



PUBLIC CHARTER SCHOOL

# *ANNUAL REPORT*

## *2018-2019*

Sela Public Charter School  
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Board Chair: Deena Fox

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## Disclaimer

## SY 2017-18 Report Narrative

### I. 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 equip 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 & Instructional Approaches:**

#### **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 for all subjects in both English and Hebrew. By immersing students in Hebrew at key times throughout the day, 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 will set high learning standards for both English Language Arts and Hebrew Language, choosing curricula that will 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 learning about the culture of a country very different from our own teaches children to be global citizens.

Because mastery of the written and spoken language is critical to success in all subject areas, Sela PCS will engage 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-School (PK3) and Pre-Kindergarten (PK4):**

In the pre-kindergarten classrooms, Sela PCS will use a 50/50 immersion model, meaning that the activities taking place in the classroom will take place in approximately 50% of the day in Hebrew and 50% of the day in English. Each early-childhood classroom will be staffed by one teacher and one instructional assistant to implement this model, one of these staff members being an English-speaker, and one being a Hebrew-speaker.

The classroom will be organized as a primarily Hebrew environment, with the majority of the content and activities in the 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 will be set aside every day for English literacy, which will ensure that the children are ready to enter kindergarten with skills for early literacy in English.

#### Kindergarten through Grade 5:

Beginning in Kindergarten and throughout the students' school careers at Sela PCS, the school will study both Hebrew and English in an immersion framework. 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, science, and STEM will also be taught in both English and Hebrew (by a team of two to three teachers who will share the teaching in order to meet the needs of each student).

#### Pre-K Program:

##### **Creative Curriculum**

Creative Curriculum'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 thru 5th Grade:

##### **English Language Arts Program**

Sela uses the ReadyGEN ELA curriculum by Pearson. ReadyGEN is an integrated and well-balanced approach to reading and writing instruction for Grades K-6 classrooms. Authentic texts with modeling and teacher-directed activities drive learning and motivate readers. Students read authentic literary and informational texts. Instruction focuses on reading, writing, speaking, and listening in response to authentic texts.

##### **EUREKA Math**

Eureka Math, formerly EngageNY Math, is the most widely used math curriculum in the country. It is a rigorous curriculum for Prekindergarten through 8<sup>th</sup> grade. The goal of this math program is to help all students become fluent in mathematics. Fluency goes beyond just knowing how a particular process can be used to solve a problem. It also requires understanding why that process works. With Eureka Math, students learn to think, strategize and solve problems... not just get answers.

Eureka Math provides an intentional knowledge building process to increase equity in the classroom and supports student achievement and teacher practice.

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

### **Enrichment**

Physical Education - 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. All elementary students receive separate instruction in Music and Art weekly. Early childhood integrates Music and Art into instruction.

Science, Technology, Engineering, and Mathematics (STEM) is integrated throughout English and Hebrew instruction on a daily basis. Our STEM program prepares our students for careers that require math and science, collaboration, critical thinking, and problem solving. Our STEM program also gives students a boost through the acquisition of skills and experiences that inspires them and equips them with practical values and skills for life. Our STEM Specialist provides support to teachers with planning STEM integrated lessons and coaching on a weekly basis comprised of targeted classroom observations and feedback focused on the implementation of STEM activities. Our teachers will integrate effective STEM classroom activities as well as assess students' understanding on a daily basis in order to adjust their instruction to meet the individual needs of our students.

## **1. 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.

**Tuesday Folder** - Each week the school admin team with input from teachers sends home a newsletter with opportunities for classroom involvement and ideas for extending learning at home. In addition to the Tuesday Folder, supplemental announcements are sent home as reminders for upcoming events or deadlines.

**School Open Houses and School Tours** - Open houses and school tours occur frequently. 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.

**Parent-Teacher School Association (PTSA)** - Parents have a voice in operational, learning, community, and fundraising issues through the Parent-Teacher School Association (PTSA), which meets monthly and is in communication with the Head of School and Director of Student Culture. The PTSA is designed so that its committees mirror staff committees in the school to foster greater family-school cooperation.

**School and Teacher Websites** - Sela provides links to essential information and forms for current and prospective parents via the school website and through regularly updated teacher websites.

## **II. School Performance:**

### **A. Performance and Progress:**

#### **1. How Sela Is Meeting Its 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 (PK3) 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, and continues to work toward fostering a diverse student body that is reflective of the diversity of Washington, DC. Sela enrolls



students from all Wards of the District. 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.

