Gateway to College

Provider: Community College of Philadelphia

Program Type: Dual Enrollment

Grades 9-12

1700 Spring Garden Street Rm W4-5, Philadelphia, PA 19130 | (215) 751-8425

https://www.ccp.edu/academic-offerings/high-school-student-programs/gateway-college

Operational Walkthrough Report

SY 2022-2023

Operational Walkthrough Overview

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures required to deliver equitable, high quality instruction and supportive environments for all 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 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 informing 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.

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

Walkthrough Date:	November 30, 2022
Contract Term:	FY2023 – FY2027

General Information

Program Mission:	*"The mission of Gateway to College at Community College of Philadelphia is to successfully prepare students for life beyond high school by providing a rich blend of secondary and postsecondary academics, extracurricular experiences and support programming that results in earning a high school diploma, significant college credits toward a postsecondary credential and an enhanced sense of responsible citizenship."*

Program Leadership:

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Vice President, Strategic Initiatives & Community Engagement

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Associate Vice President, Strategic Initiatives & Community Engagement

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Director, Gateway to College

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Jessica Morris
Attendance Coach, Attendance and Truancy

John Hale
Prevention & Intervention Liaison, Prevention & Intervention

Program Demographics

The School District of Philadelphia's official demographic information is reported on October 1st of each academic year. To more closely align with the student composition of each program on the date of the walkthrough, demographic data for Opportunity Network programs is reported here as of November 2022.

Enrollment

53
Total Student Enrollment

130
Program Capacity

Race & Ethnicity

Gateway to College ■ School District

	Gateway to College	School District
Black/African American	74%	51%
Hispanic/Latino	15%	23%
White	6%	14%
Asian	2%	7%
Multiracial/Other	4%	5%

Gender

Male ■ Female

	Male	Female
Gateway to College	48%	52%
School District	51%	49%

Student Age

- 15 to 16 Years: 14%
- 17 to 18 Years: 52%
- 19 to 20 Years: 30%
- 21 to 22 Years: 5%

Special Education

SPED ■ Non-SPED

	SPED	Non-SPED
Gateway to College	7%	93%
School District	18%	82%

English Learners

There were no English Learners enrolled at Gateway to College as of November 2022.

ELECT

- ELECT: 9%
- Non-ELECT: 91%

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.

McKinney-Vento

There were no McKinney-Vento identified students enrolled at Gateway to College as of November 2022.

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

Low Income

Low income data is not available for Gateway to College.

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

Performance Summary- All Domains

The tables below summarize the number of standards by category which met expectations consistent with contract requirements during the 2022-2023 Operational Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

Domain 1: Academic & School Climate Accountability

Category	Requirements Met
Academic Quality (Page 4)	5 / 5
School Climate & Culture Quality (Page 5)	11 / 11
Domain Total	16 / 16

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 8)	4 / 8
Record Keeping & Communication (Page 10)	4 / 4
Personnel (Page 11)	5 / 5
Governance & Enrollment (Page 12)	3 / 5
Domain Total	16 / 22

Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
Accommodative Quality (Page 14)	5 / 5
Financial Compliance (Page 15)	3 / 3
Domain Total	8 / 8

Domain 1: Academic & School Climate Quality

Category 1: Academic Quality

Standard 1: Curricular Quality

The measurement of the quality and evolution of instructional frameworks, practices and materials offered by the contractor and adherence to offering and effectively using appropriate student assessments.

Contract Requirement	Rating	Review	Recommendations
Instructional Frameworks Designs program-specific instructional materials or purchased PA state-aligned materials.	✔	Gateway to College is a dual enrollment program located on the main campus of Community College of Philadelphia. Students are rostered for a full load of college-level classes taught by professors.	
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✔	100% of new students had SY 2022-2023 assessment scores for the Accuplacer. The Accuplacer is used to determine students' reading and math skills levels, which informs the level of college courses they are eligible to take.	

Standard 2: Effective Monitoring and Supports for Academic Barriers

The measurement of the contractor's systems and structures for identifying and removing academic barriers and ensuring processes exist to support school staff in delivering high quality, standards-aligned instruction.

Contract Requirement	Rating	Review	Recommendations
Social Emotional Learning Incorporates explicit Social-Emotional Learning (SEL) and development by which students can acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions for lifelong success.	✔	SEL is delivered through small groups, workshops, and daily advisory classes. Lesson plans were evident for a range of topics such as social anxiety, burnout, self-esteem, economic empowerment, and healthy relationships.	

