Operational Walkthrough Report

SY 2022-2023

Liguori Academy – Fortis

Provider: Liguori, Inc.

Program Type: Accelerated

Grades 9-12

2332 E Lehigh Avenue, Philadelphia, PA 19125 | (267) 571-1952

https://www.liguoriacademy.org/fortis-program/

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:	December 6, 2022
Contract Term:	FY2023 – FY2027

General Information

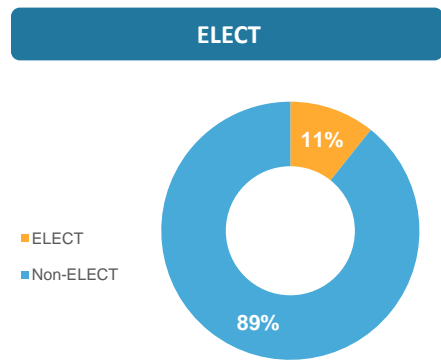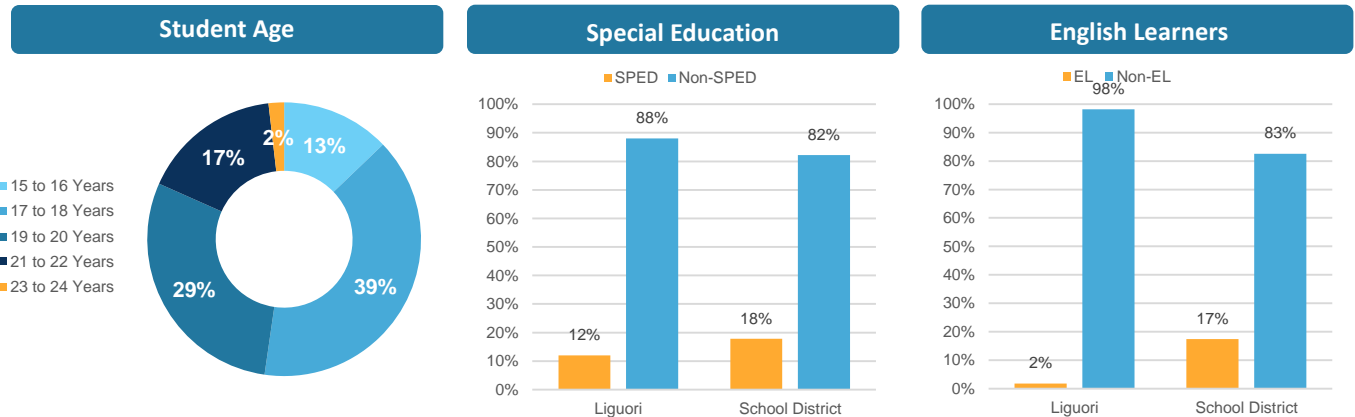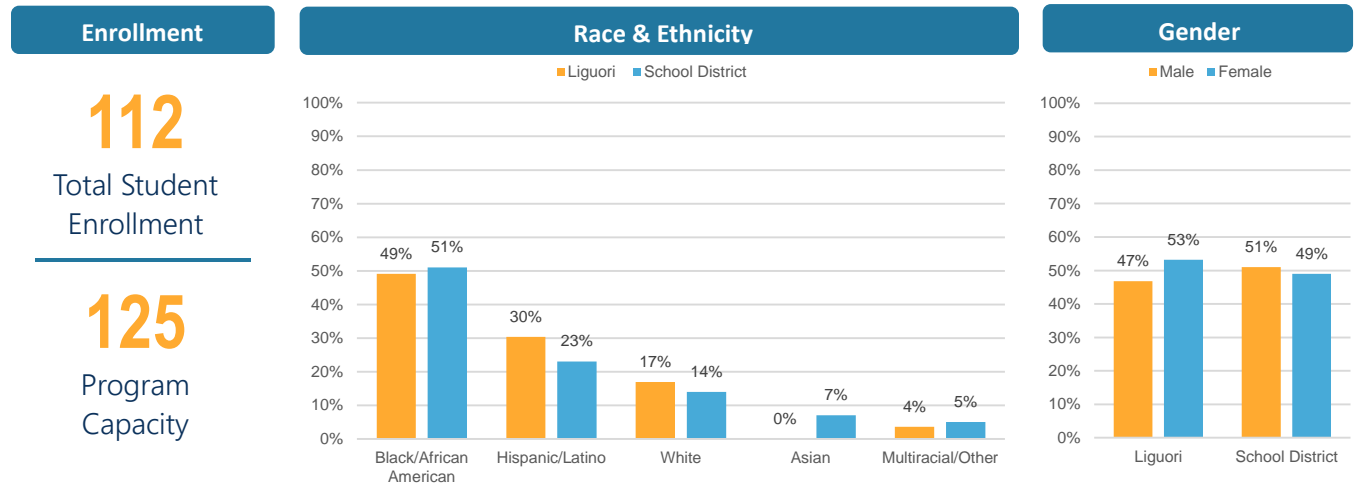|			
Program Mission:	*Fortis engages students through a blended learning environment that utilizes both classroom instruction and online components, all of which is data-driven and tailored to the needs of each student. The program engages students through meaningful academic courses, socioemotional education, post-secondary counseling, and student-teacher relationships. Whether a student's goal is to make their way to college or go directly to the workforce, Fortis prepares them for whatever is next in their journey.*		
Program Leadership:	Michael Marrone *Chief Executive Officer and President*	Rebecca Tomlinson-White *Principal*	Gina Craig *Chief Academic Officer*
	Alice Niles *Chief Financial Officer*	Patrick Durkin *Director of Climate and Culture*	
Walkthrough Review Team:	Majeedah Scott *Director, Multiple Pathways to Graduation*	Marcus De Vose *Assistant Director, Transition Services*	Seth Morones *Strategy Analyst II, Opportunity Network*
	Brett Botwinis-Zeba *Case Manager, Specialized Services*	John Hale *Prevention and Intervention Liaison, Prevention and Intervention*	Amy McCourt *Multilingual Manager, Multilingual Programs and Curriculum*
	Jessica Morris *Attendance Coach, Attendance and Truancy*		

