



Annual Report

2020-2021

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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 designed to meet the needs of parents with limited educational experience and limited literacy skills in their native language. Digital literacy is fully integrated within the adult education curriculum. 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 and goals 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 utilizes 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.

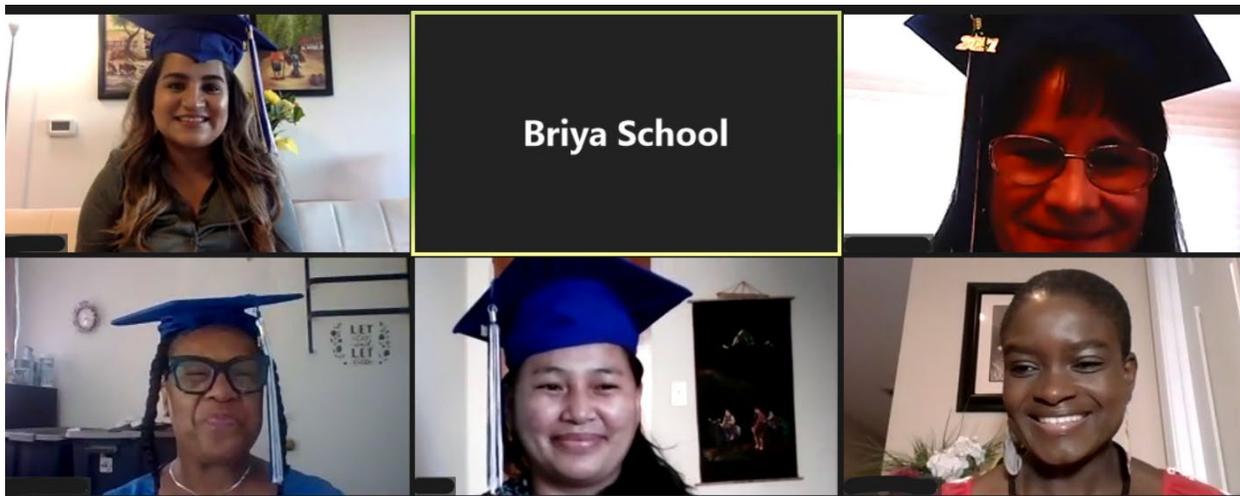
The Briya pre-kindergarten program provides children with a comprehensive early childhood education in a dual language immersion, inclusion model. The curriculum is holistic and supports every area of development and learning including language, literacy, social emotional, cognitive, physical development, 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 unique experiences and cultures. Teachers utilize principles of emergent curriculum, Reggio-inspired materials, a comprehensive

curriculum aligned to standards-based goals and objectives, ongoing assessment, and daily interaction and collaboration with families, to prepare children to succeed in kindergarten and beyond. Study topics for School Year (SY) 20-21 focused on nature-based themes that were adapted for hybrid virtual and in-person instruction.

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 environments. Family sessions provide ideas for learning materials and experiences that can be extended or adapted to informal learning at home and in the community. Sessions also include a literacy component that addresses foundational early literacy skills in an interactive manner between teachers, children, and parents.

Through co-created learning experiences, a strong focus on oral language, warm respectful relationships with children and their families, a whole child approach, and simultaneous child development education for adults, Briya builds a foundation for lifelong learning, strong parent-child relationships, and family engagement in children's education. Ninety-eight percent (98%) of Briya pre-k students are English language learners. The pre-k program is customized to promote rich oral language development with connections to home languages and to capture the interests of these learners. Family Time unites early childhood and adult education as parents participate in a child-centered learning environment and use engaging materials to have playful learning experiences that promote language, literacy, and cognitive skills.

The school also offers a Child Development Associate (CDA) program for adults who want to work in the field of early childhood education. The CDA program enables candidates to meet the eligibility requirements for the 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 important teachers. Child development and Family Time build on parents' own strengths, cultural backgrounds, and languages. Family time provides a structure and a consistent approach for parents to apply and build upon the child development concepts that they explore in adult classes, in a child-centered learning space. 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. SY 20-21 provided more home connections than ever before, and particularly for children who only participated virtually, teachers had daily virtual encounters with both children and parents and a strong sense of students' home-life contexts. In SY 20-21, the weekly Child Development classes occurred virtually for adults in English, Spanish, Amharic, and French allowing parents from across four sites and within language groups to connect with one another for some much-needed adult support. Child Development themes included: Introduction to Child Development, Helping Your Child Access Distance Learning, Helping Your Child with Organization and Time Management, Screen Time Alternatives, Positive Discipline, Self-Care, Valuing Each Family's Story, Nutrition, School Choice and DC Lottery, Vaccine Awareness and Registration, Know Your Rights, Preventative Care, Mental Health and Wellness, and Summer Activities.

Additional parental involvement opportunities included student town hall meetings, Student Council, Student Outreach Ambassadors and Briya Voices for All advocacy group. Other services included one-on-one assistance with scheduling medical appointments, responding to health concerns, and navigating health insurance and other critical public benefits. Parents also accessed on-site individual, family, and group therapy through Mary's Center's School-Based Mental Health program at Briya.

Through the Student Council, adult students, who are also parents of Briya children, contributed to the school community, shared leadership in decision-making, and helped plan for future school 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.