Contract Requirement	Rating	Review	Recommendations
Multi-Tiered System of Supports Identifies and supports struggling students through a well-designed and effectively implemented Multi-Tiered System of Supports (MTSS). The MTSS utilizes research-based interventions inclusive of academic, behavioral, and attendance supports. Tier 1 interventions are universal and incorporated into the core academic program and climate.	✓	Individual student Success Plans document tier recommendations, engagement with students, interventions and action plans. The MTSS team uses a program-specific framework to involve key stakeholders at the College in the collection of student progress data and the provision of interventions and supports (e.g., professors; tutoring services).	
Teacher Planning Time/Professional Learning Cycles (PLCs) Sets aside at least 45 minutes weekly for teachers to collaborate and plan effective instruction and build their capacity to teach grade-level standards.	✓	The program has dedicated time weekly for staff planning. As program staff are primarily responsible for student success and not direct instruction (which is provided by CCP faculty), topics focus on program-wide effective tier 1 support strategies such as SEL in advisory, Edgenuity courses support, and Starfish progress monitoring.	

Category 2: School Climate and Culture Quality

Standard 1: Positive and Welcoming School Environment
The measurement of the contractor's systems and structures to manage and support student behavior and maintain a healthy school climate.

Contract Requirement	Rating	Review	Recommendations
Positive Behavior Supports and Student Incentives Employs a system of positive supports inclusive of individual and/or group-based incentives.	✓	Individual student incentives evident for attendance, behavior and academic performance, including recognition awards and tangible awards such as certificates and trips.	
Bullying Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.	✓	The program follows the College's bullying and harassment policies and procedures. There were no reported incidents of bullying as of the walkthrough date. Evidence program utilizes and engages students with the Safe2Say program.	
Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).	✓	Evidence of the program's use of peer court, mediation and reflective writing to support student self-awareness and accountability to program, others and self.	

Contract Requirement	Rating	Review	Recommendations
Code of Conduct Code of Conduct is aligned to the School District's Code of Conduct for infractions and consequences. Evidence the program's discipline practices are aligned to the Code.	Not Applicable	The program follows Community College of Philadelphia's Code of Conduct.	

Standard 2: Barriers to Student Success Supports, Monitoring and Reporting

Measurement of the contractor's systems and structures to identify, provide supports, report and monitor attendance and behavioral concerns and meet obligations to appropriate authorities.

Contract Requirement	Rating	Review	Recommendations
Reporting Attendance and Disciplinary Incidents in SIS Accurate and timely reporting of attendance and disciplinary incidents on a daily basis.	✓	No known or outstanding issues. All entries were timely and in the appropriate District systems at the time of the walkthrough. Program staff take attendance daily and code student absences in Infinite Campus. Program reports no Office Discipline Referrals school year to date.	
Attendance Barriers Addresses individual student attendance barriers and follows the School District's Attendance and Truancy Protocols (i.e., Notice of Third Illegal Absence, attendance improvement conferences, entry of SAIPs into the SIS, etc.)	✓	The program follows the School District's attendance and truancy protocol. For all students with three or more absences, Third Illegal Absence Letters were generated, SAIC invite letters were evident, and SAIPs were documented. Initial attendance barriers for new students are assessed during Boot Camp and staff develop prevention supports as needed. As of November 1, 2022, no students were considered chronically absent (i.e., have accrued 10 or more unexcused absences within a 45-day period).	Engage student parent/guardian for documentation of excused absences for appropriate coding of absence; reconcile student records as needed. For students who are parenting, utilize absence codes as in Attendance and Truancy guidelines for Teen Parents.
Staff and Resources for Healthy School Climate Provides staff and resources needed for safe schools and attendance reporting, as well as an optimal learning environment.	✓	The program employs a director, assistant director, administrative support staff, academic coordinator, and academic mentor. In addition, the program receives campus safety services and student support services offered by the College. The program meets contractual expectations for the 35:1 student to support staff ratio.	
Clinical Questionnaire Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.	✓	The program uses multiple screeners to assess basic needs and potential barriers to student success, including Boot Camp Interview, Individual Success Plans, Mid-Term Review, ELECT Screener and small group sessions.	

Standard 3: Student, Family, and Community Engagement

Measurement of the contractor's efforts to engage students, families, and community-based organizations to improve academic achievement, support overall student growth and extracurricular opportunities, and enhance school climate and culture.