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

112
Total Student Enrollment

125
Program Capacity

Race & Ethnicity

Legend: Liguori, School District

	Liguori	School District
Black/African American	49%	51%
Hispanic/Latino	30%	23%
White	17%	14%
Asian	0%	7%
Multiracial/Other	4%	5%

Gender

Legend: Male, Female

	Male	Female
Liguori	47%	53%
School District	51%	49%

Student Age

- 15 to 16 Years: 13%
- 17 to 18 Years: 39%
- 19 to 20 Years: 29%
- 21 to 22 Years: 17%
- 23 to 24 Years: 2%

Special Education

Legend: SPED, Non-SPED

	SPED	Non-SPED
Liguori	12%	88%
School District	18%	82%

English Learners

Legend: EL, Non-EL

	EL	Non-EL
Liguori	2%	98%
School District	17%	83%

ELECT

- ELECT: 11%
- Non-ELECT: 89%

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

- McKinney-Vento: 16%
- Non-McKinney-Vento: 84%
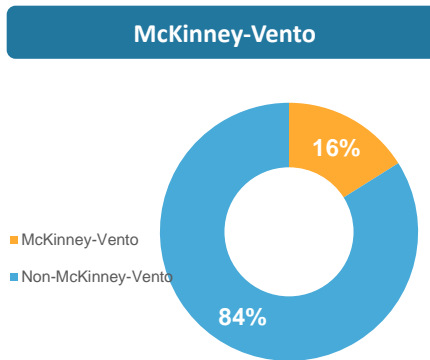
The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness.

Low Income

Low income data is not available for Liguori Academy – Fortis.

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)	4 / 5
School Climate & Culture Quality (Page 5)	10 / 12
Domain Total	14 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 8)	5 / 9
Record Keeping & Communication (Page 10)	5 / 5
Personnel (Page 11)	4 / 7
Governance & Enrollment (Page 13)	3 / 5
Domain Total	17 / 26

Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
Accommodative Quality (Page 15)	5 / 5
Financial Compliance (Page 16)	4 / 4
Domain Total	9 / 9

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.	✔	The program utilizes a blended learning model in which students learn and demonstrate learning through Edgenuity and teacher-directed lessons and assessments. Teachers use the PA Text Dependent Analysis Toolkit, state-aligned standards through Edgenuity, and a program-specific scope and sequence for credit acceleration.	
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✘	The program utilizes STAR for baseline reading and math assessments. At the time of the walkthrough, 54% of students took the pre-test in reading and 47% took the pre-test in math.	The program should develop daily and weekly strategies to ensure all students take the STAR pre-test (e.g., maintain a tracker of test participation monitored daily and set aside time for students to take the test daily or weekly).

