



Briya

Public Charter School

Education Strengthens Families

**Annual Report
2015-2016**

Joel Goering, Board Chair

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Briya Public Charter School

Annual Report Narrative 2015-2016

I. School Description

A. Mission Statement

The mission of Briya Public Charter School is to provide a high-quality education for adults and children that empowers families through a culturally sensitive family literacy model.

B. School Program

1. Summary of Curriculum Design and Instructional Approach

Briya provides a two-generation family literacy program that integrates adult education and early childhood education. Briya prepares parents to be full partners in their children's education while increasing their own literacy levels and job skills. The four components of the Briya family literacy program include English language and computer instruction for adults, early childhood education, parenting classes, and Parent and Child Together (PACT) time. In the adult education classes parents are placed in six different levels according to their level of English literacy. The six levels are: Basic I, Basic II, Intermediate I, Intermediate II, Advanced I, and Advanced II. Each level encompasses English language, literacy, life and job skills. The curriculum and instructional methods are geared in particular toward parents with limited educational experience and limited literacy skills in their native language. The adult education curriculum also includes computer instruction. The school implements the nationally utilized Equipped for the Future Framework (EFF) for adult education and the Comprehensive Adult Student Assessment System (CASAS). These standards and competencies were chosen to ensure that Briya's standards are specifically tailored to the needs of adults in their roles as parents, employees and community members. The school implements performance standards rooted in the CASAS competencies, including basic communication, consumer economics, community resources, health, employment, government and law, learning to learn, and independent living, as well as CASAS content standards. Parenting classes assist parents in supporting their children's education at school and at home. PACT time allows parents to apply the concepts learned in parenting classes to assist their children with learning activities in their classroom at the school, at home, and during field trips in the community.



The Briya pre-kindergarten program provides children with a comprehensive early childhood education that promotes their development and knowledge in multiple areas including language, literacy, social emotional, cognitive, physical development, mathematics, science, social studies and the arts. Mixed age three and four year old pre-k classes complete project based studies on topics that are relevant to their daily experiences and build upon children's innate curiosity, developmental characteristics, and individual experiences. Through observation of children's interests and needs,

comprehensive curriculum aligned to early learning standards, ongoing assessment, and daily collaboration with families, teachers are able to offer experiences that meet children where they are and prepare them to succeed in kindergarten and beyond. Examples of curricular projects in the pre-kindergarten classrooms from the past year include: Exercise, Human Body, Animals and Habitats, Buildings, Trees, Garbage and Recycling, Wheels, and Clothes.

Through the dynamic combination of literacy-rich practices, a focus on the whole child, and simultaneous parent education for adults, Briya fosters lifelong learning, stronger families, and pre-k children's future success in school and life. Nearly all Briya pre-k students are English language learners and the entire pre-k program addresses the needs of these learners. An additional unique component of the pre-k program is Parent and Child Together time in which the children's parents join them in the classroom to work together on learning activities. See the next section for more information about Parenting and PACT time.

The school also offers a Child Development Associate (CDA) program for adults. The CDA program assists candidates in the process to obtain a Child Development Associate credential. The eligibility requirements for CDA candidates include: 120 clock hours of professional education; preparation of a Professional Portfolio; completion of 480 hours of practicum; in-person verification visit and observation; and a CDA exam. Briya's CDA curriculum incorporates the CDA Competency Standards. The national standards are used to evaluate a caregiver's performance with children and families during the CDA assessment process. The Competency Standards are divided into six Competency Goals, which are statements of general purpose or goals for caregiver behavior. Upon receiving their CDA credential, students are able to meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework. CDA classes are offered in English and Spanish.



Through a partnership with Mary's Center, Briya's Medical Assistant (MA) program prepares students for a career as a Registered Medical Assistant (RMA) in medical offices, clinics and hospitals. MA students learn to perform both clinical and administrative duties. Clinical duties include: taking medical histories, preparing patients for examination, drawing blood, collecting and preparing laboratory specimens, and instructing patients about medication and special diets. Administrative duties include: updating and filing patient medical records, coding and completing insurance forms, and scheduling appointments. Students complete 720 clock hours in medical assisting and an externship. After completing the coursework, students participate in test prep sessions designed to help them prepare for the Registered Medical Assistant Exam. Students must pass the American Medical Technologists (AMT) Registered Medical Assistant exam to become certified.

2. Parent Engagement

Briya operates on the core belief that parents are children's first and most influential teachers. Parent and Child Together (PACT) time, that is the centerpiece of the Briya model, cultivates the skills and capacity of adult students to provide nurturing home environments. During the 2015-2016 school year, weekly Child Development and PACT themes included: Child Development and PACT Orientation/Intro to Child Development, Play and Learn, Talk with Your Child, Screen Time, Home and School Routines, Social/Emotional Development, Sharing Our Family Culture and Stories, Preparing for Parent/Teacher Conferences, Positive Discipline, Health and Sickness Prevention, Physical Development/Yoga, Introduction to School Choice in DC, School Choice Panel, Dental Health, Your Child's Brain, Healthy Families, Beginning Sounds, Rhyme, Choose Good Books, Reading to Your Child, Print Awareness, Music and Movement, Writing at All Ages, Talk and Active Play, Safety, Nutrition/Farmer's Markets, and Summer Activities. Family field trips during the 2015-2016 school year included: library visits, Butler's Orchard, National Building Museum, Natural History Museum, and the National Zoo. Family field trips made by the 2016 summer program sites included: Baltimore Aquarium, Clark's Elloak Farm, and Greenbrier State Park.

