

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: December 1, 2022

Contract Term: FY2023 – FY2027

General Information

Program Mission: *The mission of YESPhilly is to develop a broad base of opportunities for Philadelphia’s out-of-school youth to prepare them to become successful, self-sufficient adults. We have developed an educational model that prepares students for college and careers by tying together personal development, media arts and technology skills, and academic instruction to meet Pennsylvania standards for high school.*

Program Leadership:

Gary Paprocki <i>Executive Director</i>	Dr. David Riviore <i>Principal</i>	Shanta Richardson <i>Dean of Students</i>
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Walkthrough Review Team:

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Seth Morones <i>Strategy Analyst II, Opportunity Network</i>	Nolita Pettus <i>Case Manager, Specialized Services</i>	John Hale <i>Prevention and Intervention Liaison, Prevention and Intervention</i>
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Jessica Morris <i>Attendance Coach, Attendance and Truancy</i>	Angelique Scott <i>College and Career Readiness Coordinator, Postsecondary Readiness</i>
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Program Demographics

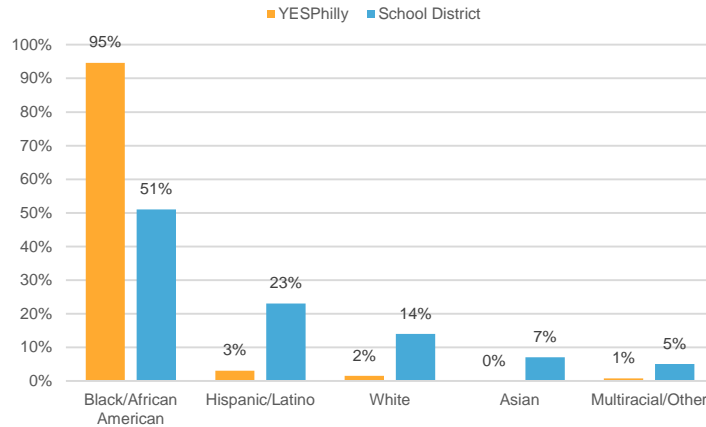
The School District of Philadelphia's official demographic information is reported on October 1st of each academic year. To more closely align with the student composition of each program on the date of the walkthrough, demographic data for Opportunity Network programs is reported here as of November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

Enrollment

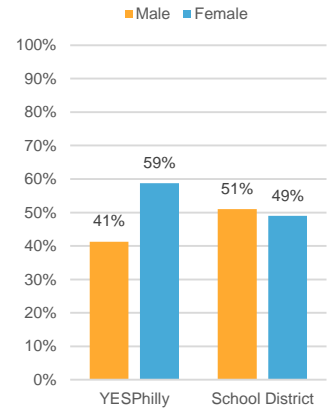
131
Total Student Enrollment

125
Program Capacity

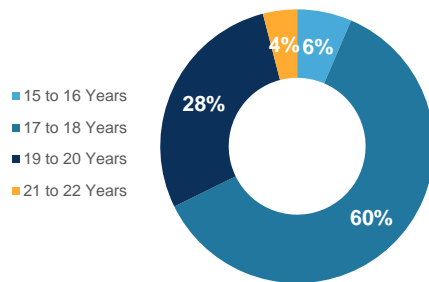
Race & Ethnicity



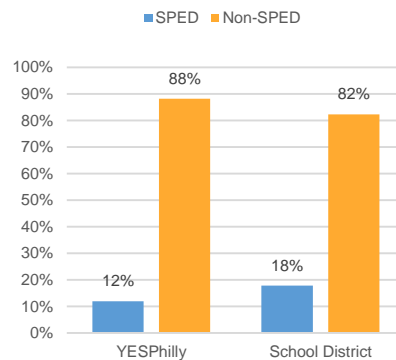
Gender



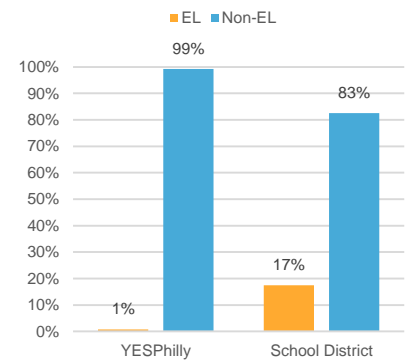
Student Age



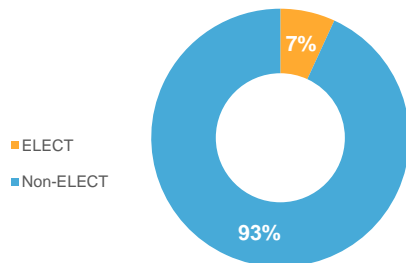
Special Education



English Learners

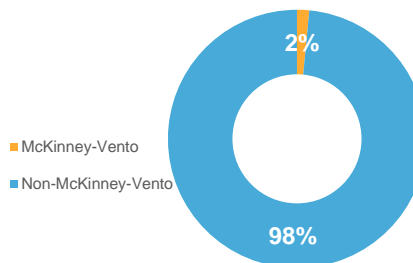


ELECT



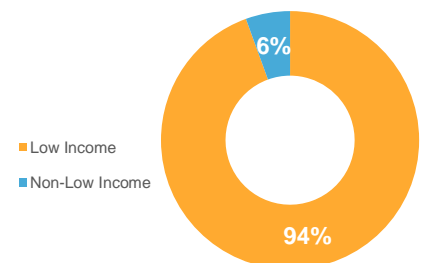
The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.

McKinney-Vento



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 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)	3 / 5
School Climate & Culture Quality (Page 5)	11 / 12
Domain Total	14 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 8)	4 / 9
Record Keeping & Communication (Page 10)	5 / 5
Personnel (Page 11)	4 / 7
Governance & Enrollment (Page 13)	3 / 5
Domain Total	16 / 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 the Summit Learning platform and curriculum with teacher-developed unit plans.	In order to maximize use of the Summit Learning, consider a stronger implementation of Summit Learning-developed projects, checkpoints, and instructional materials.
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✗	Less than 80% of students have scores for the STAR pre-tests (40% math; 48% in reading). For students who are not chronically absent, only 51% have participated in the math assessment and 59% have participated in reading.	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.	✓	Schedule and curricular materials for monthly and weekly SEL topics were evident. In addition, the program trains student leaders to support the implementation of SEL program wide.	

Contract Requirement	Rating	Review	Recommendations
<p>Multi-Tiered System of Supports Identifies and supports struggling students through a well-designed and effectively implemented Multi-Tiered System of Supports (MTSS).</p> <p>The MTSS utilizes research-based interventions inclusive of academic, behavioral, and attendance supports.</p> <p>Tier 1 interventions are universal and incorporated into the core academic program and climate.</p>	✓	<p>Program has a MTSS system with a tracker log identifying students, tiers and supports for academics, behavior and attendance was updated with baseline data and recent progress monitoring data.</p> <p>The program communicates supports for students via parent/guardian letters and case manager notes. MTSS tracker specifically identifies which interventions students are receiving and captures follow-up activities with who, what and by when to ensure plans stay on track.</p>	
<p>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.</p>	✗	<p>Consistent teacher planning time was evident, including clear agendas and staff sign-in sheets. The topics are frequently aligned with the program's needs.</p> <p>At times, planning time is focused on operations and not high-quality instruction.</p>	<p>Ensure teacher planning time is dedicated to planning Tier 1 instruction and utilize general staff meetings to discuss operations-related matters.</p>

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
<p>Positive Behavior Supports and Student Incentives Employs a system of positive supports inclusive of individual and/or group-based incentives.</p>	✓	<p>The program uses its MTSS trackers to assess student attendance, academics, and behavior improvements. Students are rewarded for making progress with incentives such as special meals, awards and public recognition, as well as YES Philly school store dollars.</p>	
<p>Bullying Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.</p>	✓	<p>Evidence of policies, procedures, and supports for bullying/harassment in alignment with School District requirements. In addition, students are trained on the Pennsylvania Safe2Say reporting system.</p>	
<p>Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).</p>	✓	<p>The program implements a behavioral continuum to address disciplinary incidents in a restorative manner. The program makes use of community circles, restorative conferences and reflective writing.</p>	

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 has adopted the Behavior Matrix from the School District 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.	✓	Attendance is taken and daily in SIS and reconciled on a daily basis as needed.	
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.)	✗	There were no records in the SIS to indicate 3-day illegal absence notices, SAIC invites and SAIPs were generated and sent home. As of November 1, 2022, 57% of students were considered chronically absent (i.e., have accrued 10 or more unexcused absences within a 45-day period).	Ensure the program's attendance team has regular time available to generate and send out absence notices and SAIC invites. Similarly, attendance team members must be provided the time to hold SAICs and develop SAIPs (e.g., every Tuesday and Thursdays, 9:30am - 11:30am).
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 dean, a school counselor, transition coordinator for postsecondary and graduation requirements. The program also utilizes counselor interns from Temple University.	
Clinical Questionnaire Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.	✓	The program administers a clinical questionnaire to all students at the time of orientation and uses results to identify non-academic needs and related supportive services.	

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
<p>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.</p> <p>Community building practices may include: morning meetings, group advisory, restorative circles, harm and healing circles, townhouses, etc.</p>	✓	<p>The program presented evidence of community meetings schedules, resources, monthly calendars, participant sign in sheets, discussion topics, and a community circle curriculum.</p>	
<p>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.</p> <p>The contractor must have a plan for implementing and sustaining family engagement programs.</p> <p>Family engagement practices may include: parent conferences, advisory boards, community workshops, resource banks, family nights, and the engagement of students' own children and siblings.</p>	✓	<p>Evidence of multiple and ongoing opportunities for family engagement, including new student orientation and onboarding, partnerships with adult education programs, program advisory council, and in person family events (e.g., back to school night).</p>	<p>The program can expand family engagement offerings by connecting parents/guardians to the School District's FACE office. FACE offers trainings, workshops and family resources district-wide.</p>
<p>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.</p>	✓	<p>Student voices and leadership were evident in the program's restorative practices, student interest surveys, electives surveys, and student leadership groups. The program uses student voice to inform instructional materials, provide extra-curricular activities, and make program governance decisions.</p>	
<p>Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.</p>	✓	<p>The program has partnerships in place to support students with mental health, college and career exploration, housing, and employment opportunities, including but not limited to Akea's Heart, Bethesda Project, Mural Arts, and Jewish Family and Children Services (JFCS).</p>	<p>The program should track students' engagement with community organizations to help inform academic progress monitoring and monthly check-ins with students.</p>

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
<p>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.</p>	✘	<p>Postsecondary plans did not include a tracker of Naviance/Future Ready PA activities.</p>	<p>Identify an implementation team responsible for monitoring Naviance activities. Request Naviance training for administration and staff.</p>
<p>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.</p>	✔	<p>The program has partnerships in place to provide students with internship opportunities, service learning, and industry recognized credentials (e.g., JEVS, Humanature, Studio Media).</p>	<p>Ensure written partnership agreements exist so each party is clear about their role in providing opportunities to students. The Office of Strategic Partnerships has a detailed toolkit for partner agreements to use as a guide.</p>
<p>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.</p> <p>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.</p>	✔	<p>The program's transition coordinator reviews graduation plans with students bi-weekly. Act 158 documentation was evident in the SIS for mid-year graduates. Parents/guardians received letters detailing each graduation pathway.</p>	

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.	✘	There were 14 students with IEPs enrolled at the time of the walkthrough (11% of the program capacity).	
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 10 IEP files reviewed had sufficient evidence of biweekly progress monitoring. 1 of 1 EL file reviewed contained annual screener score.	The program's special education case manager should include baseline measures in IEPs and also specify the type and name of assessment used. Follow recommended timelines provided by the Network's Special Education case manager to ensure biweekly progress monitoring occurs and is documented.
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.	✘	5 of 10 IEPs reviewed included transition plans and goals.	The program should use <u>PDE resources</u> to create IEPs, including transition goals aligned to students' interests. Additionally, the special education program lead is to attend monthly District SpeCM meetings and required PD.
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	✔	14 of 14 IEPs 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.	✔	The program's special education case manager schedules and coordinates IEP meetings and works with general education teachers to implement IEP services for students.	Although there was evidence of invitations to IEP team meetings via certified mail, suggest creating a timeline so three invitations can be sent prior to the end of the IEP compliance window.

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.	✘	<p>Only 5 of 10 enrollment files reviewed included a completed Home Language Survey to identify potential EL students.</p> <p>Although there was evidence of ACCESS testing, no parent notification letter was in file.</p> <p>No monitoring and support log for EL language development was evident.</p>	<p>Ensure a Parent Notification Letter in the preferred home language is sent annually with ACCESS results.</p> <p>Create a monitoring and support log to document all activities to support English language development consistent with the program's LIEP.</p>

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 issues at the time of the walkthrough related to timely SIS entries.	
Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.	✔	No issues at the time of the walkthrough related to archival of historical student information.	
Emergency Preparedness Conducts and reports school safety drills timely using the required School District system. Develops emergency preparedness plans in Previsor by the annual deadline and updates plans timely and as needed throughout the school year.	✔	Previsor 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
<p>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.</p>	✓	No issues at the time of the walkthrough related to reporting progress to parents/guardians.	
<p>Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.</p>	✓	No issues at the time of the walkthrough related to official academic information solely produced by the School District's SIS.	

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
<p>Teacher Certifications Provides Pennsylvania certified teachers in all core instructional areas.</p>	✗	As of the date of the walkthrough, one science teacher was not appropriately certified for the classes they teach.	
<p>Administrator Certification Provides at least one Pennsylvania certified administrator per site.</p>	✓	The program has a principal on staff with a valid Administrative K-12 PA certification.	
<p>Diverse Learner Services Staff Provides sufficiently trained and certified/licensed professional staff for diverse learner services, including special education and ELs.</p>	✗	No PA certified ESOL teacher to support English Learners. PA certification for the program's Special Education teacher was inactive at the time of the walkthrough due to insufficient continuing education credits.	

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.	✓	<p>FBI Background Check: 16 of 16 employees reviewed had a valid check on file.</p> <p>PA Child Abuse Clearance: 16 of 16 employees reviewed had a valid clearance on file.</p> <p>PA Criminal History Check: 16 of 16 employees reviewed had a valid check on file.</p> <p>Act 168 documentation: 16 of 16 eligible employees reviewed had documentation on file.</p>	

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.	✓	<p>Act 71 Training: 16 of 16 employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years.</p> <p>Act 126 Training: 16 of 16 employees reviewed had a completion certificate on file for the required 3-hour training.</p>	
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 staff consistently engage with monthly Network meetings. The program's special education teacher does consistently attend 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
<p>Program Advisory Council Establishes a formal program advisory council inclusive of community members, parents, students, and staff.</p> <p>Advisory councils must meet minimally six times per school year.</p>	✓	<p>The program was actively working to expand its newly established Program Advisory Council to include additional community members. Three Advisory Council meetings were convened by the day of the walkthrough and included students, staff and one community member.</p>	
<p>Equity The program's Equity Lead engages in School District monthly meetings.</p> <p>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.</p>	✓	<p>The equity coordinator for the program regularly attends School District Equity Lead meetings. YESPhilly implements restorative practices to foster a "shared culture of growth and continuous learning." The program supports students with overcoming barriers to school success by providing a needs assessment and matching students to services in-house and in the community. In addition, the program's plans to review and improve instructional materials utilizing the SDP definition of equity were evident.</p>	

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
<p>FERPA Complies with the Family Educational Rights and Privacy Act (FERPA) and designates a single point of contact for FERPA information.</p>	✗	<p>0 of 5 enrollment files for students 18 years of age and older did had FERPA release forms.</p>	<p>Have the enrollment administrator maintain a tracker of students' 18th birthdays to maintain consent of release of information to parents/guardians.</p>



Contract Requirement	Rating	Review	Recommendations
<p>Student Enrollment Records Secures personally identifiable information and does not request or require prohibited information at time of enrollment (e.g., SSNs).</p> <p>Collects proof of Philadelphia residency and proof of age at the time of enrollment.</p> <p>Requires completion of an enrollment application inclusive of home language survey and parent registration statement.</p> <p>Collects and maintains immunization records.</p>		<p>9 of 10 enrollment files reviewed contained proof of age.</p> <p>7 of 10 enrollment files reviewed contained proof of address. 6 of 10 files matched addresses in the SIS.</p> <p>0 of 10 enrollment files reviewed contained immunization records.</p> <p>3 of 10 enrollment files reviewed did not contain prohibited information (e.g., Student Health Information forms; Wellness Check-in forms).</p>	<p>Medical information and student interview forms should be maintained in confidential counselor or nurse files. Develop and utilize a checklist and tracker at time of enrollment to ensure program is receiving all required enrollment items.</p>
<p>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.</p>		<p>The program seeks consultation for enrollment eligibility and works closely with the Re-Engagement Center to accept eligible referred students.</p>	

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
<p>Federal, State, & Local Facility Regulations Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities.</p> <p>The program is housed in a non-sectarian facility.</p> <p>If in School District facility, provides ready access and cooperates with School District for required inspections.</p> <p>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.</p> <p>Also if in a privately-owned facility, program secures licensed contractor for required AHERA inspections and provides report to the School District.</p>		<p>The program is housed in a privately owned facility and complies with AHERA inspections, annual electrical, fire safety and fire suppression system inspections, as well as lead paint and water quality tests. No L&I violations existed at the time of the walkthrough.</p>	
<p>Facility Maintenance For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds.</p> <p>For School District-owned facilities, contractor fulfills the obligations of their lease agreement regarding maintenance and reports maintenance issues timely and does not make any unapproved alterations.</p>		<p>No issues with the program maintaining the facility or managing maintenance issues timely.</p>	

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
<p>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.</p>	✓	The program does not follow the School District's academic calendar. The program is in session from September through July and exceeds the required 180 days of instruction.	
<p>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.</p>	✓	No known issues with managing transportation services for students.	
<p>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.</p>	✓	The program does not require students to wear uniforms. Students are permitted to wear clothing which aligns with their gender identity. Clothing with offensive slogans or symbols are appropriately prohibited.	

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
<p>Tax Liabilities Provides the School District both prior to, and throughout operation with a Certificate of Tax Clearance absolving any city tax liabilities.</p>	✓		

Contract Requirement	Rating	Review	Recommendations
<p>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.</p>	✓	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
<p>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.</p>	✓	FY2023 budget was submitted for approval by the School District in accordance with the start of a new contract term. Independent auditor's management letter for FY2021 confirms maintenance of finances in alignment with generally acceptable accounting principles.	
<p>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.</p>	✓	No current issues with timely and accurate submission of monthly invoices.	