



Briya
Public Charter School

Annual Report

2019-2020

2333 Ontario Road NW, Washington DC 20009
202-797-7337

Daniela Grigioni-Carozza
Board Chair

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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. Parents, children and teachers interact and learn together in the Reggio-inspired early childhood classrooms. Family Time sessions provide ideas for learning materials and experiences that can be extended or adapted to informal learning at home and in the community. Weekly sessions also include a literacy component that addresses foundational early literacy skills in an interactive manner between teachers, children, and parents.

The Briya pre-kindergarten program provides children with a comprehensive early childhood education in a dual language immersion, inclusion model. The curriculum is holistic and supports every area of development and learning 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 participate in project-based studies on high-interest topics that build upon children’s innate curiosity, developmental characteristics, and individual experiences. Teachers utilize principles of emergent curriculum, Reggio-inspired materials, comprehensive curriculum aligned to standards-based goals and objectives, ongoing assessment, and daily interaction with families, to prepare children to succeed in kindergarten and beyond. Examples of study topics during School Year (SY) 19-20 include: Pets, Plants, Bread, Corn, Birds and Community (with sub-topics of buildings and mapping).

Through the dynamic combination of literacy and numeracy rich practices, a focus on the whole child, and simultaneous child development education for adults, Briya builds a foundation for lifelong learning and strong parent-child relationships and interactions. Almost all Briya pre-k students are English language learners. The entire pre-k program is customized to promote rich oral language development with connections to home languages and to capture the interests of these learners. As previously mentioned, Briya offers weekly Family Time in which the children’s parents join them in the classroom to work together with the classroom materials and provocations, promote literacy skills, and engage in language-rich interactions in their home language.

The school also offers a Child Development Associate (CDA) program for adults. The CDA program assists candidates in the process to obtain a CDA 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 RMA 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. Family time 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 SY 19-20, 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, Home and School Routines, Health and Sickness Prevention, Positive Discipline, Introduction to School Choice in DC, Physical Development, Music and Movement, Dental Health, Reading with Your Child, and Sharing Family Stories. Family field trips held throughout the year included: to Butler's Orchard Pumpkin Patch, the National Museum of Natural History, the National Children's Museum and Greenbriar State Park.

Additional parental involvement opportunities included Student Council, Student Outreach Ambassadors and a new initiative, Student Advocates. Parents also accessed parent coffee hour, "Know Your Rights" workshops, art expression, nutrition class, fitness classes and mental health support provided by Mary's Center. Other Mary's Center on-site services included domestic violence advocacy and support, public benefits enrollment, dental health education and flu shots.

Through the Student Council, adult students, who are also parents of Briya children, learned to contribute to the school community, sharing leadership in the decision-making and planning of the school's development. Adult students also learned 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 council members in class meetings. Following class meetings Student Council representatives from each class met with staff to share student/parent feedback.



3. School Response to COVID-19

The financial hardships brought on by the COVID-19 pandemic have been severe for the school's target population of parents and children. Mass layoffs, especially in the service industry, impacted many families. Those that retained employment often worked in front-line jobs that required them to leave their homes to work, with little protection from exposure. For many, cramped quarters made quarantine difficult and put households at risk. Our Student Services team saw requests for basic needs such as food and diapers jump from 4% of requests in the previous quarter to 38% of requests beginning in March. Families struggled on many fronts and looked to Briya for support.

Throughout the closures, staff stayed in regular communication with families, assessed needs, and adapted programming. Briya quickly ramped up on-line distance instruction to continue its educational programs for children and parents. The IT team worked with families to secure devices and an internet connection. Briya distributed gift cards to families to meet basic needs such as groceries, provided special support for families most in need through its Student Emergency Fund, and worked closely with Mary's Center to distribute additional financial assistance to approximately 200 at-risk Briya families through the DC Cares Fund. Briya students and staff also participated in a successful advocacy campaign to secure city support for families not eligible for unemployment funding.

Briya's adult education classes quickly transitioned to online learning. As most learners did not have computers at home, teachers provided instruction to students via smartphones. Adult teachers provided a mix of synchronous and asynchronous activities to maximize flexibility and allow students to review content. Teachers differentiated instruction based on students' English proficiency and tapped platforms that students were already using to engage students. WhatsApp class groups were created and utilized to practice English and build and support the community of learners. Students shared their experiences and practiced English by sharing text, audio, and video via WhatsApp. Teachers created instructional videos via YouTube that were disseminated via text. Students in intermediate and advanced levels downloaded Google Classroom to their phones to access daily high-quality instructional content. Teachers ensured that all students had regular contact with Briya to continue English language acquisition and to provide access to community resources to assist with basic needs. Workforce programs continued to provide robust education as they fully transitioned to remote learning to allow enrolled students to complete their course. The Briya student website was transformed into a one-stop shop for daily learning, health resources, financial resources, and weekly announcements. Additionally, on the student website parents were able to access information about activities that they could do with their children for 0-4 year-olds, 5-8 year-olds, 9-12 year-olds, and/or 13 years old. This information was appropriate specifically to support parents who were homebound with their children due to COVID, for example only requiring the use of typical household supplies. Parents in advanced level classes participated in weekly Zoom parenting class in English. Students at the lower levels were able to access individual support and coaching. Teachers posted and graded assignments several times per week and used informal assessment including surveys, phone calls and exit tickets to assess student needs and progress.

