

Application: Brilla College Preparatory Charter School

Robert Keogh - rkeogh@4thsectorsolutions.com
2021-2022 Annual Report

Summary

ID: 0000000337

Last submitted: Oct 31 2022 10:42 PM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed Aug 1 2022

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. This information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL 800000074675

a1. Popular School Name

Brilla College Prep

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

CSD # 7 - BRONX

e. DATE OF INITIAL CHARTER

6/2012

f. DATE FIRST OPENED FOR INSTRUCTION

8/2013

c. School Unionized

Is your charter school unionized?

No

h. SCHOOL WEB ADDRESS (URL)

www.brillaschools.org

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

800

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

780

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Seton Education Partners
PHYSICAL STREET ADDRESS	441 E 148th St
CITY	Bronx
STATE	NY
ZIP CODE	10455
EMAIL ADDRESS	reyes.claudio@setonpartners.org
CONTACT PERSON NAME	Reyes Claudio

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

	Yes, 3 sites
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BRILLA COLLEGE PREPARATORY CHARTER SCHOOL 800000074675

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	413 East 144th St Bronx, NY 10454	347-273-8439	NYC CSD 7	K-4	2-4

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Calina Fernandez	Principal	347-273-8439		calina.fernandez@brillacollegeprep.org
Operational Leader	Trinee Adams	Director of Operations	347-273-8439		trinee.adams@brillacollegeprep.org
Compliance Contact	Trinee Adams	Director of Operations	347-273-8439		trinee.adams@brillacollegeprep.org
Complaint Contact	Trinee Adams	Director of Operations	347-273-8439		trinee.adams@brillacollegeprep.org
DA A Coordinator	Trinee Adams	Director of Operations	347-273-8439		trinee.adams@brillacollegeprep.org
Phone Contact for After Hours Emergencies	Trinee Adams	Director of Operations	347-273-8439		trinee.adams@brillacollegeprep.org

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

Site 1 Certificate of Occupancy (COO)

[COO BCPE.pdf](#)

Filename: COO BCPE.pdf **Size:** 641.9 kB

Site 1 Fire Inspection Report

Brilla College Prep

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	500 Curtlandt Ave, Bronx, NY 10454	347-273-8439	NYC CSD 7	5-8	5-8

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Patrick McGowan	Principal	347-273-8439		patrick.mcgowan@brillacollegeprep.org
Operational Leader	Mayra Torres	Director of Operations	347-273-8439		mayra.torres@brillacollegeprep.org
Compliance Contact	Mayra Torres	Director of Operations	347-273-8439		mayra.torres@brillacollegeprep.org
Complaint Contact	Mayra Torres	Director of Operations	347-273-8439		mayra.torres@brillacollegeprep.org
DA A Coordinator	Mayra Torres	Director of Operations	347-273-8439		mayra.torres@brillacollegeprep.org
Phone Contact for After Hours Emergencies	Mayra Torres	Director of Operations	347-273-8439		mayra.torres@brillacollegeprep.org

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2022.

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.
- If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case

Site 1 Certificate of Occupancy (COO)

[COO Court.pdf](#)

Filename: COO Court.pdf **Size:** 308.6 kB

Site 2 Fire Inspection Report

[Brilla College Prep MS - 500 Courtlandt Ave - Log Book 2022 - Full.pdf](#)

Filename: Brilla College Prep MS - 500 Courtlandt Ave - Log Book 2022 - Full.pdf **Size:** 3.0 MB

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL 800000074675

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	1160 Beach Ave, Bronx, NY 10472	929-314-0506	NYC CSD 12	9	9

m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Joyanet Mangual	Principal	929-314-0506		joyanet.mangual@vertexacademies.org
Operational Leader	Karina Pleitez	Director of Operations	929-314-0506		karina.pleitez@vertexacademies.org
Compliance Contact	Karina Pleitez	Director of Operations	929-314-0506		karina.pleitez@vertexacademies.org
Complaint Contact	Karina Pleitez	Director of Operations	929-314-0506		karina.pleitez@vertexacademies.org
DA A Coordinator	Karina Pleitez	Director of Operations	929-314-0506		karina.pleitez@vertexacademies.org
Phone Contact for After Hours Emergencies	Karina Pleitez	Director of Operations	929-314-0506		karina.pleitez@vertexacademies.org

m3b. Is site 3 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2022.

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.
- If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case

Site 1 Certificate of Occupancy (COO)

[1160 Beach Avenue LNO - Signed 190314 \(3\).pdf](#)

Filename: 1160 Beach Avenue LNO - Signed 190314 (3).pdf **Size:** 66.2 kB

Site 3 Fire Inspection Report

[Fire Inspection - Beach.pdf](#)

Filename: Fire Inspection - Beach.pdf **Size:** 45.1 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it just the dash and the extension number after the phone number).

Name	Robert Keogh
Position	VP of Finance
Phone/Extension	504-250-3347
Email	rkeogh@4thsectorsolutions.com

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Aug 1 2022

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Sep 14 2022

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2021-22- APPR K-8 - Brilla College Prep - Final

Filename: 2021 22 APPR K 8 Brilla Colleg bDcoP7p.docx **Size:** 225.4 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2022-2023 Budget

Incomplete

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 1 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

Financial Disclosure - Ramirez

Filename: Financial Disclosure Ramirez.pdf **Size:** 268.2 kB

Financial Disclosure - OGrady

Filename: Financial Disclosure OGrady.pdf **Size:** 271.6 kB

Financial Disclosure - Eckholdt

Filename: Financial Disclosure Eckholdt.pdf **Size:** 281.9 kB

Financial Disclosure - Ingles

Filename: Financial Disclosure Ingles.pdf **Size:** 421.6 kB

Financial Disclosure - Sada

Filename: Financial Disclosure Sada.pdf **Size:** 420.2 kB

Financial Disclosure - Romfo

Filename: Financial Disclosure Romfo.pdf **Size:** 425.2 kB

Financial Disclosure - Jones

Filename: Financial Disclosure Jones.pdf **Size:** 421.5 kB

Financial Disclosure - Saroki

Filename: Financial Disclosure Saroki.pdf **Size:** 489.8 kB

Financial Disclosure - Carty

Filename: Financial Disclosure Carty.pdf **Size:** 562.9 kB

Financial Disclosure - Bozian

Filename: Financial Disclosure Bozian.pdf **Size:** 560.2 kB

Entry 7 BOT Membership Table

Completed Aug 1 2022

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOL 800000074675

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2021-2022 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
1	Charles Bozian		Trustee/Member	Finance	Yes	2	7/1/2021	6/30/2024	9
2	Brother Brian Carty, FSC		Trustee/Member	Academic	Yes	4	7/1/2022	6/30/2025	10
3	Eric J. Eckholdt		Chair	None	Yes	4	7/1/2022	6/30/2025	11
	Stephan								

4	ie Saroki de Garcia		Trustee/ Member	Academ ic	Yes	4	7/1/202 2	6/30/20 25	10
5	Richard Ram rez		Secretar y	None	Yes	4	7/1/202 0	6/30/20 23	10
6	James Jones		Trustee/ Member	Audit, Finance	Yes	2	7/1/202 1	6/30/20 24	11
7	Elena Sada		Trustee/ Member	Academ ic	Yes	2	7/1/202 1	6/30/20 24	7
8	Mary O'Grady		Trustee/ Member	None	Yes	2	7/1/202 2	6/30/20 25	10
9	Darla Romfo		Trustee/ Member	Academ ic	Yes	1	7/1/202 2	6/30/20 25	11

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Pos t on on the Board	Commit tee Affiliatio ns	Vot ng Member Per By- Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meeting s Attende d During 2021- 2022
10	David Ingles		Trustee/ Member	Finance	Yes	1	7/1/2020	6/30/2023	11
11									
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2022	10
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2021-2022

12

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

10

Total number of Voting Members added during the 2021-2022 school year:

0

Total number of Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

10

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

Entry 9 Enrollment & Retention

Completed Aug 1 2022

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	<p>During the 2021-22 recruitment season, we recruited and served economically disadvantaged populations by marketing in New York City Housing Authority (NYCHA) developments and community centers, daycares, Head Start programs, free and low-cost healthcare facilities (e.g. urgent care offices), and local community-based organizations (e.g. houses of worship, after-school programs). Marketing tactics included door-to-door canvassing and mass flyering. We expanded our canvassing to blocks further from our campuses and targeted bus stops, trains, parks, corner stores, and libraries. Additionally, children who live in NYCHA developments receive preference in the lottery.</p>	<p>During the 2022-23 recruitment season, we plan to recruit and serve economically disadvantaged populations by continuing to market in New York City Housing Authority (NYCHA) developments and community centers, daycares, Head Start programs, free and low-cost healthcare facilities (e.g. urgent care offices), and local community-based organizations (e.g. houses of worship, after-school programs). We are expanding our marketing tactics past door-to-door canvassing and mass flyering to include bus shelter ads, digital advertising on social media, and more. We will continue to expand and refine our canvassing efforts and targeted bus stops, trains, parks, corner stores, and libraries. Children who live in NYCHA developments continue to receive preference in the lottery.</p>
English Language Learners	<p>During the 2021-22 recruitment season, we recruited and served English language learners by producing enrollment and recruitment materials in both English and Spanish (including applications and presentations). Our recruitment team was comprised of two native Spanish speakers. We collected Home Language Identification Surveys</p>	<p>During the 2022-23 recruitment season, we plan to recruit and serve English language learners by continuing to produce enrollment and recruitment materials in both English and Spanish (including applications and presentations). All of our advertisements in English contain the note that team members speak Spanish. Our recruitment team has a native Spanish speaker and other team members who are conversational in Spanish. We plan to collect</p>

	<p>during the registration process to ensure schools were aware of families and students who needed to receive information in languages other than English. Our team encouraged non-English speaking parents to volunteer in student recruitment and enrollment efforts.</p>	<p>Home Language Identification Surveys during the registration process to ensure schools are aware of families and students who needed to receive information in languages other than English. We will continue to encourage non-English speaking parents to volunteer in student recruitment and enrollment efforts.</p>
Students with Disabilities	<p>During the 2021-22 recruitment season, we recruited and served students with disabilities by including accurate, up-to-date information about our menu of special education services (e.g. ICT classrooms, related services). During the enrollment process, we asked about special education services and IEPs to ensure we had the most up-to-date information for schools in August. Families had the opportunity to meet with Assistant Directors of Student Support to discuss their scholar's IEPs when desired.</p>	<p>During the 2022-23 recruitment season, we plan to recruit and serve students with disabilities by including accurate, up-to-date information about our menu of special education services (e.g. ICT classrooms, related services) in all presentations and information sessions. During the enrollment process, we will ask about special education services and IEPs to ensure we have the most up-to-date information for schools in August. Families will have the opportunity to meet with Assistant Directors of Student Support to discuss their scholar's IEPs when desired.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
	<p>During the 2021-22 school year, we retained students from economically disadvantaged populations in several ways. We provided free breakfast, snack, and lunch to all families and</p>	<p>During the 2022-23 school year, we plan to retain students from economically disadvantaged populations in several ways. We will provide free breakfast, snack, and lunch to all families and</p>

Economically Disadvantaged	<p>ensured that most families completed and returned the Income Inquiry Form. We provided free school supplies and technology to all scholars. When families were in need, we provided extra uniforms free of cost. Additionally, we continued to share information about community-based organizations with programs such as rental assistance and food banks.</p>	<p>ensure that most families complete and return the Income Inquiry Form. We will provide free school supplies and technology to all scholars. If families are in need, we plan to give out extra uniforms free of cost. Additionally, we will continue to share information about community-based organizations with programs such as rental assistance and food banks.</p>
English Language Learners	<p>During the 2021-22 school year, we retained English language learners in several ways. We provided high-quality, intensive support to ELL students as they learned English. We provided professional development to staff who support ELLs and ensure teachers have access to the appropriate resources. We provided family-facing communications in both English and Spanish and ensured that school-based presentations were available in both languages. We sought to create classrooms that are language-rich and enhance students' vocabularies and experiences with language.</p>	<p>During the 2022-23 school year, we plan to retain English language learners in several ways. We will continue to provide high-quality, intensive support to ELL students as they learn English. We will provide professional development to staff who support ELLs and ensure teachers have access to the appropriate resources. Our family-facing communications and presentations will be in both English and Spanish, or translation will be available. We will create classrooms that are language-rich and enhance students' vocabularies and experiences with language.</p>
Students with Disabilities	<p>During the 2021-22 school year, we retained students with disabilities by building a staff that monitored and supported services to students with IEPs and provided professional development for all staff to increase their capacity for serving students with disabilities. We had integrated co-teaching classrooms at every campus, and</p>	<p>During the 2022-23 school year, we will retain students with disabilities by building a staff that monitors and supports services to students with IEPs. We will provide professional development for all staff to increase their capacity for serving students with disabilities. We will have integrated co-teaching classrooms at every campus, and implement</p>

	implemented students' IEPs with fidelity. We offered T er 1 and 2 supports by including differentiated groupings for individualized, targeted support. Our network also participated in the NYC Charter School Special Education Collaborative.	students' IEPs with fidelity. We will offer T er 1 and 2 supports by including differentiated groupings for individualized, targeted support. Our network will also participate in the NYC Charter School Special Education Collaborative.
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Entry 10 - Teacher and Administrator Attrition

Completed Aug 1 2022

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at http://www.nysed.gov/common/nysed/files/programs/charter-schools/employee_fingerprint_oct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospa/fingerprinting_charts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
. Technology	
. Career and Technical Education	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2021-2022 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed Aug 1 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools “... *unless the school’s charter requires more instructional time than is required under the regulations.*”

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2022-2023 Brilla Master Family Calendar_FINAL_(1)

Filename: 2022 2023 Brilla Master Family Cal CMpKZK5.pdf Size: 183.8 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 1 2022

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link](#) from the school’s website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
 - Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

Form for Entry 14 Links to Critical Documents on School Website

School Name: Brilla College Preparatory Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://brillaschools.org/wp-content/uploads/2021/11/FY21-Annual-Report-Brilla-College-Prep.pdf
2. Board meeting notices, agendas and documents	https://brillaschools.org/about-brilla/board-of-directors/annual-reports-and-board-minutes/
3. New York State School Report Card	https://data.nysed.gov/essa.php?year=2021&instid=800000074675
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://brillaschools.org/public-notices/
6. Authorizer-approved FOIL Policy	https://brillaschools.org/public-notices/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://brillaschools.org/public-notices/

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

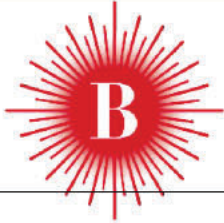
INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees.

Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. Reminders: Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

Please note the roster should include all staff employed any point from July 1, 2021 to June 30, 2022, including those employed on June 30th.



BRILLA

Public Charter Schools

Brilla College Prep Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

Sept. 7, 2022

By Brilla College Prep School

441 E. 148th Street, Bronx, NY 10454

(347) 273-8439

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Jen Gowers (Chief of Schools Management, Instruction and PD), David Morales (Senior Director of Data), Molly Rippe (Assistant Superintendent, Elementary Schools), Billy Bludgus (Assistant Superintendent, Middle Schools) and William Scott (Principal, BCPM) and Calina Fernandez (Principal, BCPE) prepared this 2021-22 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Charles Bozian	Treasurer	Chair of Finance Committee
Brother Brian Carty, FSC		Member of Academic Committee
Eric J. Eckholdt	Chair	
Stephanie Saroki de Garcia		Chair of Academic Committee
Richard Ramirez	Secretary	
James Jones		Chair of Audit Committee, Member of Finance Committee
Elena Sada		Member of Academic Committee
Mary O'Grady		
Darla Romfo		Member of Academic Committee
David Ingles		Member of Finance Committee

William Scott (BCPM) has served as the school leader since 2022. Calina Fernandez (BCPE) has served as the school leader since 2021.

SCHOOL OVERVIEW

Brilla Public Charter Schools are classically inspired schools with a mission to help students grow intellectually, socially and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond. The name “Brilla” means “shine” in Spanish, and speaks to the beacon of hope and opportunity we are working to build in the communities we serve.

The founding Brilla school opened its doors in the fall of 2013 in the Mott Haven neighborhood of the South Bronx in NYC’s Community School District 7. At Brilla College Prep, opened in Fall of 2013, we now serve students in grades K-8. Our school population closely mirrors that of our surrounding community: in the 2021-22 school year, our student population was 72% Latino and 24% Black/African American; 86% of our students were economically disadvantaged; 24% received Special Education services and 26% were designated as English Language Learners.

We seek to educate students to lead lives of excellence, virtue and purpose. We do this by leveraging the best instructional practices of model charter schools – a longer school day and year, utilizing technology-based blended learning to deliver individualized instruction, intensively supporting and coaching teachers—and combining this with a robust character education program, centered around our core virtues of courage, justice, wisdom and self-control.

Our approach is rooted in the following cornerstones:

- **High Expectations.** Because we believe in the inherent dignity and potential of every child, we have high expectations for our students’ academic achievement and conduct that make no excuses based on their background or socio-economic status.
- **Lead with Character.** Good character makes for a meaningful life, produces lasting personal and social happiness and contributes to academic success. The development of the virtues of Courage, Justice, Wisdom, and Self-control in students is central to our educational mission.
- **Results Matter.** Brilla relentlessly focuses on high student performance on standardized tests and other objective measures because we hold ourselves accountable for preparing students personally and academically in ways that will enable them to succeed at the best high schools and colleges.
- **Choice & Commitment.** Students, their parents, faculty and staff of Brilla College Prep make a choice to participate in our unique and innovative program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
- **More Time.** There are no shortcuts. Only with an extended school day and year will students have the time to acquire the academic knowledge, skills and habits that will prepare them for success in college and in life.
- **Teach the Best Content.** All Brilla students learn math and science while also becoming familiar with the classics of Western Civilization, because of the way the traditional liberal arts convey truth, beauty, and goodness, and because students need the world’s best content in order to become good citizens and be competitive globally.

Due to the immense challenges presented by the global pandemic, Brilla spent 2020-2021 enhancing counseling services, providing direct support to families in need, and remaining open (in-

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

person) for the vast majority of the school year. Students and families were offered a choice of a fully in-person, remote learning, or hybrid model. We lengthened our advisory block, provided laptops and hotspots as needed to families at home, and continued fine and applied arts programming to stay true to our mission and enhance overall wellness.

