



PUBLIC CHARTER SCHOOL

ANNUAL REPORT

2021-2022

Sela Public Charter School
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Board Chair: Deena Fox

Head of School: Joshua Bork

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SY 2021-22 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:

a. 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 early childhood classroom at Sela is organized as a dual-language environment. The content and activities in the classroom are focused on helping children acquire vocabulary and proficiency in both Hebrew and English that will prepare them for kindergarten.

Kindergarten Through Grade 2:

In kindergarten, first grade, and second 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 classroom is staffed by either two teachers, one of whom is either a primarily English-speaker and one the other a primarily Hebrew-speaker, to implement this model.

The lower elementary classrooms at Sela are organized as dual-language environments. The content and activities in the classrooms are focused on helping children acquire vocabulary and proficiency in both Hebrew and English that will prepare them for the next grade.

Grade 3 Through Grade 5:

Beginning in third grade and throughout the remainder of 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 further our understanding of the academic benefits of the immersion model we have instituted in kindergarten, first grade, and second grade, we will assess if this model should be adopted in grades 3, 4 and 5 over the next three years.

Pre-K Instruction:

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.

Elementary English-Language Instruction:

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 8th 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 Physical Education. All students in grades KG-5th have Physical Education for 50 minutes at least twice per week in a dedicated gym.

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 with a Hebrew-speaking art teacher who integrates Israeli culture into her lessons.

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.

Library – Library is a time that elementary students are able to make use of Sela’s circulating library. Students will attend a weekly library session in which they (1) receive a mini-lesson from the school librarian on grade-appropriate topic of the functioning of the library or the use of library materials; (2) have an opportunity to borrow or return books from the school’s circulating collection; and (3) have individual reading time in the library to further their desire to read for pleasure.

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 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	By the end of second grade, 75% of students will: 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	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.	NOT MET - 74% of 2nd grade students scores 2 or above on their OPI assessment. <table border="1"> <thead> <tr> <th colspan="3">2nd Grade</th> </tr> <tr> <th>OPI Level</th> <th># of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0%</td> </tr> <tr> <td>1</td> <td>8</td> <td>26%</td> </tr> <tr> <td>2</td> <td>10</td> <td>32%</td> </tr> <tr> <td>3</td> <td>10</td> <td>32%</td> </tr> </tbody> </table>	2nd Grade			OPI Level	# of students	%	0	0	0%	1	8	26%	2	10	32%	3	10	32%
2nd Grade																					
OPI Level	# of students	%																			
0	0	0%																			
1	8	26%																			
2	10	32%																			
3	10	32%																			

	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.		<table border="1"> <tr> <td>4</td> <td>0</td> <td>0%</td> </tr> <tr> <td>5</td> <td>2</td> <td>6%</td> </tr> <tr> <td>6</td> <td>1</td> <td>3%</td> </tr> </table>	4	0	0%	5	2	6%	6	1	3%																		
4	0	0%																												
5	2	6%																												
6	1	3%																												
2	By the end of fifth grade, 75% of students will: 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; initiate and sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals; 3. select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames, and 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.	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 with the student on topics pulled from recent instruction.	<p>NOT MET – 42% of 5th grade students met or exceeded a score of 3 on their OPI Assessment.</p> <table border="1"> <thead> <tr> <th colspan="3">5th Grade</th> </tr> <tr> <th>OPI Level</th> <th># of students</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0%</td> </tr> <tr> <td>1</td> <td>5</td> <td>36%</td> </tr> <tr> <td>2</td> <td>3</td> <td>21%</td> </tr> <tr> <td>3</td> <td>3</td> <td>21%</td> </tr> <tr> <td>4</td> <td>3</td> <td>21%</td> </tr> <tr> <td>5</td> <td>0</td> <td>0%</td> </tr> <tr> <td>6</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	5th Grade			OPI Level	# of students	%	0	0	0%	1	5	36%	2	3	21%	3	3	21%	4	3	21%	5	0	0%	6	0	0%
5th Grade																														
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4	3	21%																												
5	0	0%																												
6	0	0%																												

B. Unique Accomplishments:

In our ninth year of operations, Sela had a number of notable accomplishments:

- Sela PCS was invited by the Department of Education to apply for national recognition as a Blue Ribbon School.
- Sela PCS welcomed all enrolled students back for fully in-person instruction and reopened After Care programming to all school families.
- Sela PCS had its highest level of student enrollment ever, with 264 students enrolled as of Count Day (10/5). Sela has grown its enrollment in each year of its existence.
- Sela PCS further diversified its Hebrew teaching staff to include Hebrew speakers hailing from Ethiopia, Azerbaijan, Canada, Israel, and the United States.
- Sela PCS’s 50/50 Hebrew Immersion Program was extended to include 2nd grade and plans were created for further expansion through 5th grade over the next three years.

