)

Kids Come First • Personalized Education • Professionalism • Model for Education Reform • High Accountability • Quality Teaching & Learning • Community Improvement • Business Principles

LEADERSHIP

Key Customers Input
- *Students*
- *Parents*

Internal/External Inputs

VISION, MISSION, AND VALUES

Stakeholder Input
- *Students*
- *Parents*
- *Community*
- *Board of Directors*
- *Workforce*
- *Suppliers*
- *Partners*
- *Collaborators*

STRATEGIC PLANNING PROCESS (SPP)
(Capacity and Capability Review)

Process Design Introduction, Improvement & Innovation System (PDI³S)

Collaboration & Knowledge Management System (CKMS)

CKMS

OPMR
Organizational Performance Measure Review

Key Process Measures & Results	Workforce Scorecard System	Key Support Process Measures & Results

PPEP
Pathways Personalized Education Program

Phase 1 — Personalized Pathways Intake

Phase 2 — Student Pathways Implementation & Progress

Phase 3 — Successful Pathways Transition

OPMR
Organizational Performance Measure Review

Key Process Measures & Results	Workforce Scorecard System	Key Support Process Measures & Results

ORGANIZATIONAL SUSTAINABILITY
High Performance Based on Accountability and Results

Core Competency:
TRANSFORMING LIVES

SPP Powered By
ADIL
PDLA

the identification of scorecards for the organization, department, and each individual member of the workforce. PDLA is used as a tool to address learning opportunities at all three levels. The constant focus on organizational improvement combined with this systematic alignment of scorecards creates an environment that enables CSSD to achieve its Mission.

CSSD was founded with the concept that students should have equal access to a high quality education in their neighborhood. SL continue to perpetuate a culture that focuses on equity and inclusion by student group, location, and at an individual level. SL create a workforce culture that delivers a positive experience for students and parents by creating a culture that enables teachers to live their dream of being able to focus on the individual student. Low student-to-teacher ratios and hands-on, personalized support by teachers ensures individual attention and the ability to get to know the students, their families and factors that affect their lives.

Organizational agility and resiliency, accountability, organization and individual learning, innovation and intelligent risk taking represent the founding principles of CSSD. Organizational agility and resiliency align to CSSD's Basic Value of being a Model for Education Reform. This is evident in CSSD's ability to successfully handle environmental and statutory challenges. In 2016, through the SPP and PDI³S, CSSD's SL navigated the organization through a restructure that a new legislative environment required. Four RCs were broken off from CSSD to create two new schools that followed the same model. This move helped continue serving students and to grow the number of students served. *Figure 7.5-4* shows that CSSD has steadily gained market share, with its strongest results throughout the COVID-19 pandemic.

CSSD's CEO has traveled nationally to 21 states and 45 cities as part of CSSD's NERT, which culminated in the book "Charter Storm." The concepts outlined in "Charter Storm" build on national trends, best practices, innovation and challenges. Lessons learned influence Strategic Initiatives (SI) and decision making (*Figure 7.4-4*).

SL participate in succession planning and the development of future organizational leaders with the establishment of a formal succession planning process, most recently revised in 2017. Part of this revision includes expanded AU Executive Studies trainings, formal schooling programs, such as CBO training, and the Fellows program. The Fellows program was modeled after the National Baldrige Fellows program and helps identify and develop future leaders. The succession planning process also includes a confidential letter that has been prepared by the CEO and legal counsel in the event the CEO must be replaced unexpectedly.

1.1c(2) SL create a focus on action that will achieve the organization's VMV/CC through the LMS. The LMS integrates a strong focus on the organization's performance through the SPP and the OPMR (*Figure 4.1-1*). The SPP and OPMR (the L phase of PDLA) provide the capability to sustain the key process of the PPEP and CSSD's support processes. Innovation is deeply embedded within all of CSSD as evidenced throughout this application beginning with the very basics of CSSD's original Charter to ongoing efforts such as the NERT as referenced

Figure 1.1-2 Senior Leader Communication Plan

Medium	Students	Parents	Workforce	BOD	Community	Supp, Part, Collab	Frank, 2 Way	KD/Need for Change	Motivation	Rewards/Rec.	Engagement
VMV	A	A	Q,A	Q	O	Q,A		X	X	X	X
Welcome Cards			O	O					X	X	X
Bday Cards			A	A					X	X	X
TY Notes	N	N	N	N	N	N			X	X	X
Email	N	N	D	M,N	N	N	X	X	X	X	X
Videos	N	N	N	N	N	N			X	X	X
President's Award			N						X	X	X
Wave Riders			A,N						X	X	X
Faculty Mtg.			Q				X	X	X	X	X
Discussions	N	N	N	N	N	N	X	X	X	X	X
Website	Q	Q	Q	Q	Q	Q		X	X	X	X
Radio	N	N			N			X	X	X	X
Social Media	M	M	M	M	M	M		X	X	X	X
BOD Min.	Q	Q	Q	Q	Q	Q	X				
SPP Update			Q	Q			X	X	X		X
AU: Exec. Studies			Q				X	X	X	X	X
Fellows			Q	A			X	X	X	X	X
AU: NET			O				X	X	X	X	X
AU: Exec. Safety Committee			Q				X	X	X		X
Luncheon			A	A					X	X	X
Graduation	A	A	A	A	A	A			X	X	X
Satis. Survey	A	A	A				X	X	X		X
OPMR			W,Q	Q	N	N	X	X	X	X	X
PPEP SB			M	Q	N		X	X	X	X	X
Huddle Mtg.			W				X	X	X	X	X
Alert Now	N	N	N						X	X	X
ELAC		Q	Q				X	X	X		X
Open House	A	A	A	A	A	A	X	X	X	X	X
Sen. Nights	A	A	A	A	A	A	X	X	X	X	X
RC Visits	Q		Q				X	X	X	X	X
Office Mtgs.			Q				X	X	X	X	X
Office Celebrations			N						X	X	X
The Wave			N						X	X	X
Emp. Manual			A,N	A				X			X
Student and Parent Resource Guide	A	A	A	A	A	A	X	X			X

Frequency: A=annually, Q=quarterly, M=monthly, W=weekly, D=daily, O=ongoing, N=as needed

throughout the application. Results stemming from key and support processes indicate the ability for CSSD to achieve organizational sustainability to support the ultimate CC to Transform Lives. SL are able to be agile in identifying needed action through the development of the SPP that is comprised of high level initiatives with supporting goals and Action Plans (AP) deployed through an integrated scorecard system that is evident at organizational, department and individual workforce member levels. Stakeholder considerations are evident in *Step 1* of the SPP as seen in *Figure 2.1-1*.

1.2 Governance and Societal Responsibilities

1.2a Organizational Governance

1.2a(1) CSSD's governance model is unique to public education (*Figure 1.2-1*). As a charter school governing board, the CSSD BOD assumes full responsibility for policy formation, accountability for SL actions, and SP outcomes. The CSSD BOD and SL are accountable to the SDUSD BOD for the school's instructional outcomes and fiscal viability. External auditors perform reviews on both the financial and operational areas of the school.

The CSSD BOD represents the interests of all stakeholders for

Figure 1.2-1 - Ensuring Responsible Governance			
Key Aspects	CSSD BOD	SDUSD BOD	External Auditors
Accountability for SL Actions	X	X	X
Accountability for Strategy	X		
Fiscal Accountability	X	X	X
Transparency in Operations	X	X	X
Selection of Governance Board Members	X		
Governance Board Member Disclosure Policies	X	X	X
Independence and Effectiveness of Internal and External Audits	X	X	X
Protection of Stakeholder Interests	X	X	X
Succession Planning for SL	X		

oversight of financial viability and organizational sustainability. The BOD includes a retired Navy Rear Admiral, former School District Superintendent, former charter school administrator and two members representing the community at large. Members serve two-year terms. The selection of new board members is fully vetted through current members to ensure their commitment to and alignment to CSSD's CC and VMV. Each member is selected because of the specific frame of reference they bring to the BOD. The BOD has a formal set of ByLaws and has a well-established conflict of interest policy that is reviewed every two years. BOD meetings are held quarterly. An agenda is developed and distributed, action items are noted, votes are recorded and minutes are taken, reviewed and approved. As an active, vibrant BOD, members are available on an individual basis for advice between regularly scheduled meetings. The BOD follows the formal succession planning process that is outlined in 5.2c(4).

1.2a(2) At the highest level, the performance of the BOD and SL is monitored by CSSD's authorizer, SDUSD. This creates an opportunity for an external evaluation. SDUSD holds the CSSD BOD and SL accountable for the successful, ongoing implementation and adherence of the charter document. Within the term of the five-year charter renewal, CSSD must meet all student performance and operational goals listed in the charter. SDUSD monitors performance through its Charter School Accountability System (*Figure 7.4-5*). SDUSD uses this information to help determine whether or not to renew CSSD's charter (*Figure 7.4-6*).

Internally, there are three levels for SL performance evaluations. Every other year, the BOD members undergo individual evaluations. The Chairman of the Board is responsible for facilitating the evaluation. The process of the evaluation includes a self-evaluation form and approval by the board as a whole. The BOD evaluates the CEO based on SP outcomes, academic results, organizational health, and fiscal accountability and solvency. The CBO and ExD are evaluated by the CEO through scorecard results that directly tie to SI achievement. All evaluations serve as inputs into the SPP. Performance evaluations do not determine executive compensation. Executive compensation is determined through the Compensation Committee. The Committee is authorized by the BOD every five years. Benchmark data, cost of living differentials and levels of responsibility are key determinations for executive compensation.

SL develop and improve their effectiveness as leaders, the effectiveness of the BOD and the integration of the LMS through evaluation feedback and specific professional development activities. For example, BOD directed the CEO to research national educational trends to identify benchmarks, best practices, opportunities for innovation, and potential threats. The NERT resulted from this BOD directive. All SL have attended external CBO training and actively seek relevant continuing education opportunities. Additionally, the CEO, CBO and ExD are members and participants on various city, county and state professional boards, committees, and mentoring programs.

1.2b Legal and Ethical Behavior

1.2b(1) CSSD addresses current and anticipates future legal, regulatory, and community concerns with the educational programs and services and operations through the SPP inputs, specifically Voice of the Customer (VOC) data and the SWOT analysis as part of *Step 1* of the SPP. Key considerations of the SWOT include external and internal compliance evaluations and stakeholder requirements as compared to corresponding results. Adverse societal impacts of CSSD's program are addressed through SWOT environmental scans, compliance to applicable laws and regulations, and best practice sharing across industry sectors. See *Figures 7.4-12-13* for ways CSSD has positively affected the communities it serves. SL anticipate public concerns with future programs and services and operations as well as prepare for impacts and concerns through monitoring learning from the NERT and through information shared through Collaboration and Knowledgement Management System (CKMS) methods, its charter document that is approved by SDUSD through 2023 (*Figure 7.4-6*), and its WASC accreditation, which is valid through 2023 (*Figure 7.4-8*).

Participation in the legislative development process and professional representation on diverse community and

professional boards and organizations, at the local, state, and federal levels offer input into the SPP and prepares CSSD for impacts and concerns in a proactive manner.

Key compliance processes, measures, and goals for meeting and surpassing regulatory, legal, and accreditation requirements are outlined and addressed in *Figure 1.2-2*. Through the annual SWOT analysis, risks associated with CSSD's educational program and services and operations are identified. The key processes in measuring and setting goals to address these risks are the SPP and the development of LT members' scorecards.

1.2b(2) CSSD creates and maintains processes that promote and ensure ethical behavior in all interactions. These processes and associated measures are used to deploy ethical behavior standards to all stakeholders (*Figure 1.2-3*).

CSSD retains legal counsel, and the BOD serves as a check and balance to ensure legal compliance. At least twice a year, an external auditor interviews BOD members and randomly selected workforce members and reviews school-wide operational, legal, and financial compliance.

All workforce members help set and model high standards for legal and ethical behavior. Every workforce member receives an Employee Manual upon hire and annually. The workforce annually signs and is trained on CSSD's Code of Ethics and Staff-Student Interaction Policy. These documents and trainings clearly define acceptable behavior at CSSD. During the interview process all applicants take a work-styles behavior survey that measures their propensities for dishonesty or unethical behavior. Only those in the low-risk category are considered for employment. Survey results surrounding ethics have traditionally been very favorable and serve as key inputs into the SPP (*Figure 7.4-9*). The results are reviewed by workforce segment to ensure all groups are in alignment with the ethical standards of CSSD.

Students and parents sign acknowledgement of receipt forms, Master Agreements, and key policies that outline expected behavior upon enrollment and on an annual basis. Key forms and full school policies are also posted to the school website.

Ethical standards are deployed to other stakeholders through non-disclosure agreements, contracting, meetings, and conflict of interest forms (*Figure 1.2-3*).

CSSD is able to monitor and respond to all breaches of ethical behavior through a series of proactive processes as identified in *Figure 1.2-3*. OPMR is used to review and monitor process results that are reported out and discussed regularly through CKMS methods (*Figure 4.2-1*) to aggregate data, identify learnings, and improve ethical processes based on the data and learnings.

1.2c Societal Contributions

1.2c(1) CSSD incorporates societal well-being as part of its strategy and daily operations to support its VMV and CC to transform the lives of its students and their communities. Since CSSD functions primarily as an intervention for students at risk of dropping out of school, programs enable at risk students to become better citizens and societal contributors. Students go on to the military, community colleges, four year universities, vocational schools, and careers as engaged individuals. CSSD turns potential dropouts into high school graduates, which statistically puts them at an advantage as they progress through

Figure 1.2-2 Process, Measures, and Goals for Achieving Compliance			
Key Compliance Process	Risk	Measures	Goals/Results
External WASC	X	Accreditation Term	Fig. 7.4-8
SB 740	X	Funding Percentage	Fig. 7.5-2
SB 126	X	Transparency Compliance	Fig. 7.4-5
DASS	X	High Risk Categories Percentage	AOS
Local Control Accountability Plan	X	Student Achievement	Progress Report AOS
Assignment Monitoring		Credential Compliance	Fig. 7.3-2
SDUSD Charter Renewal		Renewal Term	Fig. 7.4-6
Annual SDUSD Oversight	X	Audit Results	Fig. 7.4-5
Wilkinson, Hadley, & King Financial and Operational Audit	X	Audit Results	AOS
Department of Justice (Background Check)		Clearance	AOS
I-9 Employment Eligibility		Clearance	AOS
El Dorado Special Education Local Plan Area	X	IEP Compliance Percentage	AOS
Internal Wilkinson, Hadley, & King Teacher Compliance Audit	X	Audit Results	Fig. 7.1-19
Rigor, Compliance, and Quality Review	X	Compliance Rate	AOS
Internal Controls	X	Audit Results	AOS
Budget Process	X	Audit Results BOD Budget Approval	Fig. 7.5-1
Attendance Processing Review	X	Audit Results	AOS
Reserve Policy	X	BOD Budget Approval	AOS

life as societal contributors. Students with high school diplomas will commit fewer crimes, have a greater positive economic impact on their local communities, and in turn, their future children will have a greater likelihood of receiving a high school education. According to the US Census Bureau, a high school dropout earns approximately $10,000 less per year than a high school graduate. These dropouts will be more likely to be unemployed or out of the workforce and twice as likely to be living in poverty than students who graduate. The lower earnings of high school dropouts cost the state of California billions per year in lost taxable personal income. In the last 5 years, CSSD

2: Strategy

Figure 1.2-3 - Key Ethical Processes			
Stakeholder	**Process**	**Eval. Measure**	**Result**
Governance (BOD)	Conflict of Interest Policy (B)	Review and Adoption	AOS
	Statement of Economic Interest Form 700 (A)	Percent Submitted	Fig. 7.4-13
Workforce	Work Styles Behavior Survey Completed (H)	Percent Completed	Fig. 7.4-12
	Criminal Background Check by Department of Justice Completed (H, N)	Percent Completed	Fig. 7.4-12
	Employee Handbook and Standards of Conduct Received and Signed (H, A)	Percent Signed	Fig. 7.4-12
	Signed Student-Staff Interaction Policy (H, A)	Percent Signed	Fig. 7.4-12
	Non-Disclosure Agreement (H, A)	Percent Signed	Fig. 7.4-12
	Signed Code of Ethics (H, A)	Percent Signed	Fig. 7.4-12
	Beyond Feedback Survey (A)	Satisfaction Level	Figs. 7.3-5-11, 7.4-1-3, 7.4-9-11
	Auditor Interview with Staff Members (A)	Audit Exceptions	AOS
	Ethics Training (A, N)	Percent Attended	AOS
	Staff Safety Training (H, Q)	Percent Attended	Fig. 7.1-24
	External Audit of Records and Operations (M, Q, A)	Audit Score	AOS
Students and Parents	Master Agreement (E, A)	Percent Approved	Fig. 7.1-19
	Acknowledgement of Responsibility (E, A)	Percent Signed	Fig. 7.1-19
	Technology Student Use Contract (E, A)	Percent Signed	100%
	Expectations for Student Behavior (E, A)	Percent Signed	100%
	Suspension (E, A)	Percent Signed	Fig. 7.2-14-17
	Contact Web Form (N)	Successful Monitoring	AOS
	Loitering Law (E, A)	Percent Signed	100%
Suppliers, Business Partners & Collaborators	Non-Disclosure Agreement (CP)	Initial Contract, Annually	100%
Community	Emergency Preparedness (A, N)	Emergency Preparedness	Fig. 7.1-24

Frequency: A= annually, B= biennial, CP= contract period, E= enrollment, H= hire, M= monthly, N= as needed, Q= quarterly

transformed 2,793 potential high school dropouts into graduates, which positively impacts the San Diego community (***Figure 7.4-8***).

All workforce members take pride in knowing that they are visibly contributing to the well-being and improvement of the greater San Diego community through the demonstrated education and personal successes of CSSD's students. CSSD is fulfilling its societal responsibilities by making San Diego and California better one student at a time. CSSD also contributes to societal well-being through measures taken to improve the environment, a targeted approach to strengthening local community services, and increasing quality educational option, student health and emergency preparedness within every neighborhood (***Figure 7.4-16***).

1.2c(2) CSSD is highly involved with its communities, both locally and statewide. It supports these communities through the active involvement of SL and through volunteer contributions of SL, all workforce members and students.

CSSD's key communities include the San Diego business community, the state and local educational community, the California legislature, service organizations that align with CSSD's VMV and CC, and neighborhood businesses near school sites.

CSSD identifies and determines its key communities and their involvement by identifying those that can have a positive impact on student achievement, SI and CC and that support key stakeholder requirements as outlined in ***P-5***.

SL serve as liaisons to the SDUSD, the business community, the state educational community and the California legislature. LT members are involved with a number of local organizations aimed at improving the community, including The San Diego Regional Chamber of Commerce, Executive Association, Rotary, CCSA, Vistage, SELPA Executive Committee and CEO Council, and the Fringe Benefits Consortium (FBC) Executive Committee.

The External Relations Officer (ERO) sits on the Charter Advisory Group (CAG) to collaborate with SDUSD on issues of charter policy, meeting agendas, developing MOUs between the SDUSD and its charter schools, and reviews and conducts capacity interviews for new charter developers seeking to start a charter school in SDUSD.

Under the direction of the SL, LT are assigned to develop and cultivate relationships with community groups, partners, and social agencies. Teachers and all workforce members build relationships within their RC neighborhood to help improve the community through a course called Pathways Exhibition (senior project).

Community service is a graduation requirement that many CSSD students choose because they feel strongly that it is important to give back to their communities. Over the past five years, students have contributed more than 148,000 hours in community service to San Diego.

CATEGORY 2: Strategy
2.1 Strategy Development
2.1a Strategy Development Process
2.1a(1) CSSD conducts its Strategic Planning through a systematic, 11-step Strategic Planning Process (SPP) (***Figure 2.1-1***). CSSD uses its SPP to achieve its Vision and Mission, meet stakeholder requirements and drive innovation in operations and instruction. The current SPP is the result of annual evaluation and several cycles of refinement.

Figure 2.1-1 - Strategic Planning Process

STRATEGIC PLANNING PROCESS

1. APPROACH
Leadership Team conducts environmental scan that culminates in SWOT analysis in July.

2. APPROACH
Leadership Team revisits/updates VMV and Core Competency in July.

3. APPROACH
Senior Leaders identify short and long term Strategic Initiatives in July.

4. APPROACH
Leadership Team identifies goals, action plans, comparables, targets, projections, champions, and develops workforce plans and budget in August.

5. APPROACH
Board Members review SP, Strategic Initiatives and the budget in September.

6. DEPLOYMENT
Deploy SP and short term initiatives to scorecards to all Workforce in September.

7. DEPLOYMENT
Senior Leadership allocate resources to support the SP.

8. LEARNING
Workforce analyzes Target Reports monthly. (OPMR)

9. LEARNING
Leadership Team reviews Strategic Initiatives weekly through Huddles with a formal mid-year review. (OPMR)

10. LEARNING
All Workforce formally reviews Strategic Initiatives quarterly. (OPMR)

11. INTEGRATION
Leadership Team reviews scorecards & performance; Updates SPP.

Internal Inputs
External Inputs
Key Customer Inputs
Stakeholder Inputs

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A D
PDLA
I L

Each of the 11 steps is a key strategic planning process step. CSSD's SPP is owned and lead by the SL with participation of the entire LT, and it also includes selected stakeholders who provide input and participate in discussions.

Prior to officially beginning the SPP, the SL and LT gather data required for fact-based decision making. In addition to the information shown in the center in *Figure 2.1-1*, the LT gathers internal information that includes PPEP and key support process data. Key inputs include data such as student achievement, finance and enrollment information, as well as inputs from curriculum, workforce qualifications, technology, safety, stakeholders and regular environmental scans.

In *Step 1* of the SPP, the LT reviews, analyzes and evaluates the inputs gathered. It also reviews performance over the past years, including status of current SI, Goals, and Action Plans (AP). With this information, a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis is conducted to determine strategic challenges and strategic advantages.

Based on data, in *Step 2*, the LT reviews the VMV and CC to determine if circumstances warrant any revisions. With this accomplished, in *Step 3*, the SL develop SI for both short-term 1-year horizons as well as longer term 3-year horizons. Based on both short- and long-term SI, the LT identifies goals, AP, budgets, targets and champions at the instructional and support

department level in *Step 4*. Specific champions are assigned to ensure optimum implementation. CSSD's BOD then reviews the SP, SI and the budget, providing feedback as necessary for approval in *Step 5*.

With the SP approved, in *Step 6* the LT begins collaborating with all workforce members to develop individual scorecards that are linked to specific SI. This allows the entire workforce to connect their role in accomplishing the organization's goals and SI.

In *Step 7* the SL allocate the necessary resources to ensure the champions have what they need to be successful during implementation.

In *Steps 8-10* key performance measures are published and reviewed daily, weekly, monthly, and quarterly through the Organization Performance Measure Review (OPMR) process in CKMS methods (*Figure 4.2-1*) so that LT and workforce can frequently monitor progress on SI and organizational learning can take place in a systematic way. From the integration of the OPMR, SL can guide transformational change and shift priorities and initiatives as needed. Adjustments are then made by the LT and appropriate workforce members.

In *Step 11* the annual SPP cycle concludes with scorecard and performance evaluations that align to the SI. These evaluations serve as inputs into the next SPP cycle.

The integrated SPP combined with the CKMS process gives CSSD the opportunity to move quickly with agility to revise the SP as the educational environment, stakeholder requirements and other influences indicate the need for change. The 11-step SPP is a continuous closed-loop system that includes both short-term 1-year horizons, as well as longer term 3-year horizons. The SPP is fully deployed, has gone through several cycles of refinement and continues to be improved as it is measured, analyzed and evaluated on an on-going and annual basis. SL continuously monitor input and data that inform SI and conduct targeted, intentional environmental scanning to ensure the SPP allows for organizational resiliency and sustainability.

2.1a(2) Throughout the integrated SPP the opportunity for innovation and intelligent risk taking is developed and presented as referenced in 6.1d. CSSD identifies strategic opportunities during the Strategic Planning Kickoff meetings. Recent examples of innovation that has stemmed from the Kickoff meeting include the Fellows program, the best practice portal to allow sharing across the organization, online/blended learning platforms, and agile technology systems. CSSD accelerated its cloud-based systems implementation to allow for a seamless and painless shift to a remote learning and working environment during the COVID-19 pandemic. Due to this successful transition, current data shows that workforce satisfaction and engagement has increased (*Figure 7.3-5*) and student learning loss has been minimal (*Figure 7.1-14 and 7.1-25*). SL decide which strategic opportunities and intelligent risks are worth pursuing through data gathered through the PDI³S (*Figure 6.1-2*). CSSD's current strategic opportunities are: (1) improve support services for families to increase market share and to promote student retention, (2) focus on equity and inclusion opportunities and partnerships to support all student groups (3) innovate and expand instructional mode of delivery options.

2.1a(3) CSSD collects and analyzes relevant data and develops information for the SPP through the CKMS. The CKMS collects relevant information and data from students, parents, the workforce and other stakeholders.

To analyze strategic challenges and advantages, LT evaluate collected information and data in *Step 1* of the SPP. An environmental scan that culminates in a SWOT analysis is also conducted by the LT in *Step 1*. The evaluation of the organization's strengths, weaknesses, opportunities and threats identify future opportunities for intelligent risks or potential threats to future organizational success.

To assess potential changes and disruptions in regulatory and external environments, CSSD gathers information through regular participation in district, county, state and national meetings and conferences. This information is shared at the weekly Huddle meetings and appropriate CKMS methods. Adjustments are made as needed, and the information is deployed to the entire workforce through the CKMS. CSSD is able to prepare for changes in advance because many regulations that address educational reform are published on an advanced timeline. For example, the state publishes its draft laws and requirements in advance. A careful review by SL and LT of upcoming legislative changes impacting geographical restrictions allowed CSSD to overcome challenges referenced in the organizational profile. As a result, CSSD has increased

Figure 2.1-2 - Environmental Scan Inputs		
Input	**Input Source**	**Frequency**
CC, VMV	I,E,KC,S	A
Key Performance Measure Results	I,E,KC,S	O
Leadership Team Scorecard SI/AP Completions/Progress	I,KC	A,Q,M
PPEP Storybook	I,KC	M
Workforce Scorecards Instructional Staff	I,KC	M
Workforce Scorecards Support Staff	I,KC	A
Complaint Process	I,E,KC,S	O
CKMS Method Feedback	I,E,KC,S	O
Workforce Capability & Capacity Assessment	I	A,M
Financial Analysis	I,E,KC,S	A,Q
IT/Technology	I,E,KC,S	A,Q
Key Support Process Measures	I,E,KC,S	A,Q,M
Surveys	I,KC	A,Q,M,W
Nationwide Educational Reform Tour-Innovation	E	A,Q
Baldrige - Innovation	E	A,Q
Legislative & Regulatory Environment	E	O
Vistage	E	A,Q
Competitive Market Analysis	E,KC,S	A,Q,M,W
Benchmark Analysis	E,S	A,Q
Social Media Monitoring	I,E,KC,S	D
Website Monitoring	I,E,KC,S	D
WASC	E	A
SDUSD Oversight Feedback	E	A

Input Source: I=internal, E=external, KC=key customers, S=stakeholders Frequency: A=annual, Q=quarterly, M=monthly, W=weekly, D=daily, O=ongoing, N=as needed

market share over the past two years (*Figure 7.5-4*).

To assess technological changes and innovations, CSSD LT attend cross-sector technology conferences, stay abreast of current trends, and abide by the Baldrige Cybersecurity Framework. CSSD carefully selects key technology suppliers to identify opportunities for improvement and innovation. Key suppliers give recommendations on opportunities and help ensure the organization's programs, services and operations align to the SIs.

Through the thorough environmental scanning process that results in an effective SWOT analysis performed during *Step 1* of the SPP (*Figure 2.1-2*), CSSD identifies potential blind spots annually during the SPP and ongoing through the CKMS (*Figure 4.2-1*). If appropriate, the LT develop AP to address blind spots. For example, while attending a Quest for Excellence

knowledge sharing session, LT members were inspired to initiate an organizational transition to cloud-based technology that had previously been put on hold, allowing for a quick COVID-19 response. The LT carefully monitor workforce AP progress through the OPMR. CSSD also benefits from a highly integrated learning process that also contributes to identifying blind spots as described in 4.2b(3).

CSSD is able to execute the strategic plan through the various steps in the SPP. The BOD allocates resources (i.e. strategic reserves and an adopted strategic reserve policy) to execute the strategic initiatives (*Steps 5 and 7*). This includes an adopted contingency economic strategic reserve policy that allocates resources to execute contingency plans and economic uncertainty (*Figure 7.5-1*). To further support the execution of the plan, *Steps 8-10* of the SPP allow the LT to shift strategy through OPMR.

2.1a(4): The key work system for CSSD is to provide neighborhood RC locations throughout the city of San Diego, staffed with multi-certificated and specially trained teachers who deliver students a PPEP (*Figure 6.1-1*) that is highly effective with documented success (*Figures 7.1-1-5*). During *Step 4* of the SPP, outsourcing decisions are made based on the needs of the SI within the context of workforce capabilities and capacity, organizational timelines, fiscal impact, and the CC. CSSD outsources the services that do not focus on its CC. For example, Datel Systems provide IT services.

2.1b Strategic Objectives

2.1b(1) CSSD refers to Strategic Objectives as SI to better align with industry terminology. CSSD's three SI, timetable for achievement, and its most important goals are shown in *Figure 2.2-1*.

CSSD is currently planning for several key changes to its educational program and services. CSSD's workforce is continuing to align its curriculum and instructional strategies to the revised California State Dashboard. To accommodate increased demand while maintaining its focus on equity and inclusion, CSSD is redesigning all neighborhood RCs across San Diego to include new technology for 21st Century learning, student-focused teaching spaces, forward thinking teaching platforms, and safe and supportive environments. The newly hired Equity and Inclusion Officer (EIO) is collaborating with SL, LT and the workforce to further develop partnerships and programs that can be delivered through the RCs to support all student groups.

2.1b(2) CSSD's SIs achieve appropriate balance among varying and potentially competing organizational needs by remaining focused on its Vision, Mission and its CC while taking continual steps to know and understand the requirements and preferences of each stakeholder group (*P-5*).

By considering both short- and long-term data, planning for 1- and 3-year horizons, and ensuring that SI are, indeed, strategic, CSSD balances short- and long-term challenges and opportunities with SI (*Figure 2.2-1*).

2.2 Strategy Implementation

2.2a Action Plan Development and Deployment

2.2a(1) Key short- and long-term AP are shown in *Figure 2.2-1*. AP are developed as the specific steps needed to achieve the goals of the SI. AP are developed during the SPP in *Step 4* by

the LT and aligned to stakeholders, as appropriate.

2.2a(2) CSSD fully deploys AP to all workforce members through the deployment phase of the SPP (*Steps 6 and 7*). The SI, goals, and AP are first introduced to the workforce during the initial faculty and office staff meetings in September. Progress updates are provided by SL and LT during quarterly faculty and office meetings (learning phase of the SPP, *Steps 8-10*). Frequent feedback to all workforce members is provided through the OPMR and scorecard review.

AP are systematically deployed to key suppliers, partners and collaborators, as appropriate, to ensure key SI are achieved. CSSD deploys SI and AP at the annual contracting and partnership meetings. Monthly meetings are held to update suppliers, partners, and collaborators on progress so that adjustments to AP can be made. Feedback from these regular meetings serves as an input into the integrated SPP.

CSSD ensures that key outcomes of AP can be sustained by:
- Appointing a champion for each AP
- Achieving buy-in of stakeholders
- Measuring, projecting, analyzing and evaluating results on a systematic basis through CKMS methods and the OPMR
- Establishing modified AP, as appropriate
- Using the PDI³S (*Figure 6.1-2*)

2.2a(3) CSSD uses and effective, systematic approach that is fully responsive in ensuring that financial and other resources are available to support the AP while meeting the organization's current obligations. Accounting and financial reporting for Local Education Agencies (LEAs) such as CSSD focuses initially on funds, which are designed to enhance and domonstrate fiscal accountability. CSSD prepares cash flow of financial resources with focus on the annual operating budget and current liabilities. CSSD's BOD and SL compare the actual revenues and expenditures with the adopted budget two to three times a year during board meetings. Tracking costs and resource allows SL to make effective, educated decisions and to ensure fiscal solvency.

Adequate financial and other resources are established and allocated in *Step 7* of the SPP. SL responsible for finance and human resources, including the Administrator of Instructional Services, participate in the SPP.

CSSD manages the risks associated with the AP to ensure financial viability through the budget monitoring process. CSSD develops a budget for a single year that supports the goals of the school. When preparing the annual budget, factors such as student population; past years' experience and trends; need for new services, expansion or curtailment of existing services; estimated revenues and proposed expenditures; and governing board priorities are considered. Allocation or re-allocation of resources to support the accomplishment of the AP are also taken into consideration.

CSSD's BOD approves the budget by June of each year for the subsequent fiscal year. The budget is monitored and revised through the fiscal year to ensure that it depicts the financial operations, current obligations and that goals are met. Operating financial statements are provided to the BOD during quarterly board meetings.