During the 2021-2022 school year, we started with 100% in person learning, and during heightened COVID waves, we had classroom and/or grade wide closures (transitions to remote learning) as needed. We moved to test and stay in the Spring, adapting our COVID protocols to ensure the safety of students while maximizing in-person instruction. Some key supports we instituted this year were implementing a high dosage tutoring program to serve our scholars who are most in need. This program was executed in the Intervention Block and utilized Foundations (Wilson/Orton Gillingham) programming (K-4) to enhance reading capabilities for young people. Next year, we will add Math tutoring alongside this programming to continue supporting interrupted formal learning. In addition, we hosted a robust Summer School using the RISE curricula virtually where 30+ teachers will serve 200+ students, enhancing their reading, math, and humanities knowledge and skills in advance of the Fall. Other supports to learning that we added this year were in-house speech and language pathologists to best serve our young people in need of this service, personalized professional development workshop opportunities for staff (and an enhanced and honed onboarding experience for this upcoming summer), and learning walks for leadership and junior leadership to support learning across the network.

Brilla College Prep School successfully welcomed K-8 students to school in the fall of 2021 in a safe and personalized way.

Addressing students' unfinished learning in literacy was a top priority for the school. Students in Kindergarten through Second Grade received daily literacy instruction through the Targeted Literacy Block, which included small group guided reading focused on a specific goal, daily phonics practice through word work, and the use of our blended learning program which included Lalilo and I-Ready. In 3rd and 4th grade, scholars received intensive literacy instruction through the close reading block, leveraging support and practices from our partners at the Lavinia Group. In the later half of the year, students in grades 3rd and 4th adopted guided reading in their intervention block, allowing for targeted instruction at students' reading level and the necessary supports to accelerate student growth. While daily literacy blocks targeted grade level standards and curriculum, our intervention block allowed for more differentiation and personalization in order to meet students at their instructional level. Our instructional programs included a combination of live direct instruction and self-paced work with the support of the following remote learning programs: Zoom, Nearpod, Kami, Google Classroom, and I-Ready. In Kindergarten through 2nd grade, we rolled out a new Brilla Math Curriculum, grounded in Eureka Math, with elements of classical content and Context for Learning. In its pilot year we were successful in articulating our vision for math and providing a curriculum aligned to that vision, teachers are emergently internalizing and utilizing the new curricula. Similar to literacy, we partnered with the Lavinia Group for additional instructional coaching and support to math leadership and instruction and we are piloting a Math Stories curricula for network-wide use starting next school year. We are enthusiastic that the curricular amendments coupled with clear, practical training, both in house and through Lavinia, will yield rapid growth for students in 22-23.

Much like in grades K-4, literacy instruction remained a top priority in grades 5-8. Students in grades 5-8 received both close reading and writing instruction in their ELA block. Lessons had a group work

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focus that included partner work, small group work, and Socratic Seminars. Teachers used techniques from Lavinia Group like the Strategic Reading Plan to help support students' reading growth. They were trained by Lavinia on implementing these strategies on top of the internal Brilla training. Students also received weekly feedback and revision time on their writing from their teachers to help improve their writing skills. All teaching was based on mastering Common Core Standards. Finally, students had an Intervention block similar to K-4 where they received differentiated, small group instruction.

Students in grades 5-8 also used Eureka math. Similar to Literacy, much of the work was group based with teachers having partner and small group work time as a central component of their classes. Instructional coaching came internally for math and focused on implementing best practices for teaching Common Core standards. Students also had time in intervention to receive differentiated, small group instruction. Blended learning using Imagine Math was employed during math intervention as well. We believe that the growth in both Literacy and Math this year came from strong instructional coaching and are excited to continue to grow.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	88	22	91	90	88	79	N/A	N/A	N/A	N/A	N/A	N/A	N/A	524
2018-19	75	87	86	87	88	81	68	N/A	N/A	N/A	N/A	N/A	N/A	572
2019-20	92	80	87	87	91	94	86	69	N/A	N/A	N/A	N/A	N/A	686
2020-21	99	92	91	91	94	94	92	88	64	N/A	N/A	N/A	N/A	805
2021-22	86	88	89	85	88	86	86	85	80	N/A	N/A	N/A	N/A	773

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Brilla College Prep School students will possess reading and writing skills at or above grade level.

BACKGROUND

Brilla believes that effective, high quality English Language Arts instruction does not solely rely on the assumption and discernment of interconnected skills, but believes that the skills instruction must be embedded within engaging, complex content. At Brilla the utilization of the New York Next Generation State Standards for Language Arts serves as the foundation for our English Language Arts programming which is then thoughtfully combined with the powerful content of the Core Knowledge curriculum (K-4) and Wit and Wisdom curriculum (5-8). In order to ensure that students are learning a variety of literacy skills – oracy, language use, literary analysis, nonfiction analysis, foundational skills, and writing – Brilla has aligned the curriculum to ensure consistency and an opportunity for deeper engagement within content. Through this explicit work done over the course of the past three years, Brilla has aligned domains of standards and content that allow students authentic interaction and opportunities to represent mastery in multiple ways while also ensuring their preparedness for the state assessments.

Core Knowledge and Wit and Wisdom both align with the classical tradition of the Brilla model – allowing students to interact and learn from both a historical and contemporary perspective grounded in complex texts and topics. Further, both of these curricula form a spiraling foundation of knowledge and literacy skills that is consistently built upon over the course of a Brilla student's career. This spiraled approach ensures that students enter each new year with the requisite knowledge and skills to immediately interact with more complex tasks and content. Since June 2021, Brilla's Senior Director of Curriculum and Assessment and Brilla's Elementary Curriculum Writer worked with both select in-house curriculum writers and also external consultants to ensure deeper alignment between Reading, Writing, Science & Social Studies and the Arts and more rigorous and culturally responsive units. These revisions allow students to engage in content and skill building with depth and focus, while exposing them to a variety of genres about a similar topic. This coherence was further improved with the revision and addition of curricular unit plans – critical documents that allow teachers to unpack the purpose, skills, standards, and criteria for mastery of content – in order to improve their instruction and student outcomes. Along with these unit plans, teachers continued to engage in a unit unpacking protocol to ensure deep understanding and mastery by teachers before implementation with students. With a more sequenced and content-heavy curriculum, teachers also engage in regular lesson studies to deepen specific understandings of content and pedagogy each week.

Moreover, one of the strongest programmatic components of the Core Knowledge materials is its holistic, scientifically-grounded Foundational Skills curriculum and materials. As Brilla is grounded in the classical tradition, a tradition which is deeply vested in the intense literary abilities across history, the foundation of the K-2 literacy program is exceptionally important. The Core Knowledge Skills curriculum provides students an opportunity to practice and demonstrate mastery of critical standards while still interacting with comprehensive content. Explicit phonics instruction was

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similarly reinforced K-8 with the Foundations Program (K-2) and Wilson's Reading Program (3-8) during the intervention block.

At Brilla the development of a high-impact literacy program is essential to our model. Brilla's literacy program has several components – Read Aloud, Writing, Nonfiction Studies (Science and Social Studies), Close Reading, Skills, and Targeted Literacy.

- **Read Aloud:** During Read Aloud, scholars practice active listening, build their understanding of how language works, and appreciate the beauty of an author's craft. Specifically, they build a rich vocabulary and broad knowledge of history and science topics by being exposed to carefully selected, sequenced, and coherent read aloud texts. Read Aloud lessons allow teachers to model fluent reading, anchored in a skills-based objective. Scholars end each lesson with an analysis and discussion of the texts through discourse and reflection.
- **Nonfiction Studies (Science and Social Studies):** During nonfiction studies, students deepen their understanding of the history and science introduced during Read Aloud through experiential learning opportunities, projects, and planned Socratic Dialogue. In some instances students also engage with additional texts, such as nonfiction articles, in order to improve their depth of interaction with literary analysis and content knowledge.
- **Writing:** During the writing block, scholars study how authors of rich mentor texts use voice, organization, ideas, conventions, word choice, and sentence variety to convey meaning. Scholars apply these techniques to craft and publish original writing pieces, including, opinion, informational, and narrative. Teachers group scholars by need and determine individual goals to focus on with each scholar. Goals are determined based on need in the above six traits of writing.
- **Targeted Literacy:** The essential building blocks of reading include both explicit teaching of strategies and authentic opportunities to practice the strategies. As part of Brilla's goal to guarantee 90% of students are reading on grade level by the end of second grade, Brilla worked with the Lavinia Group, a respected early literacy third party to help design a literacy block that includes Guided Reading, Independent Reading, and Literacy Circles differentiated across grade levels. During Targeted Literacy students read independently – practicing the reading behaviors specifically aligned to their needs and practiced with coaching during Guided Reading lessons. Students interact with both pre-selected, high-engagement texts during Guided Reading and build a love of reading by choosing high interest texts on their independent reading level. Libraries consist of classically aligned, content rich, and culturally relevant fiction and non-fiction leveled texts. Students are homogeneously grouped (groups no larger than eight) depending on a triangulation of STEP achievement data, NWEA MAP data and individual conferencing data during Targeted Literacy. This small grouping allows students to grow at faster rates than traditional reading programs. Throughout the year, scholars build reading stamina and work to accomplish individual reading goals, set collaboratively with the teacher based on analysis of achievement data and ongoing progress monitoring. Teachers coach students to achieve their goals during one-on-one conferring sessions anchored in their comprehension, accuracy, or fluency.
- **Close Reading:** During Close Reading, scholars read and analyze a myriad of engaging poems, informational and narrative texts both independently and with the support of their teacher. Scholars develop a deep understanding of genre and use knowledge to make meaning of what the text says explicitly and to make logical inferences grounded in

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evidence. Teachers facilitate discourse around the central ideas or themes of a text and analyze the author's use of specific craft and structure moves and how they support the main idea.

- Literacy Skills: During Literacy Skills, scholars develop the phonics, grammar, and penmanship skills needed to make and convey meaning across all disciplines. Scholars learn through repetition, memorization, and phonetic and grammatical analysis of the English language. Literacy Skills is a part of Brilla's literacy program in grades K-2. By 3rd and 4th grade, the grade majority no longer needs direct instruction in this area, as they are reading to learn, rather than learning to read. Instead, 3rd and 4th graders receive additional intervention and independent reading with conferring to ensure students have the necessary foundational elements for successful reading.
- Blended Learning: Scholars receive adaptive, individualized instruction from our suite of computerized blended programs for at least 20 minutes per day. In grades K-4, students participate in iReady, an adaptive and malleable online reading program that aligns to both the Common Core State Standards as well as NWEA skills sequences. In grades 5-8, students engage with Achieve3000, an adaptive program that builds students' literacy skills through in-depth text analysis.

The Targeted Literacy Block continued to be a new, innovative approach to strategic reading development for the 2021-2022 school year. Targeted Literacy allowed teachers to become experts of specific reading levels and focus on strategies and differentiated techniques to grow students. Students transitioned across classrooms depending on their reading level to receive this specialized instruction through Guided Reading small groups, Independent Reading with conferring, and Literacy Circles with facilitated discussion. This block was designed to simultaneously support Brilla's large ELL and SPED population as well as students above grade level expectations in developmentally-appropriate small groups.

Brilla uses a combination of summative and formative assessments to measure efficacy of both the curricula used, and teachers' instructional practices. These assessments include network-developed assessment instruments, and standardized assessments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. At the end of each trimester, all students take a Mock Exam to evaluate their mastery of the standards taught throughout the marking period. This data is used to inform future instruction, including the identification of students for remediation or enrichment services, and to measure any instructional discrepancies.

In addition to summative assessments, a variety of formative assessments occur with greater frequency to inform instruction day-to-day. These assessments and means of data collection include:

- Daily questioning during instruction to gauge student thinking and understanding
- Standards-based rubrics to evaluate students during writing assignments or projects
- Computer based assessments from blended learning programs. This data provides snapshots of student achievement that teachers can use weekly to inform instruction, partners for peer work, and groupings
- Reading comprehension / running records to assess scholars' reading skills

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- Monthly (K-4) and unit (5-8) assessments include a variety of question types (multiple choice, open response, etc.) to specifically assess standards mastery covered in the week/unit

The instructional program of Brilla Schools is facilitated by the academic leadership team, which consists of the Chief Curriculum and Assessment Officer, the Chief of Schools Management, Instruction and PD Office, the central Academics Team, School Principals, Assistant Principals and Content Leads. Professional development is facilitated through an ongoing cycle of clarifying roles and responsibilities, setting clear expectations and goals, coaching and monitoring, and evaluating. This cycle is primarily operationalized through bi-weekly, formal observations followed by one-on-one meetings to set related goals, and action steps to develop teacher practice. Additional professional development is provided through a variety of platforms:

- Regular professional development workshops centered around: data and assessment, school culture, curriculum, instructional practice, etc.
- Collaborative planning and lesson/unit studies in which a group of grade-level teachers meet to unpack and internalize lessons and units before implementation in order to norm criteria for success and high-impact instruction
- External trainings facilitated by industry experts, including a continued partnership with Lavinia Group and University of Chicago Reading and Assessment (STEP) trainers
- High level walk-throughs and learning walks facilitated by top level leadership, to gauge the overall quality of the instructional program; including instructional priority alignment

To support teachers with executing literacy lessons our Literacy Lead facilitated bi-weekly team development meetings that provided grade teams the opportunity to come together to look at data and student work in order to make instructional adjustments. The effectiveness of these meetings was evident in the progress scholars made each round they took the STEP assessment. In addition, in first and second grade teachers piloted homogeneous student groupings based on STEP levels during the target literacy block that occurred during their remote weeks. Teachers were responsible for planning lessons for a specific STEP level or range. This allowed for further personalization of student learning. To ensure all scholars could receive comprehensive literacy instruction our network opted out of offering non-fiction studies in elementary school and reallocated those instructional minutes to the targeted literacy block.

In literacy in grades 5-8, results were attained by a focus on responding to student data and developing common practices for literacy instruction, especially focusing on reading, discourse, and writing. Within the content team, the initial focus was put on tying instruction to focus standards with opportunities to look at student work to assess mastery and next steps for instruction. This focus on standards analysis continued following interim assessments, with teachers analyzing student results based on most missed standards, using the questions and standards to determine focus skills to reteach and create mini lessons during core lessons to address these most missed standards. Similarly, individual student data was used to create intentional goals and coaching plans for individual students so they received targeted instruction around specific areas of need during specific points of the lesson, such as around skills such as literal comprehension, main idea, or inferential understanding. Teachers would then update goals based on shifts in data seen within the school's assessment cycle.

Literacy in grades 5-8 also used common practices and instructional strategies to drive literacy instruction. In content team meetings, teachers would analyze videos of strong lessons to name

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instructional best practices and then plan these techniques into future lesson plans. Additionally, common practices were built across grades for reading, writing, and discussion. Using the strategic reading plan from Lavinia Group, teachers implemented common practices for reading text based on genres, using genre-based thinking jobs to make meaning of the text with emphasis placed on the main idea and deeper meaning. Teachers would then bring examples of student work to content team meetings to norm and give feedback to help build vertical alignment across grade levels. Efforts were also made to develop common language in writing and discussion, with the implementation of common rubrics for writing and Socratic Seminars.

During the 2021-2022 school year teachers were provided a wide variety of both content and instructional development. This included a cohort opportunity for literacy leaders that provided a bi-weekly learning walk of K-2 literacy at each campus (while the 3-8 leaders focused on Test Prep excellence). Engaging in these walkthroughs together allowed small groups of leaders to have a continual focus on teacher learning as well as student learning and growth in literacy. Additionally, all teachers received centralized training on the STEP assessment and Wilson's Reading System to further enhance their literacy instruction.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	82			3		85
4	86			2		88
5	80			5		85

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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6	83			3		86
7	85			1		86
8	80			0		80
All	497			14		513

Performance on 2021-22 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	32%	82	32%	75
4	38%	86	42%	76
5	45%	80	44%	73
6	75%	83	74%	73
7	56%	85	46%	81
8	69%	80	69%	80
All	52%	496	53%	458

RESULTS AND EVALUATION

Overall, the vast majority of BCPE/BCPM students took the state exam in ELA, for which we are grateful, since we know where the majority of our students stand in terms of ELA proficiency in Grades 3-8. However, only 52% of BCPE/BCPM students were proficient in ELA. This falls very short of the stated goal above that 75% of BCPE/BCPM students would score proficient on the ELA exam.

Notable performance in Grade 6, where students did meet the absolute measure, and Grade 8, where students came close to meeting the mark, are bright spots in our BCPM performance from which we can learn, grow and replicate. Most notably, these teachers were engaged in tight performance assessment cycles where students were deeply invested in advancing incremental goals. We note this practice can benefit all young people at Brilla.

Notable challenges are present in BCPE, where most students are not yet reading on grade level, which deeply and directly impacts their ability to perform on the ELA assessment. Going into the 22-23 school year, programmatic shifts as well as adopting BCPM best practices should prove beneficial in advancing student progress.

Specifically, our programmatic shifts are: intervention for all students, tutoring for Tier 3 students (following a rich summer school program for this same population of lowest achieving students), prioritizing targeted literacy in grades 3 and 4, responsive and innovative school schedules, and a more practical and intentional approach to Summer Onboarding for teachers and leaders.

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ADDITIONAL EVIDENCE

We are unable to provide comparative reports because last year's state exam data, as stated by NYS, is not able to be used as a measure of performance given the impact of the pandemic. We certainly performed lower than our 2019-2020 state test data, which was 60% network-wide. We are confident that our robust programmatic shifts and deepened training for our faculty, as well as our shift to ensuring principals can be laser focused on instruction, will yield higher results through accelerating student learning and achievement in 22-23.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

We have no comparative data for 21-22 in CSD 7. It was not released.

RESULTS AND EVALUATION

We have no comparative data for 21-22 in CSD 7. It was not released.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

We have no comparative data for 21-22 in CSD 7. It was not released.

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Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

ADDITIONAL CONTEXT AND EVIDENCE

Goal 3: Additional Measures

METHOD: During the 2021-2022 school year, Brilla utilized the NWEA Measures of Academic Progress (MAP) for all students in reading. The assessment was given three times over the course of the year, in the fall, winter, and spring. MAP Growth reveals how much growth has occurred between testing events and, when combined with NWEA norms, shows projected proficiency. Educators can track growth through the school year and over multiple years. Every question on a MAP Growth assessment is calibrated to a proprietary RIT scale, which is one of the most reliable in the industry. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career. NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Educators can compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems. The assessment was given via computer to both in-person and fully remote students.

During the 2021-2022 school year, Brilla administered the fall, winter, and spring NWEA Measures of Academic Progress (MAP) assessment to all grade levels. Brilla is reporting on the spring results for students performing over the 65th percentile. While the 50th percentile is considered by national reference standards to be on grade level, Brilla, based on triangulation and correlative

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data, believes that students over the 65th percentile are most likely to be college and career ready by the time they exit the program.

