

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:

KIPP DC - LEAP Academy PCS

LEA Name:

KIPP DC PCS

At Risk Student Count

152

At Risk Student %

66%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcsb.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget	Actual	Variance
Extended Time Personnel Costs	\$352,819	\$	(352,819)
Extended Time Direct Student Costs	\$27,089	\$	(27,089)
Extended Time Programming / Facilities Costs	\$115,543	\$	(115,543)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$339,359	\$	(339,359)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 834,810	\$ -	(834,810)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:	KIPP DC - Discover Academy PCS	
LEA Name:	KIPP DC PCS	
At Risk Student Count		240
At Risk Student %		77%

Instructions
 This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcsb.org

- PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES**
- Extended time personnel costs to compensate instructional staff for extended day and year.
 - Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
 - Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
 - Specific enrichment programming and partnerships throughout the school year and during the summer months.
 - Community engagement and family outreach.
 - Instructional coaching for school staff to provide academic intervention.
 - Support of teacher coverage to increase continuity of classroom instruction.
 - Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES	Budget	Actual	Variance
Extended Time Personnel Costs	\$442,129	\$	(442,129)
Extended Time Direct Student Costs	\$39,130	\$	(39,130)
Extended Time Programming / Facilities Costs	\$158,609	\$	(158,609)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$465,848	\$	(465,848)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 1,105,716	\$ -	\$(1,105,716)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:
LEA Name:
At Risk Student Count
At Risk Student %

KIPP DC - Grow Academy PCS
KIPP DC PCS

140
60%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcsb.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget		Actual		Variance
Extended Time Personnel Costs	\$344,209		\$		(344,209)
Extended Time Direct Student Costs	\$29,445		\$		(29,445)
Extended Time Programming / Facilities Costs	\$116,069		\$		(116,069)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$340,902		\$		(340,902)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED					
ESTIMATED TOTAL	\$ 830,625		\$ -		(830,625)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name: **KIPP DC - Connect Academy PCS**
 LEA Name: **KIPP DC PCS**
 At Risk Student Count: **198**
 At Risk Student %: **73%**

Instructions
 This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be
 Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.
 Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds
 Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.
 Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.
 Please direct questions on completion of this report to vsanders@dcpcs.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES	Budget	Actual	Variance
Extended Time Personnel Costs	\$403,489	\$	(403,489)
Extended Time Direct Student Costs	\$33,361	\$	(33,361)
Extended Time Programming / Facilities Costs	\$137,076	\$	(137,076)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$402,603	\$	(402,603)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 976,530	\$ -	(976,530)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:

KIPP DC - Arts and Technology Academy PCS

LEA Name:

KIPP DC PCS

At Risk Student Count

174

At Risk Student %

64%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be provided for each

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpccb.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget		Actual		Variance
Extended Time Personnel Costs	\$380,886		\$		(380,886)
Extended Time Direct Student Costs	\$33,145		\$		(33,145)
Extended Time Programming / Facilities Costs	\$137,076		\$		(137,076)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$402,603		\$		(402,603)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED					
ESTIMATED TOTAL	\$ 953,711		\$ -		(953,711)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:
LEA Name:
At Risk Student Count
At Risk Student %

KIPP DC - Pride Academy PCS
KIPP DC PCS

168
72%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcs.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget	Actual	Variance
Extended Time Personnel Costs	\$352,810	\$	(352,810)
Extended Time Direct Student Costs	\$45,382	\$	(45,382)
Extended Time Programming / Facilities Costs	\$117,644	\$	(117,644)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$345,529	\$	(345,529)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 861,365	\$ -	\$(861,365)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name: **KIPP DC - Promise Academy PCS**
 LEA Name: **KIPP DC PCS**
 At Risk Student Count: **394**
 At Risk Student %: **64%**