2.2a(4)   The key workforce plans that support CSSD's

short- and long-term SI and AP are outlined in *Figure 2.2-1*. These plans reflect the need to hire and retain multi-certificated, specially trained workforce members who are a fit with CSSD's culture and are committed to the VMV. CSSD addresses potential impacts on the workforce members and any potential changes in workforce capability and capacity needs by creating AP to hire and train new leadership, instructional and support workforce members, to support workforce members and further engage all workforce members. Purposeful cross training through CKMS methods allows CSSD to quickly adjust to any changes

Figure 2.2-1 Strategic Initiatives, Action Plans, Measures				
Strategic Initiative 1: INSTRUCTION AND LEARNING PLAN				
Goal 1. Increase Student Outcomes for all Student Groups through the Refinement and Implementation of the Instructional Plan focused on growth of the State Dashboard Indicators. *Timetable: Short-term, Long-term* **Strategic Context: SA1; SC1**	**Key Action Plans**	**Key Workforce Plan**	**Key Performance Measures**	**Figure(s)**
	Refine systems for holding instructional staff responsible for student learning aligned to State Dashboard. *Stakeholder: S,P,W,BOD,C,SPC*	Retain/hire multi-certificated, specially trained workforce	Successful Transition Rate*, Grad Rate*, Student Confidence*, NWEA Growth*, Student Part. Rate*, ELA/Math CAASPP Outcomes*, Suspension Rate*	7.1-1-16, 7.2-14-17
	Continue check and balance to ensure all curriculum options aligned to state standards. *Stakeholder: S,P,W,BOD,SPC*	Targeted AU PD for multi-certificated, specially trained workforce based on scorecard outcomes	NWEA Growth*, ELA/Math CAASPP Outcomes*	7.1-11-13, 7.1-15-16
	Align Altus University training to coincide with student and staff needs as demonstrated by outcomes. *Stakeholder: S,P,W*	Retain/hire multi-certificated, specially trained workforce; AU PD on cust. service	Multi-certificated, specially trained teachers*, Beyond Feedback Survey Results*, PD Hours*	7.3-2, 7.3-5-11, 7.4-1-3, 7.4-9-11, 7.3-13-14
Goal 2. Develop a Cohesive Integrated Systematic Approach to Improve Student Outcomes through the Collaboration of Instruction, Curriculum, and Assessment. *Timetable: Short-term* **Strategic Context: SA1; SC1**	**Key Action Plans**	**Key Workforce Plan**	**Key Performance Measures**	**Figure(s)**
	Identify and create a schedule to review (OPMR) targeted student outcome metrics (PPEP Storybook) through identified CKMS Methods. *Stakeholder: S,P,W,BOD*	AU PD for LT; State, County and Local Accountability Training	Successful Transition Rate*, Grad Rate*, Student Confidence*, NWEA Growth*, Student Part. Rate*, ELA/Math CAASPP Outcomes*, Suspension Rate*, PD Hours*	7.1-1-16, 7.-2-14-17, 7.3-14
	Deploy application of data analysis at overarching CKMS methods focused on improving student outcomes. *Stakeholder: W,BOD*	Targeted AU PD for multi-certificated, specially trained workforce based on scorecard outcomes	Successful Transition Rate*, Grad Rate*, Student Confidence*, NWEA Growth*, Student Part. Rate*, ELA/Math CAASPP Outcomes*, Suspension Rate* Student/Parent Satisfaction*	7.1-1-16, 7.2-14-17, 7.2-1 and 7.2-3
Goal 3. Develop a Safe Re-opening Plan for all Resource Centers and Offices to Protect Students and Staff from COVID-19 while On-Site. *Timetable: Short-term* **Strategic Context: SA1; SC1**	**Key Action Plans**	**Key Workforce Plan**	**Key Performance Measures**	**Figure(s)**
	Deploy a 3-Phase Re-opening Plan to prepare Resource Centers and Office for the return of Customers and Workforce. *Stakeholder: S,P,W,BOD,C,SPC*	AU Safety Training, Safety Plan, Re-opening Plan including weekly updates to all workforce	Emergency Preparedness*, Student/Parent Safety Satisfaction, Workforce Safety Satisfaction*, Financial Performance*	7.1-24, 7.2-6-7, 7.3-6, 7.5-1-3
Strategic Initiative 2: GROWTH AND SUSTAINABILITY PLAN				
Goal 1. Increase Enrollment to fill all current Resource Center student capacities through successful marketing campaigns. *Timetable: Short-term, Long-term* **Strategic Context: SA1; SA2; SA3; SC2**	**Key Action Plans**	**Key Workforce Plan**	**Key Performance Measures**	**Figure(s)**
	Refine specific measures for student enrollment growth for the 2020-2021 school year. *Stakeholder: W,BOD*	LT review of Capability and Capacity as part of SPP, on-going monthly meetings, AU PD on customer service	Customer Service Survey Results, Staffing Levels*, Market Share*	7.2-5, 7.3-1, 7.5-4
	Refine the Marketing Plan with Brown Marketing to increase enrollment in SD. *Stakeholder: S,P,W,BOD,C,SPC*	LT review of Capability and Capacity as part of SPP, on-going monthly meetings, AU PD on marketing	Staffing Levels*, Market Share*	7.3-1, 7.5-4
Goal 2. Monitor the Fiscal Health Situation in California and its effects on CSSD Due to Cash Flow Deferrals Approved in SB 98. *Timetable: Short-term* **Strategic Context: SA1; SA2; SA3; SA4; SC1; SC2; SC3; SC4**	**Key Action Plans**	**Key Workforce Plan**	**Key Performance Measures**	**Figure(s)**
	Secure alternative sources of liquidity. *Stakeholder: W,BOD*	State, County, Local Fiscal Training	Budgetary and Financial Performance*, SB 740 Compliance*	7.5-1-2
	Stay abreast of California's fiscal situation. *Stakeholder: W,BOD*	State, County, Local Fiscal Training	Budgetary and Financial Performance*, SB 740 Compliance*	7.5-1-2
	Monitor expenditures and cash position. *Stakeholder: S,P,W,BOD,C,SPC*	LT review of Capability and Capacity as part of SPP, on-going monthly meetings	Staffing Levels*, Budgetary and Financial Performance*, SB 740 Compliance*	7.3-1, 7.5-1-2

All information is proprietary in nature.

Goal 3. Develop and Implement an Advocacy Plan to Influence 'Thought Changers' Locally, Statewide, and Nationally that includes Effective Lobbying efforts. Timetable: Long-term Strategic Context: SA3; SC3	Key Action Plans	Key Workforce Plan	Key Performance Measures	Figure(s)
	Develop Strategies to proactively and positively address key threats. *Stakeholder: S,P,W,BOD,C,SPC*	SL and key LT meets weekly with external collaborators through SPP, monthly meetings	SDUSD Oversight Audit*, Charter Renewal Terms*, Budgetary and Financial Performance*	7.4-5-6, 7.5-1
	Strategically monitor current political and school environments. *Stakeholder: W,BOD,SPC*	SL and key LT meets weekly with external collaborators as part of the SPP, on-going monthly meetings	SDUSD Oversight Audit*, Charter Renewal Terms*, Budgetary and Financial Performance*	7.4-5-6, 7.5-1

Strategic Initiative 3: QUALITY AND INNOVATION PLAN				
Goal 1. Implement Innovative Technology Systems to increase effectiveness, efficiencies, and results. Timetable: Short-term Strategic Context: SA1; SA2; SC1; SC2	**Key Action Plans**	**Key Workforce Plan**	**Key Performance Measures**	**Figure(s)**
	Ensure the Network Infrastructure is secure, reliable, and scalable. *Stakeholder: S,P,W,BOD,SPC*	LT meets monthly with external suppliers and partners through SPP	Cyber Security Results*, Emergency Preparedness Results*, Server Up Time*	7.1-23-24, 7.1-26
	Ensure Key Information Technology Systems maintain quality and innovation to support SI. *Stakeholder: S,P,W,BOD,SPC*	LT and departments, as appropriate, meet quarterly	Student Part. Rate*, Beyond Feedback Survey Results*, Equity and Inclusion Outcomes	7.1-14, 7.3-8, 7.4-15
	Implement programs to support Quality and Innovation within Key and Support Processes. *Stakeholder: W,SPC*	AU PD on Technology, Annual TechPosium	Student Part.*, Edgenuity Course Completion*, Beyond Feedback Survey Results*, Multi-certificated, specially trained teachers*, Server Up Time*	7.1-14, 7.1-25, 7.3-8, 7.3-2, 7.1-26
Goal 2. Provide Consistent Training to All Workforce Segments through the deployment of Effective Professional Development. Timetable: Short-term Strategic Context: SA1; SA4; SC1; SC4	**Key Action Plans**	**Key Workforce Plan**	**Key Performance Measures**	**Figure(s)**
	Maintain and Refine Consistent Professional Development Plans for each Workforce Segment. *Stakeholder: W*	Targeted AU PD for workforce based on scorecard outcomes	Beyond Feedback Survey Results*	7.3-5-11
	Deployment of Effective Altus University Courses for all Workforce in a Distance Learning/Remote Environment. *Stakeholder: S,P,W*	Targeted AU PD for workforce based on scorecard outcomes	Beyond Feedback Survey Results*	7.3-5-11
	Alignment of Altus University to Key Process and Key Support Processes. *Stakeholder: W*	LT review of Capability and Capacity as part of SPP, on-going monthly meetings	Successful Transition Rate*, Grad Rate*, Student Confidence*, NWEA Growth*, Student Part. Rate*, ELA/Math CAASPP Outcomes*, Suspension Rate* Student/Parent Satisfaction* Beyond Feedback Survey Results*, PD Hours*	7.1-1-16, 7.2-14-17, 7.2-1, 7.2-3, 7.3-5-11, 7.4-1-3, 7.3-13-14
Goal 3. Continue to Implement Futuristic and Safe Instructional Setting to Increase Student, Parent, and Employee Engagement. Timetable: Long-term Strategic Context: SA1; SA2; SC1; SC2; SC3; SC4	**Key Action Plans**	**Key Workforce Plan**	**Key Performance Measures**	**Figure(s)**
	Continue to upgrade resources and train staff to ensure our locations are safe and supportive. *Stakeholder: S,P,W,BOD,C,SPC*	AU PD on Safety, Specialized Training Sequence	Emergency Preparedness Results*, Student/Parent Safety Satisfaction Results* Beyond Feedback Survey Results*	7.1-24, 7.2-6-7, 7.3-6
	Complete Major Tenant Improvement needs at Resource Centers. *Stakeholder: S,P,W,BOD,C,SPC*	LT meets monthly with external suppliers and partners as part of the SPP	Student Facility Engagement Results, Beyond Feedback Survey Results*	7.2-18, 7.3-6, 7.3-8

* Indicate Measures with Key Performance Projections (2.2a(6)); SC = Strategic Challenges; SA = Strategic Advantages
Stakeholders: S = Students; P = Parents; W = Workforce; BOD = Board of Directors; C = Community; SPC = Suppliers, Partners, Collaborators

in its workforce capability and capacity. One hundred percent of workforce members have been cross-trained for multiple positons with varying degrees of responsibility within the organization. CSSD also integrates professional development through AU into all workforce members' annual scorecards to meets its capacity needs while focusing on the capabilities and competencies of its workforce.

2.2a(5) Key performance measures and indicators are used to track the achievement and effectiveness of CSSD's action plans shown in *Figure 2.2-1*. Key performance indicators are outlined as short-term and long-term. For example, CSSD measures the Participation rate (*Figure 7.1-14*) on a short- and long-term basis. The measures are key process and key support process measures (*Figure 2.2-1*). CSSD deliberately ensures that measures for the SI and AP reinforce organizational alignment by setting measures during *Step 4* of the SPP. Progress toward achieving these measures is monitored during weekly Huddle meetings and other appropriate CKMS methods, through OPMR, and the SPP.

2.2a(6) Areas where there are performance projections are

3: Customers

indicated with an asterisk in *Figure 2.2-1*, with levels indicated in corresponding Category 7 results. These projections are determined during the SPP as measures are assigned for both short- and long-term periods. Please see 4.1c(1) for more information on how CSSD determines projections.

CSSD addresses gaps in performance against competitors and comparable organizations through weekly Huddle meetings and other appropriate CKMS methods, through OPMR, and the SPP. Projections, competitive and comparable considerations are presented in Category 7 charts as referenced in *Figure 2.2-1*.

2.2b Action Plan Modification: The SL and LT recognize and respond when circumstances require a shift in AP and rapid execution of new plans on a regular basis through the weekly Huddle meetings and other appropriate CKMS methods, through OPMR, and the SPP. If the APs are not tracking to SP or circumstances indicate a change is needed, the SL and LT representatives meet with the appropriate departments or groups involved to develop a modified AP. If actual measures don't reflect progress to the SP, the LT reviews the data to determine the cause. If necessary, the LT applies PDLA or PDI³S to remediate the situation. The LT continues to monitor the results to ensure a correction has taken place. If an AP needs to be modified because of a change in circumstances, the LT representative and associated group or department revise the original AP or develop a new AP to reflect the change in direction.

CATEGORY 3: Customers
3.1 Customer Expectations
3.1a Listening to Students and Other Customers
3.1a(1) CSSD listens to, interacts with, and observes students and other customers to obtain actionable information by using multiple listening approaches. For all student and market segments CSSD's key listening methods include specific and strategic stages of the PPEP process outlined in *Figure 3.1-1*.

CSSD deploys varying methods to listen to targeted customer groups and segments. CSSD disaggregates data for the purposes of this application overall and by length of enrollment. Further disaggregation, including by RC, is AOS.

Students are surveyed throughout their length of enrollment to help teachers and the CSSD LT gauge student engagement, academic progress and satisfaction with the educational program and services provided. For example, after 90 days, students complete a student confidence survey (*Figures 7.1-6-10*) to compare their current level of academic confidence against their confidence of academic success when they first enrolled. This survey was designed to measure students' engagement in their academic progress and chosen Pathway. The English Learner Advisory Committee (ELAC) and the Community Advisory Committee (CAC) are opportunities for students and parents within the English Learner and Special Education student groups to give additional, valuable feedback as it relates to their specific needs.

For Students and Parents, CSSD listens, interacts with, and obtains actionable feedback primarily through daily interactions outlined in the PPEP Process, phone calls, emails, regularly deployed satisfaction and feedback surveys, social media, web-based technologies, and Open Houses.

CSSD recognizes the importance of social media and web-based technologies to listen to potential, current and former students and other customers. CSSD has deployed and integrated multiple social media and web-based tools and strategies to obtain customer feedback that is immediate and actionable. Enrollment Request, Contact Us, Schedule a Visit, and Transcript Request forms on the CSSD website are all monitored by a designated LT member on an hourly basis so that requests can be responded to in real time. Once the online form is submitted, an email is sent to the appropriate process owner and staff member to act immediately. The information for all submitted forms is stored on the backend of the website to allow for information to be collected, organized, and analyzed for patterns and trends on a monthly basis. CSSD also engages with and listens to all key customers through Facebook and Instagram posts and comments, Google+ and Yelp pages designed for all individual RCs to increase geographic visibility and Search Engine Optimization. To expand CSSD's ability to monitor and respond to social media comments and responses across 28 different public feedback pages, CSSD implemented the Chatmeter platform in 2019. Chatmeter aggregates all social media comments immediately into one dashboard to easily monitor and respond to comments. It also allows the Communications Department to assign responses to appropriate workforce members. All social media platforms are monitored daily by the Communications Department. Data is gathered and tracked for trends. It is shared and analyzed at weekly Huddle meetings, LT meetings, through the CKMS and *Step 1* of the SPP.

Figure 3.1-1 illustrates how CSSD's listening methods vary across students' and parents' relationship with the school. It demonstrates how the organization listens to potential customers, students and parents throughout the life of the PPEP process, and former customers.

The asterisks in *Figure 3.1-1* indicate listening methods that seek and obtain immediate and actionable feedback from students and parents on the quality of educational programs and services, support, and transactions. These key listening methods include the SSC Customer Support Survey (*Figure 7.2-5*) and the MAP survey taken during the Intake Process, the Naviance My Game Plan survey that aids students, parents, and teachers in identifying the student's interests and Pathways goals; weekly parent, teacher, student meetings; email, telephone, and home visits. CSSD also obtains immediate actionable information and feedback through its closely monitored social media and web-based platforms.

3.1a(2) CSSD systematically listens to former, potential and competitors' students and other customers to obtain feedback on its educational programs and services, support and transactions. Targeted marketing campaigns are deployed to communicate CSSD's program to potential customers. The results of these campaigns are monitored on a weekly and monthly basis. Metrics include delivered rates, open rates, website traffic, and leads versus enrollments. Potential students and other customers also submit inquiries through CSSD's monitored website forms. The inquiries are addressed in real time. The data gathered from marketing metrics is categorized and analyzed for trends, and the results are shared with SL and LT members at weekly

Figure 3.1-1 - Voice of the Customer			
Listening Methods	**Stakeholder**	**Frequency**	**Stage**
PPEP*	S,P	D,W,Q,A,N	2,3,4
Satisfaction Surveys*	S,P	D,W,Q,A,N	2,3
Feedback Surveys*	S,P	D,W,Q,A,N	2,3
Student, Parent, Teacher Meetings*	S,P	W, N	2,3,4,5
Open Houses	S,P	A	1,3
Senior Exit Orientation	S,P	A	3,4
Naviance	S	D,W,Q,A,N	3,4,5
Phone*	S,P	D,W,Q,A,N	1,2,3,4,5
Email*	S,P	D,W,Q,A,N	1,2,3,4,5
Home Visits*	S,P	N	2,3
Counselor Visits	S,P	Q,N	1,3,5
ELAC	S,P	Q	3
CAC	S,P	Q	3
Website Forms*	S,P	D	1,2,3,4,5
Facebook*	S,P	D	1,2,3,4,5
Instagram*	S,P	D	1,2,3,4,5
Yelp*	S,P	D	1,2,3,4,5
Google+*	S,P	D	1,2,3,4,5
Chatmeter*	S,P	D	1,2,3,4,5
Counselor Follow Up Communication	S,P	N	5
Alumni Program	S	W	5
Events	S,P	N	1,2,3,4,5
BOD Meetings	S,P	Q	1,2,3,4,5
Focus Groups	S,P	N	3

*Customers: S=students; P=parents; Frequency: A=annual, Q=quarterly, M=monthly, W=weekly, D=daily, N=as needed; Stage: 1=marketing, 2=PPEP Intake, 3=Student Pathway Implementation and Progress, 4=Successful Pathways Transition, 5=Transformed Lives; *immediate, actionable feedback*

Huddle meetings, LT meetings, through the CKMS (Figure 4.2-1) and *Step 1* of the SPP. Social media platforms offer a wealth of qualitative data, as do visits to district school counselors. Twice annually CSSD LT and counselors formally meet with district school counselors to gain information about how the school can continually better serve potential students.

Former student feedback is actively sought in order to continuously improve CSSD's student experience. Social media platforms, customer review websites, the Alumni form and other website forms are monitored daily to obtain former student feedback. In the spring of 2021, CSSD launched a formal alumni program to further engage its thousands of alumni and former students. Additionally, CSSD counselors call and email every student who has transitioned out of the school 60 days after the transition date. During these phone calls and emails, the counselor gains information on how the student is progressing and about how CSSD can support their continued success. These

findings are shared with the school's SL and appropriate LT members during weekly Huddle meetings and the SPP. District counselor visits are also an important way CSSD obtains information about former students' experiences. The district school counselors share with CSSD faculty and staff the success and failures of former students who have been redirected to their comprehensive traditional school campus. This feedback is shared at instructional meetings, weekly Huddle meetings, and CKMS methods, as appropriate.

In order to increase the quality of programs, services, customer experience, and market share, CSSD regularly seeks and obtains information about competitors' students and other customers. CSSD's Instructional, Data and Assessment, Finance, Operations, and Communications staff members annually conduct an environmental landscape audit of key competitors. Information gathered includes program design, enrollment trends, market share growth, and specialties. This information is shared at the weekly Huddle meeting and CKMS methods, as appropriate. This information serves as an input into the SPP, and AP are developed to attract competitors' students.

3.1b Student and Other Customer Segmentation and Program and Service Offerings

3.1b(1) CSSD determines student and other customer groups and market segments through inputs into *Step 1* of the SPP. Specifically, current student demographics, new student demographics, and enrollment data disaggregated by RC are used to determine student groups and market segmentation. Future customer groups and market segments are identified through the environmental scan that culminates in the SWOT analysis during *Step 1* of the SPP. Enrollment trends, reasons for enrollment, and student group information are considered when developing AP surrounding growth and sustainability. Data is monitored through the OPMR (*Figure 4.1-1*) and CKMS (*Figure 4.2-1*) on a monthly basis.

3.1b(2) CSSD considers needs of students and parents to determine educational program and service offerings. These needs are determined through listening methods during phase 1 and 2 (*Figure 3.1-1*) and throughout the PPEP process. The information gathered serves as an input into the environmental scan and SWOT analysis during *Step 1* of the SPP. Upon enrollment, students and parents identify their reasons for choosing to enroll at CSSD. This information is aggregated to determine trends by RC to gain actionable information. For example, one RC's combined Special Education, English Learner and Socio-economically Disadvantaged (SEDA) student population is currently 93 percent. Another RC has 58 percent of its total student population that falls into these segments. The educational program and services required to best support these two different student populations vary. These varying educational and support service needs are addressed through Huddle meetings, Instructional meetings, and other CKMS methods, as appropriate.

CSSD identifies and adapts program and service offerings to meet the requirements and exceed the expectations of students, parents and market segments through extensive environmental scans. These scans include customer feedback survey results, traditional school counselor visits, monitoring the legislative environment, and innovation fostered by professional

conferences, professional representation on diverse community and professional boards and organization memberships.

The organization's Facility Identification Process and Marketing Process are utilized to identify and adapt service offerings to enter new markets, to attract new students, and to create opportunities to expand relationships. Before CSSD enters a new market, SL perform extensive research to ensure community need and demographics align with CSSD's VMV, program design, and SP. Simultaneously, competitor market research is performed to gain competitor information that includes location, program design, enrollment trends, market share growth, and specialties. Once a location is secured, targeted marketing campaigns that include television, radio, outdoor media, and print advertising are deployed, as appropriate. CSSD LT members and faculty meet with the traditional school district administration and counselors to establish a relationship. Grassroots marketing occurs to maximize visibility and community understanding.

To create opportunities to expand relationships with current students and parents, satisfaction survey results and MAP Intake survey results are gathered and drive specific program and service offerings and support. The appropriateness and success of program and service offerings and customer support are continuously monitored through the OPMR, the CKMS, and the SPP. This information, along with PPEP customer focus and engagement data, filters into the SPP. Once SL and the LT identify a new program or change that needs to be made, it is facilitated through the PDI³S (*Figure 6.1-2*).

3.2 Customer Engagement

3.2a Student and Other Customer Experience

3.2a(1) CSSD builds and manages relationships with students and parents primarily through the PPEP. The Marketing Process, which is owned by the Communications Department, supports the teachers and all workforce members in providing a systematic structure to establish and strengthen relationships. CSSD acquires new students and builds market share by carefully selecting neighborhood locations that will appeal to its targeted market segments. This is accomplished through the Facility Identification Process. Market research to identify competitor's specialties is used to tailor marketing messaging to differentiate CSSD from key competitors. The message is delivered to targeted customer groups and market segments through the marketing plan that includes mass media, social media, web-based platforms and grassroots campaigns and building relationships with community partners and the local school district.

CSSD enjoys a highly visible, strongly managed brand within the communities it serves. The brand is managed by the school's Communications Department and is supported by Brown Marketing. SL and LT members maintain monthly meetings with Brown Marketing to share information regarding marketing metrics and performance, messaging, potential and current student groups, branding, and marketing campaign placement and deployment.

The Communications Department has developed a style guide that formalizes logo usage, color palettes, font selection, and key messaging. The style guide has been distributed to all members of the LT, which represent all organizational departments. Aggregated data from CSSD's listening methods is shared and analyzed at weekly Huddle meetings, LT meetings, through the CKMS and *Step 1* SPP. This helps inform changes made to the school's image or brand. Changes are managed by SL and through the PDI³S.

Student retention by exceeding students' and parents' expectation is engrained in the CSSD culture. SI are developed through the SPP to ensure that customer expectations are exceeded. The CEO personally teaches a series of 90-minute AU training sessions on CSSD's customer service, student-focused culture for all workforce segments. This culture is reinforced during every faculty and staff meeting and daily interactions with SL and LT members. Student retention rates are closely monitored on a monthly basis. Student and Parent Survey results are also monitored on a monthly basis at the weekly Huddle meetings, LT meetings and appropriate CKMS methods to identify areas where the organization can improve its customer service and satisfaction.

3.2a(2) Several processes and systems are integrated to enable students and other customers to obtain educational programs and services from CSSD. Students learn about CSSD through the Marketing Process. During the Intake Process students and parents learn more specific information regarding the student's individualized education plan. The PPEP is the key process to deliver the student's Personalized Educational Plan geared toward the student's interest and chosen Pathway. Frequent and clear communication between CSSD and enrolled families is streamlined through the CKMS. Key access and communications methods include face-to-face, teacher's direct phone line, email, and monitored website forms.

CSSD SL and LT members collect, report, and analyze all levels of listening data to determine students' and parents' key support requirements. Data is reported during weekly Huddle meetings, LT meetings, appropriate CKMS methods and *Step 1* of the SPP. Identified key support requirements are continuously monitored and deployed through the weekly Huddle meetings, OPMR during appropriate CKMS methods, and the SPP.

3.2a(3) CSSD manages student and parent complaints through the Complaint Management Process (*Figure 3.2-1*). This systematic approach to complaint management helps CSSD resolve complaints at the closest level possible to promptly and effectively recover students' and parents' confidence. Complaint data is aggregated by the appropriate LT members and shared with SL and LT through weekly Huddle meetings and appropriate CKMS methods, and it informs the SPP.
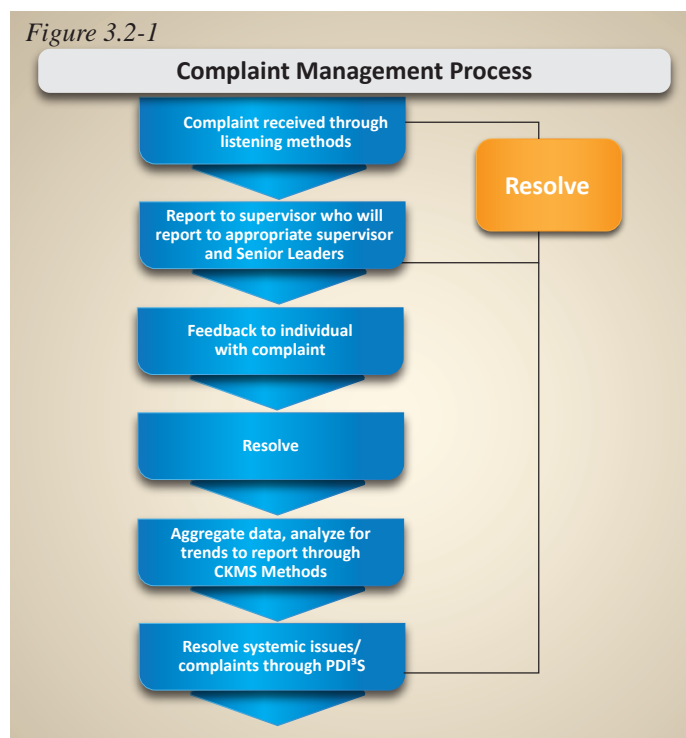
3.2a(4) Since 1994, CSSD has been committed to serving students who are at risk of dropping out of school. This student group and market segment is written in the school's charter, which originated based on the needs of the local community, and remains intact today. The school's demographics mirror the communities it serves. All processes, including complaints, are equally deployed to all students at all times. CSSD's Value that Kids Come First is modeled every day by every single workforce member.

CSSD is so committed to equity and inclusion that a new leadership position (EIO), department and a plethora of programs (*Figure 7.4-15*) have been developed to ensure access to a quality, well-rounded educational experience. Examples are

the bus pass program to provide transportation for students, free lunches and a partnership with the local Food Bank to provide food for students to take home, and health referrals from the school nurses. The Altus Connect program allows every single student to have access to take-home technology and internet connectivity (hot spots or data plans) that follows the student. School confidence surveys and student need surveys inform community partnerships that are formed and tracked at the RC level. Often times we are our students last hope, and many times they are the first person in their family to graduate from high school. Throughout Stages 1-5 of the student experience (*Figure 3.1-1*), CSSD's SL, LT and workforce members work diligently with each student and parent to truly *Transform Lives*.

3.2b Determination of Student and Other Customer Satisfaction and Engagement

3.2b(1) CSSD determines student and other customer satisfaction, dissatisfaction, and engagement through Stages 1-5 of the student experience (*Figure 3.1-1*), the PPEP process and a series of web-based surveys. SSC enrollment staff, teachers

Figure 3.2-1

Complaint Management Process

- Complaint received through listening methods
- Report to supervisor who will report to appropriate supervisor and Senior Leaders
- Feedback to individual with complaint
- Resolve
- Aggregate data, analyze for trends to report through CKMS Methods
- Resolve systemic issues/ complaints through PDI³S

Resolve

and counselors are specially trained to garner input from students during the marketing stage, each phase of the PPEP process, and the *Transforming Lives* stage of the student experience. Satisfaction, dissatisfaction, and engagement information as it relates to student achievement are reported in the monthly and/or annual PPEP Storybook. The PPEP Storybook contains detailed Key Process results that are reviewed through appropriate CKMS methods as they relate to the PPEP Process and student progress. Teachers are held accountable for specific student engagement results to ensure academic progress. Qualitative satisfaction, dissatisfaction, and engagement feedback is recorded on the students' files in the Student Information System (SIS). Data is reviewed with the regional Learning Lead, Administrator for Instructional Services, LT, and SL, as appropriate. Students also take the Student Confidence Survey

after 90 days to measure student engagement and the Annual Student Satisfaction Survey. Results are collected, analyzed and segmented to determine levels and trends. All student survey results (*Figures 7.2-1-2, 7.2-6, 7.2-8-9, 7.2-12*) are an input into *Step 1* of the SPP. Parents consistently offer feedback through the PPEP process. Satisfaction, dissatisfaction, and engagement feedback is recorded in their students' files in SIS. Immediate action to exceed parents' expectations is taken, and the action and response are recorded. Information is aggregated and shared at the RC, Instructional, Huddle and LT meetings and other CKMS methods, as appropriate. Monitored web-based forms and social media platforms provide opportunities for parent feedback and input on a daily basis. Parents take the Annual Parent Satisfaction Survey (*Figure 7.2-3*). Results are collected and analyzed to determine levels and trends. All parent survey results are an input into *Step 1* of the SPP.

Survey results are reported at the annual SP Kickoff Meeting. The customer focus of the PPEP and Annual Satisfaction Survey questions are reviewed by SL and LT members to determine if actionable information is being captured. Using the satisfaction, dissatisfaction, and engagement data, SI, Goals and AP are developed to ensure that CSSD's key customers remain engaged for the long term.

3.2b(2) To obtain information on students' and parents' satisfaction with CSSD relative to competitor organizations, CSSD has developed a series of surveys and a follow-up process for students who leave to enroll at a competing school.

The first measure of satisfaction relative to competitors is captured during Stages 1 and 2 of the student experience. Both students and parents answer survey questions that indicate how the family heard about CSSD and what factors caused them to enroll. Carefully designed questions on this survey capture actionable satisfaction information that is used to help increase market share and improve the customers' experience. At the 90-day point, students take the Student Confidence Survey to gauge engagement relative to their previous school. Huddle and LT meetings are used to continually improve process. For example, the Student/Parent Annual Surveys measure satisfaction relative to competitors through a series of questions that were added in 2016 in order to gain more actionable information surrounding customer satisfaction and dissatisfaction. Survey results are reviewed during weekly Huddle and LT meetings, appropriate CKMS methods, and the Annual SP Kickoff meeting. AP are developed to continuously improve key customers' service relative to competitors and state and national benchmark schools.

3.2c Use of Voice-of-the-Customer and Market Data

CSSD strategically uses a variety of approaches to listen to its key customers and stakeholders to obtain actionable information outlined in *Figure 3.1-1*. Data is selected based on the key customer requirements and expectations (*P-5*). VOC and market data are reviewed on an on-going basis through weekly Huddle and LT meetings and appropriate CKMS methods. At weekly Huddle meetings, appropriate CKMS methods and during the SPP, all data, including complaints and social media, is reviewed for levels, trends, comparisons and integration. APs are built based on trends and results to build a more student-focused culture and to support operational decision making.

Social media is monitored daily by the Communications

4: Measurement, Analysis and Knowledge Management

Department, which enables CSSD to provide immediate response and feedback to customers and stakeholders.

CATEGORY 4: Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

4.1a Performance Measurement

4.1a(1) The use of data and information is integrated into CSSD's daily operations and overall organizational performance. Data is selected based on its ability to support fact-based decision making. The three main categories of measures are SI measures, Key Process Measures (PPEP), and Key Support Process measures. These align to and support the accomplishment of the SI.

Data is collected and tracked electronically through School Pathways Student Information System (customer and workforce), Illuminate (instructional assessments) NetSuite Enterprise Resource Planning (operational), Traceability Made Easy (TME) (operational), *the* Wave, and surveys, as appropriate.

