



DC  
**PUBLIC  
CHARTER**  
SCHOOL  
BOARD

**DC Public Charter School Board**

**Report on the Use of Per-Pupil At-Risk Funding in DC Public Charter  
Schools**

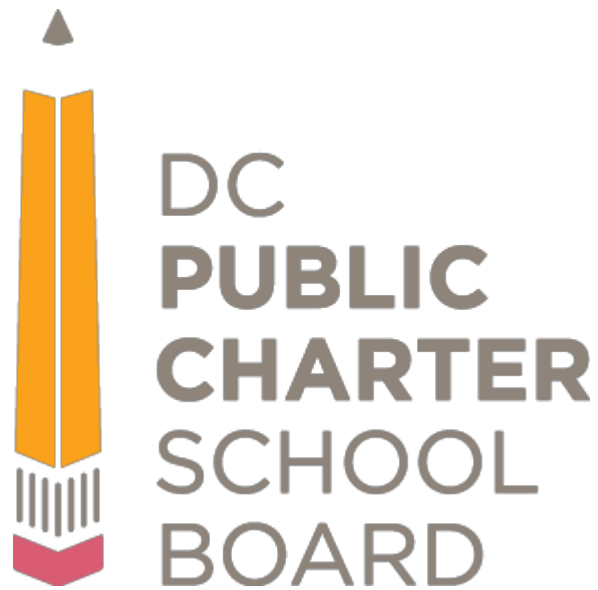
**Fiscal Year (FY) 2021**

As the sole public charter school authorizer in the nation's capital, DC Public Charter School Board (DC PCSB) in FY 2021 provided financial oversight to 125 public charter schools managed by 63 independently run nonprofit organizations called local education agencies (LEAs). Through this oversight, DC PCSB ensures public dollars are being spent appropriately. However, this oversight is not subject to individual expenditures and cannot mandate the types of at-risk funding utilization. The oversight tracked by DC PCSB includes reviewing broad expenditures such as contracts, personnel, facilities, and other uses of funds, including the DC Uniform Per Student Funding Formula funds. As part of a school's annual compliance reporting, each LEA has been asked to provide a summary of how it plans to spend its at-risk funding.

The School Reform Act states that LEAs have exclusive control over its "expenditures, administration, personnel, and instructional methods." This allows schools to use their at-risk funding in a way that is most responsive to the needs of their at-risk students.

At-risk funding provides additional support to students in low-income families and students who are at risk of academic failure. Public charter schools utilize these funds to provide supplemental social, emotional, behavioral, and academic supports by investing in personnel, supplies, and contracted services. These supports include hiring social workers, counselors, behavioral therapists, social-emotional learning specialists, and family engagement coordinators, offering staff professional development and other social and emotional learning resources. Importantly, at-risk funds are allocated to programming beyond the traditional hours of the school day. These funds allow schools to provide before and after-school care, robust wrap-around services, transportation, and access to after-school sports, arts, and enrichment activities. Schools also allocate this funding for their summer school or extended school year programs that work to improve academic outcomes for at-risk students. Please see below for a school-by-school breakdown of the at-risk funding programming.

The Office of the State Superintendent provides the Office of the Chief Financial Officer (OCFO) with audited enrollment data for each LEA to determine the amount of at-risk funds to disburse to each LEA. The OCFO then disburses the funds directly to each LEA. The survey results below report the at-risk allocation for each LEA along with its actual and projected at-risk student population for FY 2021 and FY 2022.



**FY 2021 Survey Responses**

<b>AT-RISK FUNDING AND ENROLLMENT FOR CHARTER SCHOOLS</b>				
<b>FY 2021 and FY 2022</b>				
<b>DC PUBLIC CHARTER SCHOOLS</b>	<b>FY 2021 Audited Enrollment of At-Risk Students</b>	<b>FY 2021 At-Risk Funding</b>	<b>FY 2022 Projected Enrollment of At-Risk Students</b>	<b>FY 2022 Projected At-Risk Funding</b>
<b>Achievement Preparatory Academy PCS</b>	<b>199</b>	507,756	<b>218</b>	613,190
<b>AppleTree Early Learning PCS</b>	<b>258</b>	658,296	<b>308</b>	866,342
<b>BASIS DC PCS</b>	<b>42</b>	107,165	<b>45</b>	126,576
<b>Breakthrough Montessori PCS</b>	<b>58</b>	147,989	<b>59</b>	165,955
<b>Bridges PCS</b>	<b>162</b>	413,349	<b>159</b>	447,235
<b>Briya PCS</b>	<b>17</b>	43,376	<b>15</b>	42,192
<b>Capital City PCS</b>	<b>316</b>	806,285	<b>314</b>	883,219
<b>Capital Village PCS</b>	<b>23</b>	58,685	<b>54</b>	151,891
<b>Cedar Tree Academy PCS</b>	<b>307</b>	783,322	<b>351</b>	987,293
<b>Center City PCS</b>	<b>637</b>	1,625,328	<b>638</b>	1,794,566
<b>Cesar Chavez PCS for Public Policy</b>	<b>256</b>	653,193	<b>265</b>	745,392
<b>Community College Preparatory Academy PCS</b>	-	-	-	-
<b>Creative Minds International PCS</b>	<b>119</b>	303,633	<b>114</b>	320,659
<b>DC Bilingual PCS</b>	<b>75</b>	191,365	<b>73</b>	205,334
<b>DC Prep PCS</b>	<b>1,107</b>	2,824,550	<b>1,121</b>	3,153,149
<b>DC Scholars PCS</b>	<b>368</b>	938,965	<b>336</b>	945,101
<b>Digital Pioneers Academy PCS</b>	<b>230</b>	586,853	<b>299</b>	841,027
<b>District of Columbia International School</b>	<b>271</b>	691,466	<b>272</b>	765,082
<b>E.L. Haynes PCS</b>	<b>510</b>	1,301,283	<b>475</b>	1,336,080
<b>Eagle Academy PCS</b>	<b>472</b>	1,204,325	<b>459</b>	1,291,075

<b>AT-RISK FUNDING AND ENROLLMENT FOR CHARTER SCHOOLS</b>				
<b>FY 2021 and FY 2022</b>				
<b>DC PUBLIC CHARTER SCHOOLS</b>	<b>FY 2021 Audited Enrollment of At-Risk Students</b>	<b>FY 2021 At-Risk Funding</b>	<b>FY 2022 Projected Enrollment of At-Risk Students</b>	<b>FY 2022 Projected At-Risk Funding</b>
<b>Early Childhood Academy PCS</b>	<b>214</b>	546,029	<b>220</b>	618,816
<b>Elsie Whitlow Stokes Community Freedom PCS</b>	<b>63</b>	160,747	<b>71</b>	199,709
<b>Friendship PCS</b>	<b>2,826</b>	7,210,641	<b>2,641</b>	7,428,605
<b>Girls Global Academy PCS</b>	<b>34</b>	86,752	<b>81</b>	227,837
<b>Global Citizens PCS *</b>	<b>N/A</b>	N/A	<b>48</b>	135,014
<b>Goodwill Excel Center PCS</b>	<b>359</b>	916,001	<b>355</b>	998,544
<b>Harmony DC PCS</b>	<b>82</b>	209,226	<b>105</b>	295,344
<b>Hope Community PCS</b>	<b>314</b>	801,182	<b>289</b>	812,899
<b>Howard University Middle School of Mathematics and Science PCS</b>	<b>153</b>	390,385	<b>148</b>	416,294
<b>I Dream PCS</b>	<b>35</b>	89,304	<b>61</b>	171,581
<b>IDEA PCS</b>	<b>237</b>	604,714	<b>253</b>	711,638
<b>Ingenuity Prep PCS</b>	<b>542</b>	1,382,933	<b>540</b>	1,518,912
<b>Inspired Teaching Demonstration PCS</b>	<b>66</b>	168,401	<b>72</b>	202,522
<b>Kingsman Academy PCS</b>	<b>16</b>	40,825	<b>15</b>	42,192
<b>KIPP DC PCS</b>	<b>4,038</b>	10,303,102	<b>4,130</b>	11,616,864
<b>Latin American Montessori Bilingual PCS</b>	<b>36</b>	91,855	<b>38</b>	106,886

\* Global Citizens PCS opened for its first year of operations in FY 2022.

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<b>LEARN DC PCS<sup>†</sup></b>	<b>N/A</b>	N/A	<b>100</b>	281,280
<b>Lee Montessori PCS</b>	<b>53</b>	135,231	<b>64</b>	180,019
<b>Mary McLeod Bethune Day Academy PCS</b>	<b>197</b>	502,653	<b>195</b>	548,496
<b>Maya Angelou PCS</b>	-	-	-	-
<b>Meridian PCS</b>	<b>303</b>	773,115	<b>311</b>	874,781
<b>Monument Academy PCS</b>	<b>64</b>	163,298	<b>88</b>	247,526
<b>Mundo Verde Bilingual PCS</b>	<b>117</b>	298,530	<b>102</b>	286,906
<b>Paul PCS</b>	<b>368</b>	938,965	<b>375</b>	1,054,800
<b>Perry Street Preparatory PCS</b>	<b>233</b>	594,508	<b>246</b>	691,949
<b>Richard Wright PCS for Journalism and Media Arts</b>	<b>175</b>	446,519	<b>171</b>	480,989
<b>Rocketship Education DC PCS</b>	<b>1,097</b>	2,799,035	<b>1,221</b>	3,434,429
<b>Roots PCS</b>	<b>71</b>	181,159	<b>69</b>	194,083
<b>SEED PCS</b>	<b>154</b>	392,937	<b>153</b>	430,358
<b>Sela PCS</b>	<b>45</b>	114,819	<b>45</b>	126,576
<b>Shining Stars Montessori Academy PCS</b>	<b>81</b>	206,674	<b>90</b>	253,152
<b>Social Justice PCS</b>	<b>33</b>	84,201	<b>105</b>	295,344
<b>St. Coletta Special Education PCS</b>	<b>117</b>	298,530	<b>119</b>	334,723

<sup>†</sup> LEARN DC PCS opened for its first year of operations in FY 2022.

