



PUBLIC CHARTER SCHOOL

ANNUAL REPORT

2020-2021

Sela Public Charter School
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Board Chair: Deena Fox

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SY 2020-2021 Annual 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 uses a 50/50 immersion model, meaning that instruction takes place half of the time in English and half of the time in Hebrew, our target second language. Each early-childhood classroom will be staffed by either two teachers or one teacher and one instructional assistant, one of whom is either a primarily English-speaker and one the other a primarily Hebrew-speaker, to implement this model.

The classroom will be organized as a dual-language environment, with the content and activities in the classroom focused on helping children acquire the vocabulary and proficiency in both Hebrew and English that will prepare them for kindergarten.

Kindergarten and Grade 1:

In kindergarten and first grade classrooms, Sela PCS uses a 50/50 immersion model, meaning that instruction takes place half of the time in English and half of the time in Hebrew, our target second language. Each early-childhood classroom will be staffed by either two teachers or one teacher and one instructional assistant, one of whom is either a primarily English-speaker and one the other a primarily Hebrew-speaker, to implement this model.

The classroom will be organized as a dual-language environment, with the content and activities in the classroom focused on helping children acquire the vocabulary and proficiency in both Hebrew and English that will prepare them for 1st grade.

Grade 2 through Grade 5:

Beginning in second grade 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).

As we begin to understand the academic benefits of the immersion model we have instituted in kindergarten and first grade, we will assess if this model should be adopted in grades 2 to 5 over the next four years.

Pre-K Program:

Creative Curriculum

The Creative Curriculum® for Preschool is one of the most widely used pre-K curricula in the nation. It's comprehensive, research-based, research-proven, and it features exploration and discovery as a way of learning.

Foundation volumes help teachers create high-quality learning environments and support deep understanding of early childhood best practices, theories, and research. Robust Daily Resources provide the instructional tools and materials to engage children in project-based investigations and make every moment of the day meaningful, intentional, and engaging.

Kindergarten thru 5th Grade:

English Language Arts Program:

In Kindergarten through 5th grade, Sela PCS builds the foundation for successful readers and writers through the use of Pearson's ReadyGEN English Language Arts Curriculum. ReadyGEN is an integrated and well-balanced approach to reading and writing instruction for Grades K-5 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 within the framework of the workshop model of instruction.

Students read from 12 authentic texts at every grade level. Interactive Anchor Texts help students engage and blend technology. Texts are carefully selected to reinforce unit themes and are focused on building content knowledge. Backward unit mapping helps students meet Common Core and OSSE ELA and literacy standards. Instruction provides specificity, time, and sequencing for a cumulative progression. Everything in a unit is designed to prepare students to respond to the Performance-based Assessment. Modeling, scaffolding, and close reading strategies support readers with complex text. Integrated intervention is included for skills improvement or intensive remedial instruction.

Mathematics:

Eureka Math (originally called EngageNY Math) is a Common Core aligned math program developed by Great Minds. This curriculum was designed to teach math as a coherent body of knowledge that follows the proper learning progressions required for true math fluency, and not just a set of skills. It works to instill deep, conceptual understanding that students can build on as high as they wanted to while also allowing them to find the joy in the subject.

The goal of Eureka Math 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 the Eureka Math curriculum, students learn to think, strategize and solve problems... not just get answers.

Its intentional knowledge building increases equity in the classroom and supports student achievement and teacher practice.

Social Studies:

The Sela PCS social studies program is designed around the concepts of democracy and diversity. The social studies curriculum aims to help students to make sense of the world in which they live, make connections between major ideas and their own lives, see themselves as members of the world community, and understand, appreciate, and respect the commonalities and differences that give the United States character and identity.

In addition, within the broad subject of social studies, students have opportunities to explore anthropology, archaeology, geography, history, philosophy, and sociology.

Dual-language programs such as Sela PCS provide a particularly special environment for these topics as students will learn to view the world through multiple languages and cultures. Students will also be able to learn about and celebrate the diversity that exists within the school, as students at Sela PCS will inevitably come from varying backgrounds, cultures, and ethnicities. It is also important to recognize that social studies provide an important avenue for focusing on literacy.

Science:

Sela PCS's science program: 1) develops students' science literacy and provides meaningful and engaging learning experiences to enhance students' intellectual curiosity and build students' proficiency in science; 2) teaches students how to manipulate scientific tools as they expand their science vocabulary; and 3) strengthens students' logical reasoning and critical thinking skills, as well as their abilities to apply scientific methodology and inquiry to make connections between books, and between texts and their own experiences.

The aim of Sela PCS's science curriculum is not only to teach science content, principles and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Teachers guide students to collect and record first-hand data, to represent and analyze it.

Accordingly, Sela PCS's science education programs is inquiry-based and rooted in "real world" situations and experiences.

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 Physical Education. All students in grades KG-5th have Physical Education for 45 minutes at least twice per week in a dedicated Art Studio.

Visual Arts – 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 students in grades KG-5th have Visual Arts for 45 minutes at least once per week.

Music - Maintaining a balance between traditional and contemporary repertoire, students are encouraged to excel at studying multiple instruments to fulfill the needs of a variety of

performance pieces. KG-5th grade students receive music instruction for 45 minutes at least once per week in a dedicated music classroom. Music Theory is the study of the structure of music and we begin teaching the basics. Students learn about rhythm using percussion instruments. Students learn about harmony, melody and how to read easy sheet music as they learn to sing various songs.

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.

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.

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 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. Sela PCS continues to enroll students from all federally recognized ethnic and/or socioeconomic backgrounds. Starting in Pre-K (age 3), all our children have demonstrated an ability to learn Hebrew (through the Proficiency Approach) and matriculate to the next grade-level.

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:

	Goal or Expectation	Evidence/Measure	Met/Not Met												
1	<p>By the end of second grade, 75% of students will:</p> <ol style="list-style-type: none"> 1. comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults; 2. comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words; 3. call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English 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. 	<p>75% of second grade students meet or exceed a rating of two on an internally modified Oral Proficiency Interview format assessment which included measurements of students' abilities in four facets of language acquisition: speaking, listening, reading, and writing. For the purposes of his goal, the SPEAKING and LISTENING subtests are used to measure proficiency with vocabulary, comprehension, and ability to maintain a conversation.</p>	<p>Due to the pandemic and specifically the remote stance of many students in 2nd grade, only incomplete assessment of this grade was possible. Of 22 enrolled 2nd grade students for SY20-21, 10 were assessed:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Score</th> <th style="text-align: center;"># of Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>Of the students tested, 100% met or exceeded the benchmark measure, but only 46% of eligible students were assessed.</p>	Score	# of Students	0	0	1	0	2	5	3	4	4	1
Score	# of Students														
0	0														
1	0														
2	5														
3	4														
4	1														
2	<p>By the end of fifth grade, 75% of students will:</p> <ol style="list-style-type: none"> 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; 2. understand the main idea and some discrete information in television, radio, or live presentations; 3. initiate and sustain conversations, face- to-face 	<p>If 75% of fifth grade students meet or exceed a rating of three an internally modified Oral Proficiency Interview format assessment which included measurements of students' abilities in four facets of language acquisition: speaking, listening, reading, and writing. For the purposes of his goal, the SPEAKING and LISTENING subtests are used to measure proficiency with vocabulary, comprehension, and ability to maintain a conversation.</p>	<p>Due to the pandemic, Sela was unable to perform the assessments needed to collect this data. During SY20-21, all 5th graders at Sela remained remote for the full school year. This created insurmountable barriers to conducting the OPI assessment for 5th graders. Therefore, no assessment data exists for them for this school year.</p>												

	<p>or on the phone, with native-speaking or more fluent individuals;</p> <p>4. select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and express details and nuances by using appropriate modifiers; and</p> <p>5. exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on family utterances.</p>		
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B. Unique Accomplishments:

Sela PCS was voted as the “Best Elementary School in DC” by the Washington City Paper for SY19-20.

Sela PCS was able to begin returning PK3 and PK4 students for in-person instruction beginning November 9th, 2020, and invited students in all grades served (PK3-5th) for full-day in-person instruction beginning January 23rd, 2021. During the 2020-2021 school year, Sela PCS successfully operated simultaneous remote and in-person programs, introduced weekly surveillance testing for all students and staff attending in-person, and registered a school family satisfaction rate of over 95% as indicated by an annual end-of-year survey.