Instructions
 This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be submitted by the school principal or designee.
 Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.
 Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds.
 Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.
 Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.
 Please direct questions on completion of this report to vsanders@dcpcs.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES	Budget	Actual	Variance
Extended Time Personnel Costs	\$710,904	\$	(710,904)
Extended Time Direct Student Costs	\$80,865	\$	(80,865)
Extended Time Programming / Facilities Costs	\$317,744	\$	(317,744)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$933,238	\$	(933,238)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 2,042,751	\$ -	(2,042,751)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name: **KIPP DC - Heights Academy PCS**
 LEA Name: **KIPP DC PCS**
 At Risk Student Count: **332**
 At Risk Student %: **75%**

Instructions
 This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be submitted by the school principal or designee.
 Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.
 Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds.
 Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.
 Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.
 Please direct questions on completion of this report to vsanders@dcpcs.org

- PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES**
- Extended time personnel costs to compensate instructional staff for extended day and year.
 - Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
 - Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
 - Specific enrichment programming and partnerships throughout the school year and during the summer months.
 - Community engagement and family outreach.
 - Instructional coaching for school staff to provide academic intervention.
 - Support of teacher coverage to increase continuity of classroom instruction.
 - Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES	Budget	Actual	Variance
Extended Time Personnel Costs	\$525,633	\$	(525,633)
Extended Time Direct Student Costs	\$72,697	\$	(72,697)
Extended Time Programming / Facilities Costs	\$227,410	\$	(227,410)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$667,920	\$	(667,920)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 1,493,661	\$ -	(1,493,661)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:
LEA Name:
At Risk Student Count
At Risk Student %

KIPP DC - Lead Academy PCS
KIPP DC PCS

219
62%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcsb.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget	Actual	Variance
Extended Time Personnel Costs	\$461,617	\$	(461,617)
Extended Time Direct Student Costs	\$50,178	\$	(50,178)
Extended Time Programming / Facilities Costs	\$179,617	\$	(179,617)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$527,549	\$	(527,549)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 1,218,962	\$ -	\$(1,218,962)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:
LEA Name:
At Risk Student Count
At Risk Student %

KIPP DC - Spring Academy PCS
KIPP DC PCS

246
67%

Instructions
This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be submitted by the school.

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcsb.org

- PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES**
- Extended time personnel costs to compensate instructional staff for extended day and year.
 - Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
 - Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
 - Specific enrichment programming and partnerships throughout the school year and during the summer months.
 - Community engagement and family outreach.
 - Instructional coaching for school staff to provide academic intervention.
 - Support of teacher coverage to increase continuity of classroom instruction.
 - Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES	Budget	Actual	Variance
Extended Time Personnel Costs	\$461,579	\$	(461,579)
Extended Time Direct Student Costs	\$50,968	\$	(50,968)
Extended Time Programming / Facilities Costs	\$187,495	\$	(187,495)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$550,687	\$	(550,687)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 1,250,730	\$ -	\$(1,250,730)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:	KIPP DC - Quest Academy PCS	
LEA Name:	KIPP DC PCS	
At Risk Student Count		269
At Risk Student %		67%

Instructions
 This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be submitted by the school principal or designee.

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcsb.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES	Budget	Actual	Variance
Extended Time Personnel Costs	\$446,643	\$	(446,643)
Extended Time Direct Student Costs	\$56,042	\$	(56,042)
Extended Time Programming / Facilities Costs	\$205,352	\$	(205,352)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$603,134	\$	(603,134)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 1,311,170	\$ -	\$(1,311,170)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:
LEA Name:
At Risk Student Count
At Risk Student %

KIPP DC - Inspire Academy PCS
KIPP DC PCS

221
75%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcsb.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget		Actual		Variance
Extended Time Personnel Costs	\$372,172		\$		(372,172)
Extended Time Direct Student Costs	\$62,451		\$		(62,451)
Extended Time Programming / Facilities Costs	\$149,681		\$		(149,681)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$439,624		\$		(439,624)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED					
ESTIMATED TOTAL	\$ 1,023,929		\$ -		\$(1,023,929)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA - and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:
LEA Name:
At Risk Student Count
At Risk Student %

