





## 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 24, 2021

**Contract Term:** FY 2018- FY 2022

**Program Type:** Accelerated (Grades 9-12)

### PROGRAM LEADERSHIP

**David Bromley**, Executive Director

**Lydia Gonzalez**, Principal

**Monshell Reyes**, Director of Post-Secondary Services

**Cristian Ruiz**, Special Education Support

### CONTACT INFORMATION

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### WALKTHROUGH REVIEW TEAM

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**Marcus De Vose**, Assistant Director, Transition Services

**Seth Morones**, Strategy Analyst II, Opportunity Network

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**Nicole Danker**, Special Education Case Manager

**Jennifer Szwec**, Special Education Case Manager

### MISSION

“El Centro de Estudiantes is an accelerated high school program that immerses students in a highly personalized, real-world based educational experience. A goal of the school is to inspire and empower students to take charge of their learning and become life-long learners.”

The School District of Philadelphia's official demographic information is reported on October 1<sup>st</sup> 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**

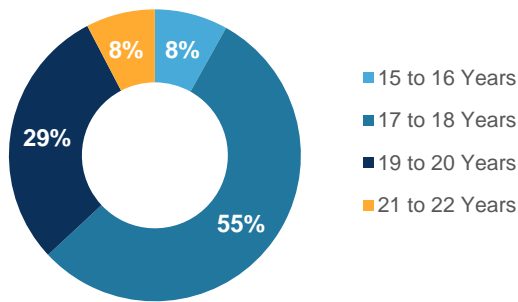
Enrollment as of February 2021

222 ↓ SY 2019-2020: 230

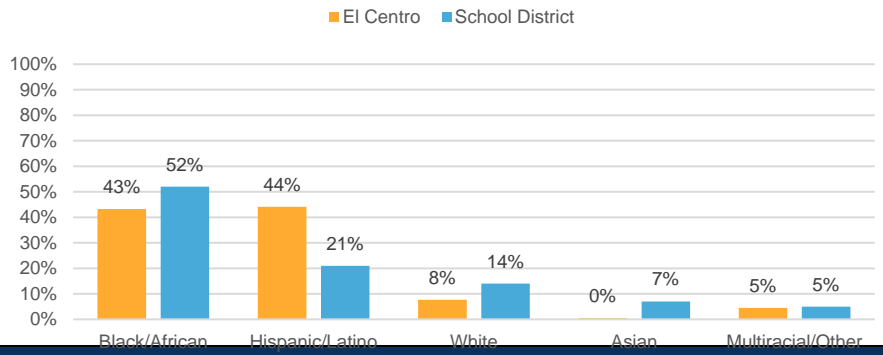
Contracted Maximum

200

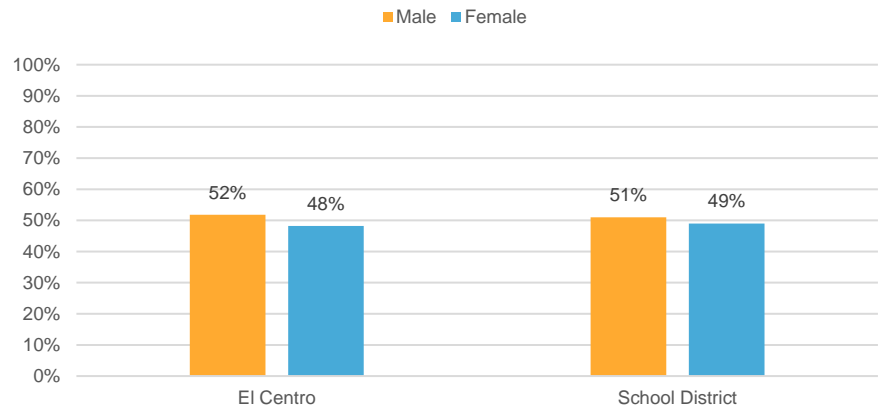
**ENROLLMENT BY AGE**



**RACE & ETHNICITY**

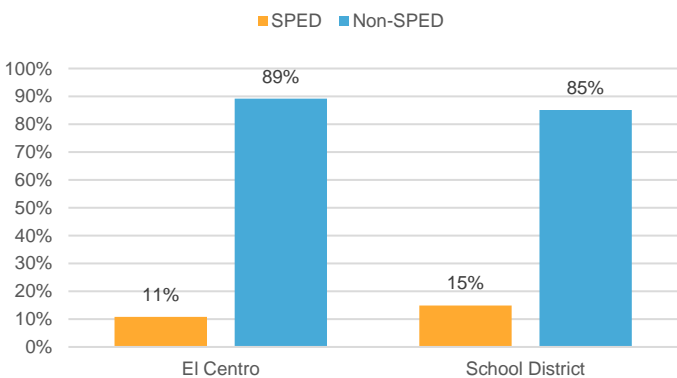


**GENDER**

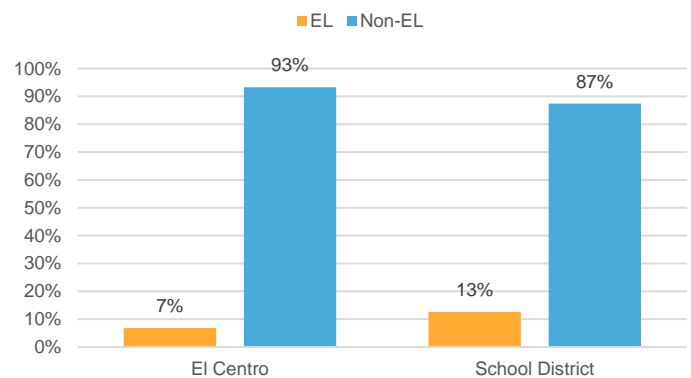


**DIVERSE LEARNERS**

**SPECIAL EDUCATION**

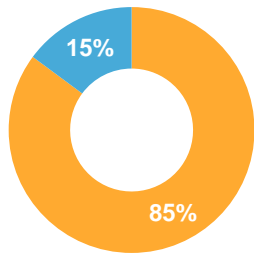


**ENGLISH LEARNERS**



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

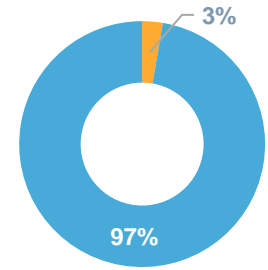
Low income status is calculated by the number of students directly certified as receiving public assistance.

MCKINNEY-VENTO

Less than 1% of students enrolled at El Centro de Estudiantes were McKinney-Vento eligible 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



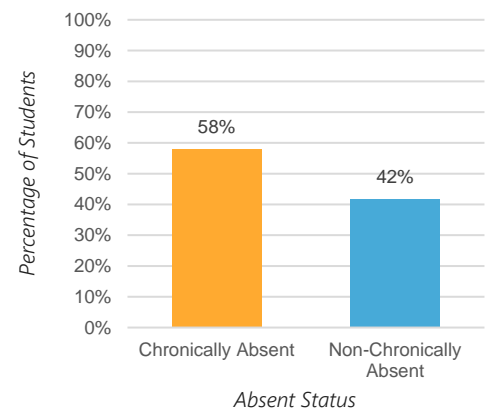
ELECT Non-ELECT

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-

OUT OF SCHOOL SUSPENSIONS SY2020-21

There were no suspensions at El Centro de Estudiantes as of February 2021 school year to date.

CHRONICALLY ABSENT SY2020-21



Students are considered chronically absent if they accrue 10 or more unexcused absences within a 45-day period.

## 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 <a href="#">(Page 5)</a>	1 / 5
School Climate Quality <a href="#">(Page 7)</a>	4 / 6
<b>TOTAL</b>	<b>5 / 11</b>

## 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 <a href="#">(Page 9)</a>	2 / 8
Record Keeping & Communication <a href="#">(Page 11)</a>	4 / 4
Personnel <a href="#">(Page 13)</a>	3 / 7
Governance & Enrollment <a href="#">(Page 14)</a>	3 / 5
<b>TOTAL</b>	<b>12 / 24</b>


## 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 <a href="#">(Page 16)</a>	2 / 3
Financial Compliance <a href="#">(Page 17)</a>	3 / 4
<b>TOTAL</b>	<b>5 / 7</b>

**CATEGORY I: ACADEMIC QUALITY**

STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>BASELINE and REQUIRED ASSESSMENTS:</b> Offers baseline (pre-test) and required assessments (Basic Assessment in Reading &amp; Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.</p>		<p>Less than 80% of students had pre-assessment scores from the STAR assessment that was administered in September 2020 (Reading 42%; Math 44%).</p>
<p><b>BEHAVIOR MODIFICATION/CHARACTER EDUCATION:</b> Educational program offered includes behavior modification/character education.</p>		<p>The Program utilizes the Sanctuary model for teaching competencies that are rooted in positive youth development. The program’s advisories meet daily to support student learning and behavior modification through discussion, reflective essays, student professional development, community service, and support groups.</p>




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
<p><b>ACADEMIC ACHIEVEMENT:</b> Collects and uses data to track and monitor student progress to evaluate academic achievement and make appropriate instructional shifts and/or differentiate instruction.</p>		<p>The program has a detailed learning plan platform that tracks student goals and progress, however, no evidence to suggest that plans are used by staff to monitor student progress. Only 1 of 5 plans reviewed included any notes, comments, details or next steps from meetings with advisors. No evidence to suggest that learning plans developed consistently include any information on academic goals, interventions, or strategies for improvement.</p>

