



DC Public Charter School Board
**Report on the use of per pupil at-risk funding in DC public charter
schools**
October 1, 2016

The Fiscal Year 17 Budget Support Act requires the DC Public Charter School Board (DC PCSB) to submit a report on how each LEA plans to spend at-risk funds for students in grades PK-12 for SY16-17. To comply with this requirement, DC PCSB surveyed LEAs and asked them to provide feedback on the purpose and usefulness of the “at-risk” funding. Of the 56 LEAs that receive at-risk funds, 34 responded to the survey.

The School Reform Act states that LEAs have exclusive control over its “expenditures, administration, personnel and instructional methods.” This means that schools are able to use their at-risk funding as they best see fit to serve their students.

DC PCSB provides extensive financial oversight of LEAs. Through this oversight, we’re able to ensure public dollars are being spent appropriately. However, this oversight is not subject to individual expenditures and cannot mandate the reporting of the at-risk funding utilization. The oversight tracked by DC PCSB is over broad expenditures over contracts, personnel, facilities, and overall UPSFF funds.

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 to each LEA without DC PCSB involvement.

Below, you will find the at-risk allocation for each LEA along with their actual and projected at-risk student population between FY16 and FY17.

DC Public Charter Schools							
FY 2016 At Risk Funding Per School & FY 2017 Proposed Funding							
School Name		FY16 At Risk Proposed Enrollment	FY16 At Risk Proposed Funding	FY16 Audit Actual Count	FY2016 ACTUAL AT RISK	FY17 At Risk Proposed Enrollment	FY17 At Risk Proposed Funding
1	ACHIEVEMENT PREP	348	\$ 723,492	363	\$ 754,677	425	\$ 901,000
2	APPLETREE	325	\$ 675,675	318	\$ 661,122	314	\$ 665,680
3	CAPITAL CITY	331	\$ 688,149	330	\$ 686,070	333	\$ 705,960
4	DC PREPARATORY	679	\$ 1,411,641	719	\$ 1,494,801	777	\$ 1,647,240
5	EXCEL ACADEMY	515	\$ 1,070,685	494	\$ 1,027,026	483	\$ 1,023,960
6	HOWARD UNIVERSITY	115	\$ 239,085	119	\$ 247,401	107	\$ 226,840
7	NATIONAL COLLEGIATE	215	\$ 446,985	213	\$ 442,827	190	\$ 402,800
8	POTOMAC	267	\$ 555,093	281	\$ 584,199	CLOSED	\$ -
9	RICHARD WRIGHT	225	\$ 467,775	223	\$ 463,617	190	\$ 402,800
10	ST. COLLETA	110	\$ 228,690	149	\$ 309,771	129	\$ 273,480
11	BASIS	55	\$ 114,345	61	\$ 126,819	57	\$ 120,840
12	BRIDGES	118	\$ 245,322	116	\$ 241,164	126	\$ 267,120
13	BRIYA-ESF	21	\$ 43,659	21	\$ 43,659	220	\$ 466,400
14	CEDAR TREE	262	\$ 544,698	259	\$ 538,461	263	\$ 557,560
15	CENTER CITY	719	\$ 1,494,801	695	\$ 1,444,905	717	\$ 1,520,040
16	CESAR CHAVEZ	830	\$ 1,725,570	847	\$ 1,760,913	876	\$ 1,857,120
17	CREATIVE MINDS	29	\$ 60,291	28	\$ 58,212	35	\$ 74,200
18	DC BILINGUAL	150	\$ 311,850	174	\$ 361,746	160	\$ 339,200
19	DC INTERNATIONAL	86	\$ 178,794	83	\$ 172,557	112	\$ 237,440
20	DC SCHOLARS	290	\$ 602,910	282	\$ 586,278	312	\$ 661,440
21	DEMOCRACY PREP	436	\$ 906,444	462	\$ 960,498	456	\$ 966,720
22	E L HAYNES	487	\$ 1,012,473	527	\$ 1,095,633	508	\$ 1,076,960
23	EAGLE ACADEMY	545	\$ 1,133,055	569	\$ 1,182,951	555	\$ 1,176,600
24	EARLY CHILDHOOD	170	\$ 353,430	183	\$ 380,457	178	\$ 377,360
25	ELSIE WITHLOW STOKES	62	\$ 128,898	59	\$ 122,661	58	\$ 122,960
26	FRIENDSHIP	2,720	\$ 5,654,880	2599	\$ 5,403,321	2620	\$ 5,554,400
27	HARMONY	61	\$ 126,819	60	\$ 124,740	74	\$ 156,880
28	HOPE COMMUNITY	412	\$ 856,548	416	\$ 864,864	390	\$ 826,800
29	IDEA - INTEGRATED DESIGN	179	\$ 372,141	198	\$ 411,642	226	\$ 479,120
30	IDEAL ACADEMY	187	\$ 388,773	179	\$ 372,141	172	\$ 364,640
31	INGENUITY	212	\$ 440,748	209	\$ 434,511	272	\$ 576,640
32	INSPIRED TEACHING	41	\$ 85,239	53	\$ 110,187	54	\$ 114,480
33	KIPP ACADEMY	2,656	\$ 5,521,824	2771	\$ 5,760,909	2975	\$ 6,307,000
34	LATIN AMER YOUTH-LAMB	45	\$ 93,555	44	\$ 91,476	45	\$ 95,400
35	LEE MONTESSORI	14	\$ 29,106	15	\$ 31,185	19	\$ 40,280
36	MARY MCLEOD BETHUNE	241	\$ 501,039	237	\$ 492,723	262	\$ 555,440
37	MAYA ANGELOU	1	\$ 2,079	1	\$ 2,079	0	\$ -
38	MERIDIAN PC	299	\$ 621,621	329	\$ 683,991	364	\$ 771,680
39	MUNDO VERDE	67	\$ 139,293	72	\$ 149,688	78	\$ 165,360
40	PAUL	344	\$ 715,176	339	\$ 704,781	300	\$ 636,000
41	PERRY STREET	220	\$ 457,380	218	\$ 453,222	167	\$ 354,040
42	ROOTS PC	39	\$ 81,081	43	\$ 89,397	41	\$ 86,920
43	SEED	174	\$ 361,746	195	\$ 405,405	181	\$ 383,720

School Name		FY16 At Risk Proposed Enrollment	FY16 At Risk Proposed Funding	FY16 Audit Actual Count	FY2016 ACTUAL AT RISK	FY17 At Risk Proposed Enrollment	FY17 At Risk Proposed Funding
44	SELA	32	\$ 66,528	32	\$ 66,528	49	\$ 103,880
45	SHINING STARS	26	\$ 54,054	38	\$ 79,002	42	\$ 89,040
46	SOMERSET	196	\$ 407,484	187	\$ 388,773	216	\$ 457,920
47	THURGOOD MARSHALL	224	\$ 465,696	220	\$ 457,380	211	\$ 447,320
48	TWO RIVERS	169	\$ 351,351	156	\$ 324,324	174	\$ 368,880
49	WASHINGTON LATIN	89	\$ 185,031	85	\$ 176,715	84	\$ 178,080
50	WASHINGTON MATH	230	\$ 478,170	227	\$ 471,933	199	\$ 421,880
51	MONUMENT ACADEMY	18	\$ 37,422	33	\$ 68,607	66	\$ 139,920
52	WASHINGTON GLOBAL	11	\$ 22,869	62	\$ 128,898	110	\$ 233,200
53	KINGSMAN ACADEMY	123	\$ 255,717	219	\$ 455,301	239	\$ 506,680
54	CHILDREN'S GUILD	81	\$ 168,399	236	\$ 490,644	267	\$ 566,040
55	WASHINGTON YU YING	23	\$ 47,817	23	\$ 47,817	21	\$ 44,520
56	WILLIAM DOAR	229	\$ 476,091	243	\$ 505,197	231	\$ 489,720
New Breakthrough Montessori			\$ -		\$ -	11	\$ 23,320
New Goodwill Excel			\$ -		\$ -	210	\$ 445,200
New Washington Leadership			\$ -		\$ -	43	\$ 91,160
New Rocketship			\$ -		\$ -	154	\$ 326,480
TOTAL		1,451	\$ 3,016,629	1761	\$ 3,661,119	2327	\$ 4,933,240
Student Enrollment growth				2,663			
Funding Growth					\$ 3,869,242		

In this year's survey, DC PCSB asked LEAs to describe how they spent or planned to spend per pupil at-risk funds for SY16-17, particularly if they were going to be used on any programs, initiatives or enrichment activities. We also asked schools if they were using at-risk funding to offer summer school programming and what, if any, challenges they faced in the use of funds along with any improvements they would like to see. Finally, DC PCSB asked schools if they used the at-risk funds for other purposes like tutors, after school programs, or athletics.

Our survey results show many schools use the funding on a variety of programs including summer school, to hire addition staff and to extend the school day programming. For schools that used the funding to hire additional staff, these individuals offered students one-on-one support and/or other resources. Overall, our survey results showed schools would like to see an increase in the allocations to provide more robust programming and services for students. Schools also would like to revisit the definition of at-risk to

prevent the student populations that need the funding the most from falling through the cracks. For specifics, see Briya PCS's detailed explanation in the below survey responses.



Survey Responses

Name:	Position:	LEA Name:	Please include a description of how your LEA has spent or plans to spend per pupil at-risk funds for SY15-16, particularly any programs, initiatives or enrichment activities the at-risk funds have supported or will support.	Did your school use at-risk funding to offer summer school programming in 2016?	If yes, what challenges did you face in the use of funds and what improvements would you like to see?	If no, did you use the at-risk funds for other purposes? (e.g. tutors, after school programs, athletics)
Rita Hackel Chapin	Chief Operating Officer	AppleTree Early Learning Public Charter School	AppleTree Early Learning Public Charter School used its At-Risk Funding for the following activities: -- to provide Summer School program for our families -- to pick up the cost of breakfast/lunch and snacks that are not covered by the NSLP reimbursements or payments from parents -- to pick up the cost of the extended day instructional program (starting at 7:30 am and ending at 6:00pm) for all parents who choose it -- to provide 24 Teaching Fellows with one-year of on-site coaching and professional development to enhance their effectiveness in the classroom	Yes	Given the high poverty level of AppleTree's student population the Summer School Program is critical to avoid the summer decline in academic achievement. However, given that AELPCS' enrollment has increased by 6% in the last four years while the At Risk Funding received in FY16 is 3% less than the Summer Program Funding received in FY12, the program faces financial constraints.	Yes, we would continue has we have this past year.
Gary Friend	Chief Operating Officer	Bridges Public Charter School	We used at-risk funds to support a summer school program for two student populations: 1. Students with special needs 2. Students who were at risk of academic failure if they were out of school for the entire summer We categorize these students as being students who are being retained and who had limited academic progress during the school year. Students who are low-income, homeless, or English language learners (ELL) are often part of this group but not exclusively. Bridges PCS uses the at-risk funds to support our program that has 30% of the students with special needs, 35% ELL, and 65% low income (free and reduced lunch as defined by the National School Lunch Program).	Yes	None specific to the at-risk funds program requirements.	No.
Cara Sklar	Research and Policy Director	Briya Public Charter School	Summer school funding for FY15 was about \$309,000. In sharp contrast, at-risk funding for SY15-16 was only \$33,260. Despite 94% of our students (465 students) qualifying for free or reduced meals, only 3% (16 students) met the definition for at-risk. The implementation of at-risk funding has significantly reduced the funding we receive to support our students. This is a well-intentioned policy that is hurting our families and must be tweaked. We believe the current definition of at-risk is inadequate. Those families who are the most vulnerable and unable to enroll in programs like TANF or SNAP are excluded. This is counter to the intention of the at-risk funding to provide additional services to disconnected families. Three big problems are: a.The most vulnerable families are hit twice: The definition of at-risk assumes that families in need of TANF or SNAP are able to access it. Often, the families most in need of additional supports are the ones most disconnected. Families unable to enroll in TANF or SNAP are then further disconnected from resources when support at school is also taken away due to lack of funding. It can be especially difficult for English Language Learner families or families with low literacy levels to navigate enrolling in programs despite being eligible. According to the Urban Institute, "children living in poor families with foreign-born parents are less likely to receive SNAP and TANF than those with native-born parents, regardless of parents' citizenship status." (Retrieved from Urban Institute) They posit this disparity is due to language and cultural barriers. b.Human services agencies determine funding levels: It allows education funding to be determined by human services agency eligibility workers and subjects education funding to the customer service or human capital challenges faced by human services agencies. c.Superimposes other eligibility criteria on education funding: It applies TANF or SNAP eligibility criteria to education funding. TANF has eligibility rules and duration limitations designed for purposes unrelated to the educational needs of the child enrolled in the school system. Yet, TANF eligibility is impacting school funding. Two possible solutions to help at-risk funding reach the students who need additional supports to thrive are: 1.We propose including families eligible for WIC. WIC is much more widely used than SNAP or TANF by our families. WIC eligibility aligns with eligibility for SNAP and TANF and is a good way to reach students at risk of academic failure who are in need of additional supports. The following is a comparison of program income eligibility guidelines for the programs: Free/Reduced Lunch = 130-185% of Federal Poverty Level (FPL); SNAP = 130-200% of FPL; TANF for children age 1-5 is 133% of FPL; and WIC = 185% of FPL. 2.If at-risk eligibility cannot be broadened, then the summer school funding supplement should be reinstated -- for those adult education and pre-k programs providing summer school -- in order to ensure all high-risk students received needed services.	No		
Karen Dresden	Head of School	Capital City PCS	Summer School Programming including summer remediation and enrichment for early childhood/elementary, remediation for middle school, and credit recovery for high school Summer orientation programs for middle school and high school After school programming for middle school and high school including academic support, athletic programs, and arts programs Coordinators of School Culture at our campuses who work with students and families	Yes	We continue to be disappointed that DC no longer funds summer school programs. These programs are incredibly important to our students and our families. We continue to offer summer programming, but have scaled back our middle school and high school programs to focus just on students who are not passing classes. It would be great to have more collaboration between schools for high school summer school classes. We can't offer all of the courses that our students need. We have partnered with some other schools, but there could be a better way for schools to work together to offer summer courses to HS students. We are concerned that the current process for determining at-risk may be undercounting our students from immigrant families. We serve a large immigrant population including many undocumented families. Many of these families have great need, but do not meet the criteria for at-risk.	We also used funds for other purposes (see above).
LaTonya Henderson	Principal	Cedar Tree Academy PCS	We plan to implement a three person in classroom model. We believe that this additional person will provide opportunities for small group instruction and more one on one time for students.	Yes	We did not face an challenges with our program this summer.	We will continue to have a three person model this school year and offer a summer school program.
Michelle Pianim	Director of Student Support Services	Center City PCS	After school programming Summer School Family Engagement Special Education and Dual Language Initiatives Interventions	Yes	The funding doesn't cover a program thats optimal for student engagement/growth especially because we are a network of 6 schools. The previous per pupil spend lent to us being able to program for several weeks and a full day.	We do use the funding also for after school programing and will continue to do so.
omella napolitano	COO	Creative Minds International PCS	Creative Minds International used funds to support our extended school year program and after school program for our highest risk student populations. Our extended school year program took place from July 5 to July 29, 2016. All students who qualified for ESY services received high quality programming free of charge. The program included academic blocks (English Language Arts, Common Core Math, and our International Primary Curriculum), enrichment activities (theater and environmental literacy/ gardening classes), outdoor recreation, and weekly field trips to educational locations. Out of 98 students who attended summer school, 26 qualified for ESY services (Amila confirm?) Qualifying students received services specified in their IEPs, including Speech and Occupational Therapy. Additional scholarships to summer school were provided for low income students who did not qualify for ESY based on their IEPs, but who were identified by teachers or administrators as likely to benefit from increased academic support and/or a safe, supervised environment during the summer. CMI also used funding to provide at-risk students with opportunities in our after school program, including reading interventions, homework help, and enrichment activities such as art, music, and athletics.	Yes	Given the limited summer school funds, the school used its own operating funds for the for special interventions that address students with unique needs and are too far from grade level. CMI attracts a lot of parents /students who have high levels of need and sometimes school-based supports are not sufficient. Specifically we would like to have a specialized Lindamood Bell reading program for children with significant reading disorders and a peer mediation program for middle school students as two examples.	In addition to providing summer programming, we also used our funds to support after school programs, including academic interventions and enrichment/ athletic opportunities. We targeted students identified as at-risk, either by income level or by academic status, and tailored after school programming specifically to meet their academic, social/ emotional, and developmental needs

Name:	Position:	LEA Name:	Please include a description of how your LEA has spent or plans to spend per pupil at-risk funds for SY15-16, particularly any programs, initiatives or enrichment activities the at-risk funds have supported or will support.	Did your school use at-risk funding to offer summer school programming in 2016?	If yes, what challenges did you face in the use of funds and what improvements would you like to see?	If no, did you use the at-risk funds for other purposes? (e.g. tutors, after school programs, athletics)
Rohini Ramnath	Director of Data and Accountability	DC Bilingual PCS	Many of the students who are identified as At Risk enter the school years behind in both literacy and math. We use the funds to find intervention programs and fund tutors to ensure that students are making over one year of growth yearly.	No	N/A	We would use the funds for the same purpose in the future, however we would be able to further our academic gains for our At Risk population if we had greater resources.
Wendy Scott	Chief Financial Officer	DC Prep	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 supplemented its academic program by adding teaching 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 an extended-day program, small group instruction, student support services, and after-school programming.	Yes	DC Prep offered a limited summer school program to students who were at-risk of being retained in their current grade level. The capacity of our summer school program has decreased in recent years since the switch from summer school funding to at-risk funding.	N/A
Caroline Fisherow	Executive Director	DC Scholars Community Schools	DCSPCS utilized At Risk funding to support the following programs and initiatives: -Increased co-teacher support (brought in additional staff) -Hired additional behavior techs and culture leaders -Purchased a new blended learning program, Achieve3000 to provide students with leveled literacy in school and at home -Offered summer school to students in grades 1st-4th -Offered afterschool tutoring to students from October-May to address gaps in reading and math	Yes	We did not have problems using funds to support summer school. Unclear criteria for what qualifies as "At-Risk" in terms of funding allocations and unsure that the associated funds are sufficient to support the kinds of year round programs students and families need	See above. We used the funds for summer school and in year programming.
Sean Reidy	Executive Director	Democracy Prep Congress Heights	For the at-risk funding, we use the money for the following reasons: School Social Workers supports, Summer School staff and programming costs, home visits, family engagement events, computers, and online educational programs.	Yes	We would have liked to increase our staffing for summer school. We ran a lean model for summer school and would like more funding to support. I also think that having funding to support an afternoon program that is a continuation of the learning day during the summer could be greatly beneficial.	N/A
Denise Lyons	Dir. Business & Compliance	District of Columbia International School	DC International School has tried to implement several programs and policies to help students using at risk funds. 1) We did have summer school for all students who qualified based on classroom achievement. This included many students who were on the at risk list, as well as others - some of whom qualify for FRL lunch and are not at-risk, and others who don't qualify for either. We provided 4 weeks of instruction, including staffing, support staff and classroom resources. 2) DCI has a sliding scale payment option for afterschool clubs and sports. Families who qualify for EA can enroll in up to 2 days of clubs or sports with paying fees. Funds are used to make certain clubs are staffed and have sufficient resources to provide all students, even non-paying, with quality extracurricular activities.	Yes	The funds don't adequately cover the cost of the programs we give to students qualify for at-risk funding. Families who qualify for FRL, but not at-risk - also need additional supports that we could better offer, should we be able to still receive summer school funding.	n/a
Mayra Martinez-Fernandez	Deputy COO	Eagle Academy PCS	Eagle Academy PCS uses the at-risk funds to reduce class size to match the research for at-risk young children -- smaller class size usually yields higher improved learning for at-risk children in grades PreK-3 through Grade 3. (STAR Research, TN SDE) The funds are used for partially funding reading and math specialists to provide individual and small group work for at-risk children who are struggling. The funds also support therapists and behavioral specialists for the socio-emotional needs of at-risk children. If the funds were sufficient, we would also use them to provide support for families of at-risk children through the Family Engagement Coordinator, and to provide additional supports to at-risk children during the summer school program.	No	Not applicable. See below.	Eagle Academy is not fully funded for all of its at-risk students. Consequently, the summer school programming for at-risk children has not been funded as we would like because the needs are so great for these students during the normal school year. Eagle's school is on Wheeler Road, Congress Heights, in the center of the lowest income community in Ward 8. The majority of our at-risk students live within 8 blocks of the school. We need full funding for all TANF/SNAP QUALIFIED at-risk students as stated in the law, not just TANF/SNAP CERTIFIED students which is how Eagle Academy is funded.
Wendy	Executive Director	Early Childhood Academy PCS	Summer STEM Camp with focus on math and science.	Yes	No challenges	We plan to use future funding to support a year round schooling model.
Faida Fuller	Chief Operating Officer	Friendship Public Charter Schools	With 60% of the Friendship (FPCS) student body identified as at-risk, the funding enabled Friendship to enhance out of school time opportunities including summer school remediation and after school clubs and activities at no cost to students who qualify as at-risk. The funding was also used to provide math and reading supports including additional staffing and professional development to improve teacher/leader practice in serving at-risk students.	Yes	Friendship's (FPCS) programming includes critical interventions, credit recovery, and math and ELA supports that were enhanced through at-risk funding, thus there was no challenge in use of funds. However given the population that FPCS serves, FPCS finds that the at-risk eligibility criteria could be expanded to include other groups such as teen mothers and adjudicated youth in order to genuinely address the needs of all students who are at a high risk for dropping out. This would enable FPCS and other LEAs that serve a high proportion of at-risk youth to appropriately serve the most needy students.	NA
Emin Cavusoglu	Principal	Harmony DC PCS	Harmony DC PCS has extended its daily school hours by one hour adding an Intervention/Enrichment block. During these hours, Harmony's Chromebook initiative will be implemented. Harmony's Chromebook initiative with learning programs provide opportunities for all students to learn at their own pace. Struggling students have the chance to fill their gaps from early grade levels. High achieving kids are able to move forward and learn concepts in the upper grade levels.	No	N/A.	At-risk fund mostly used for academic purposes such as tutoring, intervention programs, supplemental curriculum software programs, etc.
Kathryn Procopie	Head of School	Howard University Public Charter Middle School	Boys Scouts of America Arts and Music Education Program Parent University - educating parents in various area ALEKS - RTI for mathematics iLit - RTI for reading Male Mentoring programs Summer Academy and Summer Enrichment Programs	Yes	Funding the appropriate staff and accessing the required equipment	N/A
Justin Rydstrom	ED	IDEA	Saturday school, Apex online credit recovery, and summer school	Yes	None	N/A
Zuella Evans	Business Manager	Ideal Academy PCS	Ideal used and plan to continue to use the at risk resources for before and afterschool activities, summer school programming, sports for middle school students, arts and music programs and academic intervention.	Yes	Distribution of the at risk funds. It would be helpful if all the funds is received before the end of the fiscal year.	N/A
Will Stoetzer	Chief Operating Officer	Ingenuity Prep	Due to the composition of our student body -- with 73% of students "at risk" -- our "at risk" funds go to support a wide range of school-wide functions. The funds help us to hire additional teachers that allow us to facilitate a small-group instructional model. The funds help us to have a full-time social worker and full-time school psychologist on our staff. We use the funds to support transportation and uniform needs to our homeless families. We use the funding to support families with purchases of uniforms and uniform shoes -- regardless of their housing status. We use the funding to provide an afternoon snack for our students every day of the week to ensure they are staying nourished through the day.	No	N/A	We ran a summer school program for students, however, we found funder who was interested in supporting our summer school programming so we directed the funding towards the purposes outlined above.
Kelli Whalen	Director of Accountability	KIPP DC	KIPP DC provides strong academic and social support to at-risk students. At-risk funding may go to support the following programs: -Extended school day and year -Increased student support staff including social workers, counselors, behavioral specialists, and family/community liaisons -Specialized technology and learning environments -Specialized tutoring -Extracurricular opportunities focused on academic and social development	No	KIPP DC did not offer a traditional summer school this year.	KIPP DC offers a variety of programs which provide academic and social support to its at-risk students including, extended school year calendar, extended school day, increased student support staffing, after school tutoring, and extracurricular activities. KIPP DC will continue offering these programs and support for its at-risk students.

Name:	Position:	LEA Name:	Please include a description of how your LEA has spent or plans to spend per pupil at-risk funds for SY15-16, particularly any programs, initiatives or enrichment activities the at-risk funds have supported or will support.	Did your school use at-risk funding to offer summer school programming in 2016?	If yes, what challenges did you face in the use of funds and what improvements would you like to see?	If no, did you use the at-risk funds for other purposes? (e.g. tutors, after school programs, athletics)
Chris Penczkowski	Head of School	Lee Montessori	Among other things, the at-risk funding that we received allowed us to front-load the hiring of a social worker to provide counseling and other services to at-risk students in need of these supports. In and of itself, this was a game-changer and improved our school culture and quality.	No	n/a	At-risk funding allowed us to hire staff to support both social work services and physical education staffing.
Linda McKay	Executive Director	Mary McLeod Bethune Day Academy	Funds were spent on after school tutoring and a four week summer school program.	Yes	There were no challenges. The program was run for 4 weeks from 9:00 a.m. to 3:00 p.m. The program served students in grades PreK 3 to grade 8.	yes
Jeff Cooper	COO	Meridian PCS	"3, 4 and 5 On the Rise" is a tutorial program which seeks to greatly enhance students' skill levels in the areas of reading and mathematics. The program is geared towards students in the 3rd, 4th and 5th grades who have been identified by assessment data as needing extra help in the subject areas outlined above. The students follow an intensive mathematics and literacy track, Tuesday through Thursday from 3:30pm-5:30pm, at Meridian Public Charter School. Instruction is standards based and data driven. The "Day 6 Academy" is a tutorial program which seeks to greatly enhance students' skill levels in the areas of reading and mathematics. The program is geared towards students in the 6th, 7th and 8th grades who have been identified by assessment data as needing extra help in the subject areas outlined above. The students follow an intensive mathematics and literacy track, Saturdays, from 8:30am-12:30pm, at Meridian Public Charter School. Instruction is standards based and data driven.	No	N/A	Yes. We will likely utilize some of the at risk funding in the coming year towards summer school but for the past year, please see answer above for how we used funding for after school programs. We also had an athletic program in the middle school. Also, recognizing the need to support the whole student, Meridian initiated several mentoring programs, especially for the middle school students. Students were exposed to program such as: Guys with Ties; Young-Men Buddies Program; Girls, Inc., and an internally run mentor program for elementary school students.
Emily Bloomfield	CEO	Monument Academy Public Charter School	We use these funds to staff and run a program that is an alternative to suspension. This includes a skills center, where students receive lessons and practice skills to make better choices. It also includes an "out of community" restorative practices program for students who have had a serious behavior issue.	No	N/A	We run a weekday boarding program and offer after school enrichment opportunities (athletics, arts, STEM, etc., as well as life skills and therapy.
Will Henderson	Director of Operations	Paul Public Charter School	Paul PCS supports at-risk students with various interventions. Per pupil at-risk funding supported all of these programs during SY15-16. Interventions for the SY15-16 school year included our summer school program, as well as a credit recovery program that we implemented during the second semester of our school year. Funding did support student materials, but it was primarily allocated to teachers' extra duty compensation for offering additional course work after the school day to scholars who were at risk of failing a high school course. Other intervention initiatives included buying uniforms for homeless students, a daily enrichment block for middle school scholars that caters directly to explicit needs of individual scholars, Instructional Assistants that work directly with our highest need scholars, one-to-one tutoring for math and English courses, and extended day programming.	Yes	Our challenges did not lie in procedural concerns. If we have more access to at-risk funds, we could offer a more diverse range of opportunity to scholars. We would have offered more one-to-one tutoring opportunities to students who struggled even in their summer school courses if we have access to enough funding to hire more staff.	n/a
Meredith James	Financial Compliance Manager	Rocketship RISE	We anticipate receiving approximately \$390,000 in at-risk funds for Rocketship RISE. We will use this funding to ensure that our at-risk students have a healthy, safe, enriching school experience. First, we have budgeted \$110,500 for additional security measures due to the location of our school in Ward 8. These measures include contracting security staff to keep our campus safe. Next, we will use approximately \$130,000 for compensation of Enrichment Coordinators. The Enrichment Coordinators will lead one period a day of subjects such as PE and art, allowing students exposure to creativity and healthy activities. We have allocated \$50,000 to Chromebooks to ensure that all students, including our most at-risk students, have technology access. Finally, we will use \$125,000 for an Assistant Principal. The AP will oversee the academic program and coordination between teachers, enrichment coordinators, and tutors. This allows us to be sure that our at-risk students are receiving coordinated education throughout the school day.	No	N/A	This is our first year operating a school in DC, so the first time using at-risk funds. We will use our funds as outlined above.
Natalie Smith	Head of School	Sela Public Charter School	Sela spent the per pupil at-risk funds for SY15-16 on purchasing intervention resources and materials (such as intervention reading kits, diverse learning materials, and STEM learning materials). We also used the funds to support the Family School Advocate position, which allowed us to have a designated homeless liaison and advocate for our families. We used the funds to host family nights and data nights in which we provided families with resources and materials to support their children at home. We also used the funds to provide training and professional development (focused on differentiated instruction and small group instruction) to our teachers so they could better meet the needs of at-risk students. We used the funds to implement a Response to Intervention (RTI) program. We also used the funds to provide services to at-risk students, such as counseling, speech pathology, occupational therapy, etc. (if needed).	No	N/A	We hired tutors for our after school program to support our students who were at-risk. We will continue to provide tutoring support in our after school program for students who are at-risk.
Lauren Catalano	Principal	Somerset Prep DC PCS	Somerset plans on using at-risk funds to implement a 15-week PARCC tutoring after school program, two mentoring programs for our scholars (Distinguished Gentlemen & Sophisticated Ladies), and funds will also be allocated to continue building our athletic program. Some of the sports to be included in our current program are rugby, softball, baseball, volleyball, soccer, basketball, cheerleading, and double dutch. Enrichment activities will include a robotics club and after school open lab for scholars to use our computers to access online sites to provide extra practice in core subject areas.	No	N/A	We were unable to house a summer program for our scholars due to a renovation. Once the last phase of the renovation is completed we plan on instituting a full summer enrichment program that will be a continuation of the programs we offer during the regular school year, as well as provide remediation for those scholars that are in need of academic tutoring.
Kathy Rowland	CFO	St. Coletta Special Education PCS	St. Coletta serves level four special education students. Our students IEPs reflect their need for summer/ESY programming in order to maintain their skills and prevent regression. Since the "summer school" funds were eliminated when the "at risk" funds were created, we continue to use the funds to provide this needed programming for our students.	Yes	The biggest challenge for us is that we receive less overall funding with the new "at risk" category than we did for "summer school". Our school leaders met with Abigail Smith, Deputy Mayor for Education, and Jennifer Comey in October, 2014, to discuss the impact of this change on our school in FY 15. At that time it was mentioned that a long term solution was being looked at, though we have not heard any further details of such a solution.	n/a
Richard Pohman	Executive Director	Thurgood Marshall Academy	Due to the size of our At-Risk population, we use the funding for schoolwide programs similar to how we treat other entitlement funds. The programs include, but are not limited to: credit recovery (fees and instruction), Summer School, Summer Academy for any new 9th or 10th grade student, Saturday school, social work & mental health services, grade-level dean salaries, after-school clubs/activities, after-school tutoring, and targeted academic interventions such as Read 180 and Accelerated Math. Each of these efforts supports our core academic program and each are funded from a variety of sources including per-pupil funds, federal and local grants, as well as private donations.	Yes	We didn't really have any challenges that resulted from the funds.	Yes, although we are exploring how we can expand our truancy prevention and mental health services. Any increases in At-Risk funds would likely go towards expanding these services.

Name:	Position:	LEA Name:	Please include a description of how your LEA has spent or plans to spend per pupil at-risk funds for SY15-16, particularly any programs, initiatives or enrichment activities the at-risk funds have supported or will support.	Did your school use at-risk funding to offer summer school programming in 2016?	If yes, what challenges did you face in the use of funds and what improvements would you like to see?	If no, did you use the at-risk funds for other purposes? (e.g. tutors, after school programs, athletics)
Sarah Richardson	Chief Financial Officer	Two Rivers Public Charter School	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 teaching staff; increasing the staffing in elementary grades so that each classroom through 5th grade has an assistant teacher as well as a lead teacher, and each grade level has a dedicated special educator; ensuring that each campus has a school counselor; and offering summer school. The At-Risk funds also helps 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.	Yes	We did not experience challenges in using At Risk funding for summer programming and appreciated knowing the amount of funding in the first year of implementation so that we could plan. The overall challenge related to At Risk funding is a sense of uncertainty about the amount that will be funded in a year. The At Risk count comes from a city database that is specific to use of public welfare programs by families in the city, which the LEA is not certain adequately captures the level of need. For example, we have found siblings in the same household receiving SNAP benefits not both being included in the database, thus reducing the count of At Risk students, and may not capture the level of need for families that do not register for public assistance (e.g., having a low income but declining to apply for SNAP or families who have not timely filed for benefits being removed from the database in October). We think that the city worked hard to ensure that in the first years of implementation of At Risk formula that charters were given stable funding levels for At Risk based on an initial count, and we appreciate this effort. Our concern is that in the future, the At Risk measure may be so variable from year to year that the LEA will not be able to adequately plan and budget programming because of funding uncertainty. With the separate summer school funding, we knew that the funds depended on how many students attend, so was more predictable. The same with other per-pupil funding measures – we know how many students with IEPs we have; how many students at each grade; etc. and can plan accordingly. With the database we do not control, it makes the funds less certain. The At Risk funding was made available by slightly reducing some grade level PPF, reducing slightly PPF add-ons for special education, and by eliminating summer PPF, all of which were more known by the LEA when budgeting and planning. We are also nervous that the At Risk database and counts will be even more heavily relied upon in the future to determine ESEA and IDEA federal grants funds, leading to additional uncertainty about the level of funding for these important supplemental sources of funding.	Not applicable/see above.
Elizabeth Torres	CEO	Washington Global PCS	Washington Global utilized its at-risk funding to support an extended school year in 2015-2016, reading and math intervention specialists, and curriculum to support math and reading intervention. Additionally, Washington Global used the funds to support student uniforms for at-risk students.	No	N/A	Washington Global utilized he funds for an extended school year, reading and math intervention specialists, and curriculum to support math and reading intervention.
Geovanna Izurieta	Director of Finance	Washington Latin PCS	We utilized these funds to run our Summer School Program for FY16. Our Summer School program served 179 students, 25% of our student body. We offered 22 courses with 23 teachers. 30% of the students enrolled in the program needed academic support and were mandated to attend summer school. And the rest of the students enrolled to continue enhancing academic skills or advance in their classes. We believe that a rich in content summer school program supports best our mission, and gives opportunities, to struggling students, as well as advanced students, to continue to make academic progress.	Yes	We did not have enough money to run the kind of program that we wanted to offer, so we have to take some money from our fundraising efforts to supplement this initiative.	n/a