



Annual Report

2021-2022

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

Daniela Grigioni-Carozza
Board Chair

Table of Contents

Annual Report Narrative	1
I. School Description	1
A. Mission Statement	1
B. School Program	1
II. School Performance	4
A. Performance and Progress	4
B. Unique Accomplishments	11
C. List of Donors and Grantors	13
Data Report	14
Appendices	16
Appendix A: Staff Roster	
Appendix B: Board Roster	
Appendix C: Unaudited Year-end 2021-2022 Financial Statement	
Appendix D: Approved 2022-2023 Budget	

Briya Public Charter School Annual Report Narrative

I. School Description

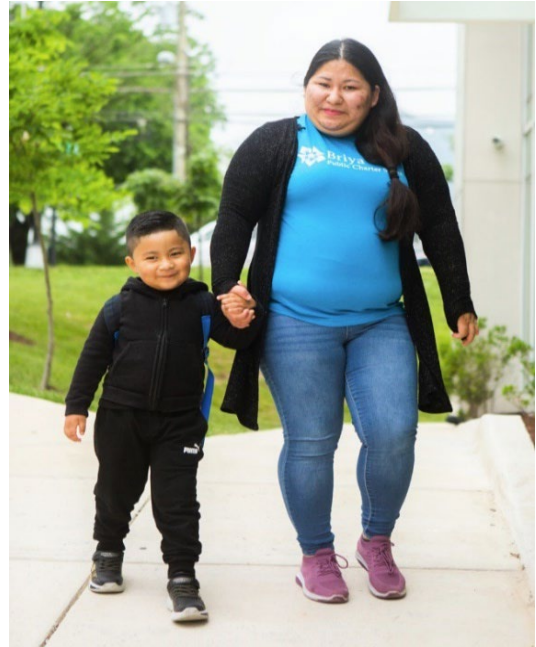
A. Mission Statement

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 acquire 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. This year study topics focused on nature and aligned with Briya's outdoor Reggio-inspired program. The outdoor program allowed for in person instruction for pre-K students for School Year (SY) 21-22 amidst the challenges of the ongoing pandemic.

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. All of Briya pre-K students were English learners in SY 21-22. 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.

Briya 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 RMA 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. Teachers also strengthen the home-school connection through parent-teacher conferences held three times per year and through engaging newsletters for families.

Child Development classes for parents are provided in English, Spanish, Amharic, and French. Child Development themes for SY 21-22 included: Introduction to Child Development, Screen Time Alternatives, Positive Discipline, Self-Care, Valuing Each Family's Story, Nutrition, School Choice and DC School Lottery, Know Your Rights, Preventative Care, Mental Health and Wellness, and Summer Activities.

Additional parental involvement opportunities include student town hall meetings, Student Council, Student Outreach Ambassadors and the Briya Voices for All advocacy group. Other services include one-on-one assistance with scheduling medical appointments, responding to health concerns, and navigating health insurance and other critical public benefits. Parents also access 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, contribute to the school community, share leadership in decision-making, and help plan for future school development. Adult students also learn the process of representative government through the election of their class representatives to the Student Council and by expressing their needs and their children's needs to council members in class meetings. Following class meetings Student Council representatives from each class meet 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.



Family integration at Briya occurs in various ways. Typically, weekly Family Time sessions that bring parents and children together in early childhood learning environments are a key way to enact the concept of parents as children's first and most important teachers. During SY 21-22 Briya was able to include these core family integration activities in a manner that also prioritized health and safety while the world waited for a vaccine for young children. Briya developed a whole suite of weekly programming for parents that connected early childhood to adult learning called Family Fridays. Each week parents participated in a virtual child development class derived from developmental theory, research, and student input. Parents who brought children to Briya on site participated in a combination of hands-on early childhood workshops with a brain-based curriculum and other wellness activities. The workshops were led by the Early Childhood leadership team at each campus. They included an interactive presentation that focused each month on a different schema with a focus on how to use sensory learning, knowledge about schemas, child observation and play, to leverage connection with children and nurture social emotional and academic skills. Frequently parents also made materials during workshops to take home and use with their children. At three of the four sites parents of infants, toddlers, and preschoolers took these workshops together and learned from each other. At the biggest site, Fort Totten, parents of infants/toddlers and preschoolers received the classes in separate classrooms and content was a bit more specific to their age. Each approach had advantages. Throughout the year parent surveys and class discussions were used to modify programming and content as needed.