Meanwhile, in Briya's pre-k classrooms, teachers provided a mix of real-time and asynchronous lessons. On Mondays, students received a video from their teacher explaining the literacy and math tasks for the week, which always included social-emotional and art-based activities. Families could log into Briya's student portal to access activities organized by objective, and staff sent home learning tools to support the week's tasks. During measurement week, for example, families received a measuring tape with a list of ideas for incorporating measurement into daily life. In addition, teachers

hosted regular circle times online. Teachers recognized early on that these sessions could be a bit chaotic, so they brainstormed ways to both teach students new routines and make online learning more engaging. They sent home whiteboards for students to use and incorporated puppets and other visual tools to keep students' attention. Teachers also looked for opportunities to encourage student voice, including inviting students to share things from home with the class. Staff also organized art supply drives and delivered art bags to children's homes twice during the spring and early summer. This helped children to stay engaged and demonstrated their resilience despite difficult circumstances through maintaining relationships with teachers and peers. Although formal spring pre-K assessment was interrupted by the COVID closures, Pre-K teachers used informal assessment, weekly support phone and video calls, and a weekly math and literacy calendar of objectives to assess needs and monitor children's progress.

II. School Performance

A. Performance and Progress

1. Two-Generation Model: Critical for Family Literacy

Briya achieves its mission of strengthening families 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.)

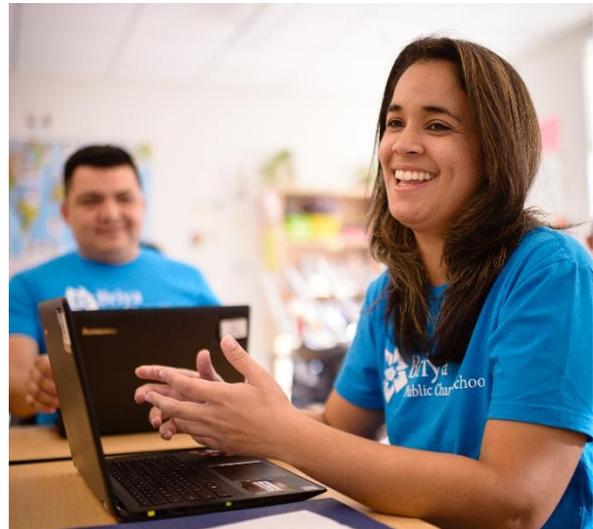
Infants and toddlers of the learners in the adult education program participate in early childhood programming while their parents are in class. Parents of infants and toddlers participate in classes related to their children's developmental needs and apply the knowledge gained in Family Time with their children. 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 Briya's charter school goals. 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 assesses whether students advance one or more levels from their entry Educational Functioning Level. Though SY 19-20 charter goals data was incomplete due to the pandemic, the school was on target to meet its CASAS goal prior to the transition to distance learning. While CASAS post-testing was discontinued during the distance learning period, teachers continued to provide instruction that aligned to education needs as identified in CASAS pretests and teachers utilized informal assessments to gauge students' needs and progress. The school also did a pilot of newly approved processes for CASAS remote testing to prepare to meet assessment needs for SY 20-21.



The school 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 is measured as a Mission Specific Indicator on the Adult Performance Management Framework and as a charter goal. While data was not formally validated by the PCSB as usual due to the pandemic, 77.4% of parents participating six months or more achieved a score of 5+ on the rubric, exceeding the charter school goal.

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 during the year. Employment related data collection for the year was not finalized due to the pandemic. Briya worked to support students whose employment was impacted by the pandemic through providing distance instruction, student services support and other assistance with student needs described in the Unique Accomplishments section.

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 SY 19-20 passed the exam to earn their CDA credential. In addition, 100% of MA students who took the exam in SY 19-20 passed to earn their RMA 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 screening and for deeper dives into discrete areas, teachers routinely monitored children’s progress in language, literacy, math, social emotional, physical and cognitive domains using the Teaching Strategies GOLD assessment system. Due to COVID school closures and its impact on assessments Briya measured children’s growth relative to widely held expectations for their age/grade from fall to winter assessment in all areas including literacy, math, and social emotional development. Children in the pre-k program were on track to meet high learning outcomes during SY 19-20.

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). CLASS scores were not publicly used this year as part of the PMF due to COVID-related school closures. However, pre-k classrooms did exceed assessment thresholds and national averages on all domains of the CLASS and results were used to inform teaching and learning and guide professional development.

In alignment with PCSB guidelines, Briya did not submit or validate charter goal data for SY 19-20 due to the pandemic. Results are included for a few measures in which Briya was able to finalize data for internal analysis.

