



Lea Crusey  
Board Chair

Michelle J. Walker-Davis, Ed.D.  
Executive Director

February 5, 2024

***Via Electronic Mail***

Michael David Barnet  
Board Chair

Haley Wiggins  
Executive Director

The Family Place Public Charter School  
3309 16th Street NW  
Washington, DC 20010

**Re: Five-Year Charter Review of The Family Place Public Charter School**

Dear Mr. Barnet and Ms. Wiggins:

As you know, the DC Public Charter School Board (DC PCSB) must conduct a high-stakes review of a public charter school at least once every five years to determine whether the school's charter should be continued or revoked.<sup>1</sup> During the 2022 – 23 school year, DC PCSB conducted such a review of The Family Place Public Charter School (PCS). DC PCSB staff prepared a comprehensive review report to assess the performance of the school according to the standard required by the School Reform Act.<sup>2</sup>

On March 2, 2023, DC PCSB provided the school with a draft version of this report and allowed an opportunity for the school to respond. DC PCSB considered the school's feedback and incorporated it where staff determined appropriate to create a preliminary charter review report. Based on the findings in the preliminary charter review report, staff developed a proposal to present before the DC PCSB Board recommending the school's charter be continued.

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<sup>1</sup> See DC Code § 38-1802.12(a)(3).

<sup>2</sup> See DC Code § 38-1802.13(a)-(b).



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Executive Director

At its public board meeting on March 20, 2023, the DC PCSB Board voted to continue the school's charter for the reasons outlined in the review report and accompanying proposal, incorporating and adopting the staff's findings and recommendations.

Representatives from the school were in attendance at the meeting and were provided an opportunity to address the DC PCSB Board prior to this vote. Members of the public were also allowed an opportunity to provide public comment prior to the vote.

Please see the following signed copy of the accompanying staff proposal, which outlines the basis upon which the DC PCSB Board voted to continue the school's charter along with the finalized version of the charter review report.

Thank you for your continued efforts in service of the students of the District of Columbia.

Sincerely yours,

A handwritten signature in black ink that reads "Lea Crusey".

Lea Crusey  
Board Chair

A handwritten signature in black ink that reads "Michelle J. Walker-Davis".

Michelle J. Walker-Davis, Ed.D.  
Executive Director

Cc: School Leaders

**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

**Charter Actions Requiring a Vote**

- Approve a Charter Application (15 yrs)
- Approve a Charter Renewal (15 yrs)
- Approve Charter Continuance
- Approve a Charter Amendment Request
- Give a Charter Notice of Concern
- Lift the Charter Notice of Concern
- Commence Charter Revocation Proceedings
- Revoke a Charter
- Board Action, Other \_\_\_\_\_

**Non-Voting Board Items**

- Public Hearing Item
- Discussion Item
- Read into Record

**Policies**

- Open a New Policy or Changes to a Policy for Public Comment
- Approve a New Policy
- Approve an Amendment to an Existing Policy

**PREPARED BY:      Nada Mousa, Senior Specialist, School Performance Department**

**SUBJECT:            Charter Review: The Family Place Public Charter School**

**DATE:                March 20, 2023**

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**Recommendation**

District of Columbia Public Charter School Board (DC PCSB) staff recommends that its Board vote to continue the charter of The Family Place Public Charter School (PCS). This recommendation aligns with DC PCSB’s Strategic Roadmap Priority of Excellent Schools.<sup>1</sup>

**Charter Review Findings**

DC PCSB staff conducted a five-year charter review of The Family Place PCS, as required by the School Reform Act (SRA).<sup>2</sup> The review includes an evaluation of the school's 1) progress toward meeting its goals and academic achievement expectations (charter goals); 2) compliance with its charter and applicable federal

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<sup>1</sup> DC PCSB is creating the policy and conditions to support a network of public charter schools in Washington, DC, offering families quality, equity, and diverse educational choices. See the Strategic Roadmap here: <https://bit.ly/3EVeKYg>.

<sup>2</sup> D.C. Code §§ 38-1802 *et seq.*

and local laws; and 3) fiscal management. The chart below summarizes DC PCSB staff's findings in these three areas over the review period.

Charter Review Findings			
<b>Review Period</b>	School year (SY) 2018 – 19 through SY 2021 – 22		
<b>Charter Goals</b>	DC PCSB staff did not render a goals attainment determination for The Family Place PCS.		
<b>Compliance</b>	The Family Place PCS <b>did not</b> violate the law or materially violate its charter.		
<b>Finance</b>	The Family Place PCS <b>did not</b> commit fiscal mismanagement.		
Performance Management Framework (PMF) Outcomes			
2018 – 19	2019 – 20	2020 – 21	2021 – 22
72.4%	Not Applicable (NA) <sup>3</sup>		

The Family Place PCS has eight charter goals that measure career training achievement, college and career readiness, English language acquisition, Spanish literacy, and school environment. As the chart above reports, DC PCSB staff did not render a goals attainment determination for The Family Place PCS. The school opened in SY 2018 – 19, and it only has one year of data prior to the COVID-19 pandemic. Per DC PCSB's *COVID-19 Impact Policy*, DC PCSB will not make a determination of goal attainment for schools with one or fewer years of pre-pandemic data.

To support evaluation during the COVID-19 recovery period, DC PCSB staff collected SY 2021 – 22 transitional goals data from all schools.<sup>4</sup> Per the *COVID-19 Impact Policy*, for schools with one or fewer years of data before the COVID-19 pandemic, DC PCSB staff proposes that its Board use transitional goals data to develop and impose improvement conditions as needed.<sup>5</sup> The Family Place PCS's transitional goals data includes English language acquisition/English as a second language (ESL) growth, high-level career and technical education (CTE) certification attainment, attendance,

<sup>3</sup> As written in DC PCSB's *COVID-19 Impact Policy*, the "COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs." Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a new accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB's September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

<sup>4</sup> See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

<sup>5</sup> *Ibid.*, pp. 6 – 7.

and persistence.<sup>6</sup> DC PCSB staff considered whether The Family Place PCS's transitional goals performance warrants an improvement condition. After assessing the school's SY 2021 – 22 transitional goals data, DC PCSB staff concluded the school's performance does not warrant a condition.