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 regular Family Time and Child Development classes. These opportunities strengthen and unify the instructional program by providing a critical link between adult and early childhood education. This programming builds parents' confidence and deepens their understanding about ways to support their children's educational development.

Weekly Child Development classes in students' home languages provide regular opportunities for parents to share and learn from each other.

During Family Time activities, the concept of parents as children's first and most important teachers is enacted within the early childhood classrooms and during SY 20-21 this was enacted in a hybrid manner. For parents whose pre-K children participated in in-person outdoor learning they were able to have in-person activities. Parent-child programming was enacted via Zoom and video chats for families who opted for their children to remain in virtual learning. Child Development/Family Time topics, objectives, and materials are chosen based on developmental theory and research, student input and teacher reflection and observation.

Infants and toddlers of the learners in the adult education program also participate in early childhood programming. 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 families learning English. 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 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. Briya assesses whether students advance one or more levels from their entry Educational Functioning Level. Though conducting assessment during the pandemic was challenging the school adapted to continue to meet its charter goals. The school utilized a combination of remote and in person testing with COVID safety protocols to assess adult students.

The school utilizes the Family Reading Journal as a measure of family literacy. The Reading Journals and accompanying rubric document parents' use of strategies for oral reading with children. These

include 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. In SY 20-21 Briya adapted the Reading Journal tools to provide Reading Journal related instruction in a distance learning format. Teachers provided instruction, including video demonstrations, in multiple languages including Spanish, English, French and Amharic, and created Google forms to collect reading journal responses from adult learners.

Employment related content, integrated throughout all levels of the ESL/Two-Generation curriculum as well as workforce development programs, helped adults work toward employment goals amidst the challenges of the pandemic. Employment related data for charter goals was not collected by the DC Public Charter School Board for SY 20-21. Briya continued to work 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 is 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 20-21 passed the exam to earn their CDA credential. In addition, 100% of MA students who took the exam in SY 20-21 passed to earn their RMA credential. Despite the challenges of the pandemic, Briya supported 150 current and former CDA and MA students to earn 500 credentials and certificates important to employment in the fields of early childhood education or health care including the CDA credential, Registered Medical Assistant credential, CPR/First Aid, Child Abuse and Neglect, Prevention and Control of Infectious Diseases, Administration of Medication and more.



Early Childhood Assessment

Briya’s pre-k program 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 specific areas, teachers routinely monitored children’s progress in language, literacy, math, social emotional, physical and cognitive domains using the Teaching Strategies GOLD assessment system. Within the hybrid in person and virtual learning model of SY 20-21 the pre-K program

focused on capturing data related to literacy and math and developed new systems and procedures to gather data virtually. Briya reported literacy and math data to the PCSB and measured children’s growth relative to widely held expectations for their age/grade from fall to spring assessment in these areas. Briya also integrated pandemic-responsive social emotional practices and supports for children and families throughout the academic year and summer. The school did not report social emotional data due to the challenges of validly collecting this data in the context of virtual learning.

In alignment with the PCSB COVID-19 Impact Policy, Briya submitted charter data for SY 20-21. Results are included for the measures in which Briya was able to finalize data for internal analysis and for which PCSB requested data. Below is the list of charter goals. Business rules for the goals are detailed in the charter agreement.

Briya Public Charter School - Goals and Academic Achievement Expectations	Goal Met or Unmet	Progress Toward Goals
Early Childhood Program		
Literacy At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD literacy assessment.	Met	81.8% of PK students met or exceeded growth expectations from the fall to spring administration of the GOLD literacy assessment.
Math At least 75% of Pre-Kindergarten students will meet or exceed growth expectations from the fall to the spring administration of the GOLD math assessment.	Met	90.9% of PK students met or exceeded growth expectations from the fall to spring administration of the GOLD math assessment.
Social Emotional 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.	n/a	Data not submitted for SY 20-21 due to the challenges of validly collecting social emotional data during hybrid and virtual instruction.

Leading Indicator 80% of parents of pre-kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference.	Met	98.4% of parents of pre-kindergarteners enrolled for the full academic year attended at least one individual or group parent conference, exceeding the target.
Adult Education Program		
Student Progress 50% of students who post-test will increase at least one National Reporting System (NRS) Educational Functioning Level (EFL) that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.	Met	65.2% of students who post-tested increased at least one National Reporting System (NRS) Educational Functioning Level (EFL) that is one or more EFLs higher than the pre-test level on the Comprehensive Adult Student Assessment System exam.
College and Career Readiness 40% of students who are in the labor force but enter the program without a job will either a) obtain a job after exiting the program; b) obtain a job while they are enrolled in the program and still hold a job during the second quarter of exit from the program; or c) enroll in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	n/a	Data not submitted for SY 20-21.
College and Career Readiness 55% of learners who either a) enter the program with a job, or b) obtain a job after exit, will remain employed in the fourth quarter after program exit or enroll in postsecondary educational, occupational skills training program, or an apprenticeship training program.	n/a	Data not submitted for SY 20-21.
Leading Indicator In-seat attendance rate at or above 65%.	Met	Briya had an adult attendance rate of 72.2%.
Mission-Specific Goals		
70% of parents enrolled in the Two Generation Program for at least six months will score 5 or above on the Family Reading Journal Rubric.	Met	80.2% of adult students enrolled in the Two Generation Program for at least six months scored 5 or above on the Family Reading Journal Rubric.
50% of students who take the Early Childhood Studies Review certification exam or the Registered Medical Assistant exam during the program year will pass the certification exam.	Met	100% of students who took the Early Childhood Studies Review certification exam or the Registered Medical Assistant exam during the program year passed the certification exam.

3. Lessons Learned and Actions Taken

The following are lessons learned and actions taken based on data and input collected by the school including 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 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 pilot 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 20-21 Briya adapted the reading journal tools for use in a distance learning format. The tools included video demonstrations of the use of reading strategies in multiple languages and Google forms to collect student responses electronically.

Responding to student survey data indicating the need for flexibility in school schedules, Briya implemented a class schedule that enabled students to attend one of three class sessions a day. Depending on their schedule and the needs of their children who were home due to the pandemic, adult students could choose the best time to attend that given day. Additionally, adult students determined when within the week to complete weekly teacher-designed asynchronous assignments.

The Briya 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. At the start of the pandemic 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 mimic the small group work that would have occurred in the classroom. In SY 20-21, 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.



For SY 20-21, the CDA program moved to utilizing Schoology as the program's Learning Management System (LMS). Through Schoology, students were able to engage synchronously and asynchronously with CDA content, communicate within their class, create portfolios, and monitor progress. Ability to use an LMS is a key skill that will be required in post-secondary education. This is one of the ways in which Briya is facilitating a smooth transition to post-secondary for students.

Planning for SY 20-21 involved intentionally prioritizing in-person learning for students who needed it most. Briya therefore decided to bring its youngest students back to in-person learning in August 2020 and offered on-site outdoor learning throughout the school year for pre-K students. Throughout this unprecedented school year, the two-generation approach continued to shape the design of hybrid learning and there was a strong focus on provision of individualized learning materials for use at school and at home. Children who came on site had their own sets of materials and children who were all virtual received sets of learning materials monthly which helped with engagement during synchronous learning. Briya created new materials and systems to ensure that there would also be accessible ways for parents to guide children's learning at home. In addition to daily synchronous instruction, staff also regularly made videos in Spanish, English, and Amharic. Topics of study and learning objectives were chosen and then customized to meet the unique context of both outdoor and virtual learning. The program identified early on that it was essential to organize and disseminate family guidance in simple ways. Pre-K students followed a weekly literacy and math schedule that supported ease of use by both teachers and families.

The pre-K program engaged in multi-day evaluation of the prior school year's pandemic programming and applied these lessons learned to SY 20-21. The program took the most successful learning experiences and activities from the school's internally developed curriculum guide to expand the instructional scope and design to have a nature-based focus and incorporate trauma-informed practices in an outdoor learning setting. The design also included increased amounts of synchronous learning for families who chose to remain in virtual learning. The program continued to use project-based frameworks for vocabulary instruction, early reading and writing skills, math, scientific inquiry skills, and social emotional support in a developmentally, culturally, and linguistically responsive manner.

Parent Involvement

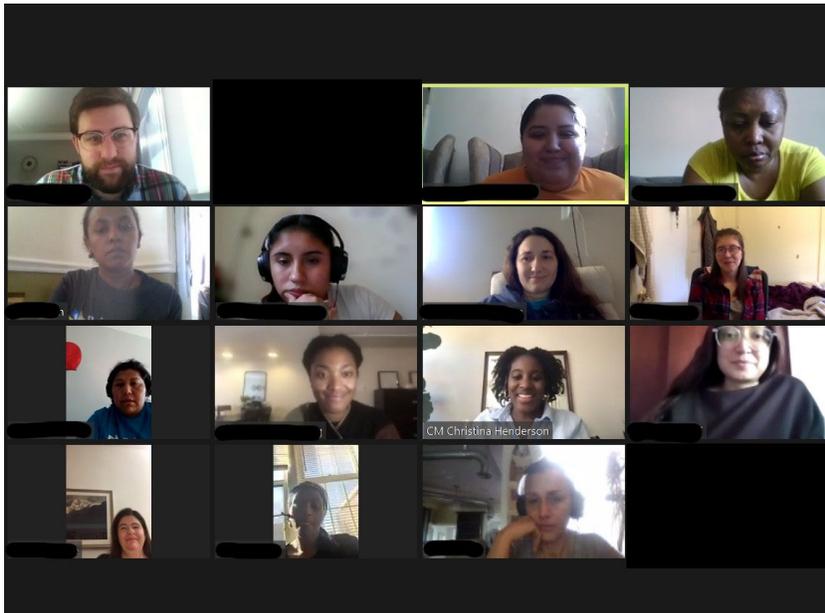
The fundamental belief that parents are their children's most important teachers was operationalized in various ways that met the challenges associated with the COVID-19 pandemic. Per the two-generation model of Briya, parents always play an active role in the pre-k program and the year usually starts with home visits. During SY 20-21 those visits took place virtually, and yet with the same goal and purpose, to welcome parents into a long-term educational partnership. It was essential that during these uncertain and challenging times each family feel a sense of belonging in their school community to maximize engagement and maintain relationships and social connections.

Parents assumed even greater roles as academic guides of their children during the past year of hybrid instruction. Through technology, teachers had regular virtual glimpses into the daily lives of their young students and families. This presented opportunities for home-school partnerships, and the additional insights gained by teachers helped them to better individualize instruction and support for the unique needs of each child.

Throughout the school year, parents participated in three virtual parent-teacher meetings designed to help both teacher and parent share observations about children and for parents to better understand the assessment system used to measure and strengthen children's skills and knowledge. Parents and teachers also set goals together during these meetings.

Briya provided parent leadership coaching and support through Student Council and other opportunities throughout the school year. Briya's Student Council representatives from 21 ESL and CDA classes plus parent representatives from five PreK classes participated in two virtual meetings this school year. Student services team members met with representatives throughout the year to provide support and coaching. Over 140 parent leaders joined town hall meetings to share input on Briya's school design. Briya parents also took on additional leadership roles serving as Board

members, Outreach Ambassadors and Student Advocates, and these groups thrived during the pandemic.



Adult students harnessed the advocacy skills, English language skills, and child development knowledge gained to take action in the community to advocate for their rights and the rights of their children. For example, student leaders from Briya's student advocates group, Briya Voices for All, participated in multiple advocacy actions, including testifying at DC Council hearings, meeting with DC Council members and

community leaders, engaging in digital activism through social media and speaking out through media interviews. The group focused primarily on changes to DC Healthcare Alliance and economic relief for excluded workers.

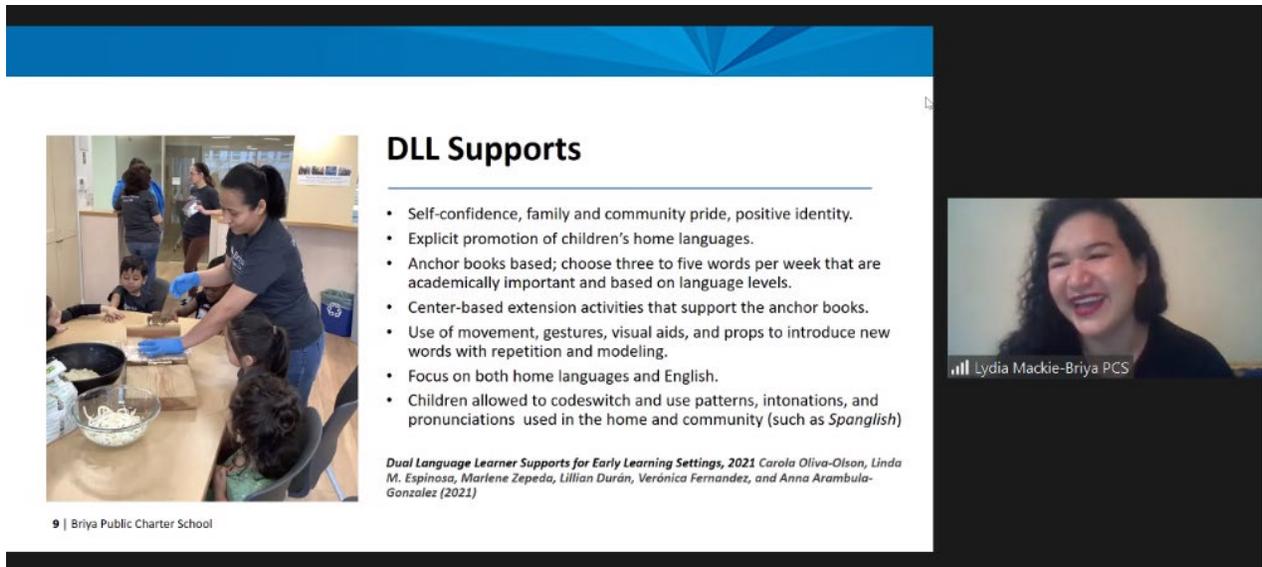
Adult students participated in a variety of activities to support and advocate for their children as they transition from our early childhood education program to the K-12 system. These included class presentations about how to choose a school, an elementary school choice panel of representatives from various public schools and individual meetings with staff members to discuss school options and complete school lottery applications.

Briya continued a 65-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, participated in student orientation classes to welcome new students, and helped new students in the virtual classes. They also supported the school by sharing their experience during virtual information sessions for prospective students. In addition, Student Ambassadors shared their success stories at special events like the virtual Briya Recognition Ceremonies, Facebook Live sessions, and the first Alumni Reunion. Finally, the Ambassadors advocated for the educational and social-economic needs of their families and their peers by testifying during DC Council hearings as well as sending Tweets and e-mails to DC Councilmembers.

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. ESL level teams collaborated weekly throughout the year to tailor instruction to the current lived experiences of adult learners and to gain new skills in providing high quality instruction virtually. 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. Briya adult education staff presented to national audiences through COABE and World Education events and authored an article in the COABE Journal.

All adult education teachers participated in structured professional development throughout the year. Recognizing the professional development needs and flexibility required of teachers during SY 20-21, Briya's class schedule was designed to build in weekly professional development time for teachers. During these sessions, teachers gained digital instructional skills to effectively teach and equip learners to be successful in a fully digital learning environment and to support their children. Along with professional development topics focused on utilizing technology and instructional technology in virtual learning, teachers engaged in several workshops to advance Briya's anti-bias work, including Upstander Training for classroom teachers and integrating "Teaching Tolerance Anti Bias Framework" within the Briya adult education curriculum. Teachers strengthened their instructional skills through professional development on situational learning and teaching, learning transfer and hybrid lesson planning. Furthermore, adult education teachers participated in workshops as part of the COABE conference.



DLL Supports

- Self-confidence, family and community pride, positive identity.
- Explicit promotion of children's home languages.
- Anchor books based; choose three to five words per week that are academically important and based on language levels.
- Center-based extension activities that support the anchor books.
- Use of movement, gestures, visual aids, and props to introduce new words with repetition and modeling.
- Focus on both home languages and English.
- Children allowed to codeswitch and use patterns, intonations, and pronunciations used in the home and community (such as *Spanglish*)

Dual Language Learner Supports for Early Learning Settings, 2021 Carola Oliva-Olson, Linda M. Espinosa, Marlene Zepeda, Lillian Durán, Verónica Fernández, and Anna Arambula-Gonzalez (2021)

9 | Briya Public Charter School

Lydia Mackie-Briya PCS

Early childhood teacher professional development for SY 20-21 was primarily conducted virtually and covered a variety of topics with the following focus areas being the most prominent: outdoor nature-based learning, trauma informed practice, applying an anti-bias equity lens to early childhood teaching and learning, visible thinking and playful learning (Project Zero), integration of dual language strategies into virtual learning, and technology engagement strategies. Early childhood teachers also maintained strong connections and consultations with speech and behavior specialists as well as an early childhood mental health clinician to support each child and co-create and monitor

plans to meet those needs. Briya utilized technology effectively for professional development and strove to create communities of learners and action researchers amongst staff working on common goals. One silver lining during the challenging year was the increased contact and collaboration among staff from different sites. Pre-k teachers held regular virtual sessions with each other in which they took turns choosing and leading the topic by sharing innovations, evidence, student artifacts, and other documentation from their respective classrooms. Some staff also participated in local or national conferences and training sessions. Lydia Mackie and Carlos Quintanilla presented a session entitled “Enhance Learning Through Sensory and Kinesthetic Experiences: El Proyecto del Pan” at the OSSE Multilingual Conference. Multiple teachers presented sessions at the Remake Learning Festival. Kerstin Schmidt and Alejandra Cardenas presented “How Does this Work?”, and Patti Alexander and Noelani Mussman presented “Rethinking and Zooming in on the Project Approach: Introducing Maker Thinking to Pre-K Students and their Families.”

Student Services team members participated in numerous professional development sessions to develop skills and strengthen connections with community partners. Topics included motivational interviewing, mandated reporting, child sexual abuse prevention, domestic violence, trauma stewardship, anti-racism, housing access and tenant protections, public benefits, 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 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, Safe Shores, and several Mary’s Center teams to strengthen partnership work.

B. Unique Accomplishments



To meet the needs of Briya’s adult students, who due to the pandemic became their children’s at-home teachers, Briya focused significant efforts in ensuring that students were able to support their children’s education, advance their own education and nurture their learning community. To ensure that our families were able to access online learning, Briya distributed 800 devices and facilitated 213 internet connections for Briya families. To facilitate online learning, Briya taught adults 89 essential technology skills in addition to ESL and Child development. Briya teachers designed instruction that was appropriate and relevant for parents to do while at home with their children and welcomed students’ children into the synchronous lessons.

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 adult students to attain their high school diplomas.

To support college transitions for our workforce students, Briya continued to advance our partnerships with Trinity Washington University (TWU) and the University of the District of Columbia. Both UDC and TWU use the CDA credential to waive six credits (two classes) in 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.

Responding to the changing healthcare landscape, Briya's Medical Assistant program, in partnership with Mary's Center, developed an innovative telehealth externship which enabled our students to gain their externship hours at a time when onsite opportunities were curtailed due to COVID and gain highly relevant experience for the future of healthcare.

Briya invested heavily in outdoor learning during SY 20-21 not only as a COVID risk mitigation strategy but also as a best practice and curricular and instructional innovation that had been a goal even prior to the pandemic. Two staff members were actively involved with local and national outdoor learning advocates and were regular attendees and then presenters for Green School Yards network and working groups. This deep commitment to outdoor learning and ability to enact campus-level changes and outdoor space improvements such as preparing garden beds, cutting back bushes, putting up sunroofs and tents, outdoor sinks, and more enabled Briya to bring children back to in-person learning in a safe manner from the beginning of the school year.

Briya also deepened its interest and engagement with the DC-based Project Zero affinity group. In July Briya was selected to be part of the 21-22 DC Area Playful Schools Network comprised of teams of educators from eight schools to explore the promises and practices of playful learning over the course of the academic year. The Professional Development Collaborative at Washington International School serves as the convener of the Playful Schools Network and is co-led by Jim Reese of WIS and Cynthia Robinson-Rivers, Head of Van Ness Elementary School (DCPS). The DC-area network is part of a worldwide initiative supported by the LEGO Foundation in Billund, Denmark.

Briya made substantial updates to the outdoor space at Fort Totten, Sharpe, and Ontario 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, and took guidance from OSSE and our gardening instructor. The school greatly enhanced our nature-based play spaces to be responsive to the new health and safety guidance and to 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 was again awarded a three-year 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 link together a network of services that builds on the strengths of a community to meet the diverse needs of families. The Consortium utilized its two-generation, seamless continuum of comprehensive services to meet families' academic and non-academic needs, such as healthcare, social-emotional wellness, leadership skills and economic growth. In addition to educational programming, the Consortium

provided primary medical and dental care, mental health prevention and treatment services, and programs designed to facilitate parent engagement, promote parental leadership in the school, 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 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 legal representation to eligible families. Finally, Briya contracted with an employment specialist to provide job skills training and connections to employment opportunities.

C. List of Donors and Grantors

Contributor	Amount
Mary's Center (Child Care Reopening Pass-Through grant)	\$1,336,213.96
Office of the State Superintendent of Education	\$675,618.62
Office of Mayor Muriel Bowser	\$189,070.64
National Center for Families Learning	\$65,423.88
Richard E. and Nancy P. Marriott Foundation	\$65,000.00
Greater Washington Community Foundation	\$27,060.00
Aspen Institute	\$25,000.00
Washington Area Women's Foundation	\$15,000.00
Share Fund	\$10,000.00
DC Education Equity Fund	\$10,000.00
Rona & Jeffrey Abramson Foundation	\$10,000.00
Share Our Strength	\$10,000.00
Glenn Young	\$10,000.00
Michael Wolf	\$10,000.00
Equity in Early Learning	\$6,250.00
Judy Bonderman	\$6,000.00
Apple Tree Institute for Education	\$1,000.00
Lisa Chapin	\$1,000.00
Elizabeth Bergner	\$1,000.00
Community House Church	\$500.00
The Benevity Community Impact Fund	\$500.00
Lily and Arthur McGill	\$500.00
Karl Schmidt	\$500.00
Patricia Hunter	\$500.00
Caroline Watkins	\$500.00
Charles Robison	\$500.00
Lea Ramer	\$500.00

Data Report

School Year (SY) 2020-21 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: 745

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	34	32	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	679	0

Student Data Points

Source	Data Point
School	Total number of instructional days: Briya provided 180 instructional days in SY 20-21. Special programs with alternate calendars included Adult CDA/Two Gen: 177 days, Adult CDA Evening: 146 days, Adult MA Evening: 15 days (June only)
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: 73.3%
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 (SY19-20)	Graduation Rate: Not Applicable
School (SY19-20)	College Acceptance Rate: Not Applicable
School (SY19-20)	College Admission Test Score: Not Applicable

APPENDIX A: Staff Roster

Briya's success 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, 74% 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, 60% of teachers have master's degrees while the rest have bachelor's degrees. PK teachers have an average of 12 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	English Spanish
Bowman	Elizabeth	Senior Director of Adult Education	2017	English
Castro-Trujillo	Maria	CDA Coordinator and Instructor	2015	English Spanish
Clay	Darryl	Director of Operations	2021	English
Cort Horne	Matoya	Medical Assistant Program Coordinator	2021	English Spanish
Cruz Perez	Berta	Senior IT Manager	1999	English Spanish
Guardado	Mirna	Administrative Manager	2002	English Spanish
Hertzler	Karen	Accountability Director	2003	English Spanish
Ihaza	Jodi	Director of Charter School Data	2011	English Spanish
Izurieta	Geovanna	Director of Finance	2019	English Spanish Portuguese
Johnson	Magdalena	Director of Early Childhood	2014	German English Spanish
Kittleson	Judy	Sharpe Coordinator and NEDP Manager	2005	English Spanish
Luceno	Lisa	Senior Director of Early Childhood Strategy	2004	English Spanish
McKay	Christie	Executive Director	1999	English Spanish
Mintz	Stephanie	Community Schools/Student Services Coordinator	2014	English Spanish

Mussman	Noelani	Director of Professional Development and Academic Support	2012	English Spanish
Preheim	Lorie	Director of Outreach & Adult Education Strategy	1999	English Spanish

*Year began at Briya or predecessor program. 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	English Spanish Somali
Alexander	Patricia	Pre-K Master Teacher and Inclusion Specialist	2015	English Spanish
Alvarado Granados	Luis	Student Recruitment	2018	English Spanish
Araujo	Clara	Outreach and Registration Specialist	2018	English Spanish
Atnafu	Meseret	Early Childhood Teacher Assistant (Pre-K)	2013	English Amharic
Barlett	Devon	School Garden Educator	2019	English
Benavides	Lourdes	Administrative Coordinator	2013	English Spanish
Benavides De Coreas	Flor	Student Recruitment and Administrative Assistant	2020	Spanish
Beres	Olivia	Adult Education Digital Integration Fellow	2020	English
Bergner	Elizabeth	Adult Education Lead Teacher	2015	English Spanish Portuguese
Brennan	Kendall	Briya Fellow- Adult Education	2019	English
Caldwell	Sofia	Special Ed Specialist Behavior Analyst	2014	English
Cardenas	Maria	Pre-K Lead Teacher	2018	English Spanish
Castro-Trujillo	Maria	CDA Coordinator and Instructor	2015	English Spanish
Cerullo	Billy	Student Services Coordinator and Leadership Coordinator	2018	English Spanish
Chavez	Daniel	Adult Education Lead Teacher	2020	English Spanish

Cruz	Genesis	Community Health Navigator	2019	English Spanish
De Molero	Maribi	Associate Instructor	2019	English Spanish
Delgado	Diana	Student Recruitment	2019	English Spanish
DePaula	Maria Das G. C.	CDA Coordinator and Founder	2001	English Spanish Portuguese
Diaz Alvarez	Kenny	IT Manager of Distance Learning	2017	English Spanish
Diaz Alvarez	Pedro	Administrator and Workforce IT Manager	2017	English Spanish
Diaz Alvarez	Percy	IT Campus Manager	2017	English Spanish
Dorendorf	Isaiah	Medical Assistant Program Lead Teacher	2021	English
Dorendorf	Marlee	Adult Education Lead Teacher	2017	English Spanish
Duran	Solange	Applied Behavior Analyst	2020	English Spanish
Escamilla	Shiela	Pre-K Lead Teacher	2014	English Spanish Tagalog
Evarts	Elaine	Adult Education Lead Teacher	2018	English Spanish
Faloni	Mark	Adult Education Lead Teacher	2004	English Spanish
Fawcett	Elizabeth	Adult Education Fellow	2020	English
Flores de Montero	Lucia	Early Childhood Associate	2012	English Spanish
Flores-Lazo	Wendy	Student Services Coordinator	2019	English Spanish
Galvez	Telma	Early Childhood Teacher Assistant (Pre-K)	2018	Spanish
Garcia	Michelle	Student Services Coordinator	2021	English Spanish
Goldman	Shauna	CDA Instructor	2016	English
Gomez	Katia	Inclusion and PD Specialist	2008	English Spanish
Guardado	Moris	IT Education Support Specialist	2019	English Spanish
Guardado	Wendy	Administrative Manager	2004	English Spanish

Hawkins	Allison	Pre-K Lead Teacher	2019	English
Hunter	Lauren	Adult Education Fellow	2020	English
James	Frances	Student Recruitment and Outreach Coordinator	2020	English
Kushner	Beth	Adult Career Transition Coordinator	2017	English
Macheel	Anne	Adult Education Lead Teacher	2017	English Spanish Portuguese
Mackie	Lydia	Outdoor Curriculum and Student Support Specialist	2018	English Portuguese Turkish Spanish
Mahfouz	Melissa	Remote Tester and Adult Education Student Advisor	2016	English Spanish Arabic
Marin	Sandra	CASAS Coordinator	2012	English Spanish
Meinel	Elizabeth	Adult Education Lead Teacher	2018	English Spanish
Morris	Alexandra	Pre- K Lead Teacher	2020	English
Ngako-Wotcho	Mireille	Outreach Assistant	2006	English French
Nunez	Milagro	Student Recruitment	2018	Spanish
Pease	Alicia	Adult Education Lead Teacher	2014	English Spanish
Perez-Chavez	Eduardo	IT Specialist	2017	English Spanish
Plotnikov	Alexandra	Adult Education Lead Teacher	2021	English Russian Spanish
Prater	Emily	Master Math Teacher and Coach	2019	English French Japanese Spanish
Quintanilla	Carlos	Pre-K Lead Teacher	2011	English Spanish Portuguese
Ramer	Lea	Administrative Coordinator	2020	English Spanish
Reuber	Paige	Adult Education Coordinator and Lead Teacher	2010	English Spanish

Rivas De Rivera	Lucia	Dedicated Aid	2019	Spanish
Rivera-Martinez	Kimberly	Administrative Coordinator	2015	English Spanish
Rosenberg	Jessica	Adult Education Coordinator	2011	English Spanish French
Sadownick	Jamey	Technology Integration Coordinator	2017	English
Salmeron Pastora	Martin	IT Specialist	2020	English Spanish
Sanchez	Silvia	Early Childhood Teacher Assistant (Pre-K)	2021	Spanish
Sandoval	Nury	Pre-K Master Teacher and Inclusion Specialist	2012	English Spanish
Schmidt	Kerstin	Pre-K Master Teacher	2018	English
Schuetz	Erica	Adult Education Advisor and NEDP Advisor Assessor	2020	English
Shaw	Catherine	Student Recruitment	2014	English
Toure	Barbara	Adult Educational Instructional Coach and Supervisor	2010	English Spanish French
Trout	Danielle	Occupational Therapist	2019	English
Ulseth	Johanna	Student Services Coordinator	2018	English Spanish
Vaccalluzzo	Marisa	Speech and Language Pathologist	2017	English Spanish
Valenzuela	Ivana	Registration Manager	2015	English Spanish
Velazquez Rangel	Martha	Pre-K Lead Teacher	2017	English Spanish
Weemaes	Jillian	Briya Fellow- Adult Education	2019	English Spanish
Williams	Michael	IT Education Support Specialist	2017	English
Wittkowski	Kirsten	Adult Education Coordinator and Lead Teacher	2016	English Spanish Portuguese
Zelaya	Claudia	Student Services Coordinator	2019	English Spanish

*Year began at Briya or predecessor program. Briya PCS was chartered in 2005 and enrolled students in 2006.

