

## Operational Walkthrough Report

SY 2023-2024

# One Bright Ray – Mansion

Provider: International Education and Community Initiatives  
d/b/a One Bright Ray, Inc.

Program Type: Accelerated  
Grades 9-12

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<https://www.onebrihtraycommunity.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:** October 30, 2023

**Contract Term:** FY2023 – FY2027

## General Information

**Program Mission:** *The mission of One Bright Ray Community High School is to provide a quality education to urban, over-aged and under-credited students in search of a positive school experience while earning their high school diploma. We challenge each student to explore his/her personal and academic potential through our accelerated Project Based curriculum and respectful relationships.*

**Program Leadership:**

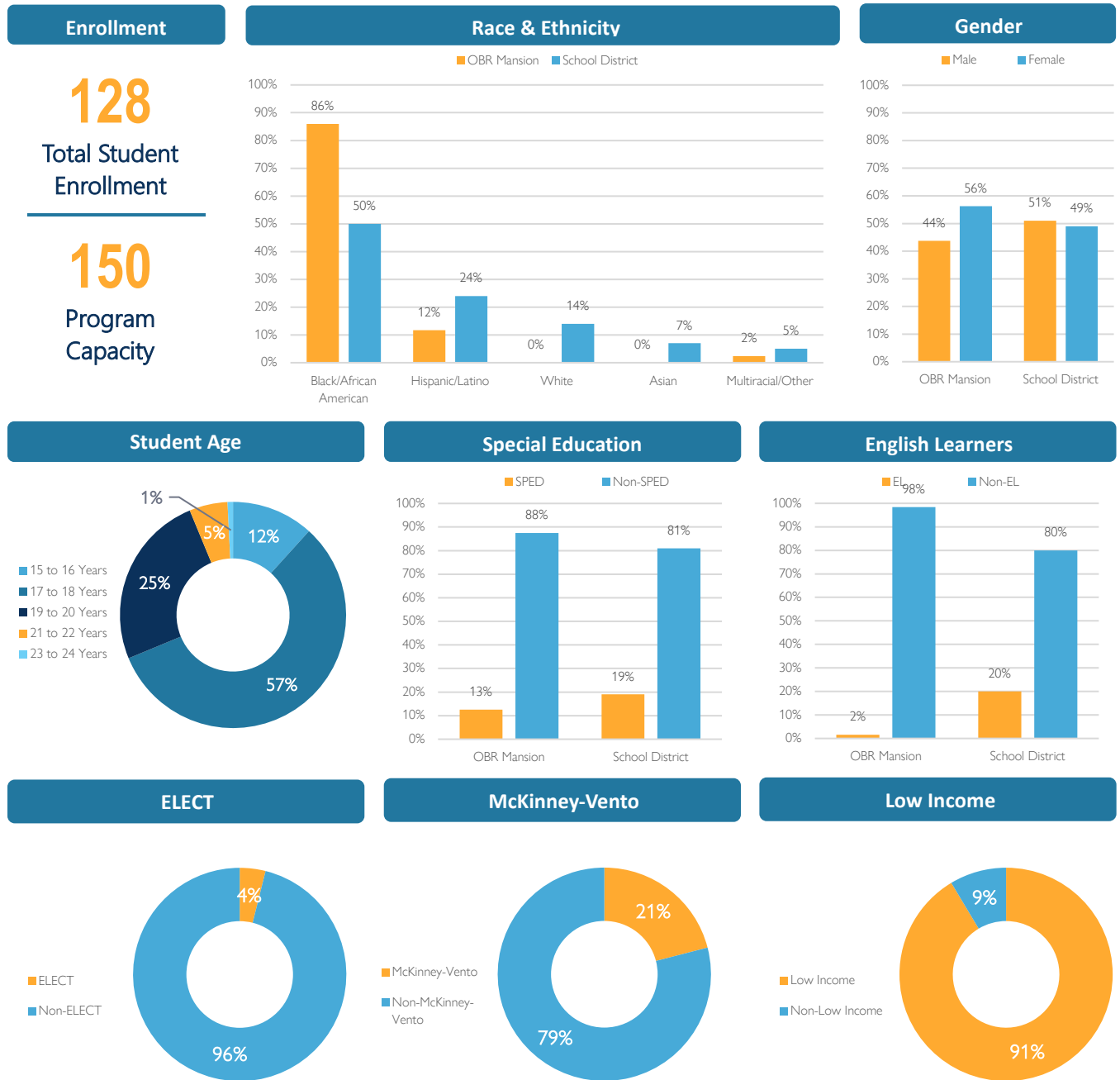
<b>Monica Hawk</b> <i>Chief Executive Officer</i>	<b>Dr. Latoya Johnson</b> <i>Chief Academic Officer</i>	<b>Stephanie Finnin</b> <i>Principal</i>
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**Walkthrough Review Team:**