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.	✔	Evidence of monthly SEL topics and focus areas (climate and culture expectations; development of functional behavior analyses; mindfulness; self-awareness; coping skills, etc.). SEL plans were evident, and learning takes place in large and small groups.	

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.	✓	The program has written policies and procedures which guide its MTSS. There was evidence of the program's efforts to identify student needs and provide supports through MTSS framework. The program's MTSS team meets to tier student needs, discuss recommendations and determine action steps for support, which are captured in the MTSS log. The MTSS tracker shows detailed and specific notes regarding interventions as well progress monitoring data.	
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 provided a calendar of weekly PLC topics which have been planned through December. Topics discussed focus on effective tier 1 instructional strategies.	

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.	✓	The program uses a merit system with incentives to support positive student outcomes in the areas of attendance, behavior, and academics (course-specific and overall). Incentives include but are not limited to gift cards, special events and field trips, and recognition awards including Student of the Month.	
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 School District's Bullying and Harassment policies and procedures. There were no reported incidents of bullying as of the walkthrough date.	
Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).	✓	Restorative practices are outlined in the program's handbook and include restorative conferences, peace agreements, and behavioral reflection forms to encourage student 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.	✓	The program's Code of Conduct is aligned to the School District's Code of Conduct. Code is shared with students at orientation and is included in program's Student Handbook.	

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.	✗	Teachers take attendance daily and code student absences in Infinite Campus. There was one instance in which an Office Disciplinary Referral was submitted 10 days after the incident occurred.	Ensure Office Disciplinary Referrals are entered with 24 hours of the incident.
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.)	✗	Program has adopted written attendance monitoring protocols and procedures in alignment with the School District's Attendance and Truancy Protocols. However, the program has not consistently documented timely implementation of the School District's Truancy Protocol for students with 3+ absences. Notices of Third Illegal Absence, School Attendance Improvement Conferences (SAICs) and School Attendance Improvement Plans (SAIPs) were not completed as required. As of November 1, 2022, 67% of students were considered chronically absent (i.e., have accrued 10 or more unexcused absences within a 45-day period).	The Attendance Team should send a Notice of Third Illegal Absence immediately after the third unexcused absence is accrued for each student. Ensure the SAIC is scheduled by the 6th unexcused absence for each student and develop an individualized SAIP during the SAIC.
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 an attendance coach, director of climate and culture, dean of students, social worker, and dean of academics. The program exceeds contractual expectations for the 1:100 support staff to student ratio.	
Clinical Questionnaire Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.	✓	Evidence all students complete a clinical questionnaire during orientation and at the start of the school year.	

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.	✔	The program provides group advisory and SEL weekly, as well as restorative circles and monthly lessons delivered by the counselor to all students.	
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 opens advisory council membership and report card conferences to all parent/guardians. Parents/families receive the Counselor Newsletter. Parent engagement activities and resources include Fatherhood Series (with ELECT), Winter Bizarre, and resources for housing, clothing and counseling services.	
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.	✔	Evidence the program elicits students' feedback on special events and school policies. The program offers a number of student-led clubs including woodshop, gardening, yearbook and prom committee. Students are also able to participate in the program's advisory council.	
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 STEM activities. Organizations include Career Link, Accelerated Building and Contractors, Inc. (both for employment services), Beyond Bars (for internships), and Uncommon Individual Foundation (for STEM workshops).	

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 completed, postsecondary institutions for matriculation, projected graduation date, and academic majors or programs of study.	Begin to connect career interests to Act 158 graduation pathways and include aligned industry-recognized credentials as goals within postsecondary plans.
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 maintains a detailed calendar of program-wide postsecondary bridging tasks and activities, including completion of Naviance tasks, college visits and fairs, FAFSA support, SAT prep, and individual postsecondary counseling sessions.	
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.	When student is pursuing Act 158 Pathway 5, program should also assess if student might be eligible for any other pathway and note which in the tracker.