C. List of Donors:

Donor	Amount
Jim Joseph Foundation	10,000.00
Robert I. Schattner Foundation	5,000.00
Ruth and Samuel Salzberg Family Foundation	5,000.00
Justin & Jessica Rubin	4,000.00
Cindy Goldberg	2,500.00
Heather Bramble	1,570.00

Mattel, Inc.	1,570.00
Facebook	1,320.00
Damone Jones	1,000.00
Rose Benson	1,000.00
Shana Hofstetter	1,000.00
Yair Inspektor	1,000.00
Deena Fox	800.00
Bryce Jacobs	500.00
Karen Backus	500.00
Michelle Shide-Cook	500.00
Peter Bramble	500.00
Rebecca Rubin Damari	500.00
Rose Frumkin	500.00
Smruti Radkar	500.00
Sol Glasner	500.00

III. SY 2020-2021 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: 260

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	59	44	43	35	24	25	19	11	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED
Student Count	0	0	0	0	0	0	0	0	0*

Student Data Points

School	Total number of instructional days: 191
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 96.9%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 3.8% (10 students) *
PCSB	Midyear Entries: 1.5% (4 students) *
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY20-21)	College Acceptance Rates: Not Applicable
PCSB (SY20-21)	College Admission Test Scores: Not Applicable
PCSB (SY20-21)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 13%
School	Number of Teachers: 33 <i>“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. Sela also has 5 Teacher Aides who share classroom responsibilities in some PreK classrooms.</i>
School	Teacher Salary 1. Average: \$64,519.82 2. Range – \$54,022/01 - \$78,325.00 Minimum: \$54,022/01 (Step 1: teacher with BA and no previous experience) Maximum: \$78,634.59 (Step 10: teacher with PhD or MA +60 credits and 10 and beyond years of experience)
School	Executive Compensation 1. Head of School - \$126,072.00 <i>No other salaried employee in the organization was paid more than \$100,000 for SY2020-2021</i>

**Notes:*

- *The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.*
- *Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.*

Appendices:

Appendix I - SY 2020-2021 Staff Roster w/Qualifications & Responsibilities:

Staff Last Name	Staff First Name	Job Title (Responsibilities)	Qualifications
Aharoni	Michal	Elementary Hebrew Teacher	MA
Aleem	Inshirah	Special Ed Coordinator/Teacher	MA
Barbour	Bridgett	Elementary Teacher	BA
Baruch	Hana	Early Childhood Hebrew Teaching Assistant	BA
Bezie	Shira	Early Childhood Hebrew Teacher	BA
Bier	Yuval	Elementary Hebrew Teacher	MA
Blivis	Ronit	Director of Hebrew	AA
Bork	Joshua	Head of School	MA
Copley	Nava	Elementary Hebrew Teacher	MA
Dixon III	Hubert	Elementary Teacher	MA
Edwards	Chezmine	Early Childhood Teaching Assistant	AA
Henson	Lindsey	Elementary Teacher	BA
Hilliard	Katrina	Director of Elementary School	MA
Holden-Gatling	Zana	Early Childhood Teacher	
Mandelman	Emily	Elementary Teacher	MA
McClaine	Willette	After Care/Enrichment Coordinator	BA
Mild	Samantha	Director of Early Childhood	MA
Mirer	Erez	Elementary Teacher	MA
Murphy	Conor	Reading Specialist	BA
Pompa	Tony	Health and PE Teacher	BA
Queen	Tajuana	Food Handler/Resource Teacher	AA
Rosfeld	Adam	Elementary Teacher	BA
Sales	Dairis	Early Childhood Teacher	MA
Schwartz	Susan	Early Childhood Hebrew Teacher	MA
Short	Richard	Dedicated Aide	BA
Simmons	Brittany	Early Childhood Teaching Assistant	AA
Slade	Mariah	Elementary Teacher	MA
Steele	Jamarious	Dedicated Aide	BA
Stewart	Cynthia	Teaching Assistant	AA
Taliaferro	Camerra	Director of Operations	BA
Taylor	Imani	HR and Enrollment Specialist	BA
Townsend	Markus	Director of Culture and Student Support Services	BA

Vernon	Tyrone	Music Teacher	MA
Wachtel	Yoel	Elementary Hebrew Teacher	PhD
Wheeler	William	Art Teacher	MA
Willis	Kia	Elementary Teacher	MA
Wilson	Bryant	Special Education Teacher / Coordinator	MA
Yehezkiia	Avi	Elementary Hebrew Teacher	BA
Yosef	Itzhak	Early Childhood Hebrew Teacher	BA
Yosef	Loren	Elementary Hebrew Teacher	BA

Appendix II - SY 2020-2021 Board Roster:

Name	Membership	Term	DC Resident?	Affiliation
Deena Fox	Board Chair Voting Member	Ends June 2022	Yes	United States Department of Justice
Aster Allen-Patel	Voting Member Parent	Ends June 2022	Yes	United States Department of Health and Human Services
Lisa Apple	Voting Member	Ends June 2022	Yes	Center City Public Charter Schools
Rose Benson	Voting Member	Ends June 2021	Yes	AppleTree Early Learning Public Charter School
Heather Capell Bramble	Voting Member Parent	Ends June 2022	Yes	Amazon
Ki'ara Cross	Voting Member	Ends June 2022	No	Board of Veteran Appeals
Rebecca Rubin Damari	Voting Member	Ends June 2022	No	University of Maryland
Yair Inspektor	Voting Member	Ends June 2022	No	Children's National
Bryce Jacobs	Voting Member	Ends June 2022	Yes	BUILD
Steve Messner	Voting Member	Ends June 2022	Yes	Independent consultant
Smruti Radkar	Voting Member	Ends June 2021	Yes	DC Office of the Chief Technology Officer
Jenifer Shapiro	Voting Member	Ends June 2021	Yes	MSC Consulting
Michael Walker	Voting Member	Ends June 2021	No	Prince George's Community College
Damone Jones	Voting Member	Ends June 2022	No	CuriosityStream
Andrew Whiting	Voting Member	Ends June 2023	Yes	Fannie Mae
Joshua Bork	Non-voting Member	n/a	Yes	Sela PCS (HOS)
Camerra Taliaferro	Non-voting Member	n/a	No	Sela PCS (HOS)

Appendix III - Unaudited Year-end 2020-2021 Financial Statement:

Income Statement

Sela

July 2020 through June 2021

Income Statement		Actual
Revenue		
	State and Local Revenue	5,050,077
	Federal Revenue	870,726
	Private Grants and Donations	47,833
	Earned Fees	11,900
	<u>Total Revenue</u>	<u>5,980,535</u>
Expenses		
	Salaries	2,815,367
	Benefits and Taxes	572,680
	Contracted Staff	39,915
	Staff-Related Costs	8,917
	Rent	487,489
	Occupancy Service	221,198
	Direct Student Expense	296,865
	Office & Business Expense	362,743
	<u>Total Expenses</u>	<u>4,805,175</u>
Operating Income		1,175,360
Extraordinary Expenses		
	Interest	25
	Depreciation and Amortization	96,952
	<u>Total Extraordinary Expenses</u>	<u>96,977</u>
Net Income		1,078,383

Balance Sheet

Sela

As of June 30, 2021

Balance Sheet		6/30/21
Assets		Current
Assets		
Current Assets		
Cash		1,796,989
Accounts Receivable		482,024
Other Current Assets		138,386
Intercompany Transfers		0
Total Current Assets		2,417,399
Noncurrent Assets		
Facilities, Net		84,364
Operating Fixed Assets, Net		24,947
Total Noncurrent Assets		109,310
Total Assets		2,526,709
Liabilities and Equity		Current
Liabilities and Equity		
Current Liabilities		
Accounts Payable		112,095
Other Current Liabilities		159,756
Accrued Salaries and Benefits		46,916
Total Current Liabilities		318,766
Equity		
Unrestricted Net Assets		1,123,461
Net Income		1,078,383
Temporarily Restricted Net Assets		6,098
Total Equity		2,207,943
Long-Term Liabilities		
Subdebt		0
Other Long-Term Liabilities		0
Total Long-Term Liabilities		0
Total Liabilities and Equity		2,526,709

Appendix IV - Approved 2020-2021 Budget:

Sela

<u>Income Statement</u>		<u>SY21-22</u>
		-
Revenue		
State and Local Revenue		5,033,992
Federal Revenue		417,996
Private Grants and Donations		35,000
Earned Fees		303,194
Donated Revenue		-
Total Revenue		5,790,183
Operating Expense		
Salaries		3,311,746
Benefits and Taxes		647,041
Contracted Staff		38,834
Staff-Related Costs		24,158
Rent		491,974
Occupancy Service		277,510
Direct Student Expense		465,045
Office & Business Expense		354,919
Donated Expense		-
Contingency		-
Total Operating Expense		5,611,228
Net Operating Income		178,955
Interest, Depreciation		
Depreciation and Amortization		102,057
Interest		-
Total Expenses		5,713,285
Net Income		76,898