Data is aligned and integrated through the Collaboration and Knowledge Management System (CKMS) (*Figure 4.2-1*). The CKMS is the process by which CSSD deploys the SI, goals and individual workforce scorecards (AP). Key organizational performance measures, including key short- and longer-term measures, are listed in *Figure 2.2-1*. Progress on achieving SI is frequently tracked and monitored through the Organizational Performance Measure Review (OPMR) process (*Figure 4.1-1*).

4.1a(2) CSSD has multiple approaches for the selection and use of comparison data. Focus is largely on the selection of specific measures in association with the OPMR and overall educational trends across the nation for educational reform.

CSSD selects comparative data during *Step 4* of the SPP (*Figure 2.1-1*). For example, CSSD compares to other schools in its marketplace that serve the same grade levels, are similar in design and purpose and qualify as DASS schools. To qualify as a DASS school, at least 70% of total enrollment is comprised of high-risk students such as credit deficient, highly transient and habitually truant. It also compares to county, state and national school performance, as appropriate. This approach enables CSSD to compare to competitors and county, state and national benchmarks to protect its high market share and outstanding student achievements. (*Figures 7.5-4, 7.1-1-16*).

For all other areas of comparable data, through the OPMR, LT members take responsibility as champions for assigned measures based on their own areas of knowledge and expertise. Each LT member is responsible for researching comparable benchmarks. This data is then reviewed together during the LT meeting where decisions are made to select appropriate benchmarks. Benchmarks are selected based on what is available and what is most meaningful to accomplish the overarching SI, goals and AP, as appropriate. Benchmarks are purposefully selected to propel CSSD forward toward higher accomplishments. Higher performance than its own outcomes is highly desired when selecting comparisons. CSSD uses Baldrige recipients across industries to benchmark results and processes to inspire innovation and to improve results. For example, CSSD has used

SI	Key CKMS Method	Frequency
SI 1: Instruction and Learning Plan	Huddle Meetings	Weekly
	Instructional Meeting	Every 2 Months
	SP Check In Meeting	Biannualy
	Resource Center Meetings	Monthly
	Individual Workforce Meetings	As Needed
	APAC Meeting	Monthly
	Faculty Meeting	Quarterly
	Office Meeting	Quarterly
SI 2: Growth and Sustainability Plan	BOD	Quarterly
	SP Check In Meeting	Biannualy
	Huddle Meetings	Weekly
	Capability and Capacity Assessments	Weekly, Monthly, Annually
	Faculty Meeting	Quarterly
	Office Meeting	Quarterly
SI 3: Quality and Innovation Plan	BOD	Quarterly
	SP Check In Meeting	Biannualy
	Huddle Meetings	Weekly
	Faculty Meeting	Quarterly
	Office Meeting	Quarterly
	Individual Workforce Meetings	As Needed

Figure 4.1-1 Organizational Performance Measure Review (OPMR)

Beyond Feedback for the past three years to measure employee engagement. Beyond Feedback is highly utilized by the Baldrige recipient community and gives the ability to benchmark against these high performing organizations. Beyond Survey results show that CSSD is the highest performing organization against these benchmarks.

For educational trends, the NERT was initiated by the BOD to seek nationwide research on charter school successes, as well as failures, to aid CSSD's knowledge to effectively plan for a sustainable future. Given the 30% failure rate of charter schools in California, this project has become one of the most important tools to CSSD's future planning. This project has invested thousands of hours of time by the CEO and is reflective of CSSD's sincere dedication to learning and, ultimately, the organizational commitment to *Transforming Lives*. CSSD is literally hungry for best practice knowledge, as well as failures, as lessons are learned from both perspectives. Knowledge is shared through CKMS methods, including AU trainings.

4.1a(3) Through the integration of OPMR during CKMS methods, CSSD can rapidly respond to unexpected organizational or external changes and provide timely data. Information gathered during continual environmental scans by SL and LT is shared through Huddle Meetings and other appropriate CKMS methods. For example, LT members reported

during a Huddle that the California Department of Education (CDE) was changing the ASAM criteria to DASS criteria. These key measures impact CSSD charter renewal and organizational sustainability and provides an appropriate framework to measure and benchmark CSSD student academic performance and growth. The frequency of the CKMS method and the review through the lens of OPMR allowed CSSD, with the support of its key supplier School Pathways, to quickly shift measures. As a result of the continual and integrated review of key measures, marketing adjusted its key support process measures to support the accomplishment of this SI. The OPMR system's key to success is the frequent monitoring of key performance measures and its alignment to the SI. This system includes opportunities for learning that allow CSSD to respond to relevant rapid or unexpected internal and external changes.

SL work collaboratively with the LT through the CKMS, which allows for all hands on deck meetings to adjust priorities and resources *on a turn* of a dime. Traditionally, these rapid changes are associated with legislation, market changes, and student needs. The ability to respond rapidly to change is one of the reasons that CSSD has excelled in a challenging regulatory, legal, and competitive environment.

4.1b Performance Analysis and Review

CSSD's performance and capabilities are reviewed by the LT and entire workforce through the integration of OPMR during CKMS methods. Every CKMS method included in *Figure 4.1-1* uses the LeTCI model to review and analyze performance. This analysis considers key organizational performance measures and comparative data to interpret relative performance.

CSSD has a two-pronged approach to ensure conclusions are valid. CSSD uses the LeTCI model for studying results, including benchmark performance data, which is one indication of the validity of conclusions drawn from performance reviews. Secondly, CSSD appreciates the BOD oversight to provide external expertise and feedback to validate conclusions. Outstanding results as demonstrated in Category 7 are an indicator that conclusions are valid.

The integration of OPMR into the LMS (*Figure 1.1-1*) provides the SL and LT a platform to assess organizational success, competitive performance, financial health and progress on achieving SI, goals and AP. The OPMR is comprised of Key Process Measures and results (PPEP), Key Support Process Measures and results, and the Workforce Scorecard System (5.1a(4)). SL and LT review organizational performance during appropriate CKMS methods where LT report on department scorecards that align to the SI and goals. Next steps and constraints are discussed. Each LT member is responsible for communicating action items or feedback to their departments as needed.

Charter schools exist in a very challenging environment. As a result, SL and LT developed systems to respond rapidly to changing organizational needs and operating environment. The OPMR system and the frequency of weekly Huddle meetings and appropriate CKMS methods were designed specifically to continually monitor key performance measures and environmental scans, including the legislative and political environment. This system of monitoring and sharing knowledge and information was an intentional decision to allow CSSD to be resilient in an ever-changing environment.

CSSD's BOD reviews the organization's performance and its progress on SI and APs at its regular, annual, and special board meetings. At the quarterly regular meetings, BOD members receive updates on the organization's performance through the formal President's Report and prepared materials. Materials include instructional results, organizational performance and current financial results. At the annual meeting, the BOD reviews and approves annual performance measures and results, as well as the budget actuals for the current fiscal year and the proposed budget for the next fiscal year. Special meetings are scheduled as needed to address specific instructional and organizational needs.

4.1c Performance Improvement

4.1c(1) CSSD projects its future performance through the integration of OPMR during appropriate CKMS methods, such as the Huddle and LT meetings, and during *Step 4* of the SPP. The CSSD Data Department and appropriate LT members consider historical data trends, current performance and present or anticipated challenges to establish projections. Throughout the year, CSSD collects and analyzes key comparative and competitive data that helps benchmark and drive higher results. Performance review data is aggregated, analyzed and reported at weekly Huddle and quarterly LT meetings and the SPP. Through the SPP, CSSD adjusts its action plans to increase student achievement and Key Support Process results and to ensure key customer needs are met.

4.1c(2) CSSD uses findings from the performance review process as described in 4.1b to develop priorities for continuous improvement and opportunities for innovation through PDI³S (*Figure 6.1-2*) and the CKMS, which is where the projection process is housed. The formal review of performance measures with a lens toward projections, is how CSSD identifies opportunities for innovation and continuous improvement. These opportunities and priorities are deployed through the CKMS to all workforce segments. For example, because CSSD incorporates environmental scans and projections as part of regular performance reviews during appropriate CKMS methods, CSSD's response to the COVID-19 pandemic was rapidly developed for the long-term. Scenario planning in response to surrounding emergency preparedness allowed CSSD SL to deploy a sustainable plan to all workforce members within hours through mediums embedded in the SL Communication Plan (*Figure 1.1-2*). In fact, CSSD did not miss one single day of instruction due to the COVID-19 pandemic. Learning loss and participation decline have simply not happened (*Figures 7.1-14*) as a result of the PPEP process and the agility of CSSD's Key Support Processes. Because of CSSD's strong fiscal health (*Figure 7.5-1*), major Key Support Process innovations such as e-signature capability, a cloud-based phone system, AU in the Cloud, the expansion of Microsoft Teams and *the* Wave (CSSD's intranet) were successfully implemented. Additionally, CSSD's SL, LT and teachers collaborated to move Spring Break from the end of March to the end of June so that students would remain engaged and would not slip through the cracks during the first few weeks of COVID-19 stay home orders, which would have impacted enrollment, student participation and confidence levels. This is a true testament that Kids really do Come First at

CSSD!

The OPMR provides structured feedback points and data analysis to develop priorities for continuous improvement and opportunities for innovation. These priorities and opportunities are deployed through the CKMS to all workforce segments. Appropriate workforce members attend a variety of professional learning opportunities in order to improve and innovate within their departments. Through the CKMS, CSSD SL and LT meet with suppliers, partners and collaborators quarterly and as needed to ensure organizational alignment.

4.2 Information and Knowledge Management
4.2a Data and Information
4.2a(1) CSSD verifies and ensures the quality of organizational data and information and manages digital and

Figure 4.2-1 Collaboration and Knowledge Management System (CKMS)				
Integration Points: CC, SI, VMV, VOC				
SH	**CKMS Method**	**Frequency**	**Participants**	**OPMR/KPM**
Students and Parents	Pathways Personalized Education Planning (PPEP)	Daily	Students, Parents, Teachers, Counselor, Lead, and Curr & PD Coordinator	Student Learning Outcomes
	Student/Parent Online Portal	Daily	Students, Parents, and Teachers	Student Learning Outcomes
	Student/Parent Survey (Engagement Survey)*	Annually, Ongoing	Students, Parents, Teachers, Leads, LT, SL	Student/Parent Satisfaction and Engagement
	Open House/Parent Night	Annually	Students, Parents, Community Members, Teachers, Leads, Counselors, LT	Student Learning Outcomes Student/Parent Satisfaction and Engagement
	Senior Exit Orientation	Annually	12th graders, Parents, Counselors, Teachers, Leads, Counselors, LT	Student Learning Outcomes Student/Parent Satisfaction and Engagement
	College/Career Week	Annually	Students, Parents, Community Members, Teachers, Leads, Counselors, LT	Student Learning Outcomes
	English Learner Advisory Committee (ELAC)	Annually	Curr & PD Coordinator, Equity and Inclusion Officer, Lead, and Parent Representatives	Student Learning Outcomes Student/Parent Satisfaction and Engagement
Workforce	Workforce Surveys (Engagement/Meeting/PD Evaluations/As Needed)*	Annually	All Workforce Members (Instruction, Support Staff, LT, SL)	Workforce Engagement Workforce Development
	Altus University (Full Offerings AOS)*	Daily	All Workforce Members (Instruction, Support Staff, LT, SL), Visiting/Guest Speakers, and Trainers	Workforce Development
	Altus Pathways Advisory Council (APAC) Meeting	Monthly	Curr & PD Coordinator, Equity and Inclusion Officer, Curriculum Leads, NWEA MAP Lead, School Pathways Lead, Naviance Lead, Technology Innovation Lead, Lead, Integrated Technology Lead, Administrator of Instructional Services, Administrator of Quality, Performance, and Planning	Student Learning Outcomes Workforce Engagement Workforce Development
	Curriculum Department Meetings	Monthly	Teachers assigned to subject-area department based on expertise and request	Student Learning Outcomes Workforce Engagement Workforce Development
	Faculty Meetings*	Quarterly	Instructional Staff, LT, SL	All KPM, as needed
	Instructional Meetings*	Every 2 months	Instructional Staff, Leads, LT, SL	Student Learning Outcomes Process Effectiveness Student Engagement
	Certificated Teacher Resource Trainings*	Every 2 months	CTRs, Lead, LT, SL	Student Learning Outcomes Process Effectiveness Student Engagement
	Resource Center Meetings	Monthly	Teachers, CTRs, Lead, Counselor, LT	Student Learning Outcomes Process Effectiveness Engagement/Satisfaction Safety/Emergency Preparedness
	Executive Director Huddle Meetings*	Weekly	Curr & PD Coordinator, Equity and Inclusion Officer, Integrated Technology Lead, Administrator of Instructional Services, Administrator of Quality, Performance, and Planning, Data Services Coordinator, Student Services Coordinator, ExD (SL)	Student Learning Outcomes Process Effectiveness Student Engagement Safety/Emergency Preparedness Workforce Capability/Capacity Strategy Implementation KPM
	Office Meetings*	Quarterly	Support Staff, LT, SL	Process Effectiveness Customer-Focused Service
	SP Check In Meeting (SPP/SI Review)*	Biannually	LT, SL	SI, KPM, as needed

SH	CKMS Method	Frequency	Participants	OPMR/KPM
Other Stakeholders	CEO Huddle Meetings*	Monthly	CEO, CBO, ExD, Chief of Staff, Director of Operations and Technology, External Relations Officer, Partnership Coordinator, Finance Administrator, Administrator of Quality, Performance, and Planning, Equity and Inclusion Officer, Board and President Administrative Support	Process EffectivenessSafety/Emergency PreparednessWorkforce Capability/CapacityMarket PerformanceBudgetary/Financial Measure Strategy Implementation
	Workforce Leader Support Training and Special Projects	As needed	Members selected based on their leadership interest, potential for Best Practice Sharing in specific areas	KPM, as needed
	Capability and Capacity Assessments*	Weekly, Monthly, Annually	ExD, HR, Administrator of Instructional Services, Department Heads as needed	Workforce Capability/Capacity
	Individual Workforce Member Meetings*	As needed	Workforce member and LT	KPM, as needed
	Key IT System Review Team	Quarterly, Annually	ExD, COS, DOT, Admin. Instructional Services, Integrated Technology Lead, SSC, Data Services, Special Education and Curr. and PD Coordinators, Finance Administrator	Student Learning Outcomes, Student Engagement, Beyond Feedback Results, IT System Rubric Feedback
	Safety Ambassador Meeting	Quarterly	Executive Safety Committee, Safety Ambassadors	Safety/Emergency Preparedness Process Effectiveness
	Executive Safety Committee*	Quarterly	ExD, DOT, Admin. Instructional Services, School Nurse, Board and President Administrative Support, Health Clerk, Operations Analyst	Safety/Emergency Preparedness Process Effectiveness
	Board of Director Meetings (BOD)*	Quarterly	BOD Members, Community, Parents, Business Representatives, LT, SL	KPM, as needed
	Vistage Worldwide	Annually, As Needed	Local Business CEOs and Executives	KPM, as needed
	Community Outreach and Influence (Community, Partners, Collaborators)	Monthly	SL and LT Members as appropriate, Community Partners and Influencers	KPM, as needed
	Supplier Process Review	Quarterly, Annually	CBO, LT Member as appropriate	Process Effectiveness
	SL Communication Plan (Fig. 1.1-2)	Ongoing	SL	KPM, as needed

SH: Stakeholder, CC: Core Competency, VMV: Vision, Mission, Values, SI: Strategic Initiatives, VOC: Voice of Customer/Data, *: Ethics Monitoring

other data and information to ensure accuracy, validity, integrity, reliability, and currency through the mechanisms listed in *Figure 4.2-2*.

4.2a(2) CSSD ensures the availability of organizational data and information to the appropriate stakeholders through fully integrated Information Technology (IT) systems. Key components of the IT system are presented in *Figure 6.2-1*.

Data and information from the IT systems is made available in a secure, user-friendly format and in a timely manner to meet all key stakeholder requests and needs. Applicable data and information is available through the IT systems, on paper, in person, through the Internet, mail and email.

Data and information is deployed through the IT system components as well as CKMS methods to all key stakeholders. Each IT system is assigned a champion whose information is delivered in a timely manner to appropriate stakeholder groups Reliability, security and user-friendliness are all requirements of the IT systems. After extensive research and consultation with experts in the industry, CSSD verifies these attributes prior to system purchase. The Director of Operations and Technology

(DOT) manages CSSD's technology resources and coordinates technology SIs with the assistance of outside providers, community experts, and end users. The DOT solicits feedback from end users about the reliability and user-friendliness of the current systems and identifies any technical challenges and training needs. According to the feedback, these are resolved through an outside supplier and through the CKMS.

4.2b. Organizational Knowledge

4.2b(1) CSSD manages organizational knowledge and collects and transfers workforce knowledge through various CKMS methods (*Figure 4.2-1*).

CSSD blends and correlates data from different sources to build new knowledge by incorporating the OPMR process into specifically selected CKMS methods. These methods allow for collaboration and sharing between all workforce members. Structured agendas addressing items that incorporate stakeholder requirements and VOC feedback, innovation, and that align with CSSD's Core Competency, VMV and SI are developed. These methods allow employees to hone their craft, learn and share new strategies within and outside their area of expertise.

Sharing best practices is a regular agenda item at all workforce related meetings. Ongoing enrichment and training activities are provided through regularly scheduled AU professional development sessions. The venues or tools for transferring and managing knowledge may include in person meetings, video conferencing, CSSD's website, *the* Wave, and School Pathways. CSSD has implemented the ability to video record presentations and trainings that can be posted to the Wave as an improved method to transfer workforce knowledge. Published Storybook data is also used monthly and annually to transfer knowledge amongst workforce.

CSSD transfers knowledge from and to students, parents, suppliers, partners and collaborators through methods shown in CKMS Methods in *Figure 4.2-1*.

CSSD assembles and transfers relevant knowledge for use in innovation and SPP processes through CKMS methods. Knowledge serves as key inputs to the SPP that result in SI and AP. When strong processes and systems integrate (LMS, SPP, OPMR, CKMS, PDI³S) with the sharing of data and different areas of expertise, true innovation occurs. For example, cross-functional teams share knowledge, supported by data, during weekly Huddle meetings and other CKMS methods, as appropriate. LT members are formally tasked with learning, seeking best practices and researching cutting-edge solutions to share at Huddle meetings. The NERT learning and other key innovation processes are also key inputs into SPP and its role in innovation. Findings are shared with all workforce members quarterly during faculty and office meetings.

4.2b(2) CSSD shares best practices through the newly deployed Best Practices Portal housed on *the* Wave and through established CKMS methods (*Figure 4.2-1*). The Best Practices Portal was a result of a Fellows project that explored sharing of best practices across all workforce members. The CKMS is deployed to all workforce segments through regularly scheduled meetings that are designed to monitor SI, Goals, and APs. AU professional development sessions are designed to support the deployment of best practices.

The LT also regularly reviews Scorecard results and performance to identify internal organizational best practices and high performing workforce members, RCs and Regions. LT members identify the best practices that best support the organizational SI, Goals and APs and share them across the organization through appropriate CKMS methods. For example, audit results are an important monitoring tool for teacher compliance. Through the monthly monitoring of the PPEP Storybook results and the regular monitoring of teacher scorecards, the organization learns about and identifies best internal practices and high performances regarding compliance. The result of this knowledge sharing is demonstrated in the increased teacher compliance (*Figure 7.1-19*).

CSSD identifies external best practices through regularly scheduled meetings with suppliers, partners and collaborators, as well as purposeful best practice research such as the NERT, the Fellows Program, and conference attendance such as Quest for Excellence and the Regional Baldrige Alliance meetings.

4.2b(3) CSSD uses knowledge and resources to embed learning in the way the organization operates through the integration of PDLA and ADLI into every process represented in

Figure 4.2-2 - Data and Information Quality and Security	
Property	**Mechanism**
Quality Verification	Culture of accountability
	System of checks and balances
	Extensive and on-going training
Accuracy and Validity	Extensive and on-going training
	System of checks and balances
	Evaluation of experience and skill set
	Internal and External Audits
	Cross check and supervisor review for data entry
	Consistent file format
	Standardized data entry items
Integrity and Reliability	Review process of data and measures (OPMR)
	Initial research of software prior to purchase
	Code of Ethics
	Internal and External Audits
	Internet Use Agreements
	Monitoring and regular system back-ups, disaster recovery checks
	Standardization and uniformity of software
Currency	Data deadlines
	Master Calendar with due dates
	Internal and External Audits
	Scorecards with timeline targets aligned to expected results
Security and Cybersecurity	Password protection for internal security
	Multifactor authentication, blocking foreign logins and legacy authentication
	Proactive and reactive sign in monitoring
	Access control lists (permissions)
	On-demand encryption of email messages
	Firewall protection for external security
	Policies and procedures for student records
	Anti-virus software
	Network system maintenance
	Document destruction
	Cloud-based backup and retention of data
	Spam and malware protection; advanced threat protection for email
	Campaigns to access cybersecurity effectiveness (Phishing campaigns/Attack simulator)
	Audit review of access rights

Figure 1.1-1 the LMS: SPP, PPEP, OPMR, PDI³S and CKMS. For example, the SPP integrates learning through *Steps 8, 9 and 10*. The OPMR provides the framework for data review, analysis, progress monitoring, and comparative benchmarking to allow for continuous organizational learning. Through this learning adjustments can be made to ensure that AP are achieved. Adjustments are shared through the CKMS methods, and results are integrated into the SPP.

5: Workforce

CATEGORY 5: Workforce
5.1 Workforce Environment
5.1a. Workforce Capability and Capacity

5.1a(1) CSSD assesses workforce capability and capacity needs annually through its SPP (long term), through dedicated assessments during quarterly LT and weekly Huddle meetings (short term) through the Workforce Learning and Development System (WLDS) (*Figure 5.1-1*).

In order to assess the skills, competencies, certifications, and staffing levels in the short and long term, CSSD uses the Capability and Capacity Assessment as part of the WLDS process. The WLDS process, managed by Human Resources (HR), reviews data that includes current student enrollment and growth projections, student group percentages and outcome results and appropriate credentialing, skills and capabilities in the current workforce. As seen in *P-2*, CSSD segments its workforce into three key employee groups: instructional staff, support staff, and leadership. Each workforce segment's capability and capacity assessment review is aligned with Goals and SI. Hiring and placement decisions are made based on outcomes.

The WLDS, coupled with the high value placed on individual workforce members, is so effective that CSSD maintains over a 90 percent retention rate (*Figure 7.3-12*).

5.1a(2) The analysis and consequential decisions that are derived from the Capability and Capacity Assessment process described above drive the recruitment, hiring and placement and onboarding and orientation processes as part of the WLDS (*Figure 5.1-1*).

Recruitment: Through the SPP, Capability and Capacity Assessment, VOC key requirements and student academic needs, CSSD identifies characteristics and skills needed for its workforce. Job descriptions are created to ensure successful candidates represent the diverse ideas, cultures, and thinking of the CSSD learning community. Job descriptions are posted on Edjoin and other online job posting sites to ensure broad distribution to reach the maximum amount of potential candidates. Targeted recruiting is done through business and community partnerships and outreach. Methods include:

- Outreach to local teacher-training colleges and universities
- Advertisements in local, state and national publications
- Career and Community Fairs
- Word-of-mouth with assistance from current employees and other community contacts

Information about CSSD's student focus culture of accountability and professionalism is shared throughout the entire selection process.

Hiring and Placement: Prospective candidates, regardless of how they are identified, complete their applications online through Edjoin. The basic application requests information such as credentials, degrees, and/or certifications; past course work and years of experience. The supplemental application includes several open-ended questions that give further insight into the applicant's experiences, skills and objectives. Applications are reviewed by HR for minimum qualifications. Qualified applicants first complete a Work Style Behavior survey and initial assessment aligned to the job description (i.e. instructional

Figure 5.1-1

Workforce Learning & Development System

staff take a math assessment and support staff take an office skills assessment). CSSD only advances candidates who have a low risk factor on the survey and successful pass rate on assessments. Selected applicants are invited to interview with a panel as appropriate to the workforce segment. In order to ensure fit within the organization, during the interview phase applicants are asked questions specifically designed to confirm knowledge and alignment to CSSD's culture and VMV. CSSD is committed to hiring workforce members who are highly professional, independent, self-motivated, high-energy people who speak for themselves. Successful instructional applicants demonstrate a passion for creating a positive, challenging environment that is centered on teaching and learning. Candidates who successfully complete this phase of the process are then invited to interview with SL. CSSD checks references and Department of Justice Background Check (*Figure 7.4-12*) of all candidates prior to making an offer.

Onboarding/Orientation: The design of the recruitment and hiring process enables CSSD to hire workforce members who fit its culture; which is the first step towards successful retention. Next, new workforce members experience an engaging onboarding process. During the first ten days of employment, new employees are exposed to and trained on best practices identified through the CKMS (*Figure 4.2-1*). Best practices are

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shared through the employee shadowing process, which pairs new employees with high performing workforce members who have been identified through the OPMR (*Figure 4.1-1*). Work alignment between the individual employee and SI is also a key driver of retention (*Figure 7.3-12*).

5.1a(3) CSSD prepares the workforce for changing and capability and capacity needs through processes described in 5.1a(1) and the LMS. SL regularly communicate environmental and legislative landscape changes to the entire workforce through the CKMS. SL approach the workforce through various CKMS methods for input before making decisions (*Figure 7.4-2*) regarding new opportunities, such as expanding program offerings, implementing process improvements and opening new locations.

To minimize reductions and to manage growth, staffing projections and actuals are reconciled monthly, so that proactive adjustments can be made quickly to ensure continuity. For example, CSSD's Special Education population has trended upward over the past five years from 17% to 23%. Strict regulations dictate caseload requirements of special education teachers, so regular reconciliation of staffing levels is necessary to best serve students and remain in compliance.

Preparing the workforce for changes in organizational structure, workplaces, work systems, and technology are all collaborated through CKMS methods.

5.1a(4) CSSD organizes and manages its workforce to capitalize on its core competencies, to reinforce organizational resilience, agility and student focus, and to exceed performance expectations through the LMS. The integration of the LMS maintains systems that allow CSSD to remain agile and to achieve its core competency of *Transforming Lives*. As a key stakeholder, workforce members have a deep understanding of their role in *Transforming Lives* as well as aligning to the organization's VMV and SI.

Resiliency has been an important part of organizational culture from the very beginning. The original 1992 California charter law granted charter schools a mega waiver. The mega waiver allowed for autonomy and flexibility in exchange for a high level of accountability. Since then, over the past two decades, hundreds of restrictions have been placed back on charter schools. CSSD SL have successfully learned to cope with the ever-changing legislative and regulatory environment. Through the LMS and ongoing environmental scans, CSSD has embraced agility and resiliency as a means to accomplish sustainability.

RC location placement is key to the ability to focus on students, their learning and, ultimately…*Transform Lives*. Convenience for students combined with the positive teacher/student ratios are essential ingredients for achieving positive student outcomes and ultimately, the ability to Transform Lives. For example, PPEP Storybook data and RC meetings between instructional staff and HR recently indicated that an RC needed a bilingual math teacher. Through the hiring process, a bilingual math teacher was placed at the RC to best support student learning. Teachers are placed into specific RCs and function with the support of three roving Learning Leads who are aligned to three regions. Learning Leads report to the Administrator of Instructional Services who serves as a LT member.

To exceed performance expectations, each workforce member's performance is monitored through an individualized scorecard that is directly aligned to a SI. The components of the scorecards include individual targets that are tied to AP that support goals that align to SI. LT and department scorecard reviews include the status of performance measures.

Individual performance progress and organizational learning takes place through the OPMR during appropriate CKMS methods. Scorecard analysis and process results are inputs into the SPP to ensure CSSD systematically reinforces its student-focused culture and expectations of exceptional performance.

5.1b Workforce Climate

5.1b(1) CSSD's BOD has established policies to ensure workplace health, security, and accessibility for all workforce members. A key requirement of CSSD's workforce is to work in a safe environment. As outlined in *P-3*, CSSD meets or exceeds state and federal mandates for health and safety training requirements (*Figure 7.1-24*).

CSSD's performance measures and improvement goals for workplace environmental factors are outlined in *Figure 5.1-2*.

Through the CKMS, CSSD monitors workplace environment data and analyzes trends to identify opportunities for improvement. There are no significant differences in these requirements amongst workforce members.

5.1b(2) CSSD supports its workforce with services, benefits, and policies that exceed those of our competitors. The base compensation schedule is 5 percent above SDUSD and competitive with other neighboring districts. CSSD annually revisits its benefits plan considering workforce segments and requirements. CSSD's benefits package is 100% employer paid for eligible employees and all eligible dependents. The package's benefit offerings far exceed those of industry standards.

5.2 Workforce Engagement

5.2a Assessment of Workforce Engagement

5.2a(1) CSSD has measured employee engagement through surveys for many years. As a cycle of refinement, CSSD began determining key drivers of workforce engagement by using the Beyond Feedback survey in 2018. The survey allows for each workforce group and segment to determine their own key drivers of engagement. Key drivers of engagement are a key internal input into *Step 1* of the SPP. For example, Certificated Teacher Resource (CTR) workforce members indicated on the survey that they would like to receive more specialized training. An AP under the Instruction and Learning SI was developed because of this survey result segmentation.

5.2a(2) CSSD assesses workforce satisfaction and engagement through a systematic process utilizing multiple approaches. Formal methods include the review of Beyond Feedback survey results and PPEP Storybook measures and through the annual scorecard review process through OPMR during appropriate CKMS methods. Informal methods include the regular review by LT members of workforce retention, absenteeism, safety and productivity through the OPMR process. Individual meetings are encouraged through the open-door policy embraced by all LT members.

The methods and measures for employee satisfaction and engagement do not differ across workforce segments. Key workforce satisfiers are: safe environment, right tools to do my

Figure 5.1-2 Workplace Environmental Factors		
Environmental Factors	**Measures**	**Goals**
Health Blood Borne Pathogens	Staff Training	100%, Fig. 7.1-24
CPR and First Aid	Staff Training; Supply Availability	100%, Fig. 7.1-24
Mental Health Support; Social Emotions Supports	Staff Training; Student/Parent Engagement Results	100%; Figure 7.1-14, Figure 7.2-12-13
Staff/Student Interaction	Staff Training; Policy Signature	100%, Fig. 7.4-12
Suicide Prevention Training	Staff Training; Student/Parent Engagement Results	100%; Figure 7.1-14, Figure 7.2-12-13
Earthquake and Evacuation Drills	Drill Compliance	100%, Fig. 7.1-24
Threat Assessment	Safety Plan Compliance	100%, Fig. 7.1-24
Suspension	Suspension Rate	Figure 7.2-14-17
Sexual Harassment	Staff Training; Beyond Feedback Results	100%; Figure 7.3-6
Security Access Control	Access Control Limits	100%, Fig. 7.1-24
Burglar Alarm Monitoring	Installed Systems	100%, Fig. 7.1-24
Fire and Life Safety	Installed Systems	100%, Fig. 7.1-24
Safety Plan Training	Staff Training; BOD Plan Approval	100%, Fig. 7.1-24
Riot Glass Support	Installed Systems	100%, Fig. 7.1-24
Cyber Security	Staff Training; Cyber Security Results	100%; Figure 7.1-23
Child Protective Services	Staff Training; Student Engagement Results	100%; Figure 7.2-12
Accessibility ADA Compliance	ADA Compliance	100%, Fig. 7.1-24
Facility Permitting	Permit Compliance	100%, Fig. 7.1-24
Technology Training	Staff Training; Beyond Feedback Results	100%; Figure 7.3-8

The CKMS (*Figure 4.2-1*) is the primary vehicle for accomplishing collaboration, open communication and knowledge sharing among all workforce members. In these regularly scheduled methods, alignment is tied directly to our CC and VMV. The CKMS supports CSSD's culture of effective communication by empowering the workforce with opportunities for sharing knowledge and best practices, providing professional development, and promoting collegiality. CKMS methods are intentionally cross collaborative among workforce segments and/or departments. CSSD has an open- door policy that encourages one-on-one discussions between members of the Instructional Staff, Support Staff, and LT.

High performance and accountability at all levels are driving elements in CSSD's culture and allows the school to live its Value of Kids Come First. The integrated Scorecard System described in 5.1a(4) is largely designed to drive high performance that is aligned across CSSD.

CSSD's culture of open, effective communication and high accountability creates an engaged workforce. The integrated scorecard system allows all workforce members to easily tie their daily work to student achievement and the overall success of the organization. CSSD's high level of workforce engagement is demonstrated through employee retention and employee effectiveness results that outperform prior Baldrige recipients and national comparisons (*Figures 7.3-12, 7.3-5*).

CSSD promotes a culture of equity and inclusion through the SL Communication Plan (*Figure 1.1-2*, workforce column), the CKMS and its Basic Values. Each communication medium and method offers equal access to CSSD's SL and LT to share ideas continuously and as they occur to all employees. CSSD performs in the top decile and exceeds other Baldrige recipients by a significant margin regarding two-way communication between employees and SL/LT (*Figure 7.3-10*).