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>POST-SECONDARY READINESS:</b> Collects and uses data to track and monitor student post-secondary readiness.</p>	<p><b>x</b></p>	<p>The program provides various post-secondary bridging activities such as FAFSA completion, career interest inventories, admissions presentations, and resume development. However, the program did not utilize a checklist or tracker to ensure that all students are exposed to contractually-required postsecondary activities (FAFSA, 3 job applications or 3 college applications, SAT/ACT). Program was not making adequate progress toward completion of required PA Naviance tasks (less than 10% student usage in grades 9-11). Recommend that the program use the Naviance platform to track all post-secondary activities.</p>
<p><b>ACADEMIC PERFORMANCE BARRIERS:</b> Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.</p>	<p><b>x</b></p>	<p>No evidence that the program systematically tracks and monitors climate incidents and behavioral infractions to improve climate outcomes although 58% of students enrolled were chronically absent as of February 2021. Recommend that the program align its attendance goal of 80% to the contractually-mandated goal of 85%.</p>

**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
<p><b>RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES:</b> Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying.</p>	✓	Program uses restorative practices as consequences for rule violations. Practices include mini-lessons, reflective writing, and restorative circles. Program uses current SDP policy language for bullying/cyberbullying.
<p><b>STUDENT INCENTIVES:</b> Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>	✓	The program actively uses social media outlets to advertise student incentives and encourage students to improve their performance. Incentives include “honey badger bucks” that can be earned to purchase prizes available in the program’s “Virtual Store”.
<p><b>TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS:</b> Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.</p>	✗	No evidence that the program systematically develops and monitors personalized socio-emotional plans for all students. Learning Plans reviewed did not reference non-academic goals for students.






**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
<p><b>DRILLS and SAFETY REPORTING:</b> Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.</p>		<p>No school safety drills conducted a result of remote learning. The program completed the required Vital Information Packet and Emergency Operations Plans in Previstar.</p>
<p><b>CODE of CONDUCT:</b> Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.</p>		<p>The program's handbook outlines behavior expectations and consequences that are not aligned to the School District's Code of Conduct. Specifically, expectations and consequences related to attendance, smoking, and possession of drugs or alcohol are not aligned to the School District's Code of Conduct (i.e., students cannot be disciplined for these behaviors).</p>
<p><b>TRUANCY and DISCIPLINE REPORTING:</b> 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.</p>		<p>The program follows the School District's protocols for attendance reporting and presented evidence of consistent outreach to parents/guardians and students to develop personalized plans to improve attendance (SAIPs).</p>





**CATEGORY I: 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
<p><b>PERSONALIZED LEARNING PLANS (AEDY Transition &amp; Continuation only):</b> Creation (upon enrollment of student) of a Personalized Learning Plan that includes a Transition Plan for student to return to School District.</p>	Not applicable	
<p><b>PERIODIC ACADEMIC and BEHAVIOR REPORTING:</b> 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.</p>	✓	
<p><b>GRADUATION AND POST-SECONDARY PLANS:</b> Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.</p>	✗	Graduation and postsecondary plans reviewed were not completed. No evidence that the program consistently reviews and updates credit trackers with students to monitor progress toward the fulfillment of required graduation requirements. This led to inaccurate projection of graduation date for some students during SY 2020-2021.



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
<b>ENROLLMENT of SPECIAL EDUCATION STUDENTS:</b> Enrolls special education population no less than 15% and no greater than 20% of the program capacity.		At the time of the walkthrough, 9.9% of students enrolled in the program had an IEP.
<b>BASELINE MEASURES:</b> 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.		7 of 10 English Learner files reviewed did not have baseline data. 7 of 8 eligible Special Education files reviewed did not have baseline data. 8 of 9 eligible Special Education files reviewed had no evidence of sufficient progress monitoring.
<b>IEP IDENTIFICATION, EVALUATION &amp; REVIEW:</b> Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.		9 of 10 eligible Special Education files reviewed did not have evidence of parent participation. 9 of 9 eligible Special Education files reviewed did not include the required digital services tracker.
<b>ANNUAL IEP UPDATES:</b> 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.		22 of 23 IEPs were in compliance for December 1 Child Count (95.7% compliance).
<b>IEP MEETINGS:</b> 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.		

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<b>EL IDENTIFICATION, EVALUATION &amp; REVIEW:</b> 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.		14 of 14 enrollment files reviewed included a completed Home Language Survey, however, 7 of 10 English Learner files reviewed did include the most recent ACCESS score or initial placement score in the Parent Notification Letter.

**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
<b>STUDENT INFORMATION SYSTEM UPLOAD:</b> Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.		
<b>ARCHIVE OF HISTORICAL RECORDS:</b> 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
<p><b>SECURE PERSONALLY IDENTIFIABLE INFORMATION:</b>                      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.</p>		<p>0 of 14 enrollment files reviewed included personally identifiable information. Recommend the use of a tracking system to obtain FERPA consent when students turn 18 years old.</p>
<p><b>ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES:</b>                      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.</p>		<p>Evidence of family engagement workshops and logs documenting outreach to families.</p>

**CATEGORY 3: PERSONNEL**




<b>STANDARD: BACKGROUND CHECKS, LICENSES &amp; EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>EMPLOYEE BACKGROUND CHECKS:</b> Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>	✘	<p>FBI Background Check: 5 of 8 employees reviewed had a valid check on file. PA Child Abuse Clearance: 8 of 8 employees reviewed had valid clearance on file. PA Criminal History Check: 6 of 8 employees reviewed had valid check on file. Act 168 documentation: 2 of 8 employees reviewed had completed documentation on file. Checks and clearances for at least 4 employees were dated more than 90 days after hire.</p>
<p><b>PROFESSIONAL CERTIFICATIONS:</b> Provides PA certificated teachers in all core instructional areas.</p>	✘	<p>Only 2 of 4 new advisors (i.e., teachers) hired since the program’s last walkthrough are certified in the content areas that they teach (Social Studies 7-12 for both advisors).</p>
<p><b>PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR):</b> Provides at least one PA certificated administrator per site.</p>	✔	
<p><b>STUDENT SUPPORT SERVICES STAFF:</b> Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.</p>	✘	<p>The program’s Special Education teacher was not appropriately certified in PA at the time of the walkthrough. The program has since reassigned an existing staff member with the appropriate PA certification to serve as the program’s Special Education teacher.</p>
<b>STANDARD: PERSONNEL RATIO &amp; PROFESSIONAL DEVELOPMENT – Evidence of contractor adherence to contractual Personnel Ratios, contractually or statutorily required trainings, and relevant staff professional development</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>PERSONNEL RATIOS:</b> Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>	✔	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>OBLIGATORY TRAININGS:</b> Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.</p>	✘	<p>Act 71: 4 of 5 eligible staff reviewed had a completion certificate on file. Act 126: 4 of 8 staff reviewed had a completion certificate on file for the required 3-hour training.</p>
<p><b>ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS:</b> Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.</p>	✔	


**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
<p><b>COMMUNITY ENGAGEMENT:</b> Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.</p>	✔	<p>Evidence of numerous partnerships with local businesses, non-profit organizations and colleges/universities to provide Learning Through Internship (LTI) opportunities for students. LTI is a core component of the program; all students experience at least one internship while enrolled in the program.</p>
<p><b>COMMUNITY ELICITATION:</b> 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.</p>	✘	<p>Only 6.5% of parents completed the School District's 2019-2020 annual parent survey (minimum of 10% required).</p>

**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
<p><b>TIMELY ENROLLMENT:</b> 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.</p>		
<p><b>RESIDENCY REQUIREMENT:</b> 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.</p>		<p>No known issues with the program serving students from other LEAs, however, only 7 of 14 student enrollment files reviewed had proof of residency.</p>
<p><b>RE-ENGAGEMENT CENTER REFERRALS:</b> Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals.</p>		

**CATEGORY I: ACCOMMODATIVE QUALITY**



<b>STANDARD: FACILITIES</b> – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>FEDERAL, STATE, &amp; LOCAL REGULATIONS:</b> 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.</p>		
<p><b>FACILITY MAINTENANCE:</b> 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, contractor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely.</p>	<p>Not applicable</p>	<p>Not able to be observed due to virtual walkthrough.</p>

<b>STANDARD: SCHOOL CALENDAR, TRANSPORTATION AND UNIFORMS</b> – 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		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>CALENDAR:</b> 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.</p>		
<p><b>TRANSPORTATION:</b> 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.</p>	<p>Not applicable</p>	<p>Not able to be reviewed due to remote learning.</p>




CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>UNIFORMS:</b> 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.</p>		<p>No evidence of a clear and inclusive dress code for students in the program's student handbook.</p>

**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
<p><b>TAX LIABILITIES:</b> Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.</p>		
<p><b>PROOF OF INSURANCE:</b> 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.</p>		<p>The program's insurance policy did not include the required Additional Insured Endorsement documentation at the time of the walkthrough. The required documentation was received after the walkthrough.</p>

**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
<p><b>FINANCIAL MANAGEMENT:</b>                      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.</p>		<p>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.</p>
<p><b>MONTHLY INVOICING:</b>                      Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.</p>	