**2018-2019 PARCC Results:**

<b>Grades 3-5 PARCC Results for SELA PCS</b>						
<b>ELA Achievement Level</b>	<b># of Students with Score &lt;3</b>	<b>%</b>	<b># of Students with Score 3</b>	<b>%</b>	<b># of Students with Score 4+</b>	<b>%</b>
<b>Grade 3</b>	<b>8</b>	<b>36%</b>	<b>5</b>	<b>23%</b>	<b>9</b>	<b>41%</b>
<b>Grade 4</b>	<b>8</b>	<b>42%</b>	<b>3</b>	<b>36%</b>	<b>8</b>	<b>36%</b>
<b>Grade 5</b>	<b>2</b>	<b>33%</b>	<b>1</b>	<b>36%</b>	<b>3</b>	<b>36%</b>
<b>School Total</b>	<b>18</b>	<b>38%</b>	<b>9</b>	<b>19%</b>	<b>20</b>	<b>43%</b>
<b>MATH Achievement Level</b>	<b># of Students with Score &lt;3</b>	<b>%</b>	<b># of Students with Score 3</b>	<b>%</b>	<b># of Students with Score 4+</b>	<b>%</b>
<b>Grade 3</b>	<b>5</b>	<b>23%</b>	<b>4</b>	<b>18%</b>	<b>13</b>	<b>59%</b>
<b>Grade 4</b>	<b>4</b>	<b>21%</b>	<b>4</b>	<b>21%</b>	<b>11</b>	<b>58%</b>
<b>Grade 5</b>	<b>2</b>	<b>33%</b>	<b>2</b>	<b>33%</b>	<b>2</b>	<b>33%</b>
<b>School Total</b>	<b>11</b>	<b>23%</b>	<b>10</b>	<b>21%</b>	<b>26</b>	<b>55%</b>

Despite the small sample size (n=47) of students in grade 3-5 taking the PARCC Tests, Sela was able to show significant improvement from all students, across all reportable subgroups and was recognized by the PCSB as one of the most improved charter schools in both ELA and MATH PARCC achievement scores.

**2. How Sela Is Meeting Its Goals and Expectations:**

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:

	<b>Goal or Expectation</b>	<b>Evidence/Measure</b>	<b>Met/Not Met</b>
<b>1</b>	<p>By the end of second grade, 75% of students will:</p> <ol style="list-style-type: none"> <li>1. comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults;</li> <li>2. comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words;</li> <li>3. call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English</li> <li>4. 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.</li> </ol>	<p>If 75% of second grade students meet or exceed a rating of two on an internally modified version of the Oral Proficiency Interview (OPI). The OPI is the standard framework from the American Council on the Teaching of Foreign Languages (ACTFL) for testing acquisition of foreign language fluency. This interview is conducted individually with a proctor who engages in conversation with the student on topics pulled from recent instruction. A score of 2 indicates that students have reached a level of fluency called "Novice-Mid 2" on the ACTFL Proficiency Guidelines.</p> <p><b>SEE ATTACHED TESTING INFORMATION IN APPENDICES SECTION</b></p>	<b>NOT MET -</b> 61% of 2 <sup>nd</sup> grade students met or exceeded a score of 2 on their OPI assessment.
<b>2</b>	<p>By the end of fifth grade, 75% of students will:</p> <ol style="list-style-type: none"> <li>1. comprehend messages and short conversation when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone;</li> <li>2. understand the main idea and some discrete information in television, radio, or live presentations;</li> </ol>	<p>If 75% of fifth grade students meet or exceed a rating of three on an internally modified version of the Oral Proficiency Interview (OPI). The OPI is the standard framework from the American Council on the Teaching of Foreign Languages (ACTFL) for testing acquisition of foreign language fluency. This interview is conducted individually with a proctor who engages in conversation</p>	<b>NOT MET -</b> 34% of 5 <sup>th</sup> grade students met or exceeded a score of 3 on their OPI Assessment.

	<p>initiate and sustain conversations, face- to-face or on the phone, with native-speaking or more fluent individuals;</p> <p>3. select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and</p> <p>4. express details and nuances by using appropriate modifiers; and exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances.</p>	<p>with the student on topics pulled from recent instruction. A score of 3 indicates that students have reached a level of fluency called "Novice-Mid 3" on the ACTFL Proficiency Guidelines.</p> <p><b>SEE ATTACHED TESTING INFORMATION IN APPENDICES SECTION</b></p>	
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**B. Unique Accomplishments:**

In our sixth year of operation we have continued to expand our program into offering a fifth-grade program to our families. Sela graduated its first class of fifth graders in the 2018-2019 school year, some of whom had been attending the school from PreK-4.

In our second year of using PARCC scores as a reportable academic metric to the DC PCSB, Sela was recognized as one of the most improved schools for PARCC growth in both ELA and Math testing in the DC Charter school sector. Sela was also the 6<sup>th</sup> highest performing charter school in DC for PARCC Math Achievement.

**C. List of Donors:**

Date of Donation	Donor	Amount of Donation (US \$)
10/31/2018	Bryce Jacobs	1,000.00
11/10/2018	Deena Fox	800.00
11/13/2018	Nancy Goodman	500.00
11/20/2018	Heather Bramble	1,000.00
11/20/2018	Josh Bork	800.00
12/10/2018	Jessica Lieberman	625.00
12/14/2018	Cindy Goldberg	3,000.00
12/26/2018	Rebecca Rubin Damari	500.00
01/11/2019	Joel & Tamara Rubin	2,300.00

01/11/2019	Justin & Jessica Rubin	2,300.00
01/11/2019	Ellen & Stephen Exelbert	2,300.00
03/21/2019	Ellen and Stephen Exelbert	1,800.00

## SY 2017-18 Data Report

### General Information

Source	Data Point
PCSB	LEA Name: Sela PCS
PCSB	Campus Name: Sela PCS
PCSB	Grades served: PK3--5
PCSB	Overall Audited Enrollment: 229

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	50	44	33	27	26	24	19	6	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED
<b>Student Count</b>	0	0	0	0	0	0	0	0	22

### Student Data Points

School	<b>Total number of instructional days:</b> 182
PCSB	<b>Suspension Rate:</b> 0.4%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.00%
PCSB	<b>In-Seat Attendance:</b> 92.3%
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:</b> 2.6% (6 students)
PCSB	<b>Midyear Entries:</b> 0.4% (1 student)
PCSB	<b>Promotion Rate (LEA):</b> 99.4%
PCSB	<b>College Acceptance Rates:</b> Not Applicable

PCSB	<b>College Admission Test Scores:</b> Not Applicable
PCSB	<b>Graduation Rates:</b> Not Applicable

**Faculty and Staff Data Points**

School	<b>Teacher Attrition Rate:</b> 12 %
School	<b>Number of Teachers:</b> 31 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	<b>Teacher Salary</b> 1. Average: \$57,581.00 2. Range - Minimum: \$52,448.55 (Step 1: teacher with BA and no previous experience) Maximum: \$71,116.85 (Step 10: teacher with PhD or MA +60 credits and 10 and beyond years of experience)
School	<b>Executive Salaries:</b> Salaries of the five most highly-compensated individuals in the organization, if over \$100,000 for SY18-19. 1. Head of School – Joshua Bork - \$120,000.00  <i>No other salaried employee in the organization was paid more than \$100,000 for SY18-19.</i>

**Appendices:**

**Appendix I - SY 2018-2019 Staff Roster w/Qualifications & Responsibilities:**

<b>Staff Last Name</b>	<b>Staff First Name</b>	<b>Job Title (Responsibilities)</b>	<b>Qualifications</b>
Akingbe	Eboni	Special Education and ELL Coordinator/ Teacher	MA
Aleem	Inshirah	Special Ed Teacher	MA
Alexander	Franque	Teaching Fellow	AA
Barbour	Bridjett	Teacher	BA
Barbour	Paul	Dedicated Aide	BA
Baruch	Hana	Teaching Assistant	BA
Benton	Valeria	Director of Extended Learning	BA
Blivis	Ronit	Hebrew Curriculum Co-Coordinator	AA
Bezie	Shira	Pre-K Teacher	BA
Bork	Joshua	Head of School	MA
Brunner-Bayer	Anna	Pre-K Teacher	MA
Buchris	Liran	Pre-K Teacher	BA
Copley	Nava	Pre-K Teacher	MA
Edwards	Chezmine	Teaching Assistant	AA
Henson	Lindsey	Elementary Teacher	BA
Hilliard	Katrina	Elementary Teacher	MA
Hughes	Ashley	Teaching Assistant	BA
Hvid	Carmit	Hebrew Curriculum Coordinator	PhD
Mandelman	Emily	Elementary Teacher	MA
McClaine	Sharne	Teaching Assistant	BA
Mild	Samantha	Pre-K Teacher	MA
Mirer	Erez	Elementary Teacher	MA
Mitchell	Kimberly	Elementary Teacher	MA
Moon	Helena	Elementary Teacher	MA
Murphy	Conor	Teaching Assistant	BA
Pompa	Tony	Health and PE Teacher	BA
Queen	Tajuana	Food Handler/Resource Teacher	AA
Rosner	Tal	Elementary Hebrew Teacher	BA
Sales	Dairis	Pre-K Teacher	MA
Simmons	Brittany	Teaching Assistant	AA
Smith	Kendria	Enrollment Manager	BA