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.	✖	At the time of the walkthrough, 13% of students enrolled had an IEP.	
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.	✖	8 of 10 IEPs reviewed had sufficient evidence of progress monitoring and included most recent Progress Report (marking period 1) in EasyIEP and in confidential files. Progress monitoring narratives present described how student was performing in the classroom. 0 of 3 EL students enrolled had placement screener scores on file and/or recorded in SIS.	Update IEP Progress Reports every two weeks and develop a progress monitoring schedule to stay on track with timely monitoring.
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 10 IEPs reviewed had sufficient evidence of transition plans, goals and activities. 2 of 10 files reviewed had at least two services/activities for each Transition Goal/Domain. 5 of 10 IEPs reviewed had transition assessment results (e.g. O'Net). Transition assessment results were not consistently included in the Present Levels section of the IEP.	Ensure at least one activity and one service are listed under each transition domain to support achievement of transitional goals. Include transition results in the Present Levels section of IEP and tie assessment results to student goals in IEP. Document outreach to OVR including date outreach made and OVR response to invitation.
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	✔	15 of 15 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.	✔	10 of 10 IEPs reviewed included evidence of parent/guardian participation. All IEP files reviewed included an invitation to parent/guardian at least 10 days prior to IEP meeting. 10 of 10 IEPs reviewed had documentation of IEP team member participation and included signatures including for NOREPs.	

Contract Requirement	Rating	Review	Recommendations
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.	✖	10 of 10 enrollment files reviewed included a completed Home Language Survey, however the HLS did not allow for respondent to indicate preferred language of communication and was therefore, not valid. HLSs obtained were inconsistently signed and dated. 2 of 3 EL students enrolled had annual notification letters, but not in the parent/guardian primary language. 3 of 3 EL students enrolled had recent ACCESS scores, however, there was no evidence of an English Language Development log detailing instructional supports for any of the EL students.	

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 data quality score was above 90 school year to date and improved over time.	
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.	✓	Previstar documentation shows the program is up to date with all required safety drills. Vital Information Plan (VIP) and Emergency Operation Plan (EOP) were submitted by the August deadline.	

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.	✔	All core subject teachers are appropriately certified in the subject areas they teach.	
Administrator Certification Provides at least one Pennsylvania certified administrator per site.	✘	The principal of record has an invalid PA Administrative I Principal K-12 certification which requires conversion to Level II based on years of service.	
Diverse Learner Services Staff Provides sufficiently trained and certified/ licensed professional staff for diverse learner services, including special education and ELs.	✔	The program employs both a PA certified Special Education teacher and a PA certified ESOL teacher.	

Contract Requirement	Rating	Review	Recommendations
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: 26 of 26 eligible employees reviewed had a valid check on file. PA Child Abuse Clearance: 26 of 26 eligible employees reviewed had a valid clearance on file. PA Criminal History Check: 26 of 26 eligible employees reviewed had a valid check on file. Act 168 documentation: 26 of 27 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 1:26 teacher to student ratio and 1:100 support staff 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: 26 of 26 eligible employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years. Act 126 Training: 26 of 26 eligible employees reviewed had a completion certificate on file for the required 3-hour training.	
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 with Network meetings and School District required meetings (e.g., equity lead meetings, SpeCM meetings, monthly contractors 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 established advisory council called Liguori Impact Force Team (LIFT). LIFT provides an opportunity for board of trustee members, administration, teachers, stakeholders, and families to collaborate on initiatives. There are suggested topics, sign in sheets, and a list of meeting dates for the year.	
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.	✔	The program has adopted the District's definition of Equity and provides training/professional development to staff. There is representation from the program at monthly equity lead meetings.	

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.	✘	2 o 7 enrollment files for students 18 years of age and older contained a signed FERPA release form.	Have the enrollment administrator maintain a tracker of students' 18th birthdays to maintain consent to release of information to parents/guardians under FERPA.
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.	✘	10 of 10 enrollment files reviewed contained proof of age. 9 of 10 enrollment files reviewed contained proof of residency. 6 of 9 files with proof of residency matched addresses in the SIS. 10 of 10 enrollment files reviewed contained immunization records. On the date of the walkthrough, 17 enrolled students had non-compliant immunizations. 0 of 10 enrollment files reviewed contained prohibited information (e.g., adoption documents; child welfare information).	The program should confirm all demographic (address, contact information, etc.) enrollment information at least twice a year or at the beginning of each term to ensure information is accurate and up to date. Additionally, all demographic information should be compared to the SIS to ensure SDP systems are also up to date.

Contract Requirement	Rating	Review	Recommendations
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, electrical, and AHERA.	
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 follows its own academic calendar which totals 180 school days.	
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 through 12/28/2022 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 accepted 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 FY2021 confirms maintenance of finances in alignment with generally acceptable accounting principles. Engagement letter for FY2022 audit evident.	
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.	✓	No current issues with timely and accurate submission of monthly invoices.	