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. In SY 21-22 the school continued to utilize 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. Teachers provided instruction, including video demonstrations, in multiple languages including Spanish, English, French and Amharic, and utilized 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, helps adults work toward employment goals amidst the challenges of the pandemic. Briya continued to work to support students whose employment was impacted by the pandemic through providing hybrid 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. 97.7% of CDA students or RMA students who took the credential exam in SY 21-22 passed the exam to earn their credential.

Despite the ongoing challenges of the pandemic, Briya supported 98 current and former CDA and MA students to earn 325 credentials and certificates important for employment in the fields of early childhood education or health care including the CDA credential, CPR, Child Abuse and Neglect, Mandated Reporter, Sudden Infant Death Syndrome, Shaken Baby Syndrome/Abusive Head Trauma, and ServSafe.

Briya provides an important support to local employers in the field of early childhood education. Based on follow up surveys of students in the labor force, 94% of CDA graduates were employed within 180 days of program completion and for at least 13 weeks. Examples of employers included: Briya PCS, Centronia, Bright Beginnings, Mundo Verde PCS and various child development homes and centers.

The Briya-Mary's Center partnership also continues to provide an important pipeline toward meeting the need for a bilingual health care workforce in the District of Columbia. Of Medical Assistants employed by Mary's Center in 2021, one-third were Briya MA graduates.

Early Childhood Assessment

Briya's pre-K program continued its use of comprehensive curriculum aligned with assessment that strengthened skills and knowledge in all key developmental and content areas. Throughout the year teachers routinely monitored children's progress in language, literacy, math, social emotional, physical, cognitive and English language learning domains using the Teaching Strategies GOLD assessment system. Briya reported literacy, math and social emotional 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. Additional assessments were used for screening, deeper dives into specific areas and diagnostics.

In alignment with the PCSB COVID-19 Impact Policy, Briya submitted charter data for SY 21-22 to the PCSB. Below is the list of charter goals and results for each measure.



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	91.8% of pre-K 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	93.9% of pre-K 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.	Met	100% of pre-K students met or exceeded growth expectations from the fall to spring administration of the GOLD social emotional assessment.
Leading Indicator 80% of parents of pre-Kindergarteners enrolled for the full academic year will attend at least one individual or group parent conference.	Met	100% 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	71.5% 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.	Met	69.1% of students who were in the labor force but entered the program without a job met the goal (preliminary data-PCSB data validation process pending)
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.	Met	91.3% of learners met the goal (preliminary data-PCSB data validation process pending)
Leading Indicator In-seat attendance rate at or above 65%.	Met	Briya had an adult attendance rate of 72.7%.
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	89.9% 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	97.7% 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 response to student survey data indicating the need for flexibility in school schedules, Briya implemented a hybrid schedule where adult learners in the ESL/Two Gen program attend in-person classes two days a week and virtual classes two days a week. The fifth day, Friday, included child development programming where learners had the opportunity to attend child development classes in their first language. Classes were facilitated in Spanish, French, and Amharic/Tigrinya by Briya alumni who have become staff members, as well as in English. This is fulfilling a long-term vision of having adult immigrant parents share their child rearing expertise and experience within the school community. Classes were offered in the morning and the afternoon to support parents' schedules.

Briya's adult ESL program continued to incorporate the "Futures" textbook series, 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 Futures as a foundational document for our Basic II through Advanced I courses. Futures includes a digital component that offers learners a chance to review concepts in an asynchronous setting, and Briya has supported learners' access to this tool in response to their desire for this targeted practice. Briya continues to ensure all adult learners are provided a Chromebook and access to the internet, and classes are designed to ensure learners have the practice and support they need to access learning in a virtual setting.

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. The Briya MA program returned to an in-person experience in June of 2021. The program was able to include in-person internships thanks to our partnership with Mary's Center as well as in-person externships with various community partners. MA students were able to utilize the Simulation Lab at Georgetown to gain hands-on skills and enjoyed many skills activities on-site with the support of Mary's Center Medical staff. CDA students enjoyed classes led by Briya Early Childhood staff who could share their expertise working with children through the pandemic. Additionally, through OSSE, Briya was introduced to DC Childcare Connections, an organization which supported the placement of Briya CDA students into various practicum sites throughout the city. Both the MA and CDA program continued to utilize Schoology as the Learning Management System, which helped the class to include asynchronous work as needed in a year that saw a rise and fall in COVID rates. This flexibility of programming and the increased agility of learners to transition between synchronous and asynchronous learning is an example of one of the ways Briya is ensuring learners are prepared to function well in an adapting world as we move through the pandemic.



