

# ANNUAL REPORT

2023

2024



**TheFamilyPlace**  
PublicCharterSchool

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MICHAEL D. BARNET, BOARD CHAIR



TheFamilyPlace  
PublicCharterSchool

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# NARRATIVE

## 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.

**TheFamilyPlace**  
PublicCharterSchool





## *B. School Programs*

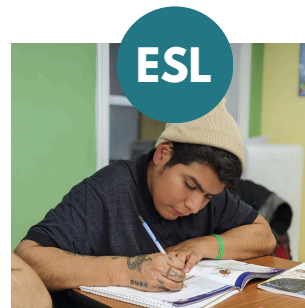
### **1. SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH**

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. 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 on 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.).

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



**FOUNDATIONS OF LITERACY**



**ENGLISH AS A SECOND LANGUAGE**



**CHILD DEVELOPMENT ASSOCIATE**



## 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. Our 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, our 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.

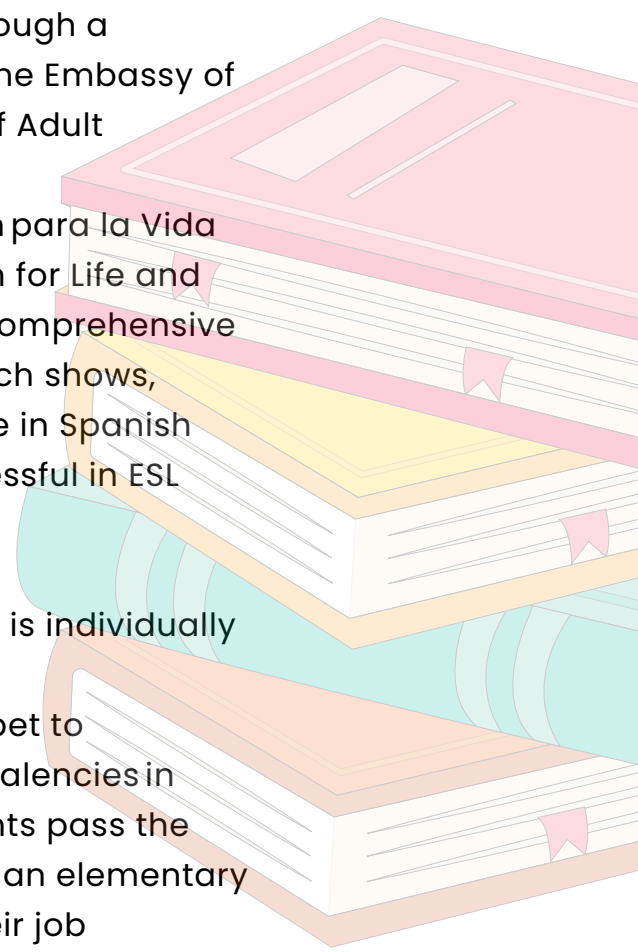
The Family Place PCS uses the sheltered instruction model, which integrates language and content instruction in the classroom. The curriculum is organized into thematic units at each level that align with the CASAS (Comprehensive Adult Student Assessment System) life skills competencies and uses the 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.





# 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.

## 2. PARENT INVOLVEMENT

The Family Place Public Charter School (TFPPCS) celebrated the conclusion of its sixth school year in June 2024, at almost the same time, its founder, The Family Place (TFP), celebrated 44 years of service to low-income DC families. The agencies, together, create a one-of-a-kind learning community. It is a unique holistic approach to education and family support, ensuring success for adults, parents, and their children. TFPPCS and TFP partnered to support 1,338 low-income DC families to help them achieve their goals. For adult schools, the idea of parent involvement focuses on helping those students who are parents learn how to best support their children in school.

TFP and TFPPCS are well-integrated to support a Two-Agency Two-Generation approach. TFP provides a variety of support for TFPPCS students, enabling them to focus on their studies, remain in school throughout the semester, and increase parent involvement.

Each program includes time specifically geared toward parent-child learning. TFPPCS students learn about the importance of their role in the educational and developmental success of their children. They are empowered to be role models as well as active participants in their child's learning.

TFP and TFPPCS have built an infrastructure that enables students and families to seamlessly access services. The two agencies are co-located and share staff and leadership. The responsibility areas of the two agencies are clearly defined while complementary. While TFPPCS provides literacy and employment skills training to adults, TFP provides the support needed for students to succeed. In addition to early learning services, TFP's case management and stability programs provide wraparound services that address the rest of the students' needs.

### **TFP offers parent involvement through three core efforts:**

1. Early childhood education (ECE) is offered for children 0-4 while their parents are in class;
2. Home Instruction for Parents of Preschool Youngsters (HIPPY) is a 30-week program for parents with children 2-4 and is delivered via weekly home visits;
3. Homework support is provided for children up to 12 years of age while their parents attend evening in-person classes.





## 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.

In School Year 23-24, in-person classes were held during their regularly scheduled times: morning, afternoon, and evening. Three virtual evening ESL (English as a Second Language) classes were offered to meet students' work schedules and continued demand for remote learning. An additional in-person evening ESL class was added to accommodate growing demand for evening classes.

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 all in-person students and on-site participants. TFP also distributed fresh food (from Central Union Mission and other partner agencies) weekly to students on a first-come first-serve basis.

TFPPCS continues to be in the unique position that it has never been officially tiered by DCPCSB. In its inaugural year, TFPPCS met all its performance measures and unofficially achieved a Tier 1 ranking (schools are not ranked in their 1st year). In year two, 2019–2020, the school was on track to officially be ranked a Tier 1 school but was derailed by COVID-19. In years three, four, and five, schools were not tiered due to the health emergency. Even without an official tier, TFPPCS is proud of the goals and academic achievements it has made over the last 6 years.



### *Enrollment Ceiling Increase Amendment*

Since opening in 2018, TFPPCS has shown consistent growth in enrollment and has had a track record of increasing enrollment by 20–23% every other year. In its first six years of operation the enrollment ceiling was: 120 for years 1 and 2; 147 for years 3 and 4; and 183 for years 5 and 6. The school submitted an enrollment ceiling increase amendment to plan for additional growth and DCPCSB approved that amendment in August 2023. The enrollment ceiling will increase by 42 students for a target of 225 students starting in year 7 (SY 24–25) and up to a maximum of 275 students in year 10 (SY 28–29).

### *Purchase of New Facility*

In response to student and staff feedback about space restrictions at its current location and planned enrollment increases beginning in SY 24–25 through SY 28–29, The Family Place PCS conducted a lengthy search to identify a new school building. In October 2023, TFPPCS identified an appropriate building within walking distance of its current location and purchased it in December 2023.

In May 2024, TFPPCS submitted a facilities amendment to DCPCSB for the new space and the amendment was approved in June 2024.

The new property is ideally located around the corner from the current facility and will allow students and staff to quickly access both locations as needed. In addition, it is in Ward 1, where a majority of TFPPCS students live. The building, which was gutted under previous ownership, spans three stories, includes a basement, and has 10,000 square feet of usable space. TFPPCS plans to transform the property, located at 1501 Park Road in Columbia Heights, into a multi-use, accessible and efficient learning space. A full renovation should begin in January 2025 once architectural plans are finalized, permits approved, and a contractor has been hired.

The development of this property will allow the school to provide inclusive adult education services, offer more skill development opportunities, and enroll additional students when it opens in 2026. In addition, the new building will have better signage and be more visible from the street, making it more easily identifiable as a school. The prominent new location will be in a busy Columbia Heights/Mt. Pleasant traffic corridor and should afford the school better walk-in recruitment and allow prospective students to find the school easily.





## *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 offered TFPPCS accreditation candidacy and in Fall 2023 The Family Place PCS started the self-study phase of the process. TFPPCS has formed accreditation committees, surveyed its stakeholders (staff, students, and community members), and is evaluating internal processes to identify areas of improvement. TFPPCS committee members drafted and approved statements of Core Values and a Profile of a Graduate to meet MSA-CESS competency standards and align with the TFP mission.

In Fall 2024, TFPPCS will finish analyzing the survey findings and other evidence to identify objectives for a school improvement plan. This plan will ensure that TFPPCS offers the level of quality in its educational programs, services, activities and/or other resources expected by its community of stakeholders as it grows. Once the self-study is complete, TFPPCS will host an MSA-CESS Team Visit in Fall 2025 and expects to receive accreditation by the end of SY 25-26. Together, this work will lead to a bright 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 –<br>Goals and Academic<br>Achievement Expectations                                                                                                                       | Met/<br>Not<br>Met | Evidence                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. 60% of students enrolled in the Child Development Associate (CDA) track will complete course.                                                                                               | Met                | In SY 23–24, 16 of 23 students completed the program. Of those 16, 14 have completed their portfolios and some are working on their practicum hours to become eligible for the licensing exam.<br>CDA Course Completion rate = 69.5%.      |
| 2. 65% of students who complete the CDA course pass the credentialing exam.                                                                                                                    | Met                | 27 students are eligible for outcomes from SY 21–22. 19 completed the program, and 18 earned the certification.<br>CDA Certification rate = 94.7%                                                                                          |
| 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). | Met                | In SY 23–24, of 167 ESL students eligible for post-testing (not including 18 that pre-tested to level 6), 148 students were pre-tested and post-tested; of those 148, 108 advanced at least one EFL level.<br>EFL Completion Rate = 72.97% |

## 2. GOALS AND ACADEMIC ACHIEVEMENTS

| The Family Place PCS – Goals and Academic Achievement Expectations                                                                                                                                                                                                     | Met/<br>Not Met | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>In SY 23-24, 28 students enrolled in Foundations of Literacy, and 18 completed at least one module. FOL Completion Rate = 64.29%<br/>Note: This is the highest rate of successful module completions in a single school year since the school was founded.</p>                                                                                                                                                                                                               |
| <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 23-24, 86 students were unemployed upon enrollment into TFPPCS programs. Of those, 22 students were out of the labor force, leaving 64 eligible for outcomes. Of those 64, 18 exited the program in Quarters 1 and 2. The team contacted 10, and of those 18, 6 of them entered employment.<br/>Contact rate = 55%<br/>Employment Gained = 60%<br/>Currently we are following up on students who exited in Q3 and Q4 who did not enroll for the 24-25 school year.</p> |

## 2. GOALS AND ACADEMIC ACHIEVEMENTS

| The Family Place PCS –<br>Goals and Academic<br>Achievement Expectations                                                                                             | Met/<br>Not<br>Met | Evidence                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. 60% of students who enter with a job remain employed in the third quarter after exit or enroll in training or postsecondary programs.                             | Met                | In SY 23–24, 150 students were employed (74 full-time and 76 part-time) upon enrollment into TFPPCS programs. Of those, 34 students exited the program in Q1 and Q2. The team contacted 22, and from those 20 retained their employment. Contact rate = 65% Retention rate = 91% Currently TFPPCS is following up on students who exited in Q3 and Q4 who did not enroll for the 24–25 school year. |
| 7. In-seat attendance will be at least 60%.                                                                                                                          | Met                | SY 23–24 – In-seat Attendance Rate = 72.57%                                                                                                                                                                                                                                                                                                                                                         |
| 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). | Met                | In SY 23–24, 185 students enrolled in ESL, 28 in Foundations of Literacy, and 23 in CDA for a total of 236 students. 200 pre-tested and post-tested, including level 6 ESL students. Persistence rate = 84.75%                                                                                                                                                                                      |



## *B. Unique Accomplishments*

### **Student Leadership Council**

TFPPCS believes that its adult learners can play a significant leadership role at the school by interfacing with their classmates and voicing their needs and aspirations to management. In SY 23-24 TFPPCS established two Student Leadership Councils (SLC), an SLC for daytime students and an SLC for evening students. Most classes elected representatives to serve on one SLC. ESL teacher Debbie Namovicz was the TFPPCS advisor to both SLCs and facilitated meetings with the SLCs and between the SLC leadership and the management team.

### **Northstar Curriculum**

The Digital Literacy Instructor piloted parts of the NorthStar curriculum for in-person technology classes. This program aims to enhance digital skills among students, ensuring they are well-equipped for the demands of the modern world. Throughout the pilot, the instructor engaged with students to gather feedback and assess the effectiveness of the curriculum, fostering an interactive learning environment that addresses their needs and aspirations in the digital realm.



## Book Project

Students in the morning Foundations of (Spanish) Literacy class worked on writing short autobiographical stories throughout the fall 2023 semester. The students recounted experiences from their childhoods, journeys from their native countries, lives in the United States, or other personal anecdotes. Teachers Silvia Webel and Xamy Perez shepherded the students through the project and helped students compile the stories into short books that they printed and autographed. Students presented their books and emotional stories to the management team in February 2024.



## Hospitality Certification

In SY 23-24, The Family Place (TFP) and The Family Place Public Charter School (TFPPCS) piloted the Guest Service Gold® micro-certification from AHLEI as part of the Integrated Education and Training (IE&T) program. Supported by the WIOA grant, this initiative aimed to enhance career readiness in the hospitality sector by utilizing a Hyflex learning model, which allows students to choose between in-person and remote learning. Recognizing that many students are already working in the hospitality industry, the team identified AHLEI and ServSafe micro-certifications as valuable tools to help students build and advance their careers.



The pilot focused on evaluating the model's impact on learners' ability to complete certifications and gather insights on its effectiveness for improving learner outcomes and satisfaction. Overall, the study highlighted the potential of innovative educational approaches to enhance workforce preparation. However, the study also indicated a preference for synchronous engagement among students and underscored the importance of continuous adaptation to meet the needs of adult learners. Addressing resource needs and fostering collaboration among stakeholders will be vital to maximize the effectiveness of the Hyflex model in future hospitality education efforts.

## Career Up

In SY 23–24, The Family Place provided stipends for apprenticeship opportunities to a total of 24 students through the Career Up DC initiative, a part of the OSSE Adult and Family Education (AFE) Grant. This program effectively integrates OSSE AFE's Integrated Education and Training (IE&T) initiatives with a model that includes paid work-based learning placements for adult learners. All student performance, progress, and outcome data was maintained in OSSE AFE's management information system, LACES (Literacy Adult and Community Education System). Additionally, all students were referred to the Career Up Initiative through the Community Catalog in the DC Data Vault to work as Childcare Providers. The Program has positively impacted TFPPCS adult learners, equipping them with essential skills and work experience as they advance in their careers, while they receive a stipend.