Contract Requirement	Rating	Review	Recommendations
School Community Building Incorporates community building at least weekly to provide a platform for all students to establish community, build relationships, learn to resolve issues, take ownership of their actions, and engage positively with the school environment with empathy and compassion. Community building practices may include: morning meetings, group advisory, restorative circles, harm and healing circles, townhouses, etc.	✓	Community building occurs daily in Advisory class in which students discuss social-emotional topics, explore the School District's monthly counseling topics, and engage in restorative practices.	
Family Engagement Embraces a culture which supports parent/guardian engagement in the life of the program, including consultation on governance matters and opportunities to review student learning and progress. The contractor must have a plan for implementing and sustaining family engagement programs. Family engagement practices may include: parent conferences, advisory boards, community workshops, resource banks, family nights, and the engagement of students' own children and siblings.	✓	The program's plan for family engagement includes regular phone calls, emails and texts regarding academic progress, College workshops, and parent/family conferences.	
Student Voice and Leadership Offers equitable and recurring opportunities for students to contribute to the life of the program, including choice within the curriculum, inclusion on program governance, and student-led leadership groups.	✓	The program elicits student feedback on program governance during Advisory and small group sessions. The program has an active Student Advisory Council. All Gateway to College students performs at least 10 hours of community service per term.	
Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.	✓	The program partners with a number of organizations to provide job readiness services, internships, behavioral health services, and extra-curricular activities. Organizations include Center for Black Male Engagement, Women's Outreach & Advocacy Center, Single Stop, Senator Sharif Street, Fit and Fabulous, Project North Philly, ELECT, and Philly Youth Basketball.	

Domain 2: Organizational Compliance

Category 1: Student Academic Support, Progress Monitoring, and Reporting

Standard 1: Progress Toward Projected Graduation and Postsecondary Planning
Measurement of the systems and structures in place to support student with readiness for graduation and post-secondary planning aligned to student level interests.

Contract Requirement	Rating	Review	Recommendations
Postsecondary Plans Creates a written postsecondary plan for each student including timeline for completion of required activities related to the Future Ready PA Career Portfolio.	✓	Individual postsecondary plans include student-identified career interests, credit reviews for graduation, Naviance tasks, postsecondary institutions for matriculation, academic majors or programs of study, and academic and personal goals.	
Program-wide Career Readiness Activities Establishes documented partnerships with employers and institutions of higher education, program-wide postsecondary efforts for exploration, preparation, and matriculation or employment, and completion of required activities related to the Future Ready PA Career Portfolio/ ESSA Accountability Standards.	✓	The program uses its own tracking system to plan and monitor postsecondary readiness activities. Program staff recommend and support students with scholarship opportunities. Students are regularly exposed to college life and postsecondary matriculation options during their time at the program on the main campus of Community College of Philadelphia. As the program is a dual enrollment program, a key partnership for concurrent/dual enrollment opportunities is inherent.	
Graduation Plans Develops detailed, student-specific graduation plans to meet Act 158 requirements (and Act 1 if eligible) including the identification of each student's selected graduation pathway and pathway components, and/or any waivers for each student. Employs practices to review plans with students at least once per term and documents progress. Ensures the Academic Plan for Act 158 in the SIS is current and all required documentation is uploaded in a timely manner.	✓	Graduation pathways are listed in a postsecondary tracker for graduating seniors. Parents/guardians received letters detailing each graduation pathway. Act 158 progress is recorded in the SIS and is up to date.	

Standard 2: Diverse Learner Population

Quality measurement of the systems and structures in place to accurately and timely report student progress for diverse learners, including special education students and English Learners (ELs).

Contract Requirement	Rating	Review	Recommendations
Enrollment of Special Education Students Enrolls special education population no less than 15% and no greater than 20% of the program capacity.	Not Applicable	There are no contractually-based requirements for percentage of special education students enrolled for this program type.	
Baseline Measures and Progress Monitoring 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.	✖	0 of 3 IEP files reviewed had consistent bi-weekly progress monitoring data. Progress Reports were not evident in EasyIEP nor the paper file. No EL students were enrolled in the program at the time of the walkthrough.	
IEP Identification, Implementation, Evaluation & Review Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws. Includes Transition Services in IEPs for students 14 years or older. Cooperates with the School District to provide IEP services with fidelity.	✖	1 of 3 IEP files reviewed included transition assessment results in the present levels section of the IEP. Current courses of study/enrollment were not consistently included in the Transition grid.	
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	✔	3 of 3 IEPs were in compliance for December 1 Child Count (100% compliance).	
IEP Meetings Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Documents participation of all required IEP team members. Collaborates with the School District as necessary and appropriate to support students.	✖	0 of 3 IEP files reviewed included student invitation to participate. 0 of 3 IEP files reviewed included OVR invitation to participate.	
EL Identification, Implementation, 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.	✖	8 of 10 enrollment files reviewed included a completed Home Language Survey. No EL students were enrolled in the program at the time of the walkthrough.	Program has and uses the School District's EH-40 enrollment form which includes a complete HLS. Ensure this form is completed for each student at time of enrollment into the program.