Additional parental involvement opportunities are the Student Council, advocacy activities on behalf of their children, monthly workshops lead by the Mary's Center therapist, and a weekly support group with the Mary's Center therapist. Through the Student Council, adult students learn to contribute to the school community, sharing leadership in the decision-making and planning of the school's development. Adult students also learn the process of representative government through the election of their class representatives to the Student Council and by expressing their needs and their children's needs to the Council members in class meetings.



II. School Performance

A. Performance and Progress

1. Two-Generation Model: Critical for Family Literacy

It is through the two-generation program design that Briya achieves its mission of strengthening family literacy. This is exemplified through weekly PACT time and parenting classes. These classes strengthen and unify the instructional program by providing the critical link between adult and early childhood education. These activities help parents learn how to support their children's educational development. During the PACT activities, parents assume the role of primary teacher and become full partners in their children's education. They implement and practice the skills addressed in parenting classes. Parenting/PACT themes are chosen based on student input and needs observed by teachers. In addition to the school-based activities, extracurricular activities include family trips to educational and recreational sites. These field trips encourage parents and children to learn together through new experiences and expose families to educational opportunities available in the area. (See above for examples of parenting/PACT themes explored during the year.)

Another critical component of the school is the infant and toddler parent cooperative playgroup provided in partnership with Mary's Center. Infants and toddlers of the learners in the adult education program receive early childhood education while their parents are in class. Like the parents of pre-k students, parents of infants and toddlers also participate in classes related to their children's developmental needs and apply the knowledge gained in PACT time. Parents of school-age children also receive instruction related to their children's educational needs with activities to apply with their children at home.



2. Meeting the Goals of Our Charter

Staff and students drew upon the school's mission, philosophy, and educational focus to develop the school goals included in the charter. The goals and objectives are closely tied to our aim of promoting educational and job attainment among low-income, language minority families. Since our first year as a charter school, Briya has continued to work toward the original goals of our charter. Assessments utilized for each program are detailed below. The table that follows describes the status of each goal and notes how our practice has evolved with experience. Per guidance by the Public Charter School Board staff, Briya has complied with the request to streamline the number of goals, eliminate self-reported measures, and focus measurement on student achievement metrics. While

Briya pursues all of the goals of its original charter, the table below displays quantifiable and time bound measures of student achievement or progress.

Adult Education Assessment

The ESL/Family Literacy Program for adults measured progress in literacy utilizing the Comprehensive Adult Student Assessment System (CASAS) exams. CASAS is the most widely used system in the United States for assessing adult basic skills within a functional context. Adult progress on the exam was measured as part of the Briya school goals and on the Adult PMF. The measure assessed whether students advanced one or more levels from their entry literacy levels (PMF ESL levels 1 to 6 and ABE levels 4-5). Results of the measure exceeded the target for the Briya charter goal. Overall 74.3% of students who post-tested attained an EFL level that is one or more EFLs higher than the pre-test level on the CASAS exam.

The national average for adult students in levels represented by Briya is 64.8%. Briya performance on CASAS earned 91% of points available on the Progress measure of the PMF.



The school also utilized the Family Reading Journal as a measure of family literacy achievement. The Reading Journal and accompanying rubric documented parents' use of strategies for oral reading with their children. These included questions and activities for before, during, and after reading with young children such as making predictions, discussing print concepts, or identifying key characters



with the child. The journals and rubric were developed in conjunction with the National Center for Family Literacy based on the Center's recommended strategies for reading with children. Student achievement on the Reading Journal Rubric was measured as a Mission Specific Indicator on the Adult PMF Framework and as a charter goal. 81.0% of parents participating six months or more achieved a score of 5+ on the rubric, exceeding the school goal of 70%.

Another goal of the school's family literacy program is to increase parents' involvement in their children's education. 96% of parents in the family literacy program who attended the school for 60 or more hours participated in Parent-Teacher Conferences. The family literacy program also encourages parent participation in neighborhood, school, community or political organizations. 86%

of students who participated in the school for 60 or more hours met this objective as documented on the Family Follow Up Profile.

The school also tracked adult entry into and retention of employment and participation in post-secondary education/career training as part of its charter school goals and the Performance Management Framework for 2015-2016. Students participated in follow-up surveys for the first quarter and/or third quarter after exit as required by the PMF. Briya exceeded both school goals and PMF targets for these measures. 76.3% of students met the goal to obtain employment or enroll in post-secondary education or career training and 95.1% of students met the goal to retain employment or enter post-secondary education or career training based on follow up surveys. Employment related content, integrated throughout all levels of the ESL/Family Literacy curriculum as well as workforce development programs, helped adults achieve employment and career training goals.

In the Briya workforce development programs, success was measured through pass rates on the Early Childhood Studies Review for the Child Development Associate Program and the Registered Medical Assistant Exam for the Medical Assistant Program. 94.7% of CDA students who took the exam in 2015-2016 passed the exam to earn their CDA credential. In addition, 100% of MA students who took the exam in 2015-2016 passed to earn their credential.



Early Childhood Assessments

Briya pre-k students are taught with a comprehensive and research based curriculum that strengthens their skills and knowledge in all key developmental areas. Teaching Strategies GOLD Assessment system helps teachers continually monitor children's progress in language, literacy, math, social emotional, physical and cognitive domains. The Early Childhood PMF measures children's growth toward widely held expectations (WHE) for their age from fall to spring assessment in the domains of literacy, math, and social emotional development. Children in the pre-k program demonstrated high levels of growth over the 2015-16 school year and results for key domains are listed below.