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>	n/a	Data not submitted or validated for SY 19-20 per PCSB guidelines.
<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>	n/a	Data not submitted or validated for SY 19-20 per PCSB guidelines.
<p>Social Emotional</p> <p>At least 75% of pre-kindergarten students will meet or exceed growth expectations from the</p>	n/a	Data not submitted or validated for SY 19-20 per PCSB guidelines.

fall to the spring administration of the GOLD social emotional learning Assessment.		
<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>	n/a	<p>Data not submitted or validated for SY 19-20 per PCSB guidelines.</p> <p>However, data collected by school indicates that 100% of parents of pre-kindergarteners enrolled for the full academic year attended at least one individual or group parent conference, exceeding the target.</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>	n/a	<p>Data not submitted or validated for SY 19-20 per PCSB guidelines.</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>	n/a	<p>Data not submitted or validated for SY 19-20 per PCSB guidelines.</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>	n/a	<p>Data not submitted or validated for SY 19-20 per PCSB guidelines.</p>

Leading Indicator: In-seat attendance rate at or above 65%	n/a	Data not submitted or validated for SY 19-20 per PCSB guidelines. However, data validated through the period prior to the COVID-19 closure indicates an adult attendance rate of 71.2% exceeding the target.
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.	n/a	Data not submitted or validated for SY 19-20 per PCSB guidelines. However, data gathered by school indicates an outcome of 77.4%, exceeding the target.
50% of Child Development Associate students who take the Early Childhood Studies Review certification exam will pass the certification exam.	n/a	Data not submitted or validated for SY 19-20 per PCSB guidelines. However, data gathered by school indicates an outcome of 100%, exceeding the target.

3. Lessons Learned and Actions Taken

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

Instructional Programming

In alignment with our Middle States Action Plan and the previous year’s review of our adult education curriculum Briya designed and implemented a leveled pre-post assessment for the ESL program to provide an additional tool to help adult learners see their progress throughout the year. Teachers and students reviewed progress on this tool during parent teacher conferences.

Briya’s adult ESL program also piloted the use of “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). Based on our SY 19-20 experiences, we have fully embraced Future as a foundational document for our Basic II through Advanced I courses.

Briya also selected a goal of expanding the reading journal instruction and curriculum as a part of the accreditation process. In SY 19-20 teachers reviewed the reading journal reading strategies and then narrowed the list of strategies to target those aligned with their students’ English literacy level. Teachers then integrated the reading strategy into their ESL reading lessons as well as taught parents how to use the strategy with their child.



The Briya Medical Assistant (MA) program consists of a rigorous year long course, lab skills nights and SIM lab visits to develop clinical job skills, a midcourse internship, a 160-hour externship, and a certification exam. In March, when Briya went to full distance learning, the MA class transitioned to Google Classroom for asynchronous lessons and synchronous instruction via Zoom. Google Classroom served as a hub for homework and class discussions. Breakout rooms in Zoom were utilized to

the mimic small group work that would have occurred in the classroom. Externships were revamped because healthcare centers could no longer host additional people onsite. Instead, Briya developed a telemedicine externship which enabled MA students to gain practical clinical skills in this new type of healthcare practice. Further, Briya partnered with SIMTICS to create additional means by which students could complete their externship hours. SIMTICS offered practice with virtual simulations such as injections, vital signs, performing ECGs, assisting in minor surgical procedures, and more. The MA program also added a new module, Career & Externship Success. Finally, in the second year of the Briya MA mentorship program, current MA students were paired with mentors including former Briya MA alumni and local area clinic medical assistants.

The CDA program's curriculum integrates basic computer skills and utilizes Microsoft Teams and Google Classroom so students can access assignments at school and at home. As Briya transitioned to full virtual learning in March, CDA students were able to stay connected to their classes and instructors through these platforms. For virtual classes, CDA students utilized Zoom to meet synchronously. Practicum hours throughout the school year with related assignments and classroom discussion developed CDA candidates' instructional skills. Briya formed new partnerships with local childcare centers and facilitated events for students to learn about employment from hiring managers and about educational advancement from representatives from area colleges. Briya also continued to partner with UDC Community College on their innovative bilingual Spanish/English AA in early childhood education.

The MA and CDA workforce programs collaborated to share best practices, lessons learned, implementation ideas, initiatives, and 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. For SY 19-20, Briya hired a Math Master Instructor to enhance math programming in the workforce programs. The programs also worked together closely on transitions to college and career. Briya's Transitions Coordinator supported learners in their career pathways and goals for furthering their education. During the year both the MA and CDA programs convened their advisory boards to solicit feedback and input into Briya's curricula, instructional activities, and students' work-based learning experiences. Furthermore, student representatives from the MA and CDA programs participated in the Briya Student Council to provide feedback and suggestions for improving the program.