KIPP DC - KEY Academy PCS
KIPP DC PCS

254
61%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcs.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget	Actual	Variance
Extended Time Personnel Costs	\$512,775	\$	(512,775)
Extended Time Direct Student Costs	\$64,720	\$	(64,720)
Extended Time Programming / Facilities Costs	\$212,705	\$	(212,705)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$624,729	\$	(624,729)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 1,414,928	\$ -	\$(1,414,928)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:
LEA Name:
At Risk Student Count
At Risk Student %

KIPP DC - AIM Academy PCS
KIPP DC PCS

292
71%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcs.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget	Actual	Variance
Extended Time Personnel Costs	\$527,322	\$	(527,322)
Extended Time Direct Student Costs	\$67,000	\$	(67,000)
Extended Time Programming / Facilities Costs	\$210,604	\$	(210,604)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$618,559	\$	(618,559)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 1,423,484	\$ -	\$(1,423,484)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:
LEA Name:
At Risk Student Count
At Risk Student %

KIPP DC - WILL Academy PCS
KIPP DC PCS

184
55%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcs.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget		Actual		Variance
Extended Time Personnel Costs	\$420,853		\$		(420,853)
Extended Time Direct Student Costs	\$56,868		\$		(56,868)
Extended Time Programming / Facilities Costs	\$168,588		\$		(168,588)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$495,156		\$		(495,156)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED					
ESTIMATED TOTAL	\$ 1,141,465		\$ -		(1,141,465)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name: **KIPP DC - Northeast Academy PCS**
 LEA Name: **KIPP DC PCS**
 At Risk Student Count: **220**
 At Risk Student %: **65%**

Instructions
 This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be submitted by the school principal or designee.

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcsb.org

- PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES**
- Extended time personnel costs to compensate instructional staff for extended day and year.
 - Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
 - Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
 - Specific enrichment programming and partnerships throughout the school year and during the summer months.
 - Community engagement and family outreach.
 - Instructional coaching for school staff to provide academic intervention.
 - Support of teacher coverage to increase continuity of classroom instruction.
 - Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES	Budget	Actual	Variance
Extended Time Personnel Costs	\$405,904	\$	(405,904)
Extended Time Direct Student Costs	\$53,176	\$	(53,176)
Extended Time Programming / Facilities Costs	\$171,739	\$	(171,739)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$504,411	\$	(504,411)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 1,135,230	\$ -	(1,135,230)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:
LEA Name:
At Risk Student Count
At Risk Student %

KIPP DC - Valor Academy PCS
KIPP DC PCS

217
65%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dpcsb.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget	Actual	Variance
Extended Time Personnel Costs	\$407,906	\$	(407,906)
Extended Time Direct Student Costs	\$64,822	\$	(64,822)
Extended Time Programming / Facilities Costs	\$169,639	\$	(169,639)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$498,241	\$	(498,241)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 1,140,607	\$ -	\$(1,140,607)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:

KIPP DC - Honor Academy PCS

LEA Name:

KIPP DC PCS

At Risk Student Count

245

At Risk Student %

75%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcsb.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget	Actual	Variance
Extended Time Personnel Costs	\$421,296	\$	(421,296)
Extended Time Direct Student Costs	\$53,316	\$	(53,316)
Extended Time Programming / Facilities Costs	\$166,487	\$	(166,487)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$488,986	\$	(488,986)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 1,130,085	\$ -	\$(1,130,085)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:	KIPP DC - College Preparatory PCS	
LEA Name:	KIPP DC PCS	
At Risk Student Count		389
At Risk Student %		59%

Instructions
 This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be submitted by the school principal or designee.

