Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/14/2019 • Last updated: 10/18/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL
a1. Popular School Name (Optional)	Harlem Hebrew
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	Regents Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 3
d. DATE OF INITIAL CHARTER	05/2013
e. DATE FIRST OPENED FOR INSTRUCTION	05/2013

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

Harlem Hebrew Language Academy is an exceptional, diverse public charter school that teaches modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Research Based ELA Instruction and Differentiation English Language Arts (ELA) instruction is rooted in two sources: carefully chosen, research based instructional Language Arts programs like Core Knowledge, Wilson Fundations, and ThinkCERCA, and each student's own learning needs. All students take the NWEA MAP, and while every student spends time every day working in whole class Language Arts programs, they also get time to work through a customized Language Arts instructional program, based on their MAP performance, and developed and revised regularly by their teacher. Students work in reading stations to practice the skills their MAP scores indicate need strengthening. They do this through intervention in small groups, and through independent practice (via Compass Learning or with pencil and paper work). Advanced students also use time to extend and deepen understanding in small group projects, and/or with Compass Learning.
Variable 2	Research Based Math Instruction and Differentiation Mathematics instruction is based on research based best practice programs, and is scheduled to allow for flexible response to individual students' needs and challenges. Students use Eureka Math in whole class instruction. Students also work in math stations to practice the skills their MAP scores indicate need strengthening. They do this through intervention in small groups, and through independent practice (via Compass Learning or with pencil and paper work). Advanced students also use time to extend and deepen understanding in small group projects, and/or with Compass Learning.
Variable 3	Support for at risk Students

	We are committed to meeting the diverse needs of our students and ensuring that all students receive equal access to education. When a student enrolls, we follow all state and federal regulations involving identification, programming and assessment. We are committed to educating students in the least restrictive environment. We provide supports for students to access the core curriculum in their classes, have equal access to content, and receive supports outside of the classroom as needed. We have a Response to Intervention (RtI) process to identify struggling students through data analysis and provide them evidence based interventions. All teachers receive ongoing training regarding the education of students with special needs. We also have a longer school day. This increased time helps students, especially those at risk, meet proficiency standards. To further support students who are struggling, every summer we hold a summer academic intervention program.
Variable 4	Immersive Hebrew Instruction We provide immersive Hebrew language instruction every day to all students. Hebrew language instruction is delivered through the Proficiency Model of instruction which is aligned with best practices documented by the American Council on the Teaching of Foreign Languages (ACTFL). Studying Modern Hebrew offers students the opportunity to learn and understand a second language and to witness its growing use across varied communities. Research points to the advantages children gain when they begin the study of a foreign language at an early age, not least of which is their development as bilingual, bi literate, and cross culturally competent, better preparing them to be active participants in the global community.
Variable 5	Social Emotional Learning (SEL) SEL is a major component of our educational model. SEL is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Research shows that SEL matters for student success, for both the SEL competencies themselves and academic outcomes.
Variable 6	Professional Development Recruiting and retaining high quality leadership and staff and continuing to build their leadership and instructional capacities are critical to ensure successful student outcomes. Our model of job embedded professional development embraces the concept that PD must be integrated throughout the school day. The school leadership work on a daily basis coaching the instructional staff and providing training and guidance in the way teachers work with all learners including ELLs, SWD, at risk students and

	accelerated learners. We have set aside resources and time in the school day for teachers to engage in reflective practice, individual planning and collaboration with colleagues. Our teachers and school leadership also receive ongoing support from our Charter Management Organization, Hebrew public, including curriculum development, PD, leadership capacity building, technical assistance, and other programmatic grant opportunities.
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

Need additional space for variables	No
h. SCHOOL WEB ADDRESS (URL)	https://harlemhebrewcharter.org/
i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	576
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	450

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? Yes

l2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Hebrew Public
PHYSICAL STREET ADDRESS	555 8th Avenue
CITY	New York
STATE	NY
ZIP CODE	10018
EMAIL ADDRESS	[redacted]
CONTACT PERSON NAME	Mark Fink

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	146 St. Nicholas Avenue, NY, NY 10026	212 866 4608	NYC CSD 3	K 7	

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Emily Carson	[redacted]		[redacted]
Operational Leader	Ursula Vericain			
Compliance Contact				
Complaint Contact				
DASA Coordinator				
Phone Contact for After Hours Emergencies	Ursula Vericain	[redacted]		

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

Private Space

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

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

Site 1 Certificate of Occupancy (COO)

https://nysed_cso_reports.fluidreview.com/resp/109433622/yFPTXS6fVy/

Site 1 Fire Inspection Report

https://nysed_cso_reports.fluidreview.com/resp/109433622/nBJtmqxAKU/

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).

No

ATTESTATION

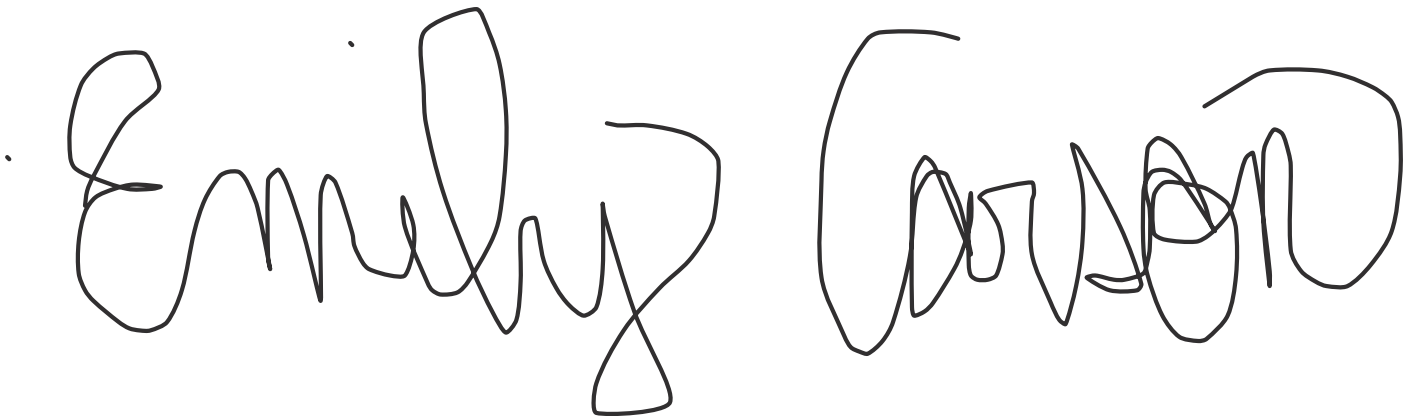
o. Individual Primarily Responsible for Submitting the Annual Report.

Name	MICHELLE GALEOTTI
Position	Director of School Operations NY Region
Phone/Extension	[redacted]
Email	[redacted]

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

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Date 2019/07/14

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 07/14/2019

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re select authorizer name from the drop down menu).	SUNY Authorized Charter School
2. NEW YORK STATE REPORT CARD **Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).** **(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)**	https://data.nysed.gov/essa.php?instid=800000074676&year=2018&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&staffqual=1&expend=1&38ELA=1&38MATH=1&48SCI=1&nyseslat=1&feddata=1

Entry 3 Progress Toward Goals

Created: 10/23/2019 • Last updated: 10/28/2019

PROGRESS TOWARD CHARTER GOALS

Board of Regents authorized and NYCDOE authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				While this goal was not met, Harlem Hebrew did increase its ELA proficiency from 2018. In order to meet academic goals for the 2019 2020 school year, the following will be implemented: • Expanded partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading and to train teachers in teaching math stories, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a daily guided reading block for grades K 8 to

Academic Goal 1	The percent of students at the school who score proficiently on the NYS ELA and Math Assessments will meet or exceed the state average.	State test scores	Not Met	allow for increased differentiation in reading instruction and inclusion of a daily math stories block for K 4 in addition to their regular math block. • Partnership with Wilson Fundations to get teachers trained in research based materials and strategies for phonics, reading, spelling, and handwriting. • Consistent use of data from internal assessments such as running records and Measures of Academic Progress (MAP) to regularly monitor students' progress and adjust instruction as needed throughout the year. • Addition of a second reading interventionist to provide more targeted support for at risk students. • Addition of a second Dean of Culture. This addition will allow for decreased student misbehaviors, increased student time on task, and increased coaching and support for teachers. • Continued partnership with the Lavinia Group to train teachers in teaching story problems, which reinforce and enrich students' conceptual

				understanding of math. • Inclusion of a story problems block for K 4 in addition to their regular math block. • Focus on developing teacher content knowledge and consistent coaching on high quality instructional practices specific to mathematics instruction. • Focus on increasing mathematical discourse where students articulate their mathematical understanding of a given concept, explain their strategy in solving a given problem, and critique the reasoning of others. • When planning with teachers, focusing on questioning throughout the lesson that will provide students with the opportunity to grapple with math problems that allow for productive struggle and ensure students do the heavy lifting of given math concept.
				While this goal was not met, Harlem Hebrew did increase its ELA proficiency from 2018. In order to meet academic goals for the 2019 2020 school year, the following will be implemented: • Expanded

Academic Goal 2	The percent of economically disadvantaged students who score proficiently on the NYS ELA and Math Assessments will meet or exceed the state average for	State test scores	Not Met	partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading and to train teachers in teaching math stories, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a daily guided reading block for grades K 8 to allow for increased differentiation in reading instruction and inclusion of a daily math stories block for K 4 in addition to their regular math block. • Partnership with Wilson Fundations to get teachers trained in research based materials and strategies for phonics, reading, spelling, and handwriting. • Consistent use of data from internal assessments such as running records and Measures of Academic Progress (MAP) to regularly monitor students' progress and adjust instruction as needed throughout the year. • Addition of a second reading interventionist to provide more targeted support for at risk students. • Addition of a second Dean of Culture. This addition

	that subgroup.			will allow for decreased student misbehaviors, increased student time on task, and increased coaching and support for teachers. • Continued partnership with the Lavinia Group to train teachers in teaching story problems, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a story problems block for K 4 in addition to their regular math block. • Focus on developing teacher content knowledge and consistent coaching on high quality instructional practices specific to mathematics instruction. • Focus on increasing mathematical discourse where students articulate their mathematical understanding of a given concept, explain their strategy in solving a given problem, and critique the reasoning of others. • When planning with teachers, focusing on questioning throughout the lesson that will provide students with the opportunity to grapple with math problems that allow for productive

				struggle and ensure students do the heavy lifting of given math concept.
Academic Goal 3	The percent of Students With Disabilities who score proficiently on the NYS ELA and Math Assessments will meet or exceed the state average for that subgroup.	State test scores	Met	
Academic Goal 4	The percent of English Language Learners who score proficiently on the NYS ELA and Math Assessments will meet or exceed the state average for that subgroup.	State test scores	Met	
				While this goal was not met, Harlem Hebrew did increase its ELA proficiency from 2018 and grades 5 and 6 did exceed the average performance of students tested in the same grades of NYS. In order to meet academic goals for the 2019 2020 school year, the following will be implemented: • Expanded partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading. The Close Reading for Meaning approach gives students the tools to understand both the