In addition to measuring quality with child outcome data, classroom observations using valid and reliable measures were used to evaluate teaching and learning and classrooms exceeded thresholds on all domains of the Classroom Assessment Scoring System (CLASS). Results were used to guide professional development and support all students' social emotional, cognitive, and language development.

The School Reform Act requires that public charter schools report on progress towards goals every year in our annual reports. Briya met 100% of our charter goals in the 2015-2016 school year. Below, please find Briya's goals and academic achievement expectations as they are written in our charter as well as notes about our progress toward meeting those goals during the 2015-2016 school year.

Briya PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Early Childhood Education		
<p>Literacy</p> <p>At least 75% of pre-kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD literacy assessment.</p>	Goal met.	<p>Briya PCS met this goal. 97.5% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD literacy assessment.</p>
<p>Math</p> <p>At least 75% of pre-kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD math assessment.</p>	Goal met.	<p>Briya PCS met this goal. 87.5% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD math assessment.</p>
<p>Social Emotional</p> <p>At least 75% of pre-kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD social emotional learning assessment.</p>	Goal met.	<p>Briya PCS met this goal. 85% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD social emotional learning assessment.</p>
<p>Leading Indicator</p> <p>80% of parents of pre-kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference.</p>	Goal met.	<p>Briya PCS met this goal. 100% of parents of pre-kindergarteners enrolled for the full academic year attended at least one individual or group parent conference.</p>
Adult Education		
<p>Student Progress</p> <p>50% of ESL/Family Literacy students who post-test will attain an Educational Functioning Level that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.</p>	Goal met	<p>Briya PCS met this goal. 74.3% of students who post-tested attained an Educational Functioning Level that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam</p>

College and Career Readiness 40% of adult students who are in the labor force but enter the program without a job will either a) obtain a job after exiting the program or b) obtain a job while they are enrolled in the program and still hold a job during the first quarter of exit from the program or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	Goal met	Briya PCS exceeded this goal. 76.3% of students met the goal to obtain employment or enroll in post-secondary education or career training based on follow up surveys.
College and Career Readiness 55% of learners who either a) enter the program with a job, or b) obtain a job after exit, will remain employed in the third quarter after program exit or enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	Goal met	Briya PCS met this goal. 95.1% of students met the goal to retain employment or enter post-secondary education or career training based on follow up surveys.
Mission-Specific Goals		
70% of parents enrolled in the ESL/Family Literacy Program for at least six months will score 5 or above on the Family Reading Journal Rubric.	Goal met	Briya PCS met this goal. 81.0% of parents enrolled at least six months scored 5 or above on the Family Reading Journal Rubric.
50% of Child Development Associate students who take the Early Childhood Studies Review certification exam will pass the certification exam.	Goal met	Briya PCS met this goal. 94.7% of CDA students who took the Early Childhood Studies Review exam passed the certification exam.

B. Lessons Learned and Actions Taken

The following are lessons learned and actions taken based on data and input collected by the school including academic and non-academic performance data, parent/student feedback, staff and board input, the Accreditation process, the charter review, and the Briya strategic planning process.

Instructional Programming

The Briya pre-k program achieved another year of high child and program outcomes for school year 2015-16 through a multi-pronged approach that included family engagement, comprehensive and culturally responsive curriculum, inclusive classrooms with hands-on project based learning, a Response to Intervention program, professional development activities aligned with program evaluation tools, and ongoing utilization of child assessment data to inform instruction. Briya's assessment system (Teaching Strategies GOLD) is aligned with the Common Core Standards for Kindergarten so curriculum and instruction are targeted to provide the foundation for the trajectory of skills and concepts children will continue to encounter in subsequent school placements.



The school continues to target priority areas identified by its accreditation and strategic planning processes to enhance the services and programs offered. The RTI implementation in 2015-16 built on the previous years' work on planning for natural learning opportunities that occur during daily routines and small groups to work on targeted skills. Teaching teams utilized and created additional tools to help children to be more successful during key times of the day in developing language and social emotional skills. Teams explicitly taught and practiced skills using strategies and materials that were appropriate for the languages, developmental skills, and family-teacher learning goals of the children in each classroom and tier of RTI. The purposeful link between home and school was one of the ingredients of success. Teachers were able to share data with parents and share strategies and resources to enable practicing of skills at home as well as at school.

Briya teachers used additional tools and methods to promote vocabulary development, early reading, and early writing skills and used ongoing professional development and coaching as a vehicle for growth. Professional development topics included developmental writing strokes and fine motor practice, home language support, vocabulary development, family engagement through social stories and identity texts, STEM, and more. Teachers used Briya-created math and literacy kits/activities that align with the curriculum and assessment as well as Briya-created study guides to support implementation of project-based learning for young DLLs. During 2015-16 pre-k teachers were able to utilize the video resource library of best practices for DLLs that they created during the previous school year.

In Adult Education, Briya continues focusing on incorporating the College and Career Readiness Standards for Adults (CCR) into the adult ESL curriculum. Briya is assisting CASAS with developing a new reading assessment series that incorporates the CCR for adults by developing new test items, participating in studies to test new CASAS items, and providing feedback to improve e-testing and

TOPS Pro. Briya has been able to provide critical input on the content and delivery of the new items.