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcsb.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES	Budget	Actual	Variance
Extended Time Personnel Costs	\$834,877	\$	(834,877)
Extended Time Direct Student Costs	\$180,446	\$	(180,446)
Extended Time Programming / Facilities Costs	\$255,246	\$	(255,246)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$999,567	\$	(999,567)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED			
ESTIMATED TOTAL	\$ 2,270,136	\$ -	\$(2,270,136)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context:

AT RISK FUNDING EXPENDITURE REPORT

FY 2025

School Name:

KIPP DC PCS - Legacy College Preparatory PCS

LEA Name:

KIPP DC PCS

At Risk Student Count

497

At Risk Student %

77%

Instructions

This report is intended to provide insight into budgeted and actual expenditures associated with At-Risk Funding. This is a school-level report; a report must be provided for each

Part A: Please submit an overview of the programs, initiatives, and/or activities that were budgeted for or expended on with At Risk Funds in SY2023-2024.

Part B: Please submit a report of budget and actual spend plans using At-Risk Funds for the school year 2023-2024 with a specific breakdown of programs, initiatives, and activities funded with At-Risk Funds

Part C: Please provide data regarding intended goals and outcomes for the use of at-risk funds. See sample report for guiding questions for this section.

Part D: Please provide a narrative on how your strategies were identified and how your At-Risk Funding aligns with other sources of funds.

Please direct questions on completion of this report to vsanders@dcpcs.org

PART A: DESCRIPTION OF MAJOR PROGRAMS, INITIATIVES, AND ACTIVITIES

- Extended time personnel costs to compensate instructional staff for extended day and year.
- Extended time facilities costs to operate our schools for additional hours throughout the year and cover building costs.
- Extended time direct student costs to cover costs of additional materials, curriculum, and programming for additional hours throughout the year.
- Specific enrichment programming and partnerships throughout the school year and during the summer months.
- Community engagement and family outreach.
- Instructional coaching for school staff to provide academic intervention.
- Support of teacher coverage to increase continuity of classroom instruction.
- Strategic priorities identified at the network level for specific investments, supporting intervention in areas including literacy, math, and attendance.

PART B: BUDGETED AND ACTUAL EXPENDITURES

	Budget		Actual		Variance
Extended Time Personnel Costs	\$977,488		\$		(977,488)
Extended Time Direct Student Costs	\$186,926		\$		(186,926)
Extended Time Programming / Facilities Costs	\$250,913		\$		(250,913)
At-Risk Strategic Priorities (Key Roles, Goods & Services)	\$982,599		\$		(982,599)
LEAVE THIS ROW BLANK; INSERT ROWS ABOVE AS NEEDED					
ESTIMATED TOTAL	\$ 2,397,926		\$ -		(2,397,926)

PART C: Intended Goals and Outcomes

With over 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 provide extended school time.

- KIPP DC schools are in session longer than most charter schools and D.C. Public Schools, specifically:
 - On average, 1 hour more instructional time per day than D.C. Public Schools
 - This extended time yields a ~15% increase in instructional time annually over most other public schools in D.C. – the equivalent of ~30 additional days in school. Based on calculations for this analysis, we use 15%. 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 several supports, including:
 - 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.
 - More time and flexibility to include trauma-informed instructional practices in lesson plans and the overall classroom plan/procedures.
 - More time in the classroom on core subjects such as math, reading, writing, and science.
 - The extended model also incorporates enhanced after-school tutoring and enrichment activities led by community-based organizations.
- Both the additional expenses of staffing our extended model as well as the incremental facilities and direct student costs are included in this report.
- The costs of programming, partnerships, and staffing related to academic enrichment and intervention are also included in this report

Our intent for our at-risk student group is for their academic outcomes to match the outcomes for our whole student population, or else to minimize any gap between those two student groups. PARCC 2023 data showed that, in most grade levels, our economically-disadvantaged students made progress in math and ELA -- and in math, their performance exceeded charter sector averages for economically-disadvantaged students. In addition, the gap in performance between our economically-disadvantaged and non-economically-disadvantaged student groups was among the smallest for large LEAs in the state.

PART D: CONTEXTUAL NARRATIVE (Optional)

Development of plans:

Interaction with other funding sources:

Additional context: