



TheFamilyPlace  
PublicCharterSchool

# 2024 - 2025 ANNUAL REPORT



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MICHAEL D. BARNET, BOARD CHAIR

# TABLE OF CONTENTS



## I. SCHOOL DESCRIPTION

<b>A. Mission Statement</b> .....	<b>3</b>
<b>B. School Programs</b> .....	<b>4</b>
1. Summary of Curriculum Design and Instructional Approach .....	<b>4</b>
<i>English as a Second Language Classes</i> .....	<b>5</b>
<i>Foundations of Literacy Classes</i> .....	<b>6</b>
<i>Child Development Associate (CDA) Training</i> .....	<b>7</b>
2. Parent Involvement .....	<b>8</b>

<i>Equity and Accessibility</i> .....	<b>17</b>
<i>Student Experience and Feedback</i> .....	<b>18</b>
<i>Looking Ahead</i> .....	<b>18</b>
Career Up DC Partnership .....	<b>19</b>
Children's Day .....	<b>20</b>
Citizenship Preparation Program .....	<b>20</b>
Tickets for Kids .....	<b>21</b>
Hear From our Students .....	<b>23</b>
<b>C. List of Donors</b> .....	<b>25</b>

## II. SCHOOL PERFORMANCE AND PROGRESS

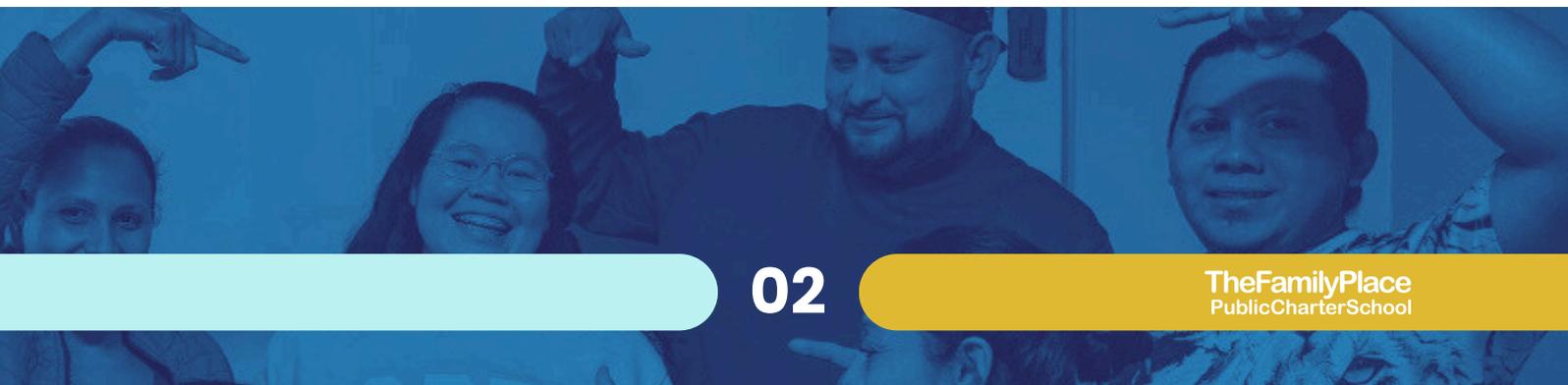
<b>A. Mission, Goals, and Academic Achievements</b> .....	<b>9</b>
1. Achieving the Mission .....	<b>9</b>
<i>Renovation of New Facility</i> .....	<b>10</b>
<i>Middle States Accreditation Application</i> .....	<b>11</b>
2. Goals and Academic Achievements .....	<b>12</b>
<b>B. Unique Accomplishments</b> .....	<b>15</b>
Student Leadership Council .....	<b>15</b>
Northstar Curriculum .....	<b>15</b>
Advancing Workforce Development .....	<b>16</b>
<i>Instructional Model and Participation</i> .....	<b>17</b>
<i>Outcomes and Impact</i> .....	<b>17</b>

## III. DATA REPORT

<b>A. DC PCSB Provided Data</b> .....	<b>26</b>
<b>B. The Family Place PCS Provided Data</b> .....	<b>27</b>

## IV. APPENDICES

<b>A. Staff Roster SY 24-25</b> .....	<b>29</b>
<b>B. Board Roster SY 24-25</b> .....	<b>31</b>
<b>C. Finances</b> .....	<b>32</b>
<i>Latest Audited Financial Statements</i> .....	<b>32</b>
<i>Other Financial Information, including Budgets</i> .....	<b>32</b>



## I. SCHOOL DESCRIPTION

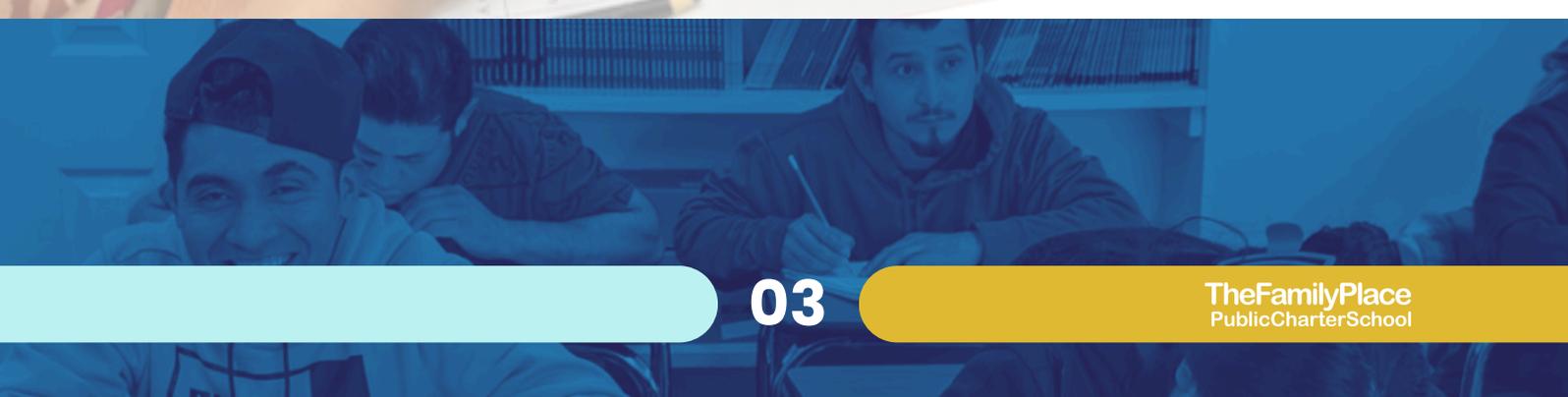
### A. MISSION STATEMENT



***The mission of The Family Place Public Charter School (TFPPCS) is to improve the literacy and workplace skills of low-income, limited-English-proficient adults in the District so that they and their family are self-sustaining, employable, and engaged in their community.***

We do this by offering Spanish literacy, ESL, and workforce classes to students of all educational backgrounds, ages, and life experiences. We provide holistic and family support in partnership with our sister agency, The Family Place, Inc.

Our vision is that all adults and families will be literate, self-sufficient, economically viable, and civically connected to the District community.





## 1. SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

### ESL ENGLISH AS A SECOND LANGUAGE



The Family Place Public Charter School (TFPPCS) strives to meet its students where they are educationally and professionally by providing an array of English as a Second Language (ESL) classes, Foundations of Literacy (FOL) classes, and Child Development Associate (CDA) training.

### FOL FOUNDATIONS OF LITERACY



At TFPPCS, learning is student-centered, student-driven, and always focused on equipping our students with the practical language and skills that will have a positive and immediate impact in their lives. To that end, TFPPCS supplements its educational pathways with employment support and other support services offered by The Family Place (TFP). These services include case management, early childhood education for students with young children, homework support for families with children 5-12, and brief services support (food, diapers, clothing, etc.).

### CDA CHILD DEVELOPMENT ASSOCIATE



TFPPCS's 3 educational pathways range from basic literacy skills to workforce development training and include:



# ENGLISH AS A SECOND LANGUAGE (ESL) CLASSES

TFPPCS offers ESL classes to students ranging from Beginning ESL Literacy to Advanced ESL. Adult learners will gain fluency and proficiency to read, write, speak, and understand English. The ESL life and work skills program follows the English Language Proficiency Standards for Adult Education adopted by the U.S. Department of Education.

Instruction focuses on the English needs of students in the context of their daily lives and work situations. At the basic literacy and lower proficiency levels, the program focuses on developing the language skills needed for day-to-day activities such as going to the doctor, taking the bus, shopping, and managing money.

As the students gain English proficiency, instruction shifts to higher-level skills such as job-specific vocabulary, workforce development language, and critical thinking strategies.

The Family Place PCS uses the sheltered instruction model, which integrates language and content instruction in the classroom. The curriculum is organized into thematic units at each level that align with the CASAS (Comprehensive Adult Student Assessment System) life skills competencies and uses the CASAS Content Standards to identify the underlying language skills students need at each proficiency level. The majority of TFPPCS students are on the ESL pathway.



## FOUNDATIONS OF LITERACY CLASSES

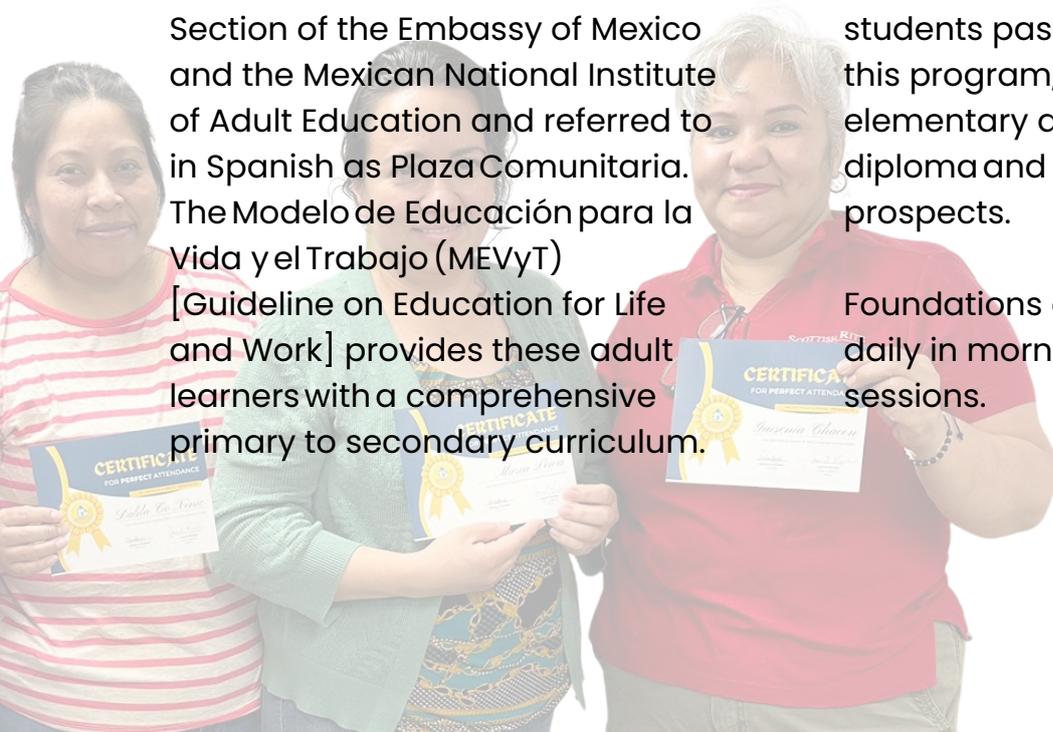
TFPPCS's Foundations of Literacy program is designed to improve adult students' native Spanish literacy skills. The program allows adult learners whose formal education has been interrupted in their native countries to gain literacy and continue their education in their native language.

The program is offered through a collaboration with the Consular Section of the Embassy of Mexico and the Mexican National Institute of Adult Education and referred to in Spanish as Plaza Comunitaria. The Modelo de Educación para la Vida y el Trabajo (MEVyT) [Guideline on Education for Life and Work] provides these adult learners with a comprehensive primary to secondary curriculum.

As research shows, improving students' ability to read and write in Spanish helps them transition to and be more successful in ESL classes.

The Foundations of Literacy program model is individually paced and meets students at their literacy levels. These range from learning the alphabet to completing specific grade-levels and equivalencies in science, social studies, and math. As students pass the benchmarks in this program, they can earn an elementary and/or secondary diploma and improve their job prospects.

Foundations of Literacy is offered daily in morning and evening sessions.



## B. SCHOOL PROGRAMS



# CHILD DEVELOPMENT ASSOCIATE (CDA) TRAINING

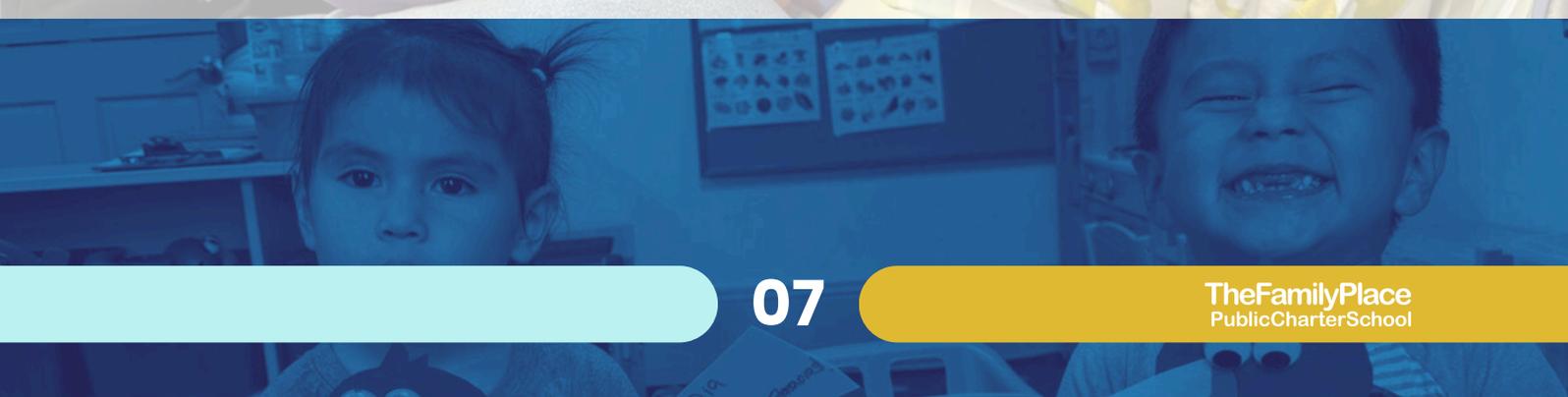
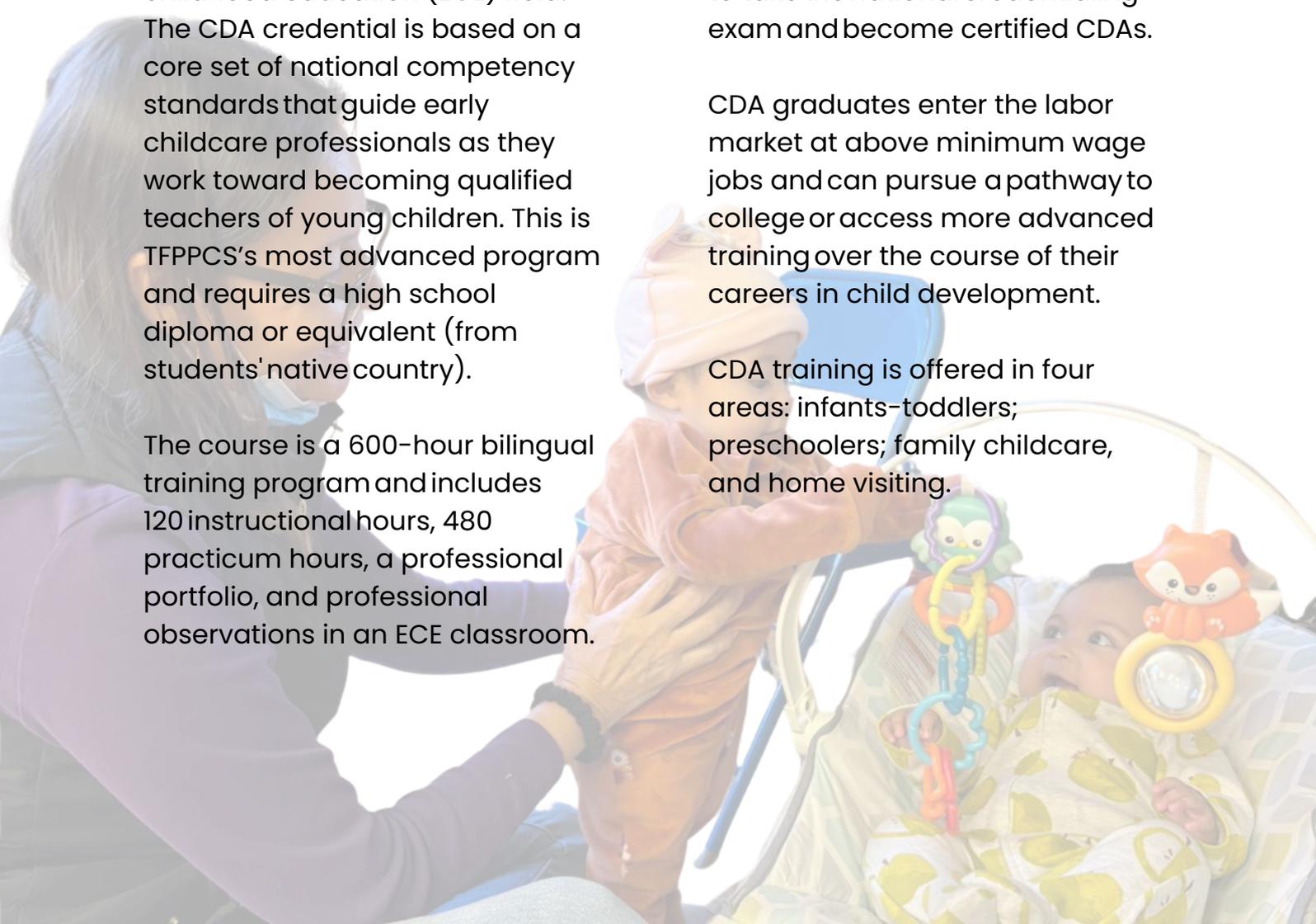
TFPPCS's CDA program prepares adult learners for jobs in the early childhood education (ECE) field. The CDA credential is based on a core set of national competency standards that guide early childcare professionals as they work toward becoming qualified teachers of young children. This is TFPPCS's most advanced program and requires a high school diploma or equivalent (from students' native country).

The course is a 600-hour bilingual training program and includes 120 instructional hours, 480 practicum hours, a professional portfolio, and professional observations in an ECE classroom.

After completing those requirements, students are ready to take the national credentialing exam and become certified CDAs.

CDA graduates enter the labor market at above minimum wage jobs and can pursue a pathway to college or access more advanced training over the course of their careers in child development.

CDA training is offered in four areas: infants-toddlers; preschoolers; family childcare, and home visiting.



## B. SCHOOL PROGRAMS

## 2. PARENT INVOLVEMENT

In June 2025, The Family Place Public Charter School (TFPPCS) proudly concluded its seventh school year, while its founding partner, The Family Place (TFP), celebrated 45 years of service to low-income families in Washington, DC. Together, these two agencies continue to build a one-of-a-kind learning community rooted in a holistic, two-generation approach that supports adult learners, parents, and their children.

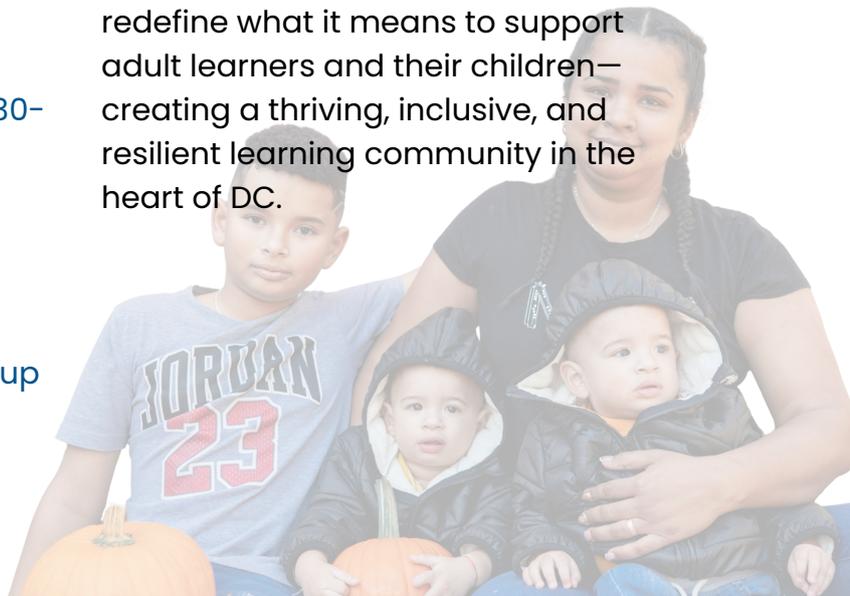
TFP continues to offer three cornerstone programs that promote parent involvement and child development:

- **Early Childhood Education (ECE):** On-site care and learning for children ages 0–4 while parents attend classes.
- **Home Instruction for Parents of Preschool Youngsters (HIPPY):** A 30-week home-visiting program for parents of children ages 2–4, focused on school readiness and parent-child interaction.
- **Homework Support:** Evening academic assistance for children up to age 12 while their parents participate in in-person classes.

Each program includes dedicated time for parent-child learning, reinforcing the role of parents as active participants and role models in their children's educational journey.

TFPPCS and TFP have built a seamless infrastructure that allows families to access services without barriers. Their co-location and shared staffing ensure continuity and collaboration. While TFPPCS focuses on adult education, TFP provides early learning, case management, and stability services that address the broader needs of students and their families.

Together, these agencies continue to redefine what it means to support adult learners and their children—creating a thriving, inclusive, and resilient learning community in the heart of DC.



## II. SCHOOL PERFORMANCE AND PROGRESS

### A. MISSION, GOALS, AND ACADEMIC ACHIEVEMENTS



### 1. ACHIEVING THE MISSION

The mission of The Family Place Public Charter School (TFPPCS) is to improve the literacy and workplace skills of low-income, limited-English-proficient adults in the District so that they and their family are self-sustaining, employable and engaged in their community. All TFPPCS's programs and support services (in partnership with TFP) strive to carry out this mission.

During School Year 24-25-2025, TFPPCS once again expanded its English as a Second Language (ESL) program, offering a total of 13 classes. Eight in-person classes were held during the regularly scheduled morning, afternoon, and evening sessions, along with three virtual evening classes. In addition, two hybrid ESL classes were introduced to provide greater flexibility for students balancing work and study.

This program structure ensured accessibility, supported varied learning preferences, and maintained strong participation across all class formats. Support services such as registration, case management, and employment support were offered primarily in-person but also virtually as student needs dictated. TFPPCS continued to distribute take-home meals prepared by D.C. Central Kitchen to in-person students and on-site participants. TFP also distributed fresh food (from the Capital Area Food Bank, Central Union Mission and other partner agencies) weekly to students on a first-come, first-serve basis.

The Family Place PCS continues to demonstrate strong performance and consistent progress toward its goals.



## II. SCHOOL PERFORMANCE AND PROGRESS

### A. MISSION, GOALS, AND ACADEMIC ACHIEVEMENTS



In its inaugural year in 2018, the school met all of its established performance measures, reflecting a strong foundation of academic excellence. By the 2019–2020 school year, TFPPCS was on track to achieve top performance results before the COVID-19 pandemic disrupted formal evaluations. In the years that followed, while official tier rankings were paused systemwide, TFPPCS maintained its commitment to high standards, academic growth, and continuous improvement. Over the past seven years, the school has continuously met its goals, ensuring that students thrive academically and socially.

#### **Renovation of New Facility**

In response to projected enrollment growth and consistent feedback from stakeholders, TFPPCS made a strategic investment in 2023 by purchasing a new building located just around the corner from its current facility at 1501 Park Road in

Columbia Heights. Conveniently situated in Ward 1—where the majority of TFPPCS students reside—the new site allows for easy access between the current and new location for students and staff.

The building, which spans three stories plus a basement and offers 10,000 square feet of usable space, was gutted under previous ownership. TFPPCS is now in the process of renovating the space with plans to transform it into a multi-use, accessible, and efficient learning environment.

Scheduled to open at the start of SY 26–27, the upgraded facility will feature modern classrooms, integrated technology, and inclusive spaces that foster a safe and supportive learning atmosphere.

## II. SCHOOL PERFORMANCE AND PROGRESS

### A. MISSION, GOALS, AND ACADEMIC ACHIEVEMENTS



This expansion is a top priority for the school, ensuring that its physical infrastructure meets the demands of current programs while accommodating future growth. Overall, the project represents a long-term investment in the sustainability, effectiveness, and success of TFPPCS and its learners.

#### **Middle States Accreditation**

The Family Place PCS is pursuing accreditation from The Middle States Association Commissions on Elementary and Secondary Schools (MSA-CESS). In May 2023, MSA-CESS granted TFPPCS accreditation candidacy, and in Fall 2023, the school began its self-study.

Since then, TFPPCS has formed committees, surveyed stakeholders, and assessed internal processes to identify areas for improvement.

In Summer 2025, the school completed its analysis and identified three objectives for a school improvement plan to support program quality and growth.

With the self-study complete, TFPPCS hosted an MSA-CESS Team Visit in October 2025 and received a recommendation for accreditation from the visiting team. TFPPCS anticipates receiving its official accreditation by the end of SY 25–26. This work is laying the foundation for a strong future for TFPPCS students, staff, and community.

***“The Middle States Association is a worldwide leader in accreditation and school improvement. For over 125 years, Middle States has been helping school leaders establish and reach their goals, develop strategic plans, promote staff development and advance student achievement.”\****

\*MSA-CESS – Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools



## 2. GOALS AND ACADEMIC ACHIEVEMENTS

The Family Place PCS established its individualized charter goals in 2018. The school reviews and reports its progress toward these goals annually, as reflected in the table below.

The Family Place PCS- Goals and Academic Achievement Expectations	Met/Not Met	Evidence
<p><b>1. 60% of students enrolled in the Child Development Associate (CDA) track will complete course.</b></p>	Met	<p>In SY 24–25, 20 of 22 students completed the program. Of those 20, 19 have completed their portfolios and some are working on their practicum hours to become eligible for the licensing exam.</p> <p><b>CDA Course Completion rate = 91%.</b></p>
<p><b>2. 65% of students who complete the CDA course pass the credentialing exam.</b></p>	Met	<p>22 students were eligible for outcomes from SY 22–23. 16 completed the program, and 12 earned the certification.</p> <p><b>CDA Certification rate = 75%</b></p> <p>22 students were eligible for outcomes from SY 23–24. 14 completed the program, and 9 earned the certification.</p> <p><b>CDA Certification rate = 64%</b></p>



The Family Place PCS- Goals and Academic Achievement Expectations	Met/Not Met	Evidence
<p><b>3. 63% of students enrolled in ESL pathway who pre- and post-test will advance at least one Educational Functioning Level (EFL) on the Comprehensive Adult Student Assessment Systems (CASAS).</b></p>	Met	<p>SY 24-25 – Of 188 ESL students eligible for post-testing (not including 8 that pre-tested to level 6), 166 students were pre-tested and post-tested; of those 166, 104 advanced at least one EFL level.</p> <p><b>EFL Completion Rate = 63%</b></p> <p>The decrease in ESL students advancing an EFL level on CASAS from SY 23-24 is likely due to the transition to the new <i>Reading STEPS</i> test, which is more rigorous and aligned with the <i>College and Career Readiness Standards</i>. The new test includes more complex reading passages and higher-level critical thinking skills.</p>
<p><b>4. 35% of students enrolled in Foundations of Literacy pathway will complete at least one module as measured by the Instituto Nacional para la Educacion de los Adultos (INEA) [National Institute for Adult Education] Grade Level Comprehensive Tests.</b></p>	Met	<p>SY 24-25 – 31 students enrolled in Foundations of Literacy, and 12 completed at least one module.</p> <p><b>FOL Completion Rate = 39%</b></p>



The Family Place PCS- Goals and Academic Achievement Expectations	Met/Not Met	Evidence
<p><b>5. 30% of students who are in the labor force but enter the program without a job will obtain employment or postsecondary education as defined by the PMF Policy and Technical Guide.</b></p>	Met	<p>In SY 24–25, 76 students were unemployed upon enrollment into TFPPCS programs. Of those, 21 students were out of the labor force, leaving 55 eligible for outcomes. Of those 55, 29 exited the program. The team contacted 22, and of those, 14 of them entered employment.</p> <p><b>Contact Rate = 76%</b> <b>Employment Gained Rate = 63%</b></p>
<p><b>6. 60% of students who enter with a job remain employed in the third quarter after exit or enroll in training or postsecondary programs.</b></p>	Met	<p>In SY 24–25, 173 students were employed upon enrollment into TFPPCS programs. Of those, 88 students exited the program. The team contacted 61, and of those, 53 retained their employment.</p> <p><b>Contact Rate = 69%</b> <b>Employment Retention Rate = 87%</b></p>
<p><b>7. In-seat attendance will be at least 60%.</b></p>	Met	<p>SY 24-25 - In-seat Attendance <b>Rate = 73.20%</b></p>
<p><b>8. 60% of enrolled ESL, Foundations of Literacy, and CDA students will both pre-and post-test during the program year (INEA modules, CASAS tests, or CDA portfolio).</b></p>	Met	<p>SY 24-25 SY - 196 students enrolled in ESL, 31 in Foundations of Literacy, and 22 in CDA for a total of 249 students. 205 pre-tested and post-tested, including level 6 ESL students.</p> <p><b>Persistence rate = 82.3%</b></p>



## II. SCHOOL PERFORMANCE AND PROGRESS

### B. UNIQUE ACCOMPLISHMENTS



#### Student Leadership Council

SY 24–25 marked the second year of the Student Leadership Council (SLC) at TFPPCS, created to elevate student voice and strengthen engagement with school leadership. Most classes elected or appointed representatives to serve on the Student Leadership Council (SLC). ESL instructor Kellie Corbett served as the SLC advisor, facilitating regular Zoom meetings where students shared feedback, discussed school priorities, and collaborated with the management team. Through this structure, both daytime and evening students played an active role in shaping school policies and improving the student experience.

#### Northstar Curriculum

During the 24–25 school year, the TFPPCS Digital Literacy Instructor implemented a targeted pilot of the NorthStar Digital Literacy curriculum, focusing on three foundational modules: Basic Computer Skills, Internet Basics, and Using Email. These components were selected to equip students with essential digital competencies needed to navigate today's technology-driven world.

- Pre- and Post-Assessment for Measurable Growth: To evaluate the effectiveness of instruction and track student progress, participants completed NorthStar pre-tests and post-tests for each module. These assessments provided valuable data on skill acquisition and helped tailor instruction to meet learners' needs.

## II. SCHOOL PERFORMANCE AND PROGRESS

### B. UNIQUE ACCOMPLISHMENTS



- **Instructional Focus and Engagement:** The instructor designed in-person technology classes around these three modules, creating a structured and responsive learning environment. Lessons emphasized hands-on practice, real-world application, and interactive feedback. Students were encouraged to reflect on their digital goals and apply their new skills in everyday contexts—from navigating online resources to communicating effectively via email.
- **Student-Centered Feedback Loop:** Throughout the pilot, the instructor actively engaged students in providing feedback on the curriculum’s relevance and clarity. This input was used to refine instructional strategies and ensure that the learning experience remained aligned with student aspirations and challenges in the digital realm.

### Advancing Workforce Development

In School Year 24–25, The Family Place Public Charter School (TFPPCS) and The Family Place (TFP) strengthened their commitment to workforce development by expanding the Bundled Hospitality Certification Program, a key initiative designed to help adult learners gain industry-recognized skills and credentials that support career advancement in the hospitality sector.

Building on the success of the previous year’s pilot, the expanded program offered three industry-recognized certifications – ServSafe Food Handler, ServSafe Alcohol, and AHLEI START Guestroom Attendant – as part of a mid-level Integrated Education and Training (IET) pathway and combined technical instruction, language development, and flexible learning formats to prepare participants for advancement within a high-demand industry.

## II. SCHOOL PERFORMANCE AND PROGRESS

### B. UNIQUE ACCOMPLISHMENTS



#### ***Instructional Model and Participation***

The program employed a HyFlex instructional model, providing students the option to participate in person, online synchronously, or asynchronously. This structure proved especially beneficial for adult learners managing work, family, and educational responsibilities. Participants were encouraged to complete all three certifications—or a minimum of two—to enhance career readiness and credential value.

#### ***Outcomes and Impact***

The 24–25 program cycle yielded strong outcomes across all credential areas:

- ServSafe Food Handler: 100% pass rate (17 students)
- ServSafe Alcohol: 85.7% pass rate (7 students)
- AHLEI START Guestroom Attendant: 81.8% pass rate (11 students)

The certifications introduced this year were new to the program, making these early outcomes particularly noteworthy. These results reflect both the effectiveness of the instructional model and the feedback and guidance of one of the school’s full-time instructors.

#### ***Equity and Accessibility***

To ensure equitable access, all instruction was offered in English and Spanish. This bilingual approach allowed students to engage fully in coursework and develop career-specific language skills. Spanish-speaking participants reported increased confidence and participation, particularly when instruction was led by bilingual, culturally responsive educators.



## II. SCHOOL PERFORMANCE AND PROGRESS

### B. UNIQUE ACCOMPLISHMENTS



While the HyFlex model broadened access to instruction, the program also identified ongoing challenges related to technology access and digital literacy, particularly among asynchronous learners. These findings highlight the need for continued investment in digital readiness and instructional design tailored to independent learning.

#### **Student Experience and Feedback**

Qualitative feedback underscored the program’s value in helping participants earn recognized credentials, build language and technical skills, and access flexible learning pathways. Students expressed interest in additional hands-on learning opportunities and stronger connections to local employers—key priorities that will shape future program development.

#### **Looking Ahead**

The 24–25 implementation confirmed that a bundled, bilingual, and flexible certification model can effectively support adult learners in earning industry credentials and pursuing clear career pathways in hospitality.

In the coming year, TFPPCS/TFP plans to:

- Explore employer partnerships to expand work-based learning and job placement opportunities.
- Refine instructional design and learner supports, particularly for asynchronous and technology-limited participants.
- Continue to promote equitable access across all learning modalities.

Through these efforts, the Bundled Hospitality Certification Program can serve as a model for integrated workforce and adult education programming—empowering learners, supporting families, and advancing economic mobility across our community.



*(Month of September)*

Total: 17

Lea 17  
Yanira 17  
Guisenia 16.5

CONGRATULATIONS!

## II. SCHOOL PERFORMANCE AND PROGRESS

### B. UNIQUE ACCOMPLISHMENTS



#### Career Up DC Partnership

In the 24–25 school year, The Family Place continued its successful partnership with the Career Up DC initiative, part of the OSSE Adult and Family Education (AFE) Grant, to provide paid apprenticeship opportunities for adult learners enrolled at The Family Place Public Charter School (TFPPCS).

Building on the prior year's success, the program expanded to support 34 students, offering stipends and uniforms to promote equitable access and foster professionalism. This initiative remains a cornerstone of TFP's Integrated Education and Training (IE&T) strategy, combining classroom instruction with meaningful, work-based learning experiences.

Apprenticeship placements were aligned with students' career interests and TFP's operational needs. Most participants served as childcare providers in TFP's Early Childhood Education (ECE) classrooms, gaining hands-on experience nurturing young children while strengthening their parenting and professional skills. Others supported front desk and operations teams, developing administrative, organizational, and customer service competencies, while a few assisted the technology instructor with digital literacy classes, gaining exposure to instructional support and technology facilitation.

The Career Up DC program continues to be a transformative experience for TFPPCS learners, helping them build confidence, practical skills, and clear career pathways. By integrating paid apprenticeships into adult education, TFP empowers students to achieve professional growth while strengthening the communities they serve.



## II. SCHOOL PERFORMANCE AND PROGRESS

### B. UNIQUE ACCOMPLISHMENTS



#### Children's Day

TFPPCS's annual Children's Day Celebration is held at Carter Barron Park in Washington, DC, and is open to all TFPPCS participants and their children. In SY 24–25, TFPPCS once again scheduled this celebration on a Friday in May during regular CDA class hours, allowing CDA students to gain hands-on experience planning and managing children's activities. CDA students coordinated and led engaging activities such as face painting, chalk drawing, bouncy ball games, bubble making, and crafts, while ESL and FOL teachers organized bingo, coloring, and vocabulary worksheet activities for adult participants. The event also featured a health clinic, offered in partnership with **Emerson Clinic**, which provided screenings, referrals, and flu shots. The celebration was a resounding success, attended by over 150 participants and their children.

#### Citizenship Preparation Program

Following its successful reintroduction in 2023 after a three-year hiatus, The Family Place continued to offer on-site citizenship preparation classes throughout SY 24–25. This volunteer-led initiative supports Green Card holders as they prepare for the civics, reading, and writing portions of the U.S. citizenship test, offering both in-person and remote learning options to meet diverse student needs.

The volunteer instructor designed and implemented a structured curriculum centered on the 100 civics questions required for the test, while also providing practice with N-400 interview questions and key vocabulary for the reading and writing assessments. The program further assisted students in understanding the naturalization process, including guidance on completing and submitting their N-400 applications when possible.

## II. SCHOOL PERFORMANCE AND PROGRESS

### B. UNIQUE ACCOMPLISHMENTS



Throughout the year, the program sustained strong engagement from adult learners. Several participants made significant progress toward achieving citizenship, with four students successfully completing the naturalization process and becoming U.S. citizens—an important milestone in their personal and civic journeys. An additional four students submitted their N-400 applications and are preparing for their tests and interviews in the upcoming school year.

The citizenship program remains a vital resource within the TFPPCS community. Beyond academic preparation, it offers encouragement, empowerment, and a sense of belonging as participants take meaningful steps toward full civic participation. Its combination of personalized instruction, flexible delivery, and culturally responsive support continues to exemplify TFPPCS's commitment to lifelong learning and community engagement.

#### Tickets for Kids

In SY 24-25, The Family Place continued its valued partnership with Tickets for Kids, offering students and their families access to a wide range of cultural and recreational experiences across the greater Washington, D.C. area, as well as in Baltimore and Annapolis. This partnership remains an important part of TFP/TFPPCS's commitment to holistic family engagement, offering meaningful learning opportunities beyond the classroom.



## II. SCHOOL PERFORMANCE AND PROGRESS

### B. UNIQUE ACCOMPLISHMENTS



Through this collaboration, TFP/TFPPCS distributed almost 900 tickets to 91 different events and venues, including popular attractions such as Disney on Ice, professional sports games with the Washington Capitals and Nationals, and prominent cultural sites such as Mount Vernon, The Building Museum, and the International Spy Museum. These experiences gave many students their first taste of cultural and recreational activities, leaving children and parents alike with joyful and unforgettable moments.

By expanding access to arts, culture, and community events, the Tickets for Kids program continues to strengthen family bonds, build community connections, and enhance the overall educational experience of TFP/TFPPCS students and reflects our ongoing mission to support the academic, social, and emotional growth of the families we serve.





## HEAR FROM OUR STUDENTS!

### DORILA IRAHETA

## Spanish Literacy: A Foundation for Lifelong Learning



Dorila Iraheta has been part of our Foundations of Spanish Literacy (FOL) class since the school opened. When she first joined The Family Place Public Charter School, she couldn't read and write in Spanish.

Her effort, persistence, and the support from the classes helped her improve her Spanish and English skills, enabling her to prepare for the citizenship test and reach her goal of becoming a U.S. citizen. She has gained a lot of knowledge and confidence.

Dorila says she knows there's always more to learn, and has made significant progress through her dedication and perseverance.

***"I thank TFPPCS because they always care about all of us, not only that we learn, but that we feel supported during difficult times. I'm grateful to the teachers; they are very kind, they motivate us, and they help us through our process."***



## HEAR FROM OUR STUDENTS!

### SARA DE PAZ: From Student to Early Childhood Education Leader



Sara de Paz enrolled at The Family Place Public Charter School in 2020 to earn her Child Development Associate (CDA) credentials, a decision that opened many doors for her professional growth. She earned two CDA credentials, specializing in Infants & Toddlers and Preschoolers.

Motivated by her passion for early education and her desire to grow, Sara earned an associate's degree in early childhood education from the University of the District of Columbia in 2023. In July 2024, she started pursuing her bachelor's degree in early childhood education at the University of the Potomac, where she is now in her second year.

Sara's journey with TFPPCS transformed her career. She began working as a teacher assistant, was later promoted to lead teacher, and now serves as a program supervisor for children ages 0–3.

***“As a Latina woman, I am proud that schools like TFPPCS exist to support our community and help us progress despite language and cultural barriers. TFPPCS was the first step toward becoming an educator. I have a passion for teaching and for being an agent of change in the lives of children, who are the future of our society. I am grateful because they opened the door to my professional journey.”***

## II. SCHOOL PERFORMANCE AND PROGRESS

### C. LIST OF DONORS



**\$220K**

#### THE SHARE FUND

through



**\$20K**



CRIMSONBRIDGE  
FOUNDATION

**\$1K**

#### SEAR FAMILY FUN

through

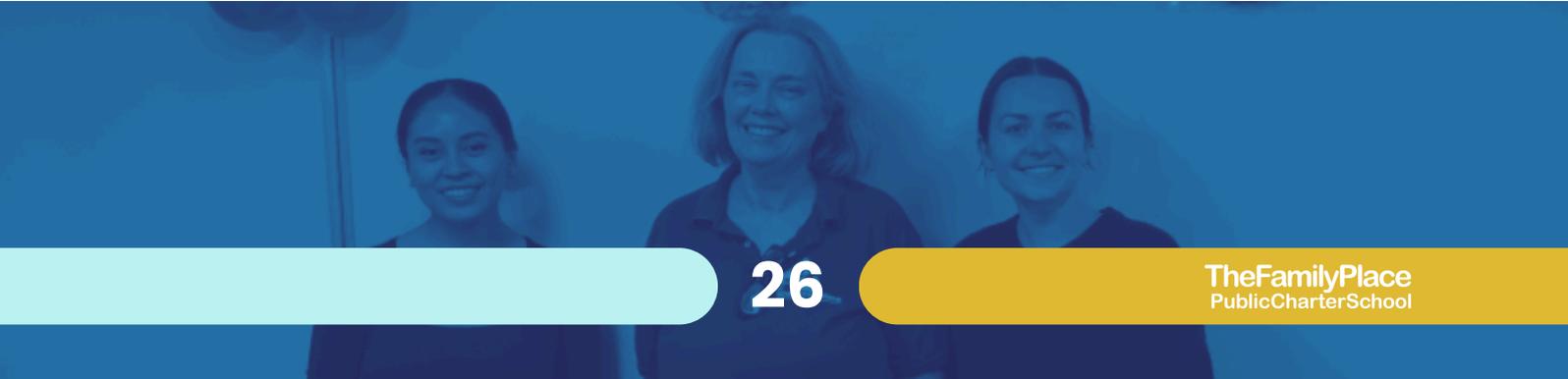


# III. DATA REPORT

## School Year (SY) 24-25

### A. DC PCSB PROVIDED DATA

Metric Name	Value	Numerator	Denominator	Not Applicable
Grades Served	Grades: Adult			
Overall Audited Enrollment	234			
Adult Enrollment	234			
Suspension Rate	0.0%	0	234	
Expulsion Rate	0.0%	0	234	
Instructional Time Lost to Discipline	0.0%	0	26069	
In-Seat Attendance Rate	73.21%	19640	26827	
Mid-Year Withdrawal Rate	0.0%	0	234	
Mid-Year Entry Rate	0.0%	0	234	
Graduation-Rate High School Equivalency (SY 23-24 Data)				NA



# III. DATA REPORT

## School Year (SY) 24-25

### B. THE FAMILY PLACE PCS PROVIDED DATA

DATA POINT	DEFINITION/CALCULATION																																																
<b>Total Number of Instructional Days</b>	183																																																
<b>Number of Teachers</b>	<b>Number of Teachers: 9 FT, 2 PT</b> OSSE defines "Teacher" as a full-time school-based employee who instructs any core or non-core academic subject.																																																
<b>Teacher Demographics</b>	<table border="1"> <thead> <tr> <th>Name</th> <th>Racial Identity</th> <th>Gender</th> <th>Years of Teaching Experience</th> </tr> </thead> <tbody> <tr> <td>Debora Amidani</td> <td>Latina</td> <td>Female</td> <td>18</td> </tr> <tr> <td>Tony Brun (PT)</td> <td>Latino</td> <td>Male</td> <td>38</td> </tr> <tr> <td>Kellie Corbett</td> <td>Caucasian</td> <td>Female</td> <td>5</td> </tr> <tr> <td>Lizzi Lineal (PT)</td> <td>Latina</td> <td>Female</td> <td>2</td> </tr> <tr> <td>Christopher Lopez</td> <td>Latino</td> <td>Male</td> <td>7</td> </tr> <tr> <td>Debora Namovicz</td> <td>Caucasian</td> <td>Female</td> <td>34</td> </tr> <tr> <td>Xamy Perez</td> <td>Latina</td> <td>Female</td> <td>4</td> </tr> <tr> <td>Sasha Plotnikov</td> <td>Caucasian</td> <td>Female</td> <td>7</td> </tr> <tr> <td>Carlye Stevens</td> <td>Caucasian</td> <td>Female</td> <td>4</td> </tr> <tr> <td>Gillian Stoodley</td> <td>Caucasian</td> <td>Female</td> <td>20</td> </tr> <tr> <td>Silvia Webel</td> <td>Latina</td> <td>Female</td> <td>13</td> </tr> </tbody> </table>	Name	Racial Identity	Gender	Years of Teaching Experience	Debora Amidani	Latina	Female	18	Tony Brun (PT)	Latino	Male	38	Kellie Corbett	Caucasian	Female	5	Lizzi Lineal (PT)	Latina	Female	2	Christopher Lopez	Latino	Male	7	Debora Namovicz	Caucasian	Female	34	Xamy Perez	Latina	Female	4	Sasha Plotnikov	Caucasian	Female	7	Carlye Stevens	Caucasian	Female	4	Gillian Stoodley	Caucasian	Female	20	Silvia Webel	Latina	Female	13
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# III. DATA REPORT

## School Year (SY) 24-25

### B. THE FAMILY PLACE PCS PROVIDED DATA

DATA POINT	DEFINITION/CALCULATION																																																																																																									
<b>Teacher Salary Schedules</b>	<p>Adult Education Instructor – Salary Scales (updated 6/13/25)</p> <table border="1"> <thead> <tr> <th>Adult Ed Instructor Step</th> <th>Annual Salary 2025 - 2026</th> <th>Hourly Rate 2025-2026</th> <th>Lead Differential 2025-2026</th> <th>Lead Hourly Rate 2025-2026</th> </tr> </thead> <tbody> <tr><td>1</td><td>\$59,691.00</td><td>\$28.70</td><td>\$62,115.00</td><td>\$29.86</td></tr> <tr><td>2</td><td>\$61,183.28</td><td>\$29.42</td><td>\$64,554.50</td><td>\$31.04</td></tr> <tr><td>3</td><td>\$62,712.86</td><td>\$ 30.15</td><td>\$66,563.50</td><td>\$32.00</td></tr> <tr><td>4</td><td>\$64,280.68</td><td>\$30.90</td><td>\$67,691.00</td><td>\$32.54</td></tr> <tr><td>5</td><td>\$65,887.70</td><td>\$31.68</td><td>\$69,320.75</td><td>\$33.33</td></tr> <tr><td>6</td><td>\$67,534.89</td><td>\$32.47</td><td>\$70,991.50</td><td>\$34.13</td></tr> <tr><td>7</td><td>\$69,223.26</td><td>\$33.28</td><td>\$72,703.25</td><td>\$34.95</td></tr> <tr><td>8</td><td>\$70,953.84</td><td>\$34.11</td><td>\$74,456.00</td><td>\$35.80</td></tr> <tr><td>9</td><td>\$72,727.69</td><td>\$34.97</td><td>\$76,260.00</td><td>\$36.66</td></tr> <tr><td>10</td><td>\$74,545.88</td><td>\$35.84</td><td>\$78,105.00</td><td>\$37.55</td></tr> <tr><td>11</td><td>\$76,409.53</td><td>\$36.74</td><td>\$80,001.25</td><td>\$38.46</td></tr> <tr><td>12</td><td>\$78,319.76</td><td>\$37.65</td><td>\$81,938.50</td><td>\$39.39</td></tr> <tr><td>13</td><td>\$80,277.76</td><td>\$38.60</td><td>\$83,927.00</td><td>\$40.35</td></tr> <tr><td>14</td><td>\$82,284.70</td><td>\$39.56</td><td>\$85,966.75</td><td>\$41.33</td></tr> <tr><td>15</td><td>\$84,341.82</td><td>\$40.55</td><td>\$88,057.75</td><td>\$42.34</td></tr> <tr><td>16</td><td>\$86,450.37</td><td>\$41.56</td><td>\$90,200.00</td><td>\$43.37</td></tr> <tr><td>17</td><td>\$88,611.63</td><td>\$42.60</td><td>\$92,393.50</td><td>\$44.42</td></tr> <tr><td>18</td><td>\$90,826.92</td><td>\$ 43.67</td><td>\$94,638.25</td><td>\$45.50</td></tr> <tr><td>19</td><td>\$93,097.59</td><td>\$44.76</td><td>\$96,944.50</td><td>\$46.61</td></tr> <tr><td>20</td><td>\$95,425.03</td><td>\$45.88</td><td>\$99,302.00</td><td>\$47.74</td></tr> </tbody> </table>	Adult Ed Instructor Step	Annual Salary 2025 - 2026	Hourly Rate 2025-2026	Lead Differential 2025-2026	Lead Hourly Rate 2025-2026	1	\$59,691.00	\$28.70	\$62,115.00	\$29.86	2	\$61,183.28	\$29.42	\$64,554.50	\$31.04	3	\$62,712.86	\$ 30.15	\$66,563.50	\$32.00	4	\$64,280.68	\$30.90	\$67,691.00	\$32.54	5	\$65,887.70	\$31.68	\$69,320.75	\$33.33	6	\$67,534.89	\$32.47	\$70,991.50	\$34.13	7	\$69,223.26	\$33.28	\$72,703.25	\$34.95	8	\$70,953.84	\$34.11	\$74,456.00	\$35.80	9	\$72,727.69	\$34.97	\$76,260.00	\$36.66	10	\$74,545.88	\$35.84	\$78,105.00	\$37.55	11	\$76,409.53	\$36.74	\$80,001.25	\$38.46	12	\$78,319.76	\$37.65	\$81,938.50	\$39.39	13	\$80,277.76	\$38.60	\$83,927.00	\$40.35	14	\$82,284.70	\$39.56	\$85,966.75	\$41.33	15	\$84,341.82	\$40.55	\$88,057.75	\$42.34	16	\$86,450.37	\$41.56	\$90,200.00	\$43.37	17	\$88,611.63	\$42.60	\$92,393.50	\$44.42	18	\$90,826.92	\$ 43.67	\$94,638.25	\$45.50	19	\$93,097.59	\$44.76	\$96,944.50	\$46.61	20	\$95,425.03	\$45.88	\$99,302.00	\$47.74
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<b>Compensation Over \$100,000</b>	<p>Salaries (including bonuses) of the five most highly compensated individuals in the LEA, if over \$100,000, for SY 2024 – 25.</p> <p>Kircher, Laurel \$110,675            Morales, Marianella \$122,645 (75% of total paid by TFPPCS)            Saldana Rivera, Fernando \$110,632            Wiggins, Haley \$164,441 (75% of total is paid by TFPPCS)</p>																																																																																																									



# IV. APPENDICES

## A. STAFF ROSTER SY 24-25

NAME	TITLE	EDUCATION
<b>MANAGERS</b>		
Laurel Kircher	Chief Academic Officer	MA TESOL / International Business
Marianella Morales	Director of Operations	MA Finance; MA Tax Law
Fernando Saldana	Chief Compliance Officer	MA Management Leadership Development
Haley Wiggins	Executive Director	MA TESOL
<b>TEACHERS</b>		
Debora Amidani	ESL Instructor, CASAS Tutor, CDA ESL Support	MA TESOL
Tony Brun	Foundations of Literacy Instructor	Doctorate Ministry and Mission
Kellie Corbett	ESL Instructor	MA Applied Linguistics
Lizzi Lineal	ESL Instructor	BS Psychology
Christopher Lopez	ESL Instructor	MA TESOL
Debora Namovicz	ESL Instructor/Education Program Manager	BA Secondary Education
Xamy Perez	ESL Instructor/FOL Assistant	BS Biomedical Engineering



# IV. APPENDICES

## A. STAFF ROSTER SY 24-25

NAME	TITLE	EDUCATION
Sasha Plotnikov	ESL Instructor	BA Anthropology
Carlye Stevens	Digital Literacy Instructor	MA TESOL
Gillian Stoodley	ESL Instructor	MA TESOL
Silvia Webel	Lead FOL Instructor/CDA Coordinator	MA Mental Health and Social Behavior
<b>PARAPROFESSIONALS &amp; SUPPORT STAFF</b>		
Belinda Paredes	Operations Support Specialist	BA Business Administration; MA Accounting
Alyson Cronquist	Executive Assistant and Data Manager	BS Public Health
Lidia Fleitas	Registrar	HS Diploma
Tsegaye Gobena	FOL Assistant	BS Engineering Geology
Dwayne Jeffrey	ESL Tutor	MEd Education Policy and Leadership
Merice Mora	Manager of Operations (day) and Finance Support	BS Administration, BS Accounting
Tanja Morris	ESL Instructional Assistant/Tutor	BA English Language, Literature/Spanish



# IV. APPENDICES

## B. BOARD ROSTER SY 24-25

NAME	ROLE	DC RESIDENCY
Gail Arnall	Member (joined Nov. 2024)	Yes
Ann B. Barnet	Member	Yes
Michael D. Barnet	Board Chair	No
Shawn Chakrabarti	Treasurer	No
Jaqueline Lopez Ponce	Student Member	Yes
Barbara Finkelstein	Member (left Sept. 2024)	Yes
Maria Mejía	Student Member	Yes
Sara Friedman	Member	Yes
Marcia Harrington	Member (left April 2025)	No
Natalia Isaza Brando	Member	No
Oralia Puente	Member	Yes
Raj Thomas	Member (joined May 2025)	No
Elaine Weiss	Member	No



# IV. APPENDICES

## C. FINANCES

### LATEST AUDITED FINANCIAL STATEMENTS

The Family Place PCS's latest available audited financial statements may be found at the following link on DC PCSB's Transparency Hub: <https://dcpcsb.org/school-fiscal-audits>.

### OTHER FINANCIAL INFORMATION, INCLUDING BUDGETS

The Family Place PCS's additional financial information, including latest available budgets, may be found in the Financial Oversight section of DC PCSB's Transparency Hub at the following link: <https://dcpcsb.org/transparency-hub>.





TheFamilyPlace  
PublicCharterSchool

# 2024 - 2025 ANNUAL REPORT



[www.thefamilyplacepcs.org](http://www.thefamilyplacepcs.org)

(202) 265-0149

3309 16TH ST NW, WASHINGTON, D.C. 20010

MICHAEL D. BARNET, BOARD CHAIR