



# Annual Report

2021-2022

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Michael D. Barnet, Board Chair

# TABLE OF CONTENTS



## NARRATIVE

### I. SCHOOL DESCRIPTION

A. Mission Statement .....	p.3
B. School Programs .....	p.4
• Summary of Curriculum Design and Instructional Approach .....	p.4
• Parent Involvement Efforts .....	p.8

### II. SCHOOL PERFORMANCE

A. Performance and Progress .....	p.10
• Achieving the Mission .....	p.10
• Goals and Academic Achievements .....	p.12
B. Unique Accomplishments .....	p.15
• Digital Story Project .....	p.15
• Qualitative Site Review .....	p.16
◦ Educational Services .....	p.17
◦ Support Services .....	p.19
• Hear From our Students .....	p.20
C. Donors .....	p.22

## DATA REPORT

SY 2021-22 Data Report .....	p.23
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## APPENDICES

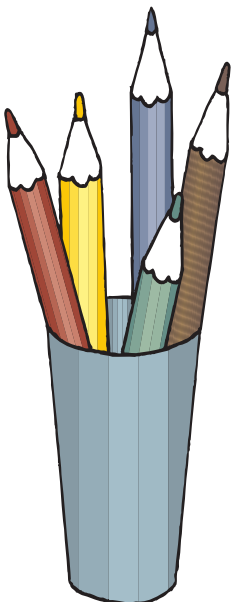
Staff Roster .....	p.26
Board of Directors Roster .....	p.27
Unaudited Year-end 2021-2022 Financial Statements .....	p.28
Approved SY 22-23 Budget .....	p.30

# 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

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



# FOL

FOUNDATIONS OF LITERACY



# ESL

ENGLISH AS A SECOND LANGUAGE



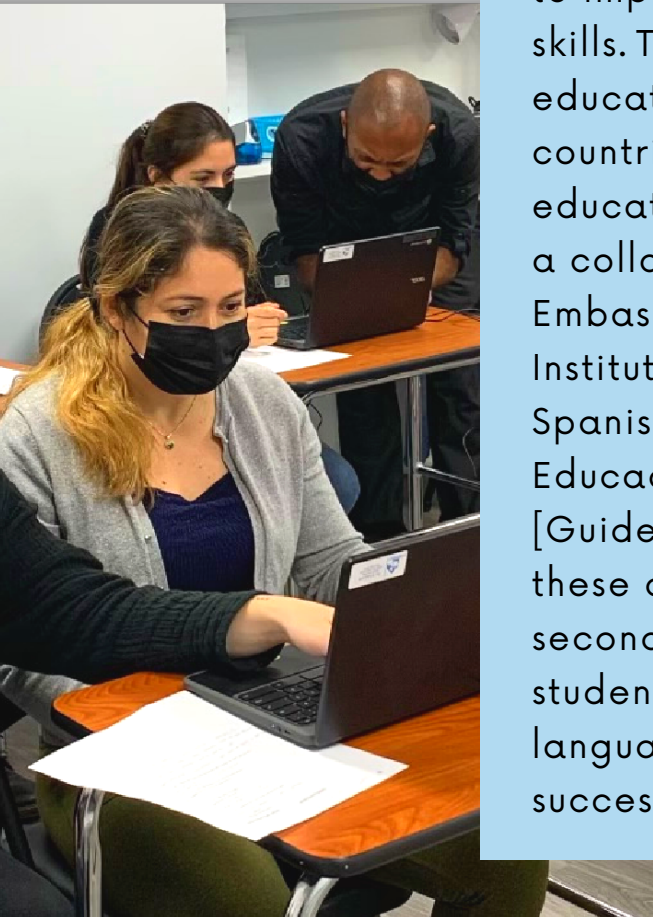
# CDA

CHILD DEVELOPMENT ASSOCIATE



## B. SCHOOL PROGRAMS

### FOUNDATIONS OF LITERACY CLASSES:



TFPPCS' 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 Spanish. 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 their native language 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-level 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. Students who receive a secondary diploma from the Mexican Consulate may access TFPPCS' CDA program or other workforce training programs that require a high school diploma or equivalent. 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, shopping, reading schedules, and/or 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 and academic reading strategies.