Academic Goal 5	Each year, the percent of students performing at or above Level 3 on the NYS ELA examination in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of NYS.	State test scores	Not Met	literal and deeper meaning of any nonfiction or fiction text, examine craft and structure, and develop evidence based ideas. Guided reading allows teachers to differentiate instruction down to the individual student need up and down the literacy spectrum. • Inclusion of a daily guided reading block for grades K 8 to allow for increased differentiation in reading instruction. • Continued partnership with Wilson Fundations to get teachers K 2 trained in research based materials and strategies for phonics, reading, spelling, and handwriting. • Consistent use of data from internal assessments such as running records and Measures of Academic Progress (MAP) to regularly monitor students' progress and adjust instruction as needed throughout the year. • Addition of a second reading interventionist to provide more targeted support for at risk students. • Addition of a second Dean of Culture. This addition will allow for decreased student

				misbehaviors, increased student time on task, and increased coaching and support for teachers.
Academic Goal 6	Each year, the percent of students performing at or above Level 3 on the NYS Math examination in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of NYS.	State test scores	Not Met	In order to meet academic goals for the 2019 2020 school year, the following will be implemented: • Continued partnership with the Lavinia Group to train teachers in teaching story problems, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a story problems block for K 4 in addition to their regular math block. • Focus on developing teacher content knowledge and consistent coaching on high quality instructional practices specific to mathematics instruction. • Focus on increasing mathematical discourse where students articulate their mathematical understanding of a given concept, explain their strategy in solving a given problem, and critique the reasoning of others. • When planning with teachers, focusing on questioning throughout the lesson that will

				provide students with the opportunity to grapple with math problems that allow for productive struggle and ensure students do the heavy lifting of given math concept. • Consistent use of data from mid and end of module assessments, topic quizzes, and Measures of Academic Progress (MAP) to regularly monitor students' progress to tailor whole group and small group instruction that meet students' needs. • Addition of a second Dean of Culture. This addition will allow for decreased student misbehaviors, increased student time on task, and increased coaching and support for teachers.
Academic Goal 7	At least 15% of students who have taken NYS math and/or ELA exams at Harlem Hebrew Language Academy for two or more consecutive years, and who score Levels 1, 2, or 3 in a given year, will advance by at least one level the following year.	State test scores	Met	
				While this goal was not met, Harlem Hebrew did increase its ELA proficiency

	No more than 2.5%			from 2018. In order to meet academic goals for the 2019 2020 school year, the following will be implemented: • Expanded partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading and to train teachers in teaching math stories, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a daily guided reading block for grades K 8 to allow for increased differentiation in reading instruction and inclusion of a daily math stories block for K 4 in addition to their regular math block. • Partnership with Wilson Fundations to get teachers trained in research based materials and strategies for phonics, reading, spelling, and handwriting. • Consistent use of data from internal assessments such as running records and Measures of Academic Progress (MAP) to regularly monitor students' progress and adjust instruction as needed throughout the year. • Addition of a second reading

Academic Goal 8	of students who have taken NYS math and/or ELA exams at Harlem Hebrew Language Academy for two or more consecutive years will drop a level year over year.	State test scores	Not Met	interventionist to provide more targeted support for at risk students. • Addition of a second Dean of Culture. This addition will allow for decreased student misbehaviors, increased student time on task, and increased coaching and support for teachers. • Continued partnership with the Lavinia Group to train teachers in teaching story problems, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a story problems block for K 4 in addition to their regular math block. • Focus on developing teacher content knowledge and consistent coaching on high quality instructional practices specific to mathematics instruction. • Focus on increasing mathematical discourse where students articulate their mathematical understanding of a given concept, explain their strategy in solving a given problem, and critique the reasoning of others. • When planning with teachers, focusing on questioning

				throughout the lesson that will provide students with the opportunity to grapple with math problems that allow for productive struggle and ensure students do the heavy lifting of given math concept.
Academic Goal 9	At least 15% of students in each subgroup (ELLs, SWDs, FRPL) who have taken NYS math and/or ELA exams at Harlem Hebrew Language Academy for two or more consecutive years, and who score Levels 1, 2, or 3 in a given year, will advance by at least one level the following year.	State test scores	Met	
				While this goal was not met, Harlem Hebrew did increase its ELA proficiency from 2018. In order to meet academic goals for the 2019 2020 school year, the following will be implemented: • Expanded partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading and to train teachers in teaching math stories, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a daily

Academic Goal 10	No more than 2.5% of students in each subgroup (ELLs, SWDs, FRPL) who have taken NYS math and/or ELA exams at Harlem Hebrew Language Academy for two or more consecutive years will drop a level year over year.	State test scores	Not Met	guided reading block for grades K 8 to allow for increased differentiation in reading instruction and inclusion of a daily math stories block for K 4 in addition to their regular math block. • Partnership with Wilson Fundations to get teachers trained in research based materials and strategies for phonics, reading, spelling, and handwriting. • Consistent use of data from internal assessments such as running records and Measures of Academic Progress (MAP) to regularly monitor students' progress and adjust instruction as needed throughout the year. • Addition of a second reading interventionist to provide more targeted support for at risk students. • Addition of a second Dean of Culture. This addition will allow for decreased student misbehaviors, increased student time on task, and increased coaching and support for teachers. • Continued partnership with the Lavinia Group to train teachers in teaching story problems, which reinforce and

				enrich students' conceptual understanding of math. • Inclusion of a story problems block for K 4 in addition to their regular math block. • Focus on developing teacher content knowledge and consistent coaching on high quality instructional practices specific to mathematics instruction. • Focus on increasing mathematical discourse where students articulate their mathematical understanding of a given concept, explain their strategy in solving a given problem, and critique the reasoning of others. • When planning with teachers, focusing on questioning throughout the lesson that will provide students with the opportunity to grapple with math problems that allow for productive struggle and ensure students do the heavy lifting of given math concept.

2. Do have more academic goals to add? Yes

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student	Measure Used to	Goal	Met or Not Met	If Not Met, Describe

	Performance Goal	Evaluate Progress Toward Attainment of Goal		Efforts School Will Take
Academic Goal 11	At least 75% of students will meet or exceed their individual growth target on the NWEA Reading exam each year.	NWEA MAP results	Not Met	"While this goal was not met, Harlem Hebrew did increase the percent of students meeting or exceeding their individual growth targets on the NWEA Reading from 2018. In order to meet academic goals for the 2019 2020 school year, the following will be implemented: • Expanded partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading and to train teachers in teaching math stories, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a daily guided reading block for grades K 8 to allow for increased differentiation in reading instruction and inclusion of a daily math stories block for K 4 in addition to their regular math block. • Partnership with Wilson Fundations to get teachers trained in research based materials and strategies for phonics, reading, spelling, and handwriting.

				• Consistent use of data from internal assessments such as running records and Measures of Academic Progress (MAP) to regularly monitor students' progress and adjust instruction as needed throughout the year. • Addition of a second reading interventionist to provide more targeted support for at risk students. • Addition of a second Dean of Culture. This addition will allow for decreased student misbehaviors, increased student time on task, and increased coaching and support for teachers.
				While this goal was not met, Harlem Hebrew did increase the percent of students meeting or exceeding their individual growth targets on the NWEA Math from 2018. In order to meet academic goals for the 2019 2020 school year, the following will be implemented: • Expanded partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading and to train teachers in teaching

Academic Goal 12	At least 75% of students will meet or exceed their individual growth target on the NWEA Math exam each year.	NWEA MAP results	Not Met	math stories, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a daily guided reading block for grades K 8 to allow for increased differentiation in reading instruction and inclusion of a daily math stories block for K 4 in addition to their regular math block. • Partnership with Wilson Fundations to get teachers trained in research based materials and strategies for phonics, reading, spelling, and handwriting. • Consistent use of data from internal assessments such as running records and Measures of Academic Progress (MAP) to regularly monitor students' progress and adjust instruction as needed throughout the year. • Addition of a second reading interventionist to provide more targeted support for at risk students. • Addition of a second Dean of Culture. This addition will allow for decreased student misbehaviors, increased student time on task, and increased coaching and support for teachers.

Academic Goal 13	At least 75% of students will meet the BEDS day based proficiency benchmark in each Hebrew modality: speaking, listening, reading, writing	Hebrew AVANT STAMP assessment results	Met	
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add? (No response)

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 21				
Academic Goal				

22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal				

36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATIONAL GOALS

2018-19 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				Improving our attendance rate is a top priority. As our network grows, we now have the capacity to implement stronger internal systems to improve student attendance across all of our schools. Our Network Director of Social Emotional Learning will be overseeing our school based leaders in supporting the academic achievement of all of our students. As a starting point, the Director will be implementing an attendance plan that will help us improve our attendance rate. The plan requires

Org Goal 1	School will have annual attendance rate of 94% or higher	ATS, PowerSchool	Not Met	each school to create a School Culture Team which consists of an Operations Associate, Dean of Culture, Director of Student Support and Assistant Head of School. This team is charged with reviewing weekly attendance reports, meeting and creating individualized action plans for our students most at risk. Based on the number of absences and level of tardiness, families will receive a phone call from the teacher/leader or will be required to have an in person meeting with a member of leadership. This type of early intervention will help us create individualized support for our students.
Org Goal 2	95% of all non graduating students enrolled on the last day of school will return in the next academic year	ATS, PowerSchool	Not Met	We will be building a more positive school culture across our staff and students. A new initiative we have implemented is Responsive Classroom. This is a student centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence based practices designed to create safe, joyful, and engaging classroom and school communities for both

				students and teachers. Our full school staff received PD on this during our Summer Institute and will continue to receive additional PD on this throughout the school year.
Org Goal 3	50% or greater parent participation in NYC DOE survey.	NYC DOE Survey	Met	
Org Goal 4	50% or greater teacher participation in NYC DOE survey.	NYC DOE Survey	Met	
Org Goal 5	At any given time, at least 95% of active Board of Trustees (BOT) members will be active members of a BOT subcommittee.	Subcommittee lists	Met	
Org Goal 6	Responsive school leadership. Head of School will present program reports that outline enrollment, attendance, discharge status,etc, as well as available testing results at every Board of Trustees meeting. the HoS and D.O. will present and up to date financial report. Board minutes will reflect this.	Board minutes	Met	
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				

Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add? No

6. FINANCIAL GOALS

2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	HHLA has undergone an independent financial audit resulting in unqualified opinion and no major finding	Independent financial audit	Met	
Financial Goal 2	HHLA operates a balanced budget and maintains a stable cash flow	profit/loss statements	Met	
Financial Goal 3	Enrollment is within 15% of full enrollment as defined in charter.	ATS, PowerSchool, charter	Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add? No

Thank you.

