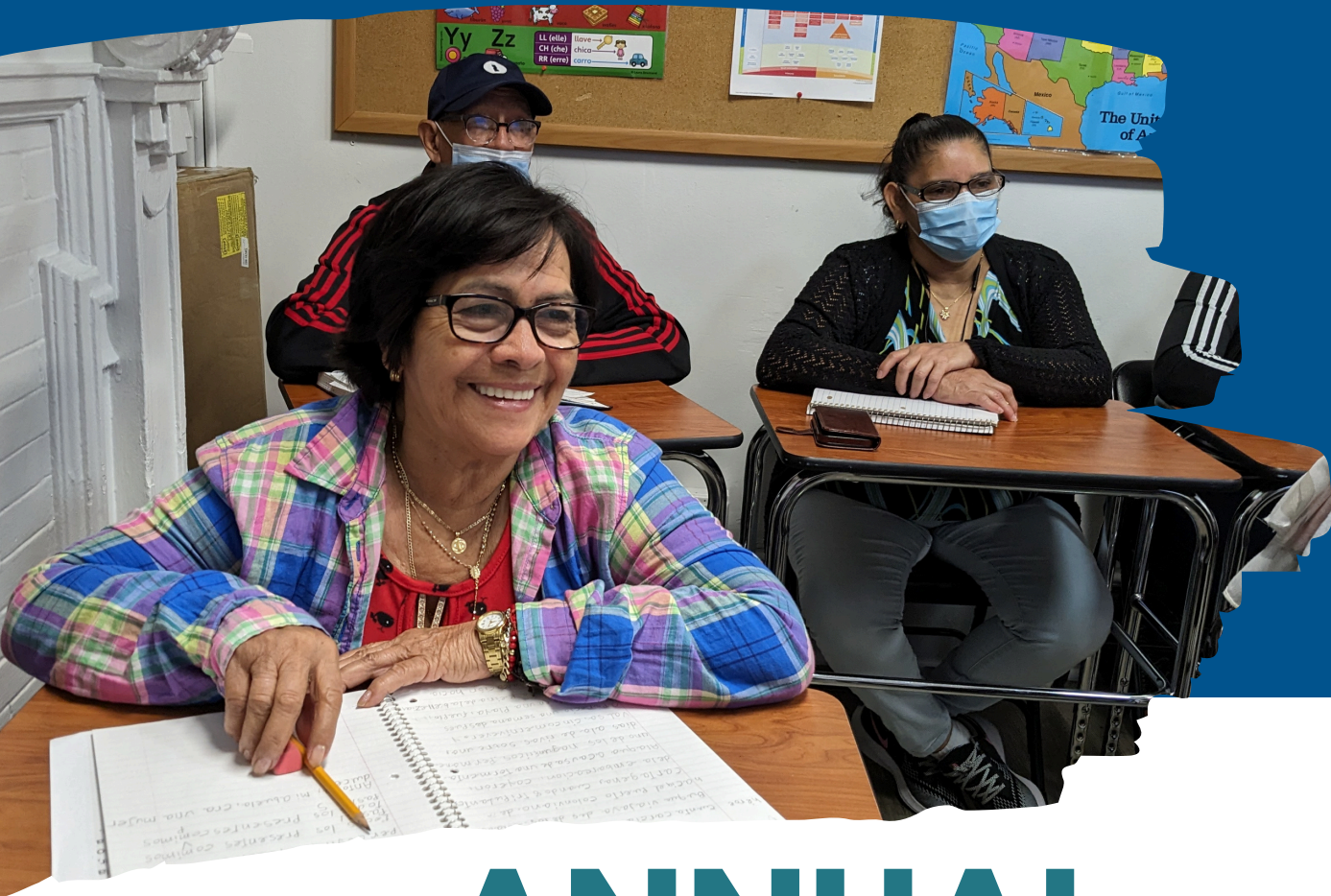




TheFamilyPlace
PublicCharterSchool

3309 16TH ST NW, WASHINGTON, DC 20010
(202) 265-0149
MICHAEL D. BARNET, BOARD CHAIR



ANNUAL REPORT

2022-2023

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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.

