



Annual Report

2017-2018

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Briya Public Charter School

Annual Report Narrative 2017-2018

I. School Description

A. Mission Statement

The mission of Briya Public Charter School is to strengthen families through culturally responsive two-generation education.

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 Two-Generation program include English language and digital literacy instruction for adults, early childhood education, child development 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 digital literacy instruction. The school implements the nationally utilized College and Career Readiness Standards for Adults 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. 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. Briya also utilized Equipped for the Future Framework (EFF) for adult education as a foundation in the curriculum design and instructional approach because it emphasizes the importance of focusing curriculum on adult learners' roles as parents, employees and community members. Briya's child development classes assist parents in supporting their children's education at school and at home. PACT time allows parents to apply the concepts learned in child development 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 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 Child Development 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 with thirteen Functional Areas, 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 2017-2018 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, Home and School Routines, Screen Time, Social/Emotional Development, Nutrition, Sharing Family Culture and Stories, Preparing for Parent/Teacher Conferences, Briya Early Childhood Orientation, Positive Discipline, Health and Sickness Prevention, Physical Development/Yoga, Introduction to School Choice in DC, School Choice Panel, Your Child's Brain, Cognitive Development/Science, Cognitive Development/Math, Dental Health, Healthy Relationships – Domestic Violence, Healthy Sexuality & Development, Positive Discipline, Numbers Everywhere, Financial Literacy, Beginning Sounds, Rhyme, Choose Good Books, Reading to Your Child, Music and Movement, Letters Everywhere, Writing at all ages, and Summer Activities. Family field trips during the 2017-2018 school year included: library visits, Butler's Orchard pumpkin, Clark's Elioak Farm, Natural History Museum, Botanical Gardens, American Indian Museum, and the National Zoo. Family field trips made by the 2018 summer program sites included: Baltimore Aquarium, South Germantown Splashpark and Mini-golf, Butler's Orchard blueberry patch, and Cunningham Falls State Park.

Additional parental involvement opportunities are the Student Council, Student Outreach Ambassadors, advocacy activities on behalf of their children, monthly workshops led 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 child



development 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 child development classes. Child development/PACT themes are chosen based on child development theory and research, 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 Child development/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. Assessments utilized for each program are detailed below. The table that follows describes the status of each goal.



Adult Education Assessment

Briya's charter goals measure progress in literacy for the ESL/Two-Generation program utilizing the Comprehensive Adult Student Assessment System (CASAS). CASAS is the most widely used system in the United States for assessing adult basic skills within a functional context. The measure assessed whether students advanced one or more levels from their entry

Educational Functioning Level. Results of the measure exceeded the target for the Briya charter goal. 77.6% of ESL/Two-Generation students who post-tested attained an EFL level that is one or more EFLs higher than the pre-test level. The 2016-2017 national average for EFL gain for adult students who post-tested was 67% (National Reporting System Table 4B).

The school also utilized the Family Reading Journal as a measure of family literacy. 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 Performance Management Framework and as a charter goal. 83.7% of parents participating six months or more achieved a score of 5+ on the rubric, exceeding the charter school goal.

Another goal of the school's Two-Generation program is to increase parents' involvement in their children's education. 91% of parents in the Two-Generation program who attended the school for 60 or more hours participated in Parent-Teacher Conferences. The Two-Generation program also encourages parent participation in neighborhood, school, community or political organizations. 85% 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. Students participated in follow-up surveys with timeframes in the second and/or fourth quarter after exit as required by the PMF. Briya exceeded school goals for these measures. 75.5% of students met the goal to obtain employment or enter post-secondary education or career training and 92.4% 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/Two-Generation 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. 96.7% of CDA students who took the exam in 2017-2018 passed the exam to earn their CDA credential. In addition, 100% of MA students who took the exam in 2017-2018 passed to earn their credential.

Early Childhood Assessment

Briya pre-k classrooms utilized a comprehensive and research-based curriculum that strengthened skills and knowledge in all key developmental and content areas. Teachers continually monitored children's progress in language, literacy, math, social emotional, physical and cognitive domains using the Teaching Strategies GOLD assessment system. Briya measured children's growth relative to widely held expectations (WHE) for their age/grade from fall to spring assessment in the domains of literacy, math, and social emotional development. Children in the Pre-K program demonstrated high learning outcomes during the 2017-18 school year and results for key domains and content areas are listed below.

In addition to child outcome data as a measurement of quality, Briya participated in city-wide classroom observations using the Classroom Assessment Scoring System (CLASS). Pre-K classrooms exceeded assessment thresholds and national averages on all domains of the CLASS and results were used to inform teaching and learning, guide professional development, and support all students' social emotional, cognitive, and language development. In 2017-2018 the program wide CLASS scores for the Briya Pre-K program were 6.47 in the domain of emotional support, 6.17 in the domain of organizational support, and 4.93 in the domain of instructional support.

Briya met 100% of our charter goals in the 2017-2018 school year as follows:

Briya Public Charter School - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Early Childhood Program		
Literacy 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.	Goal met	Briya PCS met this goal. 84% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD literacy assessment.
Math 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.	Goal met	Briya PCS met this goal. 93% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD math assessment.
Social Emotional	Goal met	Briya PCS met this goal. 84% of pre-kindergarten students met or

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.		exceeded widely held expectations of growth from the fall to spring administrations of the GOLD social emotional learning assessment.
Leading Indicator 80% of parents of pre-kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference	Goal met	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.
Adult Education		
Student Progress 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	Goal met	Briya PCS met this goal. 77.6% of ESL/Family Literacy (now called Two-Generation) 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.
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 met this goal. 75.5% of adult students obtained employment or entered 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. 92.4% of adult students retained employment or entered post-secondary education or career training based on follow up surveys.
Leading Indicator: In-seat attendance rate at or above 65%	Goal met	Briya PCS met this goal. In-seat attendance for adults was 69.4%.

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. 83.7% 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. 96.7% of CDA students who took the Early Childhood Studies Review exam passed the certification exam.

3. 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 was able to achieve high child and program outcomes for school year 2017-18 through its multi-pronged approach of family engagement, comprehensive and culturally responsive curriculum, bilingual inclusive classrooms with hands-on project-based learning, a Multi-Tiered Systems of Support 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 thereby facilitating a link between curriculum, instruction, and assessment. Assessment opportunities are embedded throughout the day, week and units of study and are designed to provide the foundation for the trajectory of skills and concepts children will continue to encounter in subsequent school placements.

Briya continued to prioritize quality of all tiers of academic and social services for young multicultural, multilingual learners as highlighted through accreditation and strategic planning processes. The school also embarked on a new seven-year action plan created through a full self-study using the Middle States framework of Excellence by Design. Response to Intervention (RTI) implementation in 2017-18 was taken to the next level and more fully articulated through adoption of the more comprehensive MTSS (Multi-Tiered System of Support) model. Briya was able to build on prior years' lessons and teachers had even more resources to be able to successfully embed learning opportunities that targeted specific and necessary skills via daily routines and activities in a way that engaged parents as partners. Skills were presented and practiced using strategies and materials appropriate to the languages, developmental levels, and family-teacher learning goals of each child. Creating and sustaining links between home and school were integral pillars of the program and contributed to high levels of success.

Additionally, and as a complementary layer, the inclusion team implemented tools and processes that strengthened the link between teachers, families and related service providers. Families of children with special needs were given accessible information, using pictures and examples on a regular basis throughout the school year. This customization made the information from

teachers and related services providers much more relevant to their lives and easier to put into practice in the home and community.

Briya Pre-K teachers were able to put to use, and add to, internally developed guides that included the best of, or most successful, project-based activities for each aspect of the day. These planning resources elevated and provided project based frameworks for vocabulary instruction, early reading and writing skills, math, and scientific inquiry skills, and social emotional support in a manner that was useful to teachers and responsive to the developmental and linguistic characteristics of children. We had learned in previous years that this type of planning support was highly beneficial to curriculum development and implementation.

Ongoing professional development and coaching focused on home language support, speech and language acquisition, vocabulary development, the Reggio Emilia philosophy, using loose parts in the classroom to promote learning in math and literacy, positive behavior support and mindfulness, trauma informed care, instructional support, art experiences, and family engagement practices. The year brought about many enhancements to materials and environments using the philosophy of Reggio Emilia. All Early Childhood teachers sourced more classroom materials from common every-day items and put to use recycled and upcycled materials for teaching and learning purposes.

Although there was a large focus on natural materials and loose parts, teachers also used Briya-created math and literacy kits/activities that aligned with the curriculum and assessment as well as Briya-created guides to support implementation of project-based learning for young dual language learners.

Briya is in the process of getting reaccredited through the Middles States Association. The accreditation process and updates were reviewed throughout the year during the professional development sessions and staff meetings. Accreditation goals to be completed by 2025 were selected including:

- Briya Public Charter School will promote and demonstrate a high quality early childhood environment and instruction to support academic achievement and growth.
- Briya adult students will be more effective communicators in English (in written and oral language) as workers, parents/family members, and citizens/community members.
- Briya will implement a plan to increase student persistence.

The persistence goals include increasing the persistence rate and in-seat attendance for Briya adult students and increasing the percentage of Child Development Associate and Medical Assistant students who complete the program within 150% of the time designated. In addition, all ESL & Digital Literacy teachers completed the Curriculum, Instruction and Assessment survey and discussed updating the curriculum. The re-accreditation team visited Briya May 1-4, 2018 and recommended Briya for re-accreditation for the next seven years. From the final report out, the Accreditation Team made the following comments:

“We heard from your students time and time again that a strength of your school is the level of care and concern that the administrators and teachers have for their students. Your students told us that they have strong relationships with their teachers. They told us that their teachers are always willing to go the extra mile for them, and that the administrators are always willing to listen. The students expressed that they feel their teachers advocate for them at all time.”

"It has been made evident to the Visiting Team that the Executive Director and her administrative team has been immensely successful leading Briya in a positive direction. Staff members have cited that communication is impeccable and staff morale is positive. We have witnessed dedicated, passionate educators who will not settle for anything less than the very best for their students."



Briya continued to incorporate the College and Career Readiness Standards for Adults (CCR) into the adult ESL curriculum, particularly into the Advanced II class. Teachers focused on enhancing the curriculum to help students develop the skills needed to enter the National External Diploma Program (NEDP) program and transition to vocational programs. This enhanced

curriculum provides a clear pathway to college and career by developing learners' reading, writing, and math 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. NEDP staff participated in a round table discussion about the NEDP at the CASAS Summer Institute. During the school year, two new NEDP advisor-assessors were trained and started working with NEDP candidates. Four NEDP candidates received their high school diploma from Briya and participated in a graduation ceremony on September 28, 2018.

For the 2017-2018 school year, Briya expanded the course offerings to include an Advanced II class at the Fort Totten site per student request during class meetings, Student Council meetings, and the accreditation survey. Advanced I and II are now offered at two locations with alternate schedules to better meet the needs of adult learners. In addition, teachers began teaching a weekly math class to prepare students for passing the NEDP entrance exams per request of students.

Briya utilized Google Classroom in the Advanced and Intermediate classes and in a Basic II classroom. Google Classroom greatly improved communication with students and the ability to share assignments, websites, information, and resources. In addition, Briya enhanced the ESL Digital Literacy integration through Google Apps for Education. Briya also expanded the use of technology in the classroom while focusing on integrating the ESL, child development, and technology components. The Digital Literacy Team expanded 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.

Based on program evaluation recognizing the need to more fully integrate ESL and Digital Literacy instruction, Briya implemented a new co-teaching model. The ESL and Digital Literacy teachers planned lessons and taught together allowing for seamless instruction. As a result, students who needed additional supports were able to receive individualized help.

Briya selected the goal of expanding the reading journal instruction and curriculum as a part of the accreditation process. One enhancement was to explicitly role model how parents can complete the reading journals with their children. Staff made videos of themselves reading with their own children or other family members demonstrating different reading strategies and how to complete the Reading Journal. Parents benefitted from seeing real-life examples directly related to the targeted reading strategy. Other future enhancements will include adapting the reading journals for school age children.

Briya also expanded the Child Development class to include the topic “Healthy Sexuality”. Staff participated in a professional development session facilitated by the Mary’s Center Community Health Education, Training, and Research (CHETR) team after which they created level-appropriate lessons around this important topic. For the end-of-year evaluation of the child development classes, several classes chose the topic on Healthy Sexuality as their favorite one. Briya partnered with the WIC SnapEd team at Mary’s Center to provide nutrition presentations, including food preparation demonstrations, for eleven Briya adult education classes as part of the nutrition unit of child development classes.

In addition, guest speakers from Takoma Park Cooperative Preschool and Briya’s Director of Early Childhood facilitated a joint professional development session for Adult Education and Early Childhood teachers regarding the use of loose parts to help young children gain vocabulary, literacy, and fine motor skills. Information from this session was then incorporated into the child development classes for parents. Furthermore, this joint learning session was a key activity to increase collaboration, planning, and integration of educational approaches between Adult Education and Early Childhood teachers.

Briya celebrated six years of successfully implementing the 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. Quizzes/exams were developed prior to start of module allowing instructors



to align the curriculum, instruction, and assessment. Case studies aided students in learning MA content with real-life scenarios drawn from the experience of the Mary's Center Nursing staff who taught the MA courses. Curriculum developers further integrated math skills into the curriculum and students completed math homework packets throughout the school year which helped increased student math skills and learning gains. Students reflected individually on their learning and former students participated in a panel discussion which included Q&A for current students. This motivated students to continue working hard to learn the content and skills throughout the year long course. Google Classroom facilitated the ease of giving, receiving, and grading assignments. The team streamlined the process for homework this year by having all homework assignments handed out at the start of module. Students were responsible for handing in weekly 'homework packets' which allowed for easier grading and tracking. Students participated in lab skills nights and SIM lab visits to develop the clinical skills they need on the job. Instructors utilized assessment results to inform instruction, led targeted study sessions, and taught a summer exam preparation course. A supervisor survey monkey was implemented before externship placement at externship sites to get pre-externship feedback on clinic needs and experiences with Briya. Briya continues to have a strong partnership with Unity which allows the program to place multiple externs to build their patient care and clinical skills. Unity staff also participated in mock interviews and skills nights. Finally, Unity and Mary's Center participated in an informal 'hiring panel' after a skills night to provide students with guidance on getting hired and doing well on the job. During the next school year, the MA Program will have a panel of former students and a college and career panel talk to the class.

The Child Development Associate (CDA) program expanded the class offerings to include a new afternoon CDA two-generation class taught in Spanish. Participants with young children are now able to enroll their children in Briya's early childhood program. This has allowed more parents to participate in the program. The CDA students participate in the Child Development and Parent and Child Together Time classes which develop essential skills needed as parents and future early childhood instructors. The Child Development Associate (CDA) program's curriculum is aligned to the new CDA 2.0. The curriculum also integrates basic computer skills and practice electronic quizzes to prepare students for the computer-based assessment and the on-line application and credentialing processes. The CDA program uses SharePoint so students can access assignments at school and at home. In addition, practicum hours throughout the school year with related assignments and classroom discussion developed students' instructional skills. Guest speakers from the College Board and UDC-AA provided students with information about going to college and financial aid. Enhancements for the upcoming school year include integrating financial literacy, forming a panel of former students to give advice and motivate current students, and doing mock interviews.

The MA and CDA workforce programs collaborated to share best practices, lessons learned, implementation ideas, initiatives, and to facilitate workshops for students on related themes. This increased the effectiveness of the educational programming provided. Briya received continued funding to integrate MA and CDA content with reading and math instruction to increase learning in an applied setting. The two programs worked together closely on transitions to college and career. The workforce programs hired a new Transitions Coordinator to support learners in their career pathways and goals for furthering their education. Both the MA and CDA programs formed an advisory board to provide feedback and input into their curricula, instructional activities, and students' externship/practicum experience. Furthermore, student representatives from the MA and CDA programs are now participating in Briya student council to provide feedback and suggestions for improving the program. A new Registration & Outreach

Specialist was hired to assist in the MA and CDA registration process for incoming students for the 2018-2019 school year. Finally, the MA and CDA workforce programs applied to become accredited as a post-secondary institution as part of Briya's re-accreditation process with Middle States Association. The MSA accreditation team visited Briya May 1-4, 2018.

Parent Involvement

Briya operates from the fundamental belief that parents are their children's most important teachers. Per the two-generation model of Briya, parents played a critical role in the pre-k program during school year 2017-18. 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 that 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, picture based arrival charts, and home learning materials that families used to support oral language development, literacy and cognitive skills, and positive approaches to learning.

Briya 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.

Briya provided parent leadership coaching and support through Student Council and other opportunities throughout the school year. Briya's student council representatives from 18 Briya ESL, MA, and CDA classes participated in three meetings throughout the school year. Student services team members held site-based meetings with representatives to provide support and coaching in between the three larger meetings. Several student council representatives joined DC PAVE. They participated in Unidos US advocacy training and met with members of Congress and DC councilmembers. A number of Briya parents took on new leadership roles serving as Briya board members, Bancroft PTO board members and Briya student ambassadors.

As a result of students testifying at City Council hearings in support of the Adult Transit Subsidy Program and continued advocacy on the part of Briya students and other adult education students in DC, the city approved providing adult learners with \$50 a month to come to school. Briya purchased and registered Smartrip cards for Briya's adult learners which they used starting in January 2018 and for the remainder of the school year. Briya advocated that the program continue for the 2018-2019 SY. Students also testified in support of Community Schools which received another year of funding.

Briya continued a Student Ambassador Program to develop leadership skills and have students support the school and each other. Student Ambassadors did outreach to give families in the

community information about the Briya classes, gave orientations and tours to new students, and helped new students in the classroom. They also supported the school during special events. Finally, Student Ambassadors shared their success stories at special events like the Briya Recognition Ceremony, Mary's Center Gala, OSSE special events, and Friends of Briya events to cultivate new board members.



Professional Development

Briya implemented several strategies throughout the year to strengthen our faculty and staff team through professional development. Early childhood teacher professional development for school year 2017-18 covered a variety of topics including new MTSS processes; the Reggio Emilia philosophy, loose parts, home language support; integration of art concepts; project-based learning; STEM; language scaffolding strategies to teach vocabulary; literacy materials; math instruction with loose parts, and more. Teachers participated in various 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 participated in customized professional development and coaching activities as well as developed individual learning plans towards the end of the year, to inform next years' work. Teachers met on a regular basis to share ideas and resources and build upon current practices to enhance instruction and support to students. Staff attended local and national conferences and trainings on general and special education topics, dual language learners, social emotional teaching strategies, assessment, and leadership.

The Adult Education department restructured the team to provide more support to teachers and students by changing the Digital Literacy/ESL teaching model into team teaching. Digital Literacy instructors taught alongside the ESL teacher in two of the ESL levels for the entire class period. In order to do this, the Digital Literacy teachers became site-based instead of teaching at multiple sites. Teachers also recommended providing more support for new teachers in implementing the CDA and ESL curricula. Briya received funding and hired a Child Development Coordinator and Instructional Coach who met with new teachers weekly to do lesson planning, provided co-teaching, and observed instruction to provide feedback. After the observations, the teacher & Instructional Coach identified areas of growth. Briya also utilized a new performance review format developed by Mary's Center and enhanced by integrating the 10 Characteristics of an Effective Briya Teacher into the new format. Briya adult education supervisors implemented the new format with the adult education instructors. Briya further

developed a teacher resources folder which includes examples of go-to activities by ESL level. Furthermore, adult education instructors utilized Personal Learning Networks as an additional means of professional growth.

During the school year, the adult education team implemented Briya's 10 Characteristics of an Effective Briya Teacher, SMART goals, and best practices discussed during professional development sessions. Teachers shared what best practices they used and lessons learned during professional development. The Briya professional development team facilitated workshops on the following topics: ESL/Digital Literacy Integration: Reasons, Outcomes, Challenges and Supports; Unit Planning for ESL/Digital Literacy Integration; Implementing Best Practices (IBP); IBP: Flexible/Adaptable/Resilient; IBP: Collaborative/Community Builder; Learner Persistence Strategies; Creating classroom activities to promote learner persistence; Knowledge, Characteristics and Skills for Briya Students; Family Follow-up Form Training; Lesson Planning; Differentiated Instruction; Task-Based Language Teaching; Assessment; Story Time Activities; Teaching Strategies for Adult Learners with Low Literacy Skills; Tech Tools (Biteable & Flipquizz); How to Support Adults with Learning Challenges; Healthy Sexuality Training & Lesson Planning Session; Loose Parts; Learning stations about our students' countries; and Digital Literacy: Activities, Projects & Skills by ESL Level & Theme. The above initiatives and professional development sessions have greatly enhanced Briya's instructional programming.

Briya's administrators and coordinators developed leadership and management skills to meet the needs of the school. Throughout the school year, the team implemented strategies learned in a two-day training with The Management Center. The Coordinators took 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.

The Student Services team members participated in numerous professional development sessions to build skills and strengthen connections with community partners. These have included training on motivational interviewing, trauma-informed practices, public benefits, mandated reporting, crisis de-escalation, emergency preparedness, housing rights, supporting people with disabilities, healthy sexuality development, racism and more.

B. Unique Accomplishments

The Briya Medical Assistant Program built upon partnerships with health centers including Unity Health Care, MedStar Ambulatory, Bread for the City, So Others Might Eat, and MedStar Washington Hospital Center to provide externship sites and job placement opportunities. The CDA Program's partnerships for practicums included DC Bilingual Public Charter School, CentroNia, Barbara Chambers Children's Center, Happy Faces Learning Center, Semillitas Early Learning Center, SITAR Center and their Early Childhood Program, and Amen Family Child Care.



Both the MA and CDA program formed new advisory boards made up of representatives from the partnering organizations. The Advisory Boards provided feedback and input into their curricula, instructional activities, externship/practicums, and trends they are seeing in hiring. The CDA Program's first Advisory Board meeting was on January 10, 2018. The Advisory Board reviewed the program to ensure it meets the needs and expectations of employers and discussed partnership activities. The second Advisory Board meeting was held July 16, 2018. The group discussed updates from the current school year, shared plans for SY18-19 program improvements, and discussed documentation needed for practicums. The first MA Advisory Board meeting was held December 18, 2017. The group reviewed the MA curriculum and discussed opportunities for further collaboration. During the June 26, 2018 meeting, the group discussed highlights from the 17-18 SY, internships for the 18-19 SY, recruitment of students, and hiring of teachers.

Briya continued to implement the National External Diploma Program (NEDP). The NEDP is especially well suited for English Learners and has provided a unique opportunity for our students to attain their high school diplomas. In the 2017-18 school year, four NEDP participants earned their high school diplomas from Briya.

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 as well as special activities and materials for rising kindergarteners to complete at home with parents.

Briya, along with partners, Bridges Public Charter School and Mary's Center, completed a second year in the new building in Fort Totten. The new location allowed 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 conducted extensive outreach to the community to ensure the building meets the needs of the community. With the opening of the new Fort Totten site, Briya was able to expand the educational program offerings to include three additional adult education classes. The new site housed Basic through Advanced ESL classes facilitating student transitions from one level to the next. Briya and Bridges PCS currently serve hundreds of families in the community and hope to continue to meet the academic and non-academic needs of our neighborhood.

Briya continued to make renovations of the Mamie D. Lee school building including additional play equipment and resurfacing the playground. Briya also hired the Gessler design team to do environmental branding which would reflect the school's mission and vision. Installations took place throughout the summer including: an art installation at the entryway that conveys that Briya is made up of many different people from many places around the world who all come together to create a beautiful community of learners. The natural wood and textiles reflect the home countries of Briya students, while others are engraved with words that convey the school's philosophy of learning and the spirit of the Briya community. Glass wall art mimics textile patterns as well as patterns inspired by the natural world. Wall art in Briya's registration room features wall panels with Briya families welcoming them to the community of learners. The

images reflect the meaning of two-generation education - parents and children being educated at the same time. Renovations to the library area reinforce that literacy is an important focus at Briya and encourage families to read together before or after school. A literacy backpack wall adjacent to the library will hold clear backpacks filled with books and literacy activities that families will be able to check out and take home to extend learning outside of school. Several backpacks will remain at the school at all times so families can use their contents in the library area. Finally, new magnetic display boards in the hallway will feature student work to elevate children's art in a museum-like way.

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 exemplified 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 employed 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 provided: 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, and hard-skills training. The grant facilitated new partnerships and initiatives throughout the school year. Through Mary's Center's partnership, Briya provided on-site weekly individual therapy, weekly parent support group, and monthly parent support workshops. Topics included non-verbal communication, managing emotions, positive discipline, the impact of culture on parenting and managing conflicts. We also connected Briya families with Mary's Center's Parent-Child Interaction Therapy (PCIT). Briya's Student Services team planned several special events for and with community partners: a fall reception, during which several community partners received public recognition and an award for their service and collaborative spirit; our annual know your rights information fair, and a professional development training on effective communication with low literacy English language learners. They also planned an end-of-year health fair along with Mary's Center and Bridges PCS. Briya provided staff with a Safe Shores Prevention of Child Abuse training. Finally, Briya completed the first year of our partnership with DC Greens and Mary's Center's Health Promotion to enroll Briya families in a Fruit and Vegetable Prescription Program (FVRx) giving them access to fresh



food from the farmers' markets and monthly nutrition education and wellness check-ins. We ended the season with a recognition event, family cooking class and a high success rate.

The school also hosted a variety of parent education sessions to help parents act as advocates for their children's educational needs. For the fourth year in a row, Briya hosted a Know Your Rights information fair in direct response to student survey results indicating that our students wanted to learn more about available community resources. Twenty-one partner agencies participated, sharing information on language access, workers' rights, domestic violence, immigration law, disability rights, discrimination, and more. This fair, as well as other services, were made possible through an Immigrant Justice Legal Services Grant awarded to Briya by Mayor Muriel Bowser. Services funded by the grant included on-site presentations at Know Your Rights Fairs, individual consultations, and pro bono court representation.

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. For example, several students testified at public hearings at D.C. City Council throughout the year to advocate for the adult education transit subsidy, community schools, and adult education. Students conducted office visits to Councilmembers and wrote letters to advocate for an adult education transit subsidy. Groups of students met with councilmembers about the need for Briya to continue to have space in the Mt. Pleasant neighborhood to provide classes and services to families. Also, Briya students served on our Community Schools Advisory Board for the Mount Pleasant Consortium.

Finally, teachers and staff continued to share their knowledge and best practices with other practitioners locally and nationally. Community Schools Coordinator Stephanie Mintz, together with Tia Bumstead, Student Wellness Team Director at E.L. Haynes, presented on "Best Practices for Developing a Community Schools Model for Student and Family Wellness" at the 22nd annual Conference on Advancing School Mental Health. Briya adult ESL instructors provided a training titled "Best Practices for Effective Communication with ELL and Low-Literacy Adults." Participants included thirty-two staff members from nine different community partner organizations. The Student Services team members facilitated trainings on confidentiality and professional boundaries, self-care and best practices for developing a community school model. Adult ESL Instructor and Coordinator, Judy Kittleson was awarded the 2017 Award for Teacher Excellence by the DC Public Charter School Board. She spoke at the awards ceremony sharing her experience, knowledge, and the impact two-generation education has in families' lives. Also, Director of Data, Jodi Ihaza, spoke on a panel during OSSE's Start of School Summit.

C. List of Donors and Grantors

Donations and Grants over \$500	
July 2017 - June 2018	
Donor List	Amount
Kellogg Foundation	660,000.00
OSSE Scholarships for Opportunity and Results (SOAR) Grant	316,045.45
Local Adult and Family Education Grant	214,025.00
Community Schools Incentive Initiative Grant	158,977.41
Federal Adult and Family Education Grant	91,725.00
Workforce Investment Council Grant	89,430.05
In-Kind Space - Bancroft site	86,741.76
Immigrant Justice Legal Service Grant	85,123.10
Marriott Foundation	40,000.00
Schools and Libraries Program of the Universal Service Fund	38,758.94
National School Lunch Program	27,422.58
Schools Technology Fund	14,407.64
Share Fund	10,000.00
PNC Foundation	10,000.00
IDEA Federal Grant	5,101.71
Special Education Enhancement Fund	4,264.65
DoD Fresh Fruit and Vegetable Program	2,252.06
DC Healthy Schools Act	2,113.15
National Center for Families Learning	1,950.00
William Bletzinger	1,500.00
Community House Church	1,000.00
Matthew Alexander	500.00
Joel Goering	500.00

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Briya PCS
PCSB	Campus Name: Briya PCS
PCSB	Grades served: PK3; PK4; Adult
PCSB	Overall Audited Enrollment: 673

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	25	23	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	625	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%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 70.7%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Not Applicable*
PCSB	Midyear Entries: Not Applicable*
PCSB	Promotion Rate (LEA): 92.3%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 19%
School	Number of Teachers: 26 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$59,911 2. Range -- Minimum: \$39,998 Maximum: \$102,107

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

APPENDIX A: Staff Roster

Briya's success as a Tier One school is made possible by a highly qualified and experienced leadership, faculty and staff team. The leadership team has an average of 19 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.

In the adult education program, 77% of ESL lead teachers have Master's degrees with an average of 12 years of work experience in education, and 100% of workforce program lead teachers have Bachelor's degrees with an average of 22 years of experience in education. In the PK program, 57% of lead teachers have Master's degrees with an average of 11 years of work experience in education.

In school year 17-18 Judy Kittleson received a Tierific Education Award for Teacher Excellence from the DC Public Charter School Board.

Staff Leadership Positions				
Name	Position	Years of Ed. Experience	Year Began at Briya*	Languages Spoken
Christie McKay	Executive Director	27	2005	Spanish English
Lorie Preheim	Academic Dean	27	2005	Spanish English
Karen Hertzler	Director of Accountability	20	2005	Spanish English
Lisa Luceno	Director of Early Childhood Education	19	2005	Spanish English
Bill Bletzinger	Director of Finance	34	2009	German English
Cara Sklar	Director of Research and Policy	13	2012	English
Noelani Mussman	Director of Early Childhood Curriculum and Instruction	18	2012	Spanish French English
Silvia Arias	Early Childhood Manager	22	2005	Spanish English
Elizabeth Bowman	Adult Education Director	15	2017	English

Reena Gadhia	Manager & Program Developer, Medical Assistant Program	5	2015	Spanish English Gujarati
Stephanie Mintz	Community Schools Coordinator/Student Services Director	24	2014	Spanish English
Lena Johnson	Director of Early Childhood	10	2014	Spanish English German
Mirna Guardado	Administrative Manager/Registrar	16	2005	Spanish English
Jodi Ihaza	Director of Charter Data and Administrative Manager	11	2010	Spanish French English
Amy Gonzalez	Director of Operations	15	2011	Spanish English

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

Teaching and Student Support Staff				
Name	Class	Years of Ed. Experience	Year Began at Briya*	Languages Spoken
Zuhra Abbamin	Intermediate II ESL/Adult Education Teacher	6	2017	Spanish Somali English
Elizabeth Bergner	Basic ESL/Adult Education Teacher	8	2012	Spanish Portuguese English
Marlee Dorendorf	Advanced I and II ESL/Adult Education Associate Teacher	4	2017	Spanish English
Mark Faloni	Advanced I and II ESL/Adult Education Teacher	32	2006	Spanish English
Thomas Gerkin	NEDP Coordinator and Math Teacher	6	2012	Spanish English
Judy Kittleson	ESL/Adult Education Coordinator and NEDP	23	2005	Spanish English
Elizabeth Kubicki	Advanced II ESL/Adult Education Teacher	19	2017	Portuguese English

Annie Macheel	Advanced I and II ESL/Adult Education Teacher	7	2017	Spanish English Portuguese
Melissa Mahfouz	Intermediate I ESL/Adult Education Associate Teacher	5	2016	Spanish Arabic English
Meredith O'Connell	Digital Literacy Instructor	2	2017	English
Alicia Pease	Basic ESL/Adult Education Teacher	9	2014	Spanish English
Cristin Reeder	Basic I ESL/Adult Education Teacher	13	2011	Spanish English
Jessica Rosenberg	Intermediate I ESL/Adult Education Teacher/Coordinator	12	2011	Spanish English
Paige Reuber	Basic II ESL/Adult Education Teacher/Coordinator	10	2008	Spanish English
Jamey Sadownick	Digital Literacy Instructor/Coordinator	8	2017	Spanish German English
Erica Schuetz	Intermediate ESL/Adult Education Teacher/Coordinator	11	2012	Spanish English
Amber Slater	Digital Literacy Instructor	3	2017	Spanish English
Sara Sweeney	Intermediate II ESL/Adult Education Teacher	5	2017	Spanish English
Kirsten Wittkowski	Intermediate I ESL/Adult Education Teacher	6	2016	Spanish Portuguese English
Barbara Toure	Adult Education Instructional Specialist and Instructional Coach	11	2010	Spanish French English
Patti Alexander	Pre-K Lead Teacher	12	2015	Spanish English
Shiela Escamilla	Pre-K Lead Teacher	9	2014	Spanish English
Katia Gomez	Special Education Teacher ELL Specialist	17	2008	Spanish English

Carlos Quintanilla	Pre-K Lead Teacher	16	2011	Spanish Portuguese English
Juliet Sanchez Aranda	Pre-K Lead Teacher	8	2016	Spanish English
Nury Sandoval	Pre-K Lead Teacher Family Engagement Specialist	18	2011	Spanish English
Kate Van Slyck	Pre-K Lead Teacher/Special Education	10	2010	French English
Melanie Willett	Pre-K Lead Teacher	7	2014	Spanish English
Gracia de Paula	Child Development Associate Instructor	44	2006	Spanish Portuguese English
Mau Castro-Trujillo	Child Development Associate Instructor	17	2013	Spanish English
Nayeli Mendoza	Community Health Nurse and MA Program Instructor	5	2015	Spanish English
Raquel Farah-Robison	Student Services Coordinator	6	2014	Spanish English
Milena Ramirez Oveido	Family Support Worker	2	2018	Spanish English
Marisa Vaccalluzzo	Speech and Language Pathologist	19	2017	Spanish English
Beth Kushner	Adult Career Transitions Coordinator	7	2017	Spanish English
Johanna Ulseth	Student Services Coordinator	10	2018	Spanish English
Brittany Pope	Student Services Coordinator	6	2012	English
Ana Acevedo Ventura	Student Services Coordinator	1	2017	Spanish English

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

APPENDIX B: Board Roster

Briya Public Charter School: Board of Trustees Directory
As of June 30, 2018

Name	Position/ <i>Committee</i>	DC Resident/ Non-DC Resident	Date of Appointment	Term End Date
Charlotte Baer	Board Chair <i>Academic Committee chair</i>	DC resident	July 2012	July 2018
Flor Buruca	Board member (parent)	DC resident	March 2018	March 2020
Emmanuel Caudillo	Board member <i>Finance Committee member</i>	DC resident	September 2012	September 2018
Doris Garay	Board Vice Chair <i>Academic Committee member</i>	Non-DC resident	January 2017	January 2019
Marc Griego	Board member <i>Finance Committee member</i>	DC resident	January 2018	January 2020
Whytni Kernodle	Board member <i>Development Committee member</i>	Non-DC resident	May 2014	May 2020
Yizel Romero Octaviano	Board member (parent) <i>Academic Committee member</i>	DC resident	September 2013	September 2019
Yapsis Palacios	Board member (parent) <i>Development Committee member</i>	DC resident	July 2015	July 2019
Alejandra Sandoval	Board member (parent)	DC resident	March 2018	March 2020
Todd Shears	Board member <i>Finance Committee member</i>	DC resident	March 2016	March 2020
Nishit (Nick) Sheth	Board Treasurer <i>Finance Committee chair</i>	Non-DC resident	November 2015	November 2019
Deborah Spitz	Board member <i>Academic Committee member</i>	Non-DC resident	January 2015	January 2019
Julia Toro	Board member <i>Development Committee chair</i>	Non-DC resident	March 2013	March 2019

APPENDIX C: Financial Statement

Balance Sheet

Briya Public Charter School

Balance Sheet			
As of June 30, 2018			
Comparative Balance Sheet		6/30/2017	6/30/2018
Assets		Last Year	Current
Assets			
Current Assets			
Cash	11,451,075	12,961,802	
Accounts Receivable	344,686	795,587	
Other Current Assets	668,165	845,458	
Intercompany Transfers	0	0	
Total Current Assets	12,463,926	14,602,847	
Noncurrent Assets			
Facilities, Net	1,718,338	1,702,453	
Other Current Assets	2,382,483	1,146,742	
Operating Fixed Assets, Net	510,025	461,554	
Rental Deductions	277,188	400,626	
Total Noncurrent Assets	4,888,034	3,711,375	
Total Assets	17,351,959	18,314,221	
Liabilities and Equity		Last Year	Current
Liabilities and Equity			
Current Liabilities			
Accounts Payable	189,182	165,803	
Other Current Liabilities	597,595	850,796	
Accrued Salaries and Benefits	341,645	434,030	
Total Current Liabilities	1,128,423	1,450,628	
Long-Term Liabilities			
Other Long-Term Liabilities	1,573,591	1,565,710	
Total Long-Term Liabilities	1,573,591	1,565,710	
Equity			
Unrestricted Net Assets	13,422,649	14,251,364	
Net Income	1,185,296	647,937	
Temporarily Restricted Net Assets	42,000	398,582	
Total Equity	14,649,946	15,297,883	
Total Liabilities and Equity	17,351,959	18,314,221	

Income Statement

Briya Public Charter School

July 2017 through June 2018

12 months through 6/30/18

Income Statement	Actual	Budget	Variance
Revenue			
State and Local Revenue	9,722,371	8,261,187	1,461,184
Federal Revenue	481,306	566,947	(85,642)
Private Grants and Donations	726,081	22,000	704,081
Earned Fees	546,717	470,973	75,744
Donated Revenue	87,237	86,742	495
Total Revenue	11,563,712	9,407,849	2,155,863
Expenses			
Salaries	518,304	370,319	(147,985)
Benefits and Taxes	153,630	144,360	(9,270)
Contracted Staff	5,412,833	5,473,026	60,192
Staff-Related Costs	368,390	181,887	(186,504)
Rent	1,423,050	1,443,984	20,934
Occupancy Service	1,265,860	42,430	(1,223,430)
Direct Student Expense	478,418	431,731	(46,687)
Office & Business Expense	951,279	766,141	(185,138)
Donated Expense	495	0	(495)
Contingency	0	164,248	164,248
Total Expenses	10,572,259	9,018,125	(1,554,134)
Operating Income	991,453	389,724	601,729
Extraordinary Expenses			
Interest	79,299	78,680	(619)
Depreciation and Amortization	264,217	305,856	41,638
Total Extraordinary Expenses	343,516	384,535	41,019
Net Income	647,937	5,189	642,748
Cash Flow Statement			
Net Income	647,937	5,189	642,748
Cash Flow Adjustments			
Add Depreciation	263,538	305,856	(42,318)
Operating Fixed Assets	(141,073)	(144,075)	3,003
Other Operating Activities	806,316	194,685	611,631
Facilities Project Adjustments	(58,110)	0	(58,110)
Financing Activities	(7,881)	(25,137)	17,256
Total Cash Flow Adjustments	862,790	331,328	531,463
Change in Cash	1,510,727	336,517	1,174,211

APPENDIX D: Budget

Briya Public Charter School Budget July 2018-June 2019

Briya Public Charter School Budget		SY18-19
Revenue		
State and Local Revenue		
4000 · Per-pupil allocation		6,546,174
4010 · Per-pupil Special Ed allocation		111,078
4011 · Per-pupil Special Ed ESY		-
4020 · Per-pupil LEP/NEP allocation		308,124
4040 · Per-pupil At Risk		32,676
4050 · Per-pupil adjustment		-
4100 · Per-pupil facility allocation		2,173,137
4200 · Local grants		494,000
4210 · Local programs		2,234
State and Local Revenue Total		9,667,422
Federal Revenue		
5003 · IDEA 611		4,027
5004 · IDEA 619		561
5030 · Competitive federal grants		214,750
5100 · National school lunch program		28,468
5103 · Donated Federal Commodities		2,295
5110 · E-rate program		37,182
Federal Revenue Total		287,283
Private Grants and Donations		
6020 · Foundation grants		40,000
6200 · Individual contributions		2,000
Private Grants and Donations Total		42,000
Earned Fees		
6305 · Other program fees		10,531
6500 · Short-term investments		112,858
6510 · Dividends & interest securities		63,000
6520 · Rental revenue		423,438
6560 · Miscellaneous revenue		3,800
Earned Fees Total		613,627
Donated Revenue		
6700 · Donated services revenue		89,344
Donated Revenue Total		89,344
Total Revenue		10,699,676

Expenses		
Salaries		
7010 · Teacher salaries	94,606	
7020 · Teacher aides salaries	160,774	
7120 · Clerical salaries	53,141	
7131 · IT staff salaries	22,051	
7140 · Maintenance/custodial salaries	53,112	
7150 · Security salaries	9,699	
7280 · Program stipends	43,125	
Salaries Total	436,508	
Benefits and Taxes		
7440 · Travel stipends	10,800	
7460 · Workers' comp insurance	7,901	
7500 · Social security & Medicare	33,393	
7510 · State unemployment tax	8,100	
7520 · Transportation tax	6,480	
7600 · Staff development (non-travel)	24,300	
7605 · Tuition reimbursement	48,000	
7610 · Staff development travel	24,723	
Benefits and Taxes Total	163,697	
Contracted Staff		
7700 · Substitute contract staff	518	
7710 · Temporary contract help	1,307	
7711 · Contracted Leadership Services	383,104	
7712 · Contracted Teaching Services	2,696,074	
7713 · Contracted Student Support Services	914,290	
7714 · Contracted Front Office/Building/IT Support	864,262	
7715 · Contracted Business Management Services	408,048	
7716 · Contracted Exec. Services	125,277	
7718 · Teaching Assistant EC	270,124	
7719 · Fringe Benefit Fee-Contracted Staff	918,243	
Contracted Staff Total	6,581,247	
Staff-Related Costs		
7800 · Staff recruiting	14,821	
7810 · Staff background checks	575	
7820 · Staff meals, events, & awards	55,033	
7821 · Staff service awards	-	
7830 · Staff travel (non-development)	2,696	
7840 · Volunteer stipends and expense	93,450	
Staff-Related Costs Total	166,575	
Rent		
8000 · Rent	1,440,481	
8010 · Supplemental rent	3,839	
Rent Total	1,444,320	

Occupancy Service		
	8100 · Utilities & garbage removal	853
Direct Student Expense	8110 · Contracted building services	-
	8120 · Maintenance and repairs	23,340
	8130 · Janitorial supplies	8,425
	Occupancy Service Total	32,618
	9000 · Student supplies, snacks	67,213
	9010 · Student assessment materials	32,945
	9020 · Student textbooks	15,289
	9030 · Student uniforms	2,106
	9040 · Library & media materials	185
Office & Business Expense	9050 · Contracted instruction fees	65,027
	9051 · Contracted SpEd instruction	59,295
	9060 · Food service fees	50,637
	9070 · Student field trips	48,444
	9080 · Student recruiting	29,559
	9090 · Other student expenses	15,000
	9091 · Translation services	2,446
	Direct Student Expense Total	388,148
Contingency	9100 · Office supplies	71,720
	9110 · Copier rental & services	54,000
	9120 · Telephone & telecommunications	89,680
	9130 · Postage, shipping, delivery	1,228
	9140 · External printing	5,182
	9200 · Business insurance	28,164
	9210 · Authorizer fees	95,919
	9220 · Management fees	100,000
	9230 · Accounting, auditing, payroll	139,675
	9240 · Legal fees	11,263
	9260 · Computer support fees	231,680
	9270 · Fundraising fees	221
	9280 · Other professional fees	93,735
	9290 · Other expenses	5,063
	9300 · Dues, fees, and fines	25,793
	Office & Business Expense Total	953,323
	9900 · Unforeseen expenses	110,000
	Contingency Total	110,000
Ordinary Expenses Total		10,276,437
NET ORDINARY INCOME		423,240

Extraordinary Expenses		
Depreciation and Amortization		
11000 · Operating asset depreciation	263,301	
11010 · Facility asset amortization & depreciation	75,301	
Depreciation and Amortization Total	338,602	
Interest		
12001 · Imputed interest	78,202	
Interest Total	78,202	
Extraordinary Expenses Total		416,804
TOTAL EXPENSES		10,693,241
NET INCOME		6,436