Entry 4 Expenditures per Child

Last updated: 07/29/2019

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOLSection Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	11803370
Line 2: Year End FTE student enrollment	464
Line 3: Divide Line 1 by Line 2	25442

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	294739
Line 2: Management and General Cost (Column)	399899
Line 3: Sum of Line 1 and Line 2	694639
Line 5: Divide Line 3 by the Year End FTE student enrollment	1497

Thank you.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NEW YORK, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2019
(With Comparative Totals For 2018)

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Harlem Hebrew Language Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Harlem Hebrew Language Academy Charter School, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Harlem Hebrew Language Academy Charter School as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Harlem Hebrew Language Academy Charter School, Inc.'s June 30, 2018 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 18, 2018. In our opinion, the summarized comparative information presented herein as of June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2019 on our consideration of Harlem Hebrew Language Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the control over financial reporting or compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Harlem Hebrew Language Academy Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 25, 2019

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2019
(With Comparative Totals For 2018)

ASSETS	June 30, 2019	June 30, 2018
CURRENT ASSETS		
Cash	$ 477,999	$ 107,531
Grants and other receivables	237,980	526,408
Due from related party	66,776	-
Prepaid expenses	67,683	25,500
TOTAL CURRENT ASSETS	850,438	659,439
OTHER ASSETS		
Property and equipment, net	583,132	475,120
Cash in escrow	75,510	75,352
	658,642	550,472
TOTAL ASSETS	$ 1,509,080	$ 1,209,911
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 450,428	$ 205,515
Accrued payroll and benefits	365,890	317,500
Due to Charter Management Organization	252,944	207,038
Due to related party	15,979	-
Deferred revenue	11,098	21,790
TOTAL CURRENT LIABILITIES	1,096,339	751,843
DEFERRED LEASE LIABILITY	1,503,805	149,246
TOTAL LIABILITIES	2,600,144	901,089
NET (DEFICIENCY) ASSETS		
Without donor restrictions	(1,091,064)	308,822
TOTAL LIABILITIES AND NET (DEFICIENCY) ASSETS	$ 1,509,080	$ 1,209,911

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

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2019
(With Comparative Totals For 2018)

	Year ended June 30,	
	2019	2018
Operating revenue and support:		
State and local per-pupil operating revenue	$ 10,313,685	$ 7,863,367
Governmental grants and contracts	685,194	403,269
Contributions	705,689	252,131
Other revenue	10,742	20,911
TOTAL REVENUE AND SUPPORT	11,715,310	8,539,678
Expenses:		
Program services:		
Regular education	10,186,382	6,281,257
Special education	2,101,394	1,369,447
TOTAL PROGRAM SERVICES	12,287,776	7,650,704
Management and general	827,420	782,198
TOTAL OPERATING EXPENSES	13,115,196	8,432,902
CHANGE IN NET ASSETS	(1,399,886)	106,776
Net assets at beginning of year	308,822	202,046
NET (DEFICIENCY) ASSETS AT END OF YEAR	$ (1,091,064)	$ 308,822

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

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2019
(With Comparative Totals For 2018)

		Year ended June 30,					
		2019					2018
		Program Services			Supporting Services		
	No of positions June 30, 2019	Regular Education	Special Education	Sub-total	Management and general	Total	Total
Personnel services costs:							
Administrative staff personnel	8	$ 188,058	$ 31,301	$ 219,359	$ 294,739	$ 514,098	$ 650,891
Instructional personnel	63	3,394,070	667,581	4,061,651	-	4,061,651	3,499,040
TOTAL PERSONNEL SERVICES COSTS	71	3,582,128	698,882	4,281,010	294,739	4,575,749	4,149,931
Fringe benefits and payroll taxes		867,507	169,253	1,036,760	71,379	1,108,139	1,027,656
Retirement		41,281	8,054	49,335	3,397	52,732	52,057
Management company fees		676,278	131,943	808,221	55,644	863,865	335,244
Legal fees		-	-	-	24,138	24,138	23,366
Accounting/audit services		-	-	-	76,715	76,715	95,401
Other purchased/professional/consulting services		445,696	108,649	554,345	15,442	569,787	144,531
Building and land rent/lease		2,788,716	544,085	3,332,801	229,458	3,562,259	1,322,223
Repairs and maintenance		273,337	53,330	326,667	22,490	349,157	228,484
Insurance		41,513	8,099	49,612	3,415	53,027	53,482
Utilities		115,586	22,551	138,137	9,511	147,648	131,864
Supplies / materials		194,862	54,400	249,262	-	249,262	178,236
Staff/professional development		251,937	67,260	319,197	3,010	322,207	103,824
Student and staff recruitment		59,072	15,837	74,909	640	75,549	47,857
Technology		12,146	2,891	15,037	489	15,526	9,049
Food services		226,265	63,167	289,432	-	289,432	206,584
Student services		404,038	112,797	516,835	-	516,835	85,080
Office expense		58,231	11,362	69,593	4,791	74,384	59,634
Depreciation and amortization		146,675	28,617	175,292	12,069	187,361	177,704
Other		1,114	217	1,331	93	1,424	695
		$ 10,186,382	$ 2,101,394	$ 12,287,776	$ 827,420	$ 13,115,196	$ 8,432,902

The accompanying notes are an integral part of the financial statements

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2019
(With Comparative Totals For 2018)

	Year ended June 30,	
	2019	2018
CASH FLOWS - OPERATING ACTIVITIES		
Change in net assets	$ (1,399,886)	$ 106,776
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	187,361	177,704
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	288,428	(325,084)
Due from related party	(66,776)	-
Prepaid expenses	(42,183)	107,389
Accounts payable and accrued expenses	244,913	27,072
Accrued payroll and benefits	48,390	(123,946)
Due to Charter Management Organization	45,906	139,780
Due to related party	15,979	-
Deferred revenue	(10,692)	18,856
Deferred lease liability	1,354,559	4,523
NET CASH PROVIDED FROM OPERATING ACTIVITIES	665,999	133,070
CASH FLOWS - INVESTING ACTIVITIES		
Increase in cash in escrow	(158)	(131)
Purchases of property and equipment	(295,373)	(193,655)
NET CASH USED FOR INVESTING ACTIVITIES	(295,531)	(193,786)
NET INCREASE (DECREASE) IN CASH	370,468	(60,716)
Cash at beginning of year	107,531	168,247
CASH AT END OF YEAR	$ 477,999	$ 107,531

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

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

The Charter School

Harlem Hebrew Language Academy Charter School (the "Charter School"), is an education corporation operating as a charter school in New York, New York. On July 12, 2012, the Board of Regents, on behalf of the State Education Department, granted the Charter School a charter valid for a term of 5 years, renewable upon expiration in June 2018. On January 23, 2018, the Board of Regents, on behalf of the State Education Department, renewed the Charter School's charter for a term of 4 years through June 30, 2022. As part of the renewal, the Charter School was granted approval to expand their grades from K-5 to K-8.

The Charter School provides students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. In order to accomplish this, the Charter School offers an academically rigorous curriculum which includes daily instruction in the Hebrew language.

Basis of accounting

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America.

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had no net assets with donor restrictions at June 30, 2019 or 2018.

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

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School's charter status and based upon the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable or the requirements of the grant are met.

Contributions are recognized as revenue in the year a pledge is received and documented.

Contributions

Contributions, including unconditional promises to give, are recognized as revenues in the period received. All donor-restricted contributions are reported as increases in net assets with donor restrictions depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

Cash balances are maintained at a financial institution located in New York and are insured by the FDIC up to $250,000 at that institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash in escrow

The Charter School maintains cash in an escrow account, pursuant to its Charter Agreement, to pay off expenses in the event of dissolution of the Charter School. The amount in escrow was approximately $75,000 at June 30, 2019 and 2018.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2019 or 2018.

Due from related party

The Charter School has an amount due from another charter school that is in the same network. The charter schools share an employee and meal services in which the related party reimburses the Charter School for these expenses. The amount due was approximately $66,800 at June 30, 2019. There was no due from related party amounts at June 30, 2018.

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

Property and equipment

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

Deferred lease liability

The Charter School leases its facility. The lease contains significant pre-determined fixed escalations of the base rent. In accordance with GAAP, the Charter School recognizes the related rent expense on a straight-line basis and records the difference between the recognized rental expense and the amounts paid under the lease as a deferred lease liability. The amount of additional rent expense recognized in excess of the amounts paid under the lease was $1,354,559 and $4,523 for the years ended June 30, 2019 and 2018, respectively.

Due to related party

The Charter School has an amount due to another charter school in the same network. The charter schools shared chess services, in which the Charter School reimburses the related party for the expenses. The amount due was approximately $16,000 at June 30, 2019. There was no due to related party amount at June 30, 2018.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant at which time it is recognized as revenue.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2016 through June 30, 2019 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Contributed services

The Charter school receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. In addition, the Charter School received donated transportation services, office equipment, computers, classroom equipment, and speech, occupational and physical therapy services that were provided for the students from the local district. These services are not valued in the financial statements.

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution. There were no in-kind contributions received during the years ended June 30, 2019 and 2018.

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

4) Provide enhanced disclosures about:

   a) Composition of net assets with donor restrictions at the end of the period and how the restrictions affect the use of resources.

   b) Qualitative information that communicates how a NFP manages its liquid resources available to meet cash needs for general expenditures within one year of the statement of financial position date.

   c) Quantitative information, and additional qualitative information, that communicates the availability of an NFP's financial assets at the balance sheet date to meet cash needs for general expenditures within one year of the balance sheet date. Availability of a financial asset may be affected by (1) its nature, (2) external limits imposed by donors, grantors, laws, and contracts with others, and (3) internal limits imposed by Board of Trustee decisions.

   d) Amounts of expenses by both their natural classification and their functional classification. That analysis of expenses is to be provided in one location.

   e) Method(s) used to allocate costs among program and support functions.

ASU 2016-14 is effective for financial statements beginning after December 15, 2017 and was applied retrospectively except for disclosures regarding liquidity and availability of resources, which are presented only for the current year. There was no effect on total assets or changes in net assets. The Charter School has adopted the amendments effective July 1, 2018.