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<b>Statesmen College Preparatory Academy for Boys PCS</b>	<b>87</b>	221,984	<b>114</b>	320,659
<b>The Children's Guild DC PCS</b>	<b>214</b>	546,029	<b>189</b>	531,619
<b>The Next Step-EI Proximo Paso PCS</b>	-	-	-	-
<b>The Sojourner Truth School PCS</b>	<b>28</b>	71,443	<b>50</b>	140,640
<b>Thurgood Marshall Academy PCS</b>	<b>227</b>	579,199	<b>220</b>	618,816
<b>Two Rivers PCS</b>	<b>204</b>	520,513	<b>198</b>	556,934
<b>Washington Global PCS</b>	<b>148</b>	377,627	<b>151</b>	424,733
<b>Washington Latin PCS</b>	<b>82</b>	209,226	<b>80</b>	225,024
<b>Washington Leadership Academy PCS</b>	<b>231</b>	589,405	<b>215</b>	604,752
<b>Washington Yu Ying PCS</b>	<b>48</b>	122,474	<b>50</b>	140,640
<b>YouthBuild DC PCS</b>	-	-	-	-
<b>TOTALS</b>	<b>18,819</b>	<b>48,017,356</b>	<b>19,363</b>	<b>54,464,246</b>

## Achievement Preparatory Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Social-Emotional Support Staff	\$399,959
Additional Instruction & Support Staff	\$83,500
Contracted Instruction Fees	\$100,000
Contracted SpEd Instruction Fees	\$45,000
Student Supplies	\$30,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$658,459</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

- To provide scholars additional social-emotional support by employing Culture Specialists. To provide leadership in these areas through Deans of Scholars, Scholar Support/Services Coordinators, a Health/Wellness Coordinator and a Director of Family and Community Engagement.
- To provide additional instruction by employing Instructional Support Staff, as well as contracting for additional instructional support and supplies.



## AppleTree Early Learning PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
<b>Extended schooling:</b> Before and after school hour child care	\$400,000
<b>Socio-economic support:</b> Speech Language Pathologist, Language Manager and Social workers	\$275,261
<b>Instruction:</b> providing instructional support to coaches	\$97,600
<b>ESTIMATED TOTAL COST:</b>	<b>\$772,861</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

AppleTree will use funding from the at-risk funds in several ways to support the overall academic program, including;

- Funding for the additional costs of before care and aftercare for all parents who choose it.
- To provide scholars additional social-emotional support by employing Positive Behavior Specialist, Speech Language Pathologist, language manager, and Social Workers, a portion not covered by other grants.
- To provide scholars additional support by Coaching program, a portion not covered by other grants.

## BASIS DC PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Auxiliary Programs	\$27,238
Educational Materials	\$38,333
Academic Interventions	\$43,333
Social and Emotional Interventions	\$18,334
<b>ESTIMATED TOTAL COST:</b>	<b>\$127,238</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

BASIS DC works hard to ensure that all students have an equal opportunity to learn. Developing academic interventions that help students meet rigorous standards is a goal that BDC strives to maintain. Having programs that target student achievement in areas such as general instruction, computer assisted instruction, behavior support, and developing well-rounded students are some of the programs on which BDC uses At Risk Funding. The extended learning time programs such as Student Hours, academic enrichment periods, i-Ready labs, academic support, and peer tutoring programs prove to be essential to students who need the extra support. Allowing at risk students the opportunity to participate in the school's auxiliary programs also helps to develop the whole student. These programs include things like sports, Late Bird, debate teams, clubs, and field trips at little to no cost to our at-risk students. At risk students also benefit from the social and emotional programs led by our school psychologist and Student Affairs team. Programs such as Second Step and Restorative Justice have helped at-risk students who demonstrate social and emotional problems not only in the classroom, but throughout the school. And these programs help more students stay in the classroom. The funding for at risk students contributes to programs that help directly assess students' academic achievement by addressing strategies implemented in the classroom and using strategies that target low achievement students.

## Breakthrough Montessori PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with a **specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Social Emotional Support Staff (Director of Student Support 0.25 FTE)	\$27,250
Scholarships	\$53,534
Social Emotional Support Staff (ED .05 FTE)	\$5,000
Social Worker (.25 FTE)	\$18,659
<b>ESTIMATED TOTAL COST:</b>	<b>\$104,443</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

- Our Special Education coordinator provides support for the social and emotional needs of our At-Risk students.
- The school provides scholarships for the cost of aftercare and other enrichment activities for at-risk students to ensure they get the extra support required.
- The Executive Director is the Homeless student contact and provides support to At-Risk students and their families.
- The social worker will provide support and assistance to our at-risk population.

## Bridges PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Summer school program	\$157,660
Literacy – Literacy Lab	\$25,000
Student Support Service – Director of Student Support and School Counselor	\$146,508
Strengthening Classroom Instruction – Assistant Teachers / Teacher Aides	\$50,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$379,168</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

**Summer School** - Supporting the cost of the school's summer program. The summer program served students with special needs, students not functioning on grade level at the end of the school year, and students that did not make the level of academic progress the school hopes each student will make during the regular school year. Bridges summer school program runs for one month in the summer. The program runs from 8:30 am – 3:30 pm daily.

**Literacy** – The Literacy Lab interns are part of our program's work to support students' literacy skill development. The Literacy Lab interns are an intervention resource for Pre-K and early elementary grade students working with students who are not on grade level with literacy skills. The intervention support is part of our RTI process working to reduce future referrals to special education.

**Student Support Services** – The Director of Student Support Services oversees the special education department that also includes support of Bridges' At-Risk population. The school's Counselors are key to the work we do to support At-Risk students and their families with access to concrete services and therapeutic support in school.

**Strengthening Classroom Instruction** – Assistant Teachers / Teacher Aides are part of our strengthen classroom instruction initiative as they reduce the adult to student ratio in each classroom. Allowing for more instructional small group work and one-on-one support for students.

## Briya PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Family Support Worker	\$51,064
<b>ESTIMATED TOTAL COST:</b>	<b>\$51,064</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

The school estimates it will have \$30,540 in at-risk funding for SY2020-2021. These funds will be used to support our "at-risk" students through a family support worker who will work with children and their families. Cost listed is for annual salary and fringe benefits of 18.05%.

## Capital City PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
<b>Summer School</b> – LS, MS and HS summer programs	\$55,370
<b>After-School Sports, Arts and Enrichment</b> – Staffing, transportation, resources	\$388,845
<b>School Counselors</b> – Portion of Social workers, psychologist and college counseling, City Year mentors and Restorative Justice Coordinator	\$413,653
<b>MS and HS Homework &amp; Writing Centers</b> – Staffing	\$35,160
<b>SAT and AP Preparation Courses</b> – Staffing and enrollment expenses	\$15,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$908,028</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

**Summer School.** A main use of these funds is to offer summer school for all three campuses. Each summer, we serve more than 200 students in summer programs, ranging from partnering with Center for Inspired Teaching (CIT) fellows to reinforce literacy and math skills in the Lower School, to Extended School Year (ESY) services in the Middle School, to credit recovery in the High School. We also hold orientation sessions for incoming 5th and 9th graders (both new and returning), helping students prepare themselves for the school's expectations around behavior and scholarship. These activities occurred online this year.

**After-School Sports, Arts and Enrichment.** Capital City offers a variety of after-school options for all grade levels, in part supported by At-Risk funding. There is a fee-based aftercare program available to students in grade PK-6 which is funded by fees charged on a sliding scale to participating families. The Lower School also offers afternoon enrichment activities, such as cooking, beading, kickball and dance. Middle School and High School students are offered a variety of after-school activities as well, such as yearbook, drama, visual arts, and chess. Sports programs also provide opportunities for at-risk students to participate in school life and connect with additional adults and classmates. We have estimated our budget based on a partial year of in-person activities.

**School Counselors.** Capital City has a separate school counselor for each of our three schools, including licensed clinical social workers and a psychologist. A portion of the salaries for these staff members is covered by at-risk funding. Our High School students are also served by a college counseling team, which is crucial with so many first-generation high school graduates and college attendees. Since 2019-20, Capital City has also provided a Restorative Justice Coordinator and City Year mentors to support social-emotional and behavioral needs in our High School and Middle Schools, respectively.

**MS and HS Homework & Writing Centers.** At-Risk funding also helps to support teacher stipends for before- and after-school homework centers and AP/SAT prep courses. Middle and High School students can work one-on-one or in small groups with teachers to receive assistance on homework and extra practice in areas of need. These activities are continuing online during distance learning.

**SAT and AP Preparation Courses.** Capital City offers this additional support to students in their application process to college. At-risk funding is used to hire course leaders and pay for curriculum materials. These activities are continuing online during distance learning.

## Capital Village PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Counselors	\$25,300
Student Services Salaries (Director of Student Services)	\$42,550
Student Supplies	\$4,794
Professional Development	\$8,000
Student Assessments	\$3,813
<b>ESTIMATED TOTAL COST:</b>	<b>\$84,457</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

**Counselor:** Our counselor will provide group and individual counseling to students on a variety of topics, from time management to coping with stress. The counselor is also our MKV liaison, family engagement lead, and a member of our RTI team. Our counselor will work with families where attendance is an issue.

**Student Services Salaries:** Our Director of Student Supports runs our SPED and RTI process, as well as leads the team on culture and climate. She will support students in making and monitoring goals on individual learning plans and any IEPs.

**Professional Development:** The staff will receive training from EL Education on how to support students academically as well as social-emotionally. A school designer will support teachers in instructional planning, analyzing student work, intervention, and assessment.

**Student Supplies:** Students are supported with Chromebooks, headphones, internet services as needed, school supplies, student furniture (for distance learning) and more.

**Student Assessments:** Key assessments help gauge where students are and any learning gaps that may exist. Examples include NWEA, Access, and evaluations for SPED and related services.

## Cedar Tree Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Consultants	\$52,800
Associate Teachers and Instructional Asst.	\$563,010
Uniforms, WMATA Token, school supplies	\$90,000
Counselor Salary	\$24,939
<b>ESTIMATED TOTAL COST:</b>	<b>\$730,749</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES.

Cedar Tree Academy PCS uses at risk funds to support the growth and development of our students. We use consultants to supply special education related services such as speech, occupational therapy, physical therapy and educational, behavioral evaluations to students.

Cedar Tree Academy has a three-teacher model. We use at risk funds to provide every classroom with three adults. This allows the school to provide small group instruction to our students as well as one-on one instructional support.

Cedar Tree Academy has many students who need additional support in the form is uniforms, school supplies and parents need WMATA tokens to help get students to and from school. The school provides all these items to families in need.

Cedar Tree Academy has a full-time school counselor. We use our at-risk funds to help support the salary of our school counselor. Our school counselor provides much needed on-going social-emotional support to our students and provides communities resource information to our parents.



## Center City PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Academic Interventions: Interventionists (7.5 FTEs)	\$657,500
Instruction: GRI Instructional Assistants ( 6 FTEs)	\$289,200
Family Engagement: Family Engagement Dept	\$147,600
Social Emotional Supports: Behavior Tech (1 FTE)	\$67,100
Enrichment: Spanish Instruction	\$35,000
Support Services: Special Education Dept	\$181,300
Support Services: OT Assistant	\$68,700
Enrichment: Fieldtrips/Extra Curricular Programming	\$123,700
<b>ESTIMATED TOTAL COST:</b>	<b>\$1,570,100</b> **

### PART B: DESCRIPTION OF SPENDING CATEGORIES

**ACADEMIC INTERVENTIONS:** Increasing the number of instructors in the classroom allows us to decrease our student-teacher ratio and to provide targeted interventions. This is essential to improving student outcomes, especially at our Tier 2 campuses which have large at-risk populations.

**INSTRUCTION:** Increasing the number of instructors in the classroom allows us to decrease our student-teacher ratio. This is essential to improving student outcomes.

**FAMILY ENGAGEMENT:** A robust family engagement program is integral to the success of our at-risk students. CCPCS employs a full-time Director of Student and Family Engagement to coach and support each of our campus Family Engagement Leadership Teams (FELTs). These individuals coordinate relationship building community/home visits at the beginning of the year and provide ongoing opportunities for our families to academically partner with each of our campuses in a variety of ways. The department also creates opportunities for families to provide feedback and raise concerns via quarterly meetings, surveys, ongoing communication, and online complaint system. The FE Director assists with providing community support for at-risk students/families and facilitates our behavior, restorative, and trauma support programs.

**SOCIAL EMOTIONAL SUPPORTS:** CCPCS's behavior tech collaborates with school personnel to promote an educational climate that facilitates student success and academic achievement.

**ENRICHMENT:** CCPCS believes that offering experiences (academic, athletic, etc.) enhances the school program and provides at-risk students with exposure to programs that would otherwise not be available to them.

**SUPPORT SERVICES:** The UPSFF for students with disabilities does not cover the cost of services required for students with IEPs and 529 plans. For example, CCPCS receives a supplement of \$39,472 for each Level 4 student, but our average cost for a Dedicated Aide is \$48,000. CCPCS uses at-risk funds to support unfunded supports and services for these students.

**\*\*NOTE: CCPCS would utilize additional at-risk funding to hire FTEs that would focus on student intervention and social/emotional well-being.**

## Cesar Chavez PCS for Public Policy

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

SPENDING CATEGORY:	ESTIMATED COST:
<b>Social-emotional supports</b>	
School Psychologist (partial FTE)	\$85,313
ALC Coordinator	\$57,120
Sown To Grow (MS SEL Platform)	\$950
DeansList (Student Culture Platform & Family Coms)	\$4,500
Homeless Student Support	\$10,000
<b>Academic Interventions/Additional Instruction &amp; Support</b>	
Summer School	\$35,000
Online Credit Recovery	\$5,000
ELA Teacher - Double Block	\$81,500
Math Teacher - Double Block	\$79,650
Professional Development - Teach Like A Champion	\$13,500
Sora (Digital Book Platform for MS)	\$3,000
Schoology (LMS)	\$8,000
TenSquare	\$263,997
<b>College Support</b>	
Student Scholarships	\$10,000
<b>Out of school time and Safety</b>	
MPD Security Officers	\$14,400
Athletics stipends	\$15,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$686,930</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Chavez plans to use at risk funding in 4 categories:

Academic Interventions and Additional Instructional Support: Each summer we provide summer school opportunities for at-risk and underperforming students. We also provide credit recovery options so that high school students who fall behind have an opportunity to catch up. To limit the number of at-risk students that need these types of interventions, we hire additional teachers to double block math and ELA in our high school and add an extra section in our 8th grade to allow for smaller class sizes and more personalized instruction. TenSquare provides additional supports through targeted PD, coaching and support for staff to better support our at-risk population.

School emotional supports - We've hired a psychologist and ALC coordinator to work primarily with at risk students. Additionally, we will utilize on-line platforms to allow for better school to family communication, particularly in light of COVID-19 distance learning.

College Support: We also provide scholarships to students to help offset a small portion of expenses in their first year.

OST and Safety: Many parents are concerned about the safety of students while at school and leaving the school building to return home. Therefore, we are hiring an MPD officer to supplement our usual security team to provide additional assurance that our at-risk students are safe. We also provide sports after school which includes paying qualified coaches and uniforms so students can compete in these programs.

## Community College Preparatory Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
N/A - LEA does not receive at-risk funding	
<b>ESTIMATED TOTAL COST:</b>	<b>\$0</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

N/A - LEA does not receive at-risk funding

## Creative Minds International PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Academic Interventions	\$141,150
Behavior Supports and Interventions	\$126,750
<b>ESTIMATED TOTAL COST:</b>	<b>\$267,900</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

To provide social and emotional support through employment of a social worker and Counselor

- To provide additional social and emotional support through employment of SPED Coordinators a Behavioral Coach.
- To provide support through ongoing regular evaluations and counseling as needed.

## DC Bilingual PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Bilingual Counselor	\$55,000
Behavior Support Specialist	\$52,421
Registrar	\$53,752
Data Manager/Principal	\$48,389
Assistant Principal K-2	\$27,339
Assistant Principal 3-5	\$29,320
Food and Wellness Assistant	\$24,769
Director of Food and Wellness	\$30,030
<b>ESTIMATED TOTAL COST:</b>	<b>\$321,020</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

DC Bilingual supports all at-risk students through the Response to Intervention Process (RTI). RTI, adopted by schools locally and nationally, is an approach to close the achievement and socio-emotional gaps that affect so many of our city's students. The RTI approach ensures that there is structure, fidelity, and comprehensive data to drive instruction and interventions. RTI's essential elements include: universal screening, research-based instruction and intervention in general education to meet the needs of at least 80% of students (Tier 1) with increasing levels of intensity for the ~20% of students who require extra support (Tiers 2 and 3); monitoring and assessment of student progress in response to both instruction and intervention; and the use of student data to shape instruction and intervention. If students receive Tier 3 interventions and do not respond adequately, the relevant grade-level team and student support team may refer the student for Special Education evaluations. Therefore, RTI serves as the legal Special Education identification process called Child Find.

Currently 20% of our school population is considered "at-risk." DCB intervention supports include: speech, occupational therapy, physical therapy, and counseling for students who qualify; and student academic and behavioral interventions. In addition, we provide critical support for homeless students and their families through referrals to our network of community service providers; and welcome all families into our school for on-going workshops on health and wellness.

For each intervention, DCB ensures a system to assess and monitor progress. Our assessments include normed and criterion-based assessments as well as observational assessments. Multi-disciplinary teams regularly meet in student-specific intervention meetings to support teachers with data and targeted strategies to support learning in the classroom. In addition, DCB shares all student-specific data with families during parent-teacher conference days and via term report cards. Data Driven Intervention and Instruction (Parts of Orlando Rayes and Rohini Ramnath's salary).

#### Initiatives:

- Support to ensure that our homeless students arrive to school daily, ready to learn
- Student support team implements a rigorous counseling program to support DCB students in the areas of academic achievement, individual student planning, and personal and social development. The team also serves as a consultant to educators, families, and community partners.
- Support school to monitor and address truancy through maintaining accurate student/family enrollment and attendance records, identifying signs of truancy, and communicating with families to address barriers to attendance.
- School Behavior Specialist, supports school with setting the appropriate behavioral expectations school-wide, setting clear communication with parents, students and staff. Supporting proper execution of school discipline plan.
- Assistant principals interact with families to ensure appropriate services are being provided to at-risk families.
- Food and Wellness team focuses a significant amount of time to plan meals and connect resources for families that are experiencing food insecurity.

## DC Prep PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Additional Personnel: Teachers	\$3,270,000
Additional Personnel: Leadership Positions	\$525,000
Fraction of Leadership Time on Summer Program	\$2,000
Fraction of Student Expenses	\$2,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$3,799,000</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

More than 45% of DC Prep's student body is considered "at-risk". DC Prep's academic model is based on a dual focus of academics and character development to meet the instructional needs of our at-risk population. With the funding for at-risk students, DC Prep supplements its academic program by adding teaching and leadership positions to provide more targeted interventions for students. An important aspect of DC Prep's academic model is to provide small group interventions; additional staffing allows for smaller groups and more direct instruction. While DC Prep provides a wide range of programs, the at-risk funding helps to supplement these programs, including small group instruction and student support services. DC Prep also offers a limited summer school program to students who are at-risk of being retained in their current grade level.

As shown above, DC Prep projects to spend more than \$3.7 million on programs/initiatives for at-risk programming for the SY20-21, however, DC Prep will receive an estimated \$2.5 million, which is significantly below our network's needs.

## DC Scholars PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Social Emotional Supports	\$272,784
Academic Interventions	\$312,176
Instructional Support	\$266,354
<b>ESTIMATED TOTAL COST:</b>	<b>\$851,314</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

The estimated costs of social-emotional supports, academic interventions and instructional support are for personnel costs of 13 full-time employees, including benefits. These positions are vital to our entire school's programming and success, especially our at-risk student population.

We have one full-time Dean of Students, who supports the implementation of a school-wide culture model, including social-emotional curriculum implementation and creating a trauma-informed culture. The above estimated cost for social-emotional supports also includes two Behavior Technicians, who support students within and outside of classrooms (pull-out) with conflict resolution, self-regulation, and peer to peer relationships. These staff members are all members of the Attendance team and work with families in transition to ensure students have resources to arrive to school on time. Social Emotional supports also includes a Middle School Counselor. This counselor has a caseload of students in grades 5th - 8th that receive direct individual and group supports. The majority of these students are categorized as at-risk.

In addition to these social-emotional supports, DC Scholars has invested in academic interventions by hiring a K-2 Interventionist and a Math Interventionist. These Interventionists leads small group instruction for students who are not reading on grade level, a majority of who are categorized at-risk, and help classroom teachers create and implement interventions. We also have teaching assistants for four Kindergarten through 1st grade classes. These assistants help teach academic interventions during small group rotations and particularly support students who are not reading or performing on grade level. Their individual and personalized support is supporting many students categorized as at-risk.

For instructional support, DC Scholars has an elementary (2nd - 4th grade) math instructional coach, a middle school (5th - 8th) math intervention coach and a middle school (5th - 8th) English Language Arts coach to support our students at-risk of failing and coach teachers to provide rigorous instruction.

## Digital Pioneers Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Student Supplies	\$157,250
Academic Intervention	\$135,000
Behavior Intervention	\$306,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$598,250</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

We will be providing uniforms at a free or highly subsidized cost for all at risk families. The school will incur the majority of these costs in order to ensure all scholars are properly clothed and ready for the school day.

We will also provide at no cost Chromebooks for all of our scholars so that their needs are fully met for all of their academic components and access to computers is not a hindrance to learning.

We will provide for all necessary school supplies (pencils, paper, folders, journals, etc.) for all scholars who cannot provide for their own. We never want materials to be a hindrance for learning.

DPA has hired social-emotional supports including a Director of Curriculum and Instruction, two Social Workers, and two Dean of Social Emotional Learning to create the supports needed for at risk scholars.



## District of Columbia International School

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Extracurricular Activities – Staffing, Supplies & Planning	\$100,000
On-Site Support & additional aides, & Discipline support	\$450,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$550,000</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

The District of Columbia International School is budgeting \$550,000 in At-Risk Funding for SY 2020-21. We use these funds to ensure equity in the education we provide to all students. These funds are spent on a variety of expenses at DCI:

-Access to Extracurricular Activities: With distance learning and Coronavirus, DCI is spending more time working on finding clubs and activities students can engage in w/o being in the facilities. These clubs and activities will be available for all at risk-students at no cost to the families. Once in the facility, we will continue to have extracurricular activities at extremely reduced cost to families who are categorized as at-risk.

-On-site support staff: Once our facilities are deemed safe with adequate ventilation, DCI will have support staff on site for our priority populations who wish to come into the facility to access their distance learning from on site. We will need staffing to monitor these students and ensure they are following all CDC recommended guidelines for social distancing in the education setting. Once we have even students in cohorts, we anticipate needing this additional staff to assist with the students who will be in every day, not only for a partial schedule.

## E.L. Haynes PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Wellness program	\$507,397
Extended day programming	\$419,044
One-time COVID related spending	\$145,157
<b>ESTIMATED TOTAL COST:</b>	<b>\$1,071,598</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

In school year 2019-20, approximately 38 percent (436 students Pre-K - 12th grade) of E.L. Haynes students were identified as "at-risk" and, therefore, the school received funds for those students in accordance with the D.C. Uniform Per Student Funding Formula (UPSFF). E.L. Haynes currently projects a similar proportion of our student body will be identified as at-risk for the upcoming year (2020-21). E.L. Haynes plans to use this at-risk funding to help support multiple programs that target our most vulnerable student populations, including a robust wellness program that provides direct services to students from social workers, counselors, and therapists; extended day programming at our elementary and middle school campuses; and one-time COVID related expenditures to support at-risk students' needs to be successful in our virtual (and hybrid, when possible) learning environment.

## Eagle Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Mental and Behavioral Health Supports	\$1,174,424
Academic Supports	\$1,308,364
Family and Community Engagement Supports	\$5,267,451
Summer Programming for At-Risk Students	\$229,418
<b>ESTIMATED TOTAL COST:</b>	<b>\$7,979,657</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Eagle Academy PCS utilizes its at-risk supplemental funding to help narrow the achievement gap between low-income and higher-income students. Specifically, the at-risk funds have allowed Eagle Academy to increase the number of staff members providing mental and behavioral health supports, academic supports through interventionists and reading specialists, and family engagement and support efforts. Eagle also provides summer programming to approximately 100 at-risk students that do not receive the childcare voucher or are supported by other funding sources. The at-risk funds supplement our own efforts to better serve our most vulnerable students.

**Mental and Behavioral Health Supports** – Eagle provides a Director of Student Climate Transformation Program (.5 FTE), 3 Behavioral Specialists, an Assistant Behavioral Specialist, a Social Worker, and a SST Coordinator to support mental and behavioral health initiatives.

**Academic Supports** – Eagle employs 3 Instructional Coaches, 3 Interventionists, 1 Reading Specialist, and contracts with Lindamood-Bell to provide literacy and targeted intervention supports to our at-risk students with special needs.

**Family Engagement and Support Efforts** – To meet families where they are and support the needs of our at-risk students, Eagle provides a Family Engagement/Title I Coordinator and a Community Relations Coordinator.

**Summer Programming** – Eagle provides summer programming for approximately 400 of its students. Of those, approximately 100 at-risk students are provided services that do not currently receive the childcare voucher or are supported by other funding sources. Eagle's summer program takes place for 5 weeks, 5 days a week, for 11 hours a day.

## Early Childhood Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
6 Associate Teachers for Grades 1st, 2nd and 3rd	\$240,000
Family Support and Student Attendance	\$60,000
Support to Families Under the McKinney Vento Act	\$10,000
Devices and support for Technology	\$100,000
Social Emotional Support	\$10,000
Take Home School Supplies	\$30,000
Data Manager Implementation of Student Assessments	\$40,000
Enrichment and Intervention Programs	\$40,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$530,000</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

**The following programs and initiatives are being planned to support ECA's high risk population.**

**Employ six full-time associate teachers to work in grades 1, 2, and 3:**

ECA will provide instructional support to first through third grade students through a co-teaching model which partners each first through third grade lead teacher with a highly qualified associate teacher (AT). Under the guidance of the lead teacher, the AT will provide in-person and virtual instruction to small groups of students, particularly those receiving an "additional dose" of ELA and math practice under a Response to Intervention Tier II plan.

**Provide support to families in maintaining good student attendance and participation:**

ECA's Family Support Coordinator will be tasked with monitoring student attendance and making daily calls to any families whose students are absent, providing support as needed. The coordinator will build relationships with parents, in order to develop a safe space in which parents can disclose concerns and family needs, including access to food, financial struggles, and mental health issues. During virtual learning, the coordinator will monitor families' digital connectivity and refer parents who need assistance to school leadership so that devices and/or internet connection can be provided.

**Provide support and resources to families under the McKinney Vento Act:**

ECA will ensure that barriers to student learning and daily engagement are eliminated to the greatest extent possible for all students in families who are experiencing homelessness. School supplies, electronic devices, grocery store gift cards, mental health referrals, and transportation support will be provided as needed, whether the school is in virtual or in-person learning mode.

PART B: DESCRIPTION OF SPENDING CATEGORIES

**The following programs and initiatives are being planned to support ECA's high risk population.**

**Employ six full-time associate teachers to work in grades 1, 2, and 3:  
Ensure access to technology for every student:**

During virtual or hybrid learning, ECA is committed to ensuring that 100% of enrolled students have devices, internet connectivity and technical support for remote learning. Chromebooks will be distributed for grades K through 3, iPads will be distributed to prekindergarten-3 and prekindergarten-4, and all parents will be surveyed to determine if they have internet connectivity. Internet access through Comcast Internet Essentials or through mobile hotspots will be provided as needed. ECA will maintain an inventory of surplus devices to provide to students throughout the year as replacements for those that need repair. ECA will also ensure that all teachers have appropriate devices on which to provide instruction during virtual learning.

**Provide mental health services for identified students:**

ECA's contracted psychologist will provide services to identified students, both individually and in small groups, to support their mental health, and address fears, anxieties, anger, grief and loss, and depression. ECA's psychologist will also work directly with parents to provide guidance on effective strategies in supporting their children's social/emotional well-being at home, especially during COVID-19.

**Provide school supplies during virtual learning:**

ECA will distribute school supplies to every student monthly, so that all students will be equipped with the tools and materials to participate in virtual learning. Pencils, crayons, mini dry erase boards and markers, lined paper, drawing paper, math manipulatives, math workbooks, and a tote bag for storage will be distributed using a drive-by "grab and go" model, beginning in August 2020.

**Monitor academic growth and achievement:**

ECA's Data Manager will schedule and coordinate the implementation of baseline and end-of-year student assessments, using the Every Child Ready assessment tool for prekindergarten-3 and prekindergarten-4 and the NWEA Measures of Academic Progress assessments for ELA and math for kindergarten through grade 3. The baseline assessment data will inform instructional plans and support the identification of students requiring more intensive support under a Tier II Response to Intervention plan.

**Implement enrichment and intervention programs:**

Upon a return to in-person learning, ECA will implement its before and after care services, which provide an extension to classroom learning, as well as its summer school program, which is open to all students to mitigate their academic regression from school year to school year. ECA will also provide in-person after school tutoring support for identified students.

## Elsie Whitlow Stokes Community Freedom PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Distance Learning Additional Support for At Risk students	\$148,000
Social-emotional supports	\$319,600
<b>ESTIMATED TOTAL COST:</b>	<b>\$467,600</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

The estimated costs of out of school time and social-emotional learning and supports are largely for personnel. These positions are vital to our entire school's programming and success, especially our at-risk student population.

During this time of distance learning we have instructional aides who work with the at-risk students providing additional academic support remotely. If we transition back to school this additional support will continue.

We have two full time social workers and two full time academic deans, who are supporting the implementation of a school-wide social-emotional curriculum. These social workers and academic deans provide the social emotional support to all students especially those in need.

## Friendship PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Support Staffing	\$2,799,900
Enrichment and Cultural Engagement Staffing	\$3,003,000
Summer School Remediation and Enrichment	\$1,143,600
<b>ESTIMATED TOTAL COST:</b>	<b>\$6,946,500</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Friendship will provide students with access to professionals who will assist with social/emotional and academic needs including Counselors, Deans, Pathways Coordinators, Social Workers, Special Education Coordinators, and Interventionalists (Interventionists). These professionals are core members of Friendship's Student Support Teams whose purpose is to engage students and assist with supports outside of just academics relating directly to a predominantly at-risk population.

Exposure to world-class cultural engagement opportunities in the fine arts (both visual and performing), STEM education, International Baccalaureate®, Reggio Emilia inspired programming and a wealth of extended day activities keep students interested in school by broadening their scope of the world around them and exercising other elements of the brain - Friendship has implemented our World Class Education model by hiring music, art, dance, drama, theater, and world language teachers across all campuses as well as staff to support the programming listed above.