The pre-K program created additional resources and tools for teachers to use in outdoor project-based learning, such as new study guides on Birds and on Plants, and utilized the feedback garnered from teachers in June 2021 to design programming and professional development for 21-22. Due to its multiple benefits Briya continued to offer a nature-based instructional focus and incorporated trauma-informed practices in an outdoor learning setting with multiple enhancements to infrastructure at each campus. 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 also met the continued challenges associated with the pandemic. Per the two-generation model of Briya, parents always play an active role in the pre-K program and thus SY 21-22 commenced with an intentional orientation process for parents to welcome them into a long-term educational partnership. The program continued with the essential goal that each family feel a sense of belonging in the school community to maximize engagement and recoup some of the connections that had been lost or diluted during the prior year of the pandemic.

Throughout the school year, parents participated in three parent-teacher meetings to help both teacher and parent share observations about children, take a closer look at children's current performance per the assessment system, and set collaborative goals to leverage both home and school experiences to strengthen children's skills and abilities. Parents took active roles in their children's education throughout the whole year and were supported via Briya's Family Fridays described in above sections.

Briya provided parent leadership coaching and support through Student Council and other opportunities throughout the school year. Briya's Student Council representatives from all ESL and workforce classes plus parent representatives from all pre-K classes participated in three virtual meetings this school year. Student services team members met with representatives throughout the year to provide support and coaching. Over 100 student leaders participated in Student Council meetings to give feedback and share ideas about school growth. Briya parents also took on additional leadership roles serving as Board members, student advocates and Outreach Ambassadors.



Adult students harnessed the advocacy skills, English language skills, and child development knowledge gained to act 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.

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 team 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 continued to engage nationally with adult education colleagues through journal contributions to COABE, World Education and the Microsoft Education blog.

All adult education teachers participated in structured professional development throughout the year. Moving to a hybrid class schedule, which allowed for smaller classes, the adult ed department was able to focus on more intense and targeted feedback to students. Professional development efforts centered on topics such as providing feedback in the virtual setting and utilizing education technology to target instruction. During these sessions, teachers gained digital instructional skills to utilize high-quality technology programs that supported learning objectives and scaffolded independent learning opportunities for students. Teachers were able to utilize formative assessment data built into programs to ensure their learners were meeting their goals.

Additionally, professional development efforts led to a program-wide evaluation of writing objectives where teachers built course-level writing rubrics to target writing instruction and ensure a logical progression through the writing objectives in the English courses at Briya. Along with professional development topics focused on utilizing instructional technology in virtual learning, and targeted feedback efforts, teachers engaged in several workshops to advance Briya's anti-bias work, including sessions on "Interrupting Bias" for classroom teachers and integrating "Teaching Tolerance Anti-Bias Framework" within the Briya adult education curriculum. Furthermore, adult education teachers participated in workshops as part of the COABE and TESOL conferences.

In SY 21-22 early childhood educators were able to deepen their knowledge and practice related to playful learning. A year-long partnership with Project Zero in DC enabled early childhood teachers to participate in a learning cohort with seven other DC public, charter, independent, and parochial schools. Teachers learned from Project Zero researchers via modules of inquiry related to play and applied their learning to outdoor instruction.

Early childhood teacher professional development for SY 21-22 covered a variety of topics and occurred both virtually and in-person with the goal of strengthening practice, building teacher collaboration across sites, and advancing annual goals. Topics covered in professional development sessions included: Outdoor nature-based learning (both through external trainers such as Food Prints and ERAFANS and internal professional development), sensory processing, anti-bias education, trauma informed practices, Making Learning Visible, MTSS framework, storytelling and language development and Natural Explorations with Art.

Some educators also presented sessions externally. Two staff presented a session on playful learning at the International Playful Schools Conference sponsored by the Lego Foundation in February 2022.

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



From November 2021 through March 2022, Briya staff worked on developing recommendations for an adapted school design for school year 2022-2023 based on current needs of Briya families and lessons learned during the pandemic. Staff collected and analyzed data from a variety of sources including staff focus groups, Student Council focus groups, external partner interviews, analyses of data (i.e., attendance, enrollment, persistence, recruitment, outcomes), meetings with early childhood parents, and student surveys. Staff used this input to plan Briya's instructional model for the 22-23 school year. The adapted model offers varied class schedules including expanded morning programming to better fit adult students' preferences, additional virtual instruction offered for some adult classes, and varied options for early childhood classes including aftercare for pre-K students.