The Briya pre-k program addressed its goals for SY 19-20 through a multi-pronged approach of family engagement, comprehensive and culturally responsive curriculum, bilingual inclusive

classrooms, hands-on project-based learning, Reggio-inspired materials, a Multi-Tiered Systems of Support (MTSS) program, professional development 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. They 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 were embedded, but also taught during dedicated small group time. Staff continued to explore and implement Reggio-inspired environments and interactions and create additional resources to support instruction. Many pre-k teachers attended regular community of practice meetings focused on visible thinking and were active in the local Project Zero affinity group. The math guide aligned to curricular objectives was implemented and the guide to Family Time was enhanced in order to support the implementation of literacy strategies during parent-child time. During the spring, many teachers made efforts to connect students to nature and over the summer Briya invested in an Outdoor Curriculum Resource Specialist, who in consultation with the gardening teacher consolidated and curated many of Briya's most successful activities into an outdoor learning guide to be used during hybrid learning in the fall of 2020.

Briya continued to prioritize quality of all tiers of academic and social services for young multicultural, multilingual learners. An MTSS 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, how to continue to create and sustain links between home and school, and ways to maintain the high rates of success. During SY 19-20 the PK teachers met in MTSS groups at the site, rather than at the school level as they had the year prior.

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.

Pre-k teachers leveraged the most successful learning experiences and activities to the school's internally developed curriculum guides to improve and expand planning resources for the coming year. These 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 had greatly increased the amount and type of planning support to teachers and saw implementation benefits. Ongoing professional development and coaching during SY 19-20 focused on visible thinking, positive behavior support, mindfulness, sensory integration, trauma informed care, instructional support, art experiences, and family engagement practices. 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.

Parent Involvement

The fundamental belief that parents are their children’s most important teachers is operationalized in the following ways. Per the two-generation model of Briya, parents play a critical role in the pre-k program. 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 helped parents assume a teaching role in the classroom. The abundance and prominence of family photos on our walls showed children that their parents are a part of their school, as well as the many parent activities that took place throughout the year. The information that teachers received from families during home visits and multiple meetings throughout the year was used to support children’s learning in the classroom. On a weekly basis the pre-k parents came into their children's classrooms to share stories and use 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 22 Briya ESL, MA, and CDA classes participated in two meetings this school year. Student services team members held site-based meetings with representatives to provide support and coaching in between the two larger meetings. Several Student Council representatives joined DC PAVE (Parents Amplifying Voices in Education). Briya parents took on new leadership roles serving as board members, Outreach Ambassadors and Student Advocates, all of which continued to meet regularly during the pandemic.



Adult students harnessed the advocacy skills, English language skills, and child development knowledge learned to take action in the community to advocate for their rights and the rights of their children. For example, student leaders from Briya’s 25-member Student Advocates group participated in all three Mayor’s Budget forums; testified about needed changes to DC’s Alliance health insurance program at the DC Council Committee on Health’s

Performance Oversight Hearing; and participated in a digital day of action and meetings with Council members to advocate for emergency cash assistance for immigrant families during the pandemic.

Students also testified at the DC Council Committee on Education Legislative Hearing in favor of the Child Enrollment Preference Amendment Act of 2020, ensuring the sustainability and growth of two-generation schools.

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 class presentations about how to choose a school, an elementary school choice panel of representatives from various public schools and individual meetings with staff members to discuss school options and complete school lottery applications.

Two Briya parents joined Briya staff in attending the National Center for Families Learning annual conference in New Orleans.

Briya continued a 40-member 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 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, DC Council and Friends of Briya events to cultivate new board members.

Professional Development

The Adult Education department continued refining its instructional practices. 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 Growth Mindset, Anti-Bias Education, Project-Based Learning, and Understanding Disruptive Classroom Behavior: A Mental Health Perspective. Teachers learned about the Danielson Framework for Teaching rubric. Each teacher was observed using this framework, as well as Briya's "Ten Characteristics of an Effective Briya Teacher." Teachers also conducted a self-assessment by videotaping themselves and then assessing using the rubric. The results of the supervisor and self-assessment informed annual individual professional development goals as well as department-wide professional development activities.

In mid-March due to the move to distance learning, teachers conducted and shared out on self-paced learning. Topics included how to teach English online and utilize programs and devices that students had access to such as WhatsApp and smartphones. In June, staff participated in department-wide workshops to gather lessons learned from the spring of 2020 related to distance learning and to refine our digital literacy curriculum, instructional design and teaching roles and responsibilities. Adult education teachers also received significant PD on utilizing Google Classroom to prepare for distance learning in SY 20-21.

Briya's administrators and coordinators continued to develop leadership and management skills to meet the needs of the school. In the fall of 2019, staff participated in a book club to hone their skills and reflect on their experiences implementing the time and task management skills they learned about during the previous year's Together Leader workshop. Additionally, site-based and school wide leadership convened in August 2019 to explore their own communication styles, strengthen their active listening abilities, and learn a conflict resolution process. Following the training, staff regularly referenced and utilized these tools as they worked to facilitate constructive professional conversations.