DC PCSB staff also found the school has not committed a violation of law or a material violation of its charter, and has not committed fiscal mismanagement, meaning the school has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

DC PCSB staff's complete findings are detailed in the school's Preliminary Charter Review Report (Attachment A), which forms the basis of staff's recommendation along with this proposal. The report will be finalized following the Board's vote on the school's continuance.

### **Additional Academic Data**

In addition to collecting transitional goals data, DC PCSB staff conducted a Qualitative Site Review (QSR) at The Family Place PCS during SY 2021 – 22. DC PCSB uses the QSR to evaluate schools' environment and instructional quality. Like transitional goals data, QSR outcomes provide supplemental evidence of school quality. See The Family Place PCS's SY 2021 – 22 QSR performance on pages 8 and 9 of the attached Preliminary Charter Review Report.

### **Charter Review Standard**

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."<sup>7</sup> As part of this review, DC PCSB must determine whether:

1. The school committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
2. The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>8</sup>

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic

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<sup>6</sup> In this context, persistence captures the percentage of students who stay at an adult education program long enough to make academic and career gains.

<sup>7</sup> D.C. Code § 38-1802.12(a)(3).

<sup>8</sup> D.C. Code § 38-1802.13(a).

achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.<sup>9</sup>

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to generally accepted accounting principles, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.<sup>10</sup>

### **Background**

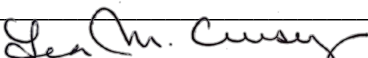
The Family Place PCS began operation in 2018 under authorization from DC PCSB. The school educates 200 adult students at one facility located in Ward 1.<sup>11</sup> Per its mission, The Family Place PCS aims to “improve the literacy and workplace skills of low-income limited English proficient adults in the District so that they and their family are self-sustaining, employable and engaged in their community.”

### **Notification**

On February 8, 2023, DC PCSB staff notified Advisory Neighborhood Commissioner Stephen Coleman Kenny (1A05) of the school's five-year charter review. DC PCSB staff also posted a notice for public comment on the charter review in the DC Register and on the DC PCSB website.<sup>12</sup>

### **Attachment to this Proposal**

Attachment A: The Family Place PCS Five-Year Preliminary Charter Review Report

Date: <u>3/20/2023</u>
DC PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal:
_____
_____
_____
DC PCS Board Chair Signature: 

<sup>9</sup> DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

<sup>10</sup> D.C. Code § 38-1802.13(b).

<sup>11</sup> This enrollment figure is based on preliminary, unvalidated data as of October 5, 2022.

<sup>12</sup> See the notice here: <http://bit.ly/3l0lH75>.



# **2022 – 23 Five-Year Charter Review Report The Family Place Public Charter School**

**March 20, 2023**

DC Public Charter School Board  
3333 14th Street NW, Suite 210  
Washington, DC 20010  
(202) 328-2660  
[www.dcpccb.org](http://www.dcpccb.org)

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## BOARD VOTE AND KEY FINDINGS<sup>5</sup>

The Family Place Public Charter School (PCS) <sup>1, 2</sup>			
<b>Review or Renewal</b>	Five-year charter review		
<b>Review Period</b>	School year (SY) 2018 – 19 through SY 2021 – 22		
<b>Charter Goals</b>	DC PCSB did not render a goals attainment determination for Family Place PCS.		
<b>Compliance</b>	The Family Place PCS <b>did not</b> violate the law or materially violate its charter.		
<b>Finance</b>	The Family Place PCS <b>did not</b> commit fiscal mismanagement.		
<b>Board Vote</b>	The Board voted 6 – 0 to continue The Family Place PCS’s charter.		
Performance Management Framework (PMF) Outcomes <sup>3</sup>			
2018 – 19	2019 – 20	2020 – 21	2021 – 22
72.4%	Not applicable (NA) <sup>4</sup>		

Pursuant to the School Reform Act (SRA), the DC Public Charter School Board (DC PCSB) “shall review [a school’s] charter at least once every [five] years.”<sup>6</sup> As such, DC PCSB conducted a five-year review of The Family Place PCS, evaluating the school’s progress toward meeting its goals and academic achievement expectations (charter goals). The school has eight charter goals that measure career training achievement, college and career readiness, English language acquisition, Spanish literacy, and school environment. As the chart above reports, DC PCSB did not render a goals attainment determination for The Family Place PCS. The school opened in SY 2018 – 19, and it only has one year of data prior to the COVID-19 pandemic. Per DC PCSB’s *COVID-19 Impact Policy*, DC PCSB will not

1 See the appendices to this report here: <https://bit.ly/3Hn8Lia>.

2 See The Family Place PCS’s Charter Agreement and Amendments, Appendices A1 – A3.

3 See The Family Place PCS’s PMF scorecard, Appendix B.

4 As written in DC PCSB’s *COVID-19 Impact Policy*, the “COVID-19 public health emergency resulted in all DC public charter schools physically closing and implementing distance learning programs.” Consequently, per the policy, DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data and did not produce the SY 2019 – 20 PMF. Similarly, though DC PCSB resumed collection of a limited set of SY 2020 – 21 PMF data, it did not produce the SY 2020 – 21 PMF. In September 2021, DC PCSB announced its plan to develop a revised accountability framework. Consequently, DC PCSB did not produce the SY 2021 – 22 PMF. For details, see the *COVID-19 Impact Policy* here: <https://bit.ly/3fy5zDo>. Also see DC PCSB’s September 2021 public meeting materials and recorded discussion here: <https://bit.ly/3JpiB2x>.