Category 2: Record Keeping and Communication

Standard 1: Obligatory Communications to the School District

Measurement of the systems and structures in place to adhere to timely recordkeeping obligations to the School District.

Contract Requirement	Rating	Review	Recommendations
Student Information System Upload Uses the School District's current student information systems to access and upload all student enrollment, academic, behavioral, and attendance records in real time.	✓	No known or outstanding issues related to uploading and maintaining accurate and timely student records. Elevate date quality score not consistently above 90 school year to date but improving over time and 95 at time of report.	
Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.	✓	No known or outstanding issues related to maintaining an archive of all historical student academic and behavioral records.	
Emergency Preparedness Conducts and reports school safety drills timely using the required School District system. Develops emergency preparedness plans in Previstar by the annual deadline and updates plans timely and as needed throughout the school year.	Not Applicable	The program follows the College's emergency preparedness plans in alignment with Federal campus safety and security recommendations.	

Standard 2: Student Performance Reporting and Recordkeeping

Measurement of the systems and structures in place to ensure reporting and appropriate recordkeeping of student academic performance in alignment with School District's obligations to parents and/or legal guardians.

Contract Requirement	Rating	Review	Recommendations
Student Progress Reporting Provides timely reporting of student academic progress on an interim basis to students, parents and/or legal guardians. For end of term report card, utilizes the approved School District report in coursework attempted/ completed, level of achievement, and attendance.	✓	There are no current issues with timely reporting of student academic progress.	
Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.	✓	The program has no outstanding issues with ensuring all official academic and other student information is produced by the appropriate School District systems.	

Category 3: Personnel

Standard 1: Background Checks, Licenses, and Educator Certifications

Measurement of the contractor's compliance with relevant local, state, and federal educator personnel requirements.

Contract Requirement	Rating	Review	Recommendations
Teacher Certifications Provides Pennsylvania certified teachers in all core instructional areas.	Not Applicable	Gateway to College students are taught by the College's professors.	
Administrator Certification Provides at least one Pennsylvania certified administrator per site.	Not Applicable	There is no contractual requirement for certified administrator for this program type.	
Diverse Learner Services Staff Provides sufficiently trained and certified/licensed professional staff for diverse learner services, including special education and ELs.	✔	The program has both a PA certified Special Education teacher and a PA certified ESOL teacher.	
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.	✔	FBI Background Check: 6 of 6 eligible employees reviewed had a valid check on file. PA Child Abuse Clearance: 6 of 6 eligible employees reviewed had a valid clearance on file. PA Criminal History Check: 6 of 6 eligible employees reviewed had a valid check on file. Act 168 documentation: 6 of 6 eligible employees reviewed had documentation on file.	

Standard 2: Personnel Ratio and Professional Development

The measurement of the systems and structures in place for the contractor to adhere to the contractual personnel ratios and required training and professional development offerings.

Contract Requirement	Rating	Review	Recommendations
Personnel Ratios Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.	✔	The program is in compliance with the contractually required 1:35 support staff to student ratio. There is no contractually required teacher to student ratio.	
Obligatory Trainings Provides all employees with Act 71, Act 126, and other obligatory PA Department of Education professional trainings and monitors timely completion and updates as required.	✔	Act 71 Training: 6 of 6 eligible employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years. Act 126 Training: 6 of 6 eligible employees reviewed had a completion certificate on file for the required 3-hour training.	

Contract Requirement	Rating	Review	Recommendations
District Professional Development and Contractor Meetings Ensures teachers and administrators engage in School District professional development opportunities (required and optional) and monthly contractor meetings.	✓	Staff consistently engage in Network meetings and School District required meetings (e.g., equity lead meetings, monthly contractors meetings).	Ensure the Special Education teacher attends all monthly SpECM meetings.

Category 4: Governance and Enrollment

Standard 1: Program Governance
Measurement of the contractor's structures and protocols in place to adhere to contractual governance requirements.

Contract Requirement	Rating	Review	Recommendations
Program Advisory Council Establishes a formal program advisory council inclusive of community members, parents, students, and staff. Advisory councils must meet minimally six times per school year.	✓	The program has an advisory council which includes program staff, a representative from a state Senator's office, Re-Engagement Center staff, three parents/guardians and five students.	
Equity The program's Equity Lead engages in School District monthly meetings. The contractor operates the program in a manner which advances equity in alignment with the School District's diversity, equity, and inclusion practices, policies, and equity definition.	✓	Program staff receive diversity, equity, and inclusion (DEI) training in alignment with the College's and the School District's policies and definitions. The program operates in a manner which advances the Division of Strategic Initiatives and Community Engagement's DEI plan.	