Briya provides a highly supportive environment for staff. Based on staff surveys Briya and Mary's Center were awarded the Washington Post's 2022 Top Workplaces, a recognition of the best places to work in the Greater Washington region. This year we also received national recognition through this process. Data from this survey as well as a recent schoolwide wellness survey conducted through a partnership facilitated by OSSE, are being used to inform changes to staff wellness and support in SY 22-23.

Outdoor education was a core feature of early childhood programming in SY 21- 22. Learning outdoors provided the ideal learning modality for Briya's playful learning approach and trauma-informed practices. During 21-22 pre-service learning, pre-K teachers worked with Nature Club Kids to develop curriculum and engagement strategies focused on seasonal change and natural elements. Fresh Farm-FoodPrints instructed teachers on using the garden and hands-on exploration to drive curriculum and instruction. Briya leveraged various community partners including the District Department of Transportation (DDOT) Urban Forestry Division, High Times Farm, and the Mamie D Lee Community Garden. Chesapeake Environmental Center brought birds to the Ontario site to enhance the pre-K bird study, and children at the Sharpe site engaged with community partners at Annie's Ace Hardware to find materials and equipment for their garden study. OutTeach and Green Schoolyards provided invaluable guidance about outdoor learning spaces and environments and developing plans for nature spaces. Briya's early childhood leadership joined the DC Coalition for Equitable Outdoor Education, a group of networking organizations supporting each other to work on outdoor learning. The team successfully submitted two articles to NAEYC's national publication, YC (Young Children) to be published in SY 22-23.

In the area of creative arts enrichment, Briya offered five weekly creative arts classes through a partnership with Inspired Child including two classes called "Rainbow Dance," three visual arts classes, and two music arts classes called "Dancing with Books". Students at all sites benefited from the exposure to a range of teaching artists and educators, and teaching staff learned new strategies to incorporate into instruction.

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 adult students to attain their high school diplomas.

Briya's adult education program continued to teach essential technology skills in addition to ESL and child development. To ensure that adult students were able to access online learning, Briya distributed 924 devices (Chromebooks and laptops) and facilitated 232 internet connections through hotspots and access to discounted and free home internet services.

To support college transitions for 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 Child Development Associate credential to waive six credits (two classes) in pursuit of an AA degree. TWU awards medical assistant credential earners seven credits towards their associates 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.



Briya continued in year two of 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
Office of the State Superintendent of Education	\$2,108,390
Office of Mayor Muriel Bowser	\$204,525
National Center for Families Learning	\$174,970
Richard E. and Nancy P. Marriott Foundation	\$125,000
Jewish Federation of Greater Washington	\$69,864
Mary's Center	\$32,800
Share Fund	\$20,000
Galena-Yorktown Foundation	\$15,000
Rona and Jeffrey Abramson Foundation	\$15,000
Judith Bondermann	\$7,500
Lisa Chapin	\$4,000
Caela Barry	\$1,100
Lily Bradley	\$1,000
Washington International	\$1,000
Christie McKay	\$740
Community House Church	\$600
Chenyi Huang	\$500
Greater Washington Community Foundation	\$500
Kriste Metzger Gilbert	\$500
Nafees Clay	\$500
Nishit Sheth	\$500
Stephen Dalzell	\$500
Caroline Watkins	\$500
Charles Robison	\$500

Data Report

School Year (SY) 2021-22 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: 753

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	35	27	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	691	0

Student Data Points

Source	Data Point
School	Total number of instructional days: Briya's main instructional program provided 177 instructional days for Adult ESL/Two Gen students and 176 instructional days for pre-K students in SY 21-22. Special programs with alternate calendars included Adult CDA/Two Gen: 166 days, Adult CDA Evening 1: 133 days, Adult CDA Evening 2: 134 days, Adult Medical Assistant Evening: 183 days.
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 (SY20-21)	Graduation Rate: Not Applicable
School (SY20-21)	College Acceptance Rate: Not Applicable
School (SY20-21)	College Admission Test Score: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 9%
School	Number of Teachers: 34
School	Teacher Salary: Average: \$ 64,870.31 Range -- Minimum: \$ 48, 448.00 Maximum: \$ 99,616.14
School	Executive Compensation: Salaries (including bonuses) of the five most highly compensated individuals in the organization, if over \$100,000, for SY 2021-22. Executive Director: \$124,618 Director of Outreach & Adult Education Strategy: \$109,142 Coordinator and NEDP Manager: \$108,133 Academic Dean: \$104,160 Adult Education Lead Teacher: \$101,500 These staff bring an average of 26 years of experience to Briya.