Many aspects of CSSD's structure encourage diverse ideas, cultures and thinking. Each CKMS method brings together workforce members from different disciplines, departments, and locations to learn and discuss common ideas. These inter-disciplinary and cross-functional teams allow for varying perspectives and new ideas. The SPP (*Figure 2.1-2*) receives input from all stakeholders so that the SP and AP reflect a diversity of viewpoints and thoughts.

CSSD empowers its workforce to make decisions closest to students and parents through its role in the LMS (*Figure 1.1-1*). Workforce members are key stakeholders in the SPP, and their input and feedback is integrated into the key process and key support processes. Best practices and expectations are shared through the CKMS, and work progress is analyzed and monitored through the OPMR. The integration of the LMS, the CKMS, and the OPMR, allows for leadership and accountability for individual work to be at all levels.

5.2c Performance Management and Development
5.2c(1) CSSD's performance management system, the OPMR (*Figure 4.1*), supports high performance by identifying individual workforce members who meet or exceed expectation and demonstrate best practices. Through CKMS methods, the identified workforce members are rewarded and recognized. They are identified based on Scorecard results that demonstrate best practices and their high level of engagement. If a decrease

job and collaborative environment (*Figures 7.3-6-8*). Strong employee satisfaction and engagement leads to high employee retention, which leads to strong organizational performance, including high student and parent satisfaction (*Figures 7.2-1, 7.2-3*), and financial success and sustainability (*Figures 7.5-1*).

5.2b Organizational Culture
CSSD fosters an organizational culture that is characterized by open communication, high performance, and an engaged workforce through a continual focus on its VMV and CC.

in performance or engagement is identified, job shadowing opportunities and specific trainings are provided through multiple CKMS methods, including individual meetings.

Since CSSD expects high performance from all workforce members, compensation levels are deliberately set above the authorizing district. The workforce is paid 5 percent above SDUSD salary schedule and is competitive with neighboring districts. Workforce benefits are 100 percent employer paid for employees and all eligible dependents. High performing workforce members who meet or exceed target goals are publicly recognized on an annual basis. Other recognition activities include award luncheons, leadership opportunities and awards. SL also recognize individual workforce members through methods in the SL Communication Plan (*Figure 1.1- 2*).

CSSD was built on and encourages intelligent risk taking to achieve resiliency and agility from every member of the workforce. Intelligent risk taking is integrated into key CKMS methods to identify new practices and ideas. These practices are developed through the PDI³S and are integrated back through the CKMS methods.

The organization's student, parent and business focus is reinforced through the OPMR where levels, trends and benchmarking inform continuous improvement. Key measures relate to increased student learning. Scorecard AP are monitored through the OPMR to ensure progress and achievement.

5.2c(2) CSSD's WLDS (*Figure 5.1-1*) carefully addresses the personal development of workforce members and organizations needs. The WLDS first considers SP inputs and workforce Capability and Capacity Assessments that filter into each workforce member's placement and the creation of personalized professional development plans that are delivered through Altus University. AU is CSSD's comprehensive professional development plan that is offered to all employee segments.

CSSD considers the learning and development desires of all workforce members through regular scorecard reviews, as well as through CKMS methods and one-on-one conversations. The needs and desires for training and development of the entire workforce are collected through the Leadership Planning Form as part of the SPP.

CSSD supports organizational performance improvement and intelligent risk taking through evaluation of data from the Leadership Planning Form and the PPEP Storybook through the CKMS and OPMR processes. Plans for AU offerings and development are created based on CC, strategic challenges, and requirements of AP. During the SPP, CSSD considers training and development needs based on organizational performance improvement, technological change, innovation, and the Capability and Capacity Assessment of current staff.

Ethical practices are fully deployed to all workforce segments as presented in *Figure 1.2-3*. The Ethical Responsibility pillar is one of five pillars in which AU offerings are segmented. The segments are: Curriculum Content Training, Student Engagement, Ethical Responsibility, Teacher and Staff Efficiency and Effectiveness, and Strategic Planning.

5.2c(3) CSSD evaluates the effectiveness of AU embedded into WLDS through the OPMR process. Inputs include survey results, student achievement results, workforce retention, workforce engagement and satisfaction levels, AU evaluations,

and SI progress and achievement. CSSD holds that increased workforce engagement will yield increased organizational results in PPEP and Key Support Processes.

Correlations among learning and development, workforce engagement and organizational results are analyzed by LT at weekly Huddle and quarterly LT meetings and through the SPP to identify opportunities for improvement in workforce engagement, learning and development offerings. Once opportunities are identified, they are developed through the PDI³S. AP are developed, and benchmarks for workforce engagement are identified.

5.2c(4) CSSD manages career development at every level. Career progression is accomplished through the OPMR's analysis and CKMS methods such as the Fellows Program and Executive Studies AU sessions. Formally, career development for workforce members is managed through the individual scorecard review with supervisors and mentors annually. Through this meeting, growth opportunities are discussed in regard to their current position and potential advancement in the organization. This process empowers workforce members to take the initiative in developing their careers. By collaborating with supervisors to receive support needed, workforce members work to meet their career progression goals. Informal opportunities for growth are provided throughout the year. Opportunities include attendance at AU sessions, AU trainer opportunities, external conferences/ trainings, and individual mentoring.

In 2008, CSSD's CEO established Executive Studies to manage career progression for workforce members who were identified for future leadership. In 2013, through a cycle of refinement and as the organization grew, Executive Studies sessions were integrated into AU and were opened up to all workforce members interested in leadership and career progression. In 2017, CSSD's CEO was asked to present at the Baldrige Fellows program. She was so impressed with the caliber of the program that she modeled CSSD's Fellows program after it. This career progression management process has been incredibly successful. Twenty-one out of the 23 staff members represented on the organziational chart progressed from instructional or support staff positions and have an average of almost 15 years of service. SL combine for an average of 24 years of service. Additionally, 47 percent of certificated staff members began as CTRs.

CSSD carries out succession planning for management and leadership positions seeking input from the BOD, the CEO Council, and appropriate LT members. From these inputs SL enhanced the Executive Studies to incorporate LT development meetings and external development opportunities such as the Baldrige national and regional conferences and statewide charter meetings and conferences. Identified workforce members are given leadership and project management opportunities to develop the necessary skills to become a future leader.

5.2c(5) CSSD ensures that performance management, performance development and career development processes promote equity and inclusion for a diverse workforce and different workforce groups and segments (LT, SS, IS) through the WLDS. During the hiring process, candidates are recruited from a variety of job fairs and job posting websites. As stated on the CSSD website, CSSD is an equal opportunity employer.

6: Operations

All applicants are considered for employment without regard to potential parental, family or marital status, pregnancy or related conditions, age, gender, color, race, creed, national origin, religion, marital status, ancestry, health conditions, or sexual orientation. Through the systematic performance management system (scorecard), every workforce member is evaluated equally on their respective job assignment(s). For example, all teachers are evaluated on the PPEP Storybook measures embedded within their scorecard. Based upon scorecard outcomes, all workforce members have access to performance development through AU. Career development is equally accessed and promoted as referenced in 5.2c(4).

CATEGORY 6: Operations
6.1 Work Processes
### 6.1a Program, Service, and Process Design

6.1a(1) CSSD determines its key educational program, service and work process requirements by remaining focused on its Core Competency of *Transforming Lives*. To accomplish

its Core Competency, CSSD SL and LT members review federal and state regulatory, key customer and stakeholder requirements, and competitor student achievement and customer satisfaction data as inputs to the SPP. SI, Goal, and AP are created to exceed key customer and stakeholder expectations. Progress on the key work process (*Figure 7.1-1-18*) is monitored through the OPMR so that appropriate adjustments can be made through the CKMS.

6.1a(2) The PPEP (*Figure 6.1-1*) is CSSD's Key Work Process. It is at the center of the LMS and is specifically designed to engage students in their education and to help them advance academically through an individualized and personalized academic plan, which is a key customer requirement. It is broken into three phases.

Personalized Pathways Intake: Once a student and parent contact CSSD to initiate the enrollment process, a Pathways Intake is scheduled within two to four business days. This meeting begins the student's PPEP creation. The development of the PPEP begins during the student's and parents' initial meeting with CSSD, which takes place at one of CSSD's

Figure 6.1-1 Pathways Personalized Education Plan (PPEP)
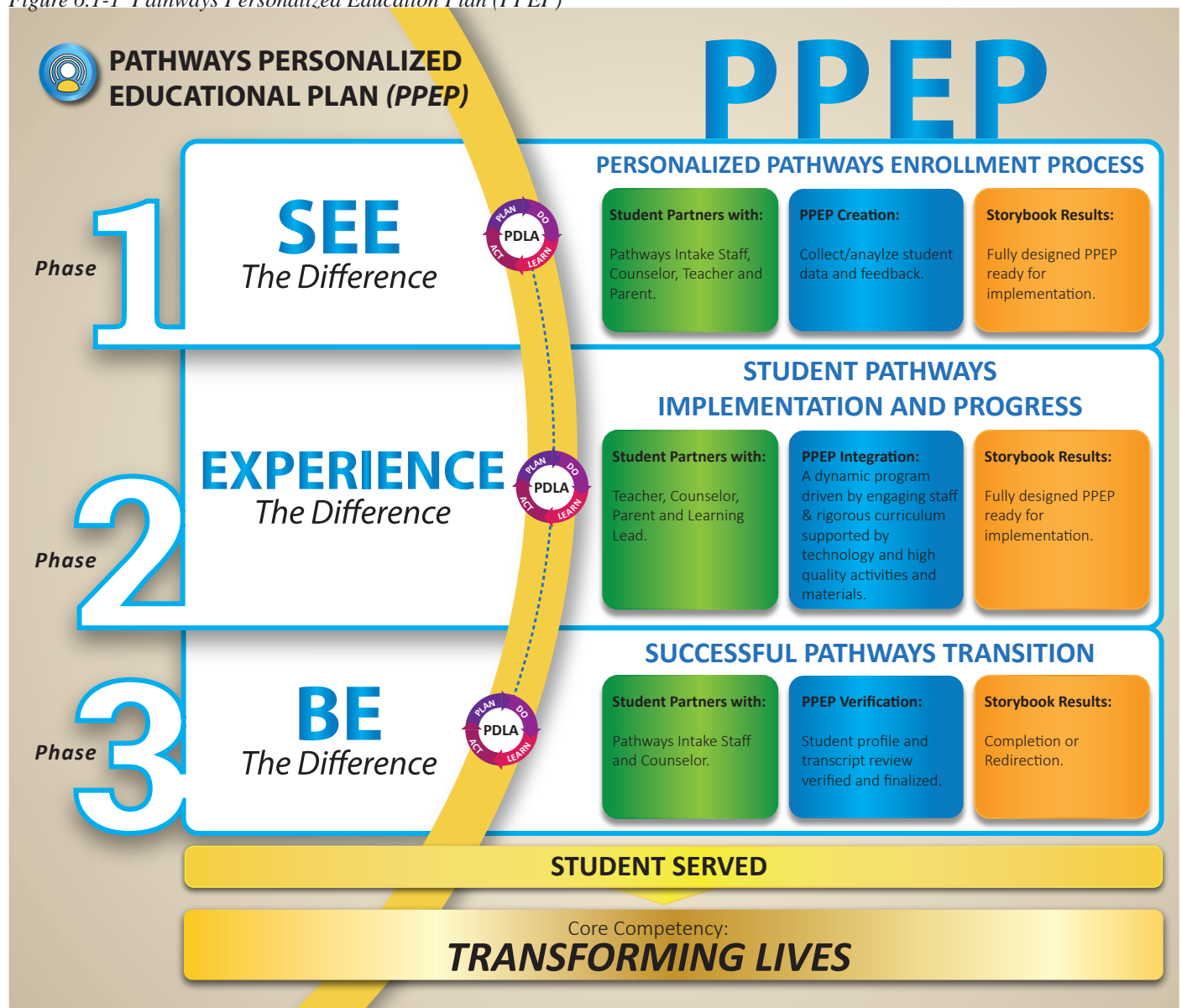
Student Services Centers, an RC or virtually. The intake meeting is carefully designed to introduce new students and families to CSSD's welcoming, student-centered, customer service oriented culture. Students and families immediately meet with their designated SSC support staff member who is responsible for guiding the students and parents through the enrollment process. The Pathways Intake process begins with presenting the students and parents with program and cultural highlights. The support staff member then gathers the student's transcripts, discipline history, immunization records, test scores, student's housing information (homeless, foster youth), contact information, and socio-economic/demographic information.

The support staff member then begins the process of personalizing the student's individualized academic plan by collecting and analyzing information that helps guide specific student requirements and needs. This type of information includes whether the student is pregnant or parenting, an English Learner, or has an active IEP or GATE plan. The SSC staff member also inquires if the student has specific health concerns to determine if resources or accommodations are needed and if the student has access to a computer or internet at home. The SSC support staff member explains and administers the MAP Intake assessment, which measures the student's current academic skill levels in Math and English Language Arts. While students are taking the Intake assessment, parents complete the newly introduced SSC Customer Service survey (*Figure 7.2-5*) to give valuable feedback on the Intake process.

Student Pathways Implementation and Progress: During the second phase of the PPEP, students and parents, as appropriate, work daily and weekly with their teacher in a one-on-one and small group setting at their neighborhood RC. Students are immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs given information from Phase 1 of the PPEP.

Students take one to two courses at a time, allowing them to focus on mastering standards of one course before moving to the next. Teachers utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Direct instruction, online, blended, independent study and one-on-one tutoring enhance a range of student learning styles and pathways.

To ensure the instructional strategies and engagement activities are providing a successful path for individual students, a variety of data is integrated into the PPEP. Teachers use instructional software tools such as Naviance, CSSD's college and career software. Teachers also utilize MAP assessment software and School Pathways Student Information System to view real time student achievement data. Naviance, MAP and SIS data is integrated into the PPEP Storybook. The PPEP Storybook data is reviewed and analyzed by teachers, Learning Leads and the Administrator of Instructional Services to ensure that the instructional strategies used are truly successful for each student. Based on the PPEP data, teachers can immediately reconcile and adjust the student's instruction, methods of delivery and resources. Because CSSD has purposely designed its program so that teachers work with only 40 students, teachers are able to communicate frequently with the family and get to know each student's academic strengths and social needs. The

largest differentiator for CSSD's program is the ability to go well beyond traditional methods to transform the lives of the kids. Teachers and staff conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships.

Successful Pathways Transition: During phase three of the PPEP, students either graduate or are redirected back to their traditional high school based on the accomplishment of their PPEP goals. Counselors update all students' dashboards upon exit to identify best practices and opportunities for improvement. These results act as an input into the SPP as outlined in the LMS.

Requirements for the key work process, the PPEP, are measures that relate to the student Intake, personalized instruction, data informing instruction and curriculum, and the student's redirection or completion (*Figure 6.1-3*).

6.1a(3) CSSD designs its educational programs and services and the PPEP through the PDI³S (*Figure 6.1-2*). The PDI³S includes new technology, organizational knowledge, program and service excellence, student value, risk assessment, and the potential need for agility into these programs, services and processes (*Figure 7.4-4*).

6.1b Process Management and Improvement

6.1b(1) CSSD's day-to-day operation of work processes is based on the key customer requirements that are reviewed annually as *Step 1* of the SPP. Key Customer and Stakeholder feedback is analyzed for trends and is an input into the SPP. This data drives the PPEP and all organizational work processes, as referenced in *P-5*.

Figure 6.1-3 outlines the key performance measures and indicators and in-process measures to control and improve CSSD's work process. These measures relate to the quality of outcomes and the performance of CSSD's educational programs and services by providing data that aligns to the Core Competency of *Transforming Lives*. To *Transform Lives*, the two key outcomes vital to measuring CSSD's success is CSSD's ability to either graduate or redirect students. All process measures represented in *Figure 6.1-3* support this ultimate goal. Progress is tracked through the OPMR. For example, the ability of CSSD to quickly perform the Intake Cycle time enhances the ability to quickly engage the student who, for the most part, is coming from a relatively negative perspective of their education. CSSD's ability to quickly immerse them into a new and intensely supportive environment enhances our ability to engage the student into having hope for their education and success. As indicated in *Figure 7.1-2* CSSD's Graduation rate outperforms competitors and fulfills the requirements as established by key customer and stakeholders as seen in *P-5*. CSSD's Graduation rate contributes to society by minimizing incarceration rates and increasing the productivity of future generations (*Figure 7.4-14*).

6.1b(2) SL and appropriate LT members determine CSSD's key support processes primarily based on the key customer and stakeholder requirements as outlined in *P-5*. Regulatory requirements, Capability and Capacity Assessment results, and VOC data are additional inputs into the determination process.

CSSD's ten Key Support Processes are presented in *Figure 6.1-4*. Each LT member who owns the Key Support Process reports weekly at Huddle meetings quarterly on the day-to-day

Figure 6.1-2

Figure 6.1-2: PROCESS DESIGN INTRODUCTION, IMPROVEMENT & INNOVATION SYSTEM (PDI³S)
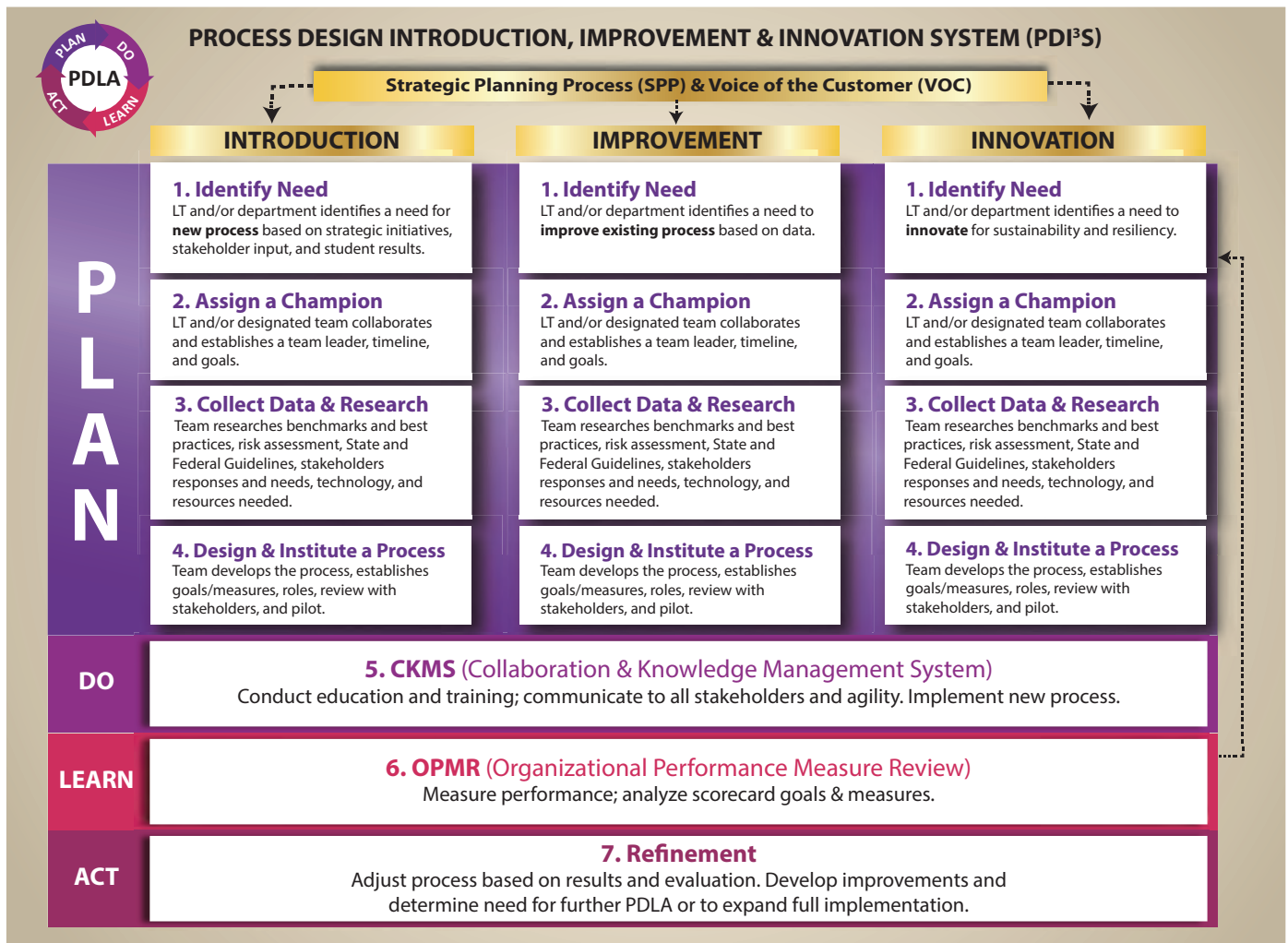
operation of their respective processes. Support Process progress is monitored through the OPMR process. All support data as it relates to SI, Goals and AP is reviewed and analyzed to act as inputs into the SPP. The alignment outlined in *Figure 6.1-4* to key customer and stakeholder requirements and expectations, SI and PPEP support three of CSSD's Basic Values: Kids Come First, High Accountability, and Business Principles.

6.1b(3) CSSD improves its key and support work processes to increase student learning, improve educational programs and services and performance, and enhance its Core Competency through the PDI³S (*Figure 6.1-2*). CSSD reduces variability through the L phase (OPMR) of the PDLA process, which is embedded in the PDI³S. Through the OPMR, data is analyzed and shared to monitor for variability. Once variability is identified during OPMR monitoring, communication and training occur through the CKMS to reduce it. Adjustments to processes are made as needed.

6.1c Supply-Network Management

The supply-network is managed through the supplier processes review within the CKMS. Suppliers are selected through a supplier selection team. The team consists of a LT champion and representative users to ensure broad and diverse input on the selection process.

CSSD ensures suppliers are qualified and positioned to meet operational needs, enhance performance, support SI and enhance

student satisfaction. CSSD promotes alignment and collaboration within the supply-network through the supplier qualification and position process. LT members identify a supplier/product selection team. The team defines the product/services and its requirements with input from relevant stakeholders. A detailed Request for Proposal (RFP) is developed by the CBO and selection team that outlines the final requirements. The RFP is released to identified suppliers who are invited to submit proposals. The team reviews submitted proposals to select the most qualified supplier. Qualified suppliers have strong financial performance and valid references. Identified suppliers are asked to participate in an in-person interview to further determine their alignment to the RFP requirements and the organization's VMV/CC. Before a selection is finalized, the Finance Administrator and CBO is involved in contract terms and pricing negotiation.

To ensure supply-network agility and resilience in responding to changes in student, market and organizational requirements, SI and AP completion progress are reviewed with suppliers annually, quarterly, weekly, and as needed. Supplier performance is reviewed monthly by the LT champion and key users. Feedback is reported during weekly Huddle meetings. Gathered data is analyzed for trends and reviewed through the OPMR process. The outcome is communicated to the supplier at regularly scheduled monthly meetings, or as needed, for continuous improvement.

Figure 6.1-3 Key Process Requirements and Measures

			Requirements	Process Measure	Figures
Key Customer/Stakeholder Requirements and Expectations	Strategic Planning Process	Pathways Personalized Education Plan	Personalized Pathways Enrollment	Student Intake Cycle Time	7.1-17-18
				SSC Customer Service Survey Results	7.2-5
				Market Share Data (Enrollment)	7.5-4
			Student Pathways Implementation and Progress	NWEA MAP Growth	7.1-11-13
				Successful Transition Rate	7.1-1
				Student/Parent Satisfaction Results	7.2-1-11
				Student Participation Rates	7.1-14
				CAASPP Results	7.1-15-16
				Student Confidence Survey	7.1-6-10
				Teacher Audit Results	7.1-19
			Successful Pathways Transition	Graduation Rate	7.1-2-5
				Successful Transition Rate	7.1-1

If a supplier is performing poorly, AP progression is closely monitored by the LT champion. Specific improvement targets are set to address concerns and to clarify expectations. If improvement is not seen, the vendor is notified that a new RFP will be released.

6.1d Management of Opportunities for Innovation

CSSD pursues identified opportunities for innovation through alignment with the VMV, SI, and the CC as integrated in the LMS and through the Innovation column of the PDI³S. Opportunities are identified through OPMR, CKMS methods, NERT, listening methods, research and best practices such as attending Quest for Excellence annually, the Fellows Program, environmental scans, supplier collaboration, etc. A champion is identified based on their capability and capacity. Research is conducted and data is gathered through the PDI³S. SL consider the data to determine if financial and other resources should be made available to support the idea or opportunity. Specific measures are identified to test the viability of the process.

CSSD pursues strategic opportunities that are determined as intelligent risk through the process outlined in 2.1a(2).

Financial and other resources are made available to support innovation, strategic opportunities and intelligent risk taking through effective financial management. Additionally, as seen further in *Figure 7.5-1*, maintenance of reserve accounts is a key component to financing innovation. Three reserve funds are available and the one targeted to support innovation is the Contingency/Strategic Fund. The CBO oversees the entire fiscal process and advises the SL and LT on how to best resource innovation.

Decisions to discontinue pursuing an opportunity are accomplished through the L and A phases of the PDLA as part of the PDI³S process. The L phase includes the analysis conducted by the LT through the review of the measures identified as part of the test phase. During the A phase, "Go" or "No Go" decisions are made based on this analysis of the balance of resources as opposed to the contributing value of the opportunity.

6.2 Operational Effectiveness

6.2a Process Efficiency and Effectiveness

At the highest level, CSSD's SL control overall costs, efficiency and effectiveness by closely monitoring all financial activities and leading indicators, such as enrollment, ADA compliance, Key Process and Key Support Process results. Results of the analysis are shared at the weekly Huddle meeting. All LT members share responsibility for financial stewardship and operational effectiveness through the OPMR.

CSSD's key work and support processes incorporate cycle time, productivity and efficiency and effectiveness of factors through the implementation of individual scorecards that are monitored through the OPMR and are inputs into the SPP. Outcomes often indicate what areas need attention to develop trainings to prevent error and rework. Specific trainings are developed and delivered through the CKMS. Their effectiveness is reviewed through the OPMR on a weekly, monthly, and annual basis.

An example is the evolution of the marketing process. Under the direction of the CEO, the CBO and the COS partnered to design and implement a robust marketing program that would help increase market share (*Figure 7.5-4*), improve enrollment cycle time (*Figure 7.1-17*), parent satisfaction (*Figure 7.2-5*), and balancing the need for cost controls. Through a partnership with Brown Marketing, CSSD deployed targeted messaging through a multitude of marketing mediums and platforms. Marketing data is closely reviewed, analyzed and trended through OPMR during weekly Huddle, LT, Instructional and RC meetings (scorecard review). In addition, learnings from OPMR and the NERT precipitated a redesign of Phase 1 of the PPEP through PDI³S. As a result, CSSD has been able to increase market share while reducing the amount of marketing dollars expended. The enrollment cycle time has decreased, and student and parent satisfaction has increased.

While CSSD does not have costs related to inspections or tests, costs associated with process and performance audits as presented in *Figure 1.2-2* are minimized through high performance. CSSD has achieved the highest possible results for Key Compliance Processes. These results reduce the amount of time key staff members must spend on compliance.

To balance the need for cost control and efficiency with the needs of students and parents, SL and LT use *Step 4* of the SPP.

6.2b Security and Cybersecurity

CSSD ensures the security and cybersecurity of sensitive or privileged data and information and of key assets through the mechanisms listed in *Figure 4.2-2*. CSSD is continuously

learning through attending conferences, regular meetings with partners and suppliers, trainings and ongoing environmental scans. For example, three years ago, CSSD made a key strategic transition to cloud-based technology (Microsoft Office 365) to dramatically increase its cybersecurity capabilities and access control based on learning from conferences and key partnerships and feedback from end users. Physical and digital data, information and key operational systems are managed to ensure confidentiality and appropriate access through access control permissions. Role-based access control limits access to privileged data, information and assets within the organization only to those who require such access and who have been approved by LT for such access. Leveraging various security groups and 802.1X configurations allow CSSD to unify access to information and network as well as log events to hold people accountable for their actions. Any systems containing sensitive company information or information about customer, partner and suppliers are housed within its off-site data center where access is restricted to few individuals using biometric authentication in combination with key cards. In addition to the secured off-site data center, the sites, data and systems in the cloud environments are ISO/IEC 27001 compliance to ensure confidentiality and integrity. CSSD's Executive Safety Committee manages the physical access to all locations and file storage. Physical access is limited to job scope and responsibilities.

CSSD maintains awareness of emerging security and cybersecurity threats through two tiers. LT members review cybersecurity threat rate data, through its partnership with FMT and through industry-specific cybersecurity standards and practices. A key source for these standards is the Baldrige Cybersecurity Excellence Builder. CSSD and its IT supplier Datel Technologies keep up to date with the latest threats by keeping a close eye on vulnerabilities posted from Cisco Talos, Microsoft and various internet forms to keep the organization protected in the ever-changing threatscape.

CSSD ensures that its workforce, students and parents understand and fulfill their security and cybersecurity roles and responsibilities through annual technology trainings and signing of technology use agreements. Workforce members take part in campaigns to assess cybersecurity effectiveness, which include phishing campaigns and attack simulators. Quarterly AU trainings around technology and cybersecurity are offered to all workforce segments. Appropriate workforce segments have been trained on how and when to send encrypted emails to protect sensitive student and organizational information. Partners and suppliers understand and fulfill their security and cybersecurity roles and responsibilities through the supplier selection process as described in 6.1c. CSSD protects assets, including intellectual property, through non-disclosure confidentiality agreements that are signed by partners, suppliers and workforce members.

CSSD has identified and prioritizes key information technology and operational systems as referenced in *Figure 6.2-1*. CSSD identifies key systems and data by level of integration to its infrastructure, day-to-day operation, and the impact if the information were compromised. To secure and protect these systems from potential cybersecurity events, detect cybersecurity events and respond to and recover from cybersecurity incidents, CSSD partners with FMT. FMT is a Microsoft Gold partner

			Key Support Processes	Key Measure	Figures
Key Customer/Stakeholder Requirements and Expectations	Strategic Initiative	Key Process: Pathways Personalized Education Plan	Data and Assessment	PPEP Storybook; Regulatory Reporting	7.1-1-18
			Curriculum	UC a-g Approval; NCAA Approval; College Board (AP); Edgenuity Courses; Online Textbook Offerings	7.1-21, 7.1-25, 7.4-16
			Professional Development	Training Hours; Specialized Training Sequence; Student Outcome Results	7.3-13-14, 7.3-2, 7.1-16
			Communications	Market Share	7.5-4
			Fiscal Services	Budgetary and Financial Performance; SB 740 Compliance	7.5-1-3
			Technology	Server Up Time; Cyber Security Results; Beyond Feedback Results	7.1-26, 7.1-23, 7.3-8
			Human Resources	Retention; Staffing Levels; Beyond Feedback Results; Advanced Degrees; Workers Comp Claims	7.3-12, 7.3-1, 7.3-5-11, 7.4-1-3, 7.4-9-11, 7.3-2, 7.3-3-4
			Operations	Emergency Preparedness; Permit Compliance; Student/Parent Satisfaction; Beyond Feedback Results	7.1-24, 7.2-1-11, 7.3-6, 7.3-8
			Equity and Inclusion	Student/Parent Satisfaction Results; Technology Access; Bus Pass Program; Nutrition Program; Student Outcome Results	7.2-1-11, 7.4-15, 7.1-1-18
			Ethical & Societal Responsibility	WASC, BOD, Renewal, Audits; Course Rigor and Quality Certifications	7.4-8, 7.4-7, 7.4-6, 7.1-19, 7.4-5, 7.1-21

Figure 6.1-4 - Key Support Processes and Measures

and is a Tier 1 Microsoft Cloud solution provider, which offers CSSD the top level of cyber protection. The three key levels of protection include identity authentication, information and access protection and advanced threat. To protect sensitive data and integral systems, CSSD has implemented a Cisco Next Generation Firewall (NGFW), which secures the perimeter of the network from external threats. This, in combination with ESET's antimalware solutions on workstations and servers with the latest malware definitions, secures the network both from internal and external threats. To detect potential security events, SMTP alerts are set up on the firewall to inform appropriate LT members of potential breaches, and the centrally managed antimalware solution records and sends alerts of any malicious activity with the network. Due to the visibility provided by these

solutions, CSSD is able to quickly respond to potential threats and patch any vulnerabilities with the network.

6.2c Safety, Business Continuity and Resilience

6.2c(1) Providing a safe operating environment for its workforce, students, and other people in the workplace is especially critical to CSSD because RCs and office buildings are located over a broad geographic area. In addition, one of CSSD's key customer and workforce requirements is to provide a safe and supportive environment. CSSD maintains a detailed, BOD-approved Safety Plan (AOS) that outlines the procedures for responding to a comprehensive list of safety incidents, including accidents and disasters. All workforce members are trained on the safety plan monthly, quarterly, and annually through the CKMS. Feedback on plan effectiveness is provided through the Safety Plan Implementation Team that includes a Safety Ambassador from each location. Additional input is obtained through post-drill reports and through appropriate CKMS methods such as RC and Safety Ambassador meetings. The CSSD Executive Safety Committee reviews the feedback and the Safety Plan quarterly to look for trends and to perform root-cause analysis of failures. Adjustments are made as needed. Annual safety data is an input into the SPP. Safety results for the workforce remain high (*Figures 7.3-3-4 and 7.3-6*), and students' and parents' safety satisfaction is above 97 percent for the past 5 years (*Figure 7.2-6-7*).