5 To request a text-only or a black and white version of this report, please contact [communications@dcpcs.org](mailto:communications@dcpcs.org).

6 D.C. Code § 38-1802.12(a)(3).

make a determination of goal attainment for schools with one or fewer years of pre-pandemic data.

To support evaluation during the COVID-19 recovery period, DC PCSB collected SY 2021 – 22 transitional goals data from all schools.<sup>7</sup> Per the *COVID-19 Impact Policy*, for schools with one or fewer years of data before the COVID-19 pandemic, DC PCSB proposes that its Board use transitional goals data to develop and impose improvement conditions as needed.<sup>8</sup> The Family Place PCS's transitional goals data includes English language acquisition/English as a second language (ESL) growth, high-level career and technical education (CTE) certification attainment, in-seat attendance, and persistence. Per the *COVID-19 Impact Policy*, DC PCSB considered whether The Family Place PCS's transitional goals performance warrants an improvement condition. After assessing the school's SY 2021 – 22 transitional goals data, DC PCSB concluded the school's performance does not warrant a condition.

DC PCSB also evaluated the school's compliance with applicable federal and local laws, compliance with its charter, and fiscal management. DC PCSB determined the school has not committed a material violation of the law or its charter, has adhered to generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable.

At its public board meeting on February 27, 2023, the DC PCSB Board voted 6 – 0 to continue The Family Place PCS's charter.

The following report includes a school background section followed by analyses of the school's academic performance, charter and legal compliance, and fiscal management.

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<sup>7</sup> See DC PCSB's transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

<sup>8</sup> *Ibid.*, pp. 6 – 7.

## SCHOOL BACKGROUND

<b>The Family Place PCS</b>			
<b>Year Opened</b>	2018 – 19	<b>Ward(s)</b>	1
<b>Number of Campuses</b>	1	<b>Year(s) of Previous Review</b>	NA
<b>Current Enrollment Ceiling</b>	147	<b>Current Enrollment</b>	200 <sup>9</sup>
<b>Chartered Grade Span</b>	Adult	<b>Current Grade Span</b>	Adult
<b>Mission Statement</b>			
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.			

### **School Overview**

The Family Place PCS began operation in 2018 under authorization from DC PCSB. The Family Place, a 40-year-old nonprofit organization that provides adult education (AE) to immigrant families, founded The Family Place PCS. The nonprofit founded the school to expand its program to serve more adults and offer wrap-around services. The Family Place is the school’s management organization,<sup>10</sup> operating as a separate entity from the school.

The Family Place PCS envisions a city where “all adults and families will be literate, self-sufficient, economically viable, and civically connected to the District community.”<sup>11</sup> The local education agency (LEA)<sup>12</sup> offers adult students a variety of programming, including an English language acquisition program and a Spanish literacy program designed to support students’ native Spanish skills. The Family Place PCS also offers a Child Development Associate (CDA) training program that prepares students for a career as an early childhood educator.

In June 2020, the Office of the State Superintendent of Education (OSSE), in partnership with the DC Workforce Investment Council, awarded The Family Place PCS with a Workforce Innovation and Opportunity Act (WIOA), Title II Adult and Family Education

<sup>9</sup> This figure is based on preliminary, unvalidated data as of October 5, 2022.

<sup>10</sup> Per the Public Charter School Fiscal Transparency Amendment Act of 2015, a management organization (MO) is an entity that a public charter school contracts to provide management or oversight services regarding the school’s expenditures, administration, personnel, or instructional methods.

<sup>11</sup> See The Family Place PCS’s 2020 – 21 Annual Report, Appendix C, p. 3.

<sup>12</sup> An “LEA” is any individual or group of public charter schools operating under a single charter.

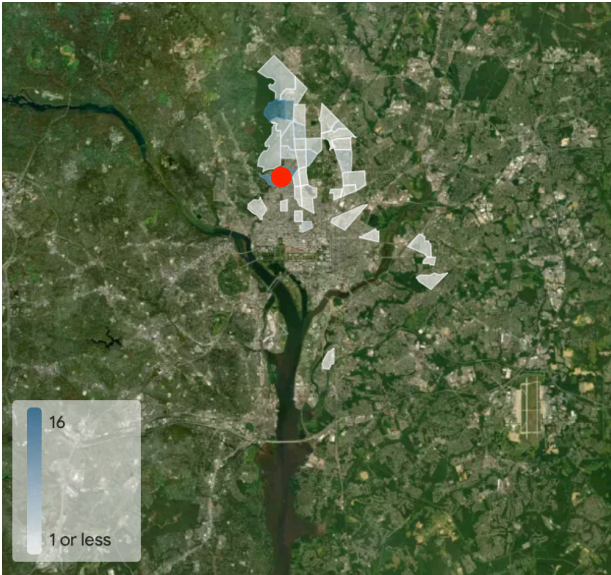
Consolidated Competitive Grant for SY 2020 – 21.<sup>13,14</sup> The LEA was one of 12 educational programs in DC to earn the grant. In awarding the grant to The Family Place PCS, OSSE recognized the school as an effective integrated education and training program.<sup>15</sup>

**Enrollment and Demographic Data**

The table below shows the school’s enrollment history during the review period.

School Year	2018 – 19	2019 – 20	2020 – 21	2021 – 22
<b>Audited Enrollment</b> <sup>16</sup>	130	132	146	175
<b>Enrollment Projections</b> <sup>17</sup>	100	120	147	147
<b>Enrollment Ceiling</b> <sup>18</sup>	120	120	147	147

The map below shows where SY 2020 – 21 The Family Place PCS students live in relation to the campus, which is marked by a red dot. The blue gradient represents the density of students. As the map shows, the school enrolls students from every ward in DC, though most students come from Wards 1 and 4.



13 For details, see: <https://bit.ly/3gDDNGa>.  
 14 OSSE has since awarded The Family Place PCS with four more years of WIOA funding.  
 15 The term “integrated education and training” refers to “a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement,” as quoted from OSSE’s “WIOA Implementation” webpage, available here: <https://bit.ly/3ynBtZK>.  
 16 OSSE conducts an annual enrollment audit to determine the number of students at each public school in DC. It is not uncommon for AE schools to exceed their enrollment ceilings due to the nature of their programs.  
 17 Each year, charter LEAs, DC PCSB, and the Office of the Deputy Mayor for Education (DME) must project student enrollment for the following school year. The enrollment projections displayed are determined by DME and DC PCSB and may be different than the LEA’s projections.  
 18 Each charter LEA has an enrollment ceiling in its charter agreement, designating the maximum number of students the school can receive per pupil funding for each school year.

The chart below shows the school's student demographics in SY 2021 – 22.

Student Group	Percentage Enrolled
Black or African American	1.4%
Hispanic/Latino	96.6%
White	2.1%
American Indian or Alaska Native	– <sup>19</sup>
Asian	–
Multiracial	–

### **School Climate**

The charts below report The Family Place PCS's performance across two school environment measures: out-of-school suspension (OSS) rates and in-seat attendance (ISA) rates. These data did not factor into DC PCSB's continuance determination.<sup>20</sup>

#### OSS Rates

An OSS is when a school temporarily removes a student from school grounds for disciplinary reasons. The OSS rate is the percentage of students who received an OSS. The charts below detail The Family Place PCS's average OSS rates compared to the OSS averages for DC AE public charter schools.<sup>21</sup>

Key for OSS Rates	
Green	Equal to or less than the sector rate
Red	More than the sector rate
Grey	n < 10; the number of students (n-size) is less than 10 <sup>22</sup>

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average OSS Rate	
The Family Place PCS	AE Charter Sector
0.0%	0.5%

SY 2019 – 20 Average OSS Rate	
The Family Place PCS	AE Charter Sector
0.0%	0.5%

<sup>19</sup> The “–” symbol indicates the school does not or did not enroll students in the corresponding grade(s) or student group(s).

<sup>20</sup> The following school climate charts do not include SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 data in the multi-year average values. The COVID-19 pandemic made these years unique and difficult to compare to other years. Consequently, DC PCSB shares two-year averages (SY 2017 – 18 and SY 2018 – 19) as well as standalone outcomes for SY 2019 – 20, SY 2020 – 21, and SY 2021 – 22 in this section of the report. Additionally, rates for SY 2019 – 20 include data from August 2019 through February 2020.

<sup>21</sup> For SY 2020 – 21, DC PCSB determined the number of students suspended across the charter sector, including The Family Place PCS, is too small to report.

<sup>22</sup> DC PCSB does not report on values when the n-size is less than 10.

SY 2021 – 22 Average OSS Rate	
The Family Place PCS	AE Charter Sector
0.0%	0.0%

ISA

The ISA rate is the percentage of students who were present each day. The charts below detail The Family Place PCS's data compared to the DC public charter sector's average ISA rates.

Key for ISA Rates	
Green	Equal to or more than the sector rate
Red	Less than the sector rate
Grey	n < 10; the n-size is less than 10

Two-Year (SY 2017 – 18 and SY 2018 – 19) Average ISA Rate	
The Family Place PCS	AE Charter Sector
73.5%	68.3%

SY 2019 – 20 Average ISA Rate	
The Family Place PCS	AE Charter Sector
75.7%	70.4%

SY 2020 – 21 Average ISA Rate	
The Family Place PCS	AE Charter Sector
81.2%	65.5%

SY 2021 – 22 Average ISA Rate	
The Family Place PCS	AE Charter Sector
83.8%	43.4%

**Qualitative Site Review (QSR)**

DC PCSB uses QSR visits to assess schools across two domains—classroom environment and instruction, as defined in the Charlotte Danielson *Framework for Teaching*.<sup>23</sup> From March 7 – 18, 2022, in anticipation of this review, DC PCSB conducted a QSR at The Family

<sup>23</sup> Danielson, Charlotte. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

Place PCS.<sup>24</sup> In the classroom environment domain, observers noted that interactions between teachers and students were highly respectful, reflecting genuine warmth, care, and sensitivity. Teachers expected strong student effort and expected all students to participate in classroom discussions. Additionally, all students understood their role as learners and freely participated in class. In the instruction domain, observers noted that teachers clearly communicated the instructional purpose of lessons, posting target vocabulary and referring to lesson objectives as students completed learning tasks. Teachers also explained directions clearly and modeled the task’s process by completing sample questions before asking students to do so. Across observations, teachers encouraged students to participate in class discussions and used a range of strategies to ensure that all student voices were heard.

After conducting unannounced observations,<sup>25</sup> the QSR team rated the classroom environment and instruction as “unsatisfactory,” “basic,” “proficient,” or “distinguished.” The following chart details the percentage of The Family Place PCS classrooms the QSR team rated as proficient or distinguished in each domain. It also reports the average percentage of comparable public charter school classrooms that received proficient and distinguished ratings in each domain.

School/Sector	Classroom Environment	Instruction
Percentage Rated Proficient or Distinguished		
The Family Place PCS	100%	100%
Average score for AE public charter schools	99.0%	89.0%

The Family Place PCS scored above the average in both domains compared to other AE public charter schools that received a QSR during SY 2021 – 22. Since SY 2016 – 17,<sup>26</sup> The Family Place PCS is one of three schools to score 100% in both domains.