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, 70% 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 pre-K program, 64% of teachers have master's degrees while the rest have bachelor's degrees. Pre-K 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
Cruz Perez	Berta	Senior IT Manager	1999	English, Spanish
McKay	Christie	Executive Director	1999	English, Spanish
Castro-Trujillo	Maria	CDA Coordinator and Instructor	2015	English, Spanish
Clay	Darryl	Director of Operations	2021	English
Bowman	Elizabeth	Academic Dean	2017	English
Izurieta	Geovanna	Director of Finance	2019	English, Spanish
Dalzell	Jennifer	Director of Adult Education	2021	English, Spanish
Ihaza	Jodi	Director of Charter School Data	2011	English, Spanish
Kittleson	Judy	Coordinator and NEDP Manager	2005	English, Spanish
Hertzler	Karen	Director of Accountability	2003	English, Spanish
Johnson	Magdalena	Director of Early Childhood	2014	English, German, Spanish
Luceno	Lisa	Senior Director of Early Childhood Strategy	2004	English, Spanish
Preheim	Lorie	Director of Outreach & Adult Education Strategy	1999	English, Spanish
Cort Horne	Matoya	Medical Assistant Program Coordinator	2021	English, Spanish
Guardado	Mirna	Administrative Manager	2002	English, Spanish
Mussman	Noelani	Director of PD and Academic Support	2012	English, Spanish
Arias	Silvia	Early Childhood Manager	1999	English, Spanish

Staff Leadership Positions				
Last Name	First Name	Position	Year Began at Briya*	Languages Spoken
Mintz	Stephanie	Student Services Director, Community Schools Coordinator	2014	English, Spanish
Guardado	Wendy	Administrative Manager	2004	English, Spanish

Teachers 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
Adhikari	Pooja	Early Childhood Teacher	2009	English, Nepalese
Alexander	Patricia	Pre-K Master Teacher and Inclusion Specialist	2015	English, Spanish
Alvarado Granados	Luis	Student Recruitment	2018	English, Spanish
Andrade	Carmen	Early Childhood Assistant	2018	Spanish, English
Araujo	Clara	Outreach and Registration Coordinator	2018	English, Spanish
Atnafu	Meseret	Early Childhood Assistant	2013	Amharic, English
Benavides	Lourdes	Administrative Coordinator	2013	English, Spanish
Benavides De Coreas	Flor	Outreach and Registration Specialist	2020	English, Spanish
Bergner	Elizabeth	Adult Education Lead Teacher	2015	English, Spanish, Portuguese
Blumenschein	Tanja	Physical Therapist	2017	English
Calderon	Montserrat	Adult Education Assistant Fellow	2021	English, Spanish
Caldwell	Sofia	Special Ed Specialist Behavior Analyst	2014	English
Canizalez	Gladis	Early Childhood Coordinator	2007	English, Spanish
Cardenas	Maria	Pre-K Lead Teacher	2018	English, Spanish
Castro-Trujillo	Maria	CDA Coordinator and Instructor	2015	English, Spanish

Teachers and Student Support Staff				
Last Name	First Name	Position	Year Began at Briya*	Languages Spoken
Cerullo	Billy	Student Services 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	Adult Education Assistant Teacher	2019	Spanish, English
Delgado	Diana	Outreach and Registration Specialist	2019	English, Spanish
DePaula	Maria Das G. C.	CDA Coordinator and Founder	2001	English, Portuguese, Spanish
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
Espinoza	Diana	Front Desk Operations and Registration Assistant	2017	English, Spanish
Evarts	Elaine	Adult Education Lead Teacher	2018	English, Spanish
Faloni	Mark	Adult Education Lead Teacher	2004	English, Spanish
Flores De Montero	Lucia	Early Childhood Associate	2012	Spanish
Galvez	Telma	Early Childhood Assistant	2018	Spanish
Garcia	Michelle	Student Services Coordinator	2021	English, Spanish
Gebrekidan	Zaid	Program Assistant	2019	Amharic, English, Tigrinya
Gillon	Kathryn	Pre-K Lead Teacher	2021	English
Gomez	Katia	Inclusion and PD Specialist	2008	English, Spanish