APPENDIX B: Board Roster

Briya Public Charter School: Board of Trustees Directory				
As of September 1, 2021				
Name	Position/Committee	Dc Resident/ Non-DC Resident	Date of Appointment	Term End Date
Daniela Grigioni-Carozza	Board Chair/ Development Committee member	DC Resident	September 2018	September 2022
Doris Garay	Board Vice Chair/ Academic Committee member	Non-DC Resident	January 2017	January 2021
Flor Buruca	Board member (parent)/ Academic Committee member	DC Resident	March 2018	March 2022
Cara Sklar	Board member/ Research Committee member	DC Resident	January 2020	January 2022
Brenda Martinez	Board member/ Finance Committee member	DC Resident	May 2021	May 2023
Judy Mortrude	Board member/ Research Committee member	DC Resident	September 2019	September 2022
Thomas Gerkin	Board member/ Development Committee member	DC Resident	July 2020	July 2022
Alejandra Sandoval	Board member (parent)	DC Resident	March 2018	March 2022
Ji Sung Yang	Board member/ Development Committee member	Non-DC Resident	July 2021	July 2023
Nishit (Nick) Sheth	Board Treasurer/ Finance Committee chair	Non-DC Resident	November 2015	November 2021
Deborah Spitz	Board member/ Academic Committee member	Non-DC Resident	January 2015	January 2021

APPENDIX C: Financial Statement

Balance Sheet
Briya Public Charter School
As of June 30, 2021*

Comparative Balance Sheet	6/30/2020	6/30/2021
Assets		
Assets		
Current Assets		
Cash	11,988,406	13,515,848
Accounts Receivable	454,700	841,858
Other Current Assets	5,430,645	6,404,609
Intercompany Transfers	0	0
Total Current Assets	17,873,751	20,762,316
Noncurrent Assets		
Facilities, Net	1,576,727	1,492,231
Operating Fixed Assets, Net	670,726	403,662
Rental Deductions	624,814	725,185
Total Noncurrent Assets	2,872,268	2,621,078
Total Assets	20,746,019	23,383,394
Liabilities and Equity		
Liabilities and Equity		
Current Liabilities		
Accounts Payable	891,532	952,137
Other Current Liabilities	1,081,079	1,250,485
Accrued Salaries and Benefits	21,374	41,781
Total Current Liabilities	1,993,985	2,244,403
Equity		
Unrestricted Net Assets	15,375,127	17,101,342
Net Income	1,838,884	2,425,220
Temporarily Restricted Net Assets	32,878	145,547
Total Equity	17,246,889	19,672,110
Long-Term Liabilities		
Other Long-Term Liabilities	1,505,145	1,466,881
Total Long-Term Liabilities	1,505,145	1,466,881
Total Liabilities and Equity	20,746,019	23,383,394

**Unaudited financial statements*

Income Statement
Briya Public Charter School
July 2020 through June 2021*

Income Statement	12 months through 6/30/21		
	Actual	Budget	Variance
Revenue			
State and Local Revenue	11,661,548	11,055,883	605,665
Federal Revenue	224,143	261,226	(37,083)
Private Grants and Donations	1,640,978	180,306	1,460,672
Earned Fees	1,446,458	580,183	866,275
Donated Revenue	94,785	94,785	0
Total Revenue	15,067,912	12,172,383	2,895,529
Expenses			
Salaries	438,400	475,745	37,345
Benefits and Taxes	117,952	175,813	57,861
Contracted Staff	6,887,155	7,526,991	639,836
Staff-Related Costs	400,873	261,121	(139,753)
Rent	1,444,266	1,444,453	188
Occupancy Service	13,103	188,043	174,941
Direct Student Expense	1,841,085	557,925	(1,283,160)
Office & Business Expense	1,011,473	1,142,196	130,723
Contingency	0	150,000	150,000
Total Expenses	12,154,307	11,922,287	(232,019)
Operating Income	2,913,606	250,096	2,663,510
Extraordinary Expenses			
Interest	75,124	75,124	(0)
Depreciation and Amortization	413,261	402,517	(10,743)
Total Extraordinary Expenses	488,385	477,642	(10,744)
Net Income	2,425,220	(227,546)	2,652,766

**Unaudited financial statements*

APPENDIX D: Budget

FY22 Budget
Briya Public Charter School
July 1, 2021 - June 30, 2022

Revenue	
State and Local Revenue	11,406,990
Federal Revenue	965,387
Private Grants and Donations	260,312
Earned Fees	537,650
Donated Revenue	97,629
<u>Revenue Total</u>	<u>13,267,967</u>
Expenses	
Salaries	538,560
Benefits and Taxes	213,186
Contracted Staff	8,341,178
Staff-Related Costs	305,536
Rent	1,468,552
Occupancy Service	185,321
Direct Student Expense	586,083
Office & Business Expense	1,325,083
Contingency	150,000
<u>Expenses Total</u>	<u>13,113,500</u>
NET ORDINARY INCOME	154,467
Extraordinary Expenses	
Depreciation and Amortization	299,444
Interest	73,201
<u>Extraordinary Expenses Total</u>	<u>372,646</u>
TOTAL EXPENSES	13,486,146
NET INCOME	(218,179)