



Briya
Public Charter School

Annual Report

2018-2019

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Briya Public Charter School

Annual Report Narrative

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 workforce 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 Family Time (formerly called 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 workforce skills. The curriculum and instructional methods are geared 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 College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELP) as a foundation in the curriculum design and instructional approach to ensure that adult learners have the requisite skills to enter post-secondary education and careers. Briya's child development classes assist parents in supporting their children's education at school and at home. Family 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 content 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, Reggio-inspired materials, comprehensive curriculum aligned to early learning standards, ongoing assessment, and daily collaboration with families, teachers 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 during School Year 18-19 include: Exercise, Human Body, Birds, Homes, Utensils, Buildings, Water, Trees and Clothes.

Through the dynamic combination of literacy-rich practices, a focus on the whole child, and simultaneous parent education for adults, Briya builds a foundation for lifelong learning and strong parent-child relationships and interactions. All Briya pre-k students are dual language learners and the entire pre-k program is customized to address the needs and capture the interests of these learners. An additional unique component of the pre-k program is weekly Family Time in which the children's parents join them in the classroom to work together on learning activities, promote literacy strategies, and engage in language-rich interactions. See the next section for more information about Child Development and Family 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; an 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 prepared 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.



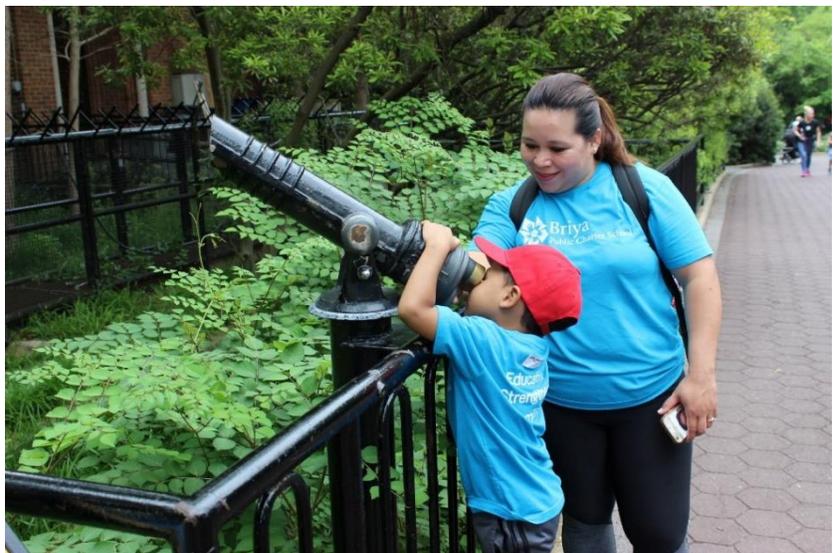
Through a partnership with Mary's Center, Briya's Medical Assistant (MA) program prepares students for a career as a Registered Medical Assistant (RMA) in medical offices, clinics and hospitals. MA students learn to perform both clinical and administrative duties. Clinical duties include: taking medical 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. The program is 720 hours including MA

coursework and an externship. After completing the coursework, students participate in test preparation 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. Family Time is the centerpiece of the Briya model. It builds on adults' own skills, unique cultures and languages and provides a structured and regular time for parents to apply the child development concepts they are exploring in adult classes, in the child-centered environment of the early childhood classroom. During this time, teachers individualize and provide varying levels of support, modeling, or guidance depending on the interests and goals of the parent and child. Teachers select materials and experiences that they know will capture the interests of families and they utilize multiple strategies to make that time meaningful and provide a home-school connection. During the 2018-2019 school year, weekly Child Development and Family Time themes included: Introduction to Child Development, Your Child's Brain, Talk with Your Child, Play and Learn, Social-Emotional Development, Screen Time, Home and School Routines, Nutrition, Health and Sickness Prevention, Positive Discipline, Introduction to School Choice in DC, Physical Development, Music and Movement, Numbers Everywhere, Financial Literacy, Cognitive Development/Math, Healthy Sexuality & Development, Healthy Relationships – Domestic Violence, Bullying Prevention, Rhyme, Beginning Sounds, Reading with Your Child, Sharing Family Culture and Stories, Letters Everywhere, Writing at All Ages. and Summer Activities. Family field trips held throughout the year included: library visits, Butler's Orchard Pumpkin Patch, Clark's Elioak Farm, Natural History Museum, the National Zoo and Greenbriar State Park

Additional parental involvement opportunities included 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, who are also parents of Briya children, 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. Student Council representatives from each class meet three times per year to share parent/student feedback with staff.