Stanway	Naomi	Elementary Teacher	MA
Steele	Jamirious	Dedicated Aide	BA
Stewart	Cynthia	Teacher Assistant	AA
Stokes	Tiffany	Dedicated Aide	AA
Taliaferro	Camerra	Director of Operations	BA
Taylor	Imani	HR and Enrollment Specialist	BA
Townsend	Markus	Director of Culture and Student Support Services	BA
Wachtel	Yoel	Elementary Hebrew Teacher	MA
Weissburg	Ariel	Director of Curriculum & Instruction	MA
Wheeler	William	Art Teacher	MA
Williams	LaTasha	Elementary Teacher	BA
Willis	Kia	Elementary Teacher	MA
Wilson	Bryant	Special Education Teacher / Coordinator	MA
Yosef	Loren	Elementary Hebrew Teacher	BA



Appendix II - SY 2018-2019 Board Roster:

**SY2018-2019 Board Roster**

<b>Name</b>	<b>Email</b>	<b>Membership</b>	<b>Residency</b>
Joy King-Pike	<a href="mailto:jking912@gmail.com">jking912@gmail.com</a>	Chair, Voting Member	MD Resident
Joshua Bork	<a href="mailto:jbork@selapcs.org">jbork@selapcs.org</a>	Head of School, Non-Voting Member	DC Resident
Aster Allen-Patel	<a href="mailto:aapatel930@gmail.com">aapatel930@gmail.com</a>	Parent & Voting Member	DC Resident
Lisa Apple	<a href="mailto:lisa.r.apple@gmail.com">lisa.r.apple@gmail.com</a>	Voting Member	DC Resident
Heather Capell Bramble	<a href="mailto:heatherlcapell@gmail.com">heatherlcapell@gmail.com</a>	Parent & Voting Member	DC Resident
Kiara Cross	<a href="mailto:cross.kiarad@gmail.com">cross.kiarad@gmail.com</a>	Voting Member	MD Resident
Rebecca Rubin Damari, Ph.D.	<a href="mailto:Rebecca.Rubin@gmail.com">Rebecca.Rubin@gmail.com</a>	Voting Member	MD Resident
Deena Fox	<a href="mailto:deena.fox@gmail.com">deena.fox@gmail.com</a>	Parent & Voting Member	DC Resident
Nancy Goodman	<a href="mailto:nancycoopergoodman@gmail.com">nancycoopergoodman@gmail.com</a>	Voting Member	DC Resident
Bryce Jacobs, Ph.D.	<a href="mailto:bryceajacobs@gmail.com">bryceajacobs@gmail.com</a>	Voting Member	DC Resident
Jessica Lieberman, Ph.D.	<a href="mailto:jessica.lieberman@gmail.com">jessica.lieberman@gmail.com</a>	Voting Member	DC Resident
Maegan Marcano	<a href="mailto:mmarcano77@gmail.com">mmarcano77@gmail.com</a>	Voting Member	MD Resident
Steve Messner	<a href="mailto:steve.messner.dc@gmail.com">steve.messner.dc@gmail.com</a>	Voting Member	DC Resident
Jenifer Moore	<a href="mailto:Jenifermoore6306@gmail.com">Jenifermoore6306@gmail.com</a>	Voting Member	MD Resident

## Appendix III - Unaudited Year-end 2018-2019 Financial Statement:

### Income Statement

Sela

July 2018 through June 2019

	1	2	3
<b>Income Statement</b>			<b>Actual</b>
Revenue			
State and Local Revenue			4,280,811
Federal Revenue			233,809
Private Grants and Donations			30,676
Earned Fees			280,920
Total Revenue			4,826,216
Expenses			
Salaries			2,645,834
Benefits and Taxes			489,776
Contracted Staff			9,213
Staff-Related Costs			17,596
Rent			486,188
Occupancy Service			256,502
Direct Student Expense			435,005
Office & Business Expense			267,438
Contingency			0
Total Expenses			4,607,552
Operating Income			218,663
Extraordinary Expenses			
Interest			331
Depreciation and Amortization			77,139
Total Extraordinary Expenses			77,470
Net Income			141,193