Briya first piloted and then fully implemented the use of Google classroom in the Advanced and workforce development classes. Google classroom has greatly improved communication with students and the ability to share assignments, websites, information, and resources. In the MA program, this has facilitated keeping track of and grading students' homework. In addition, Briya has enhanced ESL Digital Literacy integration through Google Apps for Education. Briya has also expanded the use of technology in the classroom while focusing on integrating the ESL, parenting, and technology components. The Digital Literacy Team continues to expand the Briya student website for learners to access ESL activities, grammar exercises, and educational links and to develop mouse and typing skills. In addition, staff used technology in new ways to improve learners' reading skills including use of on-line library books, integration of iPads into the computer and ESL classes, iPad applications, and cell phone applications. Students learned to use their cell phones to read with their children, send e-mails, and schedule calendars reminders for appointments.

School year 2015-2016 marked the third year Briya added the National External Diploma Program (NEDP) to our adult education program. Currently, Briya is the only site in the District of Columbia to offer the NEDP in a program targeted to adult English Language Learners. As the NEDP is especially well suited for English Language Learners, this addition provided a unique opportunity to our students to successfully attain a high school diploma. In the 2015-2016 school year, one member of the school's third cohort of NEDP students earned her diploma. Initially, the NEDP program was implemented with the Advanced II class. The program expanded its services offering academic classes five days a week to the Advanced I learners enhancing the curriculum to develop the skills needed to enter the NEDP program. This provides a clear pathway to college and career by developing learners' reading and writing skills and preparing them to enter the NEDP program, Briya's MA and CDA workforce development programs, and other college and career opportunities in the community.

Briya has completed three years of successfully implementing the new Medical Assistant (MA) Program. The program consists of seven modules including Communications and Community Health, Anatomy and Physiology, Health Promotion and Disease, Math and Medications, Lab Medicine, Medical Business Practices, and Medical Law and Ethics; a 160 hour externship; and a certification exam. For the class of 2016, fifteen out of fifteen students (100%) who took the RMA exam passed it and became Registered Medical Assistants. During the end of the year program evaluation of the MA program, staff determined to continue revising the curriculum to target specific objectives and to add more visuals and interactive activities. In addition, the number of lab skills nights and SIM lab visits were increased to give students more practice developing clinical skills they will need on the job. Instructors utilized assessment results to inform instruction, target study sessions, and guide the summer exam preparation course. Finally, the MA program switched to using Google Classroom. This has greatly facilitated the ease of giving, receiving, and grading assignments.



The Child Development Associate (CDA) program is implementing the new CDA 2.0. The Council for Professional Recognition made a series of changes to the CDA credentialing process. The changes include a more rigorous computer based testing platform, observation by a professional development specialist, and a professional portfolio. In the 2015-2016 school year, the school's Child Development Associate (CDA) program updated the curriculum to align it with the launch of the new CDA 2.0. The school also expanded the curriculum to integrate Google Classroom, basic computer skills, and practice electronic quizzes to prepare students for the computer based assessment and the on-line application and credentialing processes. The school is adapting its program design and curriculum to further integrate the practicum hours into classroom instruction by having practicums coincide with the school year and by providing more assignments and classroom discussion directly related to students' skill development during their practicum hours.

Based on positive feedback from parents during a pilot, Briya expanded the parent and child activities across all levels to include the topic "Talk and Active Play". During the child development class, parents discussed the benefits of active play and exercise including items such as having a healthy body weight, the development of muscles and bones, improved sleep, and less stress. Then, families went to nearby parks to do two generational educational activities.

Parent Involvement

Briya operates from the fundamental belief that parents are their children's most important teachers. Per the family literacy model of Briya, parents played a critical role in the pre-k program during school year 2015-16. From the beginning of the year, during home visits, parents were welcomed and encouraged into an educational partnership that regards parents as children's first teachers and during PACT (Parent and Child Together) teachers step back and help parents assume a teaching role in the classroom. The abundance and prominence of family photos on our walls show children that their parents are a part of their school, as well as the many parent activities that take place throughout the year. The information that teachers get from families during home visits and multiple meetings is used to support children's learning in the classroom. On a weekly basis the



pre-k parents came into their children's classrooms and read stories together, using strategies to build literacy skills that they learned and practiced in their adult education classes. Parents participated in parent teacher meetings which enabled them to better understand the assessment system used to measure and strengthen children's skills and knowledge. Teachers created special materials such as social stories, identity texts, and arrival charts that families could use to support oral language development, literacy and cognitive skills, and positive approaches to learning.

Professional Development/Human Capital

Briya implemented several strategies throughout the year to build professional development/human capital. Briya focused on developing leadership and management skills for its coordinators to meet the needs of the school as it continues to expand. All of the Adult Education Coordinators

completed the TESOL English Language Teachers Leadership Management Certificate Program including the following workshops: Hiring Essentials, Facilitating Groups, Building Teams, Effective Time Management Strategies for ELT Leaders/Professionals, and How to Run Effective Meetings. Coordinators implemented ideas learned at the conference throughout the school year. The Coordinators facilitated a series of workshops to develop our 10 Characteristics of an Effective Briya Teacher. The 10 Characteristics are also being integrated into the teachers' performance reviews. Other workshops offered included topics such as: Ladibug Document Camera, Spelling City, Learner Persistence, Effective Uses of Technology in Adult Education Classroom, Tech Clinic for Family Literacy Students, Kahoot, Google Classroom, Using TOPS Pro reports for CASAS tutoring, On-line Template for Developing CASAS Practice Items, and Integration Across the Curriculum: ESL, PACT, DL, & CD. The team also implemented Personal Learning Networks as an additional means of professional growth. These new initiatives and professional development sessions have greatly enhanced Briya's instructional programming. The Coordinators have also taken on more leadership and supervisory responsibilities including leading site and team meetings, coordinating special events, supervising staff, completing staff performance reviews, hiring, and facilities management.