New accounting pronouncements

Revenue from contracts with customers

In May 2014, the Financial Accounting Standards Board ("FASB") issued a new standard related to revenue recognition. Under the standard, revenue is recognized when a customer obtains control of promised goods or services in an amount that reflects the consideration the entity expects to receive in exchange for those goods or services. For nonpublic entities, the guidance in this new standard is effective for annual reporting periods beginning after December 15, 2018, and interim reporting periods within annual reporting periods beginning after December 15, 2019. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

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

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the balance sheet. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the guidance in this new standard is effective for fiscal years beginning after December 15, 2019, and interim periods within fiscal years beginning after December 15, 2020. There has been an exposure draft proposed that would delay the ASU from the initial timetable and, if passed, will take effect for fiscal years beginning after December 15, 2020, and for interim periods within fiscal years beginning after December 15, 2021. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 25, 2019**,** which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2019:

	Amount
Cash	$ 477,999
Grants and other receivables	237,980
Due from related party	66,776
Total financial assets available to management for general expenditures within one year	$ 782,755

NOTE C: SCHOOL FACILITY

The Charter School entered into a lease agreement as of July 1, 2015 with Friends of Hebrew Language Academy Charter Schools, Inc. ("FOHLA") for its facilities through June 2033. This lease was subsequently amended in July and September 2016. Effective September 8, 2016, the Charter School signed the second amendment for their lease for its facilities through June 30, 2024. On June 13, 2018, the Charter School entered into a second amended and restated sublease agreement with FOHLA, effective July 1, 2018, which extended their lease for its facilities through June 30, 2048. The Charter School's base rent for the year ended June 30, 2019 was $183,350 per month. The base rent will increase in accordance with the lease agreement.

Rent expense totaled approximately $3,562,000 and $1,322,000 for the years ended June 30, 2019 and 2018 respectively. For the year ended June 30, 2019, total base rent was approximately $2,208,000 and the deferred lease liability adjustment was approximately $1,354,000 For the year ended June 30, 2018, total base rent was approximately $1,317,000 and the deferred lease liability adjustment was approximately $5,000.

The future minimum payments on these agreements are as follows:

Year ending June 30,	Amount
2020	$ 2,900,400
2021	3,500,000
2022	3,500,000
2023	3,500,000
2024	3,500,000
Thereafter	100,741,610
	$117,642,010

On September 17, 2018 the Charter School became the guarantor of three loans that FOHLA obtained in conjunction with the building in which the Charter School occupies. The aggregate principal balance of the loans as of June 30, 2019 was $12,897,646, which is fully guaranteed by the Charter School. The loans bear interest at the LIBOR Daily Floating Rate plus 325 basis points (effective rate of 5.65% at June 30, 2019). At June 30, 2019, the maximum potential amount of future payments of principal and interest (undiscounted) the guarantor could be required to make under the guarantee is approximately $17,903,000. The guaranty shall continue in effect until all obligations are fully paid which is expected to be September 17, 2023.

NOTE D: OPERATING LEASE

The Charter School leases office equipment under a non-cancelable lease agreement expiring in December 2021. Lease expense was approximately $35,000 and $27,200, for the years ended June 30, 2019 and 2018, respectively. The future minimum payments on this agreement are as follows:

Year ending June 30,	Amount
2020	$ 11,076
2021	11,076
2022	5,538
	$ 27,690

NOTE E: RETIREMENT PLAN

The Charter School sponsors a defined contribution retirement plan which covers substantially all full-time employees. The Charter School contributed a dollar-to-dollar match up to 3% of the employees' compensation. During the years ended June 30, 2019 and 2018, the Charter School contributed approximately $50,000 and $49,500, respectively, for the employer match. Administrative fees were approximately $2,700 and $2,500 for the years ended June 30, 2019 and 2018, respectively.

NOTE F: PROPERTY AND EQUIPMENT

Property and equipment consisted of the following:

	June 30,	
	2019	2018
Furniture, fixtures and equipment	$ 925,652	$ 700,979
Leasehold improvements	355,553	284,853
	1,281,205	985,832
Less accumulated depreciation and amortization	698,073	510,712
	$ 583,132	$ 475,120

NOTE G: CONTINGENCY

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

NOTE H: CONCENTRATIONS

At June 30, 2019 and 2018, approximately 93% and 58%, respectively, of grants and other receivables are due from New York State relating to certain grants. At June 30, 2018, approximately 41% of grants and other receivables are due from a related party.

For the years ended June 30, 2019 and 2018, 88% and 92%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

NOTE I: NET (DEFICIENCY) ASSETS

Net (deficiency) assets without donor restrictions are as follows:

	June 30,	
	2019	2018
Undesignated net (deficiency) assets	$ (1,674,196)	$ (166,298)
Invested in property and equipment	583,132	475,120
	$ (1,091,064)	$ 308,822

NOTE J: CHARTER MANAGEMENT ORGANIZATION

In January 2016, the Charter School entered into an educational services agreement with a charter management organization, National Center for Hebrew Language Charter School Excellence and Development, Inc. ("Hebrew Public") to provide expertise necessary to effectively provide essential programming and services to the Charter School. On April 11, 2018, the agreement was renewed through June 30, 2022. The percent of gross revenue used for the calculation is as follows:

School Year	Percentage of Gross Revenue per Agreement
2017 - 2018	5%
2018 - 2019	10%
2019 - 2020	10%
2020 - 2021	10%
2021 - 2022	10%

The total expense for the years ended June 30, 2019 and 2018 was approximately $863,900 and $335,200, respectively. Amounts due to Hebrew Public relating to the management fee were $200,298 and $83,229 at June 30, 2019 and 2018, respectively.

NOTE J: CHARTER MANAGEMENT ORGANIZATION, Cont'd

In addition to the management fee, Hebrew Public paid $52,646 of other expenses on behalf of the Charter School during the year ended June 30, 2019 for which the Charter School will reimburse Hebrew Public.

In June 2018, Hebrew Public loaned $100,000 to the Charter School for cash flow needs. This loan was paid back in full in July 2018.

The total amounts due to Hebrew Public at June 30, 2019 and 2018 were $252,944 and $207,038, respectively.

NOTE K: FUNCTIONAL EXPENSES

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

NOTE L: MANAGEMENT PLANS

At June 30, 2019, the Charter School has a deficiency in net assets without donor restrictions of $1,091,064. Current liabilities exceed current assets by $245,901 at June 30, 2019. For the year ended June 30, 2019, the Charter School had a change in net assets of ($1,399,886). Included in the decrease in net assets for the year ended June 30, 2019 is the additional rent expense recognized in excess of the amounts paid under the lease of $1,354,559, which is a non-cash expense. This deferred lease liability, as disclosed on page 11, will be increasing over the next 15 years. It will continue to increase until the year 2034 and then it will start to decrease until the year 2048.

The Charter School is planning to sublet a portion of the building in fiscal year 2020/2021. There is a tentative agreement with a prospective tenant that will generate approximately $500,000 with an option of a 2nd year rental in excess of $775,000.

The Charter School and the CMO, Hebrew Public, collaborate on year round student recruitment programs. Enrollment for the 2019/2020 school year is on budget.

Hebrew Public will grant funds to the Charter School in fiscal 2019/2020 to fulfill cashflow shortfalls.

As a result, management believes the Charter School will continue as a going concern.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

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

Board of Trustees
Harlem Hebrew Language Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Harlem Hebrew Language Academy Charter School, which comprise the statement of financial position as of June 30, 2019 and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Harlem Hebrew Language Academy Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Harlem Hebrew Language Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Harlem Hebrew Language Academy Charter School's internal control.

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

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

Compliance and Other Matters

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

Purpose of This Report

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

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 25, 2019

Annual Financial Statement Audit Report

School Name:	Harlem Hebrew Language Academy Charter School
Date (Report is due Nov. 1):	November 1, 2019
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #3
School Fiscal Contact Name:	Elly Rosenthal
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Michelle Cain
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	
Audit Period:	2018-19
Prior Year:	2017-18

The following items are required to be included:

1.) The independent auditor's report on financial statements and notes.
2.) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
3.) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	Included
Management Letter Response	N/A
Federal Single Audit (A-133)	the school did not expend federal funds in excess of the Single Audit Threshold of $750,000
Corrective Action Plan	N/A

Harlem Hebrew Language Academy Charter School
Statement of Financial Position
as of June 30

	2019	2018
CURRENT ASSETS		
Cash and cash equivalents	$ 477,999	$ 107,531
Grants and contracts receivable	237,980	526,408
Accounts receivables	-	-
Prepaid Expenses	67,683	25,500
Contributions and other receivables	-	-
Other current assets	66,776	-
TOTAL CURRENT ASSETS	850,438	659,439
NON-CURRENT ASSETS		
Property, Building and Equipment, net	$ 583,132	$ 475,120
Restricted Cash	75,510	75,352
Security Deposits	-	-
Other Non-Current Assets	-	-
TOTAL NON-CURRENT ASSETS	658,642	550,472
TOTAL ASSETS	**1,509,080**	**1,209,911**
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 450,428	$ 205,515
Accrued payroll, payroll taxes and benefits	365,890	317,500
Current Portion of Loan Payable	-	-
Due to Related Parties	15,979	-
Refundable Advances	-	-
Deferred Revenue	11,098	21,790
Other Current Liabilities	252,944	207,038
TOTAL CURRENT LIABILITIES	1,096,339	751,843
LONG-TERM LIABILITIES		
Loan Payable; Due in More than One Year	$ -	$ -
Deferred Rent	1,503,805	149,246
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM LIABILITIES	1,503,805	149,246
TOTAL LIABILITIES	2,600,144	901,089
NET ASSETS		
Unrestricted	$ (1,091,064)	$ 308,822
Temporarily restricted	-	-
Permanently restricted	-	-
TOTAL NET ASSETS	(1,091,064)	308,822
TOTAL LIABILITIES AND NET ASSETS	**1,509,080**	**1,209,911**

Harlem Hebrew Language Academy Charter School
Statement of Activities
as of June 30