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

B. SCHOOL PROGRAMS

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**

B. SCHOOL PROGRAMS

FOUNDATIONS OF LITERACY (FOL 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.

5 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

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.



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

PARENT INVOLVEMENT EFFORTS

The Family Place Public Charter School (TFPPCS) celebrated the conclusion of its fifth school year in June 2023; at almost the same time, its founder, The Family Place (TFP), celebrated 43 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 1,003 low-income DC families to help them achieve their goals. For adult schools, the idea of parent involvement is different; we help our 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.

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. For parents attending evening classes, TFP provides homework support for children up to 12 years of age.



B. SCHOOL PROGRAMS

PARENT INVOLVEMENT EFFORTS

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 have shared 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.



II. SCHOOL PERFORMANCE

A. PERFORMANCE AND PROGRESS

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 22-23, in-person classes were held during their regularly scheduled times: morning, afternoon, and evening. This included three virtual evening ESL (English as a Second Language) classes to accommodate students' work schedules and increased demand for virtual learning as a product of the pandemic. COVID-19 continued to impact instruction and student attendance but to a lesser extent than in previous years. During periods of high COVID-19 transmission, attendance dropped as students and their families quarantined due to illness or exposure. Pent-up demand for work often meant that students needed to miss class to work irregular hours or schedules. And finally, as countries relaxed travel restrictions, many students returned to their native countries to spend extended time with family and friends.

1. ACHIEVING THE MISSION

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 DC PCSB. 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 5 years.

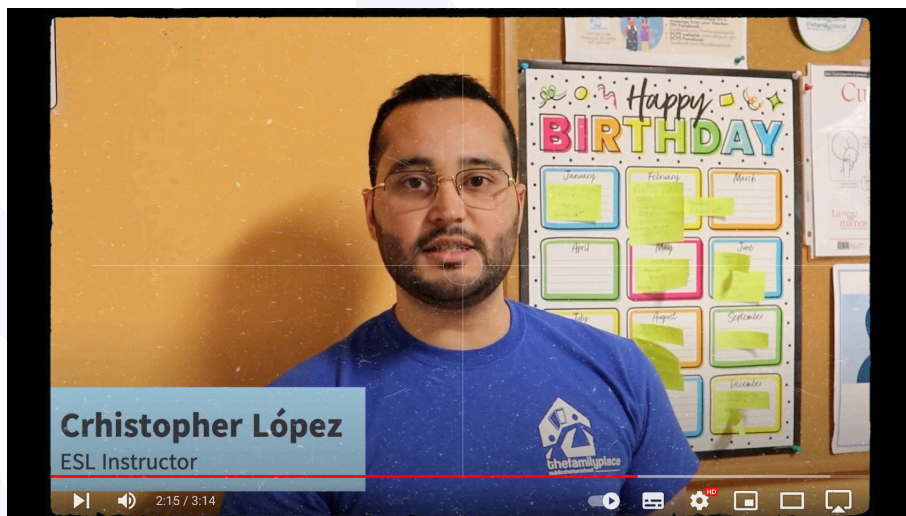
The Adult Literacy and Learning Impact Network (ALL IN) named TFPPCS as a model for how to provide literacy services for adults. (“Investing in Multiple Literacies for Individual and Collective Empowerment” June 2023, p. 12).

1. ACHIEVING THE MISSION

5-Year Anniversary and Charter Review

In March 2023, TFPPCS officially passed its 5-year review with the DC Public Charter School Board! The original charter agreement is for a 15-year period that is reviewed every 5 years and up for renewal every 15 years. In SY 21-22, the DC PCSB conducted a Qualitative Site Review (QSR) of the School's teaching and learning environment as the first step in its charter review. In May 2022, the School received a stellar QSR rating with comments about its exemplary instructional practices. In SY 22-23, TFPPCS submitted its charter review application and presented its accomplishments to the DC PCSB. In March 2023, the DC PCSB finalized its review and voted unanimously to continue the School's charter for another 5 years with no conditions.

Check out the anniversary video that we shared with them highlighting our school's accomplishments.



