



PUBLIC CHARTER SCHOOL

Annual Report 2015-2016

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Board Chair

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School Description

A. Mission Statement

Sela Public Charter School will offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world.

Our Name: The school's name, Sela, is derived from the Hebrew word for "rock" or "foundation." Sela PCS is founded on a steadfast commitment to ensuring that all students have access to a strong foundational education that ensures high levels of academic excellence in a diverse, nurturing environment.

Our Pillars: Five pillars to which we hold ourselves accountable and that form the basis of our educational program are: **Academic Excellence, Innovation, Diversity, Global Citizenship, and Trustworthiness.**

Academic Excellence: Sela PCS is committed to high academic standards for all students. We strive for excellence in everything we do from recruitment of teachers to our students' academic achievement.

Innovation: Sela PCS is the first Hebrew Language Immersion Public Charter School in the District of Columbia. It is also the only Hebrew Language Charter School in the United States where children will learn all subjects in both English and Hebrew. Sela PCS has an innovative learning culture and continues to innovate as it grows.

Diversity: The students, teachers, board of directors and administration of Sela PCS reflect the diversity of the nation's capital. Sela PCS not only recruits and retains students from all backgrounds, but also celebrates the diverse experiences and backgrounds of everyone in the Sela community.

Global/21st Century Skills: The combination of foreign language acquisition and 21st century skills equips Sela PCS students to begin a lifelong encounter with people and cultures beyond our borders, enriching their lives and preparing them to be truly global citizens.

Trustworthiness: Parents and students can count on Sela PCS to fulfill its obligation to bring them a first-class education in a safe, nurturing environment where we cultivate a life-long love of learning in our students.

B. School Program

1. Curriculum Design and Instructional Approach

Hebrew Language Immersion

Sela PCS is founded on the premise that fluency in more than one language develops a greater ability to communicate with and to understand other cultures.

Research indicates that in order to gain fluency in a language, students need to spend significant time in an environment saturated in the language they are learning. At Sela PCS, students receive instruction in both English and Hebrew. By immersing students in Hebrew and English, we provide the greatest opportunity for Sela PCS students to graduate bilingual and bi-literate.

As a dual-language school committed to immersion, Sela PCS helps students achieve language proficiency in two languages – including reading and oral proficiency - and sets high learning standards for both English Language Arts and Hebrew Language, choosing curricula that provide its teachers with the instructional resources to successfully develop these skills and abilities in its students.

Hebrew is a unique target language because it serves as a model of an ancient language that has been revived in modern times; it is an entrée to Semitic languages, and contemporary Israeli culture fosters characteristics and skills that empower children to be active global citizens.

Because mastery of the written and spoken language is critical to success in all subject areas, Sela PCS engages a rigorous and balanced curriculum in both languages.

The Proficiency Approach

Proficiency is an approach used in teaching a foreign language that aims to assist learners in developing their ability to perform in the learned language in all four skills: Reading, Writing, Listening, and Speaking.

Why Proficiency?

It allows a flexible curriculum: The goal of the Proficiency Approach is to promote the learners' functional abilities to a fixed set of criteria. Therefore, it allows each teacher and institution to select the most suitable material or teaching method that will maximize his or her learners' language acquisition process.

It helps articulate learning goals: By describing the nature of each level of performance in each language skill, the guidelines provide us with the tools to create a path for our

learners to move from one stage to the next. The criteria used in the guidelines help language educators create and articulate specific performance goals for their learners of all language skills.

It supports language acquisition: The Proficiency Approach is the most efficient framework that allows the acquisition of a learned language in an academic setting in which the contact hours are relatively limited. By adopting the notion of performance as the core principle, the Proficiency Approach focuses on the learners' abilities in the target language by concentrating simply on what the learners know about the language. This approach helps learners internalize the language.

It creates a learner-centered environment: Aiming to bring learners to a high level of performance in the target language demands an understanding of who they are as learners. Language educators must know their learners' characteristics and take them into consideration while creating the curriculum. These characteristics include their motivation, appropriate language learning style and learning strategies, level of anxiety, predisposition toward the language, and current level of language acquisition.

It helps assess learners' performance: Using the guidelines criteria makes it easier to assess learners' language abilities in all four skills for the purpose of making instructional decisions.

Pre-Kindergarten:

In the pre-kindergarten classrooms, Sela PCS uses a majority immersion model, meaning that the majority of the activities taking place in the classroom will take place in Hebrew. Each early-childhood classroom is staffed by one teacher and one instructional assistant to implement this model.

The classrooms are organized as primarily Hebrew environments, with the majority of the content and activities in each classroom focused on helping children acquire the vocabulary and proficiency in Hebrew that will prepare them for kindergarten. Approximately 20% of the day in pre-kindergarten is set aside every day for English literacy, which ensures that the children are ready to enter kindergarten with skills for early literacy in English.

Kindergarten through Grade 5:

Students will study both languages in an immersion framework. The language instruction will be taught in that language, meaning that English Language Arts will be taught in English, and the Hebrew Language in Hebrew.

Other content areas, such as math, social studies and science will also be taught in both English and Hebrew when possible.

Pre-K Program:

High Scope Curriculum

High Scope's educational approach emphasizes "active participatory learning." Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of High Scope programs. They construct their own knowledge through interactions with the world and the people around them. Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children's thinking with diverse materials and nurturing interactions.

Kindergarten, Grade 1, and Grade 2:

English Language Arts Program

We use a balanced literacy model, which includes the *Reading Workshop* model and the *Writing Workshop* model. Reading Workshop is a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all their students. Reading Workshop helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance. The Writing Workshop, similar to the Reading Workshop, is a method of teaching writing using a workshop method. Students are given opportunities to write in a variety of genres that help foster a love of writing. The Writing Workshop allows teachers to meet the needs of their students by differentiating their instruction and gearing instruction based on information gathered throughout the workshop. The components of the workshop model include the following: Read alouds, mini-lessons, independent reading, independent writing, conferring, guided reading, guided writing, and sharing.

Investigations in Numbers, Data and Space

Investigations is a complete K-5 mathematics curriculum, developed at TERC in Cambridge, Massachusetts, and aligned to the Common Core State Standards (CCSS) for Mathematics.

The curriculum is designed to:

- Support students to make sense of mathematics and learn that they can be mathematical thinkers
- Focus on computational fluency with whole numbers as a major goal of the elementary grades

- Provide substantive work in important areas of mathematics—rational numbers, geometry, measurement, data, and early algebra—and connections among them
- Emphasize reasoning about mathematical ideas
- Communicate mathematics content and pedagogy to teachers
- Engage the range of learners in understanding mathematics

History Alive

Through the History Alive curriculum, students don't just read textbooks and answer questions. They discover information for themselves. They feel the emotions of historical figures. They reason through problems. They debate complex issues.

Students interact in pairs and groups so they are engaged in their own learning. There are also opportunities for personal reflection and processing. Giving students a variety of ways to experience content helps them better retain and recall key information. Most importantly, when students are engaged, they love learning.

F.O.S.S – Full Option Science System

One of the goals of F.O.S.S. is Scientific Literacy, which can be accomplished by providing all students with science experiences that are appropriate to their cognitive stages of development and serving as a foundation for more advanced ideas that prepare them for life in an increasingly complex scientific and technological world.

Enrichment

Physical Education is an integral part of the total education program of each student in our school. Through the medium of sport and movement all students will participate in a sequential, differentiated program that fosters each student's personal health, fitness and safety. Through exposure to a wide variety of activities, students will gain the necessary knowledge to understand the importance of and make educated decisions around opportunities to achieve and maintain a healthy lifestyle. The curriculum is based on the standards developed by D.C.P.S. standards in P.E.

Visual Arts and Music Education – Students will demonstrate an understanding of the arts in relation to history and culture. They will make connections between visual arts and other disciplines. Music and art will be integrated in the content curriculum.

Responsive Classroom

Sela PCS is inspired by the Responsive Classroom approach to creating a healthy and successful classroom environment. The Responsive Classroom approach is a widely used, research-backed approach to elementary education that increases academic

achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction.

Sela PCS uses Responsive Classroom as a means of creating collaborative classroom environments where all members of the classroom community take responsibility for their actions and focus on the process of learning.

2. Parent Involvement Efforts

At Sela PCS, we empower parents to have a voice in their child's education. We believe that when families become actively involved, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on student achievement. Below is a summary of ways in which Sela Public Charter School welcomes family engagement.

Monthly Newsletters – Each month, classroom teachers send home a newsletter with opportunities for classroom involvement and ideas for extending learning at home. In addition to the classroom newsletters, a monthly whole school newsletter is sent home.

School Open Houses and School Tours – Open houses and school tours occur on a weekly basis. School open houses and school tours provide potential parents and families with opportunities to learn more about our schools' academic and socio-emotional learning environments.

Family-School Association (FSA) – Parents have a voice in operational, learning, community, and fundraising issues through the Family-School Association (FSA), which meets regularly and is in communication with the Head of School.

School Performance

A. Performance and Progress

1. Meeting the Mission

Sela Public Charter School is meeting its mission to offer children of all ethnic and socioeconomic backgrounds in the District of Columbia, from pre-kindergarten to 5th grade, the opportunity to achieve academic excellence in a safe, nurturing environment that focuses on Hebrew language immersion, promotes the value of diversity and provides the skills for taking action in the world. In its first year of operation, Sela PCS enrolled students from almost all ethnic and/or socioeconomic backgrounds. Starting in Pre-K (age 3), all of our children have been able to learn Hebrew (through the Proficiency Approach) and matriculate to the next grade-level.

2. Meeting the Goals and Academic Achievement Expectations in Charter

Along with the Early Childhood and Elementary School Performance Management Frameworks (PMFs) developed by PCSB, the school selected the following goals in which to determine academic achievement:

	Goal or Expectation	Evidence/Measure	Met/Not Met
1	The students of the school will reflect the diverse, racial, ethnic and socioeconomic population of the District of Columbia and will represent the various wards of the city, by having at least 50% of its students eligible for free and reduced priced meals.	Demographic data captured in the annual Enrollment Audit Student Demographic data captured by PCSB's data systems	Met
2	By the end of 2 nd grade, 75% of students will: <ul style="list-style-type: none"> • Comprehend language consisting of simple vocabulary and structures in face-to-face conversations with peers and familiar adults. • Comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words. 	ELLOPA – Meet or exceed a rating of 2	Met 80% of our 2 nd grade students met or exceeded a rating of 2

	<ul style="list-style-type: none"> • Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English. • Use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. 		
3	<p>By the end of 5th grade, 75% of students will:</p> <ul style="list-style-type: none"> • Comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone. • Understand the main idea and some discrete information in television, radio, or live presentations. • Initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals. • Select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details in nuances by using appropriate modifiers. • Exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances. 	ELLOPA – Meet or exceed a rating of 3	<p>Met</p> <p>Our students are in progress for meeting this goal; however, our highest grade-level is 2nd grade for SY2015-2016.</p>

**In our third year of operation, we enrolled students in Pre-Kindergarten through Grade 2. Therefore, we were able to assess the proficiency of our students based on the Early Language Listening and Oral Proficiency Assessment (ELLOPA) by the end of 2nd grade during the 2015-2016 school year, AND we will be able to assess their proficiency by the end of 5th grade during the 2018-2019 school year. Approximately, 80% of our students are meeting or exceeding a rating of 2 on the ELLOPA rating scale. Approximately, 76% of our students are meeting or exceeding a rating of 3 on the ELLOPA.*

B. Lessons Learned and Actions Taken

The Sela Leadership team and School Board members firmly believe that adding Pre-K3 during the 2015-2016 school year enhanced the lives and educational paths of the students who attended as well as the larger Sela community. Pre-K3 students who attended had the opportunity to begin acquiring Hebrew as a second language at a very young age, supporting our commitment to a rigorous dual language curriculum in which students were able to develop greater literacy skills through the acquisition of two languages. The older Sela students had additional opportunities for modeling and peer tutoring as younger students were exposed to the sounds and letters of the Hebrew language. Sela was able to satisfy a demand from our families as well as the D.C. community at large as Pre-K3 was an “ask” from many interested parents and caregivers.

C. Unique Accomplishments

Partnership with the Hebrew Public

One of Sela PCS’s major accomplishments is partnering with the Hebrew Public (formerly known as Hebrew Charter School Center).

STEM

Sela PCS was awarded a two-year, \$300,000 grant for its STEM (science, technology, engineering, and mathematics) program from The Emanuel J. Friedman Philanthropies, Sidney M. & Phyllis O. Bresler Foundation, and other partners.

Low Cost Before & After School Programming

Sela PCS provided a before and after school program for a very low cost to parents (including a sliding scale).

Native Hebrew-Speaking Teachers

All of our Hebrew-Speaking teachers are native Israeli teachers. We also have a partnership with the World Zion Organization (WZO) to get teachers from Israel to work at Sela PCS. Representatives from the Israeli Embassy have also visited our campus on multiple occasions.

D. List of Donors

Sela is grateful to all donors who supported services to children and families this year. All of our donors are anonymous. Below, please find the list of donation amounts (in the amount of at least \$500.00) for the 2015 – 2016 school year:

- \$500.00 – Steve Messner
- \$500.00 – Daniel Turner
- \$600.00 – Craig and Christina Austin
- \$1,000.00 – Bryce Jacobs
- \$215,000.00 - Emanuel J. Friedman Charitable Trust
- \$250,000.00 – National Center for Hebrew Charter School Excellence

DATA REPORT

LEA Name	Sela PCS
Campus Name	Sela PCS
Grades served	PK3-2
Overall Audited Enrollment	134
PK3	37
PK4	22
KG	32
Grade 1	27
Grade 2	16
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Alternative	0
Adult	0
SPED	0
Total number of instructional days	180
Student Suspension Rate	0.7%
Student Expulsion Rate	0.0%
Instructional Time Lost to Out-of-School Suspension	0.0%
In-Seat Attendance Rate	92.1%
Midyear Withdrawals	Not yet validated
Midyear Entries	Not yet validated
Promotion Rate	98.1%
College Acceptance Rates	Not applicable
College Admission Test Scores	Not applicable
Graduation Rates	Not applicable
Teacher Attrition Rate	0%
Number of Teachers	19
Average Teacher Salary	\$51,000
Minimum Teacher Salary	\$38,000
Maximum Teacher Salary	\$60,000

Appendices

Appendix A: Staff Roster & Qualifications

Name	Position
Dr. Natalie Smith (Ph.D.)	Head of School
Jenifer Moore (BA)	Dir. of Curriculum & Instruction
Sean Flora (MBA)	Dir. of Operations
Tiffany Reed (MA)	SPED/ELL Coordinator
Valeria Benton (BA)	Dir. of Extended Learning
Holly Seibold (MA)	STEM Specialist
Kendria Smith (HS)	Office and Enrollment Associate
Shona Maher (BA)	Family School Advocate
Ronit Blivis (BA)	Pre-K Hebrew Teacher
Lital Burr (BA)	Pre-K Hebrew Teacher
Brittany Simmons (BA)	Pre-K English Teacher
LaTasha Williams (BA)	Pre-K English Teacher
Edna Gordon (HS)	Pre-K Hebrew Inst. Asst.
Benjamin Beraha (BA)	Pre-K Hebrew Inst. Asst.
Orit Janco-Golan	Pre-K Hebrew Inst. Asst.
Michal Israel (MA)	Kindergarten Teacher
Moriah Yehuda (MA)	K-2 Hebrew Teacher
Aliza Sandalon (BA)	K-2 Hebrew Teacher
Shlomit Daniel (BA)	K-2 Hebrew Teacher
Maya Baum (MA)	Kindergarten Teacher
Anastasia Mazza (BA)	Kindergarten Teacher
Franque Alexander (HS)	Kindergarten Inst. Asst.
Conor Murphy (HS)	Kindergarten Inst. Asst.
Stephanie Goldberg (BA)	Grade 1 English Teacher
Quaneesha Bey (BA)	Grade 1 English Teacher
Anne Price (BA)	Grade 2 English Teacher
Maya Faiman (MA)	Art Teacher
Tajuana Queen (HS)	PE Instructor/Before Care Program Coordinator
Miya Upshur-Williams (BA)	One-on-One Inst. Aide

*BA = Bachelor of Arts, MA = Masters of Arts, MBA = Masters of Business Administration, HS = High School Diploma, Ph.D. = Doctor of Philosophy

Appendix B: Board Roster SY 2015-2016

Christina Austin

Samantha Cohen – Academic Committee Chair

Aviad Eilam

Deena Fox – Governance chair

Bryce Jacobs, Ph.D.

Jessica Lieberman, Ph. D. – Board Chair (Parent Representative)

Robyn Marbray

Steve Messner - Treasurer

Karimah Ware, Psy.D.

LaToya White – External Relations Committee chair (Parent Representative)

James Wiley - Secretary

Appendix C: Unaudited Year-end 2015-2016 Financial Statement

Income and Cash Flow Statements

SELA Public Charter School

July 2015 through June 2016

Income Statement	Year-To-Date (YTD)		
	Actual	Budget	Over
Revenue			
01. Per Pupil Charter Payments	1,793,743	1,791,330	2,413
02. Per Pupil Facilities Allowance	415,492	418,616	-3,124
03. Federal Entitlements	71,258	82,960	-11,702
04. Other Government Funding/Grants	73,687	87,049	-13,362
05. Private Grants and Donations	471,539	360,800	110,739
06. Activity Fees	80,658	75,000	5,658
07. Other Income (please describe in footnote)	277,939	274,624	3,315
Total Revenue	3,184,317	3,090,380	93,937
Expenses			
08. Principal/Executive Salary	306,387	308,667	2,280
09. Teachers Salaries	683,651	580,441	-103,210
10. Teacher Aides/Assistance Salaries	169,537	301,964	132,427
13. Clerical Salaries	41,889	51,875	9,986
14. Custodial Salaries	21,268	32,500	11,232
15. Other Staff Salaries	169,145	182,446	13,301
16. Employee Benefits	245,660	276,770	31,110
17. Contracted Staff	48,838	27,000	-21,838
18. Staff Development Expense	24,903	48,927	24,025
19. Textbooks	12,021	5,000	-7,021
20. Student Supplies and Materials	34,375	30,000	-4,375
21. Library and Media Center Materials	7,973	5,000	-2,973
22. Student Assessment Materials	3,121	2,498	-623
23. Contracted Student Services	84,958	55,000	-29,958
24. Miscellaneous Student Expense **	31,005	30,500	-505
25. Rent	476,045	471,083	-4,963
26. Building Maintenance and Repairs	40,254	35,000	-5,254
27. Utilities	33,233	30,929	-2,304
28. Janitorial Supplies	6,303	4,618	-1,685
29. Contracted Building Services	42,852	24,772	-18,080
30. Office Supplies and Materials	12,213	17,930	5,717
31. Office Equipment Rental and Maintenance	14,862	11,378	-3,484
32. Telephone/Telecommunications	15,612	12,335	-3,277
33. Legal, Accounting and Payroll Services	74,390	70,537	-3,854
34. Printing and Copying	0	5,306	5,306
35. Postage and Shipping	105	498	393
36. Other	34,195	33,544	-650
37. Insurance	11,224	8,002	-3,222
38. Transportation	639	5,000	4,361
39. Food Service	108,587	121,050	12,463
40. Administration Fee (to PCSB)	27,651	27,296	-356
42. Other General Expense	7,036	35,321	28,285
43. Unforeseen Expenses	0	28,659	28,659
44. Depreciation Expense	56,563	54,787	-1,776
Total Expenses	2,846,496	2,936,634	90,139

Net Income	337,821	153,746	184,075
Cash Flow Statement	Actual	Budget	Variance
Net Income	337,821	153,746	184,075
Cash Flow Adjustments			
Financing Activities	0	0	0
Investing Activities	-14,826	-3,713	-11,113
Operating Activities	9,288	-66,847	76,135
Total Cash Flow Adjustments	-5,538	-70,560	65,023
Change in Cash	332,283	83,186	249,098

Balance Sheet

SELA Public Charter School

As of June 30, 2016

Balance Sheet	
Assets	Amount
Assets	
Current Assets	
Cash	714,738
Accounts Receivable	88,448
Other Current Assets	134,523
Total Current Assets	937,709
Noncurrent Assets	
Operating Fixed Asssets, Net	66,854
Facilities, Net	45,817
Total Noncurrent Assets	112,671
Total Assets	1,050,380
Liabilities and Equity	Amount
Liabilities and Equity	
Current Liabilities	
Accounts Payable	65,967
Other Current Liabilities	328,384
Total Current Liabilities	394,351
Long-Term Liabilities	
Other Long-Term Liabilities	57,500
Total Long-Term Liabilities	57,500
Equity	
Unrestricted Net Assets	-31,726
Temporarily Restricted Net Assets	292,435
Net Income	337,821
Total Equity	598,530
Total Liabilities and Equity	1,050,380

Appendix D: Approved 2016-2017 Budget

Sela PCS

PCSB-Formatted Budget

Account	Income Statement	SY16-17 Budget
Event		-
Revenue		
Per Pupil Charter Payments		2,382,862
Per Pupil Facilities Allowance		540,452
Federal Entitlements		90,633
Other Government Funding/Grants		90,229
Private Grants and Donations		215,000
Activity Fees		166,038
Other Income		22,429
Total Revenue		3,507,642
Operating Expense		
Personnel Salaries and Benefits		
Principal/Executive Salary		324,080
Teachers Salaries		896,600
Special Education Salaries		65,000
Summer School Salaries		52,500
Teacher Aides/Assistants Salaries		264,650
Before/After Care Salaries		63,000
Other Education Professionals Salaries		101,050
Business/Operations Salaries		-
Clerical Salaries		39,655
Custodial Salaries		-
Other Staff Salaries		-
Employee Benefits		303,677
Contracted Staff		30,000
Staff Development Expense		84,815
Total Personnel Salaries and Benefits		2,225,027
Direct Student Expense		
Textbooks		10,000
Student Supplies and Materials		39,893
Library and Media Center Materials		6,649
Student Assessment Materials		3,322
Contracted Student Services		100,000
Miscellaneous Student Expense		36,745
Total Direct Student Expense		196,609

Occupancy Expenses	
Rent	426,047
Building Maintenance and Repairs	25,000
Utilities	41,129
Janitorial Supplies	6,141
Contracted Building Services	92,819
Total Occupancy Expenses	591,136
Office Expenses	
Office Supplies and Materials	23,842
Office Equipment Rental and Maintenance	15,131
Telephone/Telecommunications	23,373
Legal, Accounting and Payroll Services	75,775
Printing and Copying	2,000
Postage and Shipping	662
Other	-
Total Office Expenses	140,783
General Expenses	
Insurance	10,641
Transportation	8,149
Food Service	142,552
Administration Fee (to PCSB)	35,076
Management Fee	-
Interest Expense	-
Other General Expense	71,783
Total General Expenses	268,201
Total Ordinary Expenses	3,421,756
Depreciation	
Depreciation Expense	83,940
Total Depreciation	83,940
Total Expenses	3,505,696
Net Income	1,946
Cash Flows	
Net Income	1,946
Operating Activities	
Add Depreciation	83,940
(Increase)/Decrease in Current Assets	-
Increase/(Decrease) in Current Liabilities	(92,220)
Cash Flows from Operations	(6,334)
Investing Activities	
Purchase of property, plant and equipment	(84,888)

Purchase of investment securities	-
Other investing activities	-
Cash Flows from Investing	(84,888)
Financing Activities	
Proceeds from loans / Repayment of loans	-
Repayment of loans	-
Other financing activities	-
Cash Flows from Financing	-
Net cash increase for year *	(91,222)

In SY15-16 Sela received a \$140K time-restricted grant from the Friedman Foundation to be used for SY16-17 STEM-related expenses. The resulting cash reserves will not be spent until SY16-17.