<b>Majeedah Scott</b> <i>Director, Multiple Pathways to Graduation</i>	<b>Jaime Downey</b> <i>Director, Instructional Resources</i>	<b>Marcus De Vose</b> <i>Assistant Director, Transition &amp; Alternative Education</i>
<b>Seth Morones</b> <i>Strategy Analyst II, Opportunity Network</i>	<b>Melissa Pergine</b> <i>Director, Special Education Services</i>	

## Program Demographics

The School District of Philadelphia’s official demographic information is reported on October 1<sup>st</sup> 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 2023.



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 2023-2024 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
<a href="#">Academic Quality (Page 4)</a>	5 / 5
<a href="#">School Climate &amp; Culture Quality (Page 5)</a>	11 / 12
<b>Domain Total</b>	<b>16 / 17</b>

### Domain 2: Organizational Compliance

Category	Requirements Met
<a href="#">Student Academic Support, Progress Monitoring &amp; Reporting (Page 9)</a>	6 / 9
<a href="#">Record Keeping &amp; Communication (Page 11)</a>	5 / 5
<a href="#">Personnel (Page 12)</a>	3 / 7
<a href="#">Governance &amp; Enrollment (Page 13)</a>	5 / 5
<b>Domain Total</b>	<b>19 / 26</b>

### Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
<a href="#">Accommodative Quality (Page 15)</a>	5 / 5
<a href="#">Financial Compliance (Page 16)</a>	4 / 4
<b>Domain Total</b>	<b>9 / 9</b>

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
<b>Instructional Frameworks</b> Designs program-specific instructional materials or purchased PA state-aligned materials.	✓	The program offers core and non-core courses in alignment with SDP curriculum guides. Coursework is project-based and aligned to PA state standards.	
<b>Baseline Assessments</b> Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✗	According to Star Renaissance, at the time of the walkthrough, 30% of students completed the math assessment, and 31% of students completed the reading assessment.	

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
<b>Social Emotional Learning</b> 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 embeds Restorative Practices into school culture as part of OBR Seminar and the OBR Behavior Continuum.	The program can demonstrate how specifically SEL skills are tied to activities/prompts and SEL skill building from student leadership activities, circles, or seminar.

Contract Requirement	Rating	Review	Recommendations
<p><b>Multi-Tiered System of Supports</b> 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>Nearing Expectations: Program has MTSS tracker which places students in tiers based on their academic and attendance data. However, it is not clear from the tracker what specific interventions are in place for students in Tier 2 (no students were placed in Tier 3 at the time of the walkthrough).</p>	<p>Include specific interventions in the tracker, including date started, and progress monitoring data.</p>
<p><b>Teacher Planning Time/Professional Learning Cycles (PLCs)</b> 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>The Professional Learning Community calendar reflects appropriate amount of weekly time and objectives for improving teacher practice. Majority of topics are focused on improving instruction (e.g., questioning techniques, data analysis, teacher strategy reflection, and student participation).</p>	<p>Consider using a cycle or protocol for teachers to deep dive into standards, data, and planning.</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><b>Positive Behavior Supports and Student Incentives</b> Employs a system of positive supports inclusive of individual and/or group-based incentives.</p>	✔	<p>The program has individual and group incentives for achievement in grades, behavior and attendance (e.g., Raffle prizes, trips, student government, 85'ers club).</p>	
<p><b>Bullying</b> Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.</p>	✔	<p>The program addresses bullying via student handbook, student orientation, and OBR Seminar. The program follows the District's bullying and harassment policy.</p>	
<p><b>Restorative Justice</b> Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).</p>	✔	<p>Restorative practices include peer mediation, hallway conferences, utilization of behavioral continuum, affective statements, and community circles.</p>	