	2019			2018
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	$ 7,345,962	$ -	$ 7,345,962	$ 5,644,410
State and Local Per Pupil Revenue - SPED	1,292,685	-	1,292,685	1,060,465
State and Local Per Pupil Facilities Revenue	1,675,038	-	1,675,038	1,158,492
Federal Grants	345,985	-	345,985	247,170
State and City Grants	34,406	-	34,406	26,366
Other Operating Income	-	-	-	-
Food Service/Child Nutrition Program	304,803	-	304,803	129,733
TOTAL OPERATING REVENUE	10,998,879	-	10,998,879	8,266,636
EXPENSES				
Program Services				
Regular Education	$ 10,186,382	$ -	$ 10,186,382	$ 6,281,257
Special Education	2,101,394	-	2,101,394	1,369,447
Other Programs	-	-	-	-
Total Program Services	12,287,776	-	12,287,776	7,650,704
Management and general	827,420	-	827,420	782,198
Fundraising	-	-	-	-
TOTAL EXPENSES	13,115,196	-	13,115,196	8,432,902
SURPLUS / (DEFICIT) FROM OPERATIONS	(2,116,317)	-	(2,116,317)	(166,266)
SUPPORT AND OTHER REVENUE				
Interest and Other Income	$ 158	$ -	$ 158	$ 131
Contributions and Grants	705,689	-	705,689	252,131
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	10,584	-	10,584	20,780
TOTAL SUPPORT AND OTHER REVENUE	716,431	-	716,431	273,042
Net Assets Released from Restrictions / Loss on Disposal of Assets	$ -	$ -	$ -	$ -
CHANGE IN NET ASSETS	(1,399,886)	-	(1,399,886)	106,776
NET ASSETS - BEGINNING OF YEAR	$ -	$ -	$ -	$ -
PRIOR YEAR/PERIOD ADJUSTMENTS	308,822	-	308,822	202,046
NET ASSETS - END OF YEAR	$ (1,091,064)	$ -	$ (1,091,064)	$ 308,822

Harlem Hebrew Language Academy Charter School
Statement of Cash Flows
as of June 30

	2019	2018
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ (1,399,886)	$ 106,776
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	187,361	177,704
Grants Receivable	288,428	(325,084)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(42,183)	107,389
Accounts Payable	214,365	27,072
Accrued Expenses	30,548	-
Accrued Liabilities	48,390	(123,946)
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(10,692)	18,856
Interest payments	-	-
Deferrered lease liability	1,354,559	4,523
Due to/from related party and CMO	(4,891)	139,780
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ 665,999	$ 133,070
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	(295,373)	(193,655)
Other	(158)	(131)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (295,531)	$ (193,786)
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ -	$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ 370,468	$ (60,716)
Cash at beginning of year	107,531	168,247
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 477,999	$ 107,531

Harlem Hebrew Language Academy Charter School
Statement of Functional Expenses
as of June 30

		2019								2018
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total	Total	
Personnel Services Costs		$	$	$	$	$	$	$	$	$
Administrative Staff Personnel	8.00	188,058	31,301	-	219,359	-	294,739	294,739	514,098	650,891
Instructional Personnel	63.00	3,394,070	667,581	-	4,061,651	-	-	-	4,061,651	3,499,040
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	71.00	3,582,128	698,882	-	4,281,010	-	294,739	294,739	4,575,749	4,149,931
Fringe Benefits & Payroll Taxes		867,507	169,253	-	1,036,760	-	71,379	71,379	1,108,139	1,027,656
Retirement		41,281	8,054	-	49,335	-	3,397	3,397	52,732	52,057
Management Company Fees		676,278	131,943	-	808,221	-	55,644	55,644	863,865	335,244
Legal Service		-	-	-	-	-	24,138	24,138	24,138	23,366
Accounting / Audit Services		-	-	-	-	-	76,715	76,715	76,715	95,401
Other Purchased / Professional / Consulting Services		445,696	108,649	-	554,345	-	15,442	15,442	569,787	144,531
Building and Land Rent / Lease		2,788,716	544,085	-	3,332,801	-	229,458	229,458	3,562,259	1,322,223
Repairs & Maintenance		273,337	53,330	-	326,667	-	22,490	22,490	349,157	228,484
Insurance		41,513	8,099	-	49,612	-	3,415	3,415	53,027	53,482
Utilities		115,586	22,551	-	138,137	-	9,511	9,511	147,648	131,864
Supplies / Materials		194,862	54,400	-	249,262	-	-	-	249,262	178,236
Equipment / Furnishings		-	-	-	-	-	-	-	-	-
Staff Development		251,937	67,260	-	319,197	-	3,010	3,010	322,207	103,824
Marketing / Recruitment		59,072	15,837	-	74,909	-	640	640	75,549	47,857
Technology		12,146	2,891	-	15,037	-	489	489	15,526	9,049
Food Service		226,265	63,167	-	289,432	-	-	-	289,432	206,584
Student Services		404,038	112,797	-	516,835	-	-	-	516,835	85,080
Office Expense		58,231	11,362	-	69,593	-	4,791	4,791	74,384	59,634
Depreciation		146,675	28,617	-	175,292	-	12,069	12,069	187,361	177,704
OTHER		1,114	217	-	1,331	-	93	93	1,424	695
Total Expenses		$ 10,186,382	$ 2,101,394	$ -	$ 12,287,776	$ -	$ 827,420	$ 827,420	$ 13,115,196	$ 8,432,902

Entry 5c Additional Financial Docs

Last updated: 10/30/2019

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Section Heading

1. Management Letter

https://nysed cso reports.fluidreview.com/resp/118968188/8mMIunnVv3/

Explanation for not uploading the Management Letter.	(No response)

2. Form 990

https://nysed cso reports.fluidreview.com/resp/118968188/FlNDqRIBTE/

Explanation for not uploading the Form 990.	Extension filed. Filing deadline May 15, 2020

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit.	N/A the school did not expend federal funds in excess of the Single Audit Threshold of $750,000

4. CSP Agreed Upon Procedure Report

https://nysed cso reports.fluidreview.com/resp/118968188/dQZm1h8CfC/

Explanation for not uploading the procedure report.	(No response)

5. Evidence of Required Escrow Account

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

https://nysed_cso_reports.fluidreview.com/resp/118968188/pN6H0Nalce/

Explanation for not uploading the Escrow evidence. (No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

a. The person responsible
b. The date action was taken, or will be taken
c. Description of the action taken
d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan. N/A

Entry 5d Financial Services Contact Information

Last updated: 10/30/2019

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOLSection Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Elly Rosenthal	[redacted]	

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Michelle Cain	[redacted]		3

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
	Charter School Business Management	Viviana Torres	[redacted]			

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2019-20 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing **RED** triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Harlem Hebrew Language Academy Charter School

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	9,528,816	2,110,417	-	-	825,615	12,464,849
Total Expenses	8,396,619	3,152,294	-	-	849,015	12,397,928
Net Income	1,132,197	(1,041,876)	-	-	(23,400)	66,920
Actual Student Enrollment	491	108				491
Total Paid Student Enrollment	-	-				-

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	CY Per Pupil Rate							
District of Location	$16,150.00	7,153,378	-	-	-	794,820	7,948,198	GenEd 491 students
School District 2 (Enter Name)		-	-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	-	
		7,153,378	-	-	-	794,820	7,948,198	
Special Education Revenue		-	1,347,164	-	-	-	1,347,164	36 (<20%) + 3 (20-60%) + 69 (>60%)
Grants								
Stimulus		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other State Revenue		1,491,156	420,482	-	-	-	1,911,638	Facilites funding & NYS Grant Appropriation
TOTAL REVENUE FROM STATE SOURCES		8,644,534	1,767,647	-	-	794,820	11,207,000	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	61,501	-	-	-	61,501	$1000 x SpEd >60%
Title I		163,972	46,237	-	-	-	210,209	
Title Funding - Other		19,930	5,620	-	-	-	25,550	
School Food Service (Free Lunch)		198,820	56,064	-	-	-	254,884	
Grants								
Charter School Program (CSP) Planning & Implementation		133,387	37,613	-	-	-	171,000	
Other		-	-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		516,109	207,035	-	-	-	723,144	
LOCAL and OTHER REVENUE								
Contributions and Donations, Fundraising		294,691	114,760	-	-	30,549	440,000	
Erate Reimbursement		2,242	880	-	-	239	3,360	
Interest Income, Earnings on Investments,		67	26	-	-	7	100	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		32,172	9,072	-	-	-	41,244	NYSTL, NYLIB, NYSSL
Other Local Revenue		39,002	10,998	-	-	-	50,000	Sublease income
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		368,174	135,735	-	-	30,795	534,704	
TOTAL REVENUE		9,528,816	2,110,417	-	-	825,615	12,464,849	
								List exact titles and staff FTE"s (Full time eqiuilivalent)
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	2.00	208,000	32,000	-	-	80,000	320,000	Head of School / Assistant Head of School
Instructional Management	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	6.00	265,697	74,923	-	-	-	340,620	Deans of Culture / Academic Deans
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	2.00	-	-	-	-	159,630	159,630	Director of Operations/ Finance Manager
Administrative Staff	4.00	80,000	-	-	-	80,000	160,000	Office Manager, Community Relations, Tech Associate, Ops Associate, Ops Assistant
TOTAL ADMINISTRATIVE STAFF	14	553,697	106,923	-	-	319,630	980,250	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	34.00	2,038,980	-	-	-	-	2,038,980	General & Hebrew Teachers
Teachers - SPED	15.00	-	955,440	-	-	-	955,440	SpEd Teachers
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	5.00	241,290	68,040	-	-	-	309,330	Music & Art, PE, Reading, ELL

Harlem Hebrew Language Academy Charter School

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	9,528,816	2,110,417	-	-	825,615	12,464,849
Total Expenses	8,396,619	3,152,294	-	-	849,015	12,397,928
Net Income	1,132,197	(1,041,876)	-	-	(23,400)	66,920
Actual Student Enrollment	491	108				491
Total Paid Student Enrollment	-	-				-

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	2.00	93,605	26,395	-	-	-	120,000	Social Workers
Other - Incentives	-	74,104	20,896	-	-	-	95,000	Training stipends and PTO Buyouts
TOTAL INSTRUCTIONAL	56	2,447,979	1,070,771	-	-	-	3,518,750	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	70	3,001,676	1,177,694	-	-	319,630	4,499,000	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		270,987	106,321	-	-	28,856	406,164	
Fringe / Employee Benefits		497,901	195,349	-	-	53,018	746,269	
Retirement / Pension		32,378	12,703	-	-	3,448	48,529	
TOTAL PAYROLL TAXES AND BENEFITS		801,266	314,373	-	-	85,322	1,200,961	
TOTAL PERSONNEL SERVICE COSTS		3,802,943	1,492,067	-	-	404,952	5,699,961	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	82,000	82,000	
Legal		-	-	-	-	10,000	10,000	
Management Company Fee		626,497	245,803	-	-	66,712	939,013	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		5,471	2,146	-	-	583	8,200	
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		194,817	59,236	-	-	4,150	258,203	
TOTAL CONTRACTED SERVICES		826,785	307,186	-	-	163,444	1,297,416	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials		138,258	38,987	-	-	-	177,245	
Special Ed Supplies & Materials		-	-	-	-	-	-	
Textbooks / Workbooks		107,837	30,408	-	-	-	138,246	
Supplies & Materials other		-	-	-	-	-	-	
Equipment / Furniture		26,421	10,366	-	-	2,813	39,600	
Telephone		10,408	4,084	-	-	1,108	15,600	
Technology		24,407	7,324	-	-	426	32,158	
Student Testing & Assessment		10,141	2,859	-	-	-	13,000	
Field Trips		7,020	1,980	-	-	-	9,000	
Transportation (student)		336,978	95,022	-	-	-	432,000	
Student Services - other		27,301	7,699	-	-	-	35,000	
Office Expense		22,351	8,769	-	-	2,380	33,500	
Staff Development		147,071	44,417	-	-	2,842	194,330	
Staff Recruitment		6,672	2,618	-	-	710	10,000	
Student Recruitment / Marketing		43,994	12,406	-	-	-	56,400	
School Meals / Lunch		219,238	61,822	-	-	-	281,060	
Travel (Staff)		6,672	2,618	-	-	710	10,000	
Fundraising		-	-	-	-	-	-	
Other - School Operations		25,627	10,055	-	-	2,729	38,411	
TOTAL SCHOOL OPERATIONS		1,160,397	341,433	-	-	13,720	1,515,549	
FACILITY OPERATION & MAINTENANCE								