Early childhood teacher professional development for SY 19-20 covered a variety of topics including: foundations of learning and sensory systems; the environment and emergent curriculum; student support and wellness; equity, diversity and inclusion in children's literature; math and cognitive development; using documentation to drive planning; and LAST (looking at student thinking). As usual, early childhood teachers also participated in various consultations with speech and behavior specialists and occupational therapists to deepen their knowledge and strategies to support each child in their classrooms and develop plans to meet those needs. Each teacher developed goals for an individual learning plan and participated in coaching activities and reflective supervision. Briya utilized goals affinity groups and strategy shares across campuses three times throughout the school year during PD days in order to create collaborative and teacher driven learning communities. Some staff also participated in local and national conferences and trainings on topics related to general and special education, dual language learners, school culture and wellness, and leadership. Lisa Luceno presented virtually as part of a panel at the 2020 Teachstone InterAct conference in April. During SY19-20 staff opted to shift Anti-Bias Communities of Practice to be site-based and then to share strategies across campuses.

The Student Services team members participated in numerous professional development sessions to build skills and strengthen connections with community partners. Topics included motivational interviewing, mandated reporting, child sexual abuse prevention, trauma stewardship, anti-racism, housing access and advocacy, public benefits, housing instability, community organizing and advocacy, restorative practices, non-violent communication, and mindfulness. Team members had regular contact with staff from various community organizations to coordinate services for students and families. This included collaboration with Julia Toro Law Firm, African Communities Together, Legal Aid Society, Platform of Hope, Catholic Charities, Ayuda, CARECEN, Housing Counseling Services, LEDC, Ethiopian Community Center, A Wider Circle and several Mary's Center teams to strengthen partnership work.

B. Unique Accomplishments

To promote participation in the 2020 Census, ESL teachers created level-appropriate census lessons. Students were able to understand the purpose of the census and how it impacts students, families, and communities. Learners gained the skills to be able to successfully complete their census forms and to encourage others to also complete the census.

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.

To support college transitions for our workforce students, Briya deepened partnerships with Trinity Washington University (TWU). CDA students attended a tailored informational recruitment event at

TWU so they could better envision advancing their academic credentials in the field of early childhood. Briya and TWU also worked toward designing a similar event to be held in TWU's state of the art simulation lab for MA students to explore post-secondary degree options in the field of healthcare. The CDA program continued to work with University of the District of Columbia (UDC) to refer to its Bilingual Associates in Early Childhood Education program. Both UDC and TWU use the CDA credential to waive six credits (two classes) in the pursuit of an AA degree. The College Board educates our students about financial aid and provides one-on-one counseling to address individual situations. Briya's transitions coordinator works individually with students to support them throughout the application process.

In SY 19-20, Briya developed and piloted a distance learning enrichment curriculum for our medical assistant students through which students honed their essential workforce development skills. Students were engaged in this Briya designed online curriculum and improved their skills. Based on the success of this pilot, Briya will be able to utilize this curriculum in other career areas by maintaining the workforce development objectives but modifying the healthcare specific activities to align with early childhood.



Social emotional and academic readiness for kindergarten are a cornerstone of Briya's early childhood program. Given the drastic change in families daily lives due to COVID-19 the individualized work that teachers and staff typically conduct with rising kindergartners was conducted virtually. The end of the year family celebrations were also held virtually. Books and stories are a powerful way to help young children make sense of their past experiences and prepare for new experiences. Some classes created documentation stories about students' various accomplishments and future kindergarten plans which helped the children to process their year both on-site and then virtually. Furthermore,

Briya provided its usual individualized transition strategies and support for each family to the K-12 system which 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 in January, and individual meetings with parents to discuss school options and assist with completing applications and other necessary forms.

Briya made additional improvements to its playground space at Fort Totten during the school year and then substantial updates to the outdoor space at Fort Totten, Sharpe, and Ontario in order to prepare for Fall 2020. Over the summer Briya began to consult with various local and national outdoor learning networks, hired an Outdoor Learning Specialist, took guidance from OSSE and our Gardening Teacher, and greatly enhanced our nature-based play spaces to be responsive to all new health and safety guidance and include ample sensory elements, opportunities for gross motor development, and opportunities for building self-regulation and autonomy. We also added additional plants and shrubs to add more greenery to the area.

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 Briya-Mary's Center

Community School Consortium. The consortium is made up of Briya, Mary's Center, and a host of community-based organizations specializing in student or immigrant focused engagement. By engaging such partners, 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 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 documented support for 955 Student Services cases serving 410 students.

Pre-pandemic highlights of Briya's partnership with Mary's Center include individual and group therapy for adult students, assistance with applications to public benefits, dental health presentations for adult education classes, Cooking Matters series for adult students, resource-sharing with Programs Division, census outreach and education, and flu shots on-site.

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 and African Communities Together to provide immigrant rights workshops for Briya adult students. Through funding from the Mayor's office, the law firm also continued to provide free legal consultations and free legal representation to eligible families. Briya contracted with an employment specialist to provide job skills training and connections to employment opportunities. Other collaborations included a winter coat giveaway, meet & greet with the MPD, and music, movement and arts education.

Support and engagement during the pandemic has included delivery of 440 boxes of food to over 100 families; disbursement of over \$85,000 in cash assistance to 562 students via prepaid debit cards; over 200 bags of Early Childhood art supplies delivered in spring and summer, disbursement of an additional \$15,000 in cash assistance for student emergency needs such as food, medicine, baby items, utility bills, and funeral expenses during the summer; distribution of approximately 200 debit cards in the amount of \$1,000 per household to Briya families as part of Mary's Center's DC Cares program and ongoing emotional support, healthcare navigation, resource sharing and advocacy.