II. School Performance

A. Performance and Progress

1. Two-Generation Model: Critical for Family Literacy

Briya achieves its mission of strengthening family literacy through its two-generation program design. This is exemplified through weekly Family Time and Child Development classes. These classes strengthen and unify the instructional program by providing the critical link between adult and early childhood education. This programming builds



parents' confidence and ability to support their children's educational development. During the Family Time activities, the concept of parents as children's first and most important teacher is enacted within the early childhood classrooms. Parents practice and apply concepts that they have been working on in their Child Development classes. Child Development/Family Time topics, objectives, and materials are chosen based on developmental theory and research, student input and teacher reflection and observation. In addition to the school-based Family Time activities, extracurricular activities include family trips to educational and recreational sites. These field trips encourage parents and children to learn together beyond the walls of the classroom and school through hands-on experiences and provide the additional benefit of exposure to the great variety of educational opportunities available in the local area. (See above for examples of Child Development/Family Time 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 Family 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. 73% of ESL/Two-Generation students who post-tested attained an EFL level that is one or more EFLs higher than the pre-test level.

National data for students tracked in their lowest subject area show an average EFL gain of 67%.

The school also utilized the Family Reading Journal as a measure of family literacy. The Reading Journals and accompanying rubric documented parents' use of strategies for oral reading with children. These included questions and activities for before, during, and after reading 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 Families Learning 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. 85% of parents participating six months or more achieved a score of 5+ on the rubric, exceeding the charter school goal.

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. 66% of students met the goal to obtain employment or enter post-secondary education or career training and 93% of students met the goal to retain employment or enter post-secondary education or career training. 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. 100% of CDA students who took the exam in 2018-2019 passed the exam to earn their CDA credential. In addition, 88% of MA students who took the exam in 2018-2019 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. In addition to other assessments used for discreet areas, teachers routinely 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 for their age/grade from fall to spring assessment in all areas including literacy, math, and social emotional development. Children in the Pre-K program demonstrated high learning outcomes during the 2018-19 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 internal program quality assessments including the Teaching Pyramid Observation Tool (TPOT), and in the 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 2018-2019 the program-wide CLASS scores for the Briya Pre-K program were 6.78 in the domain of emotional support, 6.63 in the domain of organizational support, and 4.22 in the domain of instructional support. This year Briya received an award among Tier 1 Charter Schools for obtaining the highest score in the Instructional Support domain of the CLASS based on its SY 17-18 score.

Briya met 100% of our charter goals in the 2018-2019 school year as follows:

Briya Public Charter School - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Early Childhood Program		
<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. 100% 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. 100% 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. 98% 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. 73% 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.</p>
<p>College and Career Readiness</p> <p>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.</p>	Goal met	<p>Briya PCS met this goal. 66% of adult students obtained employment or entered post-secondary education or career training.</p>
<p>College and Career Readiness</p> <p>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.</p>	Goal met	<p>Briya PCS met this goal. 93% of adult students retained employment or entered post-secondary education or career training.</p>
<p>Leading Indicator:</p> <p>In-seat attendance rate at or above 65%</p>	Goal met	<p>Briya PCS met this goal. In-seat attendance for adults was 68.7%.</p>
Mission-Specific Goals		
<p>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.</p>	Goal met	<p>Briya PCS met this goal. 85% of parents enrolled at least six months scored 5 or above on the Family Reading Journal Rubric.</p>
<p>50% of Child Development Associate students who take the Early Childhood Studies Review certification exam will pass the certification exam.</p>	Goal met	<p>Briya PCS met this goal. 100% of CDA students who took the Early Childhood Studies Review exam passed the certification exam.</p>

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 2018-19 through its multi-pronged approach of family engagement, comprehensive and culturally responsive curriculum, bilingual inclusive classrooms with hands-on project-based learning, Reggio-inspired materials, 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 and 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. Math and literacy is embedded, but also taught during dedicated small group time. Building on the momentum of creating Reggio-inspired environments, begun in SY17-18, staff were able to create additional resources to support instruction, such as collections of successful math experiences that used open-ended natural materials, for addition into a curated math guide aligned to curricular objectives. A guide to Family Time was also created to support the implementation of literacy strategies during parent-child time.