Teachers and Student Support Staff				
Last Name	First Name	Position	Year Began at Briya*	Languages Spoken
Gomez	Lorena	Early Childhood Coordinator	2005	Spanish, English, French
Graham	Acadia	Adult Ed Associate Teacher - Volunteer	2021	English
Guardado	Daysi	Early Childhood Teacher	2000	Spanish, English
Guardado	Moris	IT Education Support Specialist	2019	English, Spanish
Hawkins	Allison	Pre-K Lead Teacher	2019	English
Heil	Mary	Adult Education Assistant Fellow	2021	Spanish, English
Kushner	Beth	Adult Career Transition Coordinator	2017	English
Lainez	Dolores	Adult Education Assistant Fellow	2021	Spanish, English
Lopez	Johana	CDA Instructor	2021	English, Spanish
Lorenzana	Melissa	Early Childhood Coordinator	2018	Spanish, English
Luque	Alicia	Front Desk Receptions/Administrative Assistant	2017	English, Spanish
Macheel	Anne	Adult Education Lead Teacher	2017	English Spanish, Portuguese
Marin	Sandra	Casas Coordinator	2012	English, Spanish
McCarey	Eve	Adult Education Lead Teacher	2021	English, Spanish
Meinel	Elizabeth	Adult Education Lead Teacher	2018	English, Spanish
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 Support Technician	2017	English, Spanish
Pinney	Alina	Student Services Coordinator	2021	Spanish, English
Plotnikov	Alexandra	Adult Education Lead Teacher	2021	English, Russian, Spanish

Teachers 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	English, Portuguese, Spanish
Quinteros	Wendy	Medical Assistant Coordinator	2018	Spanish, English
Ramer	Lea	Administrative Coordinator	2020	Spanish, English
Reuber	Paige	Adult Education Coordinator and Lead Teacher	2010	English, Spanish
Ring	Lyle	Adult Education Lead Teacher	2021	English
Rivas De Rivera	Lucia	Early Childhood Assistant	2019	Spanish
Rivera-Martinez	Kimberly	Administrative Coordinator	2015	English, Spanish
Robinson	Susana	Early Childhood Resource Specialist and Coach	2016	Spanish, English, Galician
Rosenberg	Jessica	Adult Education Coordinator and Lead Teacher	2011	English, Spanish, French
Sadownick	Jamey	Technology Integration Coordinator	2017	English
Salmeron Pastora	Martin	IT Help Desk Technician	2020	English, Spanish
Sanchez	Silvia	Early Childhood Teacher Assistant	2021	Spanish
Sandoval	Nury	Pre-K Master Teacher and Inclusion Specialist	2012	English, Spanish
Schmidt	Kerstin	Pre-K Master Teacher	2018	English
Sevilla Mejia	Rikssi	CDA Administrative Assistant	2015	English, Spanish
Shaw	Catherine	Student Recruitment and English Substitute Teacher	2014	Spanish, English
Smith	Kylie	Student Services Fall Intern	2021	English, Spanish
Solorzano Hernandez	Lucia	Early Childhood Teacher Assistant	2021	English, Spanish
Strattan	Alissa	Adult Education Lead Teacher	2021	English, Spanish
Toure	Barbara	Adult Educational Instructional Coach and Supervisor	2010	English, Spanish, French

Teachers and Student Support Staff				
Last Name	First Name	Position	Year Began at Briya*	Languages Spoken
Trout	Danielle	Occupational Therapist	2019	English
Ulseth	Johanna	Family Engagement and Wellness Manager	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
Waidelich	Tessa	IT Education Support Specialist	2021	English
Weemaes	Jillian	Adult Education Lead Teacher	2019	English, Spanish
Wittkowski	Kirsten	Adult Education Coordinator and Lead Teacher	2016	English, Spanish, Portuguese
Zelaya	Claudia	Student Services Coordinator	2019	Spanish, English