Contract Requirement	Rating	Review	Recommendations
<p><b>Code of Conduct</b> Code of Conduct is aligned to the <a href="#">School District's Code of Conduct</a> for infractions and consequences. Evidence the program's discipline practices are aligned to the Code.</p>	✓	The student handbook outlines information regarding student conduct, expectations as well as consequences and levels of infractions aligned to the District's Code of Conduct.	Align expulsion procedures to District's Code of Conduct or make reference in 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
<p><b>Reporting Attendance and Disciplinary Incidents in SIS</b> Accurate and timely reporting of attendance and disciplinary incidents on a daily basis.</p>	✓	Incidents are reported timely and in the appropriate District systems. Teachers take attendance daily and code student absences in Infinite Campus.	Update Handbook: Notes from a guardian less than 3 days for illness are acceptable.
<p><b>Attendance Barriers</b> Addresses individual student attendance barriers and follows the <a href="#">School District's Attendance and Truancy Protocols</a> (i.e., Notice of Third Illegal Absence, attendance improvement conferences, entry of SAIPs into the SIS, etc.)</p>	✗	Program creates the third illegal absence letter in SIS. The program provided logs with contacts, home visits and SAIPs. SAIPs are completed in SIS. However, Students did not have SAIC or contact notes in SIS.	Create SAIC and SAIP contact notes in SIS.
<p><b>Staff and Resources for Healthy School Climate</b> Provides staff and resources needed for safe schools and attendance reporting, as well as an optimal learning environment.</p>	✓	The program has a dean, counselors, attendance coordinator and safety staff.	
<p><b>Clinical Questionnaire</b> Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.</p>	✓	Evidence of a clinical questionnaire was observed in the program's orientation materials.	

**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><b>School Community Building</b>            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>Weekly community building occurs during OBR Seminar classes, for which all students are rostered. During OBR Seminar, teachers facilitate a variety of conversations and social-emotional learning, including topics such as setting SMART goals, understanding restorative practices, bullying/cyberbullying prevention, individual student reflection on attendance and course performance, and setting personal improvement goals. The program holds special events for students and staff to promote camaraderie and team building (e.g., pumpkin decorating contest, chili cookoff, trip to Treetop Quest, senior luncheon at Maggiano's).</p>	
<p><b>Family Engagement</b>            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>The program provided evidence of call logs to parents/guardians regarding students with unexcused absences. The program makes daily phone calls to parents/guardians when students are absent. Home visits are conducted for students with 6+ unexcused absences. Parents participate in the program's Advisory Council.</p>	
<p><b>Student Voice and Leadership</b>            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>The program surveyed students during student professional development week to determine their most requested ideas for extra-curricular clubs. Students expressed interest in yoga, cheerleading, video gaming, coding, knitting, and chess. All students are welcome to join Student Government, and members develop student-centered activities, communicate ideas for improvement to administration, and represent the interests of their peers. The program also maintains and regularly looks at anonymous student suggestions via a suggestion/comment box.</p>	