RESULTS AND EVALUATION:

Overall Brilla students achieved one of its four measures for NWEA reading. The median growth across grades 3-8 was 52, just above our goal of the 50th percentile. In grades five and above, the median growth percentile is well above the 50th percentile, speaking to the rate of growth our middle school scholars are making. However, across grades 3-8 students achieved 40% proficiency on the NWEA assessment. As with the state assessment, we recognize that the low performance is attributed to a variety of factors which include the impact of interrupted learning from the two prior school years. However, by the end of the year we did note some literacy gains were made, as evident by the elementary school STEP literacy data. 46% of 4th grade students are entering middle school at or above grade level. While absolute achievement was not reached we do believe we are on a trajectory of making incremental growth and progress. Overall, at Brilla College Prep Middle School 32% of students in grades 5-8 achieved proficiency on the English Language Arts Exam. Brilla Middle School fell short of its four target measures as they relate to the NWEA reading assessment.

For our students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall, the median growth percentile was 54, just below our target of 55. Similarly, for our subpopulation of students with disabilities, the median growth percentile was 41. In addition, of the students in at least their second year, 40% of them met or exceeded the RIT score proficiency, short of our 75% goal. While we did not meet our goals in the different measures, we can attribute some of the results to the previous year's interruption of formal learning (and periods of quarantining which very much spilled into last year) and have faith that we will be able to effectively support students in attaining more growth and achievement in the coming year.

ADDITIONAL EVIDENCE:

NWEA ELA

2021-22 NWEA MAP [ELA] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[466]	[52]	[Yes]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in	Low initial achievers	55	[311]	[54]	[No]

Commented [1]: @william bludgus@setonpartners.org I think this paragraph might need to be updated - it talks about remote learning in the MS
Assigned to William "Billy" Bludgus

Commented [2R1]: I think it could be okay to take this whole paragraph out - I am not quite sure if these are numbers for last year, but I think the first paragraph is a fine summary for 3-8 NWEA

Commented [3R1]: Thanks, Molly!
@william bludgus@setonpartners.org kindly check this out today and thank you!

Commented [4R1]: @margaret.rippe@setonpartners.org and I just collaborated on this, and we think it is good now.

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the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	55	[118]	[41]	[No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ³	2+ students	75%	457	40%	[No]

End of Year Performance on 2021-22 NWEA MAP [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁴	Number Tested	Percent Proficient	Number Tested
3	39%	88	41%	76
4	28%	82	30%	74
5	30%	84	32%	76
6	59%	86	56%	75
7	43%	82	43%	79
8	40%	77	40%	77
All	40%	494	40%	457

End of Year Growth on 2021-22 NWEA MAP [ELA] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	44	82
4	42	70

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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5	54	79
6	57	80
7	53	80
8	59	75
All	52	466

ADDITIONAL CONTEXT AND EVIDENCE

Grades	% Students at or above Grade level proficiency	Average Step Level Growth Fall - Spring	Number Tested
K	44%	2.5	93
1	1%	1.9	94
2	2%	1.9	94
3	11%	1.9	93
4	46%	2.5	84

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

According to our Brilla College Prep ELA Goal, we did not meet the standard set forth. Our overall percentage of students performing at or above grade level was 52% on the state exam and 40% on the NWEA assessment. This data tells us that we still have a large percentage of students who are not yet reading on grade level, especially in first through third grade. However, substantial gains were made in both kindergarten and fourth grade. In kindergarten by the end of the year 44% of students had grown on average 2.5 STEP levels. While in fourth grade, 46% of our 4th graders grew 2.5 step levels. An additional bright spot in this data is that in eighth grade, 43% of students were proficient. This is evidence that our model has been effective with our students who have been with us the longest and provides us evidence that growth will be possible with other grades as they continue through the model. We are confident that our literacy program in combination with our robust coaching model and focus on our intervention program in the upcoming year will allow us to make progress toward our goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No

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Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
	[Write in additional measure here]	

ACTION PLAN

In summer of 2018, we expanded our partnership with the Lavinia Group to innovate around a differentiated, encompassing approach to literacy development in our younger grades (K-2) through Targeted Literacy. This block, conceived by our then Chief Academic Officer, Mike Carbone, and our then Chief Schools Officer, Kelsey LaVigne, in partnership with the Lavinia Group, sought to ensure sustained growth and achievement in literacy development to prepare students for the rigor of our third and fourth grade curriculum. This program does not replace our Core Knowledge curriculum, but enhances and complements it through the inclusion of reading best practices and small group instruction utilizing a variety of junior classic texts. During the 2020-2021 school year, a series of teacher trainings and workshops was developed and implemented to ensure the high quality fidelity and high impact expectations of this block is realized. In the 2021-2022 school year, we were able to more robustly provide training and on-the-ground support from our Lavinia consultants to better respond to the challenges of navigating the new and urgent student needs that were presented after COVID. Consultants partnered with school leadership in walkthroughs and individualized support. In this 2022-2023 school year, we will be further expanding our focus on this content block of the day, introducing cross-grade groupings, and inviting our Lavinia partners to join our Learning Walks to continually support instructional best practices. These visits coupled with these cross-grade groups will allow for more targeted instruction for students across the school.

In 2019-2020, in recognition of the expertise needed to improve and sustain a high performing school, we expanded our staff capacity to focus on continued improvement of our ELA program by adding a Director of Instructional Development, a Director of Elementary Content, and a Director of Elementary Student Services, as well as two instructional coaches who worked at the direction of the Chief Academic Officer. (Further, in 2018-2019 the instructional leadership team conducted a Learning Walk Protocol, modeled after Instructional Rounds, to develop a deeper approach to the collection and analysis of instructional moves based on differentiated data points, add coherence and structure to the professional development of school and grade level leaders, and provide ongoing content and instruction support around promising practices to all Brilla schools. While paused during remote and hybrid learning, these Learning Walks are now fully implemented and

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will provide centralized staff the opportunity to create responsive teacher and leader workshops to ensure fidelity and quality in implementation of the literacy program. As indicated above, Lavinia will join to further enhance these supports.) In the 2021-2022 school year, an Elementary Curriculum writer was added to support the revision of the K-1 literacy program. Additionally, a Director of Elementary Student Services provided leadership capacity to our growing Student Services staff and a focus on the alignment and execution of academic interventions for students identified as requiring services and students transitioning in our intervention cycle. In the 2022-2023 school year, further support is being added to the Network Academics team to additionally support schools as they respond to student learning loss. The Student Services Team has added a Director of Instruction who will begin creating differentiated materials to supplement our Tier 1 literacy program that ensure inclusion and acquisition of knowledge and skills is both related to the core literacy content as well as ensure these students make gains. Additionally, Brilla has identified programmatic weaknesses in the development of vocabulary for our Multi-Language Learners through multiple data sources. Given the large population of MLLs the school serves, and the success of our K-2 MLL program, we need to improve our upper elementary and middle school success for English Language Learners. By ensuring that all elementary schools and middle schools now have at least one MLL Specialist on their campus, our MLL students will be able to receive consistent, targeted intervention instruction. These team members will be supported by both our student services team and our new Director of Intervention. In summary, we have doubled the Student Services support team (adding another director) and we have added an intervention program and director of intervention. As our network has restructured for the 2022-2023 school year, the Head of Schools leads the Chief Curriculum and Assessment Officer, Chief Character Initiatives & Culture Officer and Chief of Schools Management, Instruction and Professional Development. Together, they provide wrap-around and robust support to the above-mentioned network leaders, principals and instructional staff in schools.

Professional development of teachers continues to be a focus for the 22-23 school year. Across all grades, development will focus on intellectual preparation - unit and lesson planning - first and foremost. Standardized Unit and Lesson plans with expectations for completion have been normed through Staff Onboarding and then specific coaching around planning will take place on a bi-weekly basis. The planning will focus on teachers internalizing the Next Generation Standards and ensuring that the lessons are connected to the learning objectives. Teachers will also receive feedback on their questioning with a focus on higher order thinking to promote student discourse. Finally, teachers will also receive feedback on their level of student-led activities throughout units and lessons with a goal of students driving the instruction in literacy classrooms. Instructional feedback will also be given throughout a weekly basis, whenever possible, through live coaching for immediate implementation. Teachers will be observed in lessons for which they were given lesson plan feedback. They will make adjustments to future lessons based on feedback and data they collect during instruction, as we will routinely, consistently monitor young people's progress. Consistent progress monitoring has been standardized to ensure student data collection in order to inform individual student goals, teacher goals, and an evaluation of learning.

Through professional development, systems and procedures, teachers and Brilla staff will develop a deep understanding of their curriculum and content. One way we aim to achieve this is through unit studies prior to the launch of a new unit along with intellectual prep protocols. Approximately two weeks before the beginning of a new unit, teachers will analyze the upcoming unit by looking at the

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standards addressed, identify a rigorous and engaging essential question, complete the end of unit assessment to understand what student mastery looks like, and break down the key content and knowledge goals of the unit. On a daily basis, teachers will complete lesson internalization guides, which aim to accomplish similar objectives as the unit study, on a more micro level. These lesson internalization guides will prompt teachers to think about the standards, objective, task/activity, and end of lesson assessment (exit ticket), ensuring that all four components are aligned. These guides will also prompt teachers to identify the most crucial questions that will promote student mastery to ask during the lesson, with scripted, exemplar responses. Through coaching and feedback from the principal, assistant principal, and/or academic content lead, these unit maps and lesson internalization guides are one way Brilla intends to promote and develop content knowledge. Further, 2022-2023 will mark the return of Brilla's weekly "Looking at Student Work" meetings. These meetings allow teachers to, on an interim basis, check for the quality of student work during the unit to determine corrections and increase opportunities for mastery demonstration and complexity in literacy. Finally, teachers engage monthly in a Beautiful Work Protocol where they examine work across grade levels to determine what work is exemplary and what work needs improvement. This normed vision of beautiful work will raise the quality of work expected and will help develop teachers' classical lens through a look at the transcendental beauty within what students create. With this deeper understanding of beauty, teachers will better be able to cultivate student understanding in their literacy class.

In the 2021-2022 school year, Brilla introduced a new intervention and tutoring program that allowed each student to receive corrective instruction to support young people's progress after learning loss incurred during the pandemic. For the 2022-2023 school year, a revised structure for intervention and high dosage tutoring is going to be utilized. Recognizing the challenges campuses were facing with training and monitoring the quality of the intervention program, a Network Director of Intervention role was created to ensure that there was consistent oversight of the program. New systems, which are data-informed and clearly defined, will be implemented to allow for teachers to more flexibly and nimbly respond to student needs. Additionally, schools will be using Amplify's mClass for literacy intervention in grades K-2, an intervention program aligned to the Science of Reading to better support students' foundational skills. Building off the success of the Targeted Literacy Block, we will also implement Targeted Literacy during literacy intervention at least three times per week. This will allow for students to get highly differentiated instruction on the reading fluency and comprehension skills they need to reach grade level proficiency.

For students most in need of improvement, after an intensive, small group (5-6 student) summer school for our most vulnerable population, tutoring will resume for this group and for additional tiers of students who need more support. *For all students*, schedules for all grades have been made intentionally to ensure as many highly qualified adults as possible are available to teach small groups during the intervention block. All staff teaching intervention groups will collect data weekly, which will be analyzed about every six weeks at scheduled intervention planning meetings. At those meetings, staff will move students into different groups as needed based on the data. In addition, Students in K-2 will receive an extended skills block to work on language skills and foundational reading strategies - allowing students, especially language learners, and teachers to dive deeper into literacy at their level and catered to their needs. Schools will also be overhauling classroom libraries, introducing 1,000 new texts into each classroom to address literacy needs at a variety of levels and for a range of reading interests. These robust classroom libraries, which are leveled,

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should provide a wonderful resource to enhance literacy instruction and students' desire to be readers.

In 2021-2022, Brilla hired a cohort of part-time tutors at each campus to provide direct High Dosage Tutoring (HDT) services to small groups of students in literacy utilizing the Wilson Foundations model. This tutoring program was overseen by an independent consultant, Dr. Nina Zaragoza, an early literacy expert, who has worked closely with Brilla prior to this engagement and provided direct coaching and support to the tutoring cohort. Students who scored in the 20-25th percentile on NWEA spring reading were placed in the HDT model. Midway through the year, Brilla proactively planned for an expansion of the HDT model. In the revised structure, Brilla plans to have a minimum of two tutors per campus who are directly coached by the Tutoring Instructional Coach and the Director of Intervention. This will allow for a greater number of students to receive the needed intervention services.

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GOAL 2: MATHEMATICS

Goal 2: Mathematics

Brilla students will possess mathematics skills at or above grade level.

BACKGROUND

As with ELA, New York State has adopted the Next Generation State Standards. Brilla believes these Core Mathematics Standards build upon each other in a logical way that develops students' conceptual understanding of math. As such, the curriculum Brilla has chosen to use aligns to these standards.

Specifically, Brilla (K-8) uses Eureka Math, a Singapore-style curriculum from Great Minds (formerly EngageNY). Brilla has implemented a coherent mathematics program beginning in kindergarten by using Eureka math. The curriculum emphasizes incremental learning and extensive practice; major concepts are broken down into discrete components, put together over time, and then continuously reviewed and expanded upon. Students are exposed to abstract concepts, in a manner that breaks each down and makes them accessible. Each concept starts with a concrete, tangible representation, and then progresses to a pictorial representation, and finally moves to an abstract, numerical representation. In having scholars begin with concrete representations, teachers are able to develop deep, conceptual understanding in all students. In 2020-2021, Brilla contracted with an external expert to revise its K-2 math curriculum for the 2021-2022 school year and is working with Lavinia Group to plan its implementation. This revised curriculum includes a more holistic to mathematics coupled with explicit skills and routines to develop numeracy fluency at an accelerated rate.

This decision was made when Brilla noticed the lagging of this foundational strand and because it aligns with our classically inspired approach – a discussion-based opportunity for students to make meaning together. Additionally, Brilla also anticipated a potential “lag of traction” for these practices and a possible impact on overall math achievement as inquiry-based approaches to conceptual mathematics often takes time to establish the mathematical mindsets of students – as seen in other successful, conceptual-focused networks.

Eureka Math is a curriculum published by Great Minds, a nonprofit organization that seeks to ensure that all students receive a content-rich education, underscoring our commitment to a classically inspired experience and teaching the best content. The material upon which Eureka Math is based was originally created through a partnership with the New York State Education Department and differs from other programs in that, rather than being an update to existing material, it was designed specifically for the common core. In a 2015 Consumer Reports style review for instructional materials by the nonprofit EdReports.org, Eureka Math was the only curriculum series found to be aligned to the Common Core State Standards at all grade levels reviewed and far surpassed all other curricula evaluated. Eureka Math presents mathematics in a logical progression from PK through Grade 12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. By using Eureka Math, Brilla hopes to reduce gaps in student learning, instill

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persistence in problem solving, and prepare students to understand advanced math. Eureka Math goes beyond simply teaching students to know the process for solving a problem. Eureka maintains that students need to understand why that process works so they will have the ability to generalize their learning and apply it to problems across settings. Teaching mathematics as a story, Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep understanding.

Blended learning is also a key component to mathematics instruction at Brilla. Scholars receive adaptive, individualized instruction from our suite of computerized blended learning time for at least 20 minutes per day. Students at Brilla use iReady Math (K-4) and ImagineMath (5-8). Both programs are adaptive and assignable programs that ensure each student receives targeted instruction.

For math assessment, Brilla use a combination of summative and formative, standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). At the end of each quarter/trimester, all students take an Interim Assessment to evaluate them against the standards taught throughout the quarter/trimester. This data is used to inform future instruction, including the identification of students for remediation or enrichment services, and to measure any instructional discrepancies. Additionally, students take a Math Stories assessment three times per year, specifically focused on problem-solving capability.

In addition to summative assessments, a variety of formative assessments occur with greater frequency to inform instruction day-to-day. These assessments and means of data collection include:

- Daily questioning during instruction to gauge student thinking and understanding
- Computer based assessments from blended learning programs. This data provides snapshots of student achievement that teachers can use weekly to inform instruction, partners for peer work, and groupings
- Bi-Monthly assessments (K-4) to assess mastery of the standards taught the previous two weeks
- Unit assessments (5-8) graded using a rubric developed by Eureka Math
- Daily exit tickets that will be reviewed and analyzed

As with literacy, the mathematics instructional program of Brilla is facilitated by the academic leadership team, which consists of the Chief Academic Officer, the central Academics Team, School Principals, Assistant Principals and Content Leads. Professional development is facilitated through an ongoing cycle of clarifying roles and responsibilities, setting clear expectations and goals, coaching and monitoring, and evaluating. This cycle is primarily operationalized through bi-weekly, formal observations followed by one-on-one meetings to set related goals, and action steps to develop teacher practice. Additional professional development is provided through a variety of platforms:

- Weekly professional development meetings centered around: data and assessment, school culture, curriculum, instructional practice, etc.
- High level walk-throughs and learning walks facilitated by top level leadership

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

- Math-specific content team meetings by grade-level and across grade-level

In the 2021-2022 school year, Brilla has partnered with Lavinia Group to assist in our K-2 math curriculum rollout as well as hired an Director of Middle School Math and Science who will work with mathematics leaders across both elementary and middle school grades.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	51				34	85
4	85				3	88
5	77				9	85
6	83				3	86
7	81				4	86
8	53				27	80
All	430				80	513

Commented [5]: @waqas@ed-ops.com
@david.morales@setonpartners.org
@margaret.rippe@setonpartners.org 34 kids opted out?

Commented [6R5]: No - to my knowledge it was very small maybe only 1-3

Commented [7R5]: @waqas@ed-ops.com and
@david.morales@setonpartners.org

Commented [8R5]: @waqas@ed-ops.com
@david.morales@setonpartners.org confirming that we had only a few kids opt out. How to proceed?

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year
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⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	45%	51	47%	45
4	47%	85	48%	75
5	27%	77	28%	71
6	45%	83	44%	73
7	41%	81	41%	78
8	21%	53	21%	53
All	38%	430	36%	395

RESULTS AND EVALUATION

Overall, the vast majority of BCPE/BCPM students took the state exam in Math, for which we are grateful, since we know where the majority of our students stand in terms of Math proficiency in Grades 3-8. A significant number of young people in Grade 3 at BCPE elected to opt out of the exam, and 25 of those who did not sit for the Grade 8 Math Exam did so because they sat for Algebra Regents (and 25/25 passed that exam)! However, only 38% of BCPE/BCPM students were proficient in Math. This falls very short of the stated goal above that 75% of BCPE/BCPM students would score proficient on the Math exam, and was anticipated, with Math being the hardest hit discipline in the pandemic.