Briya continued to prioritize quality of all tiers of academic and social services for young multicultural, multilingual learners. An MTSS (Multi-Tiered System of Support) model provided a comprehensive support system to integrate services and ensure the necessary levels and frequency of academic and social support. Teachers embedded learning opportunities that targeted specific and necessary skills, behaviors, and content via daily routines and activities in a way that regarded and engaged parents as partners in the process. At the end of the year staff gave input about how to modify the MTSS program for the subsequent year and how to continue to create and sustain links between home and school and maintain the high rates of success.

The inclusion team implemented tools and processes to provide a strong link between teachers, families and related service providers. Families of children with special needs had access to information that helped them incorporate strategies to meet learning goals, such as materials with pictures and examples 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. Customized home visits also provided a critical link between school and home.

Briya Pre-K teachers added the year's successful experiences and activities to the school's internally developed curriculum guides and thereby improved and expanded planning resources for the coming year. The planning resources utilized project-based frameworks for vocabulary instruction, early reading and writing skills, math, scientific inquiry skills, and social emotional support. The guidance is written in a manner that is responsive to the developmental and linguistic characteristics of young dual language learners. In prior years the Briya early childhood team greatly increased the amount and type of planning support to teachers and saw great implementation benefits. Ongoing professional development and coaching focused on home language support, speech and language

acquisition, vocabulary development, the Reggio Emilia philosophy and materials, Visible Thinking, positive behavior support, mindfulness, sensory integration, trauma informed care, instructional support, art experiences, and family engagement practices. During 18-19 one site piloted a new form of planning using principles from Project Zero and Visible Thinking and shared their learning and results with other sites and teachers over the summer. Early Childhood teachers continued to source many classroom materials from common every-day items in their homes, children's homes, and the local community and were able to use recycled and upcycled materials for teaching and learning purposes.



Briya continued to incorporate the College and Career Readiness Standards for Adults (CCRS) 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 earn their high school credential through the NEDP program, Briya's MA and CDA workforce development programs, and other college and career opportunities in the community. During the school year, three new NEDP advisor-assessors were trained and started working with NEDP candidates.

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 integrated technology throughout the adult education classrooms to enhance English, child development and digital literacy instruction. Staff used technology 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 calendar reminders for appointments. As Briya continued to refine its co-teaching model, lead and associate teachers planned lessons and taught together allowing for seamless instruction. Additionally, students who needed more 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. Adult education and early childhood staff collaborated during 2018-2019 to refine the reading journal process. Adult education teachers assumed more responsibility for weekly monitoring of parents' successful completion of the reading journal which serves as an assessment for future instruction. More time was allocated within adult education classes for learners to

practice using the reading strategy before implementing it with their child. Teachers reviewed and categorized the strategies based on parents' English level and age of the child, including school-aged children. This information will be used by teachers in SY 19-20 as they discern which of the reading strategies to target based on the needs of learners.

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. 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.

The Briya Medical Assistant 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 or exams assessed student learning following each module so that opportunities were identified throughout the program for instructional or student intervention. Case studies aided students in learning MA content with real-life scenarios drawn from the experience of the Mary's Center nursing staff. Curriculum developers further integrated math skills into the curriculum and students completed math homework packets throughout the school year which helped increase 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. Through the streamlined homework process, 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.

In the 2018-2019 school year, the MA program continued to implement activities to engage employers in the field with students. MA students participated in a Meet and Greet tabling event with representatives from Mary's Center and GW Medical Faculty Associates. Students were able to learn more about what it is like to be an extern and work at each of those sites and introduced themselves to the representatives. Trinity Washington University, Georgetown University, and UDC Workforce Education, College Board's Educational Opportunity Center, and DC Health's Healthcare Access Bureau participated in Briya's Healthcare College and Career Panel. Finally, Briya's employer advisory board members Mary's Center and GW Medical Faculty Associates participated in mock-interviews to prepare MA students.



The Child Development Associate (CDA) program includes three cohorts: an evening Spanish class, an evening English class and an afternoon CDA/Two-Generation class. In the CDA/Two-Generation class participants with young children can enroll their children in Briya's early childhood program. This allows more parents to participate in the program. The CDA students participate in the Child Development and Family 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 Microsoft Teams 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. Briya's Transitions Coordinator supports the workforce programs' learners in their career pathways and goals for furthering their education. Twice in SY18-19, both the MA and CDA programs convened their advisory boards to provide feedback and input into their curricula, instructional activities, and students' externship/practicum experience. Furthermore, student representatives from the MA and CDA programs participated in the Briya Student Council to provide feedback and suggestions for improving the program. Finally, Briya received accreditation as a post-secondary, non-degree granting career and technical institution as part of Briya's re-accreditation process with Middle States Association.