TFPPCS 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. TFPPCS offers both in-person and virtual ESL class options in the morning, afternoon, and evening.





## B. SCHOOL PROGRAMS

### CHILD DEVELOPMENT ASSOCIATE (CDA) TRAINING:



TFPPCS' CDA program prepares adult learners for jobs and careers 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' most advanced program and requires a high school diploma or equivalent (from a student's native country). The course is a 600-hour bilingual training program and requires students to complete 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 access various career pathways in early childhood education. CDA graduates may also pursue more advanced training and are eligible to receive up to 6 college credit hours toward an associate's degree in early childhood education. TFPPCS offers CDA training in four areas: infants-toddlers, preschoolers, family childcare, and home visiting.



## B. SCHOOL PROGRAMS

### 2. PARENT INVOLVEMENT EFFORTS

The Family Place Public Charter School (TFPPCS) celebrated the conclusion of its fourth school year in June 2022; at almost the same time, its founder, The Family Place (TFP), celebrated 42 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 943 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

### 2. 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 but 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 students' needs.





## II. SCHOOL PERFORMANCE

### A. PERFORMANCE AND PROGRESS

#### 1. ACHIEVING THE MISSION

After a year and a half of virtual instruction and limited in-person contact with students due to the pandemic, TFPPCS re-opened its doors to students and staff in August 2021. All programs again offered in-person classes during their regularly scheduled times. TFPPCS added three virtual classes to the evening ESL (English as a Second Language) program to accommodate students' work schedules and increased demand for this type of learning environment. Support services such as registration, case management, and employment support were offered both in-person and virtually as student needs dictated. TFPPCS distributed take-home meals prepared by D.C. Central Kitchen to in-person classes and on-site participants.

In SY 21-22 the pandemic continued to impact instruction and student attendance fluctuated for all classes. 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.

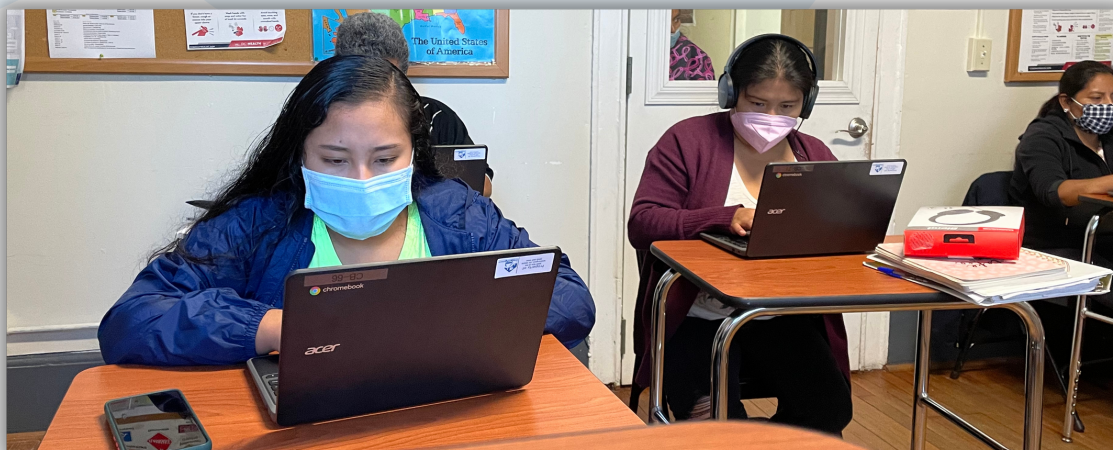


## A. PERFORMANCE AND PROGRESS

### 1. ACHIEVING THE MISSION

During all these ups and downs, however, TFPPCS adhered to strict health guidelines and cleaning protocols and participated in weekly on-site testing provided by an OSSE-funded program run by Shield T3. In addition, students have been able to take home test kits as needed. As a result, TFPPCS remained open and shuttered no in-person classes. Throughout it all, TFPPCS staff and students were committed to the mission 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.

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 and four, 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 4 years.