Performance was fairly consistent across all grades, with Grade 5 suffering the most (and Grade 8, though we note we removed our strongest performing students from this population as we asked them to focus on Algebra).

Notable challenges are present across grades, and reflect students missing math content and math fluency and foundations as a result of the global learning loss during the pandemic, to which Brilla students were not immune. Going into the 22-23 school year, programmatic shifts should prove beneficial in advancing student progress.

Our programmatic shifts are: intervention for all students, tutoring for Tier 3 students (following a rich summer school program for this same population of lowest achieving students), prioritizing story problems in K-2 to support their ability for problem solving as they move into Grades 3 & 4, responsive and innovative school schedules, a revised 3-8 math curriculum, and a more practical and intentional approach to Summer Onboarding for teachers and leaders.

ADDITIONAL EVIDENCE

We are unable to provide comparative reports because last year's state exam data, as stated by NYS, is not able to be used as a measure of performance given the impact of the pandemic. We certainly performed lower than our 2019-2020 state test data, which was 62% network-wide. We are confident that our robust programmatic shifts and deepened training for our faculty, as well as our shift to ensuring principals can be laser focused on instruction, will yield higher results through accelerating student learning and achievement in 22-23.

Commented [9]: to be confirmed

Commented [10R9]: @waqas@ed-ops.com @david.morales@setonpartners.org Molly says only a handful of students opted out

Commented [11R9]: It was only 6 students in 3rd and 2 in fourth - but perhaps one additional student was completely absent on the day of the assessment in 4th?

Goal 2: Absolute Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

We have no comparative data for 21-22 in CSD 7. It was not released.

RESULTS AND EVALUATION

We have no comparative data for 21-22 in CSD 7. It was not released.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

We have no comparative data for 21-22 in CSD 7. It was not released.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

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As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd-8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

METHOD:

During the 2021-2022 school year, Brilla utilized the NWEA Measures of Academic Progress (MAP) for all students in math. The assessment was given three times over the course of the year, in the fall, winter, and spring. MAP Growth reveals how much growth has occurred between testing events and, when combined with NWEA norms, shows projected proficiency. Educators can track growth through the school year and over multiple years. Every question on a MAP Growth assessment is calibrated to a proprietary RIT scale, which is one of the most reliable in the industry. Because the equal-interval scale is continuous across grades, educators can trust it to track longitudinal growth over a student's entire career. NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Educators can compare their students' performance against norms to evaluate programs and improve instruction—in individual classrooms and throughout school systems. The assessment was given via computer to both in-person and fully remote students.

During the 2021-2022 school year, Brilla administered the fall, winter, and spring NWEA Measures of Academic Progress (MAP) assessment to all grade levels. Brilla is reporting on the spring results for students performing over the 65th percentile. While the 50th percentile is considered by national reference standards to be on grade level, Brilla, based on triangulation and correlative data, believes that students over the 65th percentile are most likely to be college and career ready by the time they exit the program.

RESULTS AND EVALUATION:

Overall Brilla students achieved one of the four subgoals for NWEA but fell short of its absolute achievement goal of 60% of students performing at or above the 50th percentile. The median growth percentile for grades 3-8 was 52, surpassing the goal of 50 indicating the students are growing at a rate that is faster than average. However, across grades 3-8 students achieved 35% proficiency. We recognize that the low performance is attributed to a variety of factors which are not limited to but include the impact of interrupted learning from COVID. These disappointing results and the urgency for addressing the unfinished learning presented within this data were central to our decision to implement a bi-weekly math focused intervention block in all grades and the restructuring of the math block and math curriculum for this upcoming school year.

Additional Evidence:

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

NWEA MATH

2021-22 NWEA MAP [Math] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[454]	[55]	[Yes]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[363]	[53]	[No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	44	[116]	[49]	[No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁷	2+ students	75%	[467]	[34%]	[No]

End of Year Performance on 2021-22 NWEA MAP [Math] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁸	Number Tested	Percent Proficient	Number Tested

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁷ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁸ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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3	37%	83	87%	76
4	36%	81	36%	73
5	29%	84	30%	76
6	40%	83	41%	73
7	40%	81	40%	78
8	27%	75	27%	75
All	35%	487	35%	451

Commented [12]: @william bludgus@setonpartners.org Is this right for NWEA?
Assigned to William "Billy" Bludgus

Commented [13R12]: @waqas@ed-ops.com @david.morales@setonpartners.org Can you please look at these numbers again? 3rd grade and 8th grade look really off to me and they don't seem to match the % above 50th percentile we have from the EOY Data Reflection Decks sent in July.
Reassigned to Waqas Sheikh

Commented [14R12]: Yes, thank you for any help, as this is not aligning with the MS documents I am looking at: <https://docs.google.com/presentation/d/1TwLKmgEdjZqs1Niy7eeHBaLOc0h3D709/edit#slide=id.p4>

Commented [15R12]: @margaret.rippe@setonpartners.org @william bludgus@setonpartners.org Hi folks! The numbers are correct. This is not above 50th percentile. Instead, proficiency here is defined as % of student above the RIT cutoffs as mentioned in the NWEA linking study. You can find more information about it in the footer of page 27 of this document (reference 8 links to the framework). Happy to jump on a quick call if that helps.

Commented [16R12]: Yes, @waqas@ed-ops.com and @margaret.rippe@setonpartners.org this makes sense and explains the discrepancy. Ok to leave it as it, as the chart is listed under "additional evidence" and the footnotes describe how proficiency is defined, even though the narrative speaks about our goals in regards to scoring over 50%?
Reassigned to Margaret Rippe

End of Year Growth on 2021-22 NWEA MAP [Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	49	81
4	55	72
5	54	76
6	58	75
7	58	78
8	54	72
All	55	454

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
	[Write in additional measure here]	

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

According to our Brilla College Prep Elementary School Math Goal, we did not meet the standard set forth. With only 38 % achieving proficiency on the state assessment and 35% on the NWEA assessment. As noted, this data does not include the students who took the Regents Algebra assessment with 100% of students passing, but it does highlight with urgency that the majority of students aren't accessing grade level math concepts. Given both the median growth percentile achieved by students across 3-8 and the progress seen in other internal assessments, there is evidence of growth being made toward our absolute goals. In both third and fourth grade there was a subset of students who were extremely close to proficiency. In 3rd grade, 18% of the grade was within 15 percentile points of reaching that 50th percentile and in 4th grade 15%. Our overall percentage of students performing at or above grade level was 31% on the spring NWEA MAP math assessment and 16% on our first Interim Assessment. This data tells us that students did make growth in their proficiency by the end of the year as we found our footing with testing administration and the learning models but that we need to continue to prioritize teachers building deep content knowledge and making adjustments to our math program. In addition, students showed higher levels of proficiency in grades 6-8 than in grade 5 which provides us some anchoring practices for proliferation and the necessity to closely evaluate the 5th grade math program to make changes that would minimize the impact of the transition to middle school on student learning.

ACTION PLAN

Brilla has made a commitment to strengthening its mathematics program in the 2022-2023 school year. In the 2021-2022 school year, each elementary school fully implemented the revised K-2 math curriculum in order to ensure consistent exposure and mastery opportunities of foundational operations and thinking skills. In the 2022-2023 school year, a revised 3-4 math curriculum will be implemented in each elementary school to ensure greater clarity, fluency and conceptual understanding of mathematical concepts. An additional math block, Math Story Problems, will be implemented in K-2 across each elementary school. The Math Stories block is designed to build conceptual understanding and flexible problem solving skills through the use of a rigorous story problem that students grapple and discourse over. Moreover, the continued implementation of differentiated, small group instruction in mathematics in elementary school, we expect to make considerable gains. Additionally, our character-based initiatives programming will continue to include elements of mathematics in our regular morning meeting and advisory classes to ensure students are getting at-bats with grade-level standards. (And as indicated above, our MS program will also move to a new curriculum, Illustrative Math.)

In recognition of the expertise needed to improve and sustain a high performing school, we began a partnership with Lavinia consultants to work closely with Assistant Principals and Math Content Leads within the math block to strengthen the quality of instructional coaching. In order for students to have access to high-quality instruction that will lead to significant academic progress, teachers need to deeply understand the curriculum and content. It is critical that teachers have an understanding of the Next Generation Standards and are able to access resources that help break down the standards. Teachers need to be able to identify the difference between a core foundational standard for the grade from those standards that are simply 'supporting' or 'additional' standards. A depth of content knowledge also better prepares teachers to anticipate

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

misconceptions, understand student pathways of learning, and allows teachers to better shift the cognitive load to students. While growth was made in this area last school year, additional work will be needed to deepen teachers' understanding of inquiry, questioning, and mastery in mathematics, particularly with the roll-out of the revised elementary and middle school curriculum. In the 2022-2023 school year, we will continue to utilize Lavinia as a key resource for development for our staff in math content. Working with our math content leads at each campus, Lavinia consultants will observe math instruction across each math block, assist school leaders in analyzing data and creating action plans and provide necessary development for coaches and teachers.

To support students who are performing significantly below grade level in math, students who were most vulnerable had the option to attend summer school at the end of the 2021-2022 school year. As part of our Intervention program, students who need Tier 3 academic support will continue to receive high dosage tutoring in the 2022-2023 school year, and the general Intervention Block will support all students in mathematics, based on their performance data. The Student Services Team at each campus will also create differentiated materials to supplement our Tier 1 mathematics program that ensures inclusion and acquisition of numeracy skills is both related to the core content as well as ensuring these students make gains. Additionally, Brilla has identified programmatic weaknesses in the development of our Multi-Language Learners through multiple data sources. By ensuring that the schools have at least one MLL Specialist a more purposeful approach to programming can be implemented. Further, the instructional leadership team implemented a Learning Walk Protocol, modeled after Instructional Rounds, to develop a deeper approach to the collection and analysis of instructional moves based on differentiated data points, add coherence and structure to the professional development of school and grade level leaders, and provide ongoing content and instruction support around promising practices to all Brilla schools. These Learning Walks, now fully implemented, will provide centralized staff the opportunity to create responsive teacher and leader workshops to ensure fidelity and quality in implementation of the mathematics program.

Staff are receiving math curricular training and math intervention program training during summer onboarding, and will continue to receive targeted math professional development throughout the year. In order for students to have access to high-quality instruction that will lead to significant academic progress, teachers need to deeply understand the curriculum and content. It is critical that teachers have an understanding of the Next Generation Standards and are able to access resources that help break down the standards. Teachers need to be able to identify the difference between a core foundational standard for the grade from those standards that are simply 'supporting' or 'additional' standards. A depth of content knowledge also better prepares teachers to anticipate misconceptions, understand student pathways of learning, and allows teachers to better shift the cognitive load to students. While growth was made in this area last school year, in 2022-2023 the focus will be to deepen teachers' understanding of inquiry, questioning, and mastery in mathematics through revised, enhanced, and more deeply implemented intellectual preparation.

In 2022-2023, Brilla will implement 70-minutes of math five days a week, along with math intervention (45-55 minutes depending on grade level). During the intervention block students will receive 1:1 and small group instruction as well spend time working with adaptive blended learning (Zearn in elementary, Aleks Math in middle school). After a comprehensive process to discern which blending learning programs will be most effective with Brilla's students, a steering committee

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composed of math teachers and school leaders have chose Zearn for elementary grades and Aleks for middle school grades; these programs will be rolled out this year with formal training for teachers and staff this summer. Data will be collected and analyzed on 6-week cycles and students will progress through a standard progression to accelerate their opportunities to be ready for on-grade-level instruction. Additionally, Brilla has added extra capacity in the Student Services department across both the elementary and middle school so that each grade level has its own learning specialist to assist in tiered interventions.

GOAL 3: SCIENCE

Goal 3: Science

Brilla students will possess science skills at or above grade level.

BACKGROUND

At the elementary level (K-4), science curriculum is aligned to the Core Knowledge Sequence that drives ELA instruction. This alignment allows for scholars to delve into thematic units and to experience connections across contents. The Science curriculum has a commitment to engage scholars through inquiry and experiential, hands-on learning. This approach encourages scholars to think critically about the world around them by exposing them to lessons that force them to analyze and assess real world and historical content. Science lessons, while primarily project-based, include:

- Experiments: in these lessons, scholars follow the Inquiry Cycle to explore different problems and work to formulate conclusions and/or possible solutions. Scholars have the opportunity to conduct experiments as a whole class, in small groups, and individually.
- Hands-on: Scholars engage in lessons where the purpose is to learn through experience. They will create projects that challenge and engage their thinking to work, over time, toward a final project, while simultaneously utilizing math and literacy skills. To create these projects, scholars work on their process skills to take a project from start to finish. They work both independently and collaboratively on projects to also build up their communication and socialization skills.
- Didactic (teacher-led instruction): Scholars engage in didactic lessons where they are first taught information by an instructor or instructive material. They then continue the lesson by practicing or applying the concepts taught individually, with a partner, or in a small group.
- Socratic Seminars: During Socratic seminar lessons, students engage in thoughtful, critical-thinking based discussions that reinforce habits of discussion learned in other content areas. The teacher/student asks a question and then “steps back” from the discussion and allows for the students to drive the conversation.

Many science units culminate in a summative assessment that measures scholar mastery of the content from the unit. For some units, an experiential task, graded on a rubric score that is defined prior to the start to the unit and aligned to standards, serves as the ultimate measure of content and standard mastery. Teachers also utilize writing pieces or multiple-choice assessments to measure scholar learning.

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Brilla's middle school uses Amplify Science - a curriculum aligned to the Core Knowledge Sequence. The Core Knowledge Sequence spirals each year through topics in biology, chemistry, physics and earth science. Our students have been working with this curriculum since the beginning of kindergarten. Throughout elementary years, students are given a breadth of knowledge about the different fields of science. As they enter middle school, students begin to apply and analyze this knowledge through discussion, models and experimentation. The Core Knowledge Sequence is aligned with the science concepts outlined in the NYS standards for science and prepares students to deepen understanding in high school when they're exposed to higher-level concepts in biology, chemistry and physics. The Core Knowledge sequence also aligns with Brilla's focus on writing and literacy skills – ensuring students are exposed to a variety of nonfiction sources.

Brilla is cognizant of the need to ensure wide coverage of New York state science standards and works to supplement units that align to the New York State Science Standards, so scholars can be adequately prepared for the state Science Exams. The New York State Science Standards clearly outline the different knowledge students need to be successful in understanding the variety of science fields.

In 5th-8th grade, scholars are exposed to a curriculum that aligns to the Core Knowledge Sequence called Amplify Science. This curriculum emphasizes the following techniques to teaching science:

- Do: first-hand investigations are crucial in developing scientific understanding.
- Talk: student-to-student discourse and full class discussions are an integral part of the program.
- Read: students read age-appropriate books or scientific articles, focusing their reading activities on searching for evidence related to their hands-on investigation.
- Write: following real-world practices, students write scientific arguments based on evidence they've collected.

Each grade (5th-8th) takes unit assessments at the conclusion of each science unit. Additionally, experiments are graded on a rubric assessing demonstration of science knowledge as well as group work. Just as in math and ELA, other daily formative assessment tools, such as questioning and exit tickets, are also employed.

As with literacy and mathematics, professional development is led by the school's academic leadership team. In an attempt to uplift and focus on basic skill elevation, we prioritized ELA and Math test preparations over Science exam preparations. While didactic instruction and content delivery was accomplished, and while some Science test preparation and practice was received, ELA and Math were emphasized. Middle school students still received daily science instruction.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Brilla chose to prioritize mathematics and literacy assessment during the 2021-2022 School Year therefore did not administer any internal science assessments in elementary grades (though there were school specific Science assessments within Science classes in MS).

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

Grade			Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	73%	73	75%	67
8	51%	73	51%	73
All	62%	146	62%	140

ADDITIONAL EVIDENCE

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18			
8	2018-19			
8	2021-22			

RESULTS AND EVALUATION

Overall, the vast majority of BCP students took the state exam in Science, for which we are grateful, since we know where the majority of our students stand in terms of Science proficiency in Grades 4 and 8. We are delighted to see 73% proficiency in Grade 4, however, we had only 51% proficiency in Grade 8. Grade 8 therefore falls very short of the stated goal above that 75% of BPCM students would score proficient on the Science exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Notable performance in Grade 4, where students were closer to proficiency and yielded some promising practices (especially in terms of test preparation) from which we can learn, grow and replicate. Most notably, these teachers were engaged in helping students feel comfortable with the method of the exam and to practice the format in order to move student achievement forward.

Notable challenges are present in Grade 8, where about half of our students are not yet proficient, which deeply and directly impacts their ability to perform on the Science assessment. Going into the 22-23 school year, programmatic shifts in the Middle School to a living environment curriculum, will result in some, if not all, students taking the Regents Exam in June 2023.

Specifically, our programmatic shifts are: intervention for all students, tutoring for Tier 3 students (following a rich summer school program for this same population of lowest achieving students), prioritizing Science in Grade 5 (via a shared teacher between our two MS), responsive and innovative school schedules, and a more practical and intentional approach to Summer Onboarding for teachers and leaders. Specific to Science in Grade 8, we are beginning a move to Living Environment Regents for our 8th grade Science students which will elevate our program in Science.

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Our goal is for 75% of students to be proficient on the Science Exam.