- Sela PCS hosted a tour and presentation for a delegation from the Israeli Knesset, led by the Speaker of the Knesset, Micky Levi.
- Sela PCS hosted a tour and presentation for a delegation from the Israeli Embassy, led by the wife of Israel’s ambassador to the United States, Shirin Herzog.
- Sela students performed the American and Israeli national anthems at the Israeli Embassy sponsored Yom Ha’Atzmaut (Independence Day) Celebration at the National Building Museum.
- Sela students resumed taking off-site field trips in the Spring of 2022 as pandemic restrictions further lifted.
- Sela PCS was able to run COVID-19 PCR testing of 100% of students and staff every week of school operations for SY21-22 using a combination of local and federal grant monies.
- Sela PCS was able to modify its health and safety protocols in accordance with DC Health and CDC guidelines over the course of the year to the satisfaction of the school community.

C. List of Donors:

For the 2021-2022 school year, Sela was provided with additional funding by the following generous donors.

Donor or Foundation	Amount of Donation (US \$)
Robert I. Schattner Foundation	150,000.00
Philip L. Graham foundation	50,000.00
National Center for Hebrew Language Charter School Excellence	42,500.00
Rubin Family	5,000.00
Cindy Goldberg	3,274.90
Ruth and Samuel Salzberg Family Foundation	3,000.00
Stephanie Schwartz	2,500.00
Heather Bramble	2,025.00
Rose Benson	2,000.00
Yair Inspektor	1,200.00
Rebeccah Gan	1,178.00
Bryce Jacobs	1,110.00
Jonathan Berliner	1,075.00
Jeffrey Green	1,000.00
Deena Fox	925.00
Rebecca Rubin Damari	525.00
Stephen Messner	525.00
AmazonSmile	519.93
Bryan Thompson	500.00
Dena Reed	500.00
Karen Backus	500.00

SY 2021-2022 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: 264

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	65	40	39	31	31	22	22	14	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED
Student Count	0	0	0	0	0	0	0	0	26

Student Data Points

School	Total number of instructional days: 183
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: 90.0%
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: 3.0% (8 students)
PCSB	Midyear Entries: 0.4% (1 student)
PCSB	Promotion Rate (LEA): 99.40%
PCSB	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable
PCSB	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 8.9%
School	Number of Teachers: 41 “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	Teacher Salary 1. Average: \$63,443.39 2. Range – Minimum: \$55,642.67 (Step 1: teacher with BA and no previous teaching experience) Maximum: \$73,204.26 (Step 10: teacher with PhD or MA +60 credits and 10 or more beyond years of experience)
School	Executive Salaries: Salaries of the five most highly-compensated individuals in the organization, if over \$100,000 for SY21-22. 1. Head of School – Joshua Bork - \$129,854.00 2. Director of Culture and Student Support – Markus Townsend - \$102,716.00 <i>No other salaried employee in the organization was paid more than \$100,000 for SY21-22.</i>

Appendices:

Appendix I - SY 2021-2022 Staff Roster w/Qualifications & Responsibilities:

First	Last	Position	Degree
Adams	J'Naye	Elementary Teacher	BA
Avraham	Racheli	Pre-K Teacher (Hebrew)	HS
Azoulay	Shay	Substitute Teacher	MA
Barbour	Bridjett	Elementary Teacher	BA
Barbour	Elijah	Extended learning teacher	AA
Baruch	Hana	Pre-K Teacher (Hebrew)	AA
Beard	Liran	Hebrew Teacher	BA
Benjamin	Ryan	Director of Operations	MA
Bezie	Shira	Pre-K Teacher (Hebrew)	BA
Bier	Yuval	Hebrew Teacher	MA
Blau	Uri	Hebrew Teacher	MA
Blivis	Ronit	Director of Hebrew Curriculum	BA
Bogans	Jordan	Extended learning teacher	HS
Borden	Nichelle	Special Education Teacher	BA
Bork	Joshua	Head of School	MA
Byrd	Darrell	Extended learning teacher	HS
Cohen	Merielle	Instructional Assistant	AA
Coleman	Nevorda	Pre-K Teacher	BA
Copley	Nava	Elementary Teacher (Hebrew)	BA
Dixon III	Hubert	Elementary Teacher	BA
Edwards	Chezmine	Instructional Assistant	HS
Elgozi	Daniela	Pre-K Teacher	AA
Engel	Ilana	Elementary Teacher	MA
Faiman	Maya	Art teacher	MA
Filostin	Joanna	Dedicated aide	BA
Hasan	Syeda	Elementary Teacher	MA
Henson	Lindsey	Elementary teacher	BA
Hilliard	Katrina	Director of Curriculum & Instruction	MA
Ike	Justice	Extended learning teacher	BA
Jackson	Shante	Elementary teacher	BA
Khalilli	Khayala	Pre-K Teacher	MA
Lightbourn	Ryan	Extended Learning Teacher	BA
Louis-Charles	Victoria	Extended learning teacher	HS
Lowe	Ashley	Extended learning teacher	HS

