THE SCHOOL DISTRICT OF
PHILADELPHIA
OPPORTUNITY NETWORK

Operational Walkthrough Report
SY 2022-2023

OIC Career and Academic Development Institute
(Provider: OIC of America)
Program Type: Accelerated
Grades 9-12

444 N 3rd Street, 4th Floor, Philadelphia, PA 19107 | (215) 567-2410
https://www.oicofamerica.org/

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 21, 2022
Contract Term:	FY2023 – FY2027

General Information

Program Mission:	*"CADI's Mission is to provide the necessary education and resources to the over-age, under-credited population and to prepare them for a productive life after graduation."*		
Program Leadership:	C. Benjamin Lattimore *Director, National Literacy Programs*	Dana Rapoport *Principal*	
Walkthrough Review Team:	Majeedah Scott *Director, Multiple Pathways to Graduation*	Daniel Turner *Director of Instructional Resources, Opportunity Network*	Marcus De Vose *Assistant Director, Transition Services*
	Seth Morones *Strategy Analyst II, Opportunity Network*	Brett Botwinis-Zeba *Case Manager, Specialized Services*	Jessica Morris *Attendance Coach, Attendance and Truancy*
	Angelique Scott *College and Career Readiness Coordinator, Postsecondary Readiness*		

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

181
Total Student Enrollment

150
Program Capacity

Race & Ethnicity

OIC CADI ■ School District

	Black/African American	Hispanic/Latino	White	Asian	Multiracial/Other
OIC CADI	87%	8%	2%	1%	3%
School District	51%	23%	14%	7%	5%

Gender

Male ■ Female

	Male	Female
OIC CADI	51%	49%
School District	51%	49%

Student Age

- 15 to 16 Years
- 17 to 18 Years
- 19 to 20 Years
- 21 to 22 Years

7% / 10% / 32% / 49%

Special Education

SPED ■ Non-SPED

	SPED	Non-SPED
OIC CADI	11%	89%
School District	18%	82%

English Learners

EL ■ Non-EL

	EL	Non-EL
OIC CADI	1%	99%
School District	17%	83%

ELECT

- ELECT
- Non-ELECT

2% / 98%

McKinney-Vento

- McKinney-Vento
- Non-McKinney-Vento

1% / 99%

Low Income

- Low Income
- Non-Low Income

8% / 92%

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.

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

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)	1 / 5
School Climate & Culture Quality (Page 5)	8 / 12
Domain Total	9 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 9)	2 / 9
Record Keeping & Communication (Page 11)	5 / 5
Personnel (Page 12)	5 / 7
Governance & Enrollment (Page 14)	2 / 5
Domain Total	14 / 26

Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
Accommodative Quality (Page 16)	5 / 5
Financial Compliance (Page 17)	3 / 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.	✘	There was no evidence to suggest the program uses the School District's resources and instructional frameworks for math and ELA. The program's curriculum overview and planning documents were incomplete and lacked detail. Texts used in ELA courses were not grade-level appropriate.	Identify high-quality, grade-level aligned resources for each core course and allow staff to supplement with appropriate resources. Utilize texts from the School District's ELA book list to ensure grade-level alignment, and resources and instructional frameworks and mirror the standards and topics required in School District courses with appropriate adjusts for Accelerated learning.
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, only 36% of students took the pre-test in reading and 26% 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.	✓	The program has weekly scheduled SEL check-ins, circles and activities, and makes use of advisory to build community and SEL skills.	

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's MTSS tracker was updated with baseline data, intervention tiers and concern areas, however, there was no evidence of recent progress monitoring and subsequent adjustment of intervention strategies.	In the action plan section of the MTSS tracker, it is recommended to capture follow-up activities with who, what and by when to ensure plans stay on track. Additionally, the tracker should have follow-up dates for expected outcomes and when outcomes are not met, a review of interventions used and/or tier of support should be conducted to make student-level adjustments.
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 established expectations for PLCs, but there was no evidence to suggest collaboration occurs consistently each week and includes planning for grade-level instruction.	Ensure weekly PLCs/teacher planning time is dedicated to teacher collaboration and time is focused on the development of effective instructional strategies based on student academic needs and progress toward mastering grade-level content. PLC activities should include review of lesson plans, student work, informal assessment data, and student engagement 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.	✔	Evidence the program has an incentive system in place which tracks attendance, academics and citizenship/behavior. Incentive include gift cards, recognition awards, special meals and trips.	
Bullying Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.	✖	Although the program has adopted the School District's Code of Conduct, there was no mention of bullying in the Student Handbook nor orientation materials. Also no evidence the program reports and monitors instances of bullying in alignment with School District policies.	

Contract Requirement	Rating	Review	Recommendations
Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).	✓	Evidence the program is building upon its Relationships First training. The program engages in restorative practices in class and during individual student and group conferences. All staff receive professional development on restorative practices.	
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 has adopted the School District's Code of Conduct, however, the link to the Code of Conduct in the Student Handbook needs to be updated to reflect the current 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 incidents are reported timely and in the appropriate District systems. Teachers take attendance daily and code student absences in Infinite Campus. There were no Office Disciplinary Referrals at the time of the walkthrough.	
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 Truancy Protocol for students with 3+ absences. Notices of Third Illegal Absence, School Attendance Improvement Conferences (SAICs) and School Attendance Improvement Plans (SAIPs) were evident in the SIS, however, there was no evidence of progress monitoring for SAIPs. As of November 1, 2022, 74% of students were considered chronically absent (i.e., have accrued 10 or more unexcused absences within a 45-day period).	SAIP progress monitoring should occur minimally every 30 days while intervention plans are in place. Based on student-specific outcomes, attendance supports should be modified at these 30-day check points.
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 two case managers, one postsecondary counselor, a dean, and a security officer. The program exceeds contractual expectations for the 1:100 support staff to student ratio.	

Contract Requirement	Rating	Review	Recommendations
Clinical Questionnaire Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.	✔	Evidence a clinical questionnaire was administered to all students at the time of orientation or enrollment.	

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 three days each week during Advisory. The program developed a year-long Advisory Calendar outlining specific topics and objectives for community building.	
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.	✘	There was no evidence of family engagement activities or plans.	Develop a recurring schedule to include family enrichment activities with students and plan academic check-ins which include parent/guardian participation. The program can also utilize the School District's FACE Office and offerings from the Family Academy (FACT) to offer trainings, workshops and family resources to their school community.
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.	✘	OIC administers a survey to identify each student's postsecondary interest in order to guide planning for exposure activities. There was no evidence to suggest students are included in program governance nor participate in student-led leadership groups.	

Contract Requirement	Rating	Review	Recommendations
Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.	✓	The program engages with community organizations to offer paid and unpaid internships for students, social-emotional support, and career exploration. Formal partnerships exist with Glaxo-Smith Kline, TruMark Credit Union, NASA, and Rutgers University.	

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 included credit maps and expected graduation dates. Plans did not include postsecondary bridging and exposure activities nor Future Ready PA/Naviance tasks completion.	Develop a checklist of postsecondary bridging and exposure activities with completion deadlines. Checklist should include program-wide activities and student-specific activities aligned to individual student 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.	✘	Although the program has documented partnerships with colleges and employers, there was no evidence to demonstrate a program-wide career readiness plan to ensure all students are exposed to college and career options, postsecondary advising and internship opportunities.	Develop a program-wide calendar of postsecondary bridging and exposure activities inclusive of high interest and well known careers and colleges, as well as non-traditional and less popular careers and colleges. Calendar should be inclusive of all Future Ready PA Career Portfolio/Naviance activities required for Opportunity Network and be differentiated by student credit status (grade level).
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.	✘	At the time of the walkthrough, 11% 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. 1 of 1 EL student enrolled had placement screener scores on file.	Update Progress Reports every two weeks and use the program's 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.	✘	10 of 10 IEPs reviewed had evidence of transition plans, goals and activities. 8 of 10 IEPs reviewed had transitional assessment results.	Administer at least one transition assessment to each special education student to align transition goals to their interests/assessment results.
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	✔	20 of 20 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 had evidence of IEP team meeting invitations. All IEPs reviewed had evidence of current input from IEP team members. 9 of 10 IEPs reviewed included evidence of parent/guardian participation.	Invites to parent/guardian for IEP team meetings should be sent at least 10 days prior to the meeting. Three invites should be sent to parent/guardian before conducting IEP team meeting without their participation.

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.	✘	5 of 10 enrollment files reviewed included a completed Home Language Survey. 1 of 1 EL student enrolled had annual notification letter in their home language and recent ACCESS scores, however, there was no evidence of an English Language Development log detailing instructional supports	Ensure the HLS is a required component of the enrollment application for all students. Create and maintain an EL support log which documents instructional supports for each student, aligned to the program's LIEP.

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. The program addresses student information errors in a timely manner and communicates with the School District for support or needed resources.	
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 program has a principal on staff with a valid Administrative I K-12 PA certification.	
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 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: 21 of 22 employees reviewed had a valid check on file. PA Child Abuse Clearance: 21 of 22 employees reviewed had a valid clearance on file. PA Criminal History Check: 21 of 22 employees reviewed had a valid check on file. Act 168 documentation: 18 of 20 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: 22 of 22 employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years. Act 126 Training: 21 of 22 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.	✔	Program-based staff and OIC regional management consistently engage with Network meetings and School District required meetings (e.g., equity lead meetings, 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.	✘	No evidence at the time of the walkthrough of the program's advisory council (e.g., meeting agendas, sign in sheets, calendar of meetings, council members, meeting minutes).	
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 an Equity Lead who attends School District monthly meetings. The program has adopted the School District's definition of equity and incorporated its meaning into paid internship opportunities for students in order to remove academic achievement barriers associated with the need to earn money.	Incorporate language around equity, diversity and inclusion into the Student Handbook. Provide staff with links to documents, topics or strategies discussed during monthly SDP Equity 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.	✘	0 of 5 enrollment files for students 18 years of age and older included a signed FERPA release form.	Have the enrollment administrator maintain a tracker of students' 18th birthdays to maintain consent of release of information to parents/guardians.
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.	✘	8 of 10 enrollment files reviewed contained proof of age. 9 of 10 enrollment files reviewed contained proof of address. 5 of 10 files matched addresses in the SIS. 5 of 10 enrollment files reviewed contained immunization records. 2 of 10 enrollment files reviewed contained prohibited information (e.g., adoption documents; child welfare information).	

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 the School District'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.	✔	Student Handbook reflects the program's uniform requirements and policy are gender neutral and aligned to SDP equity and inclusion policies.	

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.	✔		

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 reviewed by the School District's Office of Risk Management and initially lacked the required coverage for Workers Compensation. Insurance policy updated with the required coverage and was later accepted by the 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.	✔	No current issues with timely and accurate submission of monthly invoices.	