ACTION PLAN

Brilla will reinstate a full science curriculum and assessment cycle in the 2022-2023 school year as outlined in school years prior to the pandemic. The Brilla science curriculum will be executed and supportive of literacy initiatives to ensure student needs are being met in multiple domains throughout the day. Brilla will hire a 5th grade Science teacher that is shared between the two MS campuses to enhance and prioritize Science instruction, and in preparation for the New York State 5th grade science exam. Additionally, Brilla intends to lengthen the class time for science in 6th, 7th, and 8th grade and offer the Living Environment Regents curriculum to all 8th graders in preparation for that examination.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Brilla remains in good standing according to the state's ESSA accountability system.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2019-20	Good standing
2020-21	Good standing
2021-22	Good standing

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA ELA

2021-22 NWEA MAP [ELA] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	488	33	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RiT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	264	27	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	37	100	22	No

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁰	2+ students	75%	453	33%	No
---	-------------	-----	-----	-----	----

End of Year Performance on 2021-22 NWEA MAP [ELA] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹¹	Number Tested	Percent Proficient	Number Tested
3	25%	88	23%	82
4	42%	91	43%	81
5	31%	85	32%	78
6	42%	83	44%	78
7	23%	83	20%	74
8	32%	63	33%	60
All	32%	493	33%	453

End of Year Growth on 2021-22 NWEA MAP [ELA] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	20	87
4	34	90
5	42	85
6	44	82
7	18	83
8	41	60
All	33	487

¹⁰ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹¹ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

NWEA MATH

2021-22 NWEA MAP [Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	483	40	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	320	38	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹²	44	101	28	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹³	2+ students	75%	451	30	No

End of Year Performance on 2021-22 NWEA MAP [Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁴	Number Tested	Percent Proficient	Number Tested

¹² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹³ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

3	26%	87	27%	81
4	32%	91	31%	81
5	24%	89	26%	82
6	31%	84	32%	79
7	32%	79	30%	71
8	37%	60	39%	57
All	30%	490	30%	451

End of Year Growth on 2021-22 NWEA MAP [Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	26	86
4	50	89
5	27	89
6	51	82
7	44	79
8	51	57
All	40	482

I-READY

2021-22 I-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁵	[%] ¹⁶	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid-on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		

¹⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

4		
5		
6		
7		
8		
All		

BRILLA COLLEGE PREPARATORY
CHARTER SCHOOLS

BRONX, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2022

(With Comparative Totals for 2021)

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Brilla College Preparatory Charter Schools

Opinion

We have audited the accompanying financial statements of Brilla College Preparatory Charter Schools, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Brilla College Preparatory Charter Schools as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Brilla College Preparatory Charter Schools and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Brilla College Preparatory Charter Schools's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Brilla College Preparatory Charter Schools' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Brilla College Preparatory Charter Schools' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited Brilla College Preparatory Charter Schools' June 30, 2021 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 27, 2021. In our opinion, the summarized comparative information presented herein as of June 30, 2021 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 27, 2022

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2022

(With Comparative Totals for 2021)

<u>ASSETS</u>	June 30,	
	<u>2022</u>	<u>2021</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 10,708,417	\$ 10,417,281
Grants and other receivables	2,129,079	1,144,393
Investments	4,622,224	-
Prepaid expenses and other current assets	<u>1,305,243</u>	<u>1,011,823</u>
TOTAL CURRENT ASSETS	18,764,963	12,573,497
<u>PROPERTY AND EQUIPMENT, net</u>	2,080,455	1,906,085
<u>OTHER ASSETS</u>		
Security deposits	594,178	414,178
Cash in escrow	<u>200,064</u>	<u>200,013</u>
	<u>794,242</u>	<u>614,191</u>
TOTAL ASSETS	<u>\$ 21,639,660</u>	<u>\$ 15,093,773</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 897,293	\$ 624,356
Accrued payroll and benefits	<u>1,061,835</u>	<u>808,927</u>
TOTAL CURRENT LIABILITIES	1,959,128	1,433,283
<u>OTHER LIABILITY</u>		
Deferred lease liability	<u>4,503,747</u>	<u>2,897,073</u>
TOTAL LIABILITIES	6,462,875	4,330,356
<u>NET ASSETS</u> - without donor restrictions	<u>15,176,785</u>	<u>10,763,417</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 21,639,660</u>	<u>\$ 15,093,773</u>

The accompanying notes are an integral part of the financial statements.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

JUNE 30, 2022
(With Comparative Totals for 2021)

	<u>Year ended June 30,</u>	
	<u>2022</u>	<u>2021</u>
Revenue, gains and other support:		
Public school district:		
Resident student enrollment	\$ 26,045,220	\$ 21,774,821
Students with disabilities	3,880,873	2,910,766
Grants and contracts:		
Federal - Title and IDEA	1,503,593	980,041
Federal - other	5,450,483	1,442,159
NYC DOE Rental Assistance	<u>6,175,632</u>	<u>5,377,703</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	43,055,801	32,485,490
Expenses:		
Program:		
Regular education	21,573,809	17,588,059
Special education	<u>7,594,048</u>	<u>5,577,471</u>
Total program services	29,167,858	23,165,530
Management and general	<u>9,928,547</u>	<u>7,940,596</u>
TOTAL OPERATING EXPENSES	<u>39,096,405</u>	<u>31,106,126</u>
SURPLUS FROM SCHOOL OPERATIONS	3,959,396	1,379,364
Support and other revenue:		
Contributions		
Foundations	167,500	852,852
Individuals	77,401	23,590
Fundraising	-	7,157
Paycheck Protection Program note forgiveness	-	1,795,241
Interest income	3,042	3,938
Miscellaneous income	<u>206,029</u>	<u>275,412</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>453,972</u>	<u>2,958,190</u>
CHANGE IN NET ASSETS	4,413,368	4,337,554
Net assets at beginning of year	<u>10,763,417</u>	<u>6,425,863</u>
NET ASSETS AT END OF YEAR	<u>\$ 15,176,785</u>	<u>\$ 10,763,417</u>

The accompanying notes are an integral part of the financial statements.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

JUNE 30, 2022
(With Comparative Totals for 2021)

	No of Positions	Year ended June 30,					Year Ended June 30, 2021
		2022					
		Program Services			Supporting Services		
		Regular Education	Special Education	Sub-total	Management and general	Total	
Personnel services costs:							
Administrative staff personnel	42	\$ 2,463,390	\$ 702,933	\$ 3,166,323	\$ 1,537,034	\$ 4,703,357	\$ 3,352,717
Instructional personnel	143	7,429,038	3,300,531	10,729,569	-	10,729,569	8,309,203
Total salaries and wages	185	9,892,428	4,003,464	13,895,892	1,537,034	15,432,926	11,661,920
Fringe benefits and payroll taxes		1,850,691	752,770	2,603,461	285,336	2,888,797	2,092,765
Retirement benefits		264,656	113,217	377,873	40,865	418,738	324,115
Legal services		-	-	-	37,215	37,215	42,902
Accounting/Audit services		-	-	-	56,351	56,351	36,100
Management company fees		-	-	-	4,488,174	4,488,174	3,691,870
Other Purchased/Professional/Consulting Services		1,229,718	395,436	1,625,154	474,964	2,100,118	1,654,429
Building rent		5,674,741	1,553,344	7,228,085	1,753,588	8,981,673	8,029,597
Utilities		723	146	870	232	1,102	-
Repairs and maintenance		45,048	12,900	57,948	13,801	71,749	42,758
Insurance expense		130,499	37,321	167,820	40,213	208,033	155,321
Supplies/Materials		864,243	233,320	1,097,563	-	1,097,563	653,361
Equipment/Furnishings		17,237	5,328	22,565	5,396	27,961	31,319
Leased equipment		54,724	16,176	70,900	16,830	87,730	82,172
Staff development		253,838	103,481	357,319	78,031	435,350	389,531
Marketing/Recruitment		255,302	70,696	325,998	39,542	365,540	280,083
Technology		199,906	58,026	257,932	61,641	319,573	285,760
Food services		1,444	474	1,918	-	1,918	1,057
Student services		253,516	69,098	322,614	-	322,614	244,532
Office expense		7,988	2,294	10,282	135,450	145,732	81,070
Travel and conferences		22,347	6,493	28,840	6,920	35,760	2,346
Depreciation and amortization		497,500	138,696	636,196	152,300	788,496	667,577
Other		57,260	21,368	78,628	704,664	783,292	655,541
		\$ 21,573,809	\$ 7,594,048	\$ 29,167,858	\$ 9,928,547	\$ 39,096,405	\$ 31,106,126

The accompanying notes are an integral part of the financial statements

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

STATEMENT OF CASH FLOWS

JUNE 30, 2022

(With Comparative Totals for 2021)

	Year ended June 30,	
	2022	2021
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 4,413,368	\$ 4,337,554
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	788,496	667,577
Paycheck Protection Program note forgiveness	-	(1,795,241)
Bad debt expense	-	15,003
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(984,686)	67,299
Prepaid expenses and other current assets	(293,420)	(378,302)
Security deposits	(180,000)	-
Accounts payable and accrued expenses	272,937	(302,848)
Accrued payroll and benefits	252,908	123,494
Deferred lease liability	1,606,674	2,459,959
NET CASH PROVIDED FROM OPERATING ACTIVITIES	5,876,277	5,194,495
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of investments	(4,622,224)	-
Purchases of property and equipment	(962,866)	(779,442)
NET CASH USED FOR INVESTING ACTIVITIES	(5,585,090)	(779,442)
NET INCREASE IN CASH AND CASH EQUIVALENTS AND RESTRICTED CASH	291,187	4,415,053
Cash and cash equivalents and restricted cash at beginning of year	10,617,294	6,202,241
CASH AND CASH EQUIVALENTS AND RESTRICTED CASH AT END OF YEAR	\$ 10,908,481	\$ 10,617,294
Reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash and cash equivalents	\$ 10,708,417	\$ 10,417,281
Cash in escrow	200,064	200,013
	\$ 10,908,481	\$ 10,617,294

The accompanying notes are an integral part of the financial statements.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Brilla College Preparatory Charter Schools (the “Charter School”) is an educational corporation that operates as a charter school in Bronx, New York.

The Charter currently possesses four charters granted by the SUNY Board of Trustees’ Charter School Committee (SUNY). Brilla College Preparatory Charter School is in its second five year term, set to expire in July 2022. Brilla Veritas Charter School was granted its first renewal in November 2021 for a three year term through and including July 2025. This was considered a “full” renewal, with a shorter term to begin to align charter terms among all four schools. In October 2018, SUNY approved the initial five year charters for Brilla Caritas Charter School and Brilla Pax Charter School, which opened in August of 2020 with expiration in June 2025.

The Charter School was established to provide its students in grades K-8 with traditional academic skills to develop their cognitive, social, emotional, and physical excellence.

In December 2020, the Charter School received approval from SUNY for a revision to its charter to create a joint high school program with another Charter School beginning in the 2022-2023 school year. This was rejected by the NY State Education Department and SUNY has overridden this rejection and the high school has opened for the 2022-2023 school year.

Classification of net assets

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

These classes of net assets are defined as follows:

Net Assets Without Donor Restrictions

The net assets over which the Board of Trustees has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current net assets without donor restrictions for specific purposes, projects or investment.

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had no net assets with donor restrictions at June 30, or 2021.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Revenue and support recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

The Charter School records substantially all revenues over time as follows:

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns state and local per pupil revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

Rental assistance

Facilities rental assistance funding is provided by the New York City Dept of Education (NYCDOE) to qualifying charter schools located in the five boroughs of NYC. In order to receive rental assistance funding, a charter school must have commenced instruction or added grade levels in the 2014-15 school year or thereafter, and go through a space request process with the NYCDOE. If NYCDOE is not able to provide adequate space, the charter school can become eligible for rental assistance. Rental assistance is calculated as the lesser of 30% of the per-pupil tuition rate for NYC times the number of students enrolled, or actual total rental costs. As rental assistance is based on the number of students enrolled, revenue is recognized throughout the year as educational programming is provided to students.

The following table summarizes contract balances at their respective statement of financial position dates:

		June 30,	
	2022	2021	2020
Grants and other receivables	\$ 22,502	\$ 94,061	\$ 906,532

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants and contracts receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. The Charter School received cost-reimbursement grants of approximately \$6,339,000 and \$412,000 that have not been recognized at June 30, 2022 and 2021, respectively, because qualifying expenditures have not yet been incurred.

Cash and cash equivalents

Cash and certificates of deposit balances are maintained at financial institutions located in New York and are insured by the FDIC up to \$250,000 at each institution. The Charter School considers all highly liquid investments with a maturity of six months or less when purchased to be cash equivalents. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash and cash equivalents.

Cash and cash equivalents and restricted cash balances for the years ended June 30, 2022 and 2021 consisted of the following:

	June 30,	
	2022	2021
Cash and cash equivalents	\$ 10,708,417	\$ 10,417,281
Cash in escrow	200,064	200,013
	<u>\$ 10,908,481</u>	<u>\$ 10,617,294</u>

Cash in escrow

The Charter School maintained cash in an escrow account in accordance with the terms of its Charter agreement, to pay off expenses in the event of dissolution of the Charter School.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Investments

Investments are maintained in accordance with the Charter School's Finance Policy Manual. The goals of this policy are the preservation of principal, the maintenance of liquidity, and to obtain a competitive return on investment subject to prevailing market conditions and safe and sound investment practices. Assets within this portfolio will be permitted to have investments maturing in one year or less.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2022 and 2021.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to seven years. Leasehold improvements are amortized over the term of the lease.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflect in operations.

Contributed services

The Charter School receives contributed services from volunteers to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed. The Charter School received food supplies and services, speech and occupational therapy, paraprofessionals, nursing services, counseling services and metro cards for student transportation from the local district.

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution. There were no in-kind contributions received for the years ended June 30, 2022 and 2021.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income. The Charter School has filed for and received income tax exemptions in the various jurisdictions where it is required to do so.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2019 through June 30, 2022 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated \$365,500 and \$280,100 for the years ended June 30, 2022 and 2021, respectively.

Deferred lease liability

The Charter School leases its facilities. The leases contain significant pre-determined fixed escalations of the base rent. In accordance with GAAP, the Charter School recognizes the related rent expense on a straight-line basis and records the difference between the recognized rental expense and the amounts paid under the lease as a deferred lease liability.

Security deposits

Security deposits are made up of payments to third parties in connection with facility lease agreements.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for the period ended June 30, 2021

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with Charter School's financial statements for the period ended June 30, 2021, from which the summarized information was derived.

Adoption of new accounting standard - Gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kind recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and will be applied on a retrospective basis. The Charter School adopted this standard during the year ended June 30, 2022. There were no gifts-in-kind for the years ended June 30, 2022 and 2021.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

New accounting pronouncements - leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020 to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 27, 2022, which is the date the financial statements are available to be issued. See Notes A and F.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal years 2022 and 2021.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2022 and 2021:

	June 30,	
	2022	2021
Cash and cash equivalents	\$ 10,708,417	\$ 10,417,281
Investments	4,622,224	-
Grants and other receivables	2,129,079	1,144,393
Total financial assets available to management for general expenditures within one year	<u>\$ 17,459,720</u>	<u>\$ 11,561,674</u>

The Charter School has a line of credit with a maximum borrowings of \$1,000,000 which they could draw upon in the event of unanticipated liquidity needs. At June 30, 2022 and 2021, no amount was outstanding on this line.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2022</u>	<u>2021</u>
Furniture and fixtures	\$ 1,254,776	\$ 1,047,342
Computer equipment and software	1,591,992	1,288,752
Office equipment	735,604	443,923
Leasehold improvements	<u>3,088,763</u>	<u>2,928,253</u>
	6,671,135	5,708,270
Less accumulated depreciation and amortization	<u>4,590,680</u>	<u>3,802,185</u>
	<u>\$ 2,080,455</u>	<u>\$ 1,906,085</u>

During the year 2021, the project was completed and the Charter School began depreciating the assets. Total depreciation and amortization expense was approximately \$788,500 and \$667,600 for the years ended June 30, 2022 and 2021, respectively.

NOTE D: LINE OF CREDIT

The Charter School has available \$1,000,000 of a line of credit with a bank, with an interest rate at the current 12 month CD rate plus 1% (an effective rate of 1.25% at June 30, 2022). There were no borrowings outstanding on this line at June 30, 2022 or 2021.

NOTE E: COMMITMENTS AND RELATED PARTY TRANSACTIONS

The Charter School has an Academic and Business Services Agreement with Seton Education Partners, Inc. (Seton). The agreement began on July 1, 2017 and renews annually on June 30. Seton will be responsible and accountable to the Board for the administration, operations, education, and performance of the Charter School in accordance with the Charter and the Charter School's budget.

The Charter School will pay Seton fifteen percent of the total enrollment of students multiplied by the approved per pupil operating expenses, payable six times a year. The fee for the years ended June 30, 2022 and 2021 was approximately \$4,488,000 and \$3,692,000, respectively. There was approximately \$13,800 and \$500 due to Seton at June 30, 2022 and 2021, respectively. There was approximately \$83,100 and \$28,700 due from Seton, at June 30, 2022 and 2021, respectively.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE F: SCHOOL FACILITIES

The Charter School currently subleases all of its facilities from Seton, totaling approximately 170,000 square feet of classrooms and office facilities along with 1,900 square feet of play-yard at June 30, 2022.

The Charter School subleases a property at East 144th Street under a non-cancelable lease agreement expiring in June 2023. The current monthly payment is \$134,090 and will increase each year of the lease term by the agreed upon amount as described in the lease.

In November 2016, the Charter School signed a sublease for the middle school located on Courtlandt Avenue and made an additional security deposit of \$100,000. The lease was to begin in August 2017 and go through June 2036 with two optional 5 year renewal options. In July 2018, the Charter School revised this agreement. The lease began on July 1, 2018. The current monthly payment is \$101,404 and will increase each year of the lease term by the agreed upon amount as described in the lease. In July of 2022, the lease was amended and now goes through June 2046.

The Charter School also signed a sublease agreement for a property located on College Avenue which commenced in July 2019. This lease renewed in September 2021, for \$101,000 per month through June 2022, and in July of 2022, the lease was amended and now goes through June 2024.

The Charter School signed a rental agreement for property located on East 156th Street in which substantial improvements must be made by the lessor before the commencement date and made a security deposit of \$300,000. The lease commenced September 2020 and expires June 2051. The current monthly payment is \$141,838. The payment will increase each year of the lease by the agreed upon amount as described in the lease. In July of 2022, the lease was amended.

In January 2020, the Charter School signed an agreement to guarantee debt related to property at 2336 Andrews Avenue North, for the Caritas and Pax Elementary Schools. The initial amount of the construction loan was \$11,136,000; this loan was repaid in connection with the bond financing by Seton to which the Charter School has an indemnification agreement and is not liable nor are they a guarantor of these bonds. As a condition of the bond issuance, the Charter School has certain financial covenants with Seton's lender. The Charter School was in compliance with these covenants at June 30, 2022.

The lease at 2336 Andrews Avenue North, commenced in July of 2020 and expires in August 2055. The current monthly payment on the lease is \$150,000 and will increase each year of the lease term by the agreed upon amount as described in the lease.

In February 2022, the Charter School signed a sublease for 1956 Jerome Avenue, which does not begin until July 2024 and goes through June 2063. Monthly rent at that time will be \$207,000 and will increase each year of the lease term by the agreed upon amount as described in the lease.

Rent expense was approximately \$8,982,000 and \$8,030,000 for the years ended June 30, 2022 and 2021, respectively.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE F: SCHOOL FACILITIES, Cont'd

The future minimum payments on these agreements for base rent are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2023	\$ 8,415,452
2024	7,623,984
2025	8,557,796
2026	9,959,642
2027	11,000,895
Thereafter	402,392,666
	<u>\$ 447,950,435</u>

NOTE G: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring at various dates through May 2026. The approximate future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2023	\$ 82,800
2024	66,400
2025	50,700
2026	33,300
	<u>\$ 233,200</u>

NOTE H: CONCENTRATIONS

At June 30, 2022 and 2021, approximately 96% and 97%, respectively, of grants and other receivables were due from New York State and federal agencies.

During both of the years ended June 30, 2022 and 2021, approximately 69% and 76%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

During both of the years ended June 30, 2022 and 2021, approximately 14% and 17%, respectively, of total operating revenue and support came from rental assistance provided by New York City Department of Education.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE I: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering all regular employees. The Charter School may make a discretionary contribution to the plan. The Charter School makes up to a 3% match of employee contributions. For those with over five years of service an additional 2% match is made. The Charter School contributed approximately \$419,000 and \$324,000 to the Plan for the years ended June 30, 2022 and 2021, respectively.

NOTE J: CONTINGENCIES

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE K: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

NOTE L: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30,	
	2022	2021
Property and equipment	\$ 2,080,455	\$ 1,906,085
Undesignated	<u>13,096,330</u>	<u>8,857,332</u>
	<u>\$ 15,176,785</u>	<u>\$ 10,763,417</u>

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE M: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus (the “COVID-19 outbreak”) and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School’s financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2023.

In response to the COVID-19 outbreak, in May 2020, the Charter School applied for and was approved by a bank for a loan of \$1,795,241 through the Paycheck Protection Program established by the Small Business Administration. The loan had a maturity of two years and an interest rate of 1%. The loan had the potential for forgiveness provided certain requirements were met by the Charter School. The loan was funded in May 2020 and was reported as note payable in the accompanying statement of financial position at June 30, 2020. On January 25, 2021, the loan was forgiven in full by the Small Business Administration, which is reported as Paycheck Protection Program note forgiveness on the accompanying statement of activities and changes in net assets for the year ended June 30, 2021.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized \$3,941,013 and \$556,819 of revenue relative to ESSER grants during the years ended June 30, 2022 and 2021, respectively.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE N: FAIR VALUE MEASUREMENTS

Accounting principles establishes a frame work for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 Measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.

Level 2 - Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3 - Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2022.

U.S. government and U.S. agencies — Bonds issued by the U.S. Treasury, the Federal Home Loan Bank, the Federal Home Loan Mortgage Corporation, Government National Mortgage Association and the Federal National Mortgage Association. The fair values of U.S. treasury bonds are based on quoted market prices in active markets, and are included in the Level 1 fair value hierarchy. The Charter School believes the market for U.S. treasury bonds is an actively traded market given the high level of daily trading volume.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Plan believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2022

(With Comparative Totals for 2021)

NOTE N: FAIR VALUE MEASUREMENTS, Cont'd

The following table sets forth by level, within the fair value hierarchy, the Charter School's assets at fair value as of June 30, 2022:

	Assets at Fair Value			
	Level 1	Level 2	Level 3	Total
U.S. government securities				
U.S. Treasury Bills	4,622,224	-	-	4,622,224
Total assets at fair value	<u>\$ 4,622,224</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,622,224</u>

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Brilla College Preparatory Charter Schools

We have audited the financial statements of Brilla College Preparatory Charter Schools for the year ended June 30, 2022, and have issued our reports thereon dated October 27, 2022, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2022, as a whole.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 27, 2022

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

COMBINING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS BY CHARTER

YEAR ENDED JUNE 30, 2022

	Brilla College Preparatory					Brilla Veritas	Brilla Caritas	Brilla Pax	Total
	Elementary School	Middle School	Total						
Revenue, gains and other support:									
Public school district									
Resident student enrollment	\$ 7,438,832	\$ 5,678,079	\$ 13,116,911	\$ 7,357,493	\$ 2,943,977	\$ 2,626,839	\$ 26,045,220		
Students with disabilities	1,275,584	941,370	2,216,954	1,047,604	254,133	362,182	3,880,873		
Grants and contracts:									
Federal - Title and IDEA	457,709	341,875	799,584	409,211	147,065	147,733	1,503,593		
Federal - other	1,385,266	943,977	2,329,243	1,137,800	773,871	1,209,569	5,450,483		
NYC DOE Rental Assistance	1,609,090	1,436,140	3,045,230	1,462,778	878,140	789,484	6,175,632		
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,166,481	9,341,441	21,507,922	11,414,886	4,997,186	5,135,807	43,055,801		
Expenses:									
Program:									
Regular education	5,019,624	4,848,634	9,868,258	5,774,877	3,193,901	2,736,773	21,573,809		
Special education	2,062,150	1,961,158	4,023,308	1,975,631	711,432	883,677	7,594,048		
TOTAL PROGRAM EXPENSES	7,081,774	6,809,792	13,891,566	7,750,508	3,905,333	3,620,451	29,167,858		
Management and general	2,528,571	2,269,364	4,797,935	2,628,323	1,267,591	1,234,698	9,928,547		
TOTAL OPERATING EXPENSES	9,610,345	9,079,156	18,689,501	10,378,831	5,172,924	4,855,149	39,096,405		
SURPLUS (DEFICIT) FROM SCHOOL OPERATIONS	2,556,136	262,285	2,818,421	1,036,055	(175,738)	280,658	3,959,396		
Support and other revenue:									
Contributions									
Foundations	50,786	31,889	82,675	51,679	15,032	18,114	167,500		
Individuals	23,468	14,736	38,204	23,880	6,946	8,371	77,401		
Interest income	835	649	1,484	892	333	333	3,042		
Miscellaneous income	29,078	43	29,121	125,650	25,629	25,629	206,029		
TOTAL SUPPORT AND OTHER REVENUE	104,167	47,317	151,484	202,101	47,940	52,447	453,972		
CHANGE IN NET ASSETS	2,660,303	309,602	2,969,905	1,238,156	(127,798)	333,105	4,413,368		
Net assets (deficiency) at beginning of year	7,607,681	1,183,000	8,790,681	2,531,490	(149,078)	(409,676)	10,763,417		
NET (DEFICIENCY) ASSETS AT END OF YEAR	\$ 10,267,984	\$ 1,492,602	\$ 11,760,586	\$ 3,769,646	\$ (276,876)	\$ (76,571)	\$ 15,176,785		

STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER

Brilla College Preparatory						
	No of Positions	Program Services		Supporting Services		
		Regular Education	Special Education	Sub-total	Management and general	Sub-total
Personnel Services Costs:						
Administrative staff personnel	21	\$ 1,213,918	\$ 399,591	\$ 1,613,509	\$ 738,074	\$ 738,074
Instructional personnel	70	3,589,014	1,792,868	5,381,882	-	-
	91	4,802,932	2,192,459	6,995,391	738,074	738,074
Total salaries and wages						
						\$ 2,351,583
						5,381,882
						7,733,465
Fringe benefits and payroll taxes						1,475,665
Retirement benefits		916,474	418,355	1,334,829	140,836	307,530
Legal services		190,994	87,186	278,180	29,350	23,491
Accounting/Audit services		-	-	-	23,491	27,916
Management company fees		-	-	-	27,916	2,303,125
Other Purchased/Professional/Consulting Services		-	-	-	2,303,125	241,532
Building rent		611,207	208,161	819,368	674,880	6,084
Repairs and maintenance		2,172,497	715,131	2,887,628	19,524	19,524
Insurance		19,585	6,447	26,032	-	-
Supplies/Materials		62,848	20,688	83,536	4,167	4,167
Equipment/Furnishings		338,906	111,559	450,465	11,040	58,275
Leased equipment		13,415	4,416	17,831	35,573	200,687
Staff development		35,537	11,698	47,235	14,550	157,218
Student services		114,512	50,602	165,114	33,103	174,743
Technology		107,336	35,332	142,668	-	-
Food services		106,562	35,078	141,640	1,874	1,874
Student services		1,410	464	1,874	-	-
Office expense		99,116	32,627	131,743	66,069	71,206
Travel and conferences		3,865	1,272	5,137	4,532	23,922
Depreciation and amortization		14,588	4,802	19,390	72,422	382,298
Other		233,134	76,742	309,876	351,667	385,296
		23,340	10,289	33,629	\$ 4,797,935	\$ 18,689,501
		\$ 9,868,258	\$ 4,023,308	\$ 13,891,566	\$ 4,797,935	\$ 18,689,501

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER

YEAR ENDED JUNE 30, 2022

	No of Positions	Brilla Veritas					
		Program Services			Supporting Services		
		Regular Education	Special Education	Sub-total	Management and general	Sub-total	Total
Personnel Services Costs:							
Administrative staff personnel	11	\$ 638,725	\$ 180,337	\$ 819,062	\$ 346,829	\$ 346,829	\$ 1,165,891
Instructional personnel	39	1,984,701	816,631	2,801,332	-	-	2,801,332
Total salaries and wages	50	2,623,426	996,968	3,620,394	346,829	346,829	3,967,223
Fringe benefits and payroll taxes		523,236	198,843	722,079	69,174	69,174	791,253
Retirement benefits		38,002	14,442	52,444	5,024	5,024	57,468
Legal services		-	-	-	5,433	5,433	5,433
Accounting/Audit services		-	-	-	15,801	15,801	15,801
Management company fees		-	-	-	1,260,163	1,260,163	1,260,163
Other Purchased/Professional/Consulting Services		284,839	102,219	387,058	126,867	126,867	513,925
Building rent		1,631,952	460,764	2,092,716	479,099	479,099	2,571,815
Repairs and maintenance		16,373	4,623	20,996	4,807	4,807	25,803
Insurance expense		37,015	10,451	47,466	10,867	10,867	58,333
Supplies/Materials		204,106	57,627	261,733	-	-	261,733
Equipment/Furnishings		1,297	366	1,663	381	381	2,044
Leased equipment		8,958	2,529	11,487	2,630	2,630	14,117
Staff development		74,005	31,281	105,286	21,726	21,726	127,012
Marketing/Recruitment		65,601	18,522	84,123	10,351	10,351	94,474
Technology		51,109	14,430	65,539	15,004	15,004	80,543
Food services		34	10	44	-	-	44
Student services		69,980	19,758	89,738	-	-	89,738
Office expense		3,108	878	3,986	34,982	34,982	38,968
Travel and conferences		2,072	585	2,657	608	608	3,265
Depreciation and amortization		124,932	35,273	160,205	36,677	36,677	196,882
Other		14,832	6,062	20,894	181,900	181,900	202,794
		\$ 5,774,877	\$ 1,975,631	\$ 7,750,508	\$ 2,628,323	\$ 2,628,323	\$ 10,378,831

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER

YEAR ENDED JUNE 30, 2022

	No of Positions	Brilla Caritas				
		Program Services		Supporting Services		
		Regular Education	Special Education	Sub-total	Management and general	Sub-total
Personnel Services Costs:						
Administrative staff personnel	5	\$ 320,360	\$ 57,221	\$ 377,581	\$ 220,776	\$ 220,776
Instructional personnel	17	1,019,954	289,152	1,309,106	-	-
	22	1,340,314	346,373	1,686,687	220,776	220,776
Total salaries and wages						
Fringe benefits and payroll taxes		223,950	57,875	281,825	36,889	36,889
Retirement benefits		20,537	5,307	25,844	3,383	3,383
Legal services		-	-	-	1,907	1,907
Accounting/Audit services		-	-	-	6,317	6,317
Management company fees		-	-	-	477,190	477,190
Other Purchased/Professional/Consulting Services		167,983	39,012	206,995	53,004	53,004
Building rent		964,990	172,361	1,137,351	286,324	286,324
Repairs and maintenance		4,791	856	5,647	1,422	1,422
Insurance expense		15,807	2,823	18,630	4,690	4,690
Utilities		373	67	440	111	111
Supplies/Materials		180,223	32,190	212,413	-	-
Equipment/Furnishings		532	95	627	158	158
Leased equipment		7,702	1,376	9,078	2,285	2,285
Staff development		37,950	11,463	49,413	11,260	11,260
Marketing/Recruitment		37,920	6,773	44,693	7,188	7,188
Technology		21,913	3,914	25,827	6,502	6,502
Student services		50,315	8,987	59,302	-	-
Office expense		1,789	319	2,108	16,677	16,677
Travel and conferences		3,812	681	4,493	1,131	1,131
Depreciation and amortization		102,363	18,283	120,646	30,372	30,372
Other		10,637	2,677	13,314	100,005	100,005
		\$ 3,193,901	\$ 711,432	\$ 3,905,333	\$ 1,267,591	\$ 1,267,591
						\$ 5,172,924

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES BY CHARTER

YEAR ENDED JUNE 30, 2022

	No of Positions	Brilla Pax				
		Program Services		Supporting Services		
		Regular Education	Special Education	Sub-total	Management and general	Sub-total
Personnel Services Costs:						
Administrative staff personnel	5	\$ 290,387	\$ 65,784	\$ 356,171	\$ 231,355	\$ 231,355
Instructional personnel	17	835,369	401,880	1,237,249	-	-
	22	1,125,756	467,664	1,593,420	231,355	231,355
Total salaries and wages						
Fringe benefits and payroll taxes		187,031	77,697	264,728	38,437	38,437
Retirement benefits		15,123	6,282	21,405	3,108	3,108
Legal services		-	-	-	6,384	6,384
Accounting/Audit services		-	-	-	6,317	6,317
Management company fees		-	-	-	447,696	447,696
Other Purchased/Professional/Consulting Services		165,689	46,044	211,733	53,561	53,561
Building rent		905,302	205,088	1,110,390	313,285	313,285
Repairs and maintenance		4,299	974	5,273	1,488	1,488
Insurance expense		14,829	3,359	18,188	5,132	5,132
Supplies/Materials		141,008	31,944	172,952	-	-
Equipment/Furnishings		1,993	451	2,444	690	690
Leased equipment		2,527	573	3,100	875	875
Staff development		27,371	10,135	37,506	9,472	9,472
Marketing/Recruitment		44,445	10,069	54,514	7,453	7,453
Technology		20,322	4,604	24,926	7,032	7,032
Student services		34,105	7,726	41,831	-	-
Office expense		(774)	(175)	(949)	17,722	17,722
Travel and conferences		1,875	425	2,300	649	649
Depreciation and amortization		37,071	8,398	45,469	12,829	12,829
Other		8,451	2,340	10,791	71,092	71,092
		\$ 2,736,773	\$ 883,677	\$ 3,620,451	\$ 1,234,698	\$ 1,234,698
						\$ 4,855,149

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

REPORT TO THE AUDIT COMMITTEE

JUNE 30, 2022

October 27, 2022

Audit Committee
Brilla College Preparatory Charter Schools

We have audited the financial statements of Brilla College Preparatory Charter Schools as of and for the year ended June 30, 2022, and have issued our report thereon dated October 27, 2022. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated June 8, 2022, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Brilla College Preparatory Charter Schools solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate and our firm have complied with all relevant ethical requirements regarding independence. Safeguards in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable and experienced outsourced finance team who reviews the draft financial statements prior to issuance and accepts responsibility for them.

Significant Risks Identified

The significant risks below were identified during the performance of our risk assessment procedures:

- The potential for management override of controls.
- The potential for improper revenue recognition.
- The potential for misappropriation of assets by unauthorized credit card purchases.
- The potential for grants to be improperly tagged with inappropriate expenditures.
- The potential for journal entries lacking support to be made in error or fraud.

Professional auditing standards require that we identify and assess risks and design and perform our audit procedures to assess those risks. The identification of a risk does not mean that it has occurred, but rather it has the potential to impact the financial statements.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Brilla College Preparatory Charter Schools is included in Note A to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2022. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements were the collectability of grants receivable, as well as the allocation of costs for the statement of functional expenses. We evaluated key factors and assumptions used to develop these estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Brilla College Preparatory Charter Schools' financial statements relate to revenue and support recognition, which is referred to in the notes of the financial statements.

Significant Unusual Transactions

For purposes of this communication, professional standards require us to communicate to you significant unusual transactions identified during our audit. We did not identify any significant unusual transactions.

Identified or Suspected Fraud

We have not identified or obtained information that indicates that any fraud may have occurred.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Management has corrected all such misstatements. In addition, none of the misstatements identified by us as a result of our audit procedures and corrected by management were material either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Brilla College Preparatory Charter Schools' financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. No such circumstances are present.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Brilla College Preparatory Charter Schools, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. These discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

* * * *

Should you desire further information concerning these matters, Shelby Stenson will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Audit Committee, and management of Brilla College Preparatory Charter Schools and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

BRONX, NEW YORK

**SCHEDULES REQUIRED BY GOVERNMENT AUDITING
STANDARDS AND THE UNIFORM GUIDANCE**

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2022

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INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Brilla College Preparatory Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Brilla College Preparatory Charter Schools, which comprise the statement of financial position as of June 30, 2022 and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 27, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Brilla College Preparatory Charter Schools' internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Brilla College Preparatory Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Brilla College Preparatory Charter Schools' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Brilla College Preparatory Charter Schools' financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that is required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 27, 2022

INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM;
REPORT ON INTERNAL CONTROL OVER COMPLIANCE;
AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
IN ACCORDANCE WITH THE UNIFORM GUIDANCE

Board of Trustees
Brilla College Preparatory Charter Schools

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Brilla College Preparatory Charter Schools’ compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Brilla College Preparatory Charter Schools’ major federal programs for the year ended June 30, 2022. Brilla College Preparatory Charter Schools’ major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, Brilla College Preparatory Charter Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Brilla College Preparatory Charter Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Brilla College Preparatory Charter Schools’ compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Brilla College Preparatory Charter Schools' federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Brilla College Preparatory Charter Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Brilla College Preparatory Charter Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Brilla College Preparatory Charter Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Brilla College Preparatory Charter Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Brilla College Preparatory Charter Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of Brilla College Preparatory Charter Schools as of and for the year ended June 30, 2022, and have issued our report thereon dated October 27, 2022, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 27, 2022

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2022

	<u>Federal AL Number</u>	<u>Pass-through Grantor's Number</u>	<u>Total Federal Expenditures</u>
U.S. Department of Education:			
<u>Passed through New York State Education Department:</u>			
Title I - Grants to Local Educational Agencies	84.010	0021	\$ 1,022,547
Title IIA - Supporting Effective Instruction			
State Grant	84.367	0147	136,181
Title IIIA - English Language Learners	84.365	0293	40,888
Title IV- Student Support and Academic			
Enrichment Program	84.424	0204	65,179
Charter Schools Program - Replication and Expansion			
of High-Quality Charter Schools	84.282	0089	1,040,471
COVID-19 Charter Schools Program	84.282		49,950
<u>Education Stabilization Funds -</u>			
ESSER II - Elementary and Secondary School			
Emergency Relief Fund	84.425D	5891	2,159,895
ARP ESSER - American Rescue Plan-Elementary			
and Secondary School Emergency Relief	84.425U	5880	1,763,362
ESSER HCY - Elementary and Secondary School			
Emergency Relief Fund - Homeless Children Youth	84.425W	5218	<u>17,756</u>
<i>Total Education Stabilization Funds</i>			<u>3,941,013</u>
TOTAL U.S. DEPARTMENT OF EDUCATION			6,296,229
U.S. Department of Homeland Security - Federal			
Emergency Management Agency:			
<u>Passed through NYS Homeland Security and Emergency</u>			
<u>Services</u>			
Emergency Protective Measure - COVID 19	97.036	4480DR	<u>231,315</u>
TOTAL U.S. DEPARTMENT OF HOMELAND SECURITY			231,315
 TOTAL ALL PROGRAMS			 <u><u>\$ 6,527,544</u></u>

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2022

NOTE A: BASIS OF PRESENTATION

The above schedule of expenditures of federal awards (the “schedule”) includes the federal grant activity of Brilla College Preparatory Charter Schools and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

NOTE B: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following, as applicable, the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Brilla College Preparatory Charter Schools has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2022

SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness (es) identified? yes x no
- Significant deficiency(ies) identified that are not considered to be material weaknesses? yes x none reported

Noncompliance material to financial statements noted?

 yes x no

Federal Awards

Internal control over major programs:

- Material weakness (es) identified? yes x no
- Significant deficiency(ies) identified that are not considered to be material weaknesses? yes x none reported

Type of auditor's report issued on compliance for major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a)?

 yes x no

Identification of major program:

AL Number:

84.425D 84.425U 84.425W
84.010

Name of Federal Program or Cluster:

ESSER II ARP ESSER ESSER HCY
Title I - Grants to Local Educational Agencies

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

 x yes no

BRILLA COLLEGE PREPARATORY CHARTER SCHOOLS

SCHEDULE OF FINDINGS AND QUESTIONED COSTS, Cont'd

YEAR ENDED JUNE 30, 2022

FINDING – FINANCIAL STATEMENT AUDIT

None.

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

None.

SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

None.



Mengel, Metzger, Barr & Co. LLP
Certified Public Accountants
100 Chestnut Street, Suite 1200
Rochester, New York 14604

This representation letter is provided in connection with your audits of the financial statements of Brilla College Preparatory Charter Schools, which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements, for the purpose of expressing an opinion on whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information such that, in the light of surrounding circumstances, there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

We confirm that to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of the date of this letter.

Financial Statements

- We have fulfilled our responsibilities, as set out in the terms of the audit engagement dated June 8, 2022, for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- Significant assumptions used by us in making accounting estimates, including those measured at fair value, and consideration of impacts of the COVID-19 outbreak, are reasonable.
- All related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.

- All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted for disclosed.
- The effects of all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
- We have complied with all contractual agreements, grants, and donor restrictions.
- We have maintained an appropriate composition of assets in amounts needed to comply with all donor restrictions.
- We have accurately presented the entity's position regarding taxation and tax-exempt status.
- The bases used for allocation of functional expenses are reasonable and appropriate.
- We have included in the financial statements all assets and liabilities under the entity's control.
- We have designed, implemented, and maintained adequate internal controls over the receipt and recording of contributions.
- Reclassifications between net asset classes are proper.
- To the extent our normal procedures and controls related to our financial close or other reporting processes at the Organization were adversely impacted by the COVID-19 outbreak, we took appropriate actions and safeguards to reasonably ensure the fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America.
- Other than as disclosed in Note M to the financial statements, no other impacts from the COVID-19 outbreak are necessary to be reflected in those financial statements.
- Disclosures included in the financial statements regarding the relevant significant business, financial, and reporting impacts of the COVID-19 outbreak accurately reflect management's full consideration of such impacts.
- Methods and significant assumptions used by management to determine fair values, their consistency in application, and the completeness and adequacy of fair value information for financial statement measurement and disclosure purposes are appropriate.
- With respect to financial statement preparation, we have performed the following:
 - Made all management decisions and performed all management functions;
 - Assigned a competent individual to oversee the services;
 - Evaluated the adequacy of the services performed;
 - Evaluated and accepted the responsibility for the result of the services performed, and
 - Established and maintained internal controls, including monitoring ongoing activities.
- We have reviewed the Organization's draft financial statements prepared by you based upon financial information we provided to you. We have reviewed all supporting schedules and accept full responsibility for the Organization's consolidated financial statements prepared in accordance with U.S. GAAP.
- We have considered the accounting and reporting requirements of FASB ASC 740-10. We believe there are no material liabilities (or reduction in amounts refundable) required for unrecognized tax benefits related to our tax positions, as defined and described in FASB ASC 740-10-20.

Information Provided

- We have provided you with:
 - Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters;
 - Minutes of the meetings of the Board of Trustees and other committees, or summaries of actions of recent meetings for which minutes have not yet been prepared;
 - Additional information that you have requested from us for the purpose of the audits; and
 - Unrestricted access to persons within the organization from whom you determined it necessary to obtain audit evidence.
- All transactions have been recorded in the accounting records and are reflected in the financial statements.
- We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- We have provided to you our analysis of the entity's ability to continue as a going concern, including significant conditions and events present, and if necessary, our analysis of management's plans, and our ability to achieve those plans
- We have no knowledge of any fraud or suspected fraud that affects the organization and involves:
 - Management;
 - Employees who have significant roles in internal control; or
 - Others when the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud, or suspected fraud, affecting the organization's financial statements communicated by employees, former employees, analysts, regulators, or others.
- We have disclosed to you all known instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
- We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the financial statements.
- We have disclosed to you the identity of the organization's related parties and all the related party relationships and transactions of which we are aware.

Single Audit

- With respect to federal awards, we represent the following to you:
 - We are responsible for understanding and complying with and have complied with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).
 - We are responsible for the preparation and presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance.
 - We believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance.
 - As part of your audits, you prepared the draft financial statements and related notes and schedule of expenditures of federal awards. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have made all management decisions and performed all management functions. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards.

- The methods of measurement or presentation have not changed from those used in the prior year.
- We believe the following significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards, and the basis for our assumptions and interpretations, are reasonable and appropriate in the circumstances.
- We are responsible for including the auditor's report on the schedule of expenditures of federal awards in any document that contains the schedule and that indicates that the auditor has reported on such information.
- We have identified and disclosed all of our government programs and related activities subject to the Uniform Guidance compliance audit.
- When the schedule of expenditures of federal awards is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the schedule of expenditures of federal awards no later than the date of issuance by the Organization of the schedule of expenditures of federal awards and the auditor's report thereon.
- We have, in accordance with the Uniform Guidance, identified in the schedule of expenditures of federal awards, expenditures made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, food commodities, direct appropriations, and other assistance.
- We have provided to you our interpretations of any compliance requirements that are subject to varying interpretations.
- We have made available to you all federal awards (including amendments, if any) and any other correspondence relevant to federal programs and related activities that have taken place with federal agencies or pass-through entities.
- We have received no requests from a federal agency to audit one or more specific programs as a major program.
- We have identified and disclosed to you all amounts questioned and any known noncompliance with the direct and material compliance requirements of federal awards, including the results of other audits or program reviews or stated that there was no such noncompliance. We also know of no instances of noncompliance with direct and material compliance requirements occurring subsequent to the period covered by the auditor's report.
- We have disclosed to you any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared (and are prepared on a basis consistent with the schedule of expenditures of federal awards).
- The copies of federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through Organization, as applicable.
- We have properly classified amounts claimed or used for matching in accordance with related guidelines in the Uniform Guidance, as applicable.
- We have charged costs to federal awards in accordance with applicable cost principles.
- We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we

have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.

- We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
 - The reporting package does not contain personally identifiable information.
 - We have disclosed all contracts or other agreements with service organizations and disclosed to you all communications from these service organizations relating to noncompliance at the organizations.
 - We have reviewed, approved, and taken responsibility for the financial statements and related notes and an acknowledgment of the auditor's role in the preparation of this information.
 - We have disclosed to you the nature of any subsequent events that provide additional evidence with respect to conditions that existed at the end of the reporting period that affect noncompliance during the reporting period.
- In addition:
 - We are responsible for understanding and complying with the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major federal program; and we have complied with these direct and material compliance requirements.
 - We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provide reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal award that could have a material effect on our federal programs. Also, no changes have been made in the internal over compliance or other factors that might significantly affect internal control, including any corrective action taken by management with regard to significant deficiencies and material weaknesses in internal control over compliance have occurred subsequent to the period covered by the auditor's report.
 - We are responsible for and have accurately completed the appropriate sections of the Data Collection Form.

Supplementary Information in Relation to the Consolidated Financial Statements as a Whole

- With respect to the supplementary information accompanying the consolidated financial statements:
 - We acknowledge our responsibility for the presentation of the supplementary information in accordance with U.S. GAAP.
 - We believe the supplementary information, including its form and content, is fairly presented in accordance with U.S. GAAP.
 - The methods of measurement or presentation have not changed from those used in the prior period.

- We believe the significant assumptions or interpretations underlying the measurement or presentation of the supplementary information, and the basis for our assumptions and interpretations, are reasonable and appropriate in the circumstances.

Other Representations

- The Organization has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

Very truly yours,

BRILLA COLLEGE PREPRATORY CHARTER SCHOOLS

DocuSigned by:

Matt Salvatierra

A820F416A55141A...

Matt Salvatierra

Chief Financial Officer

DocuSigned by:

Luanne Zurlo

015093D9220D46F...

Luanne Zurlo

Executive Director

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Charles Bozian

Name of Charter School Education Corporation:

Brilla College Preparatory Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Home Telephone:



DocuSigned by:
Charles Bozian

07/11/2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Brother Brian Carty

Name of Charter School Education Corporation:

Brilla College Preparatory Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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DocuSigned by:

Brother Brian Carty

07/11/2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Eric Eckholdt

Name of Charter School Education Corporation:

Brilla College Preparatory Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Eric Eckholdt

07/11/2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

David Ingles

Name of Charter School Education Corporation:

Brilla College Preparatory Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Home Telephone:



<div>DocuSigned by:  0F28B55264DB432...</div>	<div>7/14/2022</div>
Signature	Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

James Jones

Name of Charter School Education Corporation:

Brilla College Preparatory Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

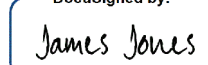
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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DocuSigned by:

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7/14/2022

Signature

Date

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- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Mary O'Grady

Name of Charter School Education Corporation:

Brilla College Preparatory Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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Home Telephone:



Mary O'Grady

7/14/2022

Signature

Date

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Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Richard Ramirez

Name of Charter School Education Corporation:

Brilla College Preparatory Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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☒ **None**

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Rick Ramirez

7/14/2022

Signature

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Darla Romfo

Name of Charter School Education Corporation:

Brilla College Preparatory Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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☒ **None**

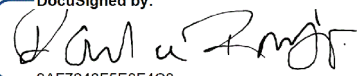
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Home Telephone:



DocuSigned by:

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7/14/2022

Signature

Date

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last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Elena Sada

Name of Charter School Education Corporation:

Brilla College Preparatory Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

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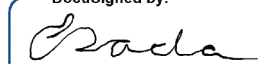
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Business Telephone:



DocuSigned by:

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7/14/2022

Signature

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Stephanie Saroki de Garcia

Name of Charter School Education Corporation:

Brilla College Preparatory Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

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☐ Yes ☒ No

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☐ **None**

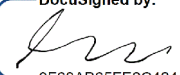
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Seton Education Partners	Landlord and CMO	\$11.5MM	Stephanie Saroki	Arms length leases, non-voting member on intercompany contracts, thorough legal review

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Home Telephone:



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7/14/2022

Signature

Date

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SAFEWAY FIRE & PROTECTION COMPANY

151 FAIRCHILD AVENUE, SUITE 2
PLAINVIEW NY 11803
516-833-1333



**FIRE ALARM T&I
LOG BOOK**

FIRE ALARM INSPECTION REPORT

Brilla College Prep Middle School

500 Courtlandt Avenue
Bronx, NY 10451

PERFORMED IN ACCORDANCE WITH APPLICABLE
NATIONAL FIRE PROTECTION ASSOCIATION STANDARDS

Jun-22

PREPARED FOR
Property Manager

FIRE ALARMS ~ BURGLAR ALARMS ~ CCTV ~ ACCESS CONTROL ~ INTERCOMS

Licensed by The State of New York to Service and Maintain Security and Fire Alarm Systems. License # 12000305834

SAFEWAY FIRE & PROTECTION COMPANY
FIRE ALARM INSPECTION
Brilla College Prep Middle School
500 Courtlandt Avenue
Bronx, NY 10451

TABLE OF CONTENTS
TEST SUMMARY
MONITORING / JURUSDICITIONAL AGENCIES
TEST RESULTS-CONTROL PANNEL / CENTRAL PROCESSING UNIT
DETAIL TEST RESULTS
INSPECTION DEFICIENCIES SUMMARY
SIGNATURE

MONITORING AGENCY	
AUTHORITY HAVING JURISDICTION	NEW YORK FIRE DEPARTMENT
INSPECTION SERVICES	SAFEWAY FIRE & PROTECTION COMPANY
INSPECTION MANAGER	MARIO FELICIONE

INSPECTION TEAM	
MICHAEL HERNANDEZ	YAN AVERMAN
S-98 CERT #: 91352583	S-98 CERT #:88897657
NICET LVL []	NICET LVL []

TEST SUMMARY
<p>Thank you for choosing Safeway Fire & Protection as provider of your Fire Alarm Testing Inspecting and Maintenance Services</p> <p>, which began on 06-1-2022 And was completed on 6-1-2022</p> <p>This was a 100% test and inspection of your life safety fire alarm system. All devices tested were found to be fully</p> <p>Operational in accordance with NFPA Code 72 standards, unless otherwise noted in this report</p> <p>All smoke detectors & duct detectors tested/cleaned were within manufacturer limits for sensitivity levels.</p>



SAFEWAY FIRE & PROTECTION COMPANY
FIRE ALARM INSPECTION
Brilla College Prep Middle School
500 Courtlandt Avenue
Bronx, NY 10451

CONTROL PANEL / CENTRAL PROCESSING UNIT	
PANEL: EST IO SERIES	
BUILDING ADDRESS	FLOOR: PANEL LOCATION

DEVICE LIST COUNT		
SD: SMOKE DETECTOR	21	
DD: DUCT SMOKE DETECTOR	2	
PS: PULL STATION	8	
HT: HEAT DETECTOR	2	
WF: WATER FLOW	1	
TS: TAMPER SWITCH	3	
CO: CARBON MONOXIDE DETECTOR	30	



AUXILIARY FUNCTIONS			
DESCRIPTION	VISUAL INSPECTION	FUNCTIONAL TEST	COMMENTS
DOOR-REALEASING DEVICES		N/A	
FAN SHUT DOWN		PASS	
SMOKE MANAGEMENT/CONTROL		N/A	
SMOKE DAMPER OPERATION		PASS	
DOOR UNLOCKING		N/A	
ELEVATOR RECALL		N/A	
NOTIFICATION APPLIANCE CIRCUITS		PASS	
SUPERVISORY STATION MONITORING			
DESCRIPTION	YES/NO	TIME	COMMENTS
ALARM SIGNAL	ZN29	2:36 PM	ZN0
ALARM RESTORATION		2:36 PM	
TROUBLE SIGNAL		2:55 PM	ZN29 CO CELLAR
TROUBLE RESTORAL		2:56 PM	
SUPERVISORY SIGNAL		3:05 PM	ZN136 TAMPER MAIN CELLAR
SUPERVISORY RESTORAL		3:06 PM	
OPERATOR IDENTIFICATION NAME/#:		456	

SYSTEM RETURNED TO NORMAL OPERATION	
DATE: 6/1/2022	TIME: 4:00PM



SAFEMATE FIRE AND PROTECTION COMPANY
FIRE ALARM INSPECTION
Bri'ia College Prep Middle School
300 Courthouse Avenue
Brooklyn, NY 11201

DETAIL TEST RESULTS

MODEL NAME/TYPE ZONE#	DEVICE	LOCATION	TEST / FAIL	CLEAN PASS / FAIL	DATE	SENSITIVITY	NAME TECH/S	COMMENTS
1	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
2	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
3	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
4	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
5	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
6	AREA SMOKE/ CO DET		PASS		06/01/22	0% / 12mo	MH.YA	
7	AREA SMOKE/ CO DET		PASS		06/01/22	0% / 12mo	MH.YA	
8	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
9	AREA SMOKE/ CO DET		PASS		06/01/22	0% / 12mo	MH.YA	
10	AREA SMOKE/ CO DET		PASS		06/01/22	0% / 12mo	MH.YA	
11	AREA SMOKE/ CO DET		PASS		06/01/22	0% / 12mo	MH.YA	
12	AREA SMOKE/ CO DET		PASS		06/01/22	0% / 12mo	MH.YA	
13	AREA SMOKE/ CO DET		PASS		06/01/22	0% / 12mo	MH.YA	
14	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	REPLACE BASE SIGA-SB4
15	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
16	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
17	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
18	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
19	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
20	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
21	HEAT DETECTOR CELLAR		PASS		06/01/22	N/A	MH.YA	
22	HEAT DETECTOR CELLAR		PASS		06/01/22	N/A	MH.YA	
23	AREA SMOKE DETECTOR		PASS		06/01/22	0%	MH.YA	
27	DUCT SMOKE DET SUP		PASS		06/01/22	0%	MH.YA	
28	DUCT SMOKE DET RET		PASS		06/01/22	0%	MH.YA	
29	C/O DETECTOR CELLAR		PASS		06/01/22	0% / 66mo	MH.YA	
30	C/O DETECTOR CELLAR		PASS		06/01/22	0% / 66mo	MH.YA	
31	C/O DETECTOR CELLAR		PASS		06/01/22	0% / 12mo	MH.YA	
32	C/O DETECTOR CELLAR		PASS		06/01/22	0% / 12mo	MH.YA	
33	C/O DETECTOR 1ST FL		PASS		06/01/22	0% / 12mo	MH.YA	
34	C/O DETECTOR 1ST FL		PASS		06/01/22	0% / 12mo	MH.YA	
35	C/O DETECTOR 1ST FL		PASS		06/01/22	0% / 12mo	MH.YA	
36	C/O DETECTOR 1ST FL		PASS		06/01/22	0% / 12mo	MH.YA	
37	C/O DETECTOR 1ST FL		PASS		06/01/22	0% / 12mo	MH.YA	
38	C/O DETECTOR 1ST FL		PASS		06/01/22	0% / 12mo	MH.YA	
39	C/O DETECTOR 1ST FL		PASS		06/01/22	0% / 12mo	MH.YA	
40	C/O DETECTOR 1ST FL		PASS		06/01/22	0% / 12mo	MH.YA	
41	C/O DETECTOR 1ST FL		PASS		06/01/22	0% / 12mo	MH.YA	
42	C/O DETECTOR 2ND FL		PASS		06/01/22	0% / 12mo	MH.YA	
43	C/O DETECTOR 2ND FL		PASS		06/01/22	0% / 12mo	MH.YA	
44	C/O DETECTOR 2ND FL		PASS		06/01/22	0% / 12mo	MH.YA	
45	C/O DETECTOR 2ND FL		PASS		06/01/22	0% / 12mo	MH.YA	
46	C/O DETECTOR 2ND FL		PASS		06/01/22	0% / 12mo	MH.YA	
47	C/O DETECTOR 2ND FL		PASS		06/01/22	0% / 12mo	MH.YA	
48	C/O DETECTOR 2ND FL		PASS		06/01/22	0% / 12mo	MH.YA	
49	C/O DETECTOR 2ND FL		PASS		06/01/22	0% / 12mo	MH.YA	
50	C/O DETECTOR 2ND FL		PASS		06/01/22	0% / 12mo	MH.YA	
51	C/O DETECTOR CELLAR		PASS		06/01/22	0% / 66mo	MH.YA	
126	MANUAL PULL STATION		PASS		06/01/22	N/A	MH.YA	
127	MANUAL PULL STATION		PASS		06/01/22	N/A	MH.YA	
128	MANUAL PULL STATION		PASS		06/01/22	N/A	MH.YA	
129	MANUAL PULL STATION		PASS		06/01/22	N/A	MH.YA	
130	MANUAL PULL STATION		PASS		06/01/22	N/A	MH.YA	
131	MANUAL PULL STATION		PASS		06/01/22	N/A	MH.YA	



DETAIL TEST RESULTS

MODEL NAME/NET# ZONE#	DEVICE	LOCATION	TEST / FAIL	CLEAN PASS / FAIL	DATE	SENSITIVITY	NAME TECH/S	COMMENTS
132	MANUAL PULL STATION		PASS		06/01/22	N/A	MH.YA	
133	MANUAL PULL STATION		PASS		06/01/22	N/A	MH.YA	
134	WATERFLOW SWITCH		PASS		06/01/22	N/A	MH.YA	
135	TAMPER SWITCH #2		PASS		06/01/22	N/A	MH.YA	
136	TAMPER SWITCH MAIN		PASS		06/01/22	N/A	MH.YA	
137	TAMPER SWITCH #1		PASS		06/01/22	N/A	MH.YA	
138	FAN SHUTDOWN		PASS		06/01/22	N/A	MH.YA	
139	FSD RELAY RET DUCT		PASS		06/01/22	N/A	MH.YA	
140	FSD RELAY SUP DUCT		PASS		06/01/22	N/A	MH.YA	
141	SOUNDER BASE		PASS		06/01/22	N/A	MH.YA	
142	SOUNDER BASE		PASS		06/01/22	N/A	MH.YA	
143	24VDC SOUNDER POWER		PASS		06/01/22	N/A	MH.YA	
144	24VDC SOUNDER POWER		PASS		06/01/22	N/A	MH.YA	
145	24VDC SOUNDER POWER		PASS		06/01/22	N/A	MH.YA	
146	CELLAR PANTRY SHUTT		PASS		06/01/22	N/A	MH.YA	
147	CELLAR BOILER RELAY		PASS		06/01/22	N/A	MH.YA	
148	CELLAR HEATER RELAY		PASS		06/01/22	N/A	MH.YA	

SAFEWAY FIRE AND PROTECTION COMPANY
FIRE ALARM INSPECTION
Brilla College Prep Middle School
500 Courtlandt Avenue
Bronx, NY 10451



DETAIL BATTERY TEST RESULTS

TEST PERFORM								
NODE # DGP # N/A	BATT.SETS (2)	LOCATION	MFG DATE	TEST PASS / FAIL	%	DATE	NAME TECH/S	COMMENTS
FACP PANEL	12V18AH	INSIDE FACP		PASS	100 / 100%	06/01/22	MH. YA	BATTERY LOAD TEST FAILED, REPLACED ON SITE
BPS 1	12V7AH	ABOVE FACP		PASS	100 / 100%	06/01/22	MH. YA	BATTERY LOAD TEST FAILED, REPLACED ON SITE
BPS 2	12V7AH	ABOVE FACP		PASS	100 / 100%	06/01/22	MH. YA	BATTERY LOAD TEST FAILED, REPLACED ON SITE

SAFEWAY FIRE AND PROTECTION COMPANY

151 FAIRCHILD AVENUE, SUITE 2
PLAINVIEW NY 11803
516-833-1333



DEFICIENCY REPORT

Based on our inspection the following deficiencies have been identified and require repairs, attention or a proposal:
description of deficiencies found (Please List)

Need to Replace Base - Siga-SB4 - Top of Stair A - Area Smoke Detector - Address 14



Safeway Fire & Protection Company
151 Fairchild Ave.
Suite 2
Plainview, New York, 11803
Phone: 877-945-3473
Email: service@safewayfire.com

Work Order #213286

Date 03/27/2022
Customer PO#: FULL TEST
Assigned To Michael Hernandez
Status Closed

Bill To: BRILLA COLLEGE PREP MIDDLE SCHOOL
SETON EDUCATION PARTNERS
500 COURTLANDT AVENUE
BRONX, New York, 10451

Job Site SETON EDUCATION PARTNERS
500 COURTLANDT AVENUE
BRONX, New York, 10451

Description
FULL TEST

Unit

Unit	Create Date	Note
6/1/2022	06/01/2022	Arrived on site and met with staff. Customer placed us offline with central station. Conducted live test of audio visual appliances and fan shutdown. Placed system on test. Conducted full inspection of accessible smoke detectors, duct detectors, CO detectors, heat detectors, and pull stations on 2nd floor, 1st floor, cellar level. Smoke detector top of stair A 014 needs a new base siga-sb4. All batteries failed load test. All batteries were replaced on site.. Updated and generated report. Confirmed signals with central station. Inspection complete.

Inventory

Item Number	Description	Quantity	Date
SVC_12V18A	18 AH Nut & bolt terminal - 12V L-7.09 W-2.99 H-6.57	2.00	06/01/2022
SVC_12V7A	7 Ah Sealed Lead Acid Battery - 12 Vdc. 5.9 l x 2.6 w	4.00	06/01/2022

Signatures

This is to certify that the work was completed at this job as per work order specifications. I authorize the work has been completed as expected.

Customer Signature

06/01/2022
Date

15:24:40 06/01/2022

500 COURLANDT AVENUE
BRONX, NY 10451

ALARM

SUP

TROUBLE

MONITOR

GROUND
FAULT

AC POWER

DISABLE

TEST

SERVICE
DETECTOR

RESET

ACK/PANEL
SILENCE

SIGNAL
SILENCE

FAN RESTART
PASSWORD 1111

DRILL

REMOTE
DISCON-
NECT

1

2

ABC

3

DEF

4

GHI

5

JKL

6

MNO

7

PQRS

8

TUV

9

WXYZ

#

*

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CERTIFICATE ISSUED BY FDNY

CERT.# 91352583

N

ISSUED 08/04/2021

EXPIRES 08/04/2024

NAME MICHAEL B HERNANDEZ

HOME

ADDR.

NOT

FDNY

EMPLOYEE

FEE \$ 25

CAT. S98 TYPE Fitness

DESC. FIRE ALARM SYSTEMS INSP, TEST & SERVICE TECH

EMPLOYER SAFEWAY FIRE & PROTECTION CO

WORK

LOCATION ,



Mike Hernandez

CERTIFICATE ISSUED BY FDNY

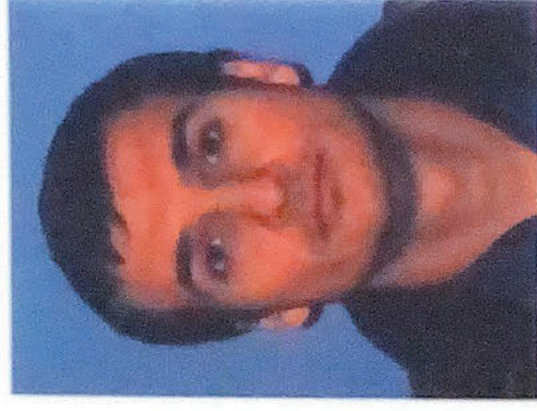
CERT.# 88897657 R
ISSUED 10/20/2020 EXPIRES 11/25/2022

NAME YAN AVERMAN

HOME
ADDR.



**NOT
FDNY
EMPLOYEE**



A handwritten signature in black ink, likely belonging to Yan AVERMAN.

FEE \$ 15 CAT.S98 TYPE Fitness

DESC. FIRE ALARM SYSTEMS INSP, TEST & SERVICE TECH

EMPLOYER SAFEWAY FIRE & PROTECTION CO

WORK

LOCATION ,



Thomas Fariello, RA
Commissioner

Raymond Plumey, FAIA
Deputy Borough Commissioner

1932 Arthur Avenue
Bronx NY 10457
www.nyc.gov/buildings

718 960 4709 tel
718 579 6767 fax

March 14, 2019

Applicant: James P. Colgate, Esq.
1290 Avenue of the Americas
New York, NY 10104

Owner: Father Joseph Mogga/Parish of the Holy Family
2158 Watson Avenue
Bronx, NY 10472

Re: 1160 Beach Avenue,
BIN # 2024304
Block: 3754, Lot: 27
Zoning District: R5
Bronx, NY 10472

To Whom It May Concern:

This is in response to your request of August 2, 2018 for a **Letter of No Objection (LNO)** at **1160 Beach Avenue for a Charter School use (Use Group 3)**. No Certificate of Occupancy (CO) exists on this property. However, other records from the Block and Lot Folder indicate an Auditorium for Church and School per Public Assembly Application No. 9 of 1951. Another Alteration Application No. 895 of 1961 shows a Church and School. The Department of Buildings (DOB) Building Notice Application No. 470 of 1965 indicates a basement plus three-story building for school use

Based on the submitted documentation, including N.Y.S. Education Department registrations, the school has been operated as a non-public school, graduating students with 8th grade diplomas. A parochial school is a use group (UG) 4, if it is operated and accessory to a house of worship; if the school is operated in accordance with NYS Department of Education requirements for non-public schools, it is similar to a public school, which is a use group (UG) 3.

Therefore, the Department of Buildings has **No Objection to a Charter School Use Group (UG) 3 at 1160 Beach Avenue subject to the following conditions:**

1. A fire alarm system, if existing has to be legalized with the DOB or certified as appropriate by a licensed professional; no new fire alarm system would be required because the charter school does not change the current use group (UG3) or occupancy classification (E). Fire alarm systems are required for educational occupancies and fire suppressions are required for commercial kitchens. Until that date FDNY certified fire wardens are required to be present on site during hours of operation, one per each means of egress per floor and one per every 100 children.
2. If the seating plan is different than approved by PA application no. 9 of 1951, an alternate seating plan must be filed and signed off. Until that date, FDNY certified fire wardens are required to be present on site during the PA hours of operation.
3. Provide fire protection systems throughout to comply with the NYC Building and Fire Codes if required.
4. Comply with the DOB and Health Department regulations with respect to asbestos and lead paint abatement
5. All exits and means of egress must be unobstructed at all times.
6. Cooking is prohibited without a fire suppression system. Only warming of food and beverages are allowed.

If this building is hereafter altered or its use changes, an application for such alteration work or change of use must be filed and a Certificate of Occupancy shall be obtained pursuant to Article 118, Chapter 1 of Title 28 of the NYC Administrative Codes.

I trust this information is of assistance to you.

Sincerely,

Raymond Plumey, FAIA
Deputy Borough Commissioner

Assumed Occupancy 8/1/22 – Will send completed fire inspection prior to 11/1/22 deadline

DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF BROOK, CITY OF NEW YORK

No. 11210

Date MAY 27 1954

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 546 of the New York Charter, and Sections C.26-181.0 to C.26-187.0 inclusive Administrative Code 2.1.3.1. to 2.1.3.7. Building Code.)

This certificate supersedes C. O. No. 1980-45

To the owner or owners of the building or premises:

THIS CERTIFIES that the ~~new~~ altered ~~building~~ building—premises located at
500-506 Courtlandt Ave. through to 2760-23 Third Ave.

Block 2397 Lot 31

conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

Borough A.R. No. 466-49

Construction classification—~~Nonfireproof~~

Occupancy classification—PUBLIC

Height 2 Stys. & Cellar stories, 25 feet.



Date of completion—5-2-54

Located in Residence Use District.

Area, Class 1. Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	
Cellar	on ground			200	
First	120			200	
Second	60 & 75			200	
					

ONING, G. K.
MAY 27 1954

Edward J. [Signature]
Borough Superintendent

**NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL
BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT**

Unless an approval for the same has been obtained from the Borough Superintendent, no change or rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof, or in the exit facilities, shall be made; no enlargement, whether by extending on any side or by increasing in height shall be made; nor shall the building be moved from one location or position to another; nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads, or concentrated loads producing the same stresses in the construction in any story shall not exceed the live loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed the specified total; and the use to which any story may be put shall be restricted to that fixed by this certificate except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof from obtaining such other permits, licenses or approvals as may be prescribed by law for the uses or purposes for which the building is designed or intended; nor from obtaining the special certificates required for the use and operation of elevators; nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the discretionary powers of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition, nor from complying with any authorized direction to remove encroachments into a public highway or other public place, whether attached to or part of the building or not.

If this certificate is marked "Temporary" it is applicable only to those parts of the building indicated on its face, and certifies to the legal use and occupancy of only such parts of the building. It is subject to all the provisions and conditions applying to a final or permanent certificate. It is not applicable to any building under the jurisdiction of the Housing Division unless it is also approved and endorsed by them, and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that on inspection and debate since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code, or that would necessitate compliance with some special requirement or with the House Labor Law, or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Housing and Buildings at this time; that Section 240F of the New York City Charter has been complied with as required by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

"1046 F. No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substances, articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent of the borough in which the installation has been made. Such approval shall be recorded on the certificate of occupancy."

Additional copies of this certificate will be furnished to persons having an interest in the building or premises, upon payment of a fee of fifty cents per copy.



April 04, 2013 - Amended
June 08, 2012

Robert D. LiMandri
Commissioner

Raymond Plumey, FAIA
Deputy Borough
Commissioner

1932 Arthur Avenue
Bronx NY 10457
www.nyc.gov/buildings

718 579 6929 tel
718 579 6767 fax

Applicant: Linda Suli
226 East Merrick Road
Valley Stream NY 11580

Owner: Roman Catholic Church of Saint Pius
420 East 145 Street
Bronx NY 10454-1077

Agency: Archdiocese of New York
1011 1st Avenue
New York NY 10022

Re: **414, 416, 420 East 145 Street &
413 East 144 Streets
Block 2289, Lots 12, 13, 15 & 75
Zoning District R6
Bronx**

Dear Ms. Suli:

This is in response to your request dated April 12, 2012 for a Letter of No Objection (LNO) at 414, 416, & 420 East 145 Street & 413 East 144 Street for educational/church use. There are no Certificates of Occupancy (CO) for these addresses. However, other Department of Buildings (DOB) records from the Block and Lot folder indicate that a church and two ancillary structures were built at this exact location in the 1920's. A convent and teachers dwelling was built on lot 12 per NB 1520 of 1925. A 1-story church is indicated on lot 13 per BN 186 of 1928, and a 4-story rectory is indicated on lot 15 per NB 1521 of 1925, and Alt. 254 of 1961. In addition, the Department of Finance (DOF) indicates a convent on lot 12 under code M4, a church on lot 13 under code M1 and a miscellaneous dwelling under code A9.

Therefore, the Department of Buildings (DOB) has **no objection to educational and church use at 414, 416, & 420 East 145 Street & 413 East 144 Street.**

If this building is hereafter altered or its use changes an application for such alteration work or change of use must be filed and a Certificate of Occupancy shall be issued pursuant to the NYC administrative construction codes Chapter 1, Article 118.

I trust this information has been of assistance to you.

Sincerely,

Raymond Plumey, FAIA
Deputy Borough Commissioner

**NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL
BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT**

Unless an approval for the same has been obtained from the Borough Superintendent, no change or rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof, or in the exit facilities, shall be made; no enlargement, whether by extending on any side or by increasing in height shall be made; nor shall the building be moved from one location or position to another; nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads, or concentrated loads producing the same stresses in the construction in any story shall not exceed the live loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed the specified total; and the use to which any story may be put shall be restricted to that fixed by this certificate except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof from obtaining such other permits, licenses or approvals as may be prescribed by law for the uses or purposes for which the building is designed or intended; nor from obtaining the special certificates required for the use and operation of elevators; nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the discretionary powers of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition, nor from complying with any authorized direction to remove encroachments into a public highway or other public place, whether attached to or part of the building or not.

If this certificate is marked "Temporary" it is applicable only to those parts of the building indicated on its face, and certifies to the legal use and occupancy of only such parts of the building. It is subject to all the provisions and conditions applying to a final or permanent certificate. It is not applicable to any building under the jurisdiction of the Housing Division unless it is also approved and endorsed by them, and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that on inspection and debate since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code, or that would necessitate compliance with some special requirement or with the House Labor Law, or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Housing and Buildings at this time; that Section 240F of the New York City Charter has been complied with as required by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

"§ 246 F. No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substances, articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent of the borough in which the installation has been made. Such approval shall be recorded on the certificate of occupancy."

Additional copies of this certificate will be furnished to persons having an interest in the building or premises, upon payment of a fee of fifty cents per copy.



2022 – 2023 Brilla Master Family School Calendar

22 First Day of School for K & 5
(Half Day)
23 First Day of School for all other
grades (Half Day)
22-26 Half Days (K-8)
29 First Full Day of School/ First
Day of El Camino

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day

10-11 Holiday
12-14 Professional Development

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

18 Trimester 1 Ends
21-25 Thanksgiving Break
28 Professional Development

5-7 Parent Teacher Conferences
19-30 Winter Break

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 Winter Break
16 MLK Day
27 Professional Development

20-24 Mid-Winter Break

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 Professional Development
17 Trimester 2 Ends
20-22 Parent Teacher Conferences

3-7 Spring Break

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 Memorial Day

16 Trimester 3 Ends
19 Juneteenth
23 Last Day of School

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

1st Full Day of School
 No School
 Half Days
 Professional Development
 Trimester End
 Parent Teacher Conferences