Magness	Shanah	Dedicated aide	HS
Malloy	Constance	Extended learning teacher	HS
Mandelman	Emily	Elementary teacher	MA
Martin	Kenya	Extended learning teacher	BA
McKinney	Tytianna	Extended learning teacher	HS
Meredith	Gregory	Extended learning teacher	HS
Mild	Samantha	Director of Early Childhood	MA
Mirer	Erez	Elementary Teacher	MA
Mojica	Renee	School Librarian	BA
Murphy	Conor	Learning Support Associate	HS
Patchanne	Vourchakbe	Extended learning teacher	HS
Politzer	Ilan	Hebrew Teacher	BA
Politzer	Shira	Hebrew Teacher	MA
Pompa	Antonio	P.E. and Health Teacher	BA
Queen	Tajuana	Food handler/resource teacher	HS
Richardson	Ayanna	Special Education Teacher	MA
Robinzon	Yaara	Hebrew Teacher	MA
Rosfeld	Adam	Elementary Teacher	MA
Sales	Dairis	Pre-K Teacher	MA
Schwartz	Susan	Pre-K Teacher (Hebrew)	BA
Short	Richard	Extended Learning Coordinator	BA
Simmons	Brittany	Instructional assistant	HS
Slade	Mariah	Elementary Teacher	BA
Sockwell	Chaunti	Office Manager	HS
Steele	Jamarius	Dedicated aide	BA
Stewart	Cynthia	Pre-K Teacher	AA
Stewart			
Young	Ashley	Extended learning teacher	BA
Swann	Kennedy	Extended learning teacher	HS
Taylor	Imani	Enrollment and HR Manager	BA
Townsend	Markus	Director of Culture and Student Support	BA
Vernon	Tyrone	Music teacher	MA
Vorlicek	Anita	ELL Teacher	MA
Wachtel	Yoel	Pre-K Teacher (Hebrew)	PhD
Walker	Jordan	Early Childhood Floater	HS
Walker	Rushell	Extended learning teacher	HS
Wallace	Michelle	Pre-K Teacher	MA
Willis	Kia	Math Specialist	MA

Wilson	Bryant	Special Education Coordinator	PhD
Worsoff	Maya	Hebrew Teacher	MA
Worsoff	Michelle	Substitute Teacher	HS

Appendix II - SY 2021-2022 Board Roster:

Name	Position on Board	DC Resident
Deena Fox	Board Chair	Yes
Aster Allen-Patel	Board Member, Parent	Yes
Lisa Apple	Board Member	Yes
Rose Benson	Board Member	Yes
Heather Capell Bramble	Board Member, External Relations Committee Chair, Parent	Yes
Ki'ara Cross	Board Member, Governance Committee Chair	No
Rebecca Rubin Damari	Board Member, Board Secretary	No
Yair Inspektor	Board Member	No
Bryce Jacobs	Board Member, Academic Committee Chair, Parent	Yes
Steve Messner	Board Member, Board Treasurer, Finance Committee Chair	Yes
Smruti Radkar	Board Member	Yes
Michael Walker	Board Member	No
Andrew Whiting	Board Member	Yes
Liz Cohen	Board Member	No
Ashley Stoney	Board Member	No

Appendix III - Unaudited Year-end 2021-2022 Financial Statement:

Income Statement			
Sela			
July 2021 through June 2022			
1	2	3	4
Statement		Actual	
Revenue			
State and Local Revenue		5,462,827	
Federal Revenue		1,356,320	
Private Grants and Donations		281,902	
Earned Fees		302,158	
Total Revenue		7,403,206	
Expenses			
Salaries		3,538,673	
Benefits and Taxes		706,320	
Contracted Staff		10,104	
Staff-Related Costs		25,055	
Rent		526,029	
Occupancy Service		395,671	
Direct Student Expense		616,639	
Office & Business Expense		508,088	
Total Expenses		6,326,579	
Operating Income		1,076,627	
Extraordinary Expenses			
Depreciation and Amortization		120,714	
Total Extraordinary Expenses		120,714	
Net Income		955,913	

Appendix IV – Balance Sheet as of June 30, 2022

Balance Sheet		
Sela		
As of June 30, 2022		
Balance Sheet		6/30/22
Assets		Current
Assets		
Current Assets		
Cash		2,341,374
Accounts Receivable		436,991
Other Current Assets		162,236
Intercompany Transfers		0
Total Current Assets		2,940,601
Noncurrent Assets		
Facilities, Net		143,734
Operating Fixed Assets, Net		97,741
Total Noncurrent Assets		241,475
Total Assets		3,182,076
Liabilities and Equity		Current
Liabilities and Equity		
Current Liabilities		
Accounts Payable		166,494
Other Current Liabilities		290,942
Accrued Salaries and Benefits		44,463
Total Current Liabilities		501,899
Equity		
Unrestricted Net Assets		1,718,359
Net Income		955,913
Temporarily Restricted Net Assets		5,905
Total Equity		2,680,176
Long-Term Liabilities		
Subdebt		0
Total Long-Term Liabilities		0
Total Liabilities and Equity		3,182,076