*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 June 30, 2022				
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 2023
Flor Buruca	Board Secretary (parent)/ Academic Committee member	DC Resident	March 2018	March 2024
Bill Bletzinger	Board Treasurer/ Finance Committee member	Non-DC Resident	May 2021	May 2023
Cara Sklar	Board member/ Research Committee member	DC Resident	January 2020	January 2024
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 2023
Brittany Pope	Board member/ Development Committee member	DC Resident	February 2022	February 2024
Alejandra Sandoval	Board member (parent)	DC Resident	March 2018	March 2024
Ji Sung Yang	Board member/ Development Committee member	Non-DC Resident	July 2021	July 2023
Jenny Huang	Board member/ Finance Committee member	Non-DC Resident	January 2022	January 2024

APPENDIX C: Financial Statement

Balance Sheet

Briya Public Charter School

As of June 30, 2022*

Comparative Balance Sheet	6/30/2021	6/30/2022
Assets	Last Year	Current
Assets		
Current Assets		
Accounts Receivable	839,718	1,127,043
Other Current Assets	6,404,609	5,697,700
Intercompany Transfers	0	0
Cash	13,515,848	16,858,922
Total Current Assets	20,760,176	23,683,665
Noncurrent Assets		
Facilities, Net	1,492,231	1,407,735
Operating Fixed Assets, Net	403,662	526,959
Rental Deductions	725,185	817,479
Total Noncurrent Assets	2,621,078	2,752,174
Total Assets	23,381,254	26,435,839
Liabilities and Equity	Last Year	Current
Liabilities and Equity		
Current Liabilities		
Accounts Payable	952,137	2,045,480
Other Current Liabilities	1,260,485	1,231,987
Accrued Salaries and Benefits	41,781	100,152
Total Current Liabilities	2,254,403	3,377,619
Long-Term Liabilities		
Other Long-Term Liabilities	1,466,881	1,425,628
Total Long-Term Liabilities	1,466,881	1,425,628
Equity		
Unrestricted Net Assets	17,232,570	19,658,542
Temporarily Restricted Net Assets	14,320	1,428
Net Income	2,413,080	1,972,622
Total Equity	19,659,970	21,632,591
Total Liabilities and Equity	23,381,254	26,435,839

* Unaudited financial statements

Income Statement

Briya Public Charter School

July 2021 through June 2022*

	July 1 2021 to June 30 2022		
Income Statement	Actual	Budget	Variance
Revenue			
State and Local Revenue	12,257,894	11,406,990	850,904
Federal Revenue	1,981,138	965,387	1,015,751
Private Grants and Donations	469,545	260,312	209,233
Earned Fees	(211,995)	537,650	(749,645)
Donated Revenue	97,629	97,629	0
Total Revenue	14,594,211	13,267,967	1,326,244
Expenses			
Salaries	479,267	538,560	59,293
Benefits and Taxes	131,865	213,186	81,322
Contracted Staff	7,661,748	8,341,178	679,430
Staff-Related Costs	642,525	305,536	(336,989)
Rent	1,465,457	1,468,552	3,095
Occupancy Service	66,751	185,321	118,570
Direct Student Expense	619,899	586,083	(33,815)
Office & Business Expense	1,124,994	1,325,083	200,089
Contingency	0	150,000	150,000
Total Expenses	12,192,505	13,113,500	920,995
Operating Income	2,401,706	154,467	2,247,239
Extraordinary Expenses			
Interest	73,204	73,201	(3)
Depreciation and Amortization	355,880	299,444	(56,436)
Total Extraordinary Expenses	429,085	372,645	(56,439)
Net Income	1,972,622	(218,178)	2,190,800

*Unaudited financial statements

APPENDIX D: Budget

FY23 Budget

Briya Public Charter School

July 1, 2022 - June 30, 2023

	SY22-23
Revenue	
State and Local Revenue	12,355,921
Federal Revenue	956,335
Private Grants and Donations	300,578
Earned Fees	581,448
Donated Revenue	100,558
Revenue Total	14,294,840
Expenses	
Salaries	426,628
Benefits and Taxes	198,659
Contracted Staff	9,138,834
Staff-Related Costs	426,574
Rent	1,482,231
Occupancy Service	118,432
Direct Student Expense	660,536
Office & Business Expense	1,296,759
Contingency	50,000
Expenses Total	13,798,653
NET ORDINARY INCOME	496,187
Extraordinary Expenses	
Depreciation and Amortization	424,787
Interest	71,206
Extraordinary Expenses Total	495,993
TOTAL EXPENSES	14,294,840
NET INCOME	-