Contract Requirement	Rating	Review	Recommendations
<p><b>Community Partnerships</b>            Engages community and non-profit agencies to provide non-academic services and support.</p>		<p>The program has partnerships with American Heart Association for CPR training toward Act 158 requirements and partnerships with colleges, universities and the District’s college and career readiness office to provide postsecondary bridging opportunities. The program’s Manager of Workforce Development partners with several organizations to develop service learning, internships and externships for students. The program promotes Community Evening Resource Centers which provide free safe space and activities for kids and teens.</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><b>Postsecondary Plans</b>                      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>The graduation pathways and requirements checklist provided is inclusive of postsecondary milestones and tasks, including target dates for assessments, areas/fields of interest, and potential jobs and internship opportunities.</p>	
<p><b>Program-wide Career Readiness Activities</b>                      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 documented partnerships with organizations and postsecondary institutions such as CCP and Manor College. There were several documented community partners, programs, and resources and connections to employers. Postsecondary Counselor coordinates and tracks program-wide bridging activities and offerings.</p>	
<p><b>Graduation Plans</b>                      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.</p>	✓	<p>Evidence was provided of documentation and academic planning in SIS for Act 158, with supporting evidence for appropriate pathways. Credit summary and mapping was provided.</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
<p><b>Enrollment of Special Education Students</b> Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>	✘	At the time of the walkthrough, 16 Special Education students were on roll (10.6% of enrollment capacity).	
<p><b>Baseline Measures and Progress Monitoring</b> Provides baseline measures for both special education and EL students against which to monitor growth. Monitors progress toward IEP goals and communicates this progress routinely to parents/guardians.</p>	✔	10 of 10 IEP files reviewed contained sufficient evidence of Progress Monitoring.	
<p><b>IEP Identification, Implementation, Evaluation &amp; Review</b> 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.</p>	✘	<p>10 of 10 IEPs reviewed contained evidence of a Transition Plan, including transition goals and activities.</p> <p>3 of 10 IEPs reviewed contained sufficient evidence of transition planning, including a transition assessment.</p>	
<p><b>Annual IEP Updates</b> Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.</p>	✔	17 of 17 IEPs were in compliance for December 1 Child Count (100% compliance).	
<p><b>IEP Meetings</b> 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.</p>	✔	10 of 10 IEPs reviewed contained evidence of parent participation.	
<p><b>EL Identification, Implementation, Evaluation &amp; Review</b> Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students.</p>	✘	<p>2 of 2 EL files reviewed contained a completed Home Language Survey and initial screener scores.</p> <p>1 of 2 EL files reviewed contained an updated parent notification letter.</p> <p>1 of 2 EL files reviewed contained recent ACCESS scores or updated screener scores.</p>	Complete an annual notification letter for continued ESL services

## 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
<b>Student Information System Upload</b> Uses the School District’s current student information systems to access and upload all student enrollment, academic, behavioral, and attendance records in real time.	✓	Enrollment, behavior, grades, and attendance are all recorded and reported in the SIS in a timely manner.	
<b>Archive of Historical Information</b> Maintains an archive of all historical student academic and behavioral records.	✓	There are no known or outstanding issues related to maintaining an archive of all historical student academic and behavioral records in School District systems.	
<b>Emergency Preparedness</b> 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.	✓	The program is up to date with all fire drills and lockdown drills in Previstar. The program’s Vital Information Packet was 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
<b>Student Progress Reporting</b> 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 known issues with reporting interim student academic progress and producing end of term report cards in the approved School District format.	
<b>Official Certified Information</b> Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.	✓	There are no known issues with official grades, credits and transcripts being 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
<b>Teacher Certifications</b> Provides Pennsylvania certified teachers in all core instructional areas.	✘	2 of 3 core subject teachers had valid and appropriate certifications for the courses they teach. At the time of the walkthrough, there was one vacancy for ELA teacher.	
<b>Administrator Certification</b> Provides at least one Pennsylvania certified administrator per site.	✔	The program's administrator holds an active Administrative II Principal PK-12 certification.	
<b>Diverse Learner Services Staff</b> Provides sufficiently trained and certified/licensed professional staff for diverse learner services, including special education and ELs.	✔	The program's Special Education and ESOL teachers are appropriately certified.	
<b>Employee Background Checks</b> Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.	✘	PA Criminal History Check: 6 of 7 employees reviewed had a valid check on file.  PA Child Abuse Clearance: 5 of 7 employees reviewed had a valid clearance on file.  FBI Background Check: 7 of 7 employees reviewed had a valid check on file.  Act 168 documentation: 3 of 5 employees reviewed had valid 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
<b>Personnel Ratios</b> Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.	✘	Five (5) teachers on staff at the time of the walkthrough for an enrollment maximum of 150 students (1:30 teacher to student ratio).	
<b>Obligatory Trainings</b> 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 126 Training: 16 of 19 employees reviewed had a completion certificate on file for the required 3-hour training.  Act 71 Training: 17 of 19 employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years.	