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 2018-19. 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 Family Time 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 receive from families during home visits and multiple meetings

throughout the year 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 museums, farms 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 (Parents Amplifying Voices in Education). They participated in Unidos US advocacy training and met with members of Congress and DC councilmembers. Several Briya parents took on new leadership roles serving as Briya board members, Bancroft PTO board members and Briya student ambassadors.

Adult students harnessed the advocacy skills, English language skills, and child development knowledge they learned to take action in the community to advocate for their rights and the rights of their children. For example, students participated in Strolling Thunder, advocating on Capitol Hill for more investment in early child education. Students participated in a variety of activities to support and advocate for their children as they transition from our early childhood education program to the K-12 system. These included: 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 forms. Students participated in a summer school leadership class which focused on developing leadership in Briya and in their communities. Students met with City Council members to advocate for Briya's continued partnership with DCPS schools. Finally, students participated in Charter School Advocacy Day at the Wilson Building and testified at Council hearings in support of Career Pathways programming, transportation subsidies for adult learners and support for early childhood education.

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 2018-19 covered a variety of topics including Visible Thinking, documentation processes and strategies, using open-ended materials to teach math skills, home language support; anti-bias education,

bilingualism and stages of language development, trauma-informed practices, integration of art concepts; language scaffolding strategies to teach vocabulary; 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 and developed individual learning plans to inform next year's work. Teachers met by site and across sites on a regular basis to share ideas and resources and build upon current practices to enhance instruction and support to students. Staff attended, and some presented at local and national conferences and trainings on general and special education topics, dual language learners, social emotional teaching strategies, assessment, and leadership. Many Briya staff members opted to participate in Anti-Bias Communities of Practice groups throughout the year to engage in self-study and exploration of anti-bias goals and practices in a group setting. During the Annual Reading Celebration in the spring, in which adult education and early childhood departments promoted and celebrated literacy, some classes used the Anti-Bias goals to create homemade books with explicit anti-bias topics that parents could read with children.

The Adult Education department continued refining the team-teaching model within the ESL classrooms. Highly experienced lead teachers assumed responsibility for all ESL, digital literacy and child development instruction while associate teachers provided support to learners under the direction of the lead teacher. Each teacher met weekly with their supervisor to review lesson plans, discuss units, report successes and address any challenges. Inter-site ESL level teams collaborated in person during professional development days and digitally throughout the year to provide support and strengthen instruction. The digital literacy coach provided professional development and met individually with teachers to share promising practices and provide resources and guidance about digital literacy skill development and instructional technology.

All adult education teachers participated in structured professional development throughout the year. Topics were identified through examining national and local trends, Briya's articulated goals, as well as teachers' expressed needs. These included Universal Design for Learning, phonics and early reading, trauma informed practice, and national standards: College and Career Readiness Standards and English Language Proficiency Standards. As a continued commitment to collaboration and continuous improvement, each teacher conducted and received a peer observation in addition to observations conducted by their supervisor. These observations and professional

development are grounded in Briya's "Ten Characteristics of an Effective Briya Teacher." 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. Additionally, in May 2019, administrators and coordinators participated in "Together Leader," a workshop for school administrators to develop and implement tools to facilitate effective time and task management. In 2019-2020, staff will participate in a book club to continue to study the tools and resources from the program and further integrate the approach into their work

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

In alignment with our Middle States action plan and following the release of the English proficiency standards, Briya's adult education team formed a curriculum committee to conduct a review of our curriculum. This team met over five months to align curriculum across sites and between levels. Following this team's work and in collaboration with all ESL teachers, Briya will next year pilot a leveled pre-post assessment and utilize "Future," a newly revised textbook which supports the Workforce Innovation and Opportunity Act (WIOA) goals and is aligned to the new NRS level descriptors, the College and Career Readiness Standards (CCRS) and English Literacy Proficiency Standards (ELPS). Teachers also began a redesign of our child development curriculum to better serve multi-level English learners, parents of children 0-13, and meet the newly revised family time scheduling. Five child development topics were redesigned with objectives for each ESL level and to be highly interactive.

The Briya CDA program embarked on the application process to become recognized by the Council for Professional Recognition for meeting its Comprehensive CDA Gold Standard. The Gold Standard is a means of providing public recognition of "early childhood education organizations that demonstrate their commitment to advancing professional development and training for CDA students."

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.

In the Fall of 2018, the MA program convened a committee of high level Mary's Center and Briya employees to vision the next five years for healthcare workforce collaboration. The team reviewed

the first five years of the medical assistant program. It identified both internal enhancements to the existing program as well as opportunities to expand into other healthcare fields and create additional opportunities along the medical assistant career pathway. One outcome of this activity was a robust mentoring program begun in 2018 in which alumni support current learners.

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.



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 kindergartners to complete at home with parents.

Briya made additional large improvements to the playground space at Fort Totten and completed, with generous support from the Kellogg Foundation, and fundraising activities by parents, an infant-toddler outdoor natural play space. Briya worked with Early Space Learning to design a nature-based play space that would include lots of sensory elements, opportunities for gross motor development, calming elements, and more. Early Childhood teachers participated in a visioning process and informed the design of the area. An inauguration was held to officially open the play space last spring and families planted herbs and flowers to add more greenery to the area.

Furthermore, at the Ontario site many improvements were made to a small outdoor play space including a mud sink, enhancements to the sand area and gardening space, and more. Teachers also received more children's books with multicultural topics and characters and additional literacy backpacks were assembled and added to each site and classroom. The literacy backpacks were part of the previous school year's additions to the Fort Totten library and space, but in SY 18-19 these important and effective materials were added to all sites. The focus on aesthetic improvements to common spaces and classrooms were done in a way that complemented the Early Childhood department's Reggio-inspired approach. Teachers also incorporated learning from PD sessions on documentation and visible thinking to inform their documentation and displays of teaching and learning in hallways and bulletin boards.

Briya worked with a wide variety of community partners to further opportunities for the families it serves.

- 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. The consortium provided: primary medical and dental care to students and community residents; mental health services; early childhood education; and programs to facilitate parental involvement, parental leadership, and build parenting skills.

- Briya created or renewed formalized partnerships with several community organizations to increase ease of access to legal services, housing, employment and education about civil rights in DC. Partnerships included work with Julia Toro Law Firm to provide immigrant rights workshops for Briya adult students. Through funding from the Mayor's office, they also continued to provide free legal consultations and free legal representation to eligible families. Briya also partnered with African Communities Together to provide immigrant rights workshops to Briya's African students. Briya also held a monthly "know your rights" workshops series for Briya parents.
- Briya worked with 17 DC public and public charter schools and other education groups, who participated in our annual elementary school choice panel and middle school information fair. Briya provided intensive parent education and assistance to over 95 Briya adult students with the DC school lottery application process. One Briya site also served as a field office for My School DC to assist parents with school lottery applications.
- Briya partnered with Books from Birth to provide program enrollment assistance at all Briya sites. The program mails free books to children ages 5 and younger.
- Briya conducted presentations for all Briya adult education classes about DCPS summer school, DPR summer camp and other summer programs and assisted with the online registration process.

- Police officers from the Metropolitan Police Department Special Liaison Branch visited all Briya sites for “meet & greet” outreach events. The Community School Consortium served on the MPD Community Policing Taskforce.
- Briya partnered with Safe Shores to provide child sexual abuse prevention training for parents.
- Briya team members participated in and facilitated numerous professional development sessions to build skills and strengthen connections with community partners. Topics included anti-bias education, trauma-informed practices, trauma stewardship, adult-child communication, domestic violence, public benefits and public charge, mandated reporting, child sexual abuse prevention, emergency preparedness, homelessness and housing instability, federal policies that affect immigrant families, and community policing.
- Briya hosted a World Café community partners’ forum to discuss ways to strengthen immigrant families through cross-organizational collaboration. Twenty-four partner representatives participated.

The DC Public Charter School Board recognized Jodi Ihaza, Director of Charter School Data, with the 2018 Data Excellence Award. Briya also received an award among Tier 1 Charter Schools for obtaining the highest score in the Instructional Support domain of the CLASS assessment.

Finally, teachers and staff continued to share their knowledge and best practices with other practitioners locally and nationally. Early Childhood staff members Katia Gomez and Noelani Mussman presented at the annual National Association for Bilingual Education conference on Instructional Design and Family Engagement Practices for dual language learners. Marisa Vaccalluzzo and Nury Sandoval presented on bilingualism in young children at OSSE’s first Multilingual Conference. Kerstin Schmidt presented a session entitled “Teachers As Curators of Ideas” at Bank Street’s 2019 Annual Kindergarten Conference in NYC and had a leadership role in the local chapter of DC-PZ (DC based Project Zero affinity group). Mau Castro Trujillo presented a workshop on early childhood physical development called “*Jugando con el cuerpo entero*” at the Maryland State Family Child Care Association (MSFCCA) Annual Conference. She also presented a workshop on self-care for teachers and providers at the Early Childhood Professional Symposium at Montgomery Community College.



C. List of Donors and Grantors

Donor List July 2018 - June 2019	Amount
Local Adult and Family Education Grant	206,541.84
Community Schools Incentive Initiative Grant	192,732.17
Workforce Investment Council Grant	165,224.29
OSSE Scholarships for Opportunity and Results (SOAR) Grant	113,141.40
In-Kind Space - Bancroft site	89,343.96
Immigrant Justice Legal Service Grant	85,512.81
Federal Adult and Family Education Grant	69,449.11
Schools and Libraries Program of the Universal Service Fund	52,441.91
Marriott Foundation	50,000.00
National School Lunch Program	26,538.99
IDEA Federal Grant	9,014.16
Washington Area Women's Foundation	7,000.00
Oak Foundation	5,000.00
Elizabeth Chapin	4,632.35
National Center for Families Learning	2,600.00
In-Kind PD Service - Nordtree, Inc.	1,839.00
DC Healthy Schools Act	1,814.15
Building Hope	1,250.00
Community House Church	1,000.00
Rosita's Food Truck	600.00
DoD Fresh Fruit and Vegetable Program	577.70
Joel Goering	500.00

SY 2018-19 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: 718

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	28	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	667	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: 69.9%*
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): 100.0%
PCSB	College Acceptance Rates: Not Applicable

(SY17-18)	
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 10%								
School	Number of Teachers: 30 “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 Average: \$58,354 Range -- Minimum: \$42,256 Maximum: \$99,429								
School	Executive Compensation Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY18-19: <table style="margin-left: 20px;"> <tr> <td>Director of Finance and Administration:</td> <td style="text-align: right;">\$131,466</td> </tr> <tr> <td>Executive Director:</td> <td style="text-align: right;">\$129,485</td> </tr> <tr> <td>Academic Dean:</td> <td style="text-align: right;">\$108,171</td> </tr> <tr> <td>Bancroft Coordinator and NEDP Manager</td> <td style="text-align: right;">\$104,710</td> </tr> </table> These staff bring an average of 29 years of experience to the school.	Director of Finance and Administration:	\$131,466	Executive Director:	\$129,485	Academic Dean:	\$108,171	Bancroft Coordinator and NEDP Manager	\$104,710
Director of Finance and Administration:	\$131,466								
Executive Director:	\$129,485								
Academic Dean:	\$108,171								
Bancroft Coordinator and NEDP Manager	\$104,710								

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

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 21 years of experience. Staff members include former adult students with expertise in the needs and goals of the student population.

In the adult education program, 65% of teachers have Master's degrees, and the remainder have Bachelor's degrees. Adult education teachers have an average of 11 years of experience working in education. In the PK program, 40% of teachers have Master's degrees while the rest have Bachelor's degrees. PK teachers have an average of 13 years of experience working in the field of education.

Staff Leadership Positions			
Name	Position	Year Began at Briya*	Languages Spoken
Amy Gonzalez	Director of Operations	2011	Spanish, English
Bill Bletzinger	Director of Finance	2009	German, English
Christie McKay	Executive Director	2005	Spanish, English
Elizabeth Bowman	Adult Education Director	2017	English
Jodi Ihaza	Director of Charter Data and Administrative Manager	2010	Spanish, French, English
Karen Hertzler	Director of Accountability	2005	Spanish, English
Lena Johnson	Director of Early Childhood	2014	Spanish, German, English
Lisa Luceno	Senior Director of Early Childhood Strategy	2005	Spanish, English
Lorie Preheim	Academic Dean	2005	Spanish, English

Staff Leadership Positions			
Mau Castro-Trujillo	CDA Coordinator and Instructor	2013	Spanish, English
Mirna Guardado	Administrative Manager/Registrar	2005	Spanish, English
Noelani Mussman	Director of PD and Academic Support	2012	Spanish, French, English
Reena Gadhia	MA Manager and Program Developer	2015	Spanish, English, Gujarati
Silvia Arias	Early Childhood Manager	2005	Spanish, English
Stephanie Mintz	Community Schools Coordinator/Student Services Director	2014	Spanish, English

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

Teaching and Student Support Staff			
Name	Position	Year Began at Briya*	Languages Spoken
Alicia Pease	Adult Education Lead Teacher	2014	Spanish, English
Ana Acevedo Ventura	Student Services Coordinator	2017	Spanish, English
Annie Macheel	Adult Education Lead Teacher	2017	Spanish, Portuguese, English
Barbara Toure	Adult Education Instructional Specialist and Coach	2010	Spanish, French, English

Teaching and Student Support Staff			
Beth Kushner	Adult Career Transitions Coordinator	2017	Spanish, English
Billy Cerullo	Family Services Coordinator	2018	Spanish, English
Carlos Quintanilla	Pre-K Lead Teacher	2011	Spanish, Portuguese, English
Elaine Evarts	Adult Education Lead Teacher	2018	Spanish, English
Elizabeth Bergner	Adult Education Lead Teacher	2012	Spanish, Portuguese, English
Elizabeth Kubicki	Adult Education Lead Teacher	2017	Portuguese, English
Elizabeth Meinel	Adult Education Lead Teacher	2018	Spanish, English
Gracia de Paula	Child Development Associate Instructor	2006	Spanish, Portuguese, English
Jamey Sadownick	Adult Education Lead Teacher and Digital Literacy Coordinator	2017	Spanish, German, English
Johanna Ulseth	Student Services Coordinator	2018	Spanish, English
Katia Gomez	Special Education Teacher and Coordinator	2008	Spanish, English
Kerstin Schmidt	Pre-K Master Teacher	2018	English
Kirsten Wittkowski	Adult Education Coordinator and Lead Teacher	2016	Spanish, Portuguese, English
Lydia Mackie	Pre-K Lead Teacher	2018	Portuguese, Spanish, Turkish, English
Maria Cardenas	Pre-K Lead Teacher	2018	Spanish, English
Marisa Vaccalluzzo	Speech and Language Pathologist	2017	Spanish, English
Mark Faloni	Adult Education Lead Teacher	2006	Spanish, English
Marlee Dorendorf	Adult Education Lead Teacher	2017	Spanish, English

Teaching and Student Support Staff			
Martha Velasquez Rangel	Pre-K Lead Teacher	2017	Spanish, English
Mau Castro-Trujillo	CDA Coordinator and Instructor	2013	Spanish, English
Melissa Mahfouz	Adult Education Associate Teacher	2016	Spanish, Arabic, English
Milena Ramirez Oveido	Family Support Worker	2018	Spanish, English
Nayeli Mendoza	Community Health Nurse and MA Program Instructor	2015	Spanish, English
Nury Sandoval	Pre-K Master Teacher and Inclusion Specialist	2011	Spanish, English
Paige Reuber	Adult Education Coordinator and Lead Teacher	2008	Spanish, English
Patti Alexander	Pre-K Master Teacher and Inclusion Specialist	2015	Spanish, English
Raquel Farah- Robison	Student Services Coordinator	2014	Spanish, English
Reena Gadhia	MA Manager and Program Developer	2015	Spanish, English, Gujarati
Sara Sweeney	Adult Education Lead Teacher	2017	Spanish, English
Shiela Escamilla	Pre-K Lead Teacher	2014	Spanish, English
Thomas Gerkin	NEDP Coordinator and Math Teacher	2012	Spanish, English
Zuhra Abbamin	Adult Education Lead Teacher	2017	Spanish, Somali, English

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

APPENDIX B: Board Roster

<p align="center">Briya Public Charter School: Board of Trustees Directory As of June 30, 2019</p>				
Name	Position / Committee	DC Resident / Non-DC Resident	Date of Appointment	Term End Date
Daniela Grigioni-Carozza	Board Chair <i>Development Committee member</i>	DC resident	September 2018	September 2020
Doris Garay	Board Vice Chair <i>Academic Committee member</i>	Non-DC resident	January 2017	January 2021
Flor Buruca	Board member (parent)	DC resident	March 2018	March 2020
Janessa Cobb	Board member <i>Development Committee member</i>	DC resident	March 2019	March 2021
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
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 2021

APPENDIX C: Financial Statement

Balance Sheet

Briya Public Charter School

Balance Sheet

Briya

As of June 30, 2019

Comparative Balance Sheet	6/30/2018	6/30/2019
Assets	Last Year	Current
Assets		
Current Assets		
Cash	12,961,802	14,566,417
Accounts Receivable	795,587	368,639
Other Current Assets	2,099,481	1,086,657
Intercompany Transfers	0	0
Total Current Assets	15,856,870	16,021,714
Noncurrent Assets		
Facilities, Net	1,702,453	1,642,343
Operating Fixed Assets, Net	461,554	481,175
Rental Deductions	400,626	516,564
Total Noncurrent Assets	2,564,633	2,640,082
Total Assets	18,421,503	18,661,796
Liabilities and Equity	Last Year	Current
Liabilities and Equity		
Current Liabilities		
Accounts Payable	165,803	730,679
Other Current Liabilities	841,009	947,998
Accrued Salaries and Benefits	434,030	34,541
Total Current Liabilities	1,440,841	1,713,219
Equity		
Unrestricted Net Assets	14,251,364	15,383,284
Net Income	765,006	(6,946)
Temporarily Restricted Net Assets	398,582	31,667
Total Equity	15,414,951	15,408,006
Long-Term Liabilities		
Senior Debt	17,256	19,550
Other Long-Term Liabilities	1,548,454	1,521,022
Total Long-Term Liabilities	1,565,710	1,540,571
Total Liabilities and Equity	18,421,503	18,661,796

Income Statement

Briya Public Charter School

July 2018 through June 2019

12 months through 6/30/19

Income Statement	Actual	Budget	Variance
Revenue			
State and Local Revenue	10,627,292	9,667,422	959,870
Federal Revenue	270,799	287,283	(16,484)
Private Grants and Donations	75,861	42,000	33,861
Earned Fees	879,341	613,627	265,714
Donated Revenue	93,433	89,344	4,089
Total Revenue	11,946,726	10,699,676	1,247,049
Expenses			
Salaries	537,607	436,508	(101,099)
Benefits and Taxes	168,163	163,697	(4,466)
Contracted Staff	6,291,615	6,674,697	383,083
Staff-Related Costs	339,046	73,125	(265,921)
Rent	2,591,220	1,444,320	(1,146,900)
Occupancy Service	78,714	32,618	(46,095)
Direct Student Expense	464,820	388,148	(76,672)
Office & Business Expense	1,078,313	953,323	(124,991)
Donated Expense	8,554	0	(8,554)
Contingency	0	110,000	110,000
Total Expenses	11,558,053	10,276,437	(1,281,616)
Operating Income	388,673	423,240	(34,567)
Extraordinary Expenses			
Interest	78,452	78,202	(249)
Depreciation and Amortization	317,167	338,602	21,435
Total Extraordinary Expenses	395,619	416,804	21,186
Net Income	(6,946)	6,435	(13,381)
Cash Flow Statement	Actual	Budget	Variance
Net Income	(6,946)	6,435	(13,381)
Cash Flow Adjustments			
Add Depreciation	317,167	338,602	(21,435)
Operating Fixed Assets	(258,395)	(215,000)	(43,395)
Other Operating Activities	1,596,211	129,436	1,466,775
Per-Pupil Adjustments	0	(0)	0
Facilities Project Adjustments	(43,422)	(31,090)	(12,332)
Total Cash Flow Adjustments	1,611,561	221,947	1,389,613
Change in Cash	1,604,615	228,383	1,376,232

APPENDIX D: Budget

Briya Public Charter School Budget July 2019-June 2020

SY19-20

Revenue

Per Pupil Charter Payments - General Education	7,210,549
Per Pupil Charter Payments - Categorical Enhancements	499,829
Per Pupil Facilities Allowance	2,387,707
Federal Funding	6,846
Other Government Funding/Grants	757,077
Private Grants and Donations	216,500
Activity Fees	14,258
In-kind revenue	92,024
Other Income	599,760
Revenue Total	11,784,550

Expenses

Contracted Full Time Employees	7,064,826
Part Time Employee Salaries	640,904
Part Time Employee Benefits and Payroll Taxes	390,304
Educational Supplies and Textbooks	90,271
Student Assessment Materials/Program Evaluation	46,580
Food Service	56,155
Other Direct Student Expense	158,343
Rent	1,443,065
Depreciation (facilities only)	88,239
Interest (facilities only)	76,902
Building Maintenance and Repairs	58,613
Contracted Building Services	21,378
Other Occupancy Expenses	1,706
Office Supplies and Materials	62,853
Office Equipment Rental and Maintenance	55,080
Telephone/Telecommunications	91,474
Legal, Accounting and Payroll Services	156,575
Insurance	50,382
Professional Development	146,415
PCSB Administrative Fee	104,112
Management Fee	105,000
Depreciation and Amortization (non-facility)	217,560
Other General Expense	648,659

Expenses Total	11,775,395
NET ORDINARY INCOME	9,155
TOTAL EXPENSES	11,775,395
NET INCOME	9,155