Briya was named a 2020 Literacy Awards Best Practice Honoree by the Library of Congress. The awards recognize organizations that use innovative, replicable methods to promote literacy.

As part of 2019 Adult Education and Family Literacy week, Mau Castro received the ELL Teacher Hero Award by Elevation Educational Consulting Group. This award "honors a practitioner with three or more years of adult education teaching experience with students who are not native English speakers and an exemplary record of advocating for those learners."

C. List of Donors and Grantors

Donor List	Amount
Local Adult Education and Family Literacy Act Grant	\$194,544.85
Community Schools Incentive Initiative Grant	\$184,415.64
Federal Adult Education and Family Literacy Act Grant	\$141,695.22
Workforce Investment Council Grant	\$128,178.99
Immigrant Justice Legal Service Grant	\$98,716.57
National Center for Families Learning	\$93,414.12
In-Kind Space - Bancroft site	\$92,024.28
OSSE Scholarships for Opportunity and Results (SOAR) Grant	\$87,186.07
Philip Graham Fund	\$80,000.00
Marriott Foundation	\$75,000.00
Local Adult and Family Education Grant	\$40,718.75
Schools and Libraries Program of the Universal Service Fund	\$30,697.67
Greater Washington Community Foundation	\$30,000.00
Equity in Early Learning Grant	\$23,000.00
National School Lunch Program	\$22,366.20
In-Kind Research Service - Merit Research Policy & Evaluation	\$19,967.74
Ed Forward DC	\$11,899.00
Omni Business Solutions LLC	\$11,000.00
CityBridge Foundation	\$10,000.00
Lisa Chapin	\$8,000.00
IDEA Federal Grant	\$7,019.32
William and Ruth Beer Bletzinger	\$6,000.00
Judith Bonderman	\$5,500.00
DC Healthy Schools Act	\$1,703.55
Isaiah Dorendorf	\$1,200.00
Vincent Sweeney	\$1,200.00
Geovanna Izurieta	\$700.00
St. David's Welsh-American Society	\$603.50
National School Lunch Program - Local Match	\$582.51
Caela Barry	\$505.00
Charles Robison	\$500.00
Community House Church	\$500.00
Cook's Group Inc./Tequila and Mezcal	\$500.00
Darryl L Clay	\$500.00
Douglas Farah	\$500.00

Elizabeth Bergner	\$500.00
Hannah Geiser	\$500.00
Karen Hertzler	\$500.00
Laurie Ray Bergney	\$500.00
Marian Osterweis Fund	\$500.00
Nafees S Clay	\$500.00
Scott Pearson	\$500.00

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Briya PCS
PCSB	Campus Name: Briya PCS
PCSB	Grades served: PK3, PK4, Adult
PCSB	Overall Audited Enrollment: 739

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	30	33	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	676	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	<p>Total number of instructional days: Briya held 118 instructional days prior to the COVID-19 closure period. It then transitioned to distance learning through June 2020. The school was not required to submit a 180-day waiver because it serves non-compulsory grades of Adult and PK.</p> <p>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. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 72.4%*
PCSB	<p>Average Daily Attendance:</p> <p>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</p>

	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 (SY18-19)	College Acceptance Rate: Not Applicable
PCSB (SY18-19)	College Admission Test Score: Not Applicable
PCSB (SY18-19)	Graduation Rate: 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 SY19-20: <table border="1" data-bbox="305 1045 1263 1213"> <tr> <td>Executive Director</td> <td>\$133,653</td> </tr> <tr> <td>Director of Outreach and Registration</td> <td>\$109,244</td> </tr> <tr> <td>Director of Operations</td> <td>\$104,094</td> </tr> <tr> <td>Sharpe Coordinator and NEDP Manager</td> <td>\$103,133</td> </tr> </table> <p>These staff bring an average of 27 years of experience to the school.</p>	Executive Director	\$133,653	Director of Outreach and Registration	\$109,244	Director of Operations	\$104,094	Sharpe Coordinator and NEDP Manager	\$103,133
Executive Director	\$133,653								
Director of Outreach and Registration	\$109,244								
Director of Operations	\$104,094								
Sharpe Coordinator and NEDP Manager	\$103,133								

*Notes from PCSB:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE’s SY19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

APPENDIX A: Staff Roster

Briya's success as a Tier One rated 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, 82% of teachers have Master's degrees, and the remainder have Bachelor's degrees. Adult education teachers have an average of 12 years of experience working in education. In the PK program, 46% 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				
Last Name	First Name	Position	Year Began at Briya*	Languages Spoken
Arias	Silvia	Early Childhood Manager	1999	Spanish, English
Bowman	Elizabeth	Adult Education Director	2017	English
Castro-Trujillo	Maria	CDA Coordinator and Instructor	2015	Spanish, English
Cruz Perez	Berta	IT Manager	1999	Spanish, English
Gadhia	Reena	MA Manager and Program Developer	2015	Spanish, English, Gujarati
Gonzalez	Amy	Director of Operations	2011	Spanish, English
Guardado	Mirna	Administrative Manager	2002	Spanish, English
Hertzler	Karen	Accountability Director	2003	Spanish, English
Ihaza	Jodi	Director of Charter School Data	2011	Spanish, French, English
Izurieta	Geovanna	Finance Director	2019	Spanish, English, Portuguese
Johnson	Magdalena	Director of Early Childhood	2014	Spanish, German, English