Appendix IV - Approved 2022-2023 Budget:

Summary Financials

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Income Statement	SY22-23
	Text
	-
Revenue	
State and Local Revenue	5,780,998
Federal Revenue	562,029
Private Grants and Donations	65,000
Earned Fees	280,126
Donated Revenue	-
Total Revenue	6,688,154
Operating Expense	
Salaries	3,899,628
Benefits and Taxes	806,635
Contracted Staff	9,092
Staff-Related Costs	23,694
Rent	529,199
Occupancy Service	337,749
Direct Student Expense	590,337
Office & Business Expense	369,249
Donated Expense	-
Contingency	-
Total Operating Expense	6,565,583
Net Operating Income	122,571
Interest, Depreciation	
Depreciation and Amortization	61,834
Interest	-
Total Expenses	6,627,417
Net Income	60,737

Appendix V – SY2021-2022 - Spring 2022 Hebrew OPI Testing Results:

Levels of Proficiency Relative to Years Studying Hebrew - SY21-22 SUMMATIVE						Levels of Proficiency Relative to Grade Level - SY21-22 SUMMATIVE					Years of Hebrew of Students by Grade Level and AVG OPI Scores SUMMATIVE					
Years in Hebrew	OPI Level (Speaking)	# of Students at This Level	# of Students with This Hebrew	% of Students at This Level	% of Students With Some Demonstrated Proficiency (More than Novice LOW)	Grade	OPI Level	# of Students at This Level	# of Students in This Grade	% of Students at This Level	Grade	Years of Hebrew	# of Students	Total Points for Students in This Category	Avg. OPI Scores for Grp.	Grade Level Avg.
0	1	7	22	32%	64%	KG	1	7	38	18%	KG	0	10	24	2.4	2.5
0	2	3	22	14%		KG	2	3	38	8%	KG	1	3	6	2.0	
0	3	9	22	41%		KG	3	9	38	24%	KG	2	24	61	2.5	
0	4+	2	22	9%		KG	4	3	38	8%	1st	0	3	9	3.0	
1	1	6	13	46%	54%	1st	1	6	30	20%	1st	1	1	1	1.0	2.7
1	2	6	13	46%		1st	2	6	30	20%	1st	2	10	24	2.4	
1	3	1	13	8%		1st	3	1	30	3%	1st	3	16	46	2.9	
1	4	0	13	0%		1st	4	0	30	0%	2nd	0	4	8	2.0	
2	1	11	42	26%	69%	2nd	1	11	31	35%	2nd	1	1	2	2.0	2.4
2	2	9	42	21%		2nd	2	9	31	29%	2nd	2	5	12	2.4	
2	3	18	42	43%		2nd	3	18	31	58%	2nd	3	4	8	2.0	
2	4	2	42	5%		2nd	4+	4	31	13%	2nd	4	17	44	2.6	
3	1	5	26	19%	73%	3rd	1	5	19	26%	3rd	0	0	0	0.0	2.0
3	2	5	26	19%		3rd	2	5	19	26%	3rd	1	2	4	2.0	
3	3	12	26	46%		3rd	3	12	19	63%	3rd	2	1	2	2.0	
3	4	2	26	8%		3rd	4	4	19	21%	3rd	3	4	8	2.0	
4	1	6	23	26%	65%	4th	1	6	21	29%	3rd	4	2	3	1.5	2.0
4	2	7	23	30%		4th	2	7	21	33%	3rd	5	9	19	2.1	
4	3	8	23	35%		4th	3	8	21	38%	4th	0	2	2	1.0	
4	4	0	23	0%		4th	4	2	21	10%	4th	1	4	5	1.3	
5	1	2	14	14%	86%	5th	1	2	14	14%	4th	2	1	3	3.0	2.7
5	2	8	14	57%		5th	2	8	14	57%	4th	3	2	2	1.0	
5	3	3	14	21%		5th	3	3	14	21%	4th	4	2	4	2.0	
5	4	1	14	7%		5th	4	1	14	7%	4th	5	10	36	3.6	
											5th	0	1	1	1.0	
											5th	1	2	3	1.5	
											5th	2	1	1	1.0	
											5th	3	0	0	0.0	
											5th	4	2	4	2.0	
											5th	5	4	8	2.0	
											5th	6	4	15	3.8	2.3

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