6.2c(2) CSSD's cross-functional Executive Safety Committee anticipates disasters, emergencies and other disruptions by conducting ongoing comprehensive environmental scans, researching model plans such as the CDE-released plan model, and benchmarking best practices at the local, state and national level. CSSD's comprehensive Safety Plan details disaster and emergency response plans. All workforce members are mandated by California Government Code to be disaster service workers and are specifically trained on these responses on an annual basis. Updates to the plan are communicated to RC and office building locations through the Safety Ambassador. The Safety Ambassador is a member of the Safety Committee representing their work location, and they are responsible for taking the lead on safety related items as indicated in the Safety Plan. A copy of the Safety Plan and related procedures, along with safety equipment and materials, are available at each location. Components of the plan and training include: active shooter, AED, bloodborne pathogens, emergency plan roles, EpiPen, evacuation of students/emergency assembly, fire extinguisher use, first aid and CPR, infectious disease (COVID-19), radio communications, reunion procedures, security, site notification system (fire, earthquake, lockdown, shelter-in-place, all-clear), sweep and rescue. Emergency drills are scheduled at least two times a year and are also conducted unannounced on a school-wide basis to test the readiness and effectiveness of the plan.

CSSD considers risk through its emergency classification system. A Level 1 emergency is a national disaster or a community/neighborhood crisis. A Level 2 emergency impacts a single site or multiple locations and is considered immediate, life threatening or critically urgent. A Level 3 emergency is site specific. Specific plans and procedures to meet each of these types of emergencies have been developed to ensure continuity of operations and recovery processes.

Figure 6.2-1 - Key Information Systems		
Secure System	**Purpose and Priority**	**Secure Access**
Achieve 3000	Designated EL Support; Supplemental Support	S,P,W
Altus Go	Student Landing page	S,P
AU Portal	Professional Development Registration and Access	W
Blackboard (Alert Now)	Schoolwide Communication and Notification System	S,P,W,SPC
DocuSign	E-Signature platform	S,P,W,SPC
Edgenuity	Online Curriculum	S,P,W
Illuminate	Assessment and Standards, EOC Exams, State and local benchmarks	W
Microix	Purchasing system	W
MSoft O365; Phone System	Workforce Operations	S,P,W,SPC
Naviance	Post High School Pathway	S,P,W
NetSuite (MIP)	Financial Accounting	W
School Websites	Online Communication, Notification and Compliance	S,P,W,SPC
SPSIS	Student Information and Compliance	S,P,W
SEIS	Special Education Information and Compliance	W
TME	Inventory Tracking	W
the Wave (Files Access, Best Practice Portal, Ticketing)	Files Access, Knowledge Sharing, Culture building	W

S: Student, P: Parent, W: Workforce, SPC: Suppliers, Partners, Collaborators

The entire Safety Plan is developed around the needs of the students, parents and workforce. The Incident Command Team referenced in the Safety Plan engages its workforce, supply-network, partners and IT suppliers in preparing for and responding to emergencies. All safety information from students, parents, the workforce, supply-network and IT suppliers and partners serves as inputs into the SPP.

7: Results

Category 7: Results

In 2015, CSSD became the first and only k-12 and charter school in the nation to receive the Malcolm Baldrige National Quality Award. As the CSSD Baldrige journey continues, results in all categories have encompassed a more mature approach. Results continue to outperform competitors, top performers, and Baldrige recipients, as appropriate. CSSD is a national role model school for designing and operating an instructional program that moves students from potential dropouts to high school graduates. It is one of the nation's oldest charter schools and has transformed the lives of more than 48,000 students. These results are attributed to the work of its extraordinary staff and their implementation of the PPEP.

As a school with more than 70% of its student population falling into several high-risk potential dropout categories, CSSD is thrilled that 98 percent of enrolled students either graduate or continue to successfully progress toward completion of high school.

Due to the unique student population CSSD serves, competitors throughout 7.1 results are presented because of their similar DASS designation, student population, and geographic area. If CSSD were not an option, students and parent would choose one of these schools. Additionally, CSSD compares itself against all 59 county and 1,068 state DASS schools and consistently ranks in the top decile.

The DASS designation is a California accountabilty status. CSSD compares to California schools because of the lack of national standards in education. As of April 2021, one in six school aged children reside in California. Each state administers its own accountability testing and adopts its own education standards in both curriculum and proficiency. Therefore, there are no relevant comparisons at a national level. The majority of education funding comes from state budgets. In fact, CSSD receives 95 percent of its funding from California.

For 7.2 through 7.5, CSSD benchmarks against top performers both inside and outside the industry, and Baldrige recipients.

CSSD studies data by all student groups. For the purposes of this application, student result data is segmented by All Students and by the top three largest student groups, which are Socioeconomically Disadvantaged (SEDA) (66%), Hispanic (58%), and White (27%). Data for all student groups is AOS.

The circular COVID-19 symbol appears in results charts and graphs when results were impacted by the pandemic. The SP symbol indicates a Strategic Plan measure. Two astricks represent projections. To protect student privacy and to ensure data integrity, one astrick appears when the number is 10 or below.

7.1a Student Learning and Customer-Focused Service Results

The PPEP's ultimate goal is to transform students' lives by helping them graduate with a diploma or by redirecting them back to a traditional school site. Each year CSSD tracks where each student transitions successfully. Over the past 6 years, CSSD demonstrated an overall increase in successful transitions and exceeded its target of 95% (*Figure 7.1-1*). This result satisfies the key student requirement of achieving their education goals as created through the PPEP. It also meets the key parent requirement to provide an environment where their child can graduate high school and have a post-high school plan (Pathway) to enter university/college, the military, a vocational program or

the workforce. CSSD maintained a life transforming 98% Successful Transition Rate over the last two years. Given our strategic planning response to the impact of COVID, CSSD was able to maintain our core competency of *Transforming Lives*.

Figure 7.1-1

	15-16	16-17	17-18	18-19	19-20	20-21	21-22**
All	95.7%	95.7%	96.6%	97.5%	98.4%	98.1%	99.0%
Hispanic	95.4%	95.4%	95.9%	96.8%	97.5%	96.7%	99.0%
SEDA	94.7%	94.7%	95.2%	96.1%	97.6%	96.9%	99.0%
White	96.1%	96.1%	98.2%	98.3%	99.6%	99.5%	99.0%
Target	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%

Figure 7.1-2

	16-17	17-18	18-19	19-20	20-21**	21-22**
Comp A	66.7%	76.8%	85.4%	64.7%	67.7%	70.7%
Comp B	59.6%	53.9%	49.5%	39.4%	42.4%	45.4%
Comp C	32.7%	55.6%	68.7%	69.8%	72.8%	75.8%
County DASS	55.3%	56.2%	67.0%	62.6%	65.6%	68.6%
State DASS	58.3%	62.6%	64.3%	64.0%	67.0%	70.0%
CSSD	59.9%	61.7%	76.5%	77.2%	80.2%	83.2%

CSSD's DASS graduation rate has trended upward for All Students and for student groups. It is projected to continue to increase over the next two years. CSSD outperforms its competitors and county and state DASS schools rates. In the last year, CSSD had the highest graduation rate amontg its competitors. These results reflect the success of CSSD's Key Process, the PPEP (*Figures 7.1-2-5*).

All student confidence surveys indicate sustained high performance over time and outperform the regulatory requirement level. The regulatory requirement is established through an MOU with SDUSD. No comparisons are available since this is a unique process just to CSSD. These charts are important because many students enroll disengaged and uninterested in school due to the lack of skill level from years of inadequate learning at their previous schools. CSSD measures student confidence from their prior school gauging their ability to learn during Phase 1 of the

Figure 7.1-3

DASS Graduation Rate (SEDA)

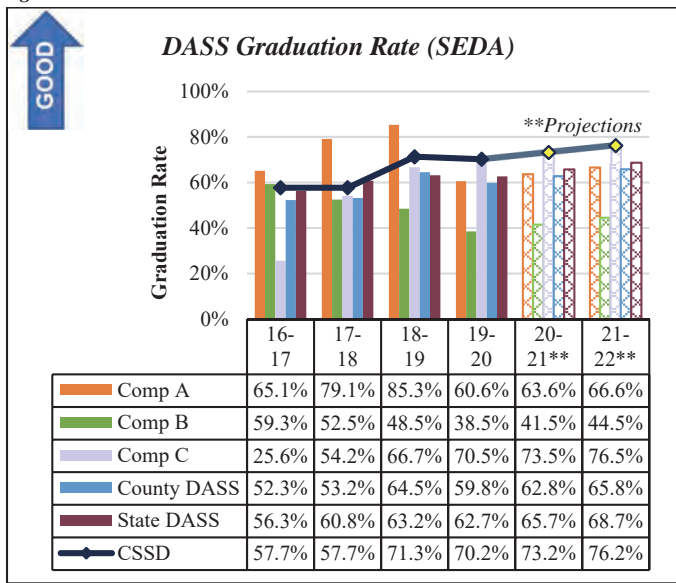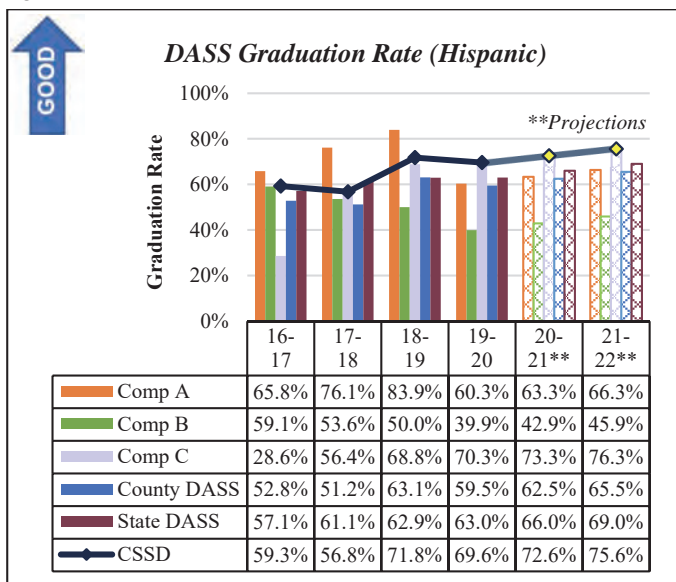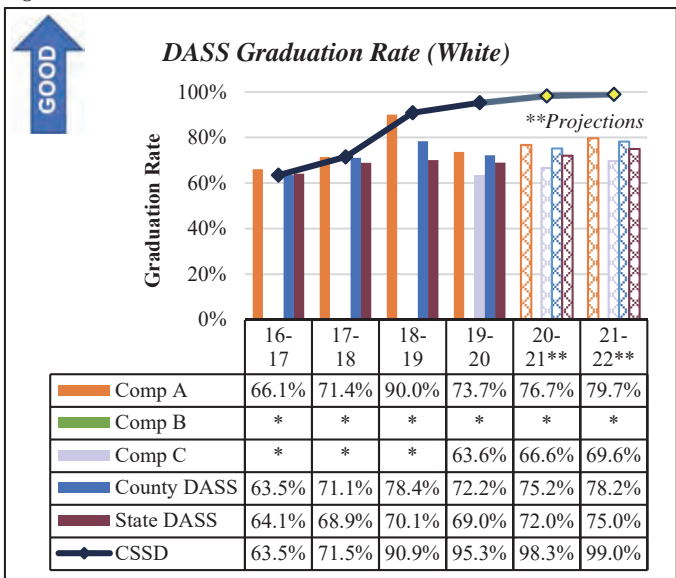|	16-17	17-18	18-19	19-20	20-21**	21-22**
Comp A	65.1%	79.1%	85.3%	60.6%	63.6%	66.6%
Comp B	59.3%	52.5%	48.5%	38.5%	41.5%	44.5%
Comp C	25.6%	54.2%	66.7%	70.5%	73.5%	76.5%
County DASS	52.3%	53.2%	64.5%	59.8%	62.8%	65.8%
State DASS	56.3%	60.8%	63.2%	62.7%	65.7%	68.7%
CSSD	57.7%	57.7%	71.3%	70.2%	73.2%	76.2%

Figure 7.1-4

DASS Graduation Rate (Hispanic)

	16-17	17-18	18-19	19-20	20-21**	21-22**
Comp A	65.8%	76.1%	83.9%	60.3%	63.3%	66.3%
Comp B	59.1%	53.6%	50.0%	39.9%	42.9%	45.9%
Comp C	28.6%	56.4%	68.8%	70.3%	73.3%	76.3%
County DASS	52.8%	51.2%	63.1%	59.5%	62.5%	65.5%
State DASS	57.1%	61.1%	62.9%	63.0%	66.0%	69.0%
CSSD	59.3%	56.8%	71.8%	69.6%	72.6%	75.6%

Figure 7.1-5

DASS Graduation Rate (White)

	16-17	17-18	18-19	19-20	20-21**	21-22**
Comp A	66.1%	71.4%	90.0%	73.7%	76.7%	79.7%
Comp B	*	*	*	*	*	*
Comp C	*	*	*	63.6%	66.6%	69.6%
County DASS	63.5%	71.1%	78.4%	72.2%	75.2%	78.2%
State DASS	64.1%	68.9%	70.1%	69.0%	72.0%	75.0%
CSSD	63.5%	71.5%	90.9%	95.3%	98.3%	99.0%

PPEP. After 90 days, during Phase 2 of the PPEP, students are surveyed again to establish growth in confidence. Confidence levels indicate a re-engagement of the student into their own learning and education. Through the effectiveness of the PPEP, CSSD students have demonstrated a strong increase in confidence levels (*Figures 7.1-6-10*). Overall student confidence remained high even during the COVID-19 pandemic. These results are significant given the social, emotional, life, and academic challenges CSSD's student population already experience.

Confidence leads to engagement. Engagement leads to participation. Participation leads to learning, and learning leads to the ability to *Transform Lives*.
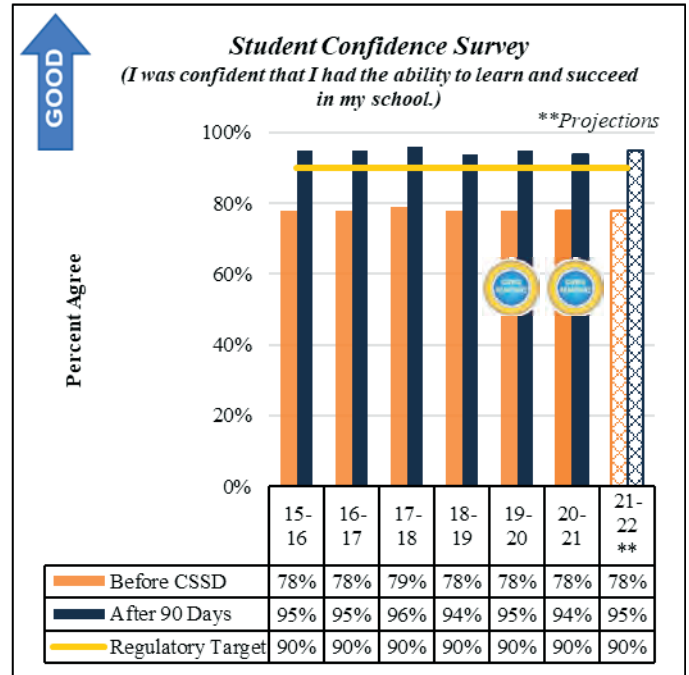
Figure 7.1-6 S_P

Student Confidence Survey
(I was confident that I had the ability to learn and succeed in my school.)

	15-16	16-17	17-18	18-19	19-20	20-21	21-22**
Before CSSD	78%	78%	79%	78%	78%	78%	78%
After 90 Days	95%	95%	96%	94%	95%	94%	95%
Regulatory Target	90%	90%	90%	90%	90%	90%	90%

Figure 7.1-7 S_P

Student Confidence Survey
(I was confident that I had the skills to learn and succeed in my school.)

	15-16	16-17	17-18	18-19	19-20	20-21	21-22**
Before CSSD	80%	80%	81%	80%	80%	80%	80%
After 90 Days	94%	96%	94%	94%	93%	92%	95%
Regulatory Target	90%	90%	90%	90%	90%	90%	90%

Figure 7.1-8 ^{S}P

Student Confidence Survey
(I had support from my teacher to learn and succeed in my school work.)

	15-16	16-17	17-18	18-19	19-20	20-21	21-22**
Before CSSD	65%	65%	67%	67%	69%	71%	69%
After 90 Days	95%	96%	95%	95%	95%	95%	96%
Regulatory Target	90%	90%	90%	90%	90%	90%	90%

Figure 7.1-9 ^{S}P

Student Confidence Survey
(I was confident that my current learning performance would improve my future.)

	15-16	16-17	17-18	18-19	19-20	20-21	21-22**
Before CSSD	67%	69%	70%	69%	70%	71%	70%
After 90 Days	94%	95%	94%	93%	92%	91%	93%
Regulatory Target	90%	90%	90%	90%	90%	90%	90%

Figure 7.1-10 ^{S}P

Student Confidence Survey
(My education was a high priority.)

	15-16	16-17	17-18	18-19	19-20	20-21	21-22**
Before CSSD	65%	65%	67%	69%	69%	70%	69%
After 90 Days	91%	93%	92%	92%	90%	89%	93%
Regulatory Target	90%	90%	90%	90%	90%	90%	90%

Figure 7.1-11 ^{S}P

NWEA MAP Reading Growth Targets

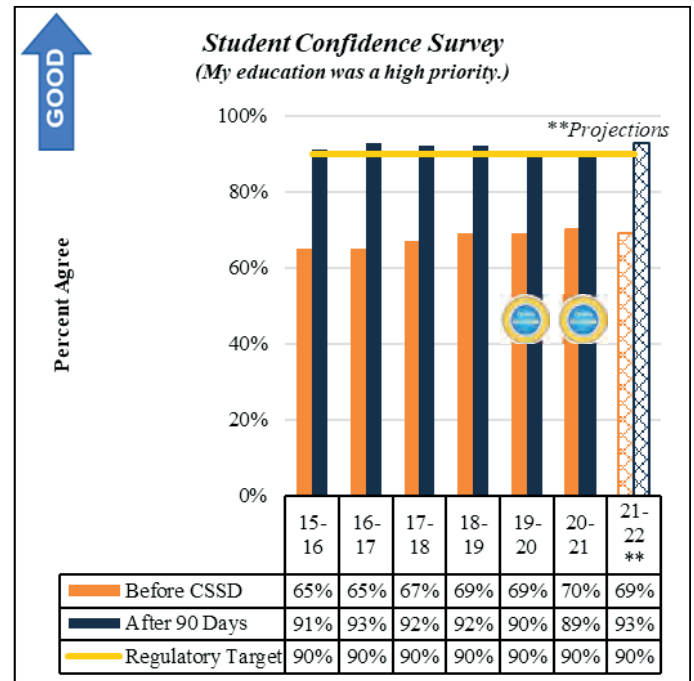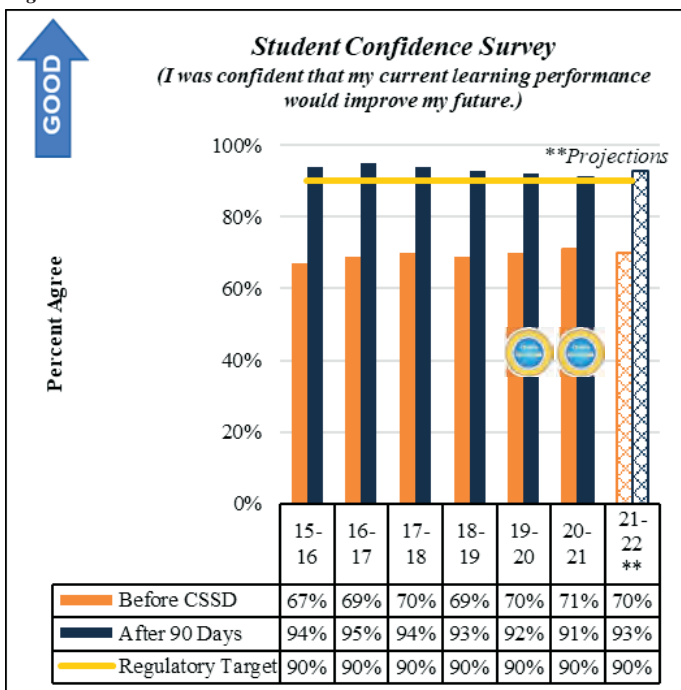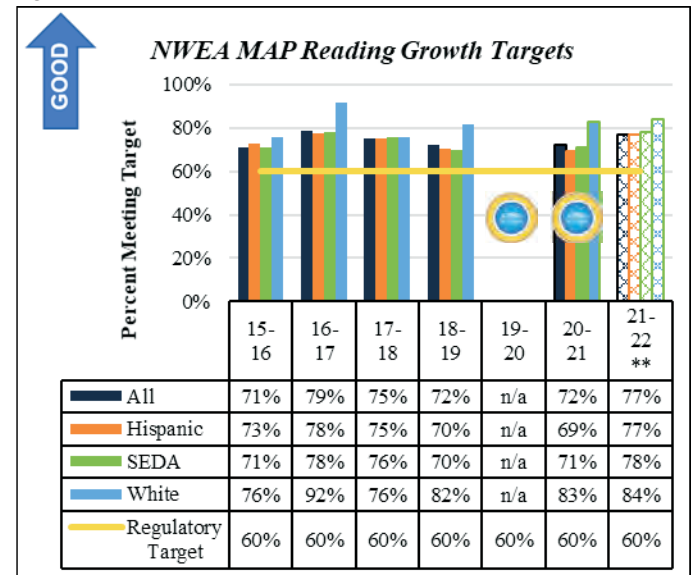|	15-16	16-17	17-18	18-19	19-20	20-21	21-22**
All	71%	79%	75%	72%	n/a	72%	77%
Hispanic	73%	78%	75%	70%	n/a	69%	77%
SEDA	71%	78%	76%	70%	n/a	71%	78%
White	76%	92%	76%	82%	n/a	83%	84%
Regulatory Target	60%	60%	60%	60%	60%	60%	60%

To monitor and measure individual student growth during the school year, CSSD uses Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), a nationally normed test, in grades 6-11 for assessment of students in math, reading, and language usage. Students are assessed in the fall and spring using the MAP assessment so that CSSD's instructional team can measure individual student growth and predict performance of CAASPP assessments. As seen in *Figures 7.1-11-13,* performance has been sustained over the regulatory target, which is established by an MOU with SDUSD. While there are less rigorous assessment tools, the use of NWEA MAP is a reflection of CSSD's sincere commitment to performance excellence and dedication to Kids Come First. Benchmarks are not available since competitors choose not to use the same as-

sessment tools because it goes above and beyond most charter schools' assessment practices. Please note that due to COVID-19, in the 19-20 school year, assessments were cancelled. Although the assessments were optional in the 20-21 school year, CSSD determined that it was in the best interest of students to continue the assessment to help monitor engagement, academic growth, and possible learning loss. Overall, CSSD students continued to surpass the regulatory target with minimal fluctuations, demonstrating that the PPEP remained effective during the COVID-19 pandemic.

One of the key measures of student outcomes is participation (*Figure 7.1-14*). Participation is CSSD's measurement of student attendance. Unlike at a traditional school or seat-based charter school where attendance is measured on the number of hours a student is present at school, CSSD measures attendance by the work product produced by students as they work toward
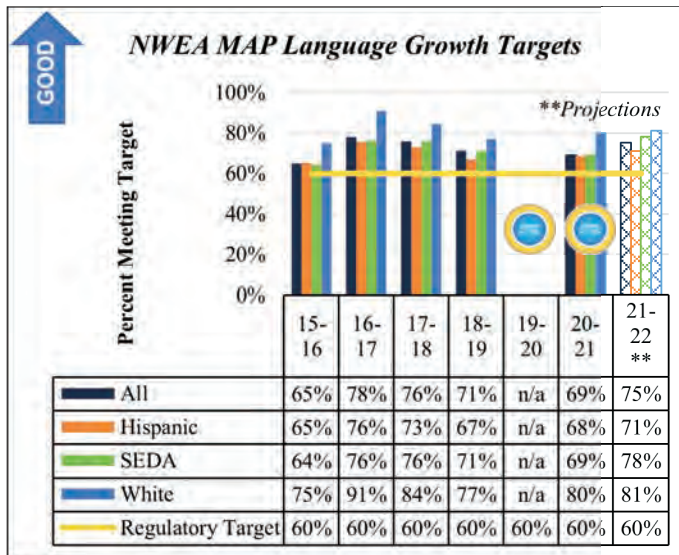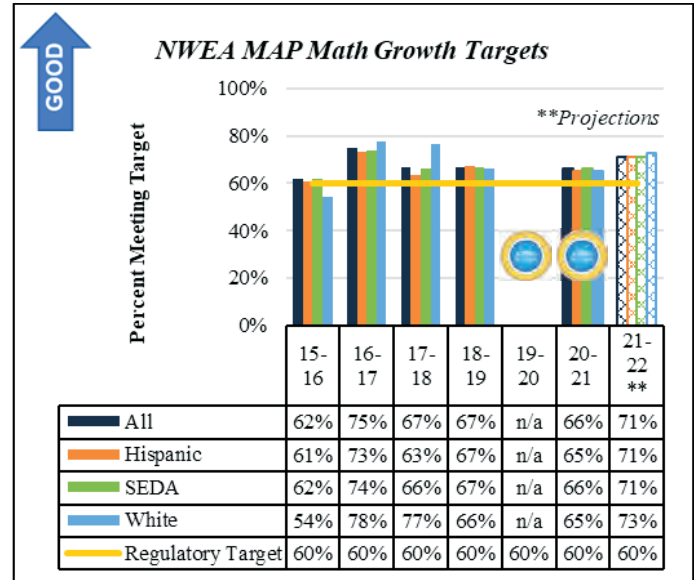
Figure 7.1-12 ^{S_P}

NWEA MAP Language Growth Targets

	15-16	16-17	17-18	18-19	19-20	20-21	21-22**
All	65%	78%	76%	71%	n/a	69%	75%
Hispanic	65%	76%	73%	67%	n/a	68%	71%
SEDA	64%	76%	76%	71%	n/a	69%	78%
White	75%	91%	84%	77%	n/a	80%	81%
Regulatory Target	60%	60%	60%	60%	60%	60%	60%

Figure 7.1-13 ^{S_P}

NWEA MAP Math Growth Targets

	15-16	16-17	17-18	18-19	19-20	20-21	21-22**
All	62%	75%	67%	67%	n/a	66%	71%
Hispanic	61%	73%	63%	67%	n/a	65%	71%
SEDA	62%	74%	66%	67%	n/a	66%	71%
White	54%	78%	77%	66%	n/a	65%	73%
Regulatory Target	60%	60%	60%	60%	60%	60%	60%

credit or course completion. Over the past five years, CSSD's participation on enrollment, segmented by student group, has sustained high performance well above the regulatory target, which is established by an MOU with SDUSD. Competitor data is not available due to a lack of a state reporting requirement.

Please note that due to the deep commitment of CSSD SL, LT, faculty and staff to put Kids First, the participation rate remained high during COVID-19 distance learning. CSSD stu-dents did not miss one single day of instruction when the stay at home orders went into effect. According to Edweek.org, it is reported that absenteeism doubled nationally during the CO-VID-19 pandemic. Learning loss and participation decline have simply not happened at CSSD as a result of the PPEP process, the agility of CSSD's Key Support Processes, and the dedication of staff, who even volunteered to move Spring Break. Participation overall and by student group remained strong.
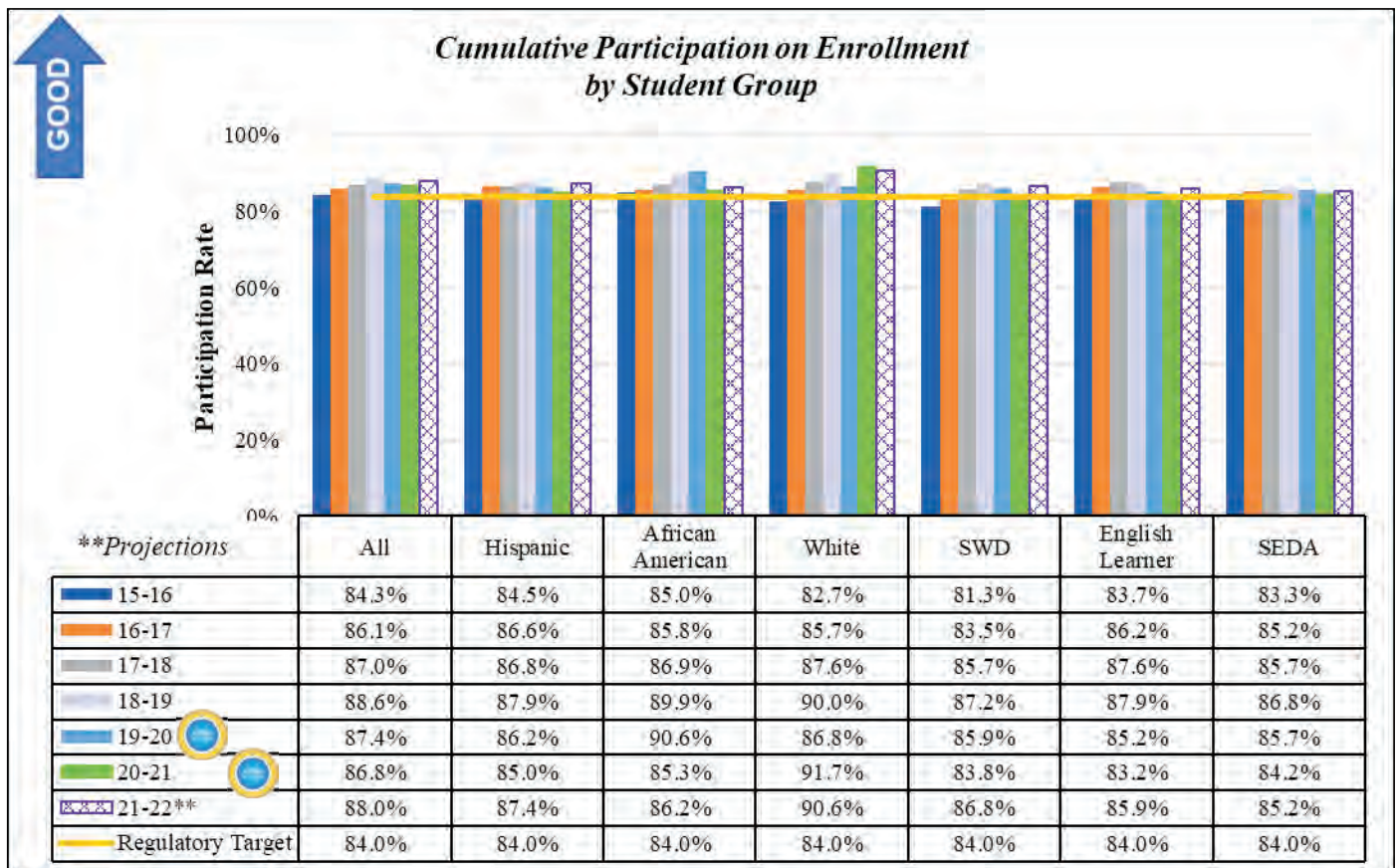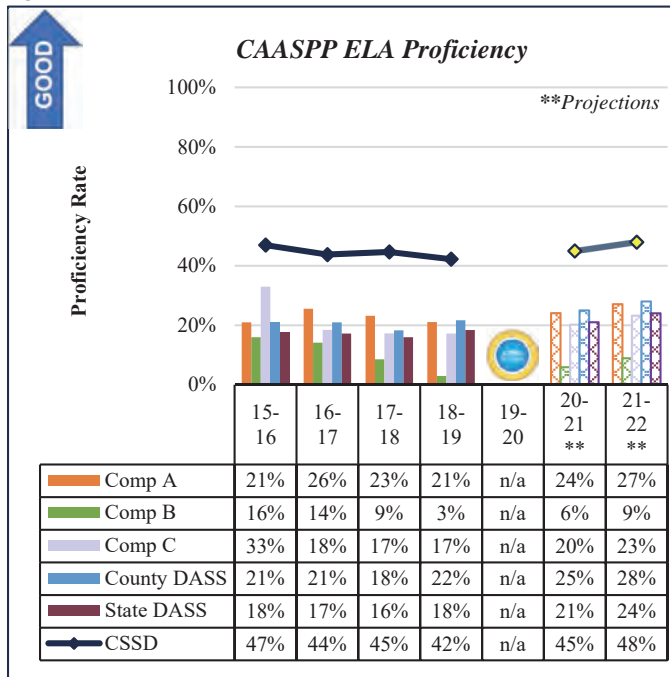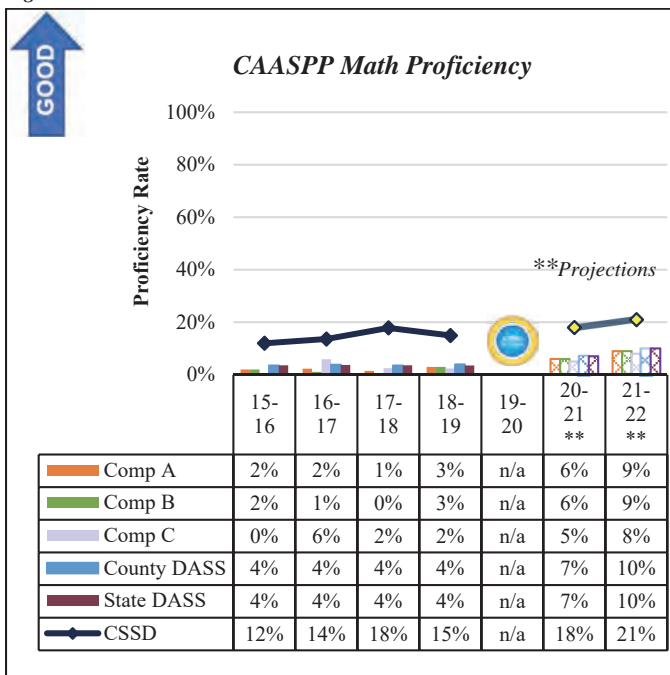
Figure 7.1-14 ^{S_P}

Cumulative Participation on Enrollment by Student Group

**Projections	All	Hispanic	African American	White	SWD	English Learner	SEDA
15-16	84.3%	84.5%	85.0%	82.7%	81.3%	83.7%	83.3%
16-17	86.1%	86.6%	85.8%	85.7%	83.5%	86.2%	85.2%
17-18	87.0%	86.8%	86.9%	87.6%	85.7%	87.6%	85.7%
18-19	88.6%	87.9%	89.9%	90.0%	87.2%	87.9%	86.8%
19-20	87.4%	86.2%	90.6%	86.8%	85.9%	85.2%	85.7%
20-21	86.8%	85.0%	85.3%	91.7%	83.8%	83.2%	84.2%
21-22**	88.0%	87.4%	86.2%	90.6%	86.8%	85.9%	85.2%
Regulatory Target	84.0%	84.0%	84.0%	84.0%	84.0%	84.0%	84.0%

Figure 7.1-15 ^{S}P

CAASPP ELA Proficiency

Proficiency Rate

GOOD

**Projections

	15-16	16-17	17-18	18-19	19-20	20-21 **	21-22 **
Comp A	21%	26%	23%	21%	n/a	24%	27%
Comp B	16%	14%	9%	3%	n/a	6%	9%
Comp C	33%	18%	17%	17%	n/a	20%	23%
County DASS	21%	21%	18%	22%	n/a	25%	28%
State DASS	18%	17%	16%	18%	n/a	21%	24%
CSSD	47%	44%	45%	42%	n/a	45%	48%

Figure 7.1-16 ^{S}P

CAASPP Math Proficiency

Proficiency Rate

GOOD

**Projections

	15-16	16-17	17-18	18-19	19-20	20-21 **	21-22 **
Comp A	2%	2%	1%	3%	n/a	6%	9%
Comp B	2%	1%	0%	3%	n/a	6%	9%
Comp C	0%	6%	2%	2%	n/a	5%	8%
County DASS	4%	4%	4%	4%	n/a	7%	10%
State DASS	4%	4%	4%	4%	n/a	7%	10%
CSSD	12%	14%	18%	15%	n/a	18%	21%

CAASPP is California Assessment of Student Performance and Progress, and is California's statewide student assessment system. Students in grades 6-8 and 11 take ELA and Math assessment in the spring. CSSD's performance is double that of all competitors and county and state DASS schools in ELA. It is three times higher in Math. This performance has been sustained for multiple years.

Please note that in 19-20, the assessments were cancelled by the state due to COVID-19. As a DASS school year-to-year trend comparisons on the CAASPP assessments are not valid due to a highly mobile student population. CSSD's student population changes every 12-16 months (*Figure 7.1-16*)

7.1b Work Process Effectiveness Results

7.1b(1) In addition to all of the figures in 7.1a, *Figures 7.1-17-19* are additional measures of PPEP (Key Process) performance.

Many times parents are anxious to enroll their child into CSSD because their student is not making adequate academic progress and needs an alternative learning environment immediately. During Phase 1 of the PPEP, it is important for students and parents to know they can immediately begin their work as a student at CSSD once they have made the important decision to enroll. As indicated in *Figure 7.1-17*, over the past four years, the SSC has partnered with teachers to decrease the number of days it takes to begin coursework from the first contact with CSSD. This has resulted in a postive trend. Please note that in 19-20, CSSD updated its enrollment process to be completely remote due to COVID-19. A rapid increase in enrollments during this time caused a slight increase in the number of days to enrollment. CSSD faced an additional challenge during the 20-21 school year as all public schools were closed for the majoity of the school year making it difficult for parents to obtain mandated student documentation from their previous school. Projections indicate that days from application to pre-enroll status will continue to decrease due to continual improvement in process efficiencies.
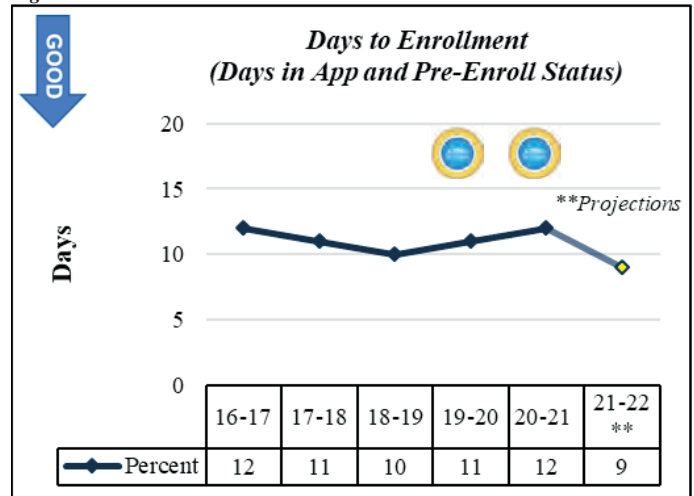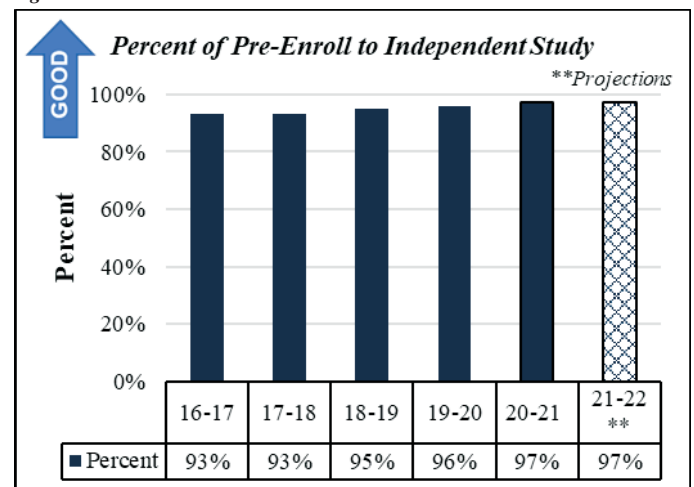
Figure 7.1-17

Days to Enrollment
(Days in App and Pre-Enroll Status)

GOOD

Days

**Projections

	16-17	17-18	18-19	19-20	20-21	21-22 **
Percent	12	11	10	11	12	9

Figure 7.1-18

Percent of Pre-Enroll to Independent Study

GOOD

Percent

**Projections

	16-17	17-18	18-19	19-20	20-21	21-22 **
Percent	93%	93%	95%	96%	97%	97%

In 2017-18, CSSD SL and LT observed during **Step 1** of the SPP a trend where students were being placed in pre-enroll status, but some did not complete enrollment. As a result, the enrollment process was put through the PDI³S to improve this metric. **Figure 7.1-18** shows that in spite of the COVID-19 pandemic the percentage of students who continue with the enrollment process transferring from Pre-Enroll status to fully enrolled Independent Study status increased over the last two years. This is due to a well-integrated PPEP process. Projections show continued improvement on this measure.

Figure 7.1-19

Teacher Compliance Audit Results							
Year	15-16	16-17	17-18	18-19	19-20	20-21**	21-22**
Results	3.99	3.99	3.99	3.99	3.99	3.99	3.99
Regulatory Target	3.97	3.97	3.97	3.97	3.97	3.97	3.97

As part of the California compliance requirements for Independent Study, teacher files for student records are required to be audited by an external auditing firm (**Figure 1.2-2**). Examples of audited items include Master Agreements, student work samples, student sign-in sheets, and student enrollment documents. As part of individual teacher scorecards, these audits are scored on a 4.0 scale. In the last five years, teachers have consistently exceeded the regulatory target of 3.97 (**Figure 7.1-19**).

Figures 7.1-20-23 represent some of CSSD's Key Support Process results as seen in **Figure 6.1-4**.

Figure 7.1-20

Percent of Courses Taught by Credentialed Teacher				
Year	CSSD	Comp A	Comp B	Comp C
2015-2016	100%	*	*	*
2016-2017	100%	*	*	*
2017-2018	100%	100%	*	100%
2018-2019	100%	91%	*	88%
2019-2020	100%	85%	*	90%
**2020-2021*	*100%*	*87%*	*	*92%*
**2021-2022*	*100%*	*89%*	*	*94%*
**Projected				

CSSD is committed to providing the best instructional staff to its students. Through the thorough Capability and Capacity Assessments performed through the CKMS, a stringent Hiring Process and CSSD's highly effective PD program, AU, CSSD has successfully had 100% of its courses taught by an appropriately credentialed teacher over the past 5 years, outperforming all competitors (**Figure 7.1-20**).

Figure 7.1-21

Course Rigor and Quality Certifications				
	UC a-g List	NCAA List	Honors Courses	AP Courses
CSSD	Yes	Yes	Yes	Yes
Comp A	Yes	Yes	Yes	No
Comp B	Yes	No	No	Yes
Comp C	Yes	No	No	No

In California, the rigor and quality of a high school's instructional program and courses are measured by their accreditation and University of California (UC) established a-g course list. For a course to be certified as meeting the a-g requirements, a detailed syllabus (and other pertinent information) must be submitted to UC for approval. The UC faculty has ultimate responsibility for determining whether courses meet the rigor and content guidelines to be certified as a college preparatory (a-g) course for UC and California State University. CSSD's course rigor is also validated by the NCAA and College Board (Advanced Placement (AP) Courses). The fact that CSSD maintains a UC a-g list, NCAA list and offers AP and honors courses places CSSD's rigor higher than its competitors. It is the only school in the marketplace serving an at-risk population that helps students achieve mastery at this high level (**Figure 7.1-21**).

Figure 7.1-22
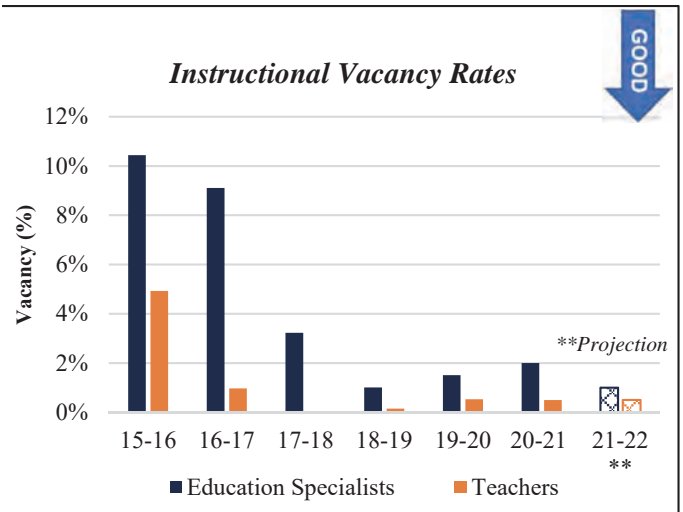
As CSSD has grown over the past 25 years, the need to add instructional staff continues to be a priority. Even with very high retention rates, CSSD carefully monitors through the Capability and Capacity process the vacancy rate of its certificated and instructional staff. Through targeted recruitment and the WLDS process (**Figure 5.1-1**), HR staff meet the current and anticipated future instructional staffing needs. Based upon a thorough hiring process and a regular increase in the number of applicants, CSSD has seen a dramatic decrease in vacancy rates over the past 4 years (**Figure 7.1-22**).

Figure 7.1-23 ^{S}P

Cyber Security Results					
	17-18	18-19	19-20	20-21	21-22**
Training Hours offered	n/a	47.75	61	41.5	*85*
Breach in Email Security	1	1	0	0	*0*
Attack Simulator Pass Rate	n/a	n/a	80%	97%	*98%*
** Projection					

In 2018-2019, CSSD established a SI goal around cyber security. All staff training and attack simulator deployment are reviewed during appropriate CKMS methods to ensure positive results (**Figure 7.1-23**). Over the past three years, KPM in these areas have consistently improved. CSSD targets are established based on best practices across industries.

7.1b(2) To support the common requirement of safety among students, parents, and workforce members, CSSD provides a comprehensive emergency plan. Results are in *Figure 7.1-24*. Over the last 5 years CSSD has maintained strong levels of safety satisfaction, compliance, training opportunities, and safety equipment across all workforce segments and locations.

Figure 7.1-24 S_P

Indicator of Emergency Preparedness	16-17	17-18	18-19	19-20	20-21	21-22*
Drill Compliance	100%	100%	100%	100%	100%	100%*
CPR Training Offered	Y	Y	Y	Y	Y	Y*
Blood Borne Pathogens Training	100%	100%	100%	100%	100%	100%*
Infectious Disease Training	NA	NA	NA	100%	100%	100%
EpiPen Access	NA	100%	100%	100%	100%	100%
AED Access at all Locations	NA	NA	100%	100%	100%	100%
Electronic Notification System	Y	Y	Y	Y	Y	Y*
Locations with Access to Emergency Response Information and Supplies	100%	100%	100%	100%	100%	100%*
Active Shooter Training Offered	NA	NA	Y	Y	Y	Y*
# of All School Safety Trainings	4	4	8	8	9	8*
Locations with Security locking doors	NA	23%	46%	69%	100%	100%*
Cyber Security training	N	N	Y	Y	Y	Y*
Permit Compliance	100%	100%	100%	100%	100%	100%*
# of Individual Location Trainings	80	80	204	204	209	204*
Staff Satisfaction with Safe Environment (%)	NA	90%	92%	89.7%	92.8%	94%*
Student Satisfaction with Safe Environment (%)	100%	100%	96.8%	100%	96.6%	98.5%*
Parent Satisfaction with Safe Environment (%)	100%	100%	98.5%	97.7%	97.2%	99%'

7.1c Supply-Network Management Results

7.1c CSSD works closely with its suppliers to ensure their products are contributing to enhancing overall CSSD perfor-mance. CSSD teachers are provided hundreds of hours of PD through AU, both onsite and over the web. This training has resulted in a significant number of online courses issued to students with a dramatic upward trend of courses completed (*Figure 7.1-25*). No competitors indentified in this application utilize Edgenuity for their online curriculum. Edgenuity provided the benchmarks based on their knowledge of best performing customers, and CSSD outperformed these nationwide benchmarks.
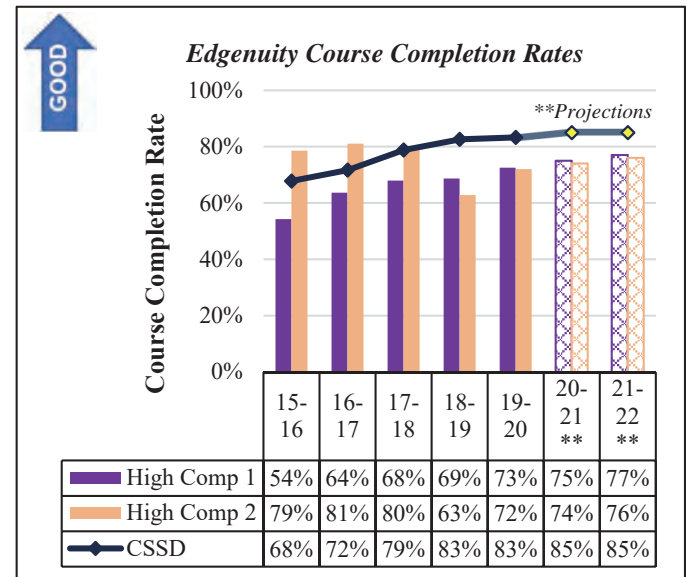
Figure 7.1-25 S_P

Edgenuity Course Completion Rates

	15-16	16-17	17-18	18-19	19-20	20-21**	21-22**
High Comp 1	54%	64%	68%	69%	73%	75%	77%
High Comp 2	79%	81%	80%	63%	72%	74%	76%
CSSD	68%	72%	79%	83%	83%	85%	85%

Figure 7.1-26 S_P

Server Up Time					
School	17-18	18-19	19-20	20-21	21-22**
CSSD	99.4%	99.7%	99.8%	99.9%	99.9%*
National Standard	99.99%	99.91%	99.08%	TBD	TBD

** Projections

As a result of monthly supplier performance meetings, it was noted in 2017 that a prior supplier was not meeting their requirements. Although coaching was provided over time, no improvement was observed, resulting in a supplier change later in 2017. Through CKMS methods that are shared with key stakeholders such as technology supplier/partners, CSSD's server up time has improved and is now outperforming the national standard (*Figure 7.1-26*).

7.2 Customer Results

7.2a Student- and Other Customer-Focused Results

7.2a(1) For the past 15 years, CSSD has systemically monitored student and parent satisfaction levels and trends as they relate to key customer requirements (*P-5*), competitors and national benchmarks. CSSD administers Student and Parent Satisfaction Surveys annually to obtain actionable information regarding safety, the quality of CSSD's educational program, and overall satisfaction with meeting student PPEP goals and targets. Results are analyzed through the OPMR during appropriate CKMS methods such as the weekly Huddle meetings and serve as key inputs into the SPP.

One way CSSD has been innovative in delivering a high quality educational option to families is by running the school like a business. To achieve outstanding customer service, CSSD has chosen to benchmark outside of the education industry. For the past five years, CSSD's overall student and parent satisfaction

results have bested both Nordstrom and Marriott Hotels, which includes customer satisfaction results from its luxury brand The Ritz Carlton. Student overall satisfaction results (*Figure 7.2-1*) for the past four years remain at about 98%. Parent overall satisfaction results with meeting their student's PPEP goals and targets is consistently 98% for the past five years (*Figure 7.2-3*). This remains true when survey results are segmented student's length of enrollment (*Figure 7.2-2, Figure 7.2-4*). Further segmentation, including by RC, are AOS.

These superior overall satisfaction results are a continuation of students' and parents' first interaction with CSSD. In 2019, CSSD developed a survey to gauge the effectiveness of its newly designed Enrollment Process. As seen in *Figure 7.2-5*, Satisfaction with SSC and the enrollment process has trended upward and is at 98 percent or above for the 2020-2021 academic year.

Students at CSSD expect a safe and supportive learning environment. To ensure that all CSSD students feel safe and supported while they are learning in a RC, student safety satisfaction data is reviewed overall (*Figure 7.1-24*) and by length of

Figure 7.2-3
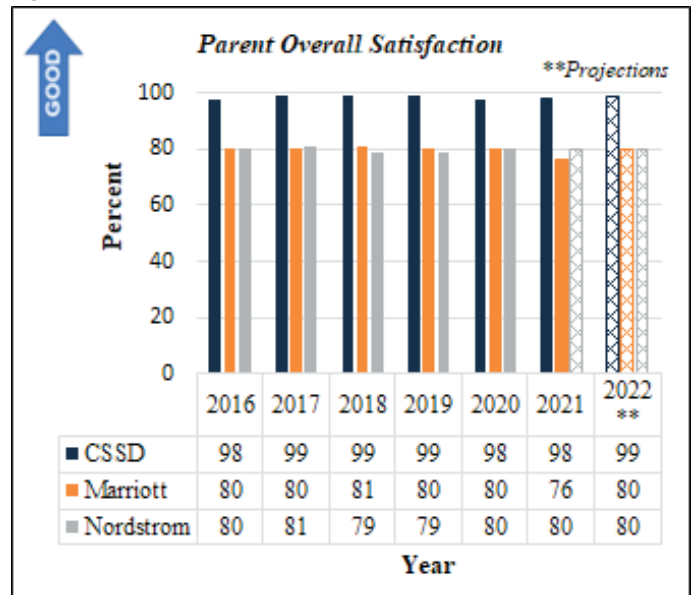
Figure 7.2-1
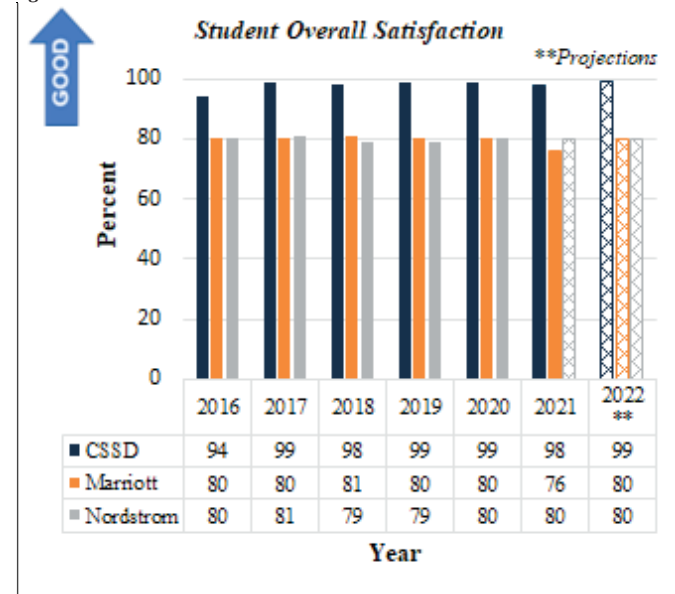
Figure 7.2-2
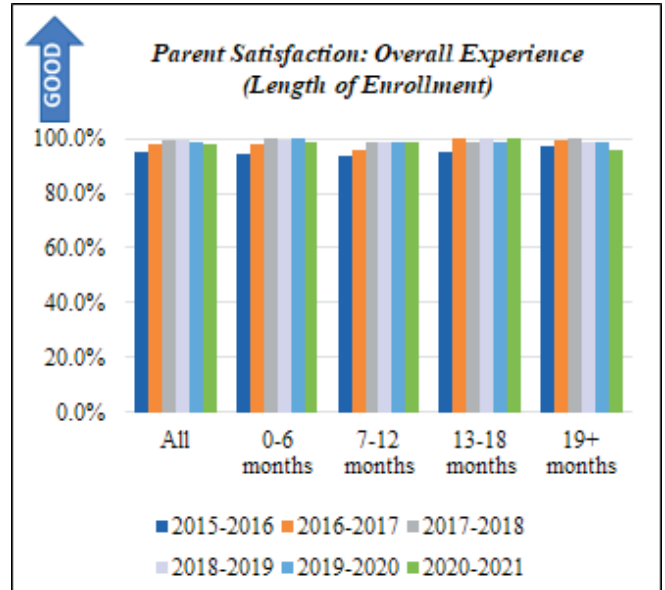
Figure 7.2-4
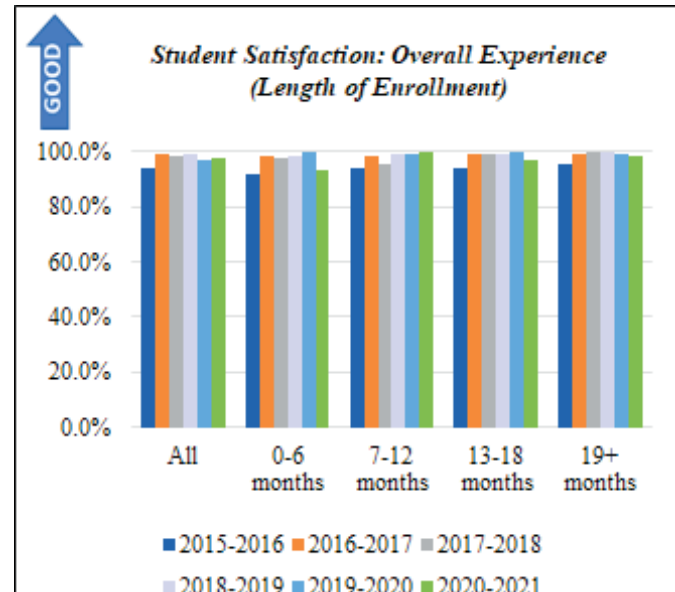
Figure 7.2-5

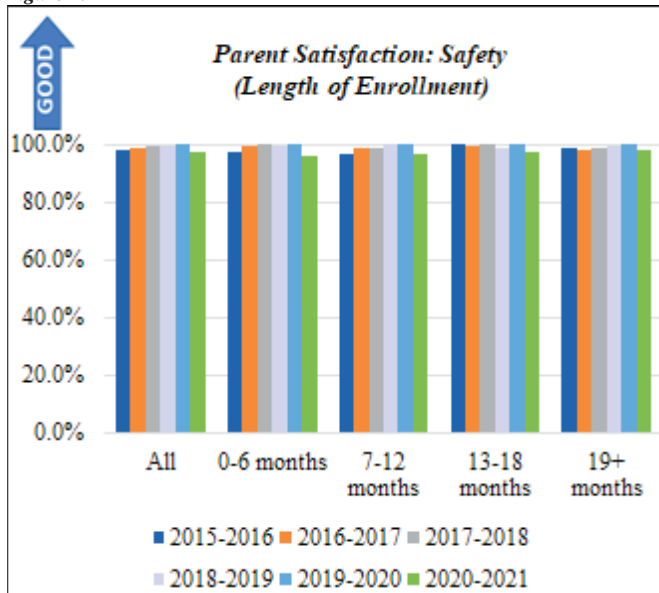| Parent SSC Enrollment Satisfaction Survey		
Questions	2019-2020	2020-2021
Overall Satisfaction with customer service during enrollment	96%	98%
Under 2-day Response (Phone or Email)	97%	98%
Service Provided in Preferred Language	99%	99%
Questions Answered Effectively	92%	98%
Contact Information Provided	97%	99%
Likely to Refer Friends/Family	96%	98%

RC is AOS. For the past five years, student safety satisfaction results indicate that, on average, 99% of enrolled students feel safe and supported in their learning environment. This data is monitored during Executive Safety Committee meetings for patterns to adjust processes and procedures if necessary. Because safety is a key customer requirement and essential to CSSD's students' learning, CSSD strives for 100% student safety satisfaction.

Figure 7.2-6

Student Satisfaction: Safety (Length of Enrollment)

Figure 7.2-8

Student Satisfaction: Teacher Expectations (Overall)

**Projections
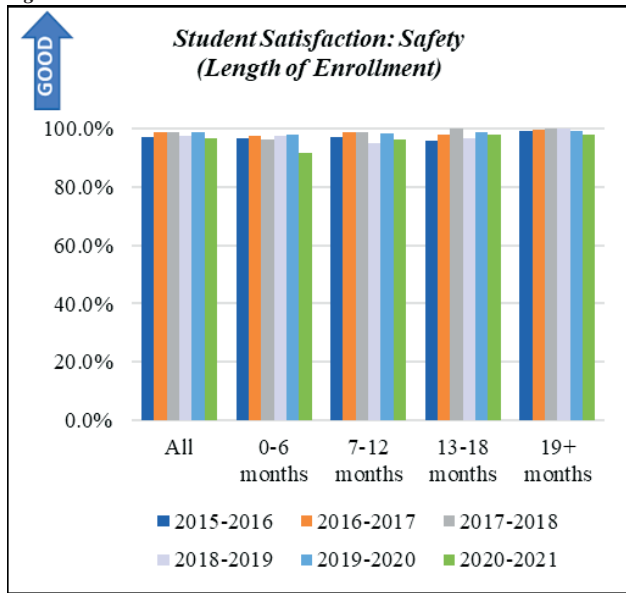
Student safety is also a key requirement for CSSD parents. Parent satisfaction survey results for the past five years indicate that 99% of parents feel that their child is learning in a safe and supportive environment (*Figure 7.1-24*). Parent safety satisfaction results are segmented by length of enrollment (*Figure 7.2-7*). Further segmentation, including by RC is AOS. The high result is due, in part, to CSSD's commitment to providing special health and safety trainings to all employees (*P-3*).

Figure 7.2-7

Parent Satisfaction: Safety (Length of Enrollment)

Figure 7.2-9

Student Satisfaction: Teacher Expectation (Length of Enrollment)

Figure 7.2-10

Parent Satisfaction: Teacher Expectations (Overall)

**Projections

CSSD's LT, support staff, and instructional team *transform lives* by providing a personalized, individualized high quality educational experience while maintaining an environment that is responsive and accountable to all stakeholders. CSSD teachers believe that all students can be academically successful. Student and parent satisfaction survey results for the past four years indicate that, on average, 95% of students (*Figure 7.2-8*) and 95% of parents (*Figure 7.2-10*) believe that CSSD teachers hold high expectations for all students. All teacher expectation satisfaction survey data is segmented by student's length of enrollment (*Figures 7.2-9* and *7.2-11*) to ensure consistency across students' entire educational experience at CSSD. Further segmentation is AOS.
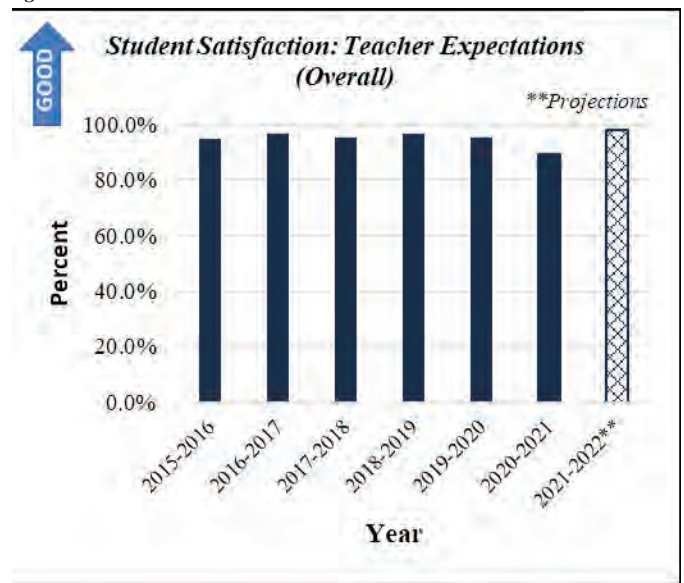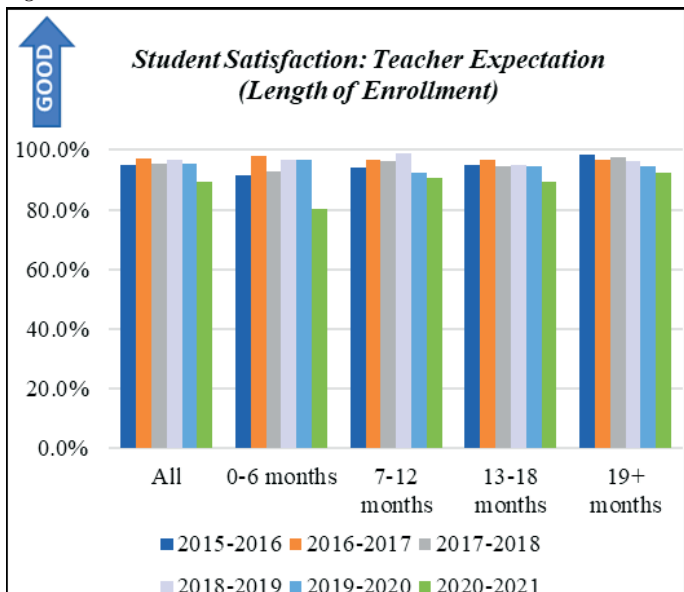
Figure 7.2-11

Parent Satisfaction: Teacher Expectation (Length of Enrollment)

Figure 7.2-13

Parent Engagement: Recommend to Others (Length of Enrollment)

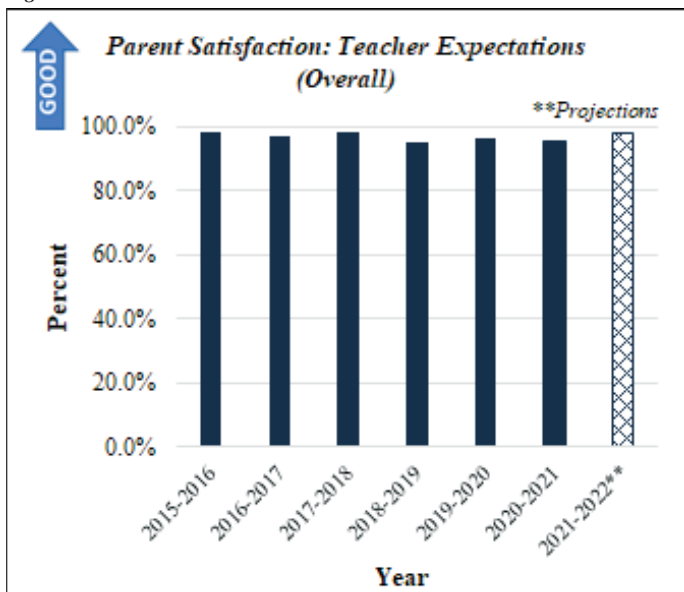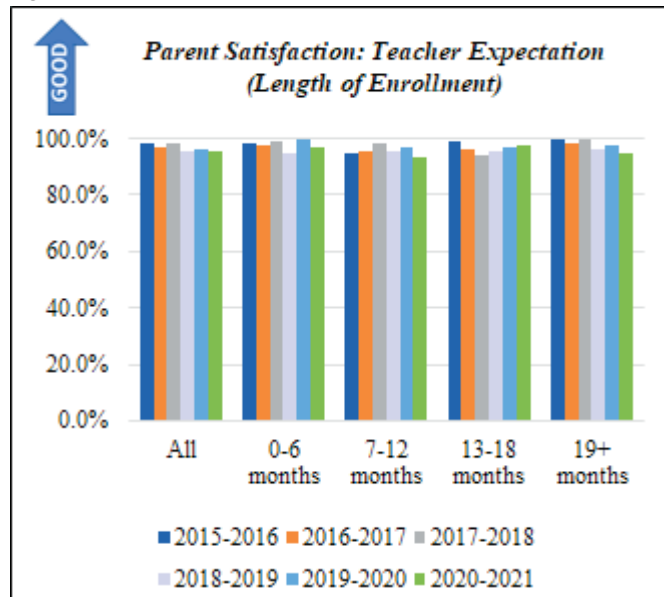**7.2a(2)** In addition to high levels of student participation (*Figure 7.1-14*), research conducted by Constellation Research and published in the Harvard Business Review, engaged customers are three times more likely to recommend or advocate a product or service to a friend. CSSD systematically tracks students' and parents' likelihood to recommend CSSD to a friend or family member through the Student and Parent Annual Satisfaction Surveys. Overall, 95% of students for the past six years have indicated that they would recommend CSSD, and 97% of parents have expressed their willingness to recommend CSSD to a friend or family member. The numbers remain consistently high when segmented by length of enrollment (*Figures 7.2-12-13*). Further segmentation is available (AOS).