Staff Leadership Positions				
Last Name	First Name	Position	Year Began at Briya*	Languages Spoken
Kittleson	Judy	Sharpe Coordinator and NEDP Manager	2005	Spanish, English
Luceno	Lisa	Senior Director of Early Childhood Start	2004	Spanish, English
McKay	Christie	Executive Director	1999	Spanish, English
Mintz	Stephanie	Community Schools/Student Services Coordinator	2014	Spanish, English
Mussman	Noelani	Director of PD and Academic Support	2012	Spanish, French, English
Preheim	Lorie	Director of Outreach and Registration	1999	Spanish, English

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

Teaching and Student Support Staff				
Last Name	First Name	Position	Year Began at Briya*	Languages Spoken
Abbamin	Zuhra	Adult Education Lead Teacher	2017	Spanish, Somali, English
Acuna	Paola	Movement Teacher	2019	Spanish
Alexander	Patricia	Pre-K Master Teacher and Inclusion Specialist	2015	Spanish, English
Barlett	Devon	Gardening Instructor	2019	English
Bergner	Elizabeth	Adult Education Lead Teacher	2015	Spanish, Portuguese, English
Cardenas	Maria	Pre-K Lead Teacher	2018	Spanish, English
Celeste	Andrea	Inclusion and SPED Teacher	2019	English

Teaching and Student Support Staff				
Last Name	First Name	Position	Year Began at Briya*	Languages Spoken
Cerullo	Billy	Family Services Coordinator	2018	Spanish, English
Cruz	Genesis	Community Health Navigator	2019	English, Spanish
DePaula	Maria Das Gracia	CDA Coordinator and Founder	2001	Spanish, Portuguese, English
Dorendorf	Marlee	Adult Education Lead Teacher	2017	Spanish, English
Escamilla	Shiela	Pre-K Lead Teacher	2014	Spanish, English
Evarts	Elaine	Adult Education Lead Teacher	2018	Spanish, English
Faloni	Mark	Adult Education Lead Teacher	2004	Spanish, English
Flores-Lazo	Wendy	Student Services Coordinator	2019	Spanish, English
Gadhia	Reena	MA Manager and Program Developer	2015	Spanish, English, Gujarati
Goldman	Shauna	CDA Instructor	2019	English
Gomez	Katia	Inclusion and PD Specialist	2008	Spanish, English
Hawkins	Allison	Pre-K Lead Teacher	2019	English
Kushner	Beth	Adult Career Transition Coordinator	2017	Spanish, English
Macheel	Anne	Adult Education Lead Teacher	2017	Spanish, Portuguese, English
Mackie	Lydia	Pre-K Lead Teacher	2018	Portuguese, Spanish, Turkish, English
Mahfouz	Melissa	Adult Education Associate Teacher	2016	Spanish, Arabic, English
Meinel	Elizabeth	Adult Education Lead Teacher	2018	Spanish, English
Pease	Alicia	Adult Education Lead Teacher	2014	Spanish, English

Teaching and Student Support Staff				
Last Name	First Name	Position	Year Began at Briya*	Languages Spoken
Prater	Emily	Master Math Teacher and Coach	2019	English, French, Japanese, Spanish
Quintanilla	Carlos	Pre-K Lead Teacher	2011	Spanish, Portuguese, English
Ramirez Oviedo	Milena	Family Support Worker	2018	Spanish, English
Reuber	Paige	Adult Education Coordinator and Lead Teacher	2010	Spanish, English
Sadownick	Jamey	Adult Education Lead Teacher and Digital Literacy Coordinator	2017	Spanish, German, English
Sandoval	Nury	Pre-K Master Teacher and Inclusion Specialist	2012	Spanish, English
Schmidt	Kerstin	Pre-K Master Teacher	2018	English
Sweeney	Sara	Adult Education Lead Teacher	2017	Spanish, English
Ulseth	Johanna	Student Services Coordinator	2018	Spanish, English
Vaccalluzzo	Marisa	Speech and Language Pathologist	2017	Spanish, English
Velazquez Rangel	Martha	Pre-K Lead Teacher	2017	Spanish, English
Wittkowski	Kirsten	Adult Education Coordinator and Lead Teacher	2016	Spanish, Portuguese, English
Zelaya	Claudia	Student Services Coordinator	2019	Spanish