## Children's Day

TFPPCS' Children's Day Celebration is held annually at Carter Barron Park in Washington, DC and is open to all TFPPCS participants and their children. In SY 23-24, TFPPCS scheduled this celebration on a Friday in May during the normal CDA class time so that CDA students could gain hands-on experience planning and managing activities for children attending the event. CDA students coordinated and led activities such as facepainting, chalk drawing, playing with bouncy balls, bubble making, and crafts. ESL and FOL teachers organized bingo, coloring, vocabulary worksheets, and a scavenger hunt for adult students. The event was a resounding success attended by over 150 participants and their children.



## Citizenship Class

After a three-year absence, in 2023, TFPPCS once again offered on-site citizenship classes to interested and qualified students and participants. This volunteer-based program helps to prepare and support USA Legal Permanent Residents (Green Card holders) who meet the USCIS requirement and are eligible to take the citizenship test in English to become US Citizens. The class provides one-to-one support both remotely and in-person and help, when possible, to complete and submit students' N-400 forms. The volunteer instructor prepared a curriculum to discuss the 100 questions for the Civics portion of the test. The instructor reviews the N-400 questions with the students and practices the vocabulary for the written and reading tests with them in every class. Nine students enrolled during the reported school year to become US citizens. Three submitted their N-400 applications, and the rest are still preparing their forms.

## Tickets for Kids

Throughout the 23-24 school year, TFP continued to partner with Tickets for Kids to give students and their families access to a variety of exciting events across the DMV area. This collaboration enabled us to distribute tickets to popular attractions and performances, including Disney on Ice, Capitals and Nationals games, the Building Museum, the Bible Museum, and the Spy Museum. In total, TFPPCS provided 963 tickets for 164 different events, creating memorable experiences for students and their families. This initiative not only fosters community engagement but also helps enhance the cultural and recreational opportunities available to families, enriching their educational experience and strengthening the bonds within their community.



# Hear from our Students!



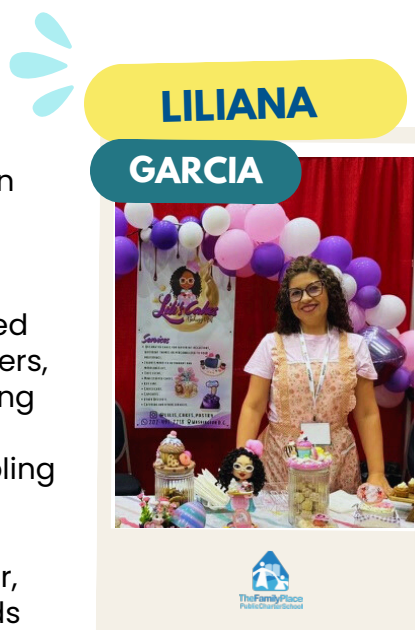
Maria is a dedicated Foundations of Literacy (FOL) student who comes to class prepared and on time, always eager to learn. When she heard about the Affordable Connectivity Program, which offered a tablet for only \$20, Maria was excited to apply. She met with her case manager and submitted her application, hoping to access the digital resources she needed.

However, her tablet took longer than expected to arrive. Determined to resolve the issue, Maria and her case manager worked together, contacting the program's customer service department. Thankfully, their persistence paid off, and the problem was resolved. Now, with her new tablet in hand, Maria is thrilled to begin exploring and learning all the ways it can support her studies.

Liliana Garcia, a student in our CDA program and an entrepreneur, began baking and selling cakes for special events. Eager to expand her reach, Liliana partnered with TFPPCS to promote her business at the Greater Washington Hispanic Chamber of Commerce Business Expo in March 2024.

For the Expo, Liliana prepared delicious samples, showcased designs made with fondant and edible clay, distributed flyers, and actively shared event highlights on Instagram, including photos and live interviews. Her table quickly became a popular stop, drawing many attendees interested in sampling and learning more about her creations.

TFPPCS is thrilled to have supported Liliana in this endeavor, and we look forward to her continued success as she builds her business while pursuing an Associate's Degree in Education at UDC.



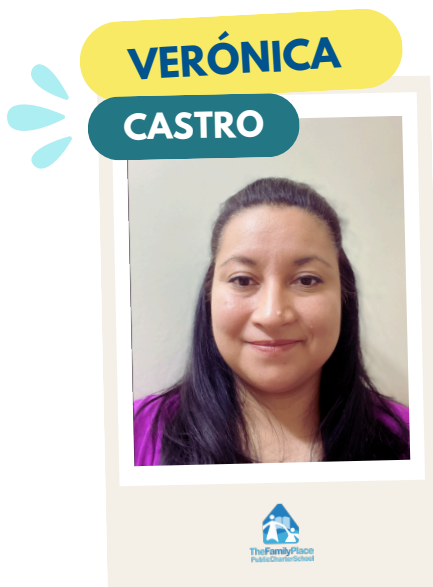
***"What I appreciate most about the school is the comprehensive support offered to students. It's not just about teaching classes; the teachers and staff genuinely care about our emotional, legal, and personal well-being."***

Catarino is a student in our Foundations of Literacy (FOL). When he first came to TFPPCS, he couldn't read or write in Spanish. He grew up in Guatemala, in an environment where the primary language is K'iche' and not Spanish. However, with consistent attendance and determination, Catarino has made remarkable progress.

Today, he can read and write in Spanish, which has opened new job opportunities for him. His progress has been swift due to his commitment to learning and his desire to excel. Catarino has also become a role model for his classmates, who value his supportive and encouraging presence.

For Catarino, this experience has been transformative, both academically and personally. As he says:

***"I feel I very comfortable at school; the teachers and staff are like family to me, always willing to help me improve. Step by step, I've made progress thanks to everyone, and it motivates me to keep learning."***



Verónica's journey is a testament to the power of determination and community support. Just a year ago, she joined our ESL class and, in the spring, enrolled in our Guest Service AHLEI class. Since then, she has shown inspiring leadership—first as a student council representative of her ESL class and later by assisting at the front desk, where her kindness and dedication were admired by all.

After completing our citizenship course, Verónica achieved her dream of becoming a U.S. citizen—a milestone marking the start of new opportunities and active community involvement.

As she says:

***"Here in TFP, what I've accomplished in a year and the support I've received have been phenomenal."***

## C. List of Donors

**\$180K**

**THE SHARE FUND** through



**\$15K**



**\$6,774**



**RELACIONES EXTERIORES**

SECRETARÍA DE RELACIONES EXTERIORES

**MÉXICO**

SECCIÓN CONSULAR DE LA EMBAJADA DE MÉXICO EN EUA

**\$5K**



**MAYOR'S OFFICE ON  
LATINO AFFAIRS**

# III. DATA REPORT

School Year (SY) 23-24

| GENERAL INFORMATION |                                          |
|---------------------|------------------------------------------|
| Source              | Data Point                               |
| DC PCSB             | <b>LEA Name:</b> The Family Place PCS    |
| DC PCSB             | <b>Campus Name:</b> The Family Place PCS |
| DC PCSB             | <b>Grades Served:</b> Adult              |
| DC PCSB             | <b>Overall Audited Enrollment:</b> 193   |

## Enrollment by Grade Level

| Grade         | PK3 | PK4 | KG | 1  | 2  | 3  | 4           | 5     | 6     |
|---------------|-----|-----|----|----|----|----|-------------|-------|-------|
| Student Count | 0   | 0   | 0  | 0  | 0  | 0  | 0           | 0     | 0     |
| Grade         | 7   | 8   | 9  | 10 | 11 | 12 | Alternative | Adult | SPED* |
| Student Count | 0   | 0   | 0  | 0  | 0  | 0  | 0           | 193   | 0     |

## STUDENT DATA POINTS

| Source  | Data Point                                                         |
|---------|--------------------------------------------------------------------|
| DC PCSB | <b>Total number of instructional days:</b> 181                     |
| DC PCSB | <b>Suspension Rate:</b> 0.00%                                      |
| DC PCSB | <b>Expulsion Rate:</b> 0.00%                                       |
| DC PCSB | <b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.00% |
| DC PCSB | <b>In-Seat Attendance:</b> 72.61% *                                |
| DC PCSB | <b>Average Daily Attendance:</b> No action necessary               |
| DC PCSB | <b>Mid-Year Withdrawals:</b> Not Applicable                        |
| DC PCSB | <b>Mid-Year Entries:</b> Not Applicable                            |
| DC PCSB | <b>Promotion Rate (LEA):</b> Not Applicable                        |
| DC PCSB | <b>College Acceptance Rate:</b> Not Applicable                     |
| DC PCSB | <b>College Admission Test Score:</b> Not Applicable                |
| DC PCSB | <b>Graduation Rate:</b> Not Applicable                             |