Early childhood teacher professional development for school year 2015-16 covered a variety of topics including new RTI processes; home language support; integration of art techniques such as form and texture; project-based learning; STEM; language scaffolding strategies to teach vocabulary; literacy materials; dual language learners strategies; and more. Teachers participated in consultations with speech and behavior specialists and occupational therapists to explore relevant topics to the children in their classrooms and developed plans to meet those needs. Teachers received customized professional development and coaching including regular communication pertaining to weekly planning and instruction. Teachers met on a regular basis to share ideas and resources and build upon current practices to enhance instruction and support to students. Teachers attended conferences on general and special education topics, dual language learners, social emotional teaching strategies, and assessment. Briya early childhood staff also presented best practices at local and national early childhood conferences.

Supplemental Programming/Partnerships

Comprehensive services, a key component of our family literacy and Community Schools model, are provided through our partnership and co-location with Mary's Center for Maternal and Child Care, Inc. Through our relationship with Mary's Center, Briya's on-site Student Services Team helped students access Mary's Center wrap around services including: primary health care for children and adults; bilingual case managers to assist students with counseling, case management, and referrals to community resources; dental health services; mental health services; the Bilingual Health Access Project for



critical outreach, translation, and advocacy services to help families with limited English proficiency access public health insurance, Food Stamps, and Temporary Assistance to Needy Families (TANF); the Special Supplemental Nutrition Program for Women, Infants, and Children Program (WIC) for healthy foods and nutrition for pregnant women, new mothers, infants, and children under the age of five; Healthy Families DC for voluntary home visitation for families assessed as overburdened with the goal of preventing child abuse and neglect and strengthening families; and Early Intervention services for education, service coordination, advocacy, psychosocial support, and home visits for parents of children up to three years old with disabilities or developmental delays.

In addition to referrals to programs and services, Briya invited guest speakers on a monthly basis to share information about valuable community resources. Topics included items such as: the benefits of happiness, child sexual abuse prevention, family values (In tandem with the topic of school choice, this workshop focused on parent's own formal education experience and how that informs their values around their own children's school experience and their involvement), parenting styles, positive discipline, cognitive development, health and sickness prevention, and managing emotions. Briya also held Know Your Rights information fairs, a school choice panel, and a summer programming information fair, all of which required strong community partnerships and collaboration.

We organized field trips for the entire family to a wide variety of educational institutions such as nature centers, museums, and other cultural institutions. These supplemental classes and curricular programming helped students learn about the content being studied in class and encouraged parents to access community resources and engage children in learning activities during evenings and weekends.



Partnerships and collaborative activities with the Mary's Center School-Based Mental Health Program, Sitar Center for the Arts, DC Department of Public Works, The Person Center, DC Greens, Coalition for Community Schools, National Center for Families Learning, University of the District of Columbia, Carlos Rosario International Public Charter School, Share Our Strength, Capital Area Food Bank, Early STAGES, Advocates for Justice and Education, Latino Economic Development Corporation, and DC Public Libraries enhanced programming and instruction for students. Additional assistance for families was provided through referrals to collaborating agencies such as Mary's Center Dental Department, CentroNía, DC Department of Parks and Recreation, Catholic Charities Immigration Legal Services, Children's Law Center, DC Superior Court Crime Victims Compensation Program, DC Office of Human Rights, Mayor's Office on Latino Affairs, MPD Latino Liaison Unit, Washington Lawyers Committee, DC Employment Justice Center, Legal Aid Society, Ayuda, Jubilee Jobs, LIFT-DC, The Family Place, Goodwill Good Samaritan Program, Martha's Table, A Wider Circle, Virginia Williams Family Resource Center, SAFE, Martha's Outfitters, CARECEN, Housing Counseling Services, My Sister's Place, Mary House, and Salvation Army to ensure all of the needs of our families are met.

C. Unique Accomplishments

Briya received a continuation grant for the Community School Incentive Initiative from the Office of the State Superintendent of Education. Briya is the lead partner of the Mount Pleasant Community School Consortium. The consortium is made up of Briya, Mary's Center, Bancroft Elementary, and a host of community-based organizations specializing in student or immigrant focused engagement. By engaging partners such as Mary's Center and Bancroft Elementary, Briya exemplifies how a public school, through strategic partnerships with other community organizations, can serve as the hub of a community, linking together a network of services that builds on the strengths of a community to meet the diverse needs of families. The Community School Consortium employs a dual-generation, seamless continuum of services that supports families to thrive through comprehensive services for families' academic and non-academic needs. In pursuit of this vision, the consortium provides: primary medical and dental care to students and community residents; mental health services; early childhood education; programs to facilitate parental involvement, parental leadership, and build parenting skills; and adult education programs including English as a Second Language, adult literacy, computer literacy, financial literacy, and hard-skills training.

As transition activities for pre-kindergartners are a critical part of high-quality student outcomes and school readiness, Briya provided individualized strategies for each family for transitions from the pre-kindergarten program to the K-12 system. Transition activities included: individual meetings with parents to explore interests, a presentation about how to choose a school, a panel of representatives from various public schools who provided presentations and answered questions from parents, and individual meetings with parents to discuss school options and assist with completing applications and other necessary forms.