**Communication with the School**

In July 2022, DC PCSB staff met with The Family Place PCS staff to discuss the school’s five-year review. DC PCSB staff provided the school with a chart, similar to the one in Section One of this report, showing the school’s charter goals performance during the review period.

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24 See The Family Place PCS’s 2022 QSR Report, Appendix D.  
 25 During SY 2021 – 22 QSR visits, the QSR team observed 50.0% of a school’s core content classes. The QSR team also observed electives when the coursework was an essential part of the school’s mission.  
 26 DC PCSB started formally tracking QSR scores in SY 2016 – 17.

## **CHARTER REVIEW STANDARD**

The SRA stipulates that DC PCSB "shall review [a school's] charter at least once every [five] years."<sup>27</sup> As part of this review, DC PCSB must determine whether:

- 1) The school committed a violation of applicable law, or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- 2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>28</sup>

If DC PCSB determines that a school has committed a violation of applicable law or a material violation of the terms of its charter, or has not met its goals and academic achievement expectations, it may, at its discretion, revoke the school's charter, or grant the school a continuance.<sup>29</sup>

Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school: 1) has engaged in a pattern of nonadherence to GAAP, 2) has engaged in a pattern of fiscal mismanagement, and/or 3) is no longer economically viable.<sup>30</sup>

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27 D.C. Code § 38-1802.12(a)(3).

28 D.C. Code § 38-1802.13(a).

29 DC PCSB may impose conditions of continuance if it deems such conditions appropriate.

30 D.C. Code § 38-1802.13(b).



## **SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

Per the SRA, DC PCSB must review whether a school has met its charter goals at least once every five years. Charter goals are part of the review analysis only if they were included in a school’s charter or charter amendment.

The Family Place PCS’s charter agreement includes eight charter goals.<sup>31</sup> In September 2019,<sup>32</sup> the school amended the business rules for two of its goals. The chart below lists The Family Place PCS’s charter goals. It also reports that DC PCSB did not render a goals attainment determination for The Family Place PCS.

<b>Charter Goals</b>		<b>Met?</b>
1	Child Development Associate (CDA) Training: Course Completion	<b>Unable to Determine</b>
2	CDA Training: Credentialing Exam	
3	ESL Classes	
4	Foundations of Literacy Class	
5	College and Career Readiness: Entered Employment or Postsecondary	
6	College and Career Readiness: Retained Employment or Entered Postsecondary	
7	Leading Indicator: Attendance	
8	Leading Indicator: Retention	

The remainder of this section includes a description of each charter goal. This section ends with a review of supplemental academic data, separate and apart from the school’s charter goals, and a narrative from the school regarding the effects of the COVID-19 pandemic on SY 2020 – 21.<sup>33</sup>

<b>Key for Charter Goals Charts</b>	
Green	Equal to or greater than the target
Red	Less than the target
Blue	Data not available (NA) or data not used for goal determination <sup>34</sup>
n < 10	The number of test takers (n-size) is less than 10

<sup>31</sup> See Family Places PCS’s Charter Agreement, Appendix A1.

<sup>32</sup> See Family Places PCS’s Goals Amendment, Appendix A2.

<sup>33</sup> Though goals data may have been unavailable or impractical to collect during the COVID-19 pandemic, DC PCSB surveyed schools to get additional context on programmatic changes made and challenges faced as a result of COVID-19.

<sup>34</sup> Per the *COVID-19 Impact Policy*, schools will be assessed on goal attainment using data prior to the COVID-19 pandemic. DC PCSB ceased collection, aggregation, and publication of SY 2019 – 20 academic data.

Furthermore, DC PCSB reports SY 2020 – 21 and SY 2021 – 22 data as it pertains to goals, but it does not assess whether the school met its targets in those years. For details, see the *COVID-19 Impact Policy* here:

<https://bit.ly/3fy5zDo>.

### 1. **CDA Training: Course Completion**

60.0% of students enrolled in the CDA track will complete the course.

The chart below shows the school's performance on this goal.

CDA Course Completion						
	2019 – 20 <sup>35</sup>		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target
Rate	NA		87.5%	60.0%	82.1%	60.0%
<i>n-size</i>			40		39	

**Determination: DC PCSB is unable to determine whether the school met this goal based on the available data.**

### 2. **CDA Training: Credentialing Exam**

65.0% of students who complete the CDA course pass the credentialing exam.

The chart below shows the school's performance on this goal.

CDA Credentialing Exam				
	2020 – 21 <sup>36</sup>		2021 – 22	
	School	Target	School	Target
Rate	71.4%	65.0%	46.9%	65.0%
<i>n-size</i>	35		32	

**Determination: DC PCSB is unable to determine whether the school met this goal based on the available data.**

### 3. **ESL Classes**

63.0% of students enrolled in the ESL pathway who pre- and post-test will advance at least one Educational Functioning Level (EFL) on the Comprehensive Adult Student Assessment Systems (CASAS).

The chart below shows the school's performance on this goal.

35 Per The Family Place PCS's charter agreement, DC PCSB committed to assessing this goal beginning in SY 2019 – 20 (rather than the start of the review period in SY 2018 – 19).

36 Per The Family Place PCS's charter agreement, DC PCSB committed to assessing this goal beginning in SY 2020 – 21 (rather than the start of the review period in SY 2018 – 19).

ESL Classes								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target
Rate	71.1%	63.0%	NA		47.6%	63.0%	64.4%	63.0%
n-size	76				82		118	

**Determination: DC PCSB is unable to determine whether the school met this goal based on the available data.**

#### 4. Foundations of Literacy Class

35.0% 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)<sup>37</sup> [National Institute for Adult Education] Grade Level Comprehensive Tests.

The chart below shows the school's performance on this goal.

Foundations of Literacy Class								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target
Rate	46.4%	35.0%	NA		n < 10	35.0%	100%	35.0%
n-size	28				n < 10		10	

**Determination: DC PCSB is unable to determine whether the school met this goal based on the available data.**

#### 5. College and Career Readiness: Entered Employment or Postsecondary

30.0% of students who are in the labor force but enter the program without a job will obtain employment or enter postsecondary as defined in the PMF Policy & Technical Guide.

The chart below shows the school's performance on this goal.

<sup>37</sup> For more information on the INEA assessment see, <https://bit.ly/3X59IHY>.

Entered Employment or Postsecondary								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22 <sup>38</sup>	
	School	Target	School	Target	School	Target	School	Target
Rate	77.8%	30.0%	NA					
n-size	18		NA					

**Determination: DC PCSB is unable to determine whether the school met this goal based on the available data.**

**6. College and Career Readiness: Retained Employment or Entered Postsecondary**

60.0% of students who enter with a job remain employed in the third quarter after exit or enroll in training or postsecondary programs.

The chart below shows the school's performance on this goal.

Retained Employment or Entered Postsecondary								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22 <sup>39</sup>	
	School	Target	School	Target	School	Target	School	Target
Rate	90.0%	60.0%	NA					
n-size	10		NA					

**Determination: DC PCSB is unable to determine whether the school met this goal based on the available data.**

**7. Leading Indicator: Attendance<sup>40</sup>**

In-seat attendance will be at least 60.0%.

The chart below shows the school's performance on this goal.

In-Seat Attendance								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target
Rate	73.4%	60.0%	NA		81.2%	60.0%	83.8%	60.0%

<sup>38</sup> Per the COVID-19 Impact Policy, DC PCSB did not require AE schools to submit SY 2021 – 22 college and career readiness data. However, The Family Place PCS submitted its SY 2021 – 22 Entered Employment or Postsecondary outcomes to DC PCSB. The school exceeded the 30.0% target for this charter goal in SY 2021 – 22. <sup>39</sup> Again, per the COVID-19 Impact Policy, DC PCSB did not require AE schools to submit SY 2021 – 22 college and career readiness data. However, The Family Place PCS submitted its SY 2021 – 22 Retained Employment or Entered Postsecondary outcomes to DC PCSB. The school exceeded the 60.0% target for this charter goal in SY 2021 – 22.

<sup>40</sup> The AE PMF Policy & Technical Guide refers to the “School Environment” category as “Leading Indicators.”

**Determination: DC PCSB is unable to determine whether the school met this goal based on the available data.**

**8. Leading Indicator: Retention**

60.0% of enrolled ESL, Foundations of Literacy, and CDA students will both pre- and post-test during the program year (INEA modules year, CASAS tests, or CDA portfolio).

The chart below shows the school’s performance on this goal.

Retention								
	2018 – 19		2019 – 20		2020 – 21		2021 – 22	
	School	Target	School	Target	School	Target	School	Target
Rate	82.5%	60.0%	NA				80.3%	60.0%
n-size	171		NA				203	

**Determination: DC PCSB is unable to determine whether the school met this goal based on the available data.**

**Transitional Goals Data**

Per the COVID-19 Impact Policy, DC PCSB collected SY 2021 – 22 transitional goals data from all schools to support evaluation during the COVID-19 recovery period.<sup>41</sup> For AE schools, transitional goals include standard data collection, to the extent available, of adult basic education (ABE) and ESL growth, secondary credential attainment, General Education Development (GED) subject test passage, and high-level CTE certification attainment, in-seat attendance, and persistence. The charts below show the school’s overall and student group performance on each transitional goals measure, excluding ABE growth, secondary credential attainment, and GED subject test passage.<sup>42</sup>

*ESL Growth on CASAS by Student Group*

Student Group	2021 – 22 ESL Educational Gain Rates	
	n-size	Rate
<b>All Students</b>	<b>118</b>	<b>64.4%</b>
Black or African American	n < 10	
Hispanic/Latino	109	63.3%
White	n < 10	
Female	102	65.7%
Male	16	56.3%

41 See DC PCSB’s transitional goals description in the *COVID-19 Impact Policy*, <https://bit.ly/3JCFwIQ>, p. 2.

42 The Family Place PCS does not have an ABE program. The school opted not to submit SY 2021 – 22 secondary credential attainment and GED subject test passage rates to DC PCSB.

High-Level CTE Certification Attainment by Student Group<sup>43</sup>

Student Group	2021 – 22 High-Level CTE Certification Rates	
	n-size	Rate
<b>All Students</b>	<b>32</b>	<b>46.9%</b>
Black or African American	n < 10	
Hispanic/Latino	31	48.4%
Female	30	50.0%
Male	n < 10	

ISA

2021 – 22 ISA Rate
83.8%

Persistence

2021 – 22 Persistence Rate
80.3%

**Additional Context**

In Spring 2021, in accordance with the *COVID-19 Impact Policy*, DC PCSB asked schools with mission-specific charter goals to respond to two prompts to better understand the impact of the COVID-19 pandemic on SY 2020 – 21 and schools’ responses. See DC PCSB’s prompts and Family Place PCS’s responses below.

Question 1: Briefly describe how you adjusted programming to meet the needs of your students.

**The Family Place PCS reported the following:**

Since the beginning of the pandemic, The Family Place PCS created flexible schedules to accommodate students’ work and family obligations. The Family Place PCS allowed students to make up classes by offering asynchronous instruction/homework for attendance. The Family Place PCS shortened class times and modified attendance requirements to allow for more flexibility. This was done to accommodate parents who need to supervise school-age children’s classes at home and who needed to connect to class from work or leave early or arrive late because of jobs. During this period, students were able to connect to class while at work (provided their work allowed). The Family Place PCS offered 100% virtual classes to accommodate parents with school-age children at home to include tutoring with all virtual instruction.

<sup>43</sup> The data reflects attainment of the CDA certification.

In addition, The Family Place PCS provided supplemental academic packets to students so they could have hard copies of materials shared virtually on Zoom. The Family Place PCS offered Zoom tutoring for ESL students and support with asynchronous homework.

Question 2: Briefly describe the biggest challenges your school faced this school year.

**The Family Place PCS reported the following:**

For the first half of The Family Place PCS school year, one of the biggest challenges was training students to use technology apps and devices. Now, students can successfully navigate the technology requirements, but unreliable and intermittent internet service (from either school-provided hotspots or students' own internet service) continues to be a problem for some students. Student stressors related to housing, work, and food insecurities are ongoing challenges.

Recently, more students have secured work, but many of those jobs have longer hours or changing schedules. The Family Place PCS tried to accommodate students' work schedules to ensure that they can attend a different class and/or offer asynchronous homework support for those who cannot attend a virtual class. However, some students did not submit asynchronous work even when support and tutoring are provided.

The biggest challenges included the following:

- Initially, training students to use technology.
- Accommodating students' changing work schedules.
- Spotty internet connections for students.
- Ongoing student stressors such as housing, work, and food insecurities.

## **SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS**

Per the SRA, when reviewing a charter, DC PCSB must determine whether a school has “committed a violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”<sup>44</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. Since SY 2018 – 19, The Family Place PCS has been compliant with all applicable laws as captured in DC PCSB's compliance reviews.<sup>45</sup>

DC PCSB also monitors schools' compliance with the procurement requirements in the SRA, and supports OSSE, as the state education agency (SEA), in its monitoring of compliance with special education laws.

The remainder of this section examines the school's compliance in these two areas over the review period.

### **Procurement Contracts**

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at \$25,000 or more. Within three business days of awarding such a contract, schools must submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to report key contract information specifying any qualifying procurement contract that the school has executed.<sup>46</sup>

During fiscal year (FY) 2019, The Family Place PCS reported one procurement contract package and received one Early Warning Notice for failure to report this contract in a timely manner. In FY 2020, the school submitted no procurement contract packages. In FY 2021, the school properly reported three procurement contract packages.

At this time, DC PCSB has no concerns about the LEA's compliance with procurement contract submission requirements.

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<sup>44</sup> D.C. Code § 38-1802.12(a)(3).

<sup>45</sup> Every winter, DC PCSB produces a Compliance Review Report for each public charter school in its portfolio. The report summarizes a school's year-to-date compliance status; it does not include a conclusive compliance determination. See DC PCSB's Compliance Review Reports here: <https://bit.ly/3ESLUfl>. See The Family Place PCS's Compliance Review Reports, Appendices E1 – E4.

<sup>46</sup> Further information on DC PCSB's oversight of procurement contracts can be found in its *Procurement Contract Submission and Conflict of Interest Policy* here: <https://bit.ly/3R5Mitl>.



### **Special Education Compliance**

Adult public charter schools are required to comply with all laws regarding students with disabilities, including the Individuals with Disabilities Education Act (IDEA),<sup>47</sup> Section 504 of the Rehabilitation Act of 1973,<sup>48</sup> and the Americans with Disabilities Act of 1990.<sup>49</sup> However, an AE program may choose whether to “opt-in” or “opt-out” of accepting IDEA funding and thus providing special education services to adult students (ages 18 through 22) with qualifying disabilities under IDEA. Since its first year of operation in SY 2018 – 19, The Family Place PCS has declined IDEA funds; therefore, OSSE does not hold the school accountable to IDEA’s monitoring and compliance requirements.

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47 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

48 29 U.S.C. § 794.

49 42 U.S.C. § 12101 *et seq.*

## **SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY**<sup>50</sup>

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines the school:

- has engaged in a pattern of nonadherence to GAAP;
- has engaged in a pattern of fiscal mismanagement; and/or
- is no longer economically viable.<sup>51</sup>

DC PCSB collectively and holistically assessed the school's financial performance and condition by reviewing:

- the school's audited financial statements for FY 2019 through FY 2021;
- the school's unaudited financial statements for FY 2022;
- the school's annual budgets for FY 2022 and FY 2023; and
- DC PCSB's Financial Analysis Report (FAR) of The Family Place PCS for FY 2019 through FY 2021.<sup>52</sup>

### **Summary of Findings**<sup>53</sup>

The Family Place PCS has demonstrated adequate fiscal performance during the review period. Its financial audits confirm 1) the school's financial statements comply with GAAP, 2) the school has adequate internal accounting controls, and 3) the school is financially solvent and able to pay its outstanding obligations if the school's charter were to be revoked or not renewed. The school is economically viable and has not engaged in a pattern of fiscal mismanagement.

### **Strengths and Deficiencies**

- All the school's key performance indicators in the three-year audited period between FY 2019 and FY 2021 were above target, indicating strong financial performance, robust liquidity, and healthy sustainability. The school continued to reflect robust financial indicators in FY 2022.
- The school has been meeting or exceeding its yearly enrollment ceiling since it started its operations in FY 2019.
- The school has a related party nonprofit school management organization that provides the school with childcare for enrolled students, case management support, housekeeping, food services, and payroll services.

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50 Each percentage in Section Three of this report has been rounded to the nearest whole percentage.