## NARRATIVE



12

## A. PERFORMANCE AND PROGRESS

### 2. GOALS AND ACADEMIC ACHIEVEMENTS

The Family Place PCS - Goals and Academic Achievement Expectations	Progress toward goals
<p>1. 60% of students enrolled in the Child Development Associate (CDA) track will complete course.</p>	<p>SY 21-22, 20 of 27 students completed the course work.</p> <p>CDA Course Completion Rate = 74%</p> <p>*Due to COVID-19 and constant work changes, a few students are continuing into SY 22-23 to complete coursework.</p>
<p>2. 65% of students who complete the CDA course pass the credentialing exam.</p>	<p>For the SY 21-22 outcomes report - 39 students who completed the CDA coursework; 32 were eligible to take the credentialing exam; of those, 15 passed the exam.</p> <p>Credentialing pass rate = 46.8%</p> <p>** Students must complete a practicum and observations before taking the credentialing exam. COVID-19 has been particularly disruptive to students in Cohorts 3 and 4 of our CDA program. Cohort 4 began classes at the end of January 2020 and Cohort 3 finished classes in early February 2020, just weeks before the COVID-19 lockdown. The subsequent shutdown of childcare centers across the DC region interrupted, completely stalled, or blocked the start of practicums for students in Cohorts 3 and 4. Many students in both cohorts took jobs in other fields due to financial necessity and were unable to dedicate time to finish their credentials.</p>

## NARRATIVE



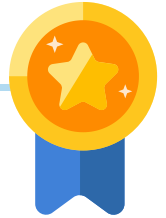
## A. PERFORMANCE AND PROGRESS

The Family Place PCS - Goals and Academic Achievement Expectations	Progress toward goals
<p>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).</p>	<p>SY 21–22, 145 students were pre-tested and of those, 128 were post-tested including level 6 scores. From those post-tested, 110 (excluding level 6) are eligible for outcomes and 75 advanced at least one EFL level.</p> <p>EFL Completion Rate <math>75/110 = 68\%</math></p>
<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.</p>	<p>SY 21–22, 25 students enrolled in Foundations of Literacy. Of those, 10 completed at least one module.</p> <p>Foundations Completion Rate = 40%</p>
<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>	<p>SY 21–22, 79 students entered the program unemployed, 32 exited our program in Q4 of last year or Q1 to Q3 of this year. We contacted 27 students. Of those 27, 24 obtained employment.</p> <p>Contact Rate = 84% Employment Gain Rate = 88%</p> <p>*COVID-19 made it very difficult for some of our students to meet employer requirements to work during the pandemic.</p>



## A. PERFORMANCE AND PROGRESS

The Family Place PCS - Goals and Academic Achievement Expectations	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>	<p>SY 21-22, 168 students entered the program employed, 83 exited the program in Q2-Q4 last year and Q1 of this year. We contacted 76 students. Of those contacted, 73 were able to retain or remain employed.</p> <p>Contact Rate = 91% Employment retention rate: 96%</p> <p>*COVID-19 made it very difficult for some of our students to meet employer requirements, but they show resilience during the pandemic.</p>
<p>7. In-seat attendance will be at least 60%.</p>	<p>SY 21-22, In-seat Attendance Rate = 83%</p>
<p>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).</p>	<p>SY 21-22, 197 students enrolled in ESL, Foundations of Literacy, and CDA classes; of those, 158 were pre-tested and post-tested or completed their portfolio.</p> <p>Persistence (Pre- and post-test rate) = 80%</p>



## B. UNIQUE ACCOMPLISHMENTS

### • DIGITAL STORY PROJECT



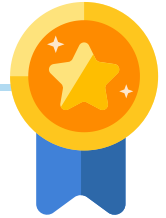
In June 2022, TFPPCS collaborated with American University on a digital story research project. Two of TFPPCS' Beginning ESL instructors, who are also graduates of the AU MA-TESOL program, spearheaded the project under the guidance of an American University professor. The goal of the project was to develop students' language, literacy, and technology skills by telling a personal story. For the professor, the goal was to observe and gather research about how English language learners with lower levels of literacy, who are often not afforded these kinds of opportunities, tell their stories and which languages they use to do so.

With the support of their technology and ESL instructors, students identified a personal narrative that they wanted to share with others. During technology classes, students built a video by incorporating music, photos, video clips, and their own voice-over narration. The resulting digital stories that students created are moving and inspiring and showcase what students can do when they are encouraged and supported. Many of the digital stories can be viewed on TFP's website.

TFPPCS thanks Polina Vinogradova and the TESOL Department at American University for the opportunity to be part of this project. We also acknowledge the outstanding effort and guidance of our ESL instructors, Carlye Stevens and Debora Amidani, and our technology instructor, Allyson Brazil.

## NARRATIVE

16



## B. UNIQUE ACCOMPLISHMENTS

### • QUALITATIVE SITE REVIEW

In March 2022, DCPCSB conducted a Qualitative Site Review (QSR) at The Family Place PCS in preparation for its 5-year charter renewal. The purpose of a QSR is to evaluate a school's overall effectiveness and quality of teaching; it is not an evaluation of individual teachers. To conduct the QSR, DCPCSB uses the Charlotte Danielson Framework for Teaching, a standardized rubric to assess classroom environment (domain 2) and instruction (domain 3) on the chart below. Each domain is further divided into subdomains and scored from 1-4 (unsatisfactory, basic, proficient, and distinguished).

Over a period of two weeks, DCPCSB observers randomly visited 70% of scheduled classes at TFPPCS. Observers visited both in-person and virtual classes in the ESL and CDA (Child Development Associate) programs. TFPPCS received its formal QSR results in May 2022 and scored proficient or above in all subdomains.

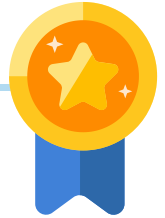
The breakdown of those scores by subdomain is:

Percent of:	2a	2b	2c	2d	3a	3b	3c	3d
<b>Unsatisfactory</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>Basic</b>	0%	0%	0%	0%	0%	0%	0%	0%
<b>Proficient</b>	43%	100%	71%	0%	100%	100%	100%	100%
<b>Distinguished</b>	57%	0%	29%	100%	0%	0%	0%	0%
<b>Subdomain Average</b>	<b>3.57</b>	<b>3.00</b>	<b>3.29</b>	<b>4.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>

	Domain 2	Domain 3
<b>% Proficient or above</b>	100%	100%
<b>Domain Averages</b>	<b>3.46</b>	<b>3.00</b>

The entire report is available on the DCPCSB website at this link:  
<https://dcpcsb.egnyte.com/dl/uq7Ur2toYB>





## B. UNIQUE ACCOMPLISHMENTS

### • EDUCATIONAL SERVICES

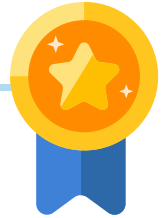
#### VIRTUAL EVENING ESL CLASSES:

For SY 21-22, TFPPCS permanently added three evening virtual ESL classes to its schedule. After a year and a half of offering only virtual classes, TFPPCS recognized the importance of continuing to provide flexibility for its students. Many TFPPCS students have busy work and family lives, and virtual classes allow students to transition from work to school from the comfort of their own homes. With a return to in-person classes and services, virtual students also came to the school on a regular basis to access technology support and other services.

#### CPR AND FIRST AID CERTIFICATION:

For the second year, TFPPCS offered its CPR and First Aid certification training to all interested students and participants. TFPPCS scheduled four sessions during the school year; overall, 47 participants received their CPR and First-Aid certification. TFPPCS' instructors are highly trained professionals who provide Heartsaver CPR/AED and First-Aid training, pursuant to the terms and conditions of the American Heart Association.





## B. UNIQUE ACCOMPLISHMENTS

### • EDUCATIONAL SERVICES

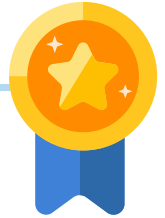
#### SERVSAFE:

After a successful launch with its CDA students in SY 20-21, TFPPCS expanded The ServSafe® Food Safety Course to all interested students and participants, many of whom work in the food industry. This course provides food service workers, i.e., managers, cooks, chefs, wait staff, supervisors, owners, and all other food handlers, with a basic knowledge of food safety best practices. The certification also increases participants' employability as all food businesses must always have at least one certified employee on the premises. At the end of the training, participants in the training course take a comprehensive written examination; upon successful completion of the exam, students receive the National Restaurant Association Solutions ServSafe certificate. With this certificate, the students can apply for Certified Food Protection Manager identification cards (CFPM- ID Cards are valid for three (3) years from the date of the exam) with the Department of Health (DoH) of the District of Columbia. TFPPCS scheduled three sessions during SY 21-22. 33 students completed the class in July or November 2021 or June 2022.

### • SUPPORT SERVICES

#### COVID-19 VACCINE:

TFPPCS strongly encourages all students to be vaccinated (and requires all staff to be vaccinated). To achieve this goal, case managers queried all participants about their vaccination status and helped dispel misinformation about the COVID-19 vaccination. Of 154 students, over 92% provided proof of COVID-19 vaccination status. The Case Management team helped numerous participants make vaccine or booster appointments.



## B. UNIQUE ACCOMPLISHMENTS

### • SUPPORT SERVICES

#### TECHNOLOGY SUPPORT:

Many students and participants at TFPPCS lack any type of internet access and are unable to access remote classes and services without support. TFPPCS helped its students overcome this barrier by loaning out devices such as hotspots and Chromebooks. In SY 21-22, TFPPCS loaned 21 hotspots to students without internet access in their homes; TFPPCS loaned 48 Chromebooks to students to access virtual classes via Zoom or classwork assigned on Google Classroom. In addition, TFPPCS gifted five (5) students Chromebooks as attendance incentive rewards.

In SY 21-22, TFPPCS offered bi-weekly technology instruction to in-person students to enhance students' digital literacy skills. As mentioned in "Unique Accomplishments," the digital literacy and technology instructor supported classroom teachers in project-based tech classes including, among others, the Digital Storytelling Project. In addition, the Digital Literacy and Technology instructor offered virtual students ongoing support to access their classes.





## B. UNIQUE ACCOMPLISHMENTS

### • HEAR FROM OUR STUDENTS



## ELICA AND JULIO

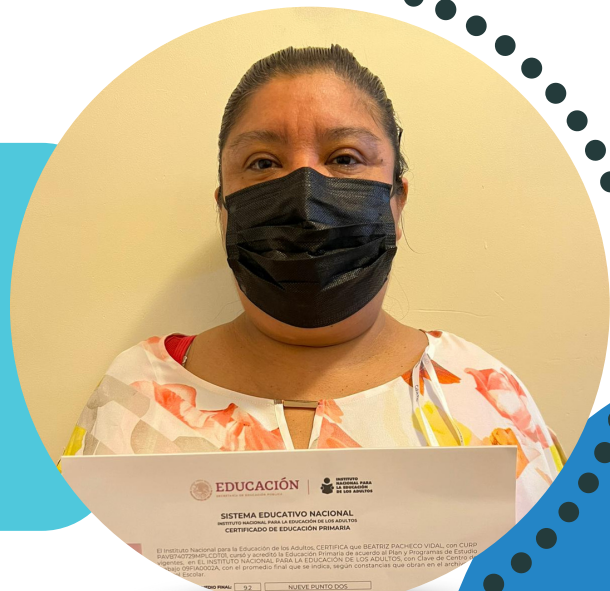
Since joining the ESL program, this couple has found success. Julio is now the kitchen manager and the principal maintenance worker at his job. Elica, who started at her job as an assistant teacher, has become a lead teacher and a mentor.

**"When I come to the school, all the people who work there are very friendly and cordial. I love how everyone at the school gives the same attention to everyone. I am very grateful for The Family Place."**

- Julio -

## BEATRIZ

**"The Foundations of Literacy Program really helped me to improve my writing skills. I also learned valuable lessons for my personal life from my teachers and classmates."**



EDUCACIÓN  
 MINISTERIO PARA LA EDUCACIÓN Y LA CULTURA  
 SISTEMA EDUCATIVO NACIONAL  
 MINISTERIO PARA LA EDUCACIÓN Y LA CULTURA  
 CERTIFICADO DE EDUCACIÓN PRIMARIA

El Instituto Nacional para la Educación de los Adultos, CERTIFICA que BEATRIZ PACHECO VIDAL, con CUIP 814074079944, cursó y aprobó la Educación Primaria de acuerdo al Plan y Programa de Estudios vigentes, en el INSTITUTO NACIONAL PARA LA EDUCACIÓN DE LOS ADULTOS, con clave de Centro Educativo 0319A002A, con el promedio final que se indica, según constancia que obran en el expediente.

FECHA FINAL: 02 | NUEVE DIENTOS, LOS RÍOS

SECRETARÍA DE ESTADO: Celia de Mena



## B. UNIQUE ACCOMPLISHMENTS

### • HEAR FROM OUR STUDENTS

## FRANCISCA

Although her first language is Mam, an indigenous Guatemalan language, Francisca started as a student in the Foundations of (Spanish) Literacy program. It was challenging for her, but she persevered and succeeded with the support of her instructors. Francisca is now a member of the TFP staff and an active student participant in the ESL program.



## SARA



"The Family Place offered me an opportunity. Today, I have two CDA credentials, Infants & Toddlers and Preschoolers! I thank each and every one of the people who work and support The Family Place because that is where this dream began!"

NARRATIVE



C. DONORS



DC MAYOR'S OFFICE  
ON LATINO AFFAIRS

\$10K



THE  
**Gamba Family**  
FOUNDATION

\$500

THE GAMBA FAMILY  
FOUNDATION

## DATA REPORT

23

# DATA REPORT

## SCHOOL YEAR (SY) 2021-22 ANNUAL REPORT: CAMPUS DATA REPORT

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: 178

### 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	178	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*

## DATA REPORT

24

# DATA REPORT

## SCHOOL YEAR (SY) 2021-22 ANNUAL REPORT: CAMPUS DATA REPORT

### STUDENT DATA POINTS

<b>School</b>	Total number of instructional days:	Total in Person: 183
<b>PCSB</b>	Suspension Rate:	0.00%
<b>PCSB</b>	Expulsion Rate:	0.00%
<b>PCSB</b>	Instructional Time Lost to Out-of-School Suspensions:	0.00%
<b>PCSB</b>	In-Seat Attendance:	83.8%*
<b>PCSB</b>	Average Daily Attendance:	<b>The SRA requires annual reports to include a school's average daily membership.</b> To meet this requirement, PCSB will provide the following verified data points: (1) audited enrollment, (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
<b>PCSB</b>	Midyear Withdrawals:	Not Applicable
<b>PCSB</b>	Midyear Entries:	Not Applicable
<b>PCSB</b>	Promotion Rate (LEA):	Not Applicable
<b>PCSB (SY18-19)</b>	College Acceptance Rate:	Not Applicable
<b>PCSB (SY18-19)</b>	College Admission Test Score:	Not Applicable
<b>PCSB (SY18-19)</b>	Graduation Rate:	Not Applicable

**\*Notes:**

• The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

• Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.



# DATA REPORT

## SCHOOL YEAR (SY) 2021-22 ANNUAL REPORT: CAMPUS DATA REPORT

### FACULTY AND STAFF DATA POINTS

<b>School</b>	<b>Teacher Attrition Rate:</b>	20%
<b>School</b>	<b>Number of Teachers:</b>	10 FTE "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.
<b>School</b>	<b>Teacher Salary:</b>	1. Average: \$57,106 2. Range: Minimum: \$44,895 - Maximum: \$67,658
<b>School</b>	<b>Executive Compensation:</b>	Executive Director: \$113,033



## APPENDICES

26

# APPENDICES

## A. STAFF ROSTER 2021 - 2022

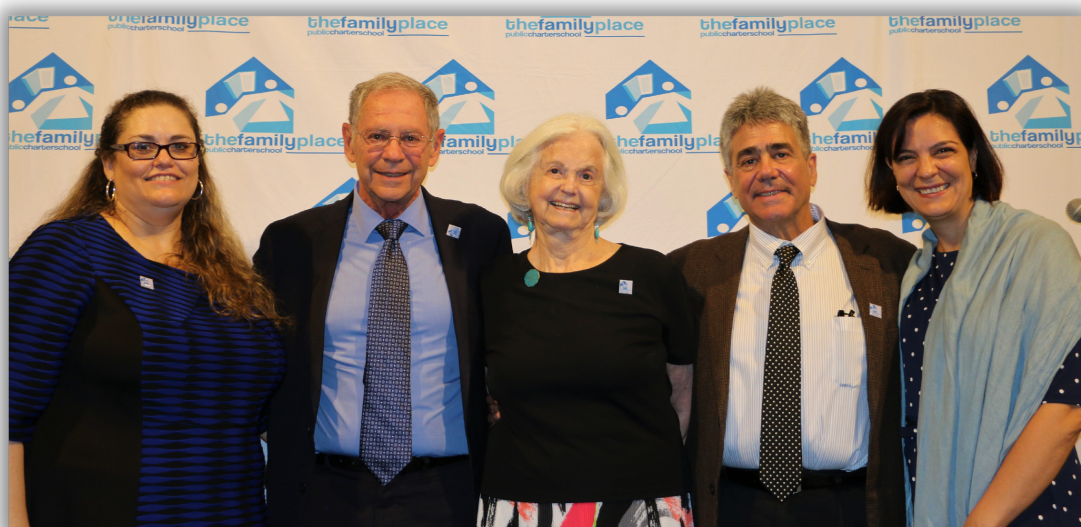
Name	Title	Education
<b>Managers</b>		
Miryam Acosta (left)	Director of Operations and HR	MA Educational Technology
Luis Chavez	Director of Operations and HR	BA Human Services Administration
Laurel Kircher	Chief Academic Officer	MA TESOL
Fernando Saldana	Chief Compliance Officer	MA Management Leadership Development
Haley Wiggins	Executive Director	MA TESOL
<b>Teachers</b>		
Debora Amidani	ESL Instructor (Beginning)	MA TESOL
Allyson Brazil	Digital Literacy Instructor	BS Education
Tony Brun	Foundations of Literacy Instructor	Doctorate Ministry and Mission
Allan Curry	ESL Instructor	MA TESOL
Eliberto Juarez	Instructional Coach (Foundations)	MA Teaching Pastoral Tools
Crhistopher Lopez	ESL Instruct./FOL Instruct./Volunteer Coord.	MA TESOL
Debora Namovicz	ESL Instructor (Intermediate and Advanced)	BA Secondary Education
Evelyn Renshaw	Instructional Coach	MA TESOL
Amy Sleep	ESL Instructor (Advanced)	MA TESOL
Carlye Stevens	ESL Instructor (Beginning and Intermediate)	MA TESOL
Gillian Stoodley	ESL Instructor (Multilevel and Advanced)	MA TESOL
Silvia Webel	FOL Instructor/CDA Coordinator	MA Mental Health and Social Behavior
<b>Support Staff and Consultants</b>		
Lawrence Bussey (Consultant)	Program Evaluation Specialist	EdD Education Management
Alyson Cronquist	Executive and Data Assistant	BS Public Health
Nelsi Feliz	Employment Specialist/Case Manager	BS Business Administration
Lidia Fleitas	Registrar	HS Diploma
Marta Michelle Marbury (Consultant)	CDA Instructor	BS Elementary Education
Merice Mora	Operations Site Coordinator	BS Administration, BS Accounting
Eileen Suffian (Consultant)	Offsite Chief Financial Officer	MA Taxation
Hector Vega (left)	Operations Site Coordinator (Evening)	BS Political Science
Karla Velasquez	Operations Site Coordinator (Evening)	BS Computer Science

## APPENDICES

27

**APPENDICES****B. BOARD OF DIRECTORS ROSTER 2021 - 2022**

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

28

**APPENDICES****C. UNAUDITED YEAR- END 2021 - 2022  
FINANCIAL STATEMENTS****BALANCE SHEET AS OF JUNE 30, 2022**

Balance Sheet	30/06/21	30/06/22	
Assets	Last Year	Year End	Annual Change
<b>Assets</b>			
Current Assets			
Cash	1.348.526	1.939.383	590.857
Accounts Receivable	146.857	209.110	62.254
Other Current Assets	20.055	16.768	-3.287
Intercompany Transfers	0	0	0
Total Current Assets	1.515.438	2.165.261	649.824
Noncurrent Assets			
Facilities, Net	181.204	237.373	56.169
Operating Fixed Assets, Net	26.862	33.825	6.963
Total Noncurrent Assets	208.066	271.197	63.131
<b>Total Assets</b>	<b>1.723.504</b>	<b>2.436.459</b>	<b>712.955</b>
<b>Liabilities and Equity</b>	<b>Last Year</b>	<b>Year End</b>	<b>Annual Change</b>
<b>Liabilities and Equity</b>			
Current Liabilities			
Accounts Payable	61.645	80.090	18.444
Other Current Liabilities	18.158	18.030	-127
Accrued Salaries and Benefits	33.643	48.406	14.763
Total Current Liabilities	113.447	146.527	33.080
Equity			
Unrestricted Net Assets	761.890	1.608.345	846.455
Net Income	848.167	679.875	-168.292
Temporarily Restricted Net Assets	0	1.712	1.712
Total Equity	1.610.057	2.289.932	679.875
<b>Total Liabilities and Equity</b>	<b>1.723.504</b>	<b>2.436.459</b>	<b>712.955</b>

## APPENDICES

29

# APPENDICES

## C. UNAUDITED YEAR END 2021 - 2022 FINANCIAL STATEMENTS

### INCOME STATEMENT JULY 2021 THROUGH JUNE 2022

FY22 Summary			
Income Statement	Actual	Budget	Variance
<b>Revenue</b>			
State and Local Revenue	2,155,332	2,013,593	141,739
Federal Revenue	357,541	167,800	189,741
Private Grants and Donations	500	0	500
Earned Fees	2,654	735	1,919
Total Revenue	2,516,026	2,182,128	333,899
<b>Expenses</b>			
Salaries	964,285	1,116,106	151,820
Benefits and Taxes	93,188	80,491	-12,696
Contracted Staff	53,554	26,135	-27,419
Staff-Related Costs	4,112	8,900	4,788
Rent	116,887	116,163	-724
Occupancy Service	50,301	111,870	61,569
Direct Student Expense	274,203	300,899	26,696
Office & Business Expense	206,759	232,084	25,325
Contingency	0	12,000	12,000
Total Expenses	1,763,290	2,004,648	241,358
Operating Income	752,737	177,480	575,257
<b>Extraordinary Expenses</b>			
Depreciation and Amortization	72,862	129,408	56,547
Total Extraordinary Expenses	72,862	129,408	56,547
Net Income	679,875	48,072	631,803
<b>Cash Flow Statement</b>			
Net Income	679,875	48,072	631,803
<b>Cash Flow Adjustments</b>			
Add Depreciation	72,862	129,408	-56,547
Operating Fixed Assets	-24,751	-22,060	-2,691
Other Operating Activities	-25,886	10,506	-36,392
Per-Pupil Adjustments	-0	0	-0
Restricted Equity	1,712	0	1,712
Unrestricted Equity	-1,712	0	-1,712
Facilities Project Adjustments	-111,242	-50,000	-61,242
Total Cash Flow Adjustments	-89,018	67,854	-156,871
Change in Cash	590,857	115,925	474,932

## DATA REPORT

30

**APPENDICES****D. APPROVED SY 22-23 BUDGET**

TFPPCS Approved FY23 Budget	SY22-23
<b>Revenue</b>	
State and Local Revenue	2,801,948
Federal Revenue	243,196
Earned Fees	1,281
<b>Revenue Total</b>	<b>3,046,425</b>
<b>Expenses</b>	
Benefits and Taxes	134,625
Contracted Staff	1,373,134
Staff-Related Costs	9,514
Rent	109,447
Occupancy Service	121,543
Direct Student Expense	326,982
Office & Business Expense	288,618
Contingency	12,000
<b>Expenses Total</b>	<b>2,375,863</b>
<b>NET ORDINARY INCOME</b>	<b>670,562</b>
Extraordinary Expenses	
Depreciation and Amortization	321,782
Interest	24,000
<b>Extraordinary Expenses Total</b>	<b>345,782</b>
<b>TOTAL EXPENSES</b>	<b>2,721,645</b>
<b>NET INCOME</b>	<b>324,780</b>
Cash Flow Adjustments	
Add Depreciation	321,782
Operating Fixed Assets	(37,200)
Buildings	(2,650,000)
Other Operating Activities	1,571
Facilities Project Adjustments	1,984,000
<b>Cash Flow Adjustments Total</b>	<b>(379,847)</b>
<b>CHANGE IN CASH</b>	<b>(55,067)</b>
Starting Cash Balance	1,917,905
Change In Cash	(55,067)
<b>ENDING CASH BALANCE</b>	<b>1,862,838</b>



# Annual Report

2021-2022

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MICHAEL D. BARNET, BOARD CHAIR