Briya, along with partners, Bridges Public Charter School and Mary's Center, completed a successful school design and renovation of the Mamie D. Lee school building. Students will be served at the new facility beginning in August of 2016. The new location will allow Briya to expand its services to meet the needs of more families in DC and in Wards 4 and 5 in particular. In preparation for the opening, the schools have conducted extensive outreach to the community to ensure the building

meets the needs of the community. The schools currently serve hundreds of families in the community and hope to continue meet the academic and non-academic needs of our neighborhood. Outreach activities have included presentations at Deputy Mayor for Education sponsored community meetings, Ward 5 ANC meetings, and the Department of General Services sponsored public hearing. Briya and Bridges have been working closely with DC Bilingual to develop a partnership that will be mutually beneficial for families to receive referrals and services. Briya and Bridges staff members have been walking the neighborhood to do door-to-door outreach and to speak with the neighbors in the immediate area adjacent to the school-building. During the door-to-door outreach, staff and parent volunteers shared information about the schools' programs and the Bridges and Briya partnership application for the Mamie D. Lee facility. Briya and Bridges received a positive response from all neighbors that we spoke to directly about the school's application. Briya and Bridges continue to seek community input through launching a community survey. It is our goal to be an asset to the community and a good neighbor.



The school also hosted a variety of parent education sessions to help parents act as advocates for their children's educational needs. Briya hosted two Know Your Rights Information Fairs in direct response to student survey results indicating that our students wanted to learn more about available community resources. Twenty-seven agencies participated, sharing information on language

access, workers' rights, domestic violence, immigration law, disability rights, discrimination, and more.

Parents harnessed the advocacy skills, English language skills, and child development knowledge they learned at Briya to take action in the community to advocate for their rights and the rights of their children. Accomplishments this year include:

- Briya students served on our Community Schools Advisory Board.
- Briya students participated in Parent Camp at the U.S. Department of Education and then facilitated a training for the Briya Student Council based on this experience.
- Maxine Gorham, a 2016 Child Development Associate graduate, was honored at the 2016 STARS Tribute as Most Outstanding Student by the DC Association for Chartered Public Schools.

- Six graduates of the Medical Assistant program earned MA of the Month award from their employer.
- Briya was named a Bright Spot in Hispanic Education by the White House Initiative on Educational Excellence for Hispanics.
- Briya received outstanding results on its 10 year charter review, and the DC PCSB board voted to renew the charter for the standard five years.
- Briya was featured in several national and international publications this year including: the United Nations Educational, Scientific and Cultural Organization (UNESCO) Effective Literacy Practice Database, ABC 7, Migration Policy Institute, National Public Radio (NPR), and the New America Foundation.
- Briya hosted visitors from all over the world to learn about two-generation model with comprehensive wrap around supports. Visitors included the Thrive Washington, the National Council of La Raza, Migration Policy Institute, leaders from the District of Columbia Public Schools, and Reach Academy in London.



Teachers and staff continued to share their knowledge and best practices with other practitioners locally, nationally and internationally at the following events:

- English Instructors Cristin Reeder and Elise Gorman with Digital Literacy Instructor Kevin Sakaguchi co-presented the workshop, “Teaching Adult ESL in the Digital Age: Effective Integration” at the Commission on Adult Basic Education (COABE) 2016 national conference.

- Lena Johnson and Kate Van Slyck from the Pre-K team presented “Effective Strategies for Engaging Families in Early Learning” at the DC LEA Institute: “It Takes a City: DC Does it Best!”
- Lena Johnson and Cara Sklar presented on a panel on Second Language Research for the American Educational Research Association (AERA).
- Cara Sklar presented on a panel about Immigration and Early Childhood Policy at the Child Care Aware National Symposium.
- Pre-K staff members Lisa Luceno and Noelani Mussman presented Effective Strategies for Dual Language Learners at the Teachstone Interact Conference in Chicago, Illinois.



D. List of Donors and Grantors

Donors and Grantors over \$500	
July 2015 to June 2016	
IDEA Federal Grant	\$ 1,268.01
OSSE Charter Schools Program Dissemination Grant	\$ 2,982.30
OSSE Scholarships for Opportunity and Results (SOAR) Grant	\$ 1,014,869.79
National School Lunch Program	\$ 30,321.10
DoD Fresh Fruit and Vegetable Program	\$ 570.60
Community Schools Incentive Initiative Grant	\$ 223,013.84
DC facilities grant	\$ 53,565.00
Schools Technology Fund	\$ 23,886.68
DC Healthy Schools Act	\$ 1,643.55
Marriott Foundation	\$ 20,000.00
Share Fund	\$ 10,000.00
In-Kind Space	\$ 81,762.36
In-Kind Service - Propellor, LLC	\$ 2,100.00
William Bletzinger	\$ 3,000.00
Joel Goering	\$ 650.00
SpELLIgent	\$ 500.00
Teachstone	\$ 2,000.00
Studio 27	\$ 5,000.00
Community House Church	\$ 1,000.00



SY 2015-16 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Briya PCS
PCSB	Campus Name: Briya PCS
PCSB	Grades served: PK3-PK4 and Adult
PCSB	Overall Audited Enrollment: 497

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	31	14	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	452	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.