51 See D.C. Code § 38-1802.13(b).

52 See The Family Place PCS's FAR Reports, Appendices F1 – F3.

53 See Financial Definitions and Examples, Appendix G.

Key for Finance Data	
Comparison to FAR Benchmarks	What This Means in the Following Tables
Within target range	Generally strong financial position
Outside of target range	Possibly more imminent financial concerns; operations may not be adequately managed, sustainable, and/or economically viable; closer monitoring warranted

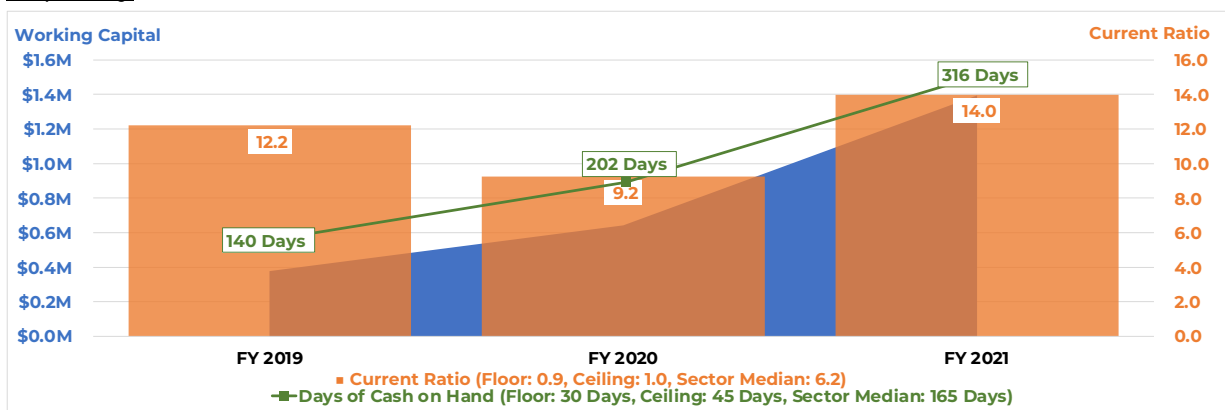
Definitions and examples for each key performance indicator used herein are provided in Appendix G.

### Key Metrics and Comparisons

#### Enrollment and Operations

As shown in the school’s Enrollment, Operations, and Working Capital chart in the FY 2021 FAR,<sup>54</sup> in the three-year period from FY 2019 through FY 2021, the school’s changes in net assets have been positive each year, reflecting robust financial health. The change in net assets margins, ranging between 19% and 35% in the three-year audited period and in FY 2022, allows the school to invest almost all its funding to further its operations each year while increasing its sustainability. Additionally, in the three-year period from FY 2019 through FY 2021, the school increased its financial strength, as evidenced by its net assets that more than tripled from \$0.5M at fiscal year-end (FYE) 2019 to \$1.6M at FYE 2021. Net assets continued to increase by \$0.7M in FY 2022. Its primary reserve ratio at FYE 2021 is a healthy 1.0 and above the 0.2 target. The school has also met or exceeded its enrollment ceiling each year since opening in FY 2019.

#### Liquidity



The school demonstrated robust liquidity. Days of cash on hand at FYE 2019 through FYE 2021 increased each year and consistently exceeded the 45 days target. The 316 days of

<sup>54</sup> See the school’s Enrollment, Operations, and Working Capital chart on the first page of The Family Place PCS’s FY 2021 FAR Report, Appendix F3.

cash on hand at FYE 2021 exceeded the FYE 2021 165 days sector median. The current ratio at FYE 2019 through FYE 2021 consistently exceeded the 1.0 target and the FYE 2021 6.2 sector median. The cash flow from operations margin that averaged 28% in the three-year period FY 2019 through FY 2021 reflects the school's ability to generate cash flow from carrying out its operations. Liquidity indicators maintained their strength in FY 2022.

Facilities and Occupancy

The school's expenses for its facilities as a percentage of total DC facilities funding recognized from FY 2019 through FY 2021 ranged between 40% and 46%, remaining significantly below the FY 2021 117% sector median. The school also spent on average only 14% of its total operating expenses in occupancy expenses, below the 17% FY 2021 sector median. This is mainly due to the adult demographics served by the school, whose programs require less space in the facility than those for younger students due to utilizing shifts over a wider range of hours each day and less need for large non-instructional spaces, such as gyms and theaters, and the school meeting or exceeding its enrollment ceiling each year. By incurring less occupancy costs than the sector median, more funds are available to invest in educating the students. The school's \$51 occupancy expenses per square foot is above the \$30 FY 2021 sector median. This is not concerning as the FY 2021 occupancy expenses per square footage median in adult Ward 1 schools was \$38, above the sector median, and as the school incurred only \$1,410 occupancy expenses per student in FY 2021, below the \$4,045 sector median. The school leases its building facility with a lease expiration in June 2023, plus renewal options extending through June 2038.

Sustainability: Net Assets, Primary Reserve Ratio, and Debt Ratio

Fiscal Year	FY 2019	FY 2020	FY 2021	FY 2021 Target	FY 2021 Sector Median	Multiyear Trend
<b>Net Assets</b>	\$0.5M	\$0.8M	\$1.6M	NA	\$6.0M	
<b>Operating Expenses</b>	\$1.1M	\$1.3M	\$1.6M	NA	\$10.6M	
<b>Primary Reserve Ratio</b> (Higher is better)	0.4	0.6	1.0	<b>&gt;= 0.2</b>	0.6	
<b>Debt Ratio</b> (Lower is better)	0.1	0.1	0.1	<b>&lt;= 0.5</b>	0.4	

The school quickly grew its financial sustainability through its consistently above-target primary reserve ratio from 0.4 at FYE 2019 to 1.0 at FYE 2021. In the same three-year period, the debt ratio has remained low, reflecting low leverage risk from the school's very low reliance on borrowed funds.

#### Audit Findings

The school's independent auditor's reports for FY 2019 through FY 2021 reflected clean opinions, as financial statements presented fairly in all material respects the financial position and results of the school. Additionally, no audit findings on the internal controls over financial reporting were noted in the three-year period from FY 2019 through FY 2021.