Standard 2: Student Enrollment
Evidence of the contractor's structures and practices in place to adhere to contractual enrollment protocols.

Contract Requirement	Rating	Review	Recommendations
FERPA Complies with the Family Educational Rights and Privacy Act (FERPA) and designates a single point of contact for FERPA information.	✗	8 of 10 enrollment files for students 18 years of age and older contained signed FERPA release forms.	Have the enrollment administrator maintain a tracker of students' 18th birthdays to maintain consent of release of information to parents/guardians.

Contract Requirement	Rating	Review	Recommendations
Student Enrollment Records Secures personally identifiable information and does not request or require prohibited information at time of enrollment (e.g., SSNs). Collects proof of Philadelphia residency and proof of age at the time of enrollment. Requires completion of an enrollment application inclusive of home language survey and parent registration statement. Collects and maintains immunization records.	✖	9 of 10 enrollment files reviewed contained proof of age. 6 of 10 enrollment files reviewed contained proof of address. 6 of 6 files matched addresses in the SIS. 2 of 10 enrollment files reviewed contained immunization records. As of the date of the walkthrough, 7 enrolled students were non-compliant for immunizations. 0 of 10 enrollment files reviewed contained prohibited information (e.g., adoption documents; child welfare information).	
Re-Engagement Center Referrals Contractor has reserved 50% of seats for School District's Re-Engagement Center (REC) and/or partners with the REC to receive referrals.	✔	The program works closely with the Re-Engagement Center to accept referrals for enrollment of eligible students.	

Domain 3: Accommodative & Financial Compliance

Category 1: Accommodative Quality

Standard 1: Facilities
Evidence the contractor complies with established facility requirements.

Contract Requirement	Rating	Review	Recommendations
Federal, State, & Local Facility 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 School District facility, provides ready access and cooperates with School District for required inspections. If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing as well as electrical and fire safety inspections. Also if in a privately-owned facility, program secures licensed contractor for required AHERA inspections and provides report to the School District.	✔	The program is housed in a private, non-sectarian facility which is accessible to individuals with disabilities. The program is up to date with all required local and federal inspections, including fire safety, water and lead, and electrical.	
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 maintenance issues timely and does not make any unapproved alterations.	✔	No known or current issues with regular facility maintenance.	

Standard 2: School Calendar, Uniforms, and Transportation

Evidence the contractor complies with the minimum number of instructional days required by the contract and makes the program accessible to all eligible students.

Contract Requirement	Rating	Review	Recommendations
Academic Calendar Maintains an academic calendar at least equal in days of operation to the School District's calendar. Notifies School District timely of any changes to or deviations from submitted calendar.	✔	The program operates year round and follows the College's academic calendar.	
Transportation Management Complies with the School District's requirements to appropriately manage transportation services for students. TARs are entered timely and transpasses are activated prior to expiration to ensure transportation access for all eligible students.	✔	No known issues with managing transportation services for students.	
Dress Code and Uniforms Establishes an equitable dress code for students inclusive of expectations regarding school uniform. If required, provides uniforms to students upon request due to financial need and/or youth experiencing homelessness. Does not have policies or practices which create barriers to participation in learning based on dress code or uniform. Dress code is gender neutral.	✔	The program does not require students to be in uniform. Program handbook demonstrates alignment with SDP policies for equity and inclusion.	

Category 2: Financial Compliance

Standard 1: Procurement of Operating Certificates
Evidence the contractor complies with all relevant operating licenses, certificates, and insurance requirements.

Contract Requirement	Rating	Review	Recommendations
Tax Liabilities Provides the School District both prior to, and throughout operation with a Certificate of Tax Clearance absolving any city tax liabilities.	✔	The program had a valid Certificate of Tax Clearance on the date of the walkthrough.	

Contract Requirement	Rating	Review	Recommendations
Proof of Insurance Provides a Proof of Insurance prior to, and throughout operation 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.	✓	Insurance documentation was reviewed and approved by the School District's Office of Risk Management.	

Standard 2: Financial Management and Reporting

Evidence of the contractor's financial viability and adherence to standards of financial management including monitoring and reporting of revenues and expenses, and invoicing to the School District.

Contract Requirement	Rating	Review	Recommendations
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.	✓	FY2023 budget was submitted for approval by the School District in accordance with the start of the new contract term. Independent auditor's management letter for FY2022 confirms maintenance of finances in alignment with generally acceptable accounting principles.	
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.	Not Applicable	No invoices submitted at the time of this report.	