## FACULTY AND STAFF DATA POINTS

| TEACHER/ADMIN DATA POINTS |                                                                                                                                                                                               |                 |                                 |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------|
| Source                    | Data Point                                                                                                                                                                                    |                 |                                 |
| Campus                    | Teacher Attrition Rate: 15%                                                                                                                                                                   |                 |                                 |
| Campus                    | Number of Teachers: 7 FT, 4PT<br>OSSE defines "Teacher" as a full-time school-based employee who instructs any core or non-core academic subject.                                             |                 |                                 |
| Campus                    | Teacher Pay Scale: <a href="#">See more details here</a>                                                                                                                                      |                 |                                 |
|                           | Adult Ed Instructor Step                                                                                                                                                                      | Annual Salary   | Lead Differential Annual Salary |
|                           | 1                                                                                                                                                                                             | 59,100          | 61,500                          |
|                           | 2                                                                                                                                                                                             | 60,580          | 62,980                          |
|                           | 3                                                                                                                                                                                             | 62,090          | 64,490                          |
|                           | 4                                                                                                                                                                                             | 63,640          | 66,040                          |
|                           | 5                                                                                                                                                                                             | 65,230          | 67,630                          |
|                           | 6                                                                                                                                                                                             | 66,860          | 69,260                          |
|                           | 7                                                                                                                                                                                             | 68,530          | 70,930                          |
|                           | 8                                                                                                                                                                                             | 70,240          | 72,640                          |
|                           | 9 - 18                                                                                                                                                                                        | 72,000 - 89,930 | 74,400 - 92,330                 |
|                           | 19                                                                                                                                                                                            | 92,180          | 94,180                          |
|                           | 20                                                                                                                                                                                            | 94,480          | 96,880                          |
| Campus                    | Teacher Demographics:<br>See chart in Appendix B                                                                                                                                              |                 |                                 |
| Campus                    | Compensation over \$100,000 (including bonuses):<br>Kircher, Laurel A \$116,770.82<br>Saldana Rivera, Fernando D \$116,719.83<br>Wiggins, Haley \$170,500.04 (75% of total is paid by TFPPCS) |                 |                                 |

# IV. APPENDICES

## A. STAFF ROSTER SY 23-24

| MANAGERS                      |                                           |                                      |
|-------------------------------|-------------------------------------------|--------------------------------------|
| Name                          | Title                                     | Education                            |
| Luis Chavez (left April 2024) | Director of Operations (eve) and Outreach | MA Educational Technology            |
| Laurel Kircher                | Chief Academic Officer                    | MA TESOL / International Business    |
| Fernando Saldana              | Chief Compliance Officer                  | MA Management Leadership Development |
| Haley Wiggins                 | Executive Director                        | MA TESOL                             |

| TEACHERS       |                                    |                          |
|----------------|------------------------------------|--------------------------|
| Name           | Title                              | Education                |
| Debora Amidani | ESL Instructor, CASAS Tutor        | MA TESOL                 |
| Tony Brun      | Foundations of Literacy Instructor | PhD Ministry and Mission |
| Kellie Corbett | ESL Instructor                     | MA Applied Linguistics   |

# IV. APPENDICES

## A. STAFF ROSTER SY 23–24

| TEACHERS                           |                                              |                                      |
|------------------------------------|----------------------------------------------|--------------------------------------|
| Name                               | Title                                        | Education                            |
| Allan Curry (left April 2024)      | ESL Instructor                               | MA TESOL                             |
| Adelyn Jarvis (April and May 2024) | ESL Instructor                               | BA Spanish, TEFL Certificate         |
| Lizzi Lineal                       | ESL Instructor                               | BS Psychology                        |
| Crhistopher Lopez                  | ESL Instructor                               | MA TESOL                             |
| Debora Namovicz                    | ESL Instructor and Education Program Manager | BA Secondary Education               |
| Xamy Perez                         | ESL Instructor/FOL Assistant                 | BS Biomedical Engineering            |
| Carlye Stevens                     | Digital Literacy Instructor                  | MA TESOL                             |
| Gillian Stoodley                   | ESL Instructor                               | MA TESOL                             |
| Xinxin Wang (left December 2023)   | ESL Instructor                               | MA TESOL                             |
| Silvia Webel                       | Lead FOL Instructor/CDA Coordinator          | MA Mental Health and Social Behavior |

# IV. APPENDICES

## A. STAFF ROSTER SY 23–24

| PARAPROFESSIONALS & SUPPORT STAFF   |                                                 |                                         |
|-------------------------------------|-------------------------------------------------|-----------------------------------------|
| Name                                | Title                                           | Education                               |
| Delmy Alberto (left March 2024)     | Operations Site Coordinator (evening)           | HS Diploma                              |
| Alyson Cronquist                    | Executive Assistant and Data Manager            | BS Public Health                        |
| Nelsi Feliz                         | Employment Specialist/Case Manager              | BS Business Administration              |
| Lidia Fleitas                       | Registrar                                       | HS Diploma                              |
| Tsegaye Gobena                      | FOL Assistant                                   | BS Engineering Geology                  |
| Dwayne Jeffrey                      | ESL Tutor                                       | MEd Education Policy and Leadership     |
| Marta Michelle Marbury (Consultant) | CDA Instructor                                  | BS Elementary Education                 |
| 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. TEACHER DEMOGRAPHICS

| TEACHER DEMOGRAPHICS |                 |        |                              |
|----------------------|-----------------|--------|------------------------------|
| Name                 | Racial Identity | Gender | Years of Teaching Experience |
| Debora Amidani       | White/Latina    | Female | 17                           |
| Tony Brun            | White/Latino    | Male   | 37                           |
| Kellie Corbett       | White           | Female | 4                            |
| Allan Curry          | Black           | Male   | 8                            |
| Adelyn Jarvis        | White           | Female | 1                            |
| Lizzi Lineal         | White/Latina    | Female | 1                            |
| Crhistopher Lopez    | White/Latino    | Male   | 6                            |
| Debora Namovicz      | White           | Female | 33                           |
| Xamy Perez           | White/Latina    | Female | 3                            |
| Carlye Stevens       | White           | Female | 3                            |
| Gillian Stoodley     | White           | Female | 19                           |
| Xinxin Wang          | Asian           | Female | 4                            |
| Silvia Webel         | White/Latina    | Female | 12                           |

## IV. APPENDICES

### C. BOARD OF DIRECTORS ROSTER SY 23-24

| Name                   | Role           | DC Residency |
|------------------------|----------------|--------------|
| Mavis Ardon            | Student Member | Yes          |
| Ann B. Barnet          | Member         | Yes          |
| Michael D. Barnet      | Board Chair    | No           |
| Shawn Chakrabarti      | Treasurer      | No           |
| Jaqueline Lopez Ponce  | Student Member | Yes          |
| Maria Mejía            | Student Member | Yes          |
| Barbara J. Finkelstein | Member         | Yes          |
| Sara Friedman          | Member         | Yes          |
| Marcia Harrington      | Member         | No           |
| Natalia Isaza Brando   | Member         | No           |
| Oralia Puente          | Member         | Yes          |
| Elaine Weiss           | Member         | No           |

# IV. APPENDICES

## C. UNAUDITED YEAR-END SY 23-24

### Income Statement

The Family Place

July 2023 through June 2024

| Year-To-Date                         |                   |                  |                 |
|--------------------------------------|-------------------|------------------|-----------------|
| Income Statement                     | Actual            | Budget           | Variance        |
| <b>Revenue</b>                       |                   |                  |                 |
| Total Per-Pupil Funding Revenue      | 2,871,244         | 2,778,678        | 92,566          |
| Total Other Local Revenue            | 248,702           | 108,000          | 140,702         |
| Total Federal Revenue                | 152,709           | 130,248          | 22,461          |
| Total Private Grants and Donations   | 201,774           | 4,848            | 196,926         |
| Total Earned Fees                    | 119,202           | 12,078           | 107,124         |
| <b>Total Revenue</b>                 | <b>3,593,631</b>  | <b>3,033,852</b> | <b>559,779</b>  |
| <b>Expenses</b>                      |                   |                  |                 |
| Total Contracted Staff               | 1,435,697         | 1,382,211        | -53,486         |
| Total Benefits and Taxes             | 110,641           | 126,237          | 15,596          |
| Total Teaching Consultants           | 25,000            | 25,000           | 0               |
| Total Staff-Related Costs            | 8,112             | 11,608           | 3,495           |
| Total Rent                           | 127,167           | 127,203          | 35              |
| Total Occupancy Service              | 86,031            | 123,689          | 37,658          |
| Total Direct Student Expense         | 290,204           | 340,192          | 49,988          |
| Total Office & Business Expense      | 275,609           | 334,728          | 59,119          |
| Total Contingency                    | 0                 | 15,000           | 15,000          |
| Total Interest                       | 6,555             | 25,000           | 18,445          |
| Total Depreciation and Amortization  | 30,445            | 134,858          | 104,413         |
| <b>Total Expenses</b>                | <b>2,395,462</b>  | <b>2,645,725</b> | <b>250,263</b>  |
| <b>Net Income</b>                    | <b>1,198,169</b>  | <b>388,127</b>   | <b>810,042</b>  |
| Cash Flow Statement                  | Actual            | Budget           | Variance        |
| <b>Net Income</b>                    | <b>1,198,169</b>  | <b>388,127</b>   | <b>810,042</b>  |
| <b>Cash Flow Adjustments</b>         |                   |                  |                 |
| Total Add Depreciation               | 30,445            | 134,858          | -104,413        |
| Total Operating Fixed Assets         | -2,729            | -38,874          | 36,145          |
| Total Buildings                      | -3,434,828        | -2,975,000       | -459,828        |
| Total Other Operating Activities     | 12,779            | -30,529          | 43,308          |
| Total Per-Pupil Adjustments          | 0                 | 0                | -0              |
| Total Restricted Equity              | 142,727           | 0                | 142,727         |
| Total Unrestricted Equity            | -142,727          | 0                | -142,727        |
| Total Facilities Project Adjustments | 1,771,541         | 1,986,934        | -215,393        |
| <b>Total Cash Flow Adjustments</b>   | <b>-1,622,792</b> | <b>-922,610</b>  | <b>-700,182</b> |
| <b>Change in Cash</b>                | <b>-424,623</b>   | <b>-534,483</b>  | <b>109,860</b>  |

# IV. APPENDICES

## C. UNAUDITED YEAR-END SY 23-24

### Balance Sheet

The Family Place

As of June 30, 2024

| Balance Sheet                           | 30/06/23         | 30/06/24        |
|-----------------------------------------|------------------|-----------------|
| Assets                                  | Last Year        | Year End        |
| <b>Assets</b>                           |                  |                 |
| Current Assets                          |                  |                 |
| Total Cash                              | 3,277.923        | 2,853.300       |
| Total Accounts Receivable               | 35.067           | 54.391          |
| Total Other Current Assets              | 27.886           | 17.390          |
| Total Intercompany Transfers            | 0                | 0               |
| Total Current Assets                    | 3,340.876        | 2,925.081       |
| Noncurrent Assets                       |                  |                 |
| Total Facilities, Net                   | 716.065          | 4,254.632       |
| Total Operating Fixed Assets, Net       | 27.497           | 14.324          |
| Total Noncurrent Assets                 | 743.561          | 4,268.957       |
| Total Assets                            | 4,084.438        | 7,194.038       |
| <b>Liabilities and Equity</b>           | <b>Last Year</b> | <b>Year End</b> |
| <b>Liabilities and Equity</b>           |                  |                 |
| Current Liabilities                     |                  |                 |
| Total Accounts Payable                  | 173.749          | 166.758         |
| Total Other Current Liabilities         | 8.106            | 39.356          |
| Total Accrued Salaries and Benefits     | 21.800           | 19.147          |
| Total Current Liabilities               | 203.655          | 225.261         |
| Long-Term Liabilities                   |                  |                 |
| Total Other Long-Term Liabilities       | 511.540          | 401.364         |
| Total Senior Debt                       | 0                | 2,000.000       |
| Total Long-Term Liabilities             | 511.540          | 2,401.364       |
| Equity                                  |                  |                 |
| Total Unrestricted Net Assets           | 2,303.953        | 3,226.234       |
| Total Net Income                        | 1,065.009        | 1,198.169       |
| Total Temporarily Restricted Net Assets | 281              | 143.008         |
| Total Equity                            | 3,369.243        | 4,567.412       |
| Total Liabilities and Equity            | 4,084.438        | 7,194.038       |

# IV. APPENDICES

## D. APPROVED SY 24-25 BUDGET

| Account                              | SY24-25          |
|--------------------------------------|------------------|
| <b>Revenue</b>                       |                  |
| State and Local Revenue Total        | 4.147.477        |
| Federal Revenue Total                | 151.948          |
| Private Grants and Donations Total   | 256.162          |
| Earned Fees Total                    | 14.850           |
| <b>Revenue Total</b>                 | <b>4.570.436</b> |
| <b>Expenses</b>                      |                  |
| Benefits and Taxes Total             | 138.209          |
| Contracted Staff Total               | 1.840.381        |
| Staff-Related Costs Total            | 14.663           |
| Rent Total                           | 123.777          |
| Occupancy Service Total              | 90.273           |
| Direct Student Expense Total         | 378.042          |
| Office & Business Expense Total      | 400.542          |
| Contingency Total                    | 50.000           |
| Depreciation and Amortization Total  | 29.782           |
| Interest Total                       | 45.875           |
| <b>TOTAL EXPENSES</b>                | <b>3.111.545</b> |
| <b>NET INCOME</b>                    | <b>1.458.891</b> |
| Cash Flow Adjustments                |                  |
| Add Depreciation Total               | 29.782           |
| Operating Fixed Assets Total         | (49.708)         |
| Buildings Total                      | (2.795.208)      |
| Other Operating Activities Total     | (20.938)         |
| Financing Activities Total           | 93.212           |
| Facilities Project Adjustments Total | 2.496.005        |
| <b>Cash Flow Adjustments Total</b>   | <b>(246.853)</b> |
| <b>CHANGE IN CASH</b>                | <b>1.212.037</b> |
| Starting Cash Balance                | 2.504.605        |
| Change In Cash                       | 1.212.037        |
| <b>ENDING CASH BALANCE</b>           | <b>3.716.642</b> |



TheFamilyPlace  
PublicCharterSchool

**ANNUAL**

**REPORT**

2023

2024



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MICHAEL D. BARNET, BOARD CHAIR