Harlem Hebrew Language Academy Charter School

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	9,528,816	2,110,417	-	-	825,615	12,464,849
Total Expenses	8,396,619	3,152,294	-	-	849,015	12,397,928
Net Income	1,132,197	(1,041,876)	-	-	(23,400)	66,920
Actual Student Enrollment	491	108				491
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Insurance	38,030	14,921	-	-	4,050	57,000
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	1,934,844	759,127	-	-	206,030	2,900,000
Repairs & Maintenance	270,064	105,958	-	-	28,757	404,780
Equipment / Furniture			-	-		-
Security	110,026	32,130	-	-	1,066	143,222
Utilities	100,078	39,265	-	-	10,657	150,000
TOTAL FACILITY OPERATION & MAINTENANCE	2,453,041	951,401	-	-	250,559	3,655,002
DEPRECIATION & AMORTIZATION	153,453	60,207	-	-	16,340	230,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	8,396,619	3,152,294	-	-	849,015	12,397,928
NET INCOME	1,132,197	(1,041,876)	-	-	(23,400)	66,920

ENROLLMENT - "School Districts Are Linked To Above Entries"	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	491	108	491
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	491	108	491
REVENUE PER PUPIL	19,407	19,541	-
EXPENSES PER PUPIL	17,101	29,188	-

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Entry 8 BOT Table

Created: 07/15/2019 • Last updated: 07/16/2019

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

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Linda Aristondo [redacted]	Chair	Executive; Governance and Finance and Audit	Yes	2	07/01/2016	06/30/2019	9
2	Sara (Berman) Bloom; [redacted]	Vice Chair	Executive; Governance; Education and Accountability	Yes	2	07/01/2016	06/30/2019	10
3	Basil Smikle, Jr.; [redacted]	Treasurer	Executive; Governance; Finance and Audit	Yes	2	07/01/2017	06/30/2020	5 or less
4	William Allen; [redacted]	Secretary	Executive; Finance and Audit	Yes	2	07/01/2016	06/30/2019	10
	Linda Tarry		Executive;					

5	Chard; [redacted]	Trustee/Member	Governance; Education and Accountability	Yes	1	07/01/2017	06/30/2020	8
6	Vanessa Drossman Goldberg; [redacted]	Parent Rep	Education and Accountability	Yes	2	07/01/2018	06/30/2019	12
7	Scott Wickham; [redacted]	Trustee/Member	Education and Accountability	Yes		10/1/2018	6/30/2021	10
8								
9								

1a. Are there more than 9 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	7
b.Total Number of Members Added During 2018 19	1
c. Total Number of Members who Departed during 2018 19	0
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	7 15

3. Number of Board meetings held during 2018-19	12
4. Number of Board meetings scheduled for 2019-20	12

Thank you.

Entry 9 - Board Meeting Minutes

Last updated: 10/31/2019

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on the charter school's website?	Yes
A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2018-19 school year.	https://harlemhebrewcharter.org/about_our_school/board_of_trustees/

Entry 10 Enrollment and Retention of Special Populations

Created: 07/14/2019 • Last updated: 07/31/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019 20.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	In order to reach out to economically disadvantaged families, Harlem Hebrew engaged in an extensive media campaign with advertisements online, and in print in multiple languages. These publications included Big Apple Parent, Spirit Newspaper, Amsterdam News, Harlem Community, Mommy Poppins, El Diario, Gay Parent Magazine, Ynet, and AM New York, as well as social media sites like facebook, and instagram. Advertisements within these publications highlighted items that appeal to eceonomically disadvantaged families like ICT classrooms, free meals, free transportation, and numerous afterschool programming options. We also leveraged facebook and instagram's boosting features to target zip codes within East Harlem, the Bronx, and Upper Manhattan that zone many economically disadvanted families. In addition to the media campaign, Harlem Hebrew reached out to many Community Based organizations (CBO's) including the Y of Washington Heights and JCC to participate in their free to the public school open houses', and engaged in an ambitious canvassing campaign that included visits to over 75 pre schools, afterschools programs, and places of worship to leave applications	For the 19 20 School Year, Harlem Hebrew will continue to use the strategies it has found success in over the previous years. 1. Harlem Hebrew will continue to engage in an agressive multia media marketing plan. The school will continue to advertise with each of the print, online, and social media marketers it used in the 2018 2019 year, incorporating languages other than English where appropriate. 2. The school plans to continue using vanguard mailing house for 3 mass mailing campaigns targeting zip codes all over upper Manhattan, and the Bronx to continue to recruit eceonomically disadvanted families. 3. The school will continue to offer free, private yellow bus transportation to Bronx families. 4. The school is expanding its canvassing campaign for next school year to include visits to all

	and conduct school information sessions for interested families. Harlem Hebrew also participated/sponsored many local blockparties and community fairs over the course of the school year to market the school to diverse audiences of families. Harlem Hebrew sent 3 seperate recruitment postcards using vanguard mailing house to target prospective families from zipcodes in Manhattan, and the Bronx. Harlem Hebrew also offered free yellow bus transportation to families in the Bronx this past year to make it easier for families to commute to the school. Finally, to make our application accessible to as many families as possible, the school also offered its application on our website in 6 different langauges that included, Spanish, Chinese, Creole, Russian, Hebrew and English. The school held bi weekly school tours, as well as elementary and middle school open houses, in the fall, winter, and spring to give families numerous opportunities to learn more about the school, and had Spanish, English, and Hebrew speakers onsite to translate at these events.	local preschools, UPK's, afters school sites, CBO's, pediatrician offices to leave marketing materials. 5. The school will continue to participate in all open to the public school open houses to market the school to families, incorporating staff that speak multiple languages at the events. 6. The school will continue to offer bi weekly school tours, and numerous open houses staffing the events with multi lingual staff members. 7. The school will continue to create marketing materials that incorporate numerous languages and offer applications in numerous languages to meet the needs of our community.
English Language Learners/Multilingual Learners	In order to recruit English language learners, Harlem Hebrew conducted the following activities: 1. Distributed Spanish language applications while canvassing in Harlem Upper Manhattan. 2. Offered a Spanish language option on our digital application platform schoolmint to help Spanish speaking families be able to complete applications. 3. Utilized Spanish speaking school parents as parent ambassadors at school fairs, recruiting events, and street canvassing. 4. Advertised in El Diario, a leading Spanish local language newspaper, as well as the Hebrew language online news site Y net. 7. Advertised in the Hebrew language programs e blast from New York Metro Parent. 8. Developed comprehensive informational postcards for canvassing outlining our academic and extracurricular programs in Hebrew, Spanish, and English. 9. Participated in mutli cultural street fairs to market the school to ELL's. 10. Planned and executed recruitment and information sessions for prospective families in local libraries outside of Harlem Hebrew's community school district to attract ELL's. additional marketing materials that included	For the 19 20 School Year, Harlem Hebrew will continue to use the strategies it has found success in over the previous years to recruit English language learners. 1. Harlem Hebrew will continue to engage in an agressive multia media marketing plan. The school will continue to advertise with each of the print, online, and social media marketers it used in the 2018 2019 year, incorporating languages other than English where appropriate. 2. The school plans to continue using vanguard mailing house for 3 mass mailing campaigns targeting zip codes all over upper Manhattan, and the Bronx to continue to reach families with students who may not speak English at home. 3. The school will continue to offer free, yellow bus transportation to the Bronx, offering stops in areas that are predominantly diverse and may contain families of English langauge learners. 4. The school is expanding its canvassing campaign for next school year to include visits to all local preschools, UPK's, afters school sites, CBO's, and pediatrician offices to leave marketing materials, in multiple languages. 5. The school will

	English, Spanish, and Hebrew for maximum engagement with ELL's.. for enrollment in Spanish, French, Arabic, Russian, and Hebrew Hired and/or retain staff who speaks Spanish, Russian, and Hebrew, the main languages of our EL L population Developed a comprehensive bro sure outlining our academic and extracurricular programs as well as our robust supportFor English language learners. Also canvassed extensively in areas like East Harlem, Washington Heights, and the Bronx in areas that have many families that speak languages other than English.	continue to participate in all open to the public school open houses to market the school to families, incorporating staff that speak multiple languages at the events. 6. The school will continue to offer bi weekly school tours, and numerous open houses staffing the events with multi lingual staff members. 7. The school will continue to create marketing materials that incorporate numerous languages and offer applications in numerous languages to meet the needs of our community.
Students with Disabilities	To target students with disabilities Harlem Hebrew 1. Advertised in New York Metro Parents special needs school issue highlighting all the services that the school offers. 2. Participated in a special school fair for families with children that have learning disabilities, in which our network Director of Special Education was present to answer questions. 3. Actively included all of the offerings the school has to meet the needs of SWD's in marketing materials, including ICT offerings. 4. Include visits to ICT classrooms for all school tours with prospective families.	To target students with disabilities for the 2019 20 school year Harlem Hebrew plans to: 1. Continue to advertise in the New York Metro Parents special needs school issue highlighting all the services that the school offers. 2. Participate in the annual special school fair for families with children that have learning disabilities, with our network Director of Special Education on site to meet with families. 3. Actively include all of the offerings the school has to meet the needs of SWD's in marketing materials, including ICT offerings. 4. Include visits to ICT classrooms for all school tours with prospective families.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	To retain and support economically disadvantaged students HH has the following policies: All families are offered free breakfast, lunch and end of day snack. Uniforms and school supplies are available to families that request financial support; Yellow buses are available through the OPT and the school began offering free yellow buses to all Bronx families despite OPT not offering this service. The school also began offering additional scholarships to disadvantaged students for our onsite after school programming as well as new scholarships for extra curricular activities like swimming. The school began offering additional free of charge after school tutoring to support students with ELA and Math. HH employs two full time social workers who help economically disadvantaged families	Harlem Hebrew is planning to continue to market and offer many programs and activites to retain eceonomically disadvantaged families. These items include continuing to offer free meals to all families, in addition to offering financial support for uniforms and school supplies for families who request them. Harlem Hebrew will continue to offer free interboro yellow bus transportation to Bronx families not receiving OPT transportation, as well as offering robust afterschool programming options with access to free of charge programming as well as scholarships for select programs, access to school social workers, and ICT classroom

	navigate NYCs social services. The school also planned and executed new school events to build community within the school by planning family oriented school spirit days and days of service that included a food drive during MLK weekend.	offerings for all grades.
English Language Learners/Multilingual Learners	To retain and best educate ELL students, HH employs the following staff members: a full time English as a second language teacher. Additionally, each Harlem Hebrew homeroom has 2 3 teachers who only teach the students in that homeroom.This extremely low student:teacher ratio has many benefits for all students. For ELL students, the low ratio enables increased attention and differentiated instruction, accelerating progress and ensuring that they are not mistakenly classified as SDWs.HH's ELL's and non ELL's all learn modern Hebrew, typically with no background in the language. In our modern Hebrew program, every student is a new language learner, leveling the playing field and helping ELL's gain academic confidence	To retain and best educate ELL students, HH will continue to employ the following staff members: a full time English as a second language teacher and a full time reading teacher. Additionally, each Harlem Hebrew homeroom has 2 3 teachers supporting the classroom.This low student:teacher ratio has many benefits for all students. For ELL students, the low ratio enables increased attention and differentiated instruction, accelerating progress and ensuring that they are not mistakenly classified as SDWs. Harlem Hebrew's ELL's and non ELL's all learn modern Hebrew, typically with no background in the language. In our modern Hebrew program, every student has a new language learner, leveling the playing field and helping ELL's gain academic confidence. Harlem Hebrew will continue to offer main office staff who are multi lingual allowing increased ease of communication for many school parents for whom English is not their first language. Harlem Hebrew will also continue to work with our active Parent Teacher Organization to offer all families fun events and opportunities for engagement like book fairs, ice skating parties, family picnics, and summertime family get togethers at the school.
	To retain and to best educate students with disabilities, HH employed two full time social workers, and hired a coordinator of student support services, who worked closely with the schol leadership team to ensure the school was meeting the needs of all students	To retain and to best educate students with disabilities, HH is restructuring its school leadership team to offer more support to all staff and students including SWD's. For the 19 20 school year, Harlem Hebrew is shifting to a Co Head of School Model, which will allow one Head of School to focus completely on Instruction and another to focus on Community Engagement and Operations. Additionally, Harlem Hebrew will offer 2 full time Social Workers, 2 Dean's of School Culture, and 3 Dean's of Academics to support the needs of staff and SWD's. The school will also staff a SpEd Coordinator, who will oversee an ELL, SETTs, and Reading Interventionalist. In addition, the school will

Students with Disabilities	with disabilities. In addition, Harlem Hebrew employed numerous special education teachers and had 9 ICT classrooms spread. Harlem Hebrew also offers a unique Hebrew Language program within the school which means every classroom also has at least 1 additional Hebrew teacher supporting in the classroom during different periods of the day. This yields a smaller student:teacher ratio which enables close student teacher relationships, differentiated instruction for individual students and small groups, and push in/pull out instruction. All students receive support in the least restrictive environment and we prefer push ins to pull outs when possible. In addition HH contracts with occupational, physical, and speech therapists as necessary.We have a robust Response to Intervention(RTI) policy and work closely with the Child Study Team to ensure that students receive necessary supports and remain in the least restrictive environment.	continue to offer ICT classroom's for all grades. In the 2019 2020 school year, Harlem Hebrew plans to offer 13 ICT classrooms spread between grades K 7. Along with Hebrew teachers for each homeroom, this staffing model ensures that all classrooms have between 1 3 teachers throughout the day. This facilitates a small student to teacher ratio which enables close student teacher relationships, differentiated instruction for individual students and small groups, and push in/pull out instruction. Additionally, Hebrew Public, Harlem Hebrew's management organization hired a full time Director of Social Emotional Learning to help meet the needs of all learners in the building including students with disabilities. Also, beginning last year and continuing into the 19 20 school year, Harlem Hebrew is incorporating Responsive Classroom which emphasizes helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. Finally, all students receive support in the least restrictive environment and we prefer push ins to pull outs when possible. In addition Harlem Hebrew contracts with occupational, physical, and speech therapists as necessary. We have a robust Response to Intervention(RTI) policy and work closely with the Child Study Team to ensure that students receive necessary supports and remain in the least restrictive environment.

Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/14/2019 • Last updated: 08/01/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/3019
	53	38	34	8	54

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	13	4	5	4	18

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

Regarding retention, we have included all non teaching staff in the Admin category (ie social workers, leaders, and operations staff).

The added teacher positions were due to the school's expansion to 6th grade and the addition of Part time Aides. The added admin positions were 2 Assistant Heads of School, Dean of Culture, and Assistant Dean of Culture.

The Hebrew Public network is currently implementing enhanced data systems to track teacher certification.

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

Entry 12 Uncertified Teachers

Created: 10/30/2019 • Last updated: 10/31/2019

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	42
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6 30 19)	23
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 30 19)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6 30 19)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6 30 19)	5
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	14

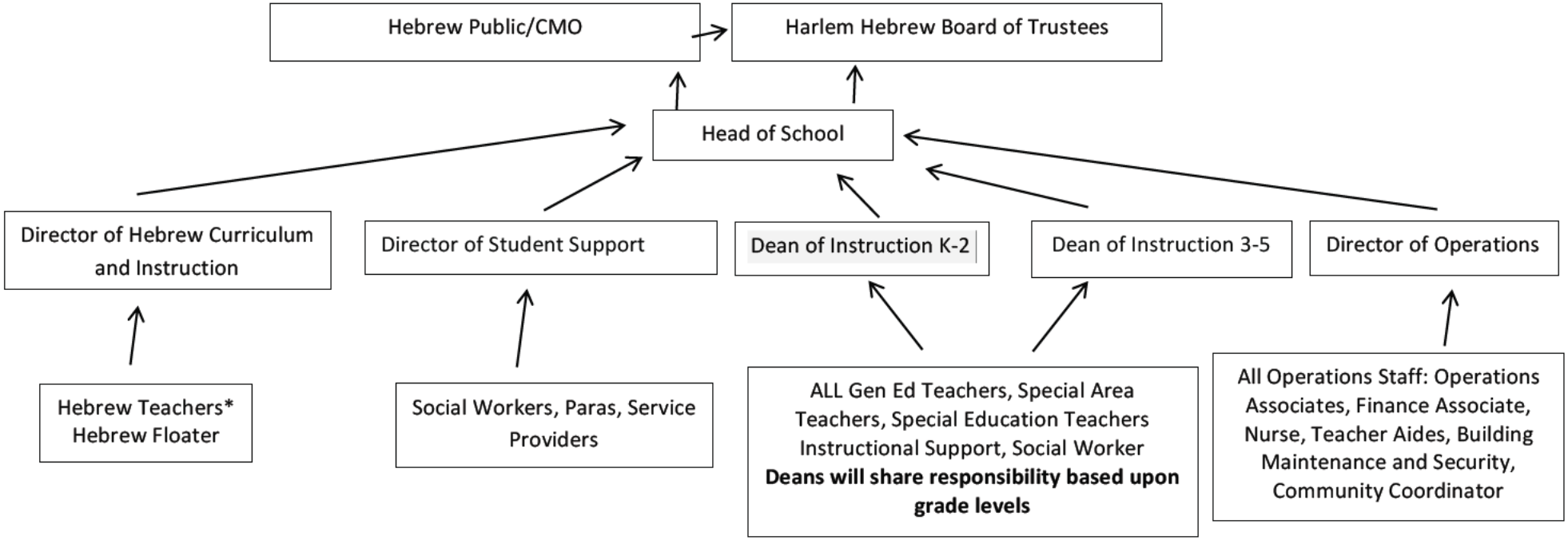
FTE Count of All Uncertified Teachers as of 6/30/19 42

FTE Count of All Certified Teachers as of 6/30/19 12

Thank you.

Attachment H – Organizational Chart

Harlem Hebrew Organizational Chart



HEBREW PUBLIC
Charter Schools For Global Citizens

2019–2020 HEBREW PUBLIC ACADEMIC CALENDAR

לוח שנת הלימודים 2019–2020

AUGUST 19

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

SEPTEMBER 19

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

Instructional days: 17

OCTOBER 19

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

Instructional days: 19

NOVEMBER 19

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	~~21~~	22	23
24	25	26	~~27~~	28	29	30

Instructional days: 17

DECEMBER 19

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

Instructional days: 14

JANUARY 20

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	~~16~~	17	18
19	20	21	22	23	24	25
26	27	28	29	~~30~~	31	

Instructional days: 21

FEBRUARY 20

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	~~6~~	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	~~27~~	28	29

Instructional days: 15

MARCH 20

Su	M	Tu	W	Th	F	Sa
1	2	3	4	~~5~~	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional days: 22

APRIL 20

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

Instructional days: 15

MAY 20

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	~~7~~	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional days: 20

JUNE 20

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

Instructional days: 20

Key

- ~~Half Day~~
- First Day/Last Day (students)
- Staff PD
- Parent teacher conferences
- No School
- Assessments (MAP, IA, State)

Important Dates

School closings:

9/30-10/1 Rosh Hashanah
10/2 Staff Professional Development (PD)
10/9 Yom Kippur
10/14 Columbus Day
11/5 Staff PD
11/11 Veterans Day
11/28-11/29 Thanksgiving
12/20 Staff PD
12/23-1/1 Winter Break
1/20 MLK Day
2/17-2/21 Midwinter break
4/9-4/17 Spring break
5/25 Memorial Day

Half day 12:00 pm dismissals:

11/21 Parent Teacher Conferences 1:00-7:00 PM
11/27 Thanksgiving break
1/16 Staff PD
1/30 Staff PD
2/6 Parent Teacher Conferences 1:00-7:00 PM
2/27 Staff PD
3/5 Staff PD
5/7 Parent Teacher Conferences 1:00-7:00 PM

K-8 MAP Windows:

Fall Window: 9/23-9/27 (grades 1-8 new students only)
Winter Window: 12/9-12/17
Spring Window: 6/1-6/9

3-8 Assessments:

Interim Assessment #1: ELA 10/29, Math 10/30
Interim Assessment #2: ELA 1/14-1/5 + Math 1/28-1/29
Interim Assessment #3: ELA 2/25-2/26 + Math 3/3-3/4

State Test Windows:

ELA: 3/25-4/1
Math: 4/21-4/28

Marking Period 1: 9/5-11/8
Marking Period 2: 11/11-1/24
Marking Period 3: 1/27-4/3
Marking Period 4: 4/6-6/26

Total instructional days: 180

Emergency snow day make-ups: 6/29-6/30

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

REPORT TO THE FINANCE COMMITTEE

JUNE 30, 2019

October 25, 2019

The Finance Committee
Harlem Hebrew Language Academy Charter School

We have audited the financial statements of Harlem Hebrew Language Academy Charter School as of and for the year ended June 30, 2019, and have issued our report thereon dated October 25, 2019. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated May 3, 2019, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

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

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

Planned Scope and Timing of the Audit

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

Compliance with All Ethics Requirements Regarding Independence

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

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies
Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Harlem Hebrew Language Academy Charter School is included in Note A to the financial statements. As disclosed in Note A to the financial statements, during the year, the Organization adopted Financial Accounting Standards Board Accounting Standards Update (ASU) 2016-14 *Presentation of Financial Statements of Not for Profits*. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

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

The most sensitive accounting estimates affecting the financial statements are the allocations of operating expenses to program expenses and management and general expenses and the collectability of grants receivable. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures
Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Harlem Hebrew Language Academy Charter School's financial statements relate to revenue and support recognition and the lease commitments, which is referred to in the notes of the financial statements.

Significant Difficulties Encountered during the Audit

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

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Management has corrected all identified misstatements.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. The following significant misstatement that we identified as a result of our audit procedures was brought to the attention of, and corrected by, management:

Description	Assets Increase (Decrease)	Liabilities Increase (Decrease)	Revenue (Expense)
To remove in-kind revenue and related capitalized equipment provided by the Tech Grant.	$ (84,931)	$ -	$ (84,931)

Disagreements with Management

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

Representations Requested from Management

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

Management's Consultations with Other Accountants

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

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Harlem Hebrew Language Academy Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Harlem Hebrew Language Academy Charter School's auditors.

Credit Card Procedures

During our audit, we noted that a certain credit card purchase did not have the proper receipt maintained. We also noted that Hebrew Public did not review the monthly credit card statements. We recommend the Charter School continue to implement the credit card procedures documented in the Financial Policies and Procedures Manual. All receipts should be maintained for credit card purchases. Hebrew Public should document their review of monthly credit card statements.

* * * * *

Should you desire further information concerning these matters, Michelle Cain or Kurt Button will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Finance Committee and management of Harlem Hebrew Language Academy Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

EXTENSION FILING INSTRUCTIONS

FORM 8868 FOR FORM 990

FOR THE YEAR ENDING

JUNE 30, 2019

Prepared for	MEGHAN BARRIOS HARLEM HEBREW LANGUAGE ACADEMY 147 ST. NICHOLAS AVENUE NEW YORK, NY 10026
Prepared by	MENGEL, METZGER, BARR & CO. LLP 100 CHESTNUT STREET, SUITE 1200 ROCHESTER, NY 14604
Amount due	NOT APPLICABLE
Make check payable to	NOT APPLICABLE
Mail extension and check (if applicable) to	NOT APPLICABLE
Extension must be mailed on or before	NOT APPLICABLE
Special Instructions	THE EXTENSION FOR FORM 990 HAS QUALIFIED FOR ELECTRONIC FILING. FORM 8868 EXTENDS THE DUE DATE OF THE ORGANIZATION'S FORM 990 RETURN UNTIL MAY 15, 2020. THE EXTENSION HAS BEEN TRANSMITTED ELECTRONICALLY TO THE IRS AND NO FURTHER ACTION IS REQUIRED.

Form **8868**
(Rev. January 2019)

Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

[redacted]

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.*

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Enter filer's identifying number

Type or print	Name of exempt organization or other filer, see instructions. HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL	Employer identification number (EIN) or [redacted]
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. 147 ST. NICHOLAS AVENUE	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. NEW YORK, NY 10026	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ▶ MEGHAN BARRIOS 147 ST. NICHOLAS AVENUE - NEW YORK, NY 10026
  Telephone No. ▶ [redacted] Fax No. ▶
- If the organization does not have an office or place of business in the United States, check this box ..... ▶ ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ ☐. If it is for part of the group, check this box ▶ ☐ and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 15, 2020, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ ☐ calendar year _____ or
▶ ☒ tax year beginning JUL 1, 2018, and ending JUN 30, 2019.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a	If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	**3a**	$ 0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	**3b**	$ 0.
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA **For Privacy Act and Paperwork Reduction Act Notice, see instructions.** Form **8868** (Rev. 1-2019)

[redacted]

40.1
2018.04030 HARLEM HEBREW LANGUAGE ACAD HAR46082

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

AGREED UPON PROCEDURES

JUNE 30, 2019

INDEPENDENT ACCOUNTANT'S REPORT ON
APPLYING AGREED-UPON PROCEDURES

To the Board of Trustees of Harlem Hebrew Language Academy Charter School

We have performed the procedures identified below, which were agreed to by the management of Harlem Hebrew Language Academy Charter School and the New York State Education Department ("NYSED") solely to assist the specified parties in evaluating the Charter School's assertion to the NYSED that it has maintained compliance with the requirements of the CSP grant and Federal and NYSED guidelines in managing the CSP grant. The Charter School's management is responsible for these procedures. The sufficiency of these procedures is solely the responsibility of the parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures enumerated below either for the purpose for which this report has been requested or for any other purpose.

The procedures we performed and our results are as follows:

Procedure No. 1: We will obtain the detail of expenditures incurred for the year under review relating to the CSP grant from the Charter School's accounting software and reconcile to the grant revenue recorded by the Charter School. If the CSP grant revenue does not equal the grant expenditures, we will investigate the differences.

Result
We obtained the detail of expenditures incurred for the year under review relating to the CSP grant from the Charter School's accounting software and the grant revenue recorded by the Charter School. We observed that the CSP grant revenue equaled the grant expenditures.

Procedure No. 2: We will obtain the NYSED approved CSP grant award information, including the budget and any amendments, to determine if the revenue and expenditures recorded for the year appear reasonable.

Result
The Charter School does not file these documents. The CSP grant award is passed through from a third party; therefore, this testing is not applicable.

Procedure No. 3: We will select a sample of expenditures from the detail obtained in Procedure No. 1.

a. Payroll – We will select 10 items or 10% of the total number of payroll items charged to the grant, whichever is less.

b. Other expenses – We will select 10 items or 10% of the total number of other expense items charged to the grant, whichever is less.

c. Using the above selected items, we will:

   i. Determine if the expenditure is in accordance with the purpose of the grant and that pre-opening expenditures are charged to pre-opening periods.

   ii. Determine if the expenditure falls into an approved budget category.

   iii. Determine if the expenditure was charged to the appropriate fiscal year.

Result

We selected a sample of four other expenses in the year tested. There were no payroll expenses in the year tested. Based on our testing, we noted expenditures appear to be in accordance with the purpose of the grant and that pre-opening expenditures are charged to pre-opening periods, and that the expenditures fall into an approved budget category. The expenditures were charged to the appropriate fiscal year, with the exception of $9,669 which were charged to the previous year. The expenses charged to the previous year appear to be allowable under the grant. The amount of these expenses is not material to the audited financial statements as whole.

Procedure No. 4: We will obtain FS-25 form(s) submitted to NYSED during the year under review and perform the following:

a. Trace expenditures selected in Procedure No. 3 to requests for reimbursement. Determine that items requested for reimbursement had previously been expended or were expended within a month following the request for reimbursement. If items have not yet been requested for reimbursement, inquire of responsible charter school officials as to the plan for requesting reimbursement, and determine if a receivable is recorded, if appropriate.

b. If FS-25 forms included amounts on Line 4 (Cash Expenditures Anticipated During Next Month), we will determine if funds were expended within 1 month following the date of the request and is at least the amount shown on Line 4.

Result

The Charter School does not file these documents. The CSP grant award is passed through from a third party; therefore, this testing is not applicable.

Procedure No. 5: For schools with a weighted lottery during the year under review we will:

a. Obtain documentation the school received permission from the NYSED Charter School Office for the weighted lottery.

b. Obtain the results of the weighted lottery.

- Note weighted lotteries must be conducted using the NYSED Weighted Lottery Generator (WLG). When the WLG is used, a copy of the "lottery PDF" should be observed. (This PDF is generated after the WLG has conducted the lottery.)

Result
The Charter School did not use a weighted lottery; therefore, this testing was not applicable.

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, on these procedures. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of Harlem Hebrew Language Academy Charter School and the New York State Education Department and is not intended to be and should not be used by anyone other than the specified parties.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
August 27, 2019

HSBC

P.O. Box 1393
Buffalo, NY 14240-1393

Questions?
Call 1.877.472.2249
TTY 1.800.898.5999
us.hsbc.com
Or write:
HSBC
P.O. Box 9
Buffalo, New York 14240

HARLEM HEBREW LANGUAGE ACADEMY
CHARTER SCHOOL
ESCROW ACCOUNT
147 S NICHOLAS AVENUE
NEW YORK NY 100260000

SELECT INVESTR BUSII

ACCOUNT NUMBER [redacted]

STATEMENT PERIOD 03/30/19 TO 06/28/19

HARLEM HEBREW LANGUAGE ACADEMY
CHARTER SCHOOL
ESCROW ACCOUNT

BEGINNING BALANCE	$75,452.63
DEPOSITS & OTHER ADDITIONS	$57.67
WITHDRAWALS & OTHER SUBTRACTIONS	$0.00
ENDING BALANCE	$75,510.30

ANNUAL PERCENTAGE YIELD EARNED 03/30/19 06/28/19	0.31%
INTEREST EARNED THIS PERIOD	$58.00
AVERAGE DAILY BALANCE	$75,453.26
INTEREST NOT AVAILABLE UNTIL CREDITED	
INTEREST PAID YEAR TO DATE	$90.40

DATE POSTED	DESCRIPTION OF TRANSACTIONS	DEPOSITS & OTHER ADDITIONS	WITHDRAWALS & OTHER SUBTRACTIONS	BALANCE
03/30/19	OPENING BALANCE			$75,452.63
06/28/19	INTEREST PAID FROM 03/29/19 THRU 06/27/19	57.67		$75,510.30
06/28/19	ENDING BALANCE			$75,510.30

All deposited items are credited subject to final payment.

Please examine your statement at once. *If you change your address, please notify us of your new address.*

For Consumer Accounts Only:
IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS
Electronic transfers (called transfers below) means a) deposits, withdrawals, or payments made at an ATM or store terminal, b) bill payer transfