THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK
OPERATIONAL WALKTHROUGH 2020-2021
Program Name: Camelot Academy
Provider: The Camelot Schools of Pennsylvania, L.L.C.

OPERATIONAL WALKTHROUGH OVERVIEW

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures that are required to deliver high quality instruction to students. Operational Walkthroughs assessed program performance across three domains: 1) Academic & School Climate Accountability; 2) Organizational Compliance; and 3) Accommodative & Financial Compliance. Taken together, the three domains encompass key operational expectations that are based on the program's contract with The School District of Philadelphia, as well as applicable federal, state and local laws.

Operational Walkthroughs are one part of the School District's three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Operational Walkthroughs, Instructional Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. This report summarizes the program's performance for each of the three domains reviewed during the Operational Walkthrough. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Operational Walkthrough. *Due to COVID-19 all Operational Walkthroughs were conducted virtually but areas of review remained unchanged.*

A ✔ indicates that the program met the contract requirement. A ✖ indicates that the program did not meet the contract requirement. The basis for the rating is provided in the Additional Notes section for each standard.

GENERAL INFORMATION

Walkthrough Date: November 16, 2020

Contract Term: FY 2018- FY 2022

Program Type: AEDY Transition (Grades 6-12)

CONTACT INFORMATION

1435 N. 26th Street, Philadelphia, PA 19121
Phone: 215-684-5080
Webpage: https://cameloteducation.org/our-schools/accelerated-schools/

MISSION

"Camelot Education is deeply committed to the academic and social success of its students. Through partnerships with educators across the country, we excel in reengaging, graduating, and preparing students for success in K-12 and beyond."

PROGRAM LEADERSHIP

Milton Alexander, Deputy Superintendent

Scott Cruttenden, Regional Director

Gregory McCleary, Executive Director

Kirsten Hurley, Principal

Melita Johnson, Director of Special Education

WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

Majeedah Scott, Director, Office of Multiple Pathways to Graduation

Marcus De Vose, Assistant Director, Transition Services

Seth Morones, Strategy Analyst II, Opportunity Network

Marlon Riddick, Transition Liaison, Opportunity Network

Tanya Bradley-Watson, Special Education Director

Nicole Danker, Special Education Case Manager

The School District of Philadelphia's official demographic information is reported on October 1ˢᵗ of each school year. The Opportunity Network's demographic information is reported here as of February, 2021 to more closely align with the student population on the date of the walkthrough.
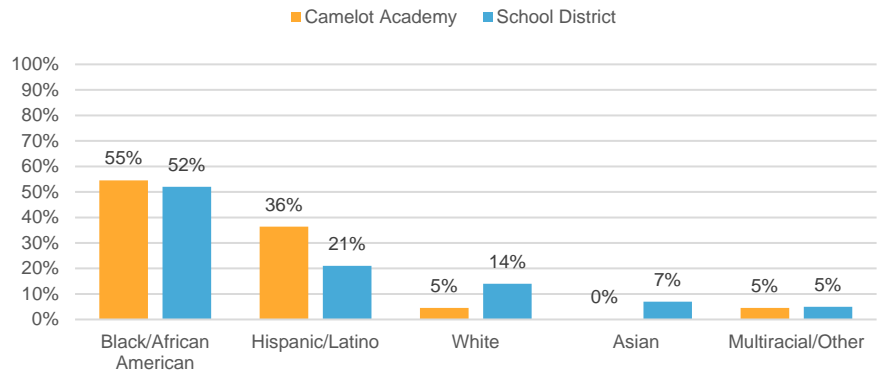
ENROLLMENT INFORMATION

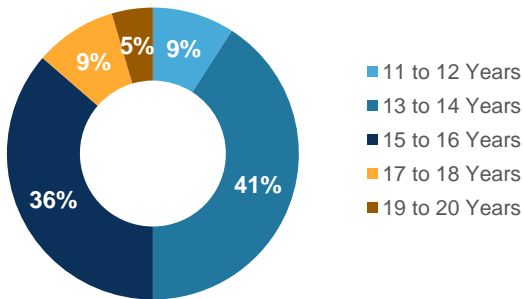Enrollment as of February 2021

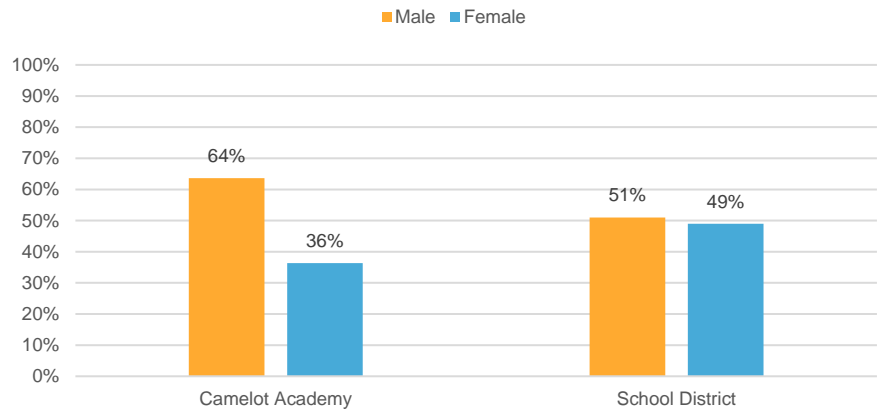**22** ↓ SY 2019-2020: 88

Contracted Maximum

280

RACE & ETHNICITY

■ Camelot Academy ■ School District

	Camelot Academy	School District
Black/African American	55%	52%
Hispanic/Latino	36%	21%
White	5%	14%
Asian	0%	7%
Multiracial/Other	5%	5%

ENROLLMENT BY AGE

- 9% 11 to 12 Years
- 41% 13 to 14 Years
- 36% 15 to 16 Years
- 9% 17 to 18 Years
- 5% 19 to 20 Years

GENDER

■ Male ■ Female

	Male	Female
Camelot Academy	64%	36%
School District	51%	49%

DIVERSE LEARNERS

SPECIAL EDUCATION

■ SPED ■ Non-SPED

	SPED	Non-SPED
Camelot Academy	5%	95%
School District	15%	85%

ENGLISH LEARNERS

■ EL ■ Non-EL

	EL	Non-EL
Camelot Academy	18%	82%
School District	13%	87%
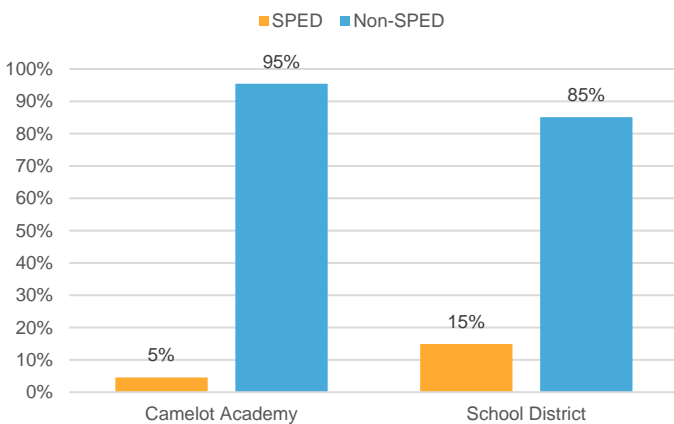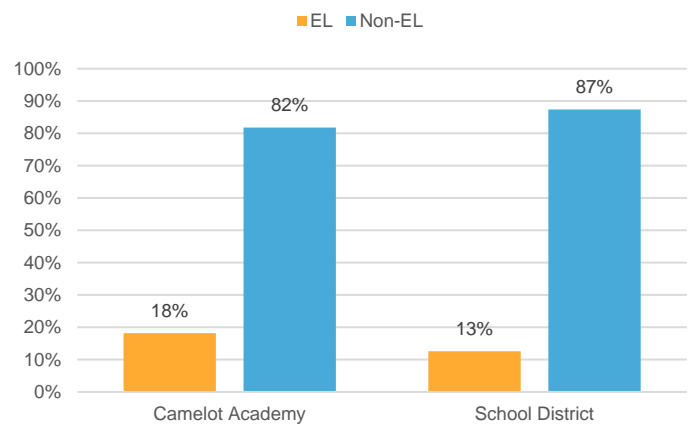
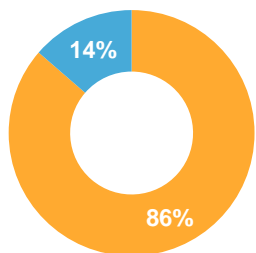*All data for attendance, student conduct, low income, McKinney-Vento, and Education Leading to Employment and Career Training (ELECT) participation reflect enrollment as of February 2021 to more closely align with the student population on the date of the walkthrough.*

LOW INCOME

- Low Income
- Non-Low Income

Low income status is calculated by the number of students directly certified as receiving public assistance.

MCKINNEY-VENTO

There were no McKinney-Vento students enrolled at Camelot Academy as of February 2021.

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness.

ELECT PARTICIPATION

There were no ELECT participants enrolled at Camelot Academy as of February 2021.

The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.

OUT OF SCHOOL SUSPENSIONS SY2020-21

There were no suspensions at Camelot Academy as of February 2021 school year to date.

CHRONICALLY ABSENT SY2020-21
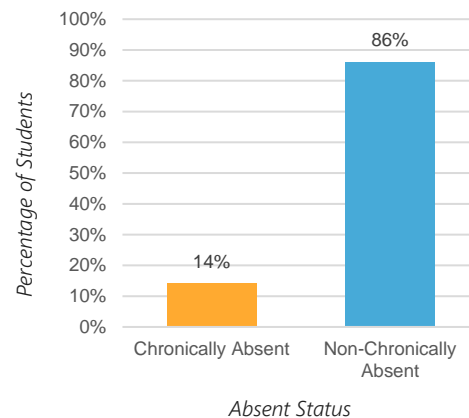
Students are considered chronically absent if they accrue 20 or more unexcused absences within a 45-day period.

RATES OF COMPLAINTS

No Complaints reported for SY2020-21 as of February 2021 school year to date.

RATES OF RESTRAINTS

No Restraints reported for SY2020-21 as of February 2021 school year to date.

DOMAIN 1: ACADEMIC & SCHOOL CLIMATE ACCOUNTABILITY

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2020-2021 Operational Walkthrough. Information regarding how standards in the Academic and School Climate Accountability domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Academic Quality (Page 5)	3 / 5
School Climate Quality (Page 7)	6 / 6
TOTAL	**9 / 11**

DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2020-2021 Operational Walkthrough. Information regarding how standards in the Organizational Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Student Progress Monitoring & Reporting (Page 9)	2 / 8
Record Keeping & Communication (Page 12)	4 / 4
Personnel (Page 13)	4 / 7
Governance & Enrollment (Page 15)	2 / 3
TOTAL	**12 / 22**

DOMAIN 3: ACCOMMODATIVE & FINANCIAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2020-2021 Operational Walkthrough. Information regarding how standards in the Accommodative & Financial Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Accommodative Quality (Page 16)	3 / 3
Financial Compliance (Page 17)	3 / 4
TOTAL	**6 / 7**

CATEGORY 1: ACADEMIC QUALITY

STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
BASELINE and REQUIRED ASSESSMENTS: Offers baseline (pre-test) and required assessments (STAR, Basic Assessment in Reading & Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.	✘	Less than 80% of middle school students had pre-assessment scores for the Basic Assessment in Reading & Math that was administered in September 2020 (71%). More than 80% of high school students had pre-assessment scores for the Basic Assessment in Reading & Math that was administered in September 2020 (85%). Evidence that the program has a detailed follow-up plan in place to assess students who miss a test administration.
BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.	✔	Program uses an evidence-based social-emotional learning (SEL) curriculum that includes resources and activities to provide the required 2.5 hours per week of character education for each student. Recommend that the program implement strategies that allow students to practice and demonstrate SEL skills and competencies that are covered in the character education curriculum. Data from student practice that is directly linked to character education curriculum can assist the program in targeting students' individual skills and competencies to improve social-emotional learning.

STANDARD: STUDENT PERFORMANCE – Evidence of systems and structures to ensure expected student progress in the program as defined in the AEPR and consistent with contract expectations		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
ACADEMIC ACHIEVEMENT: Collects and uses data to track and monitor student progress to evaluate academic achievement and makes appropriate instructional shifts and/or differentiate instruction.	✓	Program uses Personalized Learning Plans (PLP) and Formal Periodic Reviews to track and monitor academic goals and outcomes. The PLP identifies goals and strategies for academic improvement. Outcomes are updated every 45 school days, or sooner if needed, through Formal Periodic Reviews.
POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.	✓	Program uses the Senior Checklist spreadsheet to track post-secondary bridging activities. Program staff periodically meet with students to check-in on progress toward bridging activities. The program made adequate progress toward completion of the required PA Future Ready Career Portfolio activities in Naviance utilizing a program-wide tracker for assignments.
ACADEMIC PERFORMANCE BARRIERS: Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.	✘	Program uses Personalized Learning Plans (PLP) and Formal Periodic Reviews to track and monitor behavior goals and outcomes. The PLP identifies goals and strategies for behavior modification. Outcomes are updated every 45 school days, or sooner if needed, through Formal Periodic Reviews. PLPs reviewed did not show any evidence of progress monitoring, specifically, how outcomes are tracked and efforts are made to adjust goals and strategies as needed.

CATEGORY 2: SCHOOL CLIMATE QUALITY

STANDARD: DISCIPLINE MANAGEMENT – Evidence of systems, structures and contractor efforts to effectively manage student behavior and employ positive behavior intervention & supports system		
CONTRACT REQUIREMENTS	**RATING**	**ADDITIONAL NOTES**
RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES: Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying.	✓	Restorative justice practices are imbedded in program-wide norms that includes a peer redirection component in which all members of the learning community play an active role in helping each other maintain and restore positive behavior norms.
STUDENT INCENTIVES: Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).	✓	The program fully integrates student leadership (i.e., Student Government) with student incentives, which is based on weekly ratings of academic progress, attendance and behavior. Incentives include, but are not limited to, pizza delivery to students' homes, gift cards, and special recognitions.
TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS: Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.	✓	

STANDARD: ATTENDANCE & DISCIPLINE REPORTING – Evidence of systems, structures and contractor efforts to track, monitor and report student attendance and behavior, including compliance with Safe Schools Act		
CONTRACT REQUIREMENTS	**RATING**	**ADDITIONAL NOTES**
DRILLS and SAFETY REPORTING: Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.	✓	No school safety drills conducted at the time of the walkthrough due to remote learning. The program completed the required Vital Information Packet and Emergency Operations Plans in Previstar.
CODE of CONDUCT: Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.	✓	The program has adopted the School District's Code of Conduct.
TRUANCY and DISCIPLINE REPORTING: Accurate and timely reporting of attendance, truancy and disciplinary incidents as required by contract. Develops Student Attendance Improvement Plans (SAIP) and communicates with parents/guardians timely to prevent chronic absenteeism.	✓	Program maintains thorough documentation of SAIPs in the SIS that provide details on intervention strategies, attendance goals, and communication with students and parents.

CATEGORY 1: STUDENT PROGRESS MONITORING & REPORTING

STANDARD: STUDENT LEVEL PLANS – Evidence that contractor creates, maintains and effectively implements student-level plans for learning, behavior and post-secondary and communicates student progress to student and family for all students

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
PERSONALIZED LEARNING PLANS *(AEDY Transition & Continuation only)*: Creation (upon enrollment of student) of a Personalized Learning Plan that includes a Transition Plan for student to return to School District.	✘	There is consistent evidence that the program develops Personalized Learning Plans (PLPs) that include academic, behavior and attendance goals for each student, which are monitored at least bi-weekly. However, most of the PLP's reviewed did not show any evidence of how progress is being tracked, modified/adjusted to specifically address individual needs. Meeting behavior goals is the basis for restoration to non-AEDY Transition schools/programs.
PERIODIC ACADEMIC and BEHAVIOR REPORTING: Provides timely reporting of student academic progress (on quarterly or semester basis to students, parents and/or guardians) including information for coursework attempted/completed, level of achievement and progress, behavior and attendance.	✓	
GRADUATION AND POST-SECONDARY PLANS: Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.	✓	Program provides all necessary components of postsecondary planning for each student, including Postsecondary Bridging Plans, detailed list of student interests and goal setting, internal Naviance assignment tracker, and detailed partnership with postsecondary institutions and training programs.

STANDARD: DIVERSE LEARNER POPULATION – Evidence of systems, structures and contractor policies to appropriately identify, support and monitor instruction for special education students and English Learners (ELs)

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
ENROLLMENT of SPECIAL EDUCATION STUDENTS: Enrolls special education population no less than 15% and no greater than 20% of the program capacity.	Not applicable	Students are placed into AEDY by the School District; program cannot control enrollment demographics.
BASELINE MEASURES: Provides baseline measures for both special education and EL students against which to monitor growth. Monitors progress toward IEP goals and communicates this progress routinely to parents/guardians.	✘	2 of 2 Special Education files reviewed did not include any baseline measures or evidence of progress monitoring.
IEP IDENTIFICATION, EVALUATION & REVIEW: Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.	✘	No evidence of researched-based interventions in reading and/or math to support Special Education students with learning needs in one or both of those areas.
ANNUAL IEP UPDATES: Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance. Includes Transition Services in IEPs for students 14 years or older. Documents participation of all required IEP team members.	✘	1 of 1 IEP was in compliance for December 1 Child Count (100% compliance). No evidence of transition plans for Special Education students.
IEP MEETINGS: Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Collaborates with the School District as necessary and appropriate to support students.	✘	2 of 2 Special Education files reviewed did not include the required digital services tracker.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
EL IDENTIFICATION, EVALUATION & REVIEW: Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students.	✘	20 of 20 enrollment files reviewed included Home Language Survey, however, 8 of 20 enrollment files did not include complete responses to Home Language Survey, with no evidence of program follow-up to get missing responses. 4 of 4 English Learner files reviewed included initial placement scores. Parent notification letters were included in both English and Spanish (home language for 4 of 4 English learners). Language Instruction Education Program (LIEP) was provided for 4 of 4 English learners reviewed.

CATEGORY 2: RECORD KEEPING & COMMUNICATION

STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT – Evidence that contractor timely and accurately reports information to the School District either directly or via provided systems consistent with contract requirements and written updates from the School District

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
STUDENT INFORMATION SYSTEM UPLOAD: Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.	✓	
ARCHIVE OF HISTORICAL RECORDS: Maintains an archive of all historical student academic and behavioral records.	✓	

STANDARD: COMMUNICATIONS WITH STUDENTS, PARENTS/GUARDIANS AND FAMILIES – Evidence that contractor communicates timely and accurately with students, parents/guardians and families regarding student performance and progress in a manner accessible to all; protects student record information

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
SECURE PERSONALLY IDENTIFIABLE INFORMATION: Secures personally identifiable information, does not request or require prohibited information at time of enrollment (e.g. SSNs), and ensures that if student is 18+ years of age, student provides consent to release records.	✓	
ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES: Contractor ensures that it communicates with all stakeholders as appropriate to maintain levels of engagement including reporting of student academic progress, information regarding program events (e.g. back to school nights) and student expectations (e.g. orientation and handbook) in a manner that is accessible to all.	✓	Evidence of family engagement using multiple modes of communication (newsletters, phone calls, home visits, etc.). Parents are intentionally engaged in the new student orientation process.

CATEGORY 3: PERSONNEL

STANDARD: BACKGROUND CHECKS, LICENSES & EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
EMPLOYEE BACKGROUND CHECKS: Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.	✘	PA Criminal History Check: 4 of 4 employees reviewed had a valid check on file. PA Child Abuse Clearance: 4 of 4 employees reviewed had a valid clearance on file. FBI Background Check: 3 of 4 employees reviewed had a valid check on file. Act 168 documentation: 4 of 4 eligible employees reviewed had documentation on file. All background checks and clearances not available for review during the walkthrough were submitted to the School District more than 24 hours after the visit.
PROFESSIONAL CERTIFICATIONS: Provides PA certificated teachers in all core instructional areas.	✘	No evidence that any teachers of core subjects are certified for the classes that they teach.
PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR): Provides at least one PA certificated administrator per site.	✔	
STUDENT SUPPORT SERVICES STAFF: Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.	✘	No ESOL certified teacher to support English Learners at the time of the walkthrough.