[Watch full video](#)

1. ACHIEVING THE MISSION

Middle States Accreditation Application

As part of maintaining a school's charter, each school must start the accreditation process by year 7. Since its foundation, TFPPCS identified the Middle States Association as the appropriate credentialing body for its work.

"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."*

In April 2023, The Family Place PCS submitted its accreditation application to the Middle States Association and in May 2023, TFPPCS was officially offered Candidacy with the organization.

The school is now in the self-study phase of the accreditation process and aims to complete the process by the end of the 24-25 school year.

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



2. GOALS AND ACADEMIC ACHIEVEMENTS

THE FAMILY PLACE PCS GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS	Met/Not Met	PROGRESS TOWARD GOALS
1. 60% of students enrolled in the Child Development Associate (CDA) track will complete course.	Met	<p>SY 2022 – 2023, 15 of 22 students completed the program. Of those 15, 12 have completed their portfolios and some are working on their practicum hours to become eligible for the license exam.</p> <p>CDA Course Completion rate = 68%.</p>
2. 65% of students who complete the CDA course pass the credentialing exam.	<p>Not met*</p> <p><i>*Students must complete a practicum and observations before taking the credentialing exam. COVID-19 was particularly disruptive to students in our CDA program during SY 20-21. The shutdown of childcare centers across the DC region interrupted, completely stalled, or blocked the start of practicums for most of these students. Many students took jobs in other fields due to financial necessity and were unable to dedicate time to finish their credentials.</i></p>	<p>33 students are eligible for outcomes from SY 2020 – 2021. 25 completed the program, and 16 earned the certification.</p> <p>CDA Certification rate = 64%</p>

2. GOALS AND ACADEMIC ACHIEVEMENTS

THE FAMILY PLACE PCS GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS	Met/Not Met	PROGRESS TOWARD GOALS
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	<p>22-23 SY – Of 169 ESL students eligible for post-testing (not including 15 that pre-tested to level 6), 138 students were pre-tested and post-tested; of those 138, 89 advanced at least one EFL level.</p> <p>EFL Completion Rate = 64%</p>
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.	Met	<p>22-23 SY – 28 students enrolled in Foundations of Literacy, and 14 completed at least one module.</p> <p>FOL Completion Rate = 50%</p> <p>Note: This school year 22 students from the Foundations of Literacy program post-tested. This is the highest number of FOL post-tests in a single school year since the school was founded.</p>

2. GOALS AND ACADEMIC ACHIEVEMENTS

THE FAMILY PLACE PCS GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS	Met/Not Met	PROGRESS TOWARD GOALS
<p>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.</p>	Met	<p>In SY 2022 – 2023, 93 students were unemployed upon enrollment into TFPPCS programs. Of those, 32 students exited the program in Quarters 1 and 2. The TFPPCS employment follow-up calendar as a cohort 2 school is Q2 and Q4 after exit.</p> <p>Only 27 were eligible for the first follow-up, and 5 were out of the labor force: The team contacted 19, and of those 19, 18 of them entered employment. Contact rate = 70% Employment Gained = 94%</p> <p>Only 13 of 27 students were eligible for Q4 follow-ups. The team contacted 11, and of those, 6 retained their employment. Contact rate = 84% Retention rate = 54%</p> <p>The Q4 follow-up for the other 14 students is scheduled for December 2023 to February 2024.</p>

2. GOALS AND ACADEMIC ACHIEVEMENTS

THE FAMILY PLACE PCS GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS	Met/Not Met	PROGRESS TOWARD GOALS
<p>6. 60% of students who enter with a job remain employed in the third quarter after exit or enroll in training or postsecondary programs.</p>	Met	<p>In SY 2022 – 2023, 142 students were employed upon enrollment into TFPPCS programs. Of those, 41 students exited the program in Quarters 1 and 2.</p> <p>The TFPPCS employment follow-up calendar as a cohort 2 school is Q2 and Q4 after exit. All 41 students were eligible for the first follow-up: The team contacted 36, and from those 36, all of them retained their employment. Contact rate = 87% Retention rate = 100%</p> <p>18 of 41 were eligible for Q4 follow-ups. The team contacted 18, and of those, 11 retained their employment. Contact rate = 61% Retention rate = 100%</p> <p>The Q4 follow-up for the other 23 students is scheduled for December 2023 to February.</p>

2. GOALS AND ACADEMIC ACHIEVEMENTS

THE FAMILY PLACE PCS GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS	Met/Not Met	PROGRESS TOWARD GOALS
7. In-seat attendance will be at least 60%.	Met	22-23 SY - In-seat Attendance Rate = 77%
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	22-23 SY - 184 students enrolled in ESL, 28 in Foundations of Literacy, and 22 in CDA for a total of 234 students. 187 pre-tested and post-tested, including level 6 ESL students. Persistence rate = 79.9%

B. UNIQUE ACCOMPLISHMENTS

• RETURN TO NORMALCY

SY 22-23 marked a return to normalcy as TFPPCS once again planned and hosted in-person activities and events for students. Students took field trips to the American History Museum, the Mexican Cultural Institute, and the African American History Museum. Classes bonded over food with potlucks and birthday celebrations. In May, we celebrated Children's Day with a full day of games and activities at Carter Barron Park; in June, we recognized and celebrated all of our students and the progress they made this year with a graduation ceremony and lunch buffet at St. Stephen's Church.

• COMMUNITY GUIDE

This year's technology project focused on the creation of community guides with students' favorite places and activities in the DMV area. Each class's community guide was unique and featured their favorite restaurants, shops, or things to do in D.C. Over the course of the year, students created documents and added personal reviews, pictures, and other important information. In addition, students shared presentations of their favorite spots with their classmates and took home paper copies of the guides to share with friends and relatives.



B. UNIQUE ACCOMPLISHMENTS

• HISPANIC HERITAGE MONTH ACTIVITIES

TFPPCS celebrated Hispanic Heritage Month with a month-long series of activities and special events. TFPPCS kicked off the month with a field trip to a bilingual exhibit, *Presente - A Latino History of the United States*, at the American History Museum. Students continued to learn about Latino history by reading about Latino role models displayed throughout the building. Other activities included a traditional clothing day, an interactive personal trivia game, reflections, and class potlucks with traditional foods. Finally, students and staff posted pictures and remembrances of their loved ones for Dia de los Muertos.

• ADDITIONAL TUTORING

In SY 22-23, TFPPCS expanded its tutoring services to address pandemic-related learning loss and meet the needs of more students. TFPPCS hired a virtual evening tutor to meet with individuals or small groups of students in Zoom breakout rooms. An experienced ESL teacher provided daily tutoring to morning ESL students in three classes.



B. UNIQUE ACCOMPLISHMENTS

• CITIZENSHIP CLASS

21 In January 2023, after a three-year absence, 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. We provide 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. Six students enrolled during the first cohort from February - July 2023. Two became US citizens, two have appointments in November, and the final two are still preparing their N-400 forms.

• MATHEMATICS CLASS

The Family Place receives an OSSE grant which provides Integrated Education and Training (IE&T) to students through weekly instruction, which includes English and Math. The math class is a new initiative at The Family Place that will benefit students in their personal lives. Math instruction aims to build students' foundational math skills to help them in their personal, academic, and professional lives. Class instruction is based on the CASAS Math Goals Level A/B curriculum, which addresses basic knowledge, problem-solving, and real-world applications. The program reviews fundamentals of arithmetic and concepts of algebra to build a foundation for complex mathematical reasoning, geometry, measurement, and data analysis.

B. UNIQUE ACCOMPLISHMENTS

• HEAR FROM OUR STUDENTS

Gloria Elsa Cerros: Empowered by the CDA Program

Elsa initially missed enrolling in the CDA program a decade ago, yet her dedication to a childcare center led her to independently join recently. Completing the CDA classes brought her great satisfaction.

Elsa acquired valuable knowledge and underwent a transformation both personally and professionally. She expresses deep appreciation for the opportunity and eagerly anticipates advancing further in her career.

22



Gloria Elsa

"I'm grateful to TFPPCS for their support and for providing a wide range of resources to those of us who aspire to work in a childcare center. Thank you for your invaluable assistance in **caring for our children while we attend classes.**"

B. UNIQUE ACCOMPLISHMENTS

• HEAR FROM OUR STUDENTS

Glenda Medrano: A Success Story of Transformation

Glenda, a devoted parent, embraced the innovative 2-generation, 2-agency approach facilitated by The Family Place and The Family Place Public Charter School. She provided her children with the necessary tools for academic success, all while focusing on her personal educational journey.

Beginning as an ESL student, she diligently progressed and ultimately completed the prestigious Child Development Associate program (CDA).

Glenda

*"I'm now at the university, excited about the opportunities ahead. To those who doubt, remember. It's always possible! **I'm grateful to the TFPPCS for being part of my success.**"*



B. UNIQUE ACCOMPLISHMENTS

C. DONORS

\$15K



CRIMSONBRIDGE
FOUNDATION

\$10K



MAYOR'S OFFICE ON
LATINO AFFAIRS

\$4,639.68



RELACIONES EXTERIORES
SECRETARÍA DE RELACIONES EXTERIORES

MÉXICO

SECCIÓN CONSULAR DE LA EMBAJADA DE MÉXICO EN EUA

THANK YOU!

DATA REPORT

SCHOOL YEAR (SY) 2022-23: CAMPUS DATA REPORT

GENERAL INFORMATION

Source	DATA POINT
PCSB	LEA Name: The Family Place PCS
PCSB	Campus Name: The Family Place PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 202

ENROLLMENT BY GRADE LEVEL ACCORDING TO OSSE'S AUDITED ENROLLMENT REPORT

GRADE	PK 3	PK 4	K G	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	202	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities

SCHOOL YEAR (SY) 2022-23: CAMPUS DATA REPORT

STUDENT DATA POINTS	
SOURCE	DATA POINT
SCHOOL	Total number of instructional days: 183 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 83.8%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Not Applicable
PCSB	Midyear Entries: Not Applicable
PCSB	Promotion Rate (LEA): Not Applicable
DC PCSB (SY21-22)	College Acceptance Rate: Not Applicable
DC PCSB (SY21-22)	College Admission Test Score: Not Applicable
DC PCSB (SY21-22)	Graduation Rate: Not Applicable

SCHOOL YEAR (SY) 2022-23: CAMPUS DATA REPORT

FACULTY AND STAFF DATA POINTS

TEACHER/ADMIN DATA POINTS

SOURCE	DATA POINT	
SCHOOL	Teacher Attrition Rate:	18%
SCHOOL	Number of Teachers:	11 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
SCHOOL	Teacher Salary:	1. Average: \$63,218 2. Range: Minimum: \$59,100–Maximum: \$72,093 See more details here
SCHOOL	Teacher Demographics:	See chart in Appendix A
SCHOOL	Compensation over \$100,000:	Executive Director: \$124,802

Notes:

The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY22-23 Charter Sector Attendance Qlik application as of August 2023. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

APPENDICES

A. STAFF ROSTER 2022 - 2023

NAME	TITLE	EDUCATION
Managers		
Luis Chavez	Director of Operations (eve) and Outreach & Volunteer Coordinator	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		
Debora Amidani	ESL Instructor	MA TESOL
Perry Beamer	Math Instructor	BS Math/Philosophy
Tony Brun	Foundations of Literacy Instructor	Doctorate Ministry and Mission
Allan Curry	ESL Instructor	MA TESOL
Dwayne Jeffrey	ESL Instructor	M Ed Education Policy and Leadership
Christopher Lopez	ESL Instructor	MA TESOL
Debora Namovicz	ESL Instructor and CASAS Support	BA Secondary Education
Carlye Stevens	Digital Literacy Instructor	MA TESOL
Gillian Stoodley	ESL Instructor	MA TESOL
Xinxin Wang	ESL Instructor (virtual)	MA TESOL
Silvia Webel	FOL Instructor/CDA Coordinator	MA Mental Health and Social Behavior
Paraprofessionals & Support Staff		
Delmy Alberto	Operations Site Coordinator (evening)	HS Diploma
Alyson Cronquist	Executive and Data Assistant	BS Public Health
Nelsi Feliz	Employment Specialist/Case Manager	BS Business Administration
Lidia Fleitas	Registrar	HS Diploma
Tsegaye Gobena	FOL Assistant	BS Engineering Geology
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	BA English Language, Literature/Spanish
Xamy Perez	FOL Assistant	BS Biomedical Engineering
Larry Rich	ESL Instructional Assistant	PhD in Spanish Peninsular Literature