*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 July 1, 2020</p>				
Name	Position/ <i>Committee</i>	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 2022
Doris Garay	Board Vice Chair <i>Academic Committee member</i>	Non-DC resident	January 2017	January 2021
Flor Buruca	Board member (parent) <i>Academic Committee member</i>	DC resident	March 2018	March 2022
Cara Sklar	Board member <i>Research Committee member</i>	DC resident	January 2020	January 2022
Darryl Clay	Board member <i>Finance Committee member</i>	DC resident	November 2019	November 2021
Judy Mortrude	Board member <i>Research Committee member</i>	DC resident	September 2019	September 2022
Thomas Gerkin	Board member <i>Development Committee member</i>	DC resident	July 2020	July 2022
Alejandra Sandoval	Board member (parent)	DC resident	March 2018	March 2022
Todd Shears	Board member <i>Finance Committee member</i>	DC resident	March 2016	March 2022
Nishit (Nick) Sheth	Board Treasurer <i>Finance Committee chair</i>	Non-DC resident	November 2015	November 2021
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

As of June 30, 2020

Comparative Balance Sheet		6/30/2019	6/30/2020
Assets		Last Year	Current
Assets			
Current Assets			
Cash		10,270,637	11,988,406
Accounts Receivable		368,639	454,700
Other Current Assets		5,382,438	5,430,645
Intercompany Transfers		0	0
Total Current Assets		16,021,714	17,873,751
Noncurrent Assets			
Facilities, Net		1,642,343	1,576,727
Operating Fixed Assets, Net		481,175	670,726
Rental Deductions		516,564	624,814
Total Noncurrent Assets		2,640,082	2,872,268
Total Assets		18,661,796	20,746,019
Liabilities and Equity		Last Year	Current
Liabilities and Equity			
Current Liabilities			
Accounts Payable		730,679	891,532
Other Current Liabilities		947,998	1,081,079
Accrued Salaries and Benefits		34,541	21,374
Total Current Liabilities		1,713,219	1,993,985
Equity			
Unrestricted Net Assets		15,333,284	15,375,127
Net Income		(6,946)	1,838,884
Temporarily Restricted Net Assets		81,667	32,878
Total Equity		15,408,006	17,246,889
Long-Term Liabilities			
Senior Debt		19,550	13,975
Other Long-Term Liabilities		1,521,022	1,491,169
Total Long-Term Liabilities		1,540,571	1,505,145
Total Liabilities and Equity		18,661,796	20,746,019

Income Statement

Briya Public Charter School

July 2019 through June 2020

	12 months through 6/30/20		
Income Statement	Actual	Budget	Variance
Revenue			
State and Local Revenue	11,419,299	10,577,302	841,997
Federal Revenue	289,455	284,706	4,750
Private Grants and Donations	382,300	216,500	165,800
Earned Fees	772,566	614,018	158,548
Donated Revenue	112,472	92,024	20,448
Total Revenue	12,976,092	11,784,550	1,191,542
Expenses			
Salaries	464,761	640,904	176,143
Benefits and Taxes	132,308	228,662	96,354
Contracted Staff	6,506,886	6,909,592	402,706
Staff-Related Costs	440,124	308,057	(132,068)
Rent	1,544,416	1,443,065	(101,351)
Occupancy Service	45,124	81,696	36,573
Direct Student Expense	519,207	506,587	(12,621)
Office & Business Expense	1,046,546	1,194,135	147,589
Donated Expense	20,448	0	(20,448)
Contingency	0	80,000	80,000
Total Expenses	10,719,820	11,392,697	672,877
Operating Income	2,256,272	391,852	1,864,420
Extraordinary Expenses			
Interest	76,967	76,902	(65)
Depreciation and Amortization	340,421	305,799	(34,622)
Total Extraordinary Expenses	417,388	382,701	(34,687)
Net Income	1,838,884	9,151	1,829,733
Cash Flow Statement	Actual	Budget	Variance
Net Income	1,838,884	9,151	1,829,733
Cash Flow Adjustments			
Add Depreciation	340,421	305,799	34,622
Operating Fixed Assets	(447,746)	(133,740)	(314,006)
Buildings	0	0	0
Other Operating Activities	37,576	2,559	35,017
Per-Pupil Adjustments	671	0	671
Facilities Project Adjustments	(52,037)	(55,427)	3,390
Total Cash Flow Adjustments	(121,115)	119,192	(240,306)
Change in Cash	1,717,769	128,343	1,589,426

APPENDIX D: Budget

Briya Public Charter School Budget July 2020- June 2021

Revenue	
State and Local Revenue	11,055,883
Federal Revenue	261,226
Private Grants and Donations	180,306
Earned Fees	580,183
Donated Revenue	94,785
Total Revenue	12,172,383
Operating Expense	
Salaries	475,745
Benefits and Taxes	175,813
Contracted Staff	7,526,992
Staff-Related Costs	261,121
Rent	1,444,453
Occupancy Service	188,043
Direct Student Expense	557,925
Office & Business Expense	1,142,195
Donated Expense	-
Contingency	150,000
Total Operating Expense	11,922,288
Net Operating Income	250,095
Interest, Depreciation	
Depreciation and Amortization	402,517
Interest	75,124
Total Expenses	12,399,929
Net Income	(227,547)