STANDARD: PERSONNEL RATIO & PROFESSIONAL DEVELOPMENT – Evidence of contractor adherence to contractual Personnel Ratios, contractually or statutorily required trainings, and relevant staff professional development		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
PERSONNEL RATIOS: Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.	✓	
OBLIGATORY TRAININGS: Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.	✓	Act 71 Training: 25 of 25 employees reviewed had a completion certificate on file. Act 126 Training: 25 of 25 employees reviewed had a completion certificate on file for the required 3-hour training.
ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS: Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.	✓	

CATEGORY 4: GOVERNANCE & ENROLLMENT

STANDARD: PROGRAM GOVERNANCE – Evidence of systems, structures and contractor activities to support compliance with contractual expectations for program governance

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
COMMUNITY ENGAGEMENT: Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.	✓	Program provided detail evidence of community partnerships, events, and agreements with community and non-profit providers to provide civic engagement opportunities, postsecondary connections, and various community resources and social justice supports.
COMMUNITY ELICITATION: Has active school or community advisory board or process by which the school community can provide input and feedback to the contractor regarding the program. Encourages parent/guardian participation in the District-wide annual survey.	✗	2% parent participation in the 2019-2020 District-wide Survey (minimum of 10% required).

STANDARD: STUDENT ENROLLMENT – Evidence of systems, structures and contractor practices to meet contractual and statutory requirements for student enrollment and eliminate barriers to entry

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
TIMELY ENROLLMENT: Contractor does not create barriers to enrollment and enrolls students referred and/or who apply timely. Enrollment and/or student files contain information as required by PDE for enrollment. Program has procedures in place to confirm eligibility of students prior to enrollment.	✓	The program claims students timely in the PDE Leader Services system, as required for AEDY programs.
RESIDENCY REQUIREMENT: Contractor does not serve students from other LEAs without written consent of School District. Contractor confirms residency of student prior to or at time of enrollment.	Not applicable	Students are placed into AEDY by the School District and it is expected that the sending school has confirmed residency.
RE-ENGAGEMENT CENTER REFERRALS: Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals.	Not applicable	Students are placed into AEDY by the School District; the program does not receive REC referrals.

CATEGORY 1: ACCOMMODATIVE QUALITY

STANDARD: FACILITIES – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
FEDERAL, STATE, & LOCAL REGULATIONS: Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities. The program is housed in a non-sectarian facility. If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing.	✓	Program is located in a School District facility.
FACILITY MAINTENANCE: For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds. For School District-owned facilities, contactor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely.	Not applicable	Not able to be observed due to virtual walkthrough.

STANDARD: SCHOOL CALENDAR, TRANSPORTATION AND UNIFORMS – Evidence that contractor operates a program that meets the minimum number of days of instruction as required by the contract and makes the program accessible to all eligible students

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
CALENDAR: Maintains an academic calendar that minimally has at least as many instructional days as that of the School District. Submits operational calendars timely and appropriately notifies the School District departments of any changes in the calendar.	✓	
TRANSPORTATION: Maintains accurate student information to allow the School District to appropriately manage transportation services for students. No corrective action initiated regarding required student transpass usage reports.	Not applicable	Transportation services suspended due to remote learning.

DOMAIN 3:
ACCOMMODATIVE & FINANCIAL COMPLIANCE

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
UNIFORMS: Establishes a clear dress code for students inclusive of expectations regarding school uniform. Provides uniforms to students upon request due to financial need. Does not have policies or practices that create barriers to instruction based on dress code or school uniform.	✓	

CATEGORY 2: FINANCIAL COMPLIANCE

STANDARD: PROCUREMENT OF OPERATING CERTIFICATES – Contractor provides School District with relevant operating licenses and certificates; maintains current insurance consistent with contract requirements

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
TAX LIABILITIES: Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.	✓	
PROOF OF INSURANCE: Provides Proof of Insurance related to: (1) Worker's Compensation and Employer's Liability, (2) General Liability Insurance, (3) Automobile Liability Insurance, (4) Professional Liability Insurance, (5) Educator Legal Liability Insurance, (6) Excess/Umbrella Liability, and (7) Directors' and Officers' Liability Insurance.	✗	The program's insurance policy did not include the required Additional Insured Endorsement documentation at the time of the walkthrough. The required documentation was not received as of the program's last day of school for 2020-2021.

STANDARD: FINANCIAL MANAGEMENT AND REPORTING – Evidence the contractor adheres to standards of financial management including with monitoring and reporting of revenues and expenses, invoicing to the School District and ability of contractor to maintain financial viability

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
FINANCIAL MANAGEMENT: Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent third-party financial audit timely; audit does not indicate any material weakness or going concerns.	✓	No concerns highlighted in an independent audit of the organizations FY 2019 financial statements. FY 2020 independent audit was in progress at the time of the walkthrough.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
MONTHLY INVOICING: Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.	✔	