Students will also receive summer learning experience/remediation at no cost, allowing for credit recovery, intervention, and enrichment programs. Funding will be used to support staffing and supplies needed to fully implement strategies and programs that will ensure the success of this targeted population.

While the impact of COVID-19 has closed our facilities, all students, including our at-risk, will still have the opportunity to receive the world-class education and supports through daily synchronous sessions.

## Girls Global Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Student supplies and snacks	\$12,095
Student Uniforms	\$816
Student Textbooks	\$20,214
Academic interventions	\$13,640
Professional Development	\$9,502
Social-emotional supports	\$31,680
<b>ESTIMATED TOTAL COST:</b>	<b>\$87,947</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Social-emotional learning and support are essential to our wellness model and safety pillar. A portion of estimated costs of the academic and social-emotional intervention will be attributed to personnel. Specifically, to support our at-risk student population.

The out of school programs provide additional enrichment activities for students to participate. At the high school level, we will implement afterschool programing to all students and their families. Participation includes opportunity to provide nourishment and purchase materials for the after-school programs. The curriculum used to support the social, emotional development is critical to skill development. We intend to use curriculum that will support growth for students that have experienced learning loss and for students that are in need of additional academic support. Literacy intervention is another aspect of our program to allow students to participate in small group instruction to focus on improving literacy needs for students below level.

We have hired a wellness specialist to support our school wide implementation of the social-emotional learning during the school day supporting all staff and students. We are also partnering for the delivery of professional development for staff on trauma-informed and stress management practices.

In order to provide some additional assistance, we will provide uniforms for students that categorized as at-risk.



## Harmony DC PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
School Counselor	\$70,683
Dean of Students and Culture	\$45,000
Reading Interventionist (1)	\$68,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$183,683</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

School has a School Counselor to help all students, in particular at-risk and homeless students, with their emotional needs. School will also have a Dean of Students and Culture, who will spend a portion of their time working with the at-risk and homeless population. School will also have a reading interventionist to help at-risk students who need extra academic help.

## Hope Community PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with a **specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
<b>Social-emotional supports</b>	
Director of Student & Family Services	\$146,625
Counselor	\$93,840
Psychologist	\$105,570
<b>Academic Interventions/Additional Instruction &amp; Support</b>	
Instructional Assistants (8)	\$378,902
Instructional Coaches (4)	\$214,532
Tolson University	\$82,110
<b>ESTIMATED TOTAL COST:</b>	<b>\$1,021,579</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

- To provide students additional social-emotional support by employing a Director of Student & Family Services, Counselor, and Psychologist.
- To provide additional instruction and academic interventions by employing Instructional Assistants, Instructional Coaches and running an after-school program for additional instruction (Tolson University).

## Howard University Middle School of Mathematics and Science PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Summer School salaries + FICA	\$26,913
SPED Salaries + FICA	\$142,220
Consultants	\$11,750
Counselors & Social workers + FICA	\$168,554
School supplies & uniforms	\$49,580
<b>ESTIMATED TOTAL COST:</b>	<b>\$399,017</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Summer school was provided to at risk students who had struggled during the school year especially after the shut-down. Teachers provided multiple levels of support to at risk students through the National Summer School Initiative that ran for 6 weeks. Special education teachers provide supports to at risk students with IEPs including maintaining documentation, ensuring progress on goals, meetings with parents. Consultants are the related service providers who provide occupational therapy, psychological support, physical therapy to at risk students with IEPs. Counselors and social workers provide social emotional support to all students in the building including our students with disabilities. Homeless and economically disadvantaged students and their families require support with school supplies and uniforms. Our school provides that support.

## I Dream PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Support Specialist	\$47,000
Partner Visits	\$5,000
Assistant Coach	\$30,500
Assistant Coach	\$30,500
<b>ESTIMATED TOTAL COST:</b>	<b>\$113,000</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES.

Support Specialist- 75% of this salary for FY20 will be spent working with at-risk learners.  
Partner Visits- stipends provided to school staff to connect with families.  
Assistant Coaches- Staff members who provide additional adult instruction, support, and relationships to provide individual attention for intensive needs of learners who are at-risk.

## IDEA PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Socio-emotional support staff	\$391,000
Student incentives (field trips, rewards)	\$100,000
Professional development	\$46,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$537,000</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

A) Four support staff (three social workers and a school psychologist) provide targeted interventions to support at-risk students. This includes the development of behavior and support plans based on student data and checkpoints taken throughout the year. Interventions are implemented by support staff both in the classroom and in one-to-one sessions. Where necessary and appropriate, support plans are shared with key stakeholders to further support each student's needs. Additionally, we provide students with opportunities for more targeted interventions through our Saturday School program, After-School Tutoring Communities and Reading Intervention courses. Students and teachers work in more focused settings that provide differentiated support that is tailored to each student's needs.

B) Attendance incentives are provided year-round for students in order to support both at-school and in-seat attendance. Students, teachers, deans, support staff and families are able to track student attendance and the impact on their growth in school. Incentives include reward points that can be used in the school store, field trips and quarterly celebrations.

C) Professional development for all staff is provided year round with targeted learning sessions on topics relevant to our at-risk student population. These sessions are data-driven and allow for teachers, clinicians and support staff to engage with information that will help inform their practice with students. Additionally, we provide targeted sessions for specific stakeholders in order to further develop their practice with key check in points to reflect on implementation and data.

## Ingenuity Prep PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Academic intervention	\$933,383
Social-emotional Support	\$52,895
School Uniform	\$38,335
Out of school time	\$151,000
Student supplies - Chromebooks	\$97,600
<b>ESTIMATED TOTAL COST:</b>	<b>\$1,273,213</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

During the 2019-20 school year, Ingenuity Prep had an At-Risk rate of 61.0% -- one of the highest rates for any charter elementary school in the District of Columbia. We expect a similar level of At-Risk rate of 61% in SY20-21. The At-Risk funding that Ingenuity Prep receives is an important source of additional funding that allows the school to provide vital services to students. Given that the vast majority of the Ingenuity Prep student population was in the At-Risk category, the school believes that At-Risk funding is best maximized when directing the use of funds towards school-wide programming and support.

The additional At-Risk funds support numerous programs across the school that benefit our students, particularly those most At Risk. Those programs include:

- Critical student-focused mental and behavior health staffing positions, including multiple Social Workers and School Psychologists, Behavior and School Culture Support, the Dean of Culture in Middle School Academy, and a schoolwide Director of Student Support.
- Supporting a partnership with MedStar Georgetown University Hospital's WISE program that provides direct services to students and lead staff professional development to equip our leaders and teachers to better serve students impacted by trauma.
- Providing a before school and after school program to ensure programming at the school runs from 7 a.m. to 6 p.m. every day and is accessible to all families.
- Running Summer School programming for our students who are below grade level and need additional summer enrichment to meet academic targets for the upcoming school year.
- Ensuring a 1 to 1 Chromebook program. Throughout SY20-21, we will be providing an at home Chromebook to all students PreK3-7th grade. Additionally, when we return to in-person instruction, we will have a separate set of in-school computers to ensure students do not have to transfer them from home to school and potentially spread any contaminants.
- Lastly, Ingenuity Prep uses these funds to cover student uniform expenses, which can be a burden to the families we serve.

## Inspired Teaching Demonstration PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Student support staff: academic and social-emotional intervention supports	\$248,552
<b>ESTIMATED TOTAL COST:</b>	<b>\$248,552</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

The Inspired Teaching Demonstration School allocates its at-risk funds in support of staff who specifically provide student support and intervention services to students. This includes the Director Culture, Access & Equity; School Social Worker; Intervention and Instructional Specialists; and the Behavior Intervention Manager. Funding supports their salaries, professional development, and materials. These staff people provide academic and social-emotional support services through individual or small group interventions.

## Kingsman Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Student Support (Social Worker)	\$45,595
<b>ESTIMATED TOTAL COST:</b>	<b>\$45,595</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

The estimated cost of \$45,595 is for the annual salary for our Student Support Social Worker, a crucial staff member at Kingsman Academy who works directly with at-risk students to ensure their needs are met.

To do this, our Student Support Social Work connects students and families to community resources, which includes but is not limited to medical resources, mental health services, substance abuse supports, employment and training programs, food banks, public assistance, childcare assistance, transportation, housing opportunities, and legal assistance.

Our Student Support Social Worker conducts home visits to make sure families of at-risk students have the supports, services and resources they need so their children can succeed in the classroom. Similarly, this staff member works directly with students, parents, and staff to address problems that may interfere with student progress and daily school attendance. This includes developing programs, resources, and events to address identified school-wide issues, such as homelessness, prevention services, domestic violence, and substance abuse, as well as holding focus groups with students, staff, and families to identify barriers to post-secondary readiness.

The work performed by the Student Support Social Worker is data-driven. This staff member uses school systems to collect data on how the students and families utilize supports provided by the school. With this data, the Student Support Social Worker facilitates meetings to present specific student attendance information, interpret and uphold attendance policies and determine appropriate attendance interventions.



## KIPP DC PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Direct Personnel Cost of extended school year/extended day	\$8,625,943
Programming/Facilities/Supplies Cost of extended school year/extended day	\$1,948,511
<b>ESTIMATED TOTAL COST:</b>	<b>\$10,574,454</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

With 20 years of experience running schools in the District of Columbia, KIPP DC has consistently delivered exceptional results with students who have been identified as academically at-risk. School leaders, teachers, and families have regularly provided feedback that additional instructional time has been a critical lever to improving academic outcomes with students facing additional challenges in their lives, so KIPP DC utilizes at-risk funding to supplement school time with an extended school year and extended school day.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
  - o 1 hour and 30 minutes more instructional time per day than most other public schools in D.C.
  - o More overall instructional days, including 3 full days (8 hours) per year beyond most other public schools in D.C. This accounts for the 5 extra days DCPS added to the SY20-21 school year.
  - o This extended school day and school year yields a 20% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~40 additional days in school. By being engaged in academic programming and social/emotional support for this additional time, at-risk students are best supported in reaching personal and academic achievement goals.
- The extended model enables KIPP DC to offer a number of supports, including:
  - o More time and flexibility to meet the personalized learning needs of our students by providing tiered interventions, such as blended learning and small group instruction.
  - o More time and flexibility to include trauma informed instructional practices in lesson plans and the overall classroom plan/procedures
  - o More time in the classroom on core subjects such as math, reading, writing, and science
  - o The extended model also incorporates enhanced after-school tutoring, enrichment activities led by community-based organizations, and Saturday School programming at the early childhood and elementary school levels.
  - o While the SY20-21 brings unprecedented challenges requiring remote instruction to start the school year, KIPP DC will be investing the same or more of budgeted at-risk expense to support virtual learning for at-risk students. Support also includes Wednesday Workshop, which provides KIPP DC students with the chance to safely interact with peers, participate in enrichment activities, and receive additional academic support from KIPP DC staff in-person during the period of remote learning.
- Both the additional expenses of staffing our extended model as well as the incremental facilities/programming/supplies cost are included in this report.

## Latin American Montessori Bilingual PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Out of school time	
Subsidized Scholarship for Extended Learning Day Program	\$175,500
Subsidized Scholarship for Summer School Program	\$54,600
<b>ESTIMATED TOTAL COST:</b>	<b>\$230,100</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

LAMB offers fee-based Before and After School Enrichment (BASE) programming for interested students in grades preschool through fifth grade. The goal of before and after care programming is to engage participating students in enrichment activities that will further LAMB's education mission in a safe and fun environment. Before-care services at LAMB begin at 7:15am. In the hour before school begins, participating students and teachers interact with art and literature, and students engage in quiet play and are served a balanced breakfast meal. After-school extended day programs run from the end of the school day until 6:00pm each evening. Students are provided with snack and a recess break in addition to academic and cultural experiences designed to help the students develop as bilingual learners. BASE is a full Spanish immersion program, which helps develop students' Spanish social language and use of Spanish vocabulary. Similar programming is provided for 4 weeks of intensive support during the summer. Estimated spending assumes full scholarship assistance to at-risk students. Given deficit in full scholarships vs estimated allotment, additional funding will need to be secured to cover costs, or partial scholarships will need to be provided rather than full. COVID Note: The program as described/budgeted will not be operational during closure for full remote learning. However, At-risk students will be the limited few onsite during this period (beginning mid-September 2020), with BASE staff providing added support and supervision. Given full-day support, costs will undoubtedly be even higher.

## Lee Montessori PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Social Worker	\$ 53,040
Dean of Students and Culture	\$ 66,300
Director of Student Support	\$ 95,000
Social Worker	\$ 50,000
Data Manager	\$ 72,420
<b>ESTIMATED TOTAL COST:</b>	<b>\$ 336,760</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Lee Montessori implements a social work program that focuses on in-school counseling and supports, especially for children that have recently experienced trauma or who need additional supports. Of the students served, we project our at-risk population to be approximately 14%. Additional staff work at both Lee Montessori campuses to support trauma-informed practices, targeted for at-risk students. These whole-child solutions include coordination with classroom teachers, three social workers, and others to ensure coordination and quality.

## Mary McLeod Bethune Day Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Salaries	\$337,850
Summer School	\$50,000
Extended Day Programs	\$55,000
Supplies	\$57,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$499,850</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

At-risk funding will be used to support our summer school program at both school locations. The summer program provided ELA, Math and IB transdisciplinary programming for all interested students as well as mandated students in grades prekindergarten through grades 8. Extended day activities include tutoring, clubs, yoga, dance, and music for all students beginning Jan 2021. Salaries for Executive Director, Extended Day Coordinator, Reading Specialist, Environmental Science Teacher, School Psychologist, Music Teachers and Transportation staff. Supplies include purchase of reading materials, school supplies, food (over the weekends) and other items provided for at risk students or students in need.

## Maya Angelou PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
N/A - LEA does not receive at-risk funding	
<b>ESTIMATED TOTAL COST:</b>	<b>\$0</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

N/A - LEA does not receive at-risk funding
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## Meridian PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Facilitation of success	\$32,500
Management support	\$124,588
Family engagement	\$137,743
Academic & behavioral interventions	\$427,498
<b>ESTIMATED TOTAL COST:</b>	<b>\$722,329</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Meridian's At-Risk funds will be dedicated to the 4 initiatives listed below.

- Facilitation of Success - School dedicates a portion of supplies, materials, curriculum and assessments to ensure all students, particularly those deemed At-Risk, have the supports needed to be successful in the school community.
- Management Support - Portion of executive team time and portion of contracted service fees used to gain expertise in serving high At-Risk communities. This support includes training, PD, and staff needed to serve the needs of this population
- Family Engagement - Funds allocated to improve family engagement with special populations of the school, including families of At-Risk students.
- Academic & behavioral interventions - Funds are used to hire talented personnel experienced in serving the needs of the At-Risk demographic. Such staff are focused on early childhood needs, tutoring, behavior support, RTI coordination, counseling and other interventions.

## Monument Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Student Support Salaries	\$235,500
Well Being Salaries	\$353,900
<b>ESTIMATED TOTAL COST:</b>	<b>\$589,400</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Projected At Risk funding for FY21 is \$234,140.

For 2020-21 we are projecting to spend at least \$589,400 on programs and services for at-risk youth - \$589,400 on Well-Being and Behavior support salaries. The well-being and behavioral support teams provide comprehensive supports for students that include therapeutic and behavioral interventions. This also includes our restorative justice program and our implementation of Dialectical Behavioral Therapy (DBT). In addition to these services, we have built out our Special Education department to meet the needs of the approximately 50-55% of our students with IEPs.

All of our students have experienced multiple adverse childhood experiences, and many of them struggle with emotional and behavioral needs and self-regulation. These interventions are essential to their ability to attend school and attend to their learning.

## Mundo Verde Bilingual PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Student support staffing	\$270,000
Student Subsidies	\$40,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$310,000</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Staff members, including members of the student support team, reprogrammed extended day staff, and front office staff will provide additional instructional support and support to families.

The school will also provide additional access to summer camp, extended day programming and transportation through student subsidies.



## Paul PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Intervention and Sped Instruction	\$836,000
Read/Math 180	\$33,600
Student assessment materials (ANET, MAP)	\$10,000
Translation Services	\$18,500
Computers	\$47,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$945,100</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

At-risk spending for school year 2020 – 2021 will support the following programs and initiatives:

>Intervention teacher and Social Worker salaries.

>Read / Math 180 curricula that specifically provide intervention instruction for high-needs student  
Student assessment materials.

>Translation services for all students and families, ensuring that our non-English speaking populations have access to the resources they need to be successful.

>Computer and technology purchases to support students.

## Perry Street Preparatory PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Education Materials	\$132,766
Transportation	\$19,827
Auxiliary Programs	\$200,000
Social-Emotional Staff, Training, Materials	\$285,681
<b>ESTIMATED TOTAL COST:</b>	<b>\$638,274</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES.

Purchase additional materials for student learning.  
Provide transportation assistance.  
Provide before and after-school programming at no cost to students.  
Provide social & emotional support to students through access to mental health.

## Richard Wright PCS for Journalism and Media Arts

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Academic Intervention Salaries	\$247,500
Behavioral Intervention Salaries	\$266,599
Student supplies	\$30,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$544,099</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Richard Wright PCS has incorporated programs to assist our At-Risk Population via extra hours of schooling for remediation/tutoring, targeted intervention, professional development, social services/behavior support, wraparound mental health services in order to increase student achievement, high school completion and postsecondary success.

A few programs are listed below:

- READING AND MATH REMEDIATION THRU ONLINE PROGRAMS WITH BUILT-IN ASSESSMENTS
- SATURDAY SCHOOL
- AFTER SCHOOL TUTORING
- SAT PREP
- MENTORSHIP PROGRAM

## Rocketship Education DC PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
School-based MTSS Staff (total across the region)	\$1,654,713
Assistant Principal (2 at RISE and 2 at RLP @ \$125,000 each)	\$500,000
Coaching and Curriculum Consultants	\$250,000
Curriculum Development and Support	\$80,000
Staff Wellness Consultants	\$80,000
McKinney Vento Expenditures - uniform support and transportation	\$65,000
After School Programming	\$55,000
Attendance Challenges	\$23,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$2,707,713</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

#### **School-Based MTSS Staff**

Rocketship is making a deep investment into serving our at-risk students and becoming a leader in trauma-informed practice. Rocketship has hired school-based Wellness and MTSS staff to offer additional supports to our students and families. The positions hired to better support our students include: Associate Director of School Wellness, Culture Specialist, BCBA and Behavioral specialists, Family support & community engagement managers, Social-emotional learning specialists and Social workers & wrap-around coordinators, and enrichment coordinators.

#### **Assistant Principals**

Each Rocketship campus will employ a third and fourth Assistant Principal. Our APs have the important task of coaching our teachers, which was especially important in helping them navigate serving At-Risk students. Our APs also help with behavioral issues. We budgeted \$125,000 of At-Risk funds for each additional assistant principal.

#### **Coaching and Curriculum Consultants**

Rocketship has hired a consulting group to support Rocketship DC with both coaching and curriculum for Humanities and STEM. The coaching supports ensures that our School Leaders and teachers are appropriately targeting instruction to meet the needs of all learners, many of whom come to Rocketship DC several grade levels behind in both reading and math.

#### **Curriculum Development and Support**

Rocketship has hired a consulting group to support Rocketship DC with both coaching and curriculum for Humanities and STEM. The curriculum supports give our staff differentiated content to meet the needs of all learners, personalize the content, and help close gaps quickly.

#### **Staff Wellness Consultants**

Rocketship DC will be partnering with a wellness center which provides Rocketship DC 1.5 days per week of support this year, specifically supporting the wellness of our students. Their supports include Tier 2 and Tier 3 coaching to ensure we are meeting the needs of all of our learners, including those that come to us with significant gaps in learning, behavior, and SEL skills. Additionally, they provide direct support to all staff to build the skills that are needed to serve all students and ensure the learning environment is conducive to every student that we serve in our buildings. Finally, they will help to build our inventory of curriculum and strategies that we can use to support students and families in building their SEL awareness and skills.

PART B: DESCRIPTION OF SPENDING CATEGORIES

**McKinney Vento Expenditures**

Rocketship has a large homeless student population and sets-aside funds to procure uniforms and transportation passes for our families in need.

We also provide after-care support for our MKV families, as we recognize that our families are always able to pick up their students when the school day ends at 4pm.

**After-School Extracurricular Programming**

Rocketship provides after-school extracurricular programming, such as sports, dance, and art to supplement school-day activities. These activities address multiple needs for our at-risk population. First, students are given an opportunity to learn teamwork and creative expression. Additionally, it helps our families who work and have difficulty picking up their children when the school day ends.

**Attendance Challenges**

Throughout the year, we hold attendance challenges across cohorts and the two Rocketship schools to encourage our students and families to be in school, on time, every day. At-risk funding is used to both educate families on the importance of attendance and also to offer incentives and prizes for the challenge winners.

## Roots PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Extended School/Summer programs for Prek3 and PreK 4 students	\$44,565
Extended School/Summer programs for Prek3 and PreK 4 students	\$131,040
<b>ESTIMATED TOTAL COST:</b>	<b>\$175,605</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Roots PCS uses the At risk to provide extended school/summer programs for the PreK3 & PreK4 students during the period of July and part of August, for a total of six weeks. Roots PCS also uses the At risk to provide extended school/summer programs for the K to 5 grade students during the period of July and August, for a total of eight weeks. The program is operated Monday to Friday, from 7am to 6pm. Approximately, 75% was used in the program for students in the K to fifth grade while 25% of the funding is used for K3 and K4 students. The program offers four (4) hours of academic subjects - two (2) hours of Language Arts and two (2) of hours of Mathematics each day for improvement of their educational outcomes. Also, the summer programs assist the students to maintain the knowledge that they received the previous year by allotting hours of academic classes and reviews. Having the students from 8am to 5pm also provide safety to the students during weekday until they are picked up by their parent. The program also includes one (1) field trip every week which included air & space museum, Natural History museum, zoo, Art Theatre, swimming, sports, DC Microsoft office, etc. Activities/shows with theme surrounding Earth Science, Animals of the world, African History, African American Historical figures, African American Arts, World History, Space Science, World Occupations, Science History. Breakfast, Lunch and snack are offered to the students.

## SEED PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Out of school time	\$100,000
Professional development	\$25,000
After School Activities	\$140,361
Counseling, Therapy and Medical support	\$94,586
<b>ESTIMATED TOTAL COST:</b>	<b>\$359,947</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

The estimated costs of out of school time, social-emotional learning and supports, and academic interventions are largely for personnel. These positions are vital to our entire school's programming and success, especially our at-risk student population.

OST programs provide additional instructional time for at-risk students and ensure they have a safe and welcoming place outside of the school day. We offer before and after care to all of our families free of charge. Each summer we provide summer school opportunities for at-risk and underperforming students.

The school provides after school student support sessions for At Risk students. These sessions include Habitudes Social and Emotional Curriculum, SEL Skill Development Activities, Morning Mindfulness activities to get at risk students prepared for the school day, and targeted academic support (e.g., tutoring). Costs shown are for the personnel performing these activities.

Counseling, Therapy and Medical support are the costs for Psychologists, Clinical Social Workers and nurses spent specifically with at risk students.

## Sela PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Director of Culture and Student Support	\$49,862
Lead Teachers	\$86,509
<b>ESTIMATED TOTAL COST:</b>	<b>\$136,371</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

The Director of Culture and Student Support will provide at-risk students with social and emotional support directly and supervise and provide development opportunities for staff toward this end, and will spend approximately 50% of his time in this role.  
At-risk students will also receive additional instructional support in the classroom through Lead Teachers, who will spend approximately 10% of their time in this role.



## Shining Stars Montessori Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Social Emotional and Behavioral Support Services (partial support for Licensed School Counselor, Parent/Family & Community Liaison, other therapists)	\$70,200
Academic Intervention & Support Services (to include but not limited to partial support for Assistant Principal, Children's Librarian/Media Specialist, Reading Specialist, Special Education Learning Specialist); Distance Learning curriculum supports specifically geared to providing support to at-risk children in the Montessori classroom (in person and virtually).	\$95,800
Professional Development	\$12,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$178,000</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Distance Learning and the pandemic has created both new and expanded demands and challenges for serving our neediest students. A range of supports and services will be needed for our at-risk students and their parents/families. This is particularly true during the pandemic and schools made the decision to pivot to all-distant learning platforms. This includes but is not limited to expanded social-emotional supports, enhanced academic interventions and professional development ranging from targeted and enhanced training around technology and school learning expectations to are students being properly fed. In addition, as schools navigate this 'new normal' we will likely discover that our students and families will likely need additional resources to manage the competing demands brought on by distance learning and economically fragile home environments.

Placing these demands on schools, school staff, and parents are particularly daunting. Please also refer to the SSMA SY 21 Continuous Education Plan for implementation plans as it relates to strategies for meeting these demands and supporting our at risk and general education students.

The estimated costs of our school's social-emotional, academic intervention and professional development programming are largely for personnel or contract services. The support for these positions is critical to the successful implementation of our Continuous Education Plan and these positions are vital to our whole-school programming and implementation success—especially for our at-risk student population.

Social emotional support services are provided by our school psychologist/licensed school counselor and contracted behavioral health consultants. The estimated costs include partial funding for the school psychologist, a parent home/school liaison, and fees for the behavioral health contractors. The school psychologist and behavioral health consultants will have a caseload of students (individual and group) who receive direct behavior counseling support (virtual and in-person when possible and/or on recommended) of which the majority are categorized as at-risk. The behavior health consultants will join with the licensed school counselor to also conduct functional behavior assessments, create behavior intervention plans, attend team meetings (Zoom, Google Meet), and regularly consult with teachers to continuously address the needs of our at-risk students. The Parent (Home School) Liaison is a new position. Parent Liaison is the designated individual whose primary function is to connect the home and school in a positive, respectful, and welcoming manner.

PART B: DESCRIPTION OF SPENDING CATEGORIES

The Parent Liaisons plays a dual role of advocate and listener. The Parent Liaison will be that linchpin for effective connection between home and school when both positive and challenging information needs to be shared.

The estimated costs of our academic interventions include the partial salaries for our literacy specialist, learning (SPED) specialist, and children's librarian. Professional development includes continued staff training and workshops on academic interventions as it relates to literacy and math supports. The AP will coach, share teaching practices with the Montessori instructional staff, and lead small group instruction for students who are not reading on grade level, many of whom are categorized as at risk.

Professional development will be directed to providing trauma-informed teaching practices, technology coaching and workshops for our teachers and parents on how to best support our at-risk students and their families.

## Social Justice PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Social Worker Services	\$60,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$60,000</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

#### Social Worker Services:

Social Justice PCS has hired one full-time social worker, who will support the implementation of a school-wide social-emotional curriculum. The school's social worker has a caseload of students that receive direct and consistent support. The majority of these students are categorized as at-risk. The Social Worker will have the following responsibilities:

Provide professional development for Crew (colleagues) and other social-emotional learning; Communicate with parents, teachers, and administrators and additional key stakeholders; Ensure case files and reports on student issues and progress are updated and accurate case files; Provide treatment plans or counseling to help with intervention; Participate in the Individual Education Plan (IEP) process as necessary; Conduct home visits; Provide appropriate services for homeless students; Provide crisis intervention services; Co-create the school culture as a founding teacher; Create a physically and emotionally safe and inclusive classroom culture and environment that demonstrates Social Justice School's Habits of Character by consistently modeling our values, practicing PBIS (Positive Behavior Intervention System) and Developmental Designs, practicing; Restorative Justice techniques, displaying recent showcasing student work, and maximizing instructional time; Engage parents and families in their students' academic success via annual IEP meetings, goals and regular updates; Participate in the summer institute and weekly professional development.

## St. Coletta Special Education PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Level 4 Special Ed Education, Enrichment & Therapeutic Services Note- All of our annual funding goes toward this program	\$16,896,189
<b>ESTIMATED TOTAL COST:</b>	<b>\$16,896,189</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Our school actually had overall funds reduced with the implementation of the "At Risk" funding category. However, our program has always been an enrichment program. We provide high quality level four special education to our students, with therapeutic IEPs in a state-of-the-art facility. The services we provide to our students already include enrichment activities, speech and language therapy, occupational therapy, physical therapy, counseling services, adaptive physical education, behavior services, nursing, use of assistive technology, and coordination of services within our setting. We also are active in facilitating our students' participation in a broad range of meaningful community-based activities. We have specialized equipment and facilities and enrichment activities including a fully accessible gym, an outdoor amphitheater, an accessible playground, therapeutic music and art instruction, and accessible gardens where students plant and nurture a variety of vegetables and ornamental plants. All of our funding goes toward supporting our rich program of special education and related services.

## Statesmen College Preparatory Academy for Boys PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Student supports	\$69,814
Academic Intervention	\$154,749
<b>ESTIMATED TOTAL COST:</b>	<b>\$224,563</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

- **Student Support program** provides good and services to students to meet the needs of the At-Risk student. Statesmen will allocate funds in purchasing uniforms and supplies for all students to ensure that at-risk students are best equipped to succeed during the school year. Statesmen will also use a portion of its funds to engage families in the community to provide a strong connection between the school and the families of at-risk students. This would include funds spent on student events.
  
- **Academic Intervention program** will address the unique academic needs of At-Risk students. The funds will be used to pay for instructional assistants and behavior aides to support at-risk student navigate the high behavior set forth by the school. A portion of the funds will be used to support the hiring of staff members to lead our school's RTI program and process to ensure each child is able to succeed at the school, especially at-risk students.

## The Children's Guild DC PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Co-Teachers	\$161,453
Behavior Support Specialists and School Counselors	\$339,276
Instructional Coaches	\$156,424
<b>ESTIMATED TOTAL COST:</b>	<b>\$657,153</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

The Children's Guild DC Public Charter School uses at-risk funding to provide students with additional academic, social, emotional, and behavior support inside and outside of the classroom. The funds will be used to support staffing for:

- Co-Teachers
- Instructional Coaches
- Behavior Support Specialists and School Counselors

Co-Teachers are used to provide additional academic support within the classrooms which includes small group instruction for students that struggle in math and reading. The instructional coaches work with teachers to improve the teaching and learning practices. These coaches also work directly with students by providing small group instruction and 1:1 support in math and reading.

Behavior Support Specialists serve as support to teachers, students, and families by providing in-class training and individual/small-group mentorship for students who struggling socially and emotionally. These individuals use research-based strategies such as restorative justice and other interventions to redirect and engage students who experience behavioral challenges in and outside of the classroom. These strategies are differentiated based on the tier grouping (Response to Intervention— Tier 1, 2, or 3). Interventions include individualized and/or small group targeted support. School Counselors support the educational settings working with students, their families, and classroom teachers. They provide clinical and behavioral services to students who need assistance with mental health and emotional support. This support enhances the emotional well-being of students, which often times leads to improved academic outcomes for students. In addition, social workers address school challenges such as truancy, social withdrawal, overaggressive behaviors, rebelliousness, and the effects of special physical, emotional, or economic problems dealing with trauma and poverty.

## The Next Step-El Proximo Paso PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
N/A - LEA does not receive at-risk funding	
<b>ESTIMATED TOTAL COST:</b>	<b>\$0</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

N/A - LEA does not receive at-risk funding

## The Sojourner Truth School PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Counselor	\$55,000
Wellness Director	\$18,000
<b>ESTIMATED TOTAL COST:</b>	<b>\$73,000</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

The Counselor is responsible for creating Guidance Curriculum, supporting with Individual Student Planning, designing and implementing Preventive and Responsive Services, and also for managing general systems of Student Support. The Guidance Curriculum includes, among other things, the development and support in implementation of lessons on healthy relationships, bullying prevention, mindfulness, character education, and other social-emotional learning (SEL). Individual Student Planning includes assisting students with the development of academic, career, and personal/social skills, goals, and plans. The Preventive and Responsive Services the Counselor provides are to individuals and groups with identified concerns and needs. The Counselor works collaboratively with families, guardians, staff, and other educational and community resources to advocate for equity and access for all students and to implement effective referral and follow-up processes. Furthermore, it includes accurately and appropriately using assessment procedures for determining and structuring individual and group counseling services. The Counselor is pivotal in leading RTI meetings and incorporating targeted and appropriate interventions to support students both academically and socially. 100% of the Counselor's salary is included in the spending detailed above. The Wellness Director designs SEL curriculum and works directly with teacher-mentors to implement activities and lessons during afternoon self-directed time. The Wellness Director also serves as an active member of our student support team, and conducts both one-on-one and small-group therapy sessions. 50% of the Wellness Director's salary is included in the spending detailed above.



## Thurgood Marshall Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Out-of-School-Time Programs	\$474,726
Professional Development	\$103,374
Student Academic & Behavior Support	\$578,910
<b>ESTIMATED TOTAL COST:</b>	<b>\$1,157,010</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Thurgood Marshall Academy's Fiscal Year 2020-21 budget includes spending roughly \$1 million for programs and services supporting At-Risk students. The school projects 57% of its enrollment will meet the DC definition of "At-Risk," and historic indicators (such as pre-testing in 9th grade and Community Eligibility Provision under NSLP) indicate the plurality of students are at risk of failing academically without the supports the school offers. The school raises significant funds from foundations and individuals annually to support its services beyond the typical high school curriculum, but must also devote general funds to these services.

The school's Out-of-School-Time includes school-year and summer programs. Summer programs include a Summer Prep program to prepare rising 9th-graders for a college preparatory curriculum. School year programs include on-site and off-site tutoring, a Law Day program featuring case-law work with legal professionals, and a variety of extra-curricular activities that support academic and social engagement.

Professional development provides teachers opportunities to enhance skills serving an at-risk population and invests in retaining experienced teachers.

Supports include academic, mental, and behavior supports ranging from three deans engaging in behavioral interventions, two college/alumni counselors fostering a college-going culture, data-driven assessment materials, an innovative year-end portfolio in which students review class work and goals in front of a panel of teachers, and robust resources for in-school and out-of-school work.

Obviously, the global health and economic crisis will impact implementation of plans. Indeed, the pandemic has a magnified effect on at-risk students. The budget and the funds it allocates for at-risk education and youth services respond to those facts.

## Two Rivers PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Elementary School Assistant Teachers	\$885,875
<b>ESTIMATED TOTAL COST:</b>	<b>\$885,875</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Two Rivers targets its At Risk funds towards programs that primarily benefit economically-disadvantaged students who are in need of additional academic and social-emotional supports to be successful in school. These programs include after-school tutoring led by Two Rivers assistant teachers; providing in-school small intervention groups led by assistant teachers; increasing the staffing in elementary grades so that each classroom through 5th grade has an assistant teacher as well as a lead teacher; and ensuring that each campus has a school counselor. In the middle school grades, Two Rivers has intensive in-school intervention programming in targeted academic labs with small class sizes which requires hiring additional lead teachers.

The At-Risk funds also help support special education programming because the SpEd per-pupil funding is not sufficient to cover costs of the teachers, materials, and specialists devoted to providing a high-quality program for students with special needs.

We are including above only the costs of the elementary school assistant teachers in the spend plan as these costs exceed our At-Risk funding for 2019-2020. Assistant Teachers in every elementary school classroom for grades 1-5 (19 classrooms in 2020-2021 with an average cost per assistant teacher of \$46,625 for salary and benefits).

## Washington Global PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Network-Level Support	\$113,465
Social-Emotional Support Staff	\$171,462
Additional Intervention & Support	\$98,532
<b>ESTIMATED TOTAL COST:</b>	<b>\$383,459</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

- Social-Emotional Support Staff: To provide students and families additional social-emotional support by employing a Dean of Students and a School Culture Coordinator.
- Network-Level Support: To support network-level intervention program by employing a full time Director of Intervention who oversees the academic intervention program and directly conducts student academic interventions.
- Additional Intervention & Support: To provide additional behavior intervention and support by employing a Behavior Support Specialist and a Special Education Assistant Teacher.

## Washington Latin PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Summer school	\$30,900
Social Worker	\$33,319
At-Risk Program Coordinator	\$58,725
At-Risk Case Manager	\$30,787
Oversight by Deans and Director of Student Support Services	\$51,093
<b>ESTIMATED TOTAL COST:</b>	<b>\$204,824</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

For the school year 2020-21, Washington Latin PCS has allocated "At-Risk" funds to cover a portion of our summer school program and to cover a portion of the cost of our student support department. For summer school, Washington Latin PCS adjusted our approach this year so we are only allocating a portion of the salary expenses (15%) to support At-Risk students. Our virtual summer school program reached significantly more students than it has in the past. For our student support department, we allocated the cost of our At-Risk Program Coordinator, a portion of our Social Worker, a portion of our Case Manager for At-Risk Students, and a portion of our Deans and Director of Student Support Services to supervise the team. These employees take a holistic and collaborative approach towards serving our "At-Risk" students.

## Washington Leadership Academy PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
School Social Worker	\$78,795
School Psychologist	\$97,000
Mental Health Coordinator	\$76,500
Dean	\$61,200
Dean	\$61,200
Dean	\$42,000
Credit recovery stipends	\$10,000
Summer school salaries	\$49,980
Partial salary of one vice principal	\$52,500
<b>ESTIMATED TOTAL COST:</b>	<b>\$529,175</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

Washington Leadership Academy PCS is committed to serving the DC students who need a great high school the most, especially our at-risk students. In SY19-20, WLA used its at-risk per-pupil funding (approximately \$531K) to offer supplemental academic and behavioral support services to its student body. We had a School Social Worker, a Mental Health Coordinator and two Deans of Students who provided additional support. We also offered summer school and credit recovery opportunities to students. In SY20-21, WLA will continue to use its at-risk funding (approximately \$509,000) to provide services geared towards supporting these students. We have kept on staff the numerous individuals whose roles are dedicated to providing added support to at-risk student. These individuals include our three Deans of Students, a Social Worker, a Mental Health Coordinator, and a School Psychologist. We will also continue covering the cost of one of our Vice Principals using At-Risk funds, as we have determined that our student population requires more than one Vice Principal who can provide additional support to those with high needs. Lastly, WLA has also allocated at-risk funds to cover the cost of providing summer school and credit recovery programs that help our at-risk students stay on track.

## Washington Yu Ying PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
Academic Support for At-Risk Students	\$85,000
Family Support for At-Risk Students (0.5 FTE)	\$19,200
<b>ESTIMATED TOTAL COST:</b>	<b>\$104,200</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

#### Academic Support for At-Risk Students:

The reality is, the elementary school journey for most – if not all our children – isn't smooth. And for some, it's an even rockier road. Yu Ying has always done its best to identify any challenges early and provide personalized support to students who need it. Examples of the programs and services Yu Ying offers include:

- Before and after school tutoring groups for students struggling to stay on grade level for math, English and Chinese
- Two weeks of half-day, academic intervention groups during the summer

These intervention groups are open to all students who need the support, including at-risk students. We keep the groups small (between 2-6 students) and students are grouped by need. They are given additional instruction in their areas of need at a before or after school ELA or math group 4-5 times a week for the entire school year. Research based interventions are implemented by the ELA and math intervention teachers. Intervention group progress data are tracked by the intervention teacher and maintained in individual student forms. Parents of students in before or after school intervention groups receive information on student progress through emails, meetings, and conferences. Students exited from before and after school intervention booster groups when they meet grade level benchmarks and deemed ready to exit by their general education teacher and the intervention teacher.

In total, these intervention supports cost Yu Ying more than \$450,000 per year. About 17 percent of the students in the intervention programs are considered at-risk. We estimate that we'll spend about \$85,000 specifically on at-risk students.

#### Family Support:

To support our at-risk students and their families, Yu Ying has on staff a part-time Family Liaison. The goal of this position is strengthening the relationship between at-risk students / families and Yu Ying by providing: attendance support, parent outreach, and access to affordable before care/aftercare. This role will support mission-aligned school culture with the goal of ensuring that students are empowered to do their best learning by facilitating two-way meaningful communication between home and school and problem-solving issues that challenge students' academic and social emotional wellbeing.

## YouthBuild DC PCS

Please submit a report of projected spend plans using at-risk funds for the school year 2020-2021 with **a specific breakdown of estimated spend plans**, specifically on what programs, initiatives, and enrichment activities will be supported **for school year 2020-2021**.

### Part A: ESTIMATED SPENDING PLAN

<b>SPENDING CATEGORY:</b>	<b>ESTIMATED COST:</b>
N/A - LEA does not receive at-risk funding	
<b>ESTIMATED TOTAL COST:</b>	<b>\$0</b>

### PART B: DESCRIPTION OF SPENDING CATEGORIES

N/A - LEA does not receive at-risk funding
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