STUDENT DATA POINTS	
School	Total number of instructional days: 180 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: 0.0% $\frac{\text{number of students with out of school suspensions and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	Expulsion Rate: 0.0% $\frac{\text{number of students expelled and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.0% $\frac{(\text{sum of all suspension days for all students due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2015 – 16 school year})} \times 100$
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: validated after annual report submission date $\frac{\text{number of students in the Oct. 2015 audit count who are not on the school's roster through May 31, 2016}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$

APPENDIX A: Staff Roster

Eighty percent of the adult ESL/Family Literacy teachers have Master's degrees in education or related fields. The Academic Dean also has a Master's in Adult Education: Curriculum and Instruction with a specialization in learning disabilities and is a CASAS Certified National-Level Trainer. Fifty-six percent of pre-k teachers have Master's degrees. The Early Childhood Director has a Master's in International Training and Education, is part of the Teaching Strategies Professional Development Network, and is a reliable CLASS observer. The Director of Early Childhood Curriculum and Instruction has a Master's in Teaching and Education and is a reliable CLASS observer. The Special Education Coordinator has a Ph.D. in Education and a Master's in Inclusive Education and is a reliable CLASS observer. One adult instructor was named the 2013 DC Association of Chartered Public Schools Most Outstanding Teacher/Leader. Two staff members have been named national Toyota Family Literacy Teacher of the Year, one in 2004 and the other in 2006. Two other staff members were named as finalists in 2009 and 2013. Teachers have an average of 13 years of experience working in the field of education. Staff members include former adult students with expertise in the needs and goals of the student population.

Qualifications and assignments of school staff:

Staff Leadership Positions				
Name	Position	Years of Ed. Experience	Year Began at Briya*	Languages Spoken
Christie McKay	Executive Director	25	2005	Spanish English
Lorie Preheim	Academic Dean	25	2005	Spanish English
Karen Hertzler	Director of Accountability and Development	18	2005	Spanish English
Lisa Luceno	Director of Early Childhood Education	17	2005	Spanish English
Noelani Mussman	Director of Early Childhood Curriculum and Instruction	16	2012	Spanish French English
Silvia Arias	Early Childhood Manager	20	2005	Spanish English
Bill Bletzinger	Director of Finance and Administration	32	2009	German English

Reena Gadhia	Medical Assistant Program Coordinator	3	2015	Spanish English Gujarati
Stephanie Mintz	Community Schools Coordinator	22	2014	Spanish English
Lena Johnson	Special Education Coordinator	8	2014	Spanish English German
Mirna Guardado	Registrar	14	2005	Spanish English
Jodi Birkey	Director of Charter Data and Administrative Manager	9	2010	Spanish French English
Amy Gonzalez	Digital Literacy Coordinator	13	2011	Spanish English

*Briya PCS was chartered in 2005 and enrolled students in 2006.

Teachers, Assistant Teachers, and Student Support Staff				
Name	Class	Years of Ed. Experience	Year Began at Briya*	Languages Spoken
Elizabeth Bergner	Intermediate I ESL/Family Literacy	6	2012	Spanish Portuguese English
Mark Faloni	Advanced I ESL/Family Literacy Advanced II ESL/Family Literacy	30	2006	Spanish English
Judy Kittleson	Advanced II ESL/Family Literacy Adult Education Coordinator	21	2005	Spanish English
Rachel Nerger	Intermediate I ESL/Family Literacy	7	2013	Spanish English
K. Sarah Ostrach	Intermediate I ESL/Family Literacy	4	2016	English Spanish Chinese
Cristin Reeder	Basic I ESL/Family Literacy Intermediate II ESL/Family Literacy	11	2011	Spanish English
Jessica Rosenberg	Basic II ESL/Family Literacy Adult Education Coordinator	10	2011	Spanish English

Erica Schuetz	Intermediate II ESL/Family Literacy	9	2012	Spanish English
Elise Gorman	Advanced I ESL/Family Literacy NEDP	6	2014	Spanish English
Paige Reuber	Basic II ESL/Family Literacy Adult Education Coordinator	8	2008	Spanish English
Patti Alexander	Pre-K Instructor	10	2015	Spanish English
Nury Sandoval	Pre-K Instructor	16	2011	Spanish English
Lorena Gomez	Pre-K Instructor	26	2006	Spanish French English
Katia Gomez	Pre-K ELL Instructor/ Pre-K Special Education Instructor	15	2008	Spanish English
Emily Gordon	Pre-K Instructor	8	2012	Spanish English
Melanie Willett	Pre-K Instructor	5	2014	Spanish English
Carlos Quintanilla	Pre-K Instructor	14	2011	Spanish Portuguese English
Shiela Escamilla	Pre-K Instructor	7	2014	Spanish English
Lucia Flores	Pre-K Instructor	6	2012	Spanish English
Kate Van Slyck	Pre-K Special Education Instructor	8	2010	French English
Gracia de Paula	Child Development Associate Instructor	42	2006	Spanish Portuguese English
Maria Castro- Trujillo	Child Development Associate Instructor	15	2013	Spanish English

Raquel Farah- Robison	Student Services Coordinator	4	2014	Spanish English
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*Briya PCS was chartered in 2005 and enrolled students in 2006.

Briya Public Charter School: Board of Trustees Directory
As of August 2016

Name	Position / Committee	DC Resident/non-DC Resident	Date of Appointment	Term End Date
Charlotte Baer	Board member <i>Academic Committee chair</i>	DC resident	July 2012	July 2018
Elizabeth Bowman	Board member <i>Academic Committee member</i>	Non-DC resident	March 2015	March 2017
Emmanuel Caudillo	Board Treasurer <i>Finance Committee chair</i>	DC resident	September 2012	September 2016
Joel Goering	Board Chair <i>Development Committee member</i>	DC resident	January 2012	January 2016
Whytni Kernodle	Board member <i>Development Committee member</i>	Non-DC resident	May 2014	May 2018
Yizel Romero Octaviano	Board Secretary (parent) <i>Academic Committee member</i>	DC resident	September 2013	September 2017
Yapsis Palacios	Board member (parent) <i>Development Committee member</i>	DC resident	July 2015	July 2017
Todd Shears	Board member <i>Finance Committee member</i>	DC resident	March 2016	March 2018
Nishit (Nick) Sheth	Board member <i>Finance Committee member</i>	Non-DC resident	November 2015	November 2017
Deborah Spitz	Board member <i>Academic Committee member</i>	Non-DC resident	January 2015	January 2017
Julia Toro	Board Vice Chair <i>Development Committee chair</i>	Non-DC resident	March 2013	March 2017