## Balance Sheet

Sela

As of June 30, 2019

Balance Sheet	6/30/19
<b>Assets</b>	<b>Year End</b>
Assets	
Current Assets	
Cash	1,042,338
Accounts Receivable	82,090
Other Current Assets	158,597
Intercompany Transfers	0
Total Current Assets	1,283,026
Noncurrent Assets	
Facilities, Net	131,853
Operating Fixed Assets, Net	43,292
Total Noncurrent Assets	175,145
Total Assets	1,458,171
<b>Liabilities and Equity</b>	<b>Year End</b>
Liabilities and Equity	
Current Liabilities	
Accounts Payable	38,066
Other Current Liabilities	452,811
Accrued Salaries and Benefits	40,051
Total Current Liabilities	530,928
Equity	
Unrestricted Net Assets	774,303
Net Income	141,193
Temporarily Restricted Net Assets	6,815
Total Equity	922,311
Long-Term Liabilities	
Other Long-Term Liabilities	4,932
Total Long-Term Liabilities	4,932
Total Liabilities and Equity	1,458,171

## Appendix IV - Approved 2018-2019 Budget:

### Sela PCS

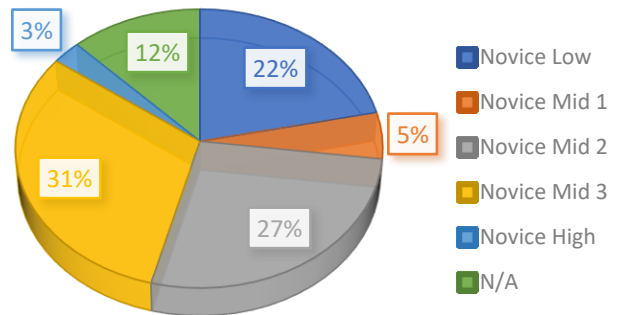
	SY19-20
Revenue	
State and Local Revenue	4,519,357
Federal Revenue	168,643
Private Grants and Donations	30,000
Earned Fees	234,147
Revenue Total	4,952,148
Expenses	
Salaries	2,667,803
Benefits and Taxes	554,936
Contracted Staff	5,000
Staff-Related Costs	13,028
Rent	480,100
Occupancy Service	231,639
Direct Student Expense	477,705
Office & Business Expense	340,292
Contingency	50,000
Expenses Total	4,820,503
<b>NET ORDINARY INCOME</b>	<b>131,645</b>
Extraordinary Expenses	
Depreciation and Amortization	72,143
Interest	173
Extraordinary Expenses Total	72,316
<b>TOTAL EXPENSES</b>	<b>4,892,819</b>
<b>NET INCOME</b>	<b>59,328</b>

**Appendix V - Spring 2018 Hebrew Testing Results:**

**SELA PCS - ORAL PROFICIENCY INTERVIEW (OPI) -  
Summative Assessment - Grades 2-5**

Grade				TOTALS GRADE 2-5	
2	<b>LEVELS</b>	<b>TOTALS</b>	<b>PERCENT</b>	<b>LEVELS</b>	<b>PERCENT</b>
	Novice Low	6	25.0%	Novice Low	21.6%
	Novice Mid 1	0	0.0%	Novice Mid 1	5.4%
	Novice Mid 2	7	29.2%	Novice Mid 2	27.0%
	Novice Mid 3	6	25.0%	Novice Mid 3	31.1%
	Novice High	1	4.2%	Novice High	2.7%
	n/a*	4	16.7%	N/A	12.2%
3	<b>LEVELS</b>	<b>TOTALS</b>	<b>PERCENTS</b>		
	Novice Low	6	24.0%		
	Novice Mid 1	0	0.0%		
	Novice Mid 2	6	24.0%		
	Novice Mid 3	8	32.0%		
	Novice High	1	4.0%		
	n/a*	4	16.0%		
4	<b>LEVEL</b>	<b>TOTALS</b>	<b>PERCENT</b>		
	Novice Low	4	21.1%		
	Novice Mid 1	2	10.5%		
	Novice Mid 2	5	26.3%		
	Novice Mid 3	7	36.8%		
	Novice High	0	0.0%		
	n/a*	1	5.3%		
5	<b>LEVEL</b>	<b>TOTALS</b>	<b>PERCENTS</b>		
	Novice Low	0	0.0%		
	Novice Mid 1	2	33.3%		
	Novice Mid 2	2	33.3%		
	Novice Mid 3	2	33.3%		
	Novice High	0	0.0%		
	n/a*	0	0.0%		
<p>* For some students, the assessment data was inconclusive. For students who this was true for, their score was logged as n/a.</p>					

**OPI LEVELS - GRADES 2-5**



**Disclaimer:**

Sela PCS acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.