Another key measure of student engagement is CSSD's suspension rates. *Figures 7.1-6-10* show that students' confidence during their first 90 days at CSSD skyrockets. This increased confidence leads to higher academic achievement and engagement levels. Engaged and self-disciplined students are
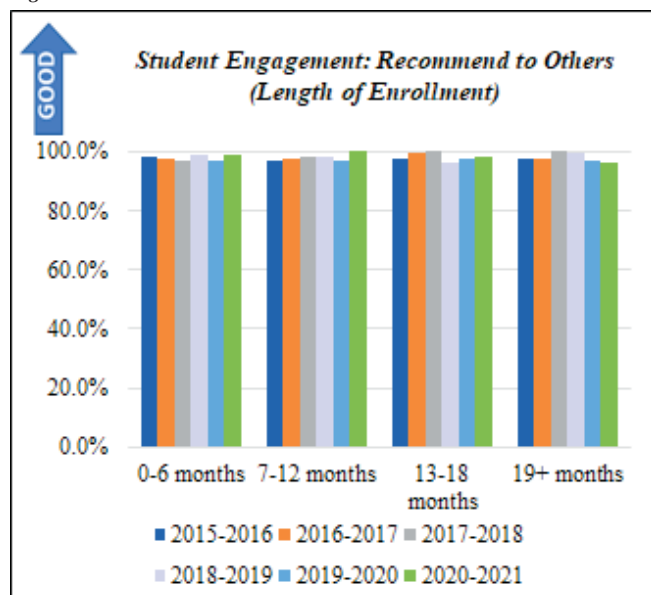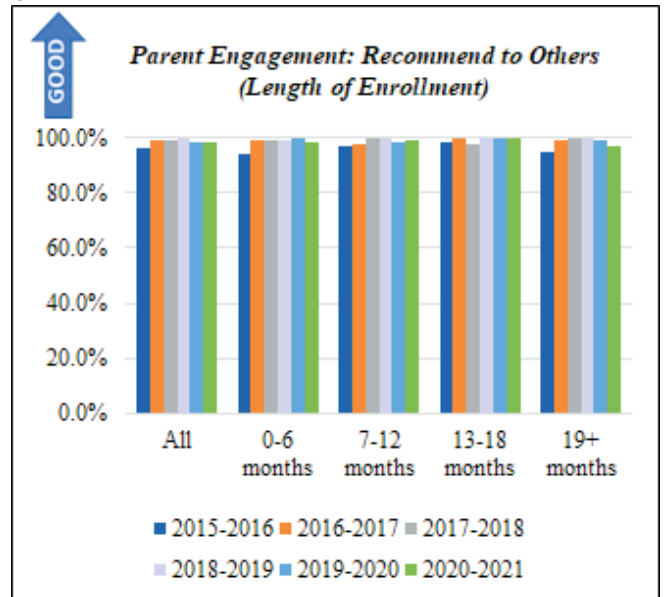
less likely to participate in behaviors and activities that result in suspension. CSSD's suspension rates hover around 0%, which compares favorably with competitors who offer a similar educational program (*Figure 7.2-14-17*). This nearly non-existent suspension rate is attributed to a small, personalized learning environment where students can receive one-on-one attention and social pressures are minimized.

Figure 7.2-14 S_P

			Suspension Rate (All Students)			
Year	**CSSD**	**Comp A**	**Comp B**	**Comp C**	**County DASS**	**State DASS**
15-16	0.0%	0.7%	5.5%	0.0%	4.6%	6.0%
16-17	0.1%	0.3%	5.4%	0.0%	3.9%	5.7%
17-18	0.1%	0.5%	3.8%	0.6%	3.6%	5.5%
18-19	0.0%	0.2%	6.4%	0.1%	3.0%	5.2%
19-20	0.1%	0.5%	2.3%	0.1%	2.4%	4.0%
20-21*	0.0%	0.4%	2.2%	0.0%	1.9%	3.5%
21-22*	0.0%	0.3%	2.1%	0.0%	1.3%	3.0%

**Projections*

Figure 7.2-15 S_P

			Suspension Rate (SEDA)			
Year	**CSSD**	**Comp A**	**Comp B**	**Comp C**	**County DASS**	**State DASS**
15-16	0.0%	0.8%	5.3%	0.0%	5.0%	6.7%
16-17	0.1%	0.3%	5.7%	0.0%	4.2%	6.5%
17-18	0.2%	0.4%	4.0%	0.8%	4.0%	6.2%
18-19	0.1%	0.2%	6.5%	0.2%	3.1%	5.8%
19-20	0.1%	0.6%	2.4%	0.2%	2.8%	4.7%
20-21*	0.1%	0.4%	1.7%	0.1%	2.3%	4.2%
21-22*	0.0%	0.2%	0.9%	0.0%	1.7%	3.7%

**Projections*

Figure 7.2-12

Student Engagement: Recommend to Others (Length of Enrollment)

Figure 7.2-16 ^{S_P}

					Suspension Rate (Hispanic)	
Year	**CSSD**	**Comp A**	**Comp B**	**Comp C**	**County DASS**	**State DASS**
15-16	0.0%	0.5%	5.4%	0.0%	4.6%	5.5%
16-17	0.0%	0.3%	5.3%	0.0%	3.8%	5.4%
17-18	0.2%	0.3%	3.7%	0.7%	3.6%	5.6%
18-19	0.1%	0.1%	6.8%	0.0%	3.0%	5.0%
19-20	0.1%	0.3%	2.3%	0.0%	2.3%	3.7%
20-21**	*0.0%*	*0.2%*	*1.5%*	*0.0%*	*1.7%*	*3.3%*
21-22**	*0.0%*	*0.1%*	*1.0%*	*0.0%*	*1.2%*	*2.8%*
**Projections						

Figure 7.2-17 ^{S_P}

					Suspension Rate (White)	
Year	**CSSD**	**Comp A**	**Comp B**	**Comp C**	**County DASS**	**State DASS**
15-16	0.1%	0.3%	*	0.0%	4.2%	6.3%
16-17	0.0%	0.0%	12.5%	0.0%	3.8%	5.8%
17-18	0.0%	0.0%	8.3%	2.1%	2.8%	5.1%
18-19	0.0%	0.5%	0.0%	0.0%	2.9%	5.5%
19-20	0.0%	0.0%	0.0%	0.0%	2.3%	3.7%
20-21**	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*1.8%*	*3.1%*
21-22**	*0.0%*	*0.0%*	*0.0%*	*0.0%*	*1.4%*	*2.4%*
**Projections						

A SI goal for facilities over the past two years was to ensure a safe, supportive and engaging environment for students (*Figure 2.2-1*). CSSD SL validated the approach and deployment of the facilities upgrades through a student engagement survey implemented in 2019. Students overwhelmingly agreed that RCs encourage learning, provide access to technology and are safe (*Figure 7.2-18*). Please note the survey was not given during the 2020-2021 academic year due to distance learning during COVID-19.

Figure 7.2-18 ^{S_P}

Innovative and Engaging RC's Supporting Student Learning	
Does the Resource Center environment encourage learning more than your previous learning environment?	2019-2020
Agree or Strongly Agree	96.80%
Innovative and Engaging RC Design: Student Agree or Strongly Agree RC provides:	2019-2020
Access to new technologies?	95.40%
Online curriculum and learning programs?	97.80%
Flexible schedules?	99.50%
A flexible learning environment?	99%
A safe and supportive study environment?	99.80%
Do you feel that you are safe when you are in the resource center?	2019-2020
Agree or Strongly Agree	98.80%

7.3 Workforce Results
7.3a Workforce-Focused Results

7.3a(1) CSSD recruits, hires, and retains a multi-certificated, specially trained, dynamic workforce who puts Kids First. The WLDS Process (*Figure 5.1-1*) maintains strong workforce engagement, development, and capability results.

The HR department has met its annual staffing plan levels to appropiately meet the needs of increasing enrollment as shown in *Figure 7.3-1*. These levels are monitored through the OPMR in the weekly Capability and Capacity meetings to ensure compliance and adherence to student staff ratios.

At CSSD, 100% of courses are taught by multi-certificated, specially trained teachers, which is a differentiator between CSSD and its competitors (*Figure 7.1-20*). Higher expectations and standards are key factors in the ability to *Transform Lives* as CSSD teachers are typically more engaged - an essential quality to the PPEP educational model. As shown in *Figure 7.3-2*, trends over the past 5 years have shown an overall increase in teacher certifications and advanced degrees. Additionally, in order to serve its unique, highly diverse student population, CSSD teachers engage, on average, in 100 hours of PD per year *Figures 7.3-13-14*. Student data is used to anticipate needed AU offerings to increase teacher capabilities. Specialized trainings include Leading Edge Certification (LEC, national certification for teaching in a virtual space), Gifted and Talented Education (GATE), Youth Mental Health First Aid (YMHFA), WRITE Institute (Writing Redesign for Innovative Teaching and Equity), and English Learner (EL) authorization.

7.3a(2) CSSD puts emphasis on providing a safe and secure environment. HR is specifically concerned with protecting workforce members from injury and providing a safe environment. Proper planning and management of a safety program reduces injuries and losses. California law guarantees three kinds of workers compensation benefits: medical care to cure the injury, indemnity cash payments for lost wages, and rehabilitation services to enable claimants to return to work. CSSD participates in the San Diego County Schools Risk Management Joint Powers Authority (JPA). If a JPA member has a good average
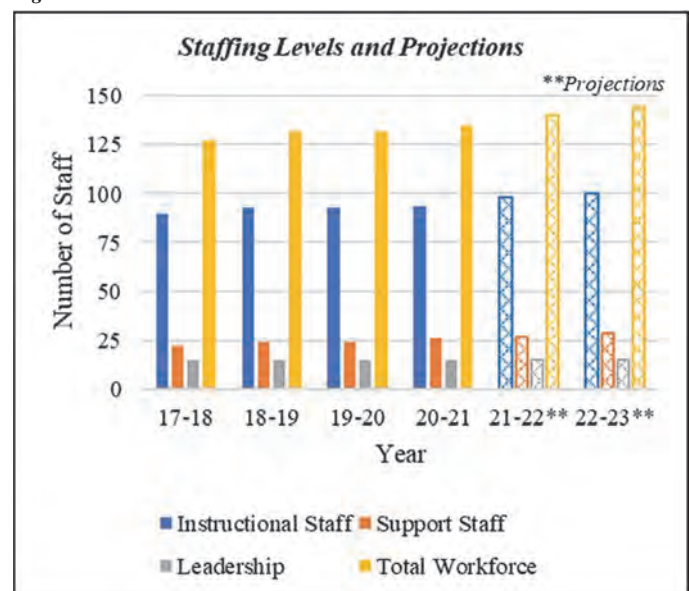
Figure 7.3-1

Figure 7.3-2

Multi-Certificated Specially Trained Teachers							***Projections*
Year	LEC	GATE	YMHFA	WRITE Institute	Credentialed	EL Authorized	Masters
2016-2017	47%	29%	65%	n/a	100%	100%	65%
2017-2018	53%	64%	87%	n/a	100%	100%	62%
2018-2019	64%	73%	90%	24%	100%	100%	65%
2019-2020	71%	79%	93%	24%	100%	100%	68%
2020-2021	85%	74%	87%	51%	100%	100%	70%
2021-2022**	93%	85%	95%	67%	100%	100%	72%

Figure 7.3-3
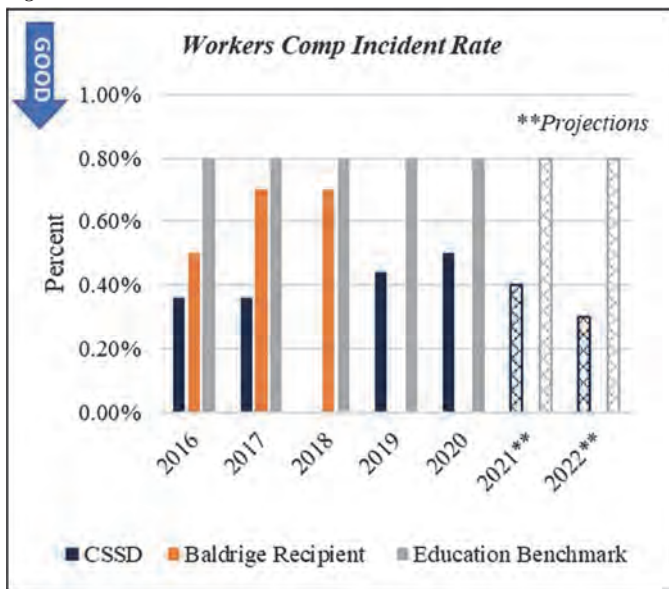
Figure 7.3-4

Workers Compensation Savings	
Fiscal Year	**Savings**
2015-16	$54,177.00
2016-17	$111,490.00
2017-18	$92,760.00
2018-19	$107,983.00
2019-20	$102,770.00
Total 5 years savings	**$469,180.00**

loss history, an Experience Modification Factor (EMF) is applied to reward good historical loss experiences. On the basis of 1.0, the average EMF for CSSD for the last 5 years is 0.55 which enabled the school a total savings of $469,180 (*Figure 7.3-4*). As shown in *Figure 7.3-3*, the total claim count for the last 5 years is seven. This is well below that of a Baldrige Recipient (with approximately the same number of employees) and the national education claim average. The total claim paid for these seven claims is only $6,123.

7.3a(3) CSSD sustains high levels of workforce satisfaction, engagement and retention due to the integration of workforce requirements into the SPP (*P-5*). Workforce requirements integrated into the SPP directly impact each individual student's PPEP. An example is the teacher's ability to innovate and personalize instruction (engaged in work from *P-5*) for every student given the fact that teachers have a total roster of only 40 students. This is compared to traditional schools where teachers carry a load of over 140 students. This enriches the lives of students, parents, and the workforce in the effort to *Transform Lives*.

In 2018, CSSD improved its process for gauging employee engagment by selecting a different provider and implemented Beyond Feedback's Baldrige-aligned Employee Engagement and Satisfaction Survey to effectively measure workforce engagement and satisfaction. An advantage of utilizing Beyond Feedback, is that it provides the ability to benchmark against the K-12 industry and other Baldrige (MBNQA) recipients. CSSD surveys staff in several categories of Employee Key Requirements (EKRs). These EKRs are broken down into Engagers and Satisfiers.

Over the past three years CSSD's overall satisfaction and engagement scores have been outstanding. From 2018-2020 CSSD has the highest overall workforce engagement among all MBNQA recipient peers and averaged 13 points higher than the K-12 industry benchmark. Overall satisfaction and engagement performance has trended upward (*Figures 7.3-5-11*). Further segmentation by department and work location is AOS.

Figure 7.3-12 reflects CSSD's retention of staff directly supporting SI 2 for Growth and Sustainability. CSSD retention for all workforce segments has generally exceeded 90 percent over the past 5 years and has consistently outperformed the national average by 5 percent. Retaining a highly effective and engaged workforce directly sustains and supports CSSD's ability to *Transform Lives*.
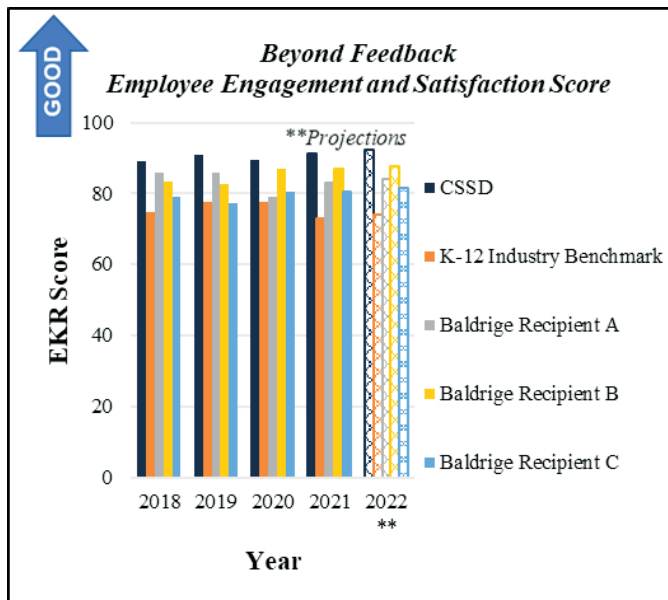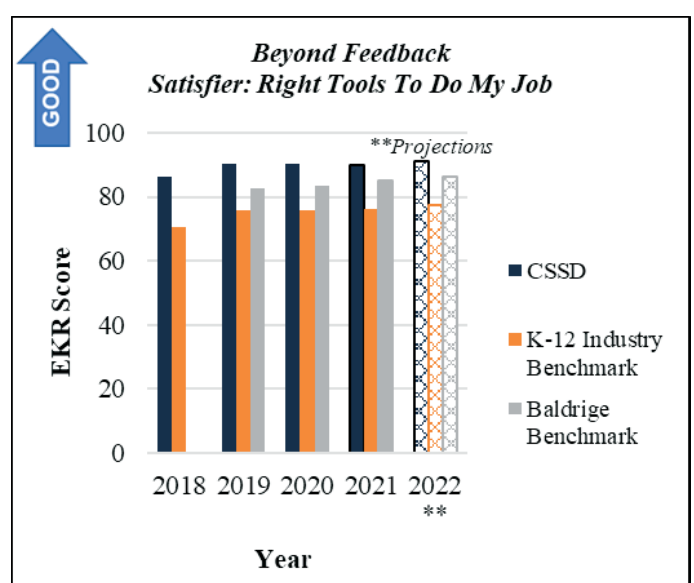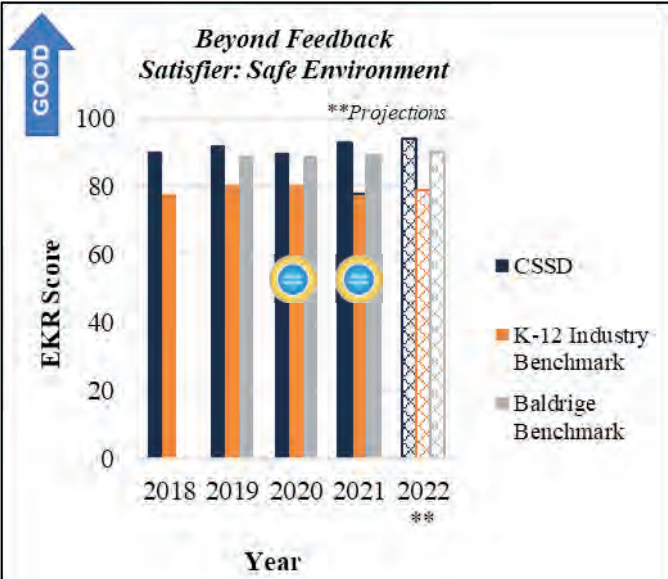
Figure 7.3-5

Beyond Feedback
Employee Engagement and Satisfaction Score

Figure 7.3-8 ^{S}P

Beyond Feedback
Satisfier: Right Tools To Do My Job

Figure 7.3-6

Beyond Feedback
Satisfier: Safe Environment

Figure 7.3-9 ^{S}P

Beyond Feedback
Engager: Clear Expectations

Figure 7.3-7

Beyond Feedback
Satisfier: Collaborative Environment

Figure 7.3-10 ^{S}P

Beyond Feedback
Engager: Two Way Communication

Figure 7.3-11 $^{S}_{P}$

Beyond Feedback
Engager: Meaningful Work Assignments
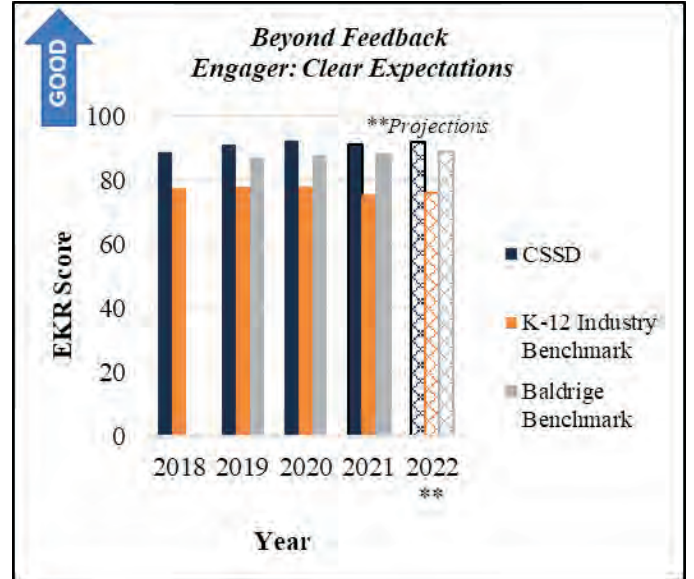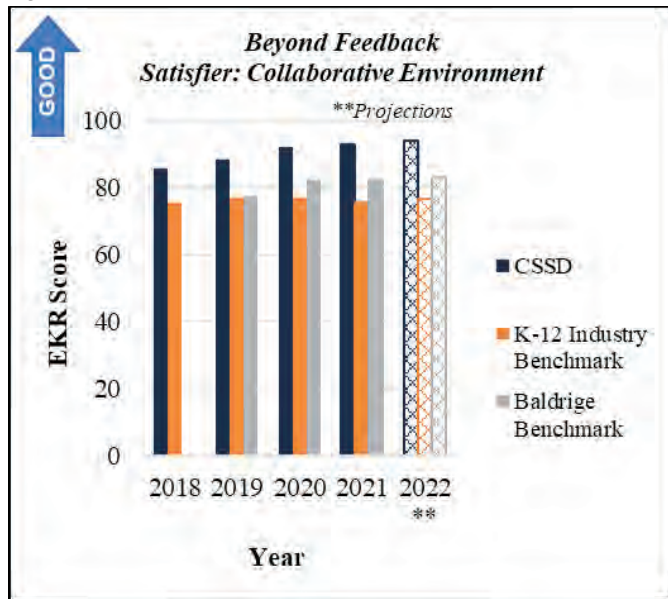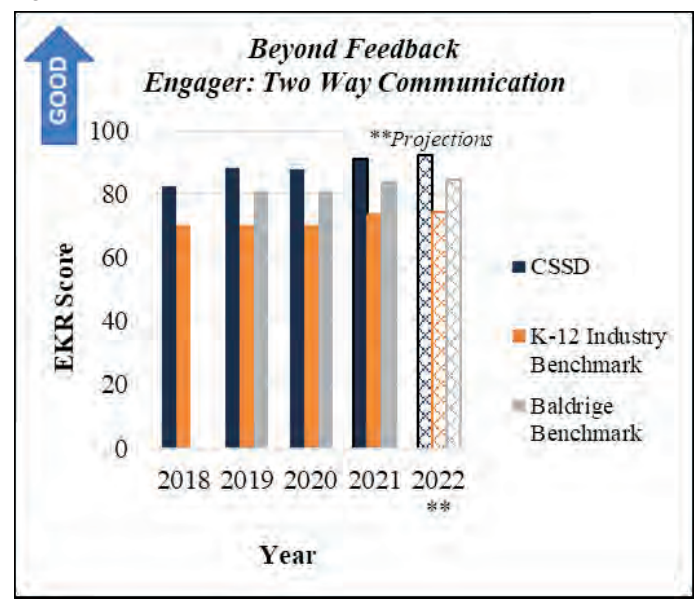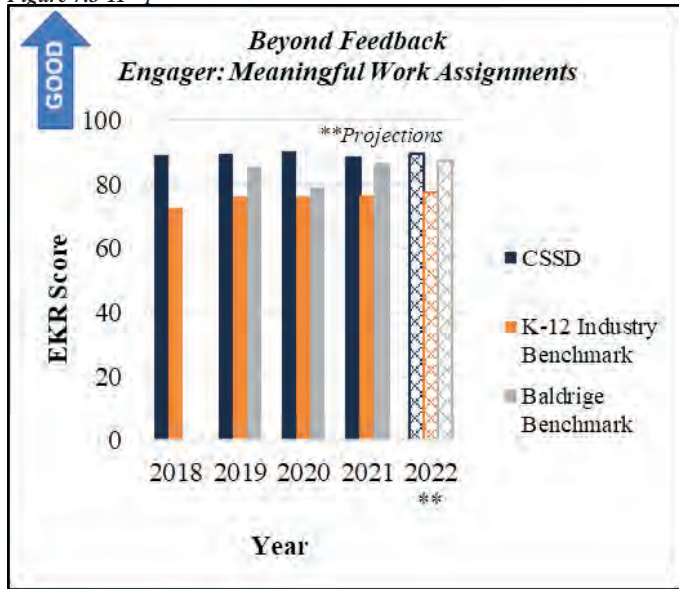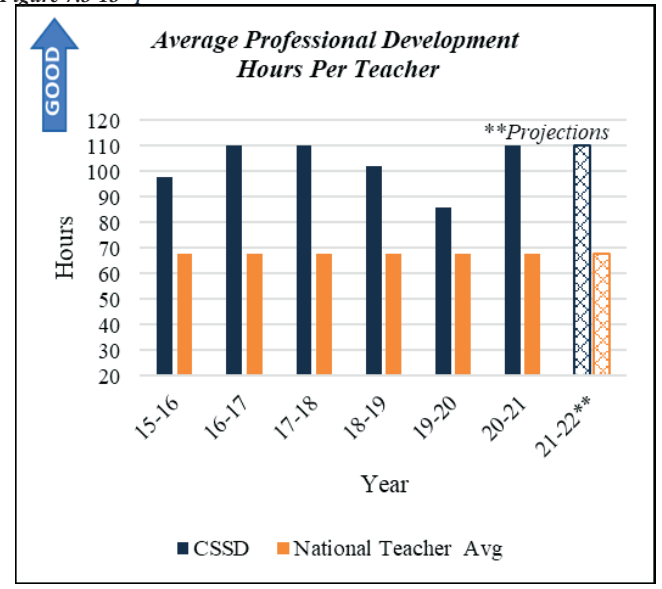
Figure 7.3-12

Employee Retention Rates							
Staff Segment	15-16	16-17	17-18	18-19	19-20	20-21 **	21-22 **
Instructional	83%	97%	92%	92%	91%	92%	92%
Support	85%	98%	93%	89%	91%	91%	91%
Leadership	100%	100%	100%	93%	93%	95%	95%
CSSD Total	85%	97%	93%	91%	91%	92%	92%
National Average	84%	84%	84%	84%	84%	84%	84%
**Projections							
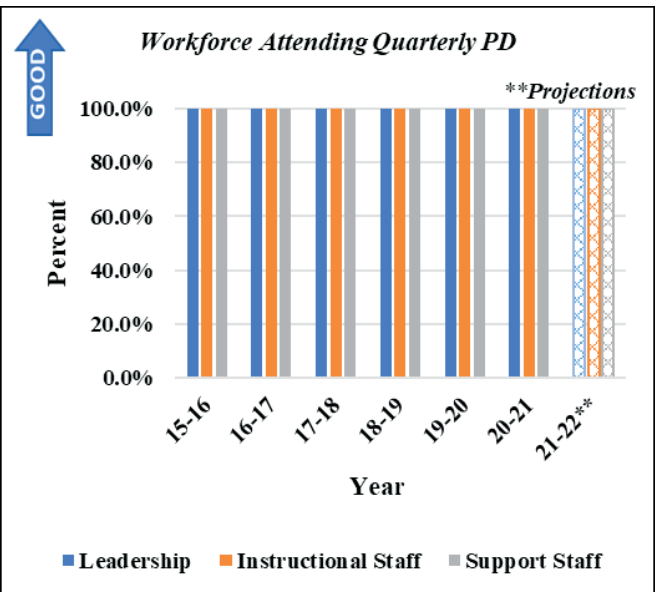
7.3a(4) Two Key Workforce Satisfiers are the right tools to do my job and a collaborative environment. Meaningful professional development through AU is a system CSSD uses to develop its workforce. Each workforce member has a personalized, meaningful professional development (PD) plan. To meet this need, CSSD enables workforce members to participate and benefit from attending AU trainings. *Figure 7.3-13* indicates CSSD is well above the national average, annually, for teacher professional development hours. The target is to provide at least 100 hours each year for workforce members. Depending on SI, the trend may vary, but the important measure for SL and LT is to provide at least 100 hours of relevant PD that supports SI and student achievement.
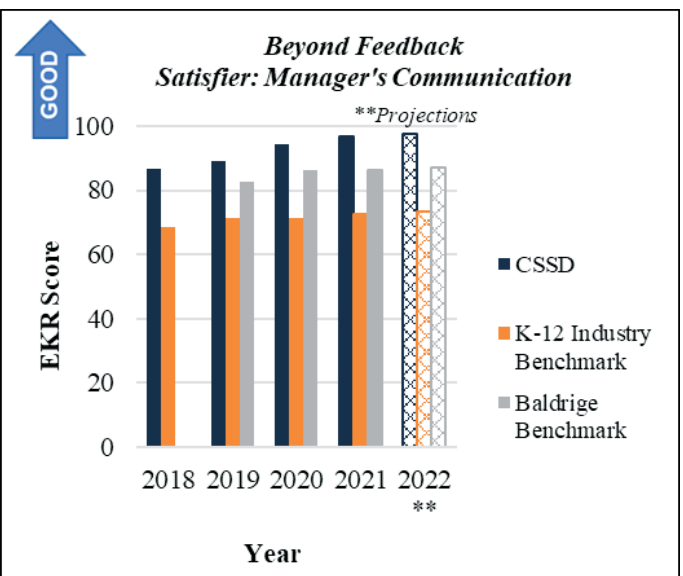
AU is designed to provide personalized and individualized PD to every employee. Over the past 5 years, 100 percent of workforce members have attended at least one AU session each quarter (*Figure 7.3-14*). The WLDS, coupled with the high value placed on individual workforce members, is so effective that CSSD maintains over a 90 percent retention rate.

7.4 Leadership and Governance Results

7.4a Leadership, Governance, and Societal Contribution Results

7.4a(1) CSSD's leadership has more than 220 years of combined years of service to the organization. In 2004, the LT chose the Baldrige Performance Excellence Program criteria as its guiding path towards performance excellence believing that a
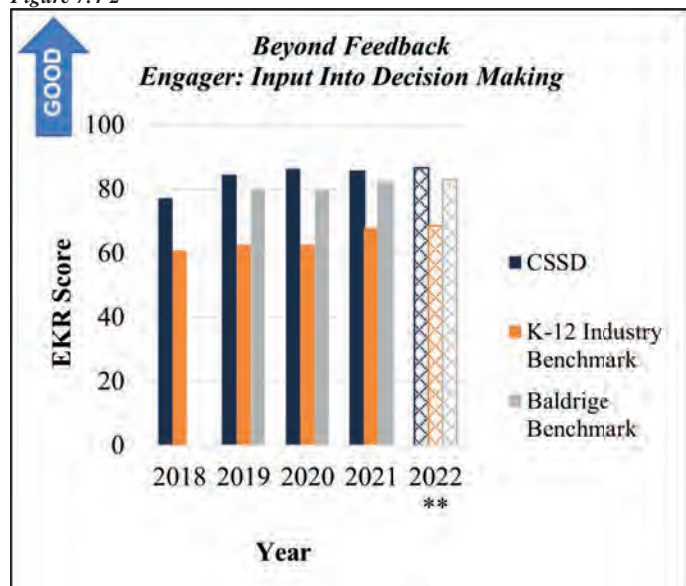
Figure 7.3-13 $^{S}_{P}$

Average Professional Development
Hours Per Teacher

Figure 7.3-14 $^{S}_{P}$

Workforce Attending Quarterly PD

Figure 7.4-1

Beyond Feedback
Satisfier: Manager's Communication

school should be run on the same basic principles of a business. While results are presented throughout Category 7 indicating organizational success, this item reflects results associated with the SL, LT and the BOD that had the vision to create CSSD and have lead it to its success today.

SL intentionally implemented the LMS, and over the years it continues to mature. Today it creates integration and alignment for processes as depicted in *Figure 1.1-1* and, most importantly, demonstrates the alignment of the leadership system to the PPEP (CSSD's only Key Process) to *Transforming Lives*. *Figure 7.4-1-3* indicate the success of these combined efforts in that over 94.5% of CSSD workforce members are satisfied with their manager's communication, and 86.2% feel engaged through input into decision making. Perhaps, most importantly, 91%

of the workforce feel connected to CSSD's Mission. These results significantly outperform Baldrige recipients and the k-12 industry benchmark. In *Figures 7.3-9-10*, CSSD's workforce indicates high levels of engagement through clear expectations and two-way communication, which is a culture established by SL. This coupled with CSSD's high retention rate as seen in *Figure 7.3-12* indicates a workforce committed to being part of a high-performing organization, which leads to ultimately supporting the CC of *Transforming Lives*.

Figure 7.4-4 demonstrates how CSSD cultivates innovation and intelligent risk taking through the SPP. SI create a systematic focus on action at CSSD. This focus allows SL to communicate clear expectations to all workforce segments.

Figure 7.4-2

Figure 7.4-3

7.4a(2) CSSD is evaluated and held accountable on its governance by SDUSD through monthly reviews and an annual audit focusing on compliance with the Brown Act, School By-Laws, Conflict of Interest, sound fiscal management, personal decision policies, resolving internal and external complaints, and oversight of educational program and school safety plans and regulatory requirements as outlined in *Figures 1.2-1 and 1.2-2*. CSSD has consistently been rated as "Met the Standard." "Met the Standard" is the highest level possible (*Figure 7.4-5*).
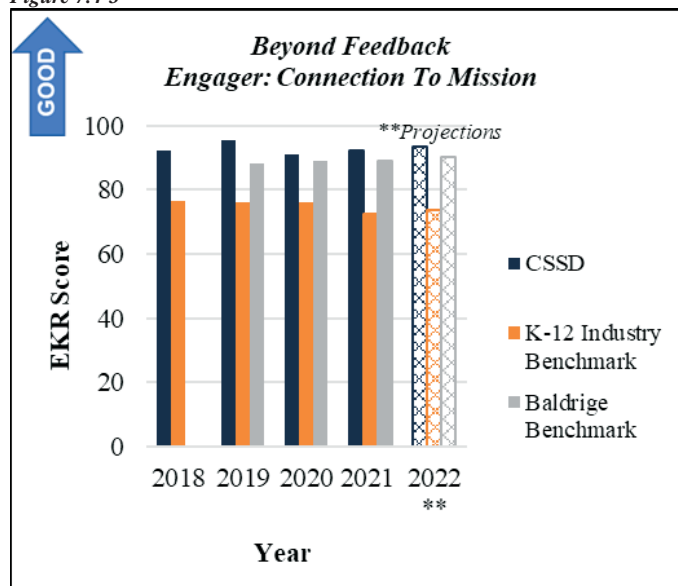
California School Education Code requires all public schools to be audited by an external auditor annually. For CSSD, this is completed by the accounting firm of Wilkinson, Hadley & King. This is a comprehensive financial audit conducted in accordance with auditing standards generally accepted in the country and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. CSSD audits have never had a single finding or exception.

Charter Schools in California are allowed to operate for a maximum five-year term. Every five years a charter school is required to go before their authorizer for a public hearing and a public vote to receive another five-year charter term. CSSD was granted five-year renewal terms in 1997, 2002, 2007, 2012 and 2017 by unanimous votes from the SDUSD Board of Education

(*Figure 7.4-6*).

CSSD's BOD conducts a formal governance self-evaluation every other year, which provides data on the BOD performance at the individual Board member level. While the evaluation is based on self-assessment, the entire BOD collectively reaches consensus on overall BOD performance (*Figure 7.4-7*).

7.4a(3) For the past five years, CSSD has consistently surpassed the legal and regulatory requirements as presented in *P-4 and Figure 1-2.2*. The accreditation body for CSSD is the Western Association of Schools and Colleges (WASC). WASC is the accrediting agency for all public and private schools located in California, as well as other geographic areas. CSSD has earned the highest designation - a 6-year clear term of accreditation - four times, which only 24 percent of schools receive (*Figure 7.4-8*).

7.4a(4) CSSD has several processes to assess ethical behavior as indicated in *Figure 1.2-3*. CSSD workforce engagers that SL and LT promote ethical behavior (*Figure 7.4-9*) and that SL and LT actions align with the culture (*Figure 7.4-10*) as well as the workforce satisfier of organizational sustainability (*Figure 7.4-11*), show steady trend lines for performance above 90%.

Figures 7.4-12 and 7.4-13 indicate 100 percent compliance for all ethical processes as identified in *Figure 1.2-3*. Ethical

Figure 7.4-4

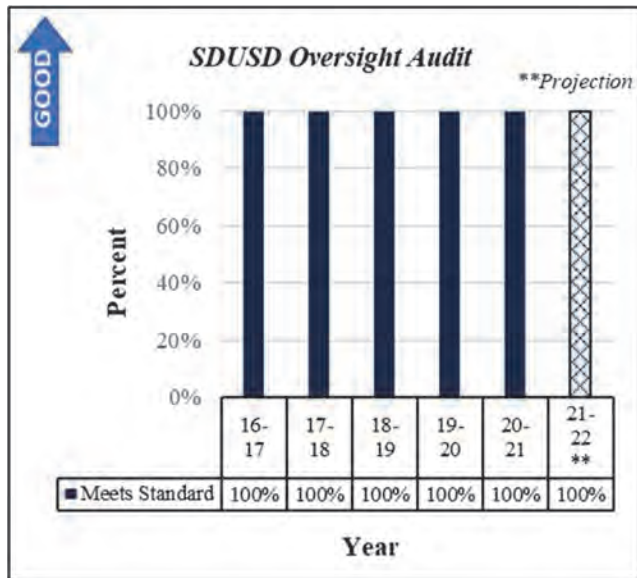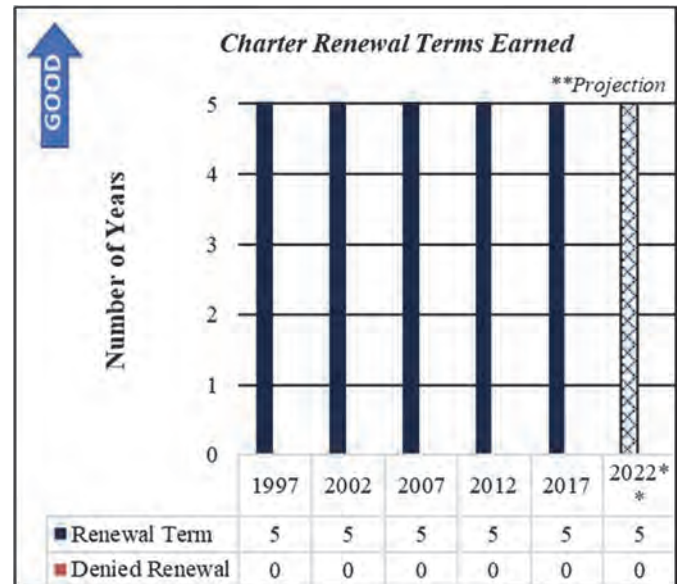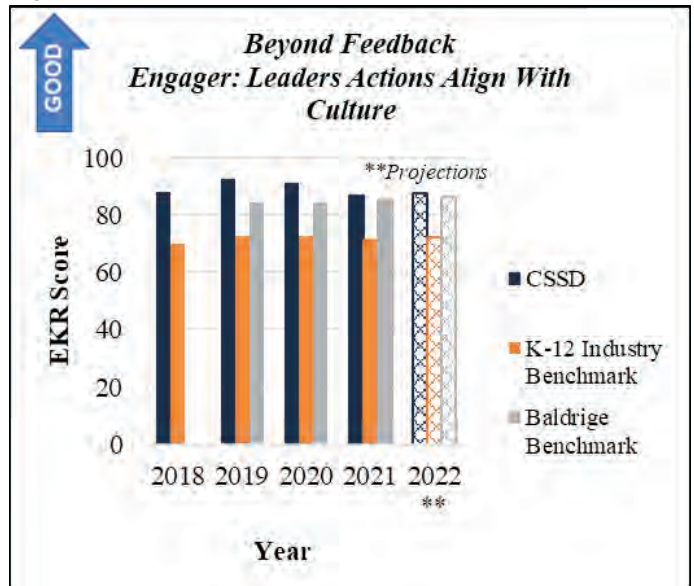|			
Intelligent Risk and Innovation			
Strategic Initiative 1: CSSD INSTRUCTION AND LEARNING PLAN			
PDI³S	**Learning**	**Key SP Alignment**	**Figures**
Introduction: Implementation and integration of Illuminate as a tool to analyze student assessment results.	Through review of PPEP Storybook results and feedback from teachers, SL and LT identify the need for a tool to disaggregate/aggregate student course mastery and formal assessment data to help inform curriculum, professional development, and teaching.	Alignment of data, curriculum, and instruction to improve student outcomes.	7.1-1-16
Improve: All teachers enrolled in and completed Math courses (Algebra and Geometry) through Edgenuity.	Student Math results published in the PPEP Storybook are reviewed monthly as part of appropriate CKMS methods and annually during Step 1 of the SPP. As a result, SL and LT determined a need to improve student math mastery.	Refine and implement the instructional plan with the focus on improving math on the CA Dashboard Indicators.	7.1-13, 7.1-16
Innovation: Development of centralized, systemic and integrated Equity and Inclusion Program	During Huddle meetings, a review of customer and workforce surveys results indicated a need for additional student supports to remove barriers to student learning.	Develop a process focused on providing the actions and services required to break barriers needed to achieve equity and access for all students.	7.2-1-13, 7.4-15
Strategic Initiative 2: CSSD GROWTH AND SUSTAINABILITY PLAN			
PDI³S	**Learning**	**Key SP Alignment**	**Figures**
Introduction: Marketing	Through the SPP and ongoing environmental scans, SL and LT found an increase in competition from districts and other school options. SL allocated resources to launch a broad-based, mass marketing program.	Increase enrollment to fill all current RC student capacity through successful marketing campaigns and effective teacher training.	7.5-4
Improvement: Enrollment Process	During Step 1 of the SPP SL and COS reviewed enrollment growth data and discovered that some students began the enrollment process, but did not ultimately become a student.	Increase enrollment to fill all current RC student capacity through successful marketing campaigns and effective teacher training.	7.1-17-18, 7.2-5
Innovation: Fellows Program	SL recognized a need for leadership development at all levels and sustainability of positional leadership. The CEO spoke at the Baldrige Fellows Program and integrated many of the learnings into the development of the Fellows Program to ensure sustainability.	Develop and implement the Fellows Program that provides leadership training, engagement and opportunities to employees.	7.5-5, 7.3-5-11, 7.4-1-3
Strategic Initiative 3: CSSD QUALITY & INNOVATION PLAN			
PDI³S	**Learning**	**Key SP Alignment**	**Figures**
Introduction: Cloud-base, secure and collaborative Technology Platform Development	Through annual review of technology results, workforce feedback and changing technology security, LT established a SI to target a technology platform to: build culture, secure access to information and knowledge sharing.	Implement innovative technology systems to increase effectiveness, efficiencies, and results.	7.1-1-18, 7.1-23, 7.1-26, 7.3-8
Improvement: Facility Design	Through the SPP and review of customer and workforce survey results, LT prioritized the redesign all RCs.	Implement futuristic and safe instructional settings to increase student, parent and employee engagement.	7.1-24, 7.2-6-7, 7.2-18, 7.3-6, 7.3-8
Innovation: Develop AU Portal (Professional Learning)	LT reviewed workforce feedback and AU results and recognized a need for efficient access to courses and an increase in the secure sharing of knowledge.	Implement innovative technology systems to increase effectiveness, efficiencies, and results.	7.1-1-16, 7.3-8, 7.3-13-14

Figure 7.4-5

Figure 7.4-6

Figure 7.4-7

Board of Directors Self-Evaluation

Figure 7.4-8

WASC Accreditation Terms

Figure 7.4-9 S_P

Beyond Feedback
Engager: Leaders Promote Ethical Behavior

Figure 7.4-10 S_P

Beyond Feedback
Engager: Leaders Actions Align With Culture

Figure 7.4-11 S_P

Beyond Feedback
Satisfier: Organizational Sustainability
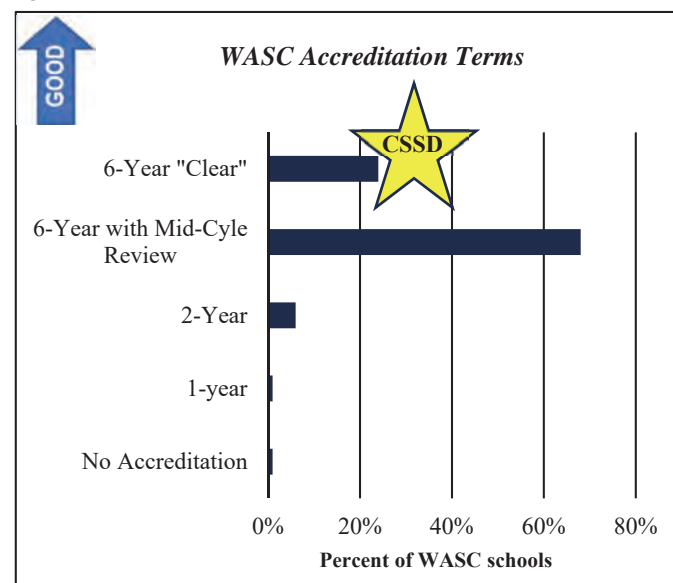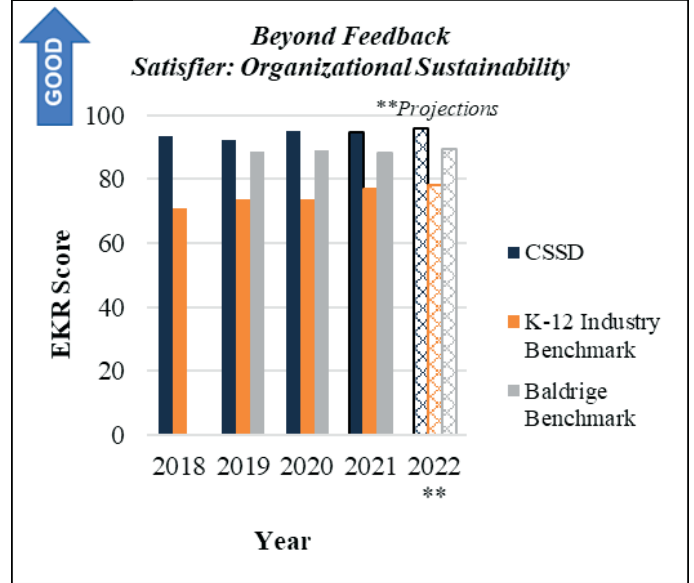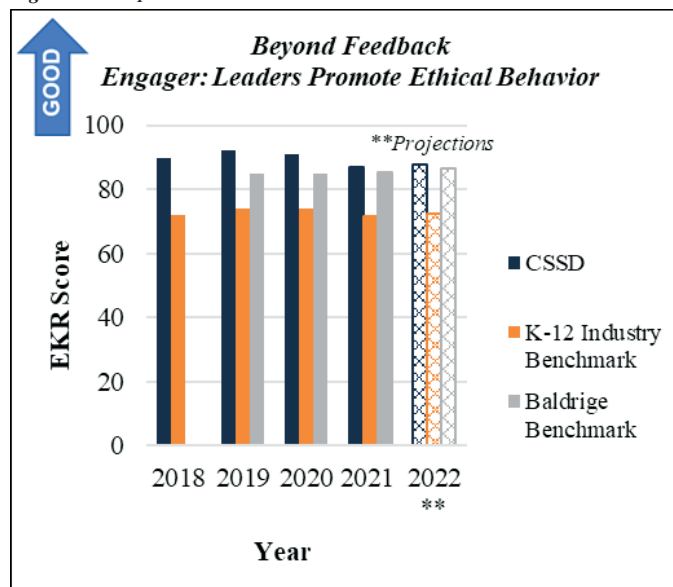
process results are 100 percent for all organizational segments.

7.4a(5) CSSD has several results for key measures for fulfilling its societal responsibilities in support of its key communities. The biggest societal responsibility is for CSSD to graduate its students and transform their lives by taking them from potential dropouts to graduates (***Figure 7.1-2***). Over the past six years CSSD's success with students has directly contributed to the potential increase of over $90,930,000 of local taxable dollars (***Figure 7.4-14***). Student support programs presented in ***Figure 7.4-15*** demonstrate CSSD's commitment to equitably serve all students. Numbers in the chart represented the total number of students served by the program during an academic year. N/A symbolizes that the program was not in existence during that year.

CSSD supports its community by focusing its operations on improving the environment, strengthening health and the community, improving emergency preparedness, strengthening education, and decreasing social inequities (***Figure 7.4-16***).

Figure 7.4-12

Key Ethics Measures															
	Instructional Staff					Support Staff					Leadership				
Process	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Work Styles Behavior Survey Completed	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Criminal Background Check by Department of Justice Completed	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Employee Handbook and Standards of Conduct Received and Signed	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Signed Student-Staff Interaction Policy	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Non-Disclosure Agreement	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Rigor, Compliance, and Quality Annual Audit	100%	100%	100%	100%	100%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
External Compliance Audit	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Signed Code of Ethics	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Figure 7.4-13

Key Ethics Measures										
	Senior Leaders					Governance				
Process	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Form 700 (Statement of Economic Interest)	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Annual Compliance Training	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Annual Transparency and Fiduciary Responsibilites Training	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Figure 7.4-14

Societal Support and Community Impact			
Years	# of Completers	Lost Taxable Income to Dropout Students	Increase in Income
15-16	740	$10,000	$37,000,000
16-17	638	$10,000	$25,520,000
17-18	442	$10,000	$13,260,000
18-19	542	$10,000	$10,840,000
19-20	431	$10,000	$4,310,000
Total	2793	$10,000	$90,930,000

Figure 7.4-15 S_P

Equity and Inclusion Outcomes					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Nutrition Program	n/a	n/a	n/a	1930	1968
Altus Connect	n/a	n/a	n/a	726	821
Bus Passes	65	92	23	213	199
CHYA Education	n/a	n/a	n/a	60	75
RISE	n/a	n/a	n/a	95	162
SOS Program	n/a	n/a	13	15	21
GATE Program	446	481	649	708	617
EL Program	382	333	342	325	291

Figure 7.4-16

Key Societal and Community Support		
Areas Supported	Measure	Result
Improve Environment	Implement Recycling Program	Over 44 recycle bins throughout all locations
Improve Environment	Utilize Secure Shred and Recycle	21,000 lbs. of material shredded/recycled annually
Improve Environment	Student Record Archiving	Since 2016 all student enrollment records stored web-based
Improve Environment	Online Textbooks	100% of textbooks available to students and teachers online
Improve Environment	Increase in automatic light turn-off	100% of facilities have light turn-off capability
Improve Environment	Increase in facility air-controls	100% of facilities have air-control capability
Strengthen Health	Student Immunization Rates	99% Student Immunization Rate
Strengthen Health	Mental Health Training	100% Instructional Staff Trained
Strengthen Health	Trauma Informed Practices	100% Instructional Staff Trained
Strengthen Community	Annual Holiday Adopt-a-Family	24 families adopted over 5 years
Emergency Preparedness	AED Access	100% of locations have AED access and training
Strengthen Education	Successful Transition Rate	95.5% average over the past 3 years
Social Inequities	HiSET, Advanced Placement Test Financial Support	$21,470 paid for tests for students over the past 3 years

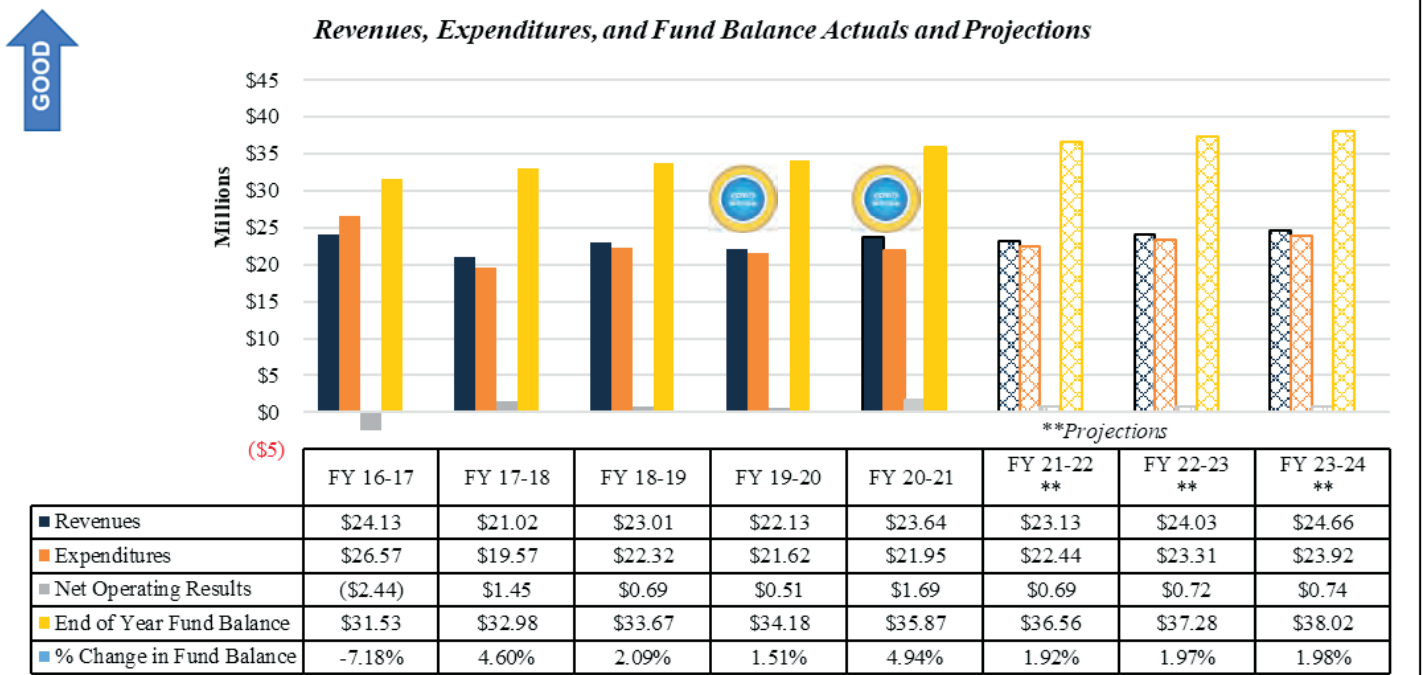## 7.5 Budgetary, Financial Market and Strategy Results
7.5a Budgetary, Financial and Market Results

7.5a(1) The success of CSSD's instructional program and long-term sustainability depends on strong financial planning and fiscal stewardship. Budgetary results contribute to student-centered processes by providing the resources necessary to operate the school and attain continuous improvement. *Figure 7.5-1* illustrates the four-year actuals and four-year projections for revenues, expenditures, net operating results, the end-of-year fund balance and the percent change in fund balance. Consistent with the charitable purpose of supporting and benefiting other

Figure 7.5-1

Revenues, Expenditures, and Fund Balance Actuals and Projections

	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22 **	FY 22-23 **	FY 23-24 **
■ Revenues	$24.13	$21.02	$23.01	$22.13	$23.64	$23.13	$24.03	$24.66
■ Expenditures	$26.57	$19.57	$22.32	$21.62	$21.95	$22.44	$23.31	$23.92
▫ Net Operating Results	($2.44)	$1.45	$0.69	$0.51	$1.69	$0.69	$0.72	$0.74
■ End of Year Fund Balance	$31.53	$32.98	$33.67	$34.18	$35.87	$36.56	$37.28	$38.02
■ % Change in Fund Balance	-7.18%	4.60%	2.09%	1.51%	4.94%	1.92%	1.97%	1.98%

public charter schools established to provide public education based on the educational and teaching concepts of CSSD, the CSSD BOD approved the transfer of funds for the purposes of continuing the operation of the CSSD RCs located within the GUHSD and SUHSD boundaries. The Board approved a Board Resolution on March 30, 2017, to transfer funds which represents positive net balance of funds for each of the RCs. GSS received $1,428,652 and SSS received $1,084,468, that is a total of $2,513,120 supported by the legal concept "Money follows the student." This explains why on *Figure 7.5-1* the net operating results for FY 2016-2017 was negative $2.44 million.

CSSD disaggregated its total expenditures into program services (direct expenses of operating its educational programs) and management and general. The average program services expenditures for 2016-2019 is 87% of total expenditures while management and general expenditures represents 13% of total expenditures. For fiscal year 2019-2020 it is 90% and 10% respectively. This data is reported on the audit reports.

CSSD's major key financial performance indicator is to have revenues exceed expenditures at the end of the fiscal year and to build reserves to support the strategic initiatives. In FY 1999-2000, the fund balance was $1,808,456. In the last 21 years (2019-20) the fund balance increased to $34,181,789 which represents 156% of the operational budget for fiscal year 2020-21 ($21.93 million). Therefore, the school will be able to remain afloat for over one fiscal year without receiving any revenue.

In 2001, Senate Bill 740 ("SB 740") prohibits a charter school from receiving funds, until a determination of funding is made by the State Board of Education (SBE). To qualify for 100 percent funding 40 percent of the school's public revenues are to be spent on salaries and benefits and at least 80 percent of all revenues are to be spent on instruction and instruction related services. *Figure 7.5-2* depicts the trends of the funding determination for CSSD. It indicates that CSSD received full funding with terms of multiple years. Fiscal years 2023 to 2030

Figure 7.5-2

SB 740 Funding Determination			
Fiscal Year	**Term**		**Percentage of Funding**
2010-2011	4 years	2011-2014	100%
2014-2015	4 years	2015-2018	100%
2017-2018	4 years	2019-2022	100%
*2021-2022** *	*4 years*	*2023-2026*	*100%*
*2025-2026** *	*4 years*	*2027-2030*	*100%*
**Projections			

are projections with 100% funding. Since the inception of the SB740 in 2000, CSSD was consistently approved 100 percent funding for complying with the regulations.

CSSD's revenues, expenditures and net result of operations significantly outperform competitors (*Figure 7.5-3*). This outcome is due to systematic evaluation of budgetary, financial and forcasting performance, resulting in a sustainable environment that ensures future operations.

7.5a(2) To measure market share, there are three published data points (CBEDS, P-2 and Annual ADA) used to compare with competitors, which are the basis for funding for public charter schools. As depicted on *Figure 7.5-4* CSSD has the largest marketshare in San Diego. The decline in 2016-17 and 2017-18 is due to environmental and legislative challenges which were anticipated by the SL and LT. In 2018-19 CSSD opened three new RCs to increase enrollment and by 2021 recovered its original marketshare due to organizational agility.

7.5b Strategy Implementation Results

Figure 7.5-5 indicates CSSD's accomplishments of its SP. An SP on results indicate a SP measure. CSSD has very high AP completion rates that have trended upward over the past five years. *Figure 2.2-1* shows corresponding figures indicating success in strategy implementation.

Figure 7.5-3

	School	Revenue	Expenditures	Net Operating Results	Ending Fund Balance
	Comparative Revenue, Expenditures and Net Operating Results FY 2015-2016 through 2019-2020				
FY 15-16	CSSD	$ 32,329,667.00	$ 19,415,604.00	$ 12,914,063.00	$ 33,973,920.00
	Competitor A	$ 12,990,355.00	$ 13,057,712.00	$ (67,357.00)	$ 826,789.00
	Competitor B	$ 3,164,024.00	$ 2,735,635.00	$ 428,389.00	$ 1,024,956.00
	Competitor C	$ 787,918.00	$ 627,162.00	$ 160,756.00	$ 142,820.00
FY 16-17	CSSD	$ 24,130,101.00	$ 26,570,475.00	$ (2,440,374.00)	$ 31,533,546.00
	Competitor A	$ 16,338,665.00	$ 16,173,807.00	$ 164,858.00	$ 991,647.00
	Competitor B	$ 2,089,252.00	$ 2,870,421.00	$ (781,169.00)	$ 243,787.00
	Competitor C	$ 1,399,776.00	$ 1,101,459.00	$ 298,317.00	$ 441,137.00
FY 17-18	CSSD	$ 21,014,760.00	$ 19,565,595.00	$ 1,449,165.00	$ 32,982,711.00
	Competitor A	n/a	n/a	n/a	n/a
	Competitor B	$ 3,567,495.00	$ 3,099,117.00	$ 468,378.00	$ 712,165.00
	Competitor C	$ 1,925,310.00	$ 1,845,147.00	$ 80,163.00	$ 521,300.00
FY 18-19	CSSD	$ 23,006,372.00	$ 22,316,718.00	$ 689,654.00	$ 33,672,365.00
	Competitor A	$ 20,462,947.00	$ 20,211,988.00	$ 250,959.00	$ 338,250.00
	Competitor B	$ 3,272,296.00	$ 3,159,142.00	$ 113,154.00	$ 825,319.00
	Competitor C	$ 2,158,551.00	$ 2,099,245.00	$ 59,306.00	$ 580,606.00
FY 19-20	CSSD	$ 22,134,242.00	$ 21,624,818.00	$ 509,424.00	$ 34,181,789.00
	Competitor A	$ 13,692,215.00	$ 13,550,565.00	$ 141,650.00	$ 479,900.00
	Competitor B	$ 3,023,550.00	$ 3,458,735.00	$ (435,185.00)	$ 390,134.00
	Competitor C	$ 2,977,570.00	$ 2,253,106.00	$ 724,464.00	$ 1,305,070.00

Figure 7.5-4

Market Performance
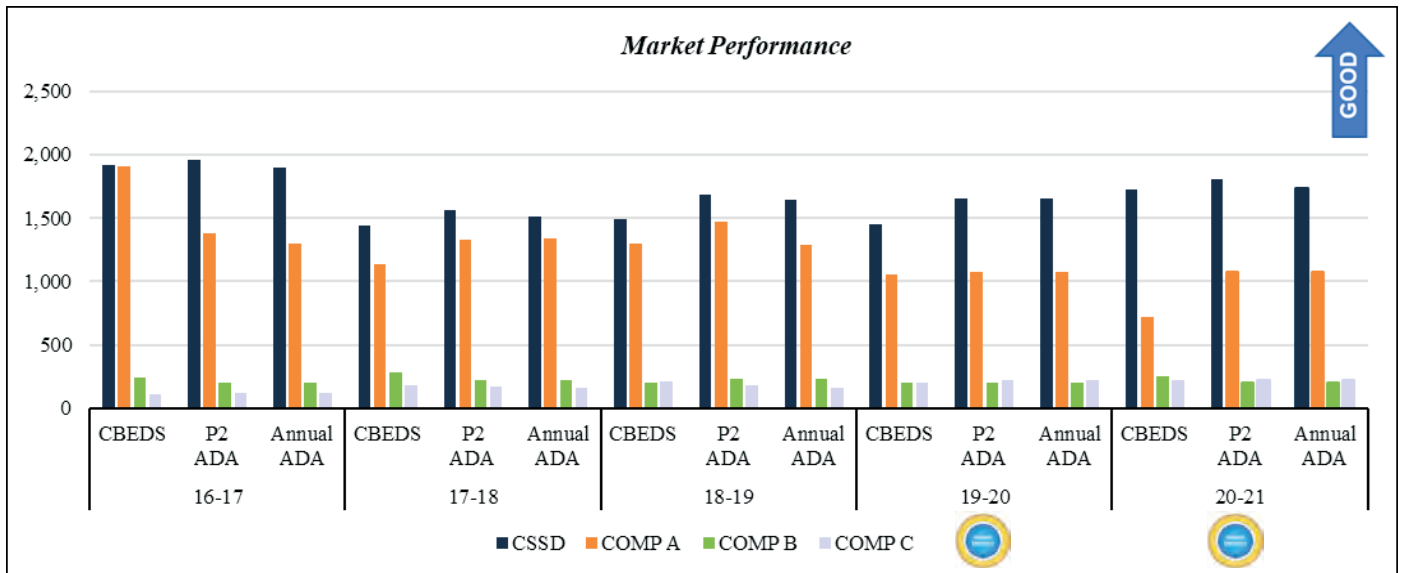
Please see *Figure 7.4-4* for results related to taking intelligent risks.

The LMS integrates CSSD's Key and Key Support Processes to ensure organizational sustainabilty. High SI and AP completion rates are due to CSSD's continual use of OPMR during CKMS methods to align workforce members to accomplish it's CC of *Transforming Lives*.

Figure 7.5-5

Action Plan Completion Rate					
15-16	16-17	17-18	18-19	19-20	20-21
92%	92%	93%	95%	96%	96%