Income and Cash Flow Statements

Briya Public Charter School

July 2015 through June 2016

Year-To-Date (YTD)	
Income Statement	Actual
Revenue	
01. Per Pupil Charter Payments	4,761,569
02. Per Pupil Facilities Allowance	1,552,628
03. Federal Entitlements	1,651
04. Other Government Funding/Grants	1,351,285
05. Private Grants and Donations	126,928
06. Activity Fees	14,722
07. Other Income (please describe in footnot	58,378
Total Revenue	7,867,160
Expenses	
08. Principal/Executive Salary	0
09. Teachers Salaries	75,405
10. Teacher Aides/Assistance Salaries	81,166
12. Business/Operations Salaries	22,672
13. Clerical Salaries	49,901
14. Custodial Salaries	105,968
15. Other Staff Salaries	72,280
16. Employee Benefits	44,514
17. Contracted Staff	3,566,951
18. Staff Development Expense	86,631
19. Textbooks	7,609
20. Student Supplies and Materials	48,814
21. Library and Media Center Materials	146
22. Student Assessment Materials	19,433
23. Contracted Student Services	96,498
24. Miscellaneous Student Expense **	56,627
25. Rent	282,535
26. Building Maintenance and Repairs	4,075
27. Utilities	549
28. Janitorial Supplies	3,055
29. Contracted Building Services	6,910
30. Office Supplies and Materials	54,525
31. Office Equipment Rental and Maintenan	2,348
32. Telephone/Telecommunications	13,533
33. Legal, Accounting and Payroll Services	130,826
34. Printing and Copying	2,560
35. Postage and Shipping	1,177
36. Other	402,541
37. Insurance	19,687
38. Transportation	1,824
39. Food Service	41,578
40. Administration Fee (to PCSB)	62,817
41. Management Fee	100,000
42. Other General Expense	98,860
43. Unforeseen Expenses	0
44. Depreciation Expense	143,336
45. Interest Payments	80,873
Total Expenses	5,788,226
Net Income	2,078,934

Balance Sheet

Briya Public Charter School

As of June 30, 2016

Balance Sheet	
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Assets	Amount
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Assets

Current Assets

Cash	6,976,112
Accounts Receivable	238,728
Other Current Assets	6,216,660
Total Current Assets	13,431,500

Noncurrent Assets

Operating Fixed Assets, Net	317,742
Facilities, Net	1,759,935
Total Noncurrent Assets	2,077,677

Total Assets	15,509,176
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Liabilities and Equity	Amount
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Liabilities and Equity

Current Liabilities

Accounts Payable	75,878
Other Current Liabilities	320,895
Total Current Liabilities	396,773

Long-Term Liabilities

Other Long-Term Liabilities	1,596,552
Total Long-Term Liabilities	1,596,552

Equity

Unrestricted Net Assets	11,434,917
Temporarily Restricted Net Assets	2,000
Net Income	2,078,934
Total Equity	13,515,851

Total Liabilities and Equity	15,509,176
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PCSB Financials

Briya Public Charter School

Income Statement		SY16-17
Account		Future
Event		-
Revenue		
Per Pupil Charter Payments		5,638,615
Per Pupil Facilities Allowance		1,821,292
Federal Entitlements		1,651
Other Government Funding/Grants		592,382
Private Grants and Donations		22,000
Activity Fees		10,000
Other Income		455,283
Total Revenue		8,541,223
Operating Expense		
Personnel Salaries and Benefits		
Principal/Executive Salary		-
Teachers Salaries		92,953
Special Education Salaries		-
Summer School Salaries		-
Teacher Aides/Assistants Salaries		82,977
Before/After Care Salaries		-
Other Education Professionals Salaries		100,584
Business/Operations Salaries		74,880
Clerical Salaries		37,915
Custodial Salaries		101,948
Other Staff Salaries		50,580
Employee Benefits		55,307
Contracted Staff		4,562,373
Staff Development Expense		155,164
Total Personnel Salaries and Benefits		5,314,681
Direct Student Expense		
Textbooks		30,375
Student Supplies and Materials		61,200
Library and Media Center Materials		656
Student Assessment Materials		21,105
Contracted Student Services		135,236
Miscellaneous Student Expense		20,041
Total Direct Student Expense		268,613
Occupancy Expenses		

Rent	297,039
Building Maintenance and Repairs	12,360
Utilities	686
Janitorial Supplies	2,575
Contracted Building Services	-
Total Occupancy Expenses	312,660
Office Expenses	
Office Supplies and Materials	60,901
Office Equipment Rental and Maintenance	28,920
Telephone/Telecommunications	12,500
Legal, Accounting and Payroll Services	142,923
Printing and Copying	604
Postage and Shipping	1,510
Other	-
Total Office Expenses	247,358
General Expenses	
Insurance	25,700
Transportation	47,500
Food Service	39,431
Administration Fee (to PCSB)	85,192
Management Fee	100,000
Interest Expense	905,686
Other General Expense	415,072
Total General Expenses	1,618,582
Total Ordinary Expenses	7,761,894
Depreciation	
Depreciation Expense	771,513
Total Depreciation	771,513
Total Expenses	8,533,407
Net Income	7,815