APPENDICES

A. STAFF DEMOGRAPHICS

NAME	RACIAL IDENTITY	GENDER
Debora Amidani	White (Latina)	Female
Perry Beamer	White	Male
Tony Brun	White (Latino)	Male
Allan Curry	Black	Male
Dwayne Jeffrey	Black	Male
Crhistopher Lopez	White (Latino)	Male
Debora Namovicz	White	Female
Carlye Stevens	White	Female
Gillian Stoodley	White	Female
Xinxin Wang	Asian	Female
Silvia Webel	White (Latina)	Female

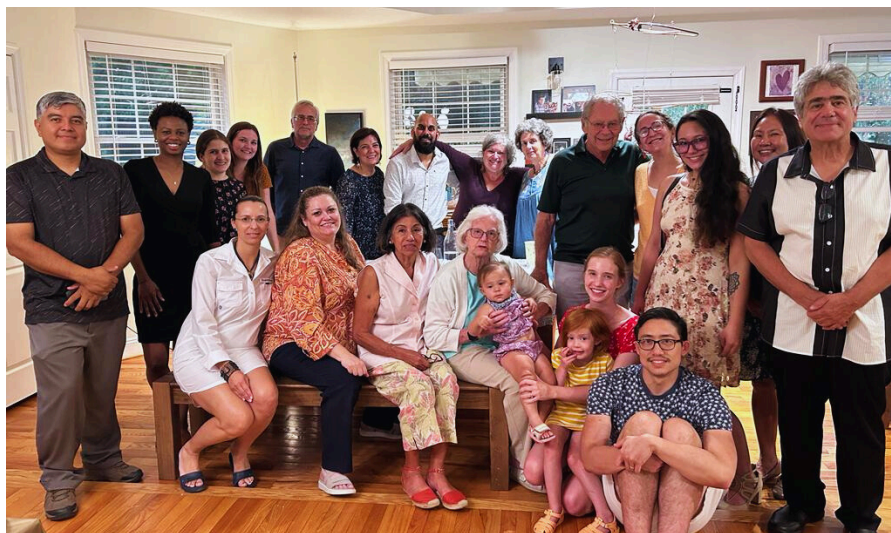


APPENDICES

B. BOARD OF DIRECTORS

ROSTER 2022 - 2023

NAME	ROLE	DC RESIDENCY
Mavis Ardon	Student Member	Yes
Ann B. Barnet	Member	Yes
Michael D. Barnet	Board Chair	No
Shawn Chakrabarti	Treasurer	No
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



APPENDICES

C. UNAUDITED YEAR- END FINANCIAL STATEMENTS 2022 - 2023

BALANCE SHEET AS OF JUNE 30, 2023

Balance Sheet	6/30/22	6/30/23	
Assets	Last Year	Year End	Annual Change
Assets			
Current Assets			
Cash	1,939,383	3,277,923	1,338,540
Accounts Receivable	209,110	52,602	(156,508)
Other Current Assets	16,768	25,948	9,180
Intercompany Transfers	0	0	0
Total Current Assets	2,165,261	3,356,473	1,191,212
Noncurrent Assets			
Facilities, Net	252,792	218,160	(34,631)
Operating Fixed Assets, Net	33,825	27,497	(6,328)
Total Noncurrent Assets	286,616	245,657	(40,959)
Total Assets	2,451,878	3,602,130	1,150,253
Liabilities and Equity	Last Year	Year End	Annual Change
Liabilities and Equity			
Current Liabilities			
Accounts Payable	80,090	60,927	(19,163)
Other Current Liabilities	19,147	9,183	(9,964)
Accrued Salaries and Benefits	48,406	30,235	(18,172)
Total Current Liabilities	147,643	100,345	(47,299)
Equity			
Unrestricted Net Assets	1,608,345	2,303,953	695,608
Net Income	694,177	1,197,551	503,374
Temporarily Restricted Net Assets	1,712	281	(1,431)
Total Equity	2,304,234	3,501,786	1,197,551
Long-Term Liabilities			
Senior Debt	0	0	0
Other Long-Term Liabilities	0	0	0
Total Long-Term Liabilities	0	0	0
Total Liabilities and Equity	2,451,878	3,602,130	1,150,253

APPENDICES

C. UNAUDITED YEAR- END FINANCIAL STATEMENTS 2022 - 2023

INCOME STATEMENT JULY 2022 THROUGH JUNE 2023

FY23 Summary			
Income Statement	Actual	Budget	Variance
Revenue			
State and Local Revenue	2,855,542	2,801,948	53,594
Federal Revenue	253,744	243,196	10,548
Private Grants and Donations	19,640	0	19,640
Earned Fees	76,601	1,281	75,320
Total Revenue	3,205,526	3,046,425	159,101
Expenses			
Benefits and Taxes	81,370	134,625	53,255
Contracted Staff	1,176,244	1,373,134	196,890
Staff-Related Costs	5,294	9,514	4,220
Rent	105,789	109,447	3,658
Occupancy Service	58,883	121,543	62,660
Direct Student Expense	279,542	326,982	47,440
Office & Business Expense	228,542	288,618	60,076
Contingency	0	12,000	12,000
Total Expenses	1,935,664	2,375,863	440,199
Operating Income	1,269,862	670,562	599,300
Extraordinary Expenses			
Interest	0	24,000	24,000
Depreciation and Amortization	72,311	321,782	249,471
Total Extraordinary Expenses	72,311	345,782	273,471
Net Income	1,197,551	324,780	872,771
Cash Flow Statement	Actual	Budget	Variance
Net Income	1,197,551	324,780	872,771
Cash Flow Adjustments			
Add Depreciation	72,311	321,782	(249,471)
Operating Fixed Assets	(14,885)	(37,200)	22,315
Buildings	0	(2,650,000)	2,650,000
Other Operating Activities	100,029	1,571	98,458
Financing Activities	99,274	0	99,274
Per-Pupil Adjustments	0	(0)	0
Restricted Equity	(1,431)	0	(1,431)
Unrestricted Equity	1,431	0	1,431
Facilities Project Adjustments	(115,741)	1,984,000	(2,099,741)
Total Cash Flow Adjustments	140,989	(379,847)	520,835
Change in Cash	1,338,540	(55,067)	1,393,607

APPENDICES

D. APPROVED SY 23-24 BUDGET

FY4 BUDGET SY23-24

TFPPCS Approved FY22 Budget	SY23-24
Revenue	
State and Local Revenue	2,886,677
Federal Revenue	130,248
Private Grants and Donations	4,848
Earned Fees	12,078
Revenue Total	3,033,852
Expenses	
Benefits and Taxes	126,237
Contracted Staff	1,407,211
Staff-Related Costs	11,608
Rent	127,203
Occupancy Service	123,689
Direct Student Expense	340,192
Office & Business Expense	334,728
Contingency	15,000
Expenses Total	2,485,866
NET ORDINARY INCOME	547,986
Extraordinary Expenses	
Depreciation and Amortization	134,858
Interest	25,000
Extraordinary Expenses Total	159,858
TOTAL EXPENSES	2,645,724
NET INCOME	388,128
Cash Flow Adjustments	
Add Depreciation	134,858
Operating Fixed Assets	(38,874)
Buildings	(2,975,000)
Other Operating Activities	(30,529)
Financing Activities	(8,594)
Facilities Project Adjustments	1,995,528
Cash Flow Adjustments Total	(922,611)
CHANGE IN CASH	(534,483)
Starting Cash Balance	2,901,553
Change In Cash	(534,483)
ENDING CASH BALANCE	2,367,070



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ANNUAL REPORT

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2022-2023