Contract Requirement	Rating	Review	Recommendations
<b>District Professional Development and Contractor Meetings</b> Ensures teachers and administrators engage in School District professional development opportunities (required and optional) and monthly contractor meetings.	✓	Program staff regularly attend monthly District meetings and required professional development.	

## 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
<b>Program Advisory Council</b> Establishes a formal program advisory council inclusive of community members, parents, students, and staff.  Advisory councils must meet minimally six times per school year.	✓	Program Advisory Council consists of faculty, administrators, and parents. Agenda for the first council meeting to include ideas for increasing student attendance, a review of student suggestions, and development of community building ideas. Six meetings are scheduled from November through May.	
<b>Equity</b> 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 <a href="#">School District's diversity, equity, and inclusion practices, policies, and equity definition</a> .	✓	The program aligns its equity lens to District policy and practices, and staff engage in District-led DEI professional development.	

### 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
<b>FERPA</b> Complies with the Family Educational Rights and Privacy Act (FERPA) and designates a single point of contact for FERPA information.	✓	4 of 4 students reviewed who were 18 years of age or older had a valid and signed FERPA form.	



Contract Requirement	Rating	Review	Recommendations
<p><b>Student Enrollment Records</b>            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>10 of 10 enrollment files reviewed contained proof of age.</p> <p>10 of 10 enrollment files reviewed contained proof of address.</p> <p>10 of 10 enrollment files reviewed contained immunization records.</p> <p>0 of 10 enrollment files reviewed contained prohibited information (e.g., Student Health Information forms; Wellness Check-in forms).</p>	
<p><b>Re-Engagement Center Referrals</b>            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 regularly engages with the Re-Engagement Center to recruit and enroll students. Program staff schedule interviews with all new students and work with the REC to get interviews scheduled.</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><b>Federal, State, &amp; Local Facility Regulations</b>                      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 School District facility.</p>	
<p><b>Facility Maintenance</b>                      For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds.</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 maintaining the District-owned facility.</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><b>Academic Calendar</b>                      Maintains an academic calendar at least equal in days of operation to the <a href="#">School District's calendar</a>. Notifies School District timely of any changes to or deviations from submitted calendar.</p>	✓	The program operates on a non-District academic calendar with at least 180 school days.	
<p><b>Transportation Management</b>                      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>	✓	There are no known issues with managing transportation services for students.	
<p><b>Dress Code and Uniforms</b>                      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's uniform policy was reviewed and is equitable and aligned to SDP policy.	

## 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><b>Tax Liabilities</b>                      Provides the School District both prior to, and throughout operation with a Certificate of Tax Clearance absolving any city tax liabilities.</p>	✓	A current Certificate of Tax Clearance was provided during the walkthrough.	

Contract Requirement	Rating	Review	Recommendations
<b>Proof of Insurance</b> Provides a Proof of Insurance prior to, and throughout operation related to: (1) Worker's Compensation and Employer's Liability, (2) General Liability Insurance, (3) Automobile Liability Insurance, (4) Professional Liability Insurance, (5) Educator Legal Liability Insurance, (6) Excess/Umbrella Liability, and (7) Directors' and Officers' Liability Insurance.	✓	Insurance documentation was reviewed and approved by the School District's Office of Risk Management.	

### Standard 2: Financial Management and Reporting

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

Contract Requirement	Rating	Review	Recommendations
<b>Financial Management</b> Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent third-party financial audit timely; audit does not indicate any material weakness or going concerns.	✓	Independent auditor's management letter for FY2022 confirms maintenance of finances in alignment with generally acceptable accounting principles. Auditor engagement letter provided for fiscal year ending 6/30/23.	
<b>Monthly Invoicing</b> Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.	✓	No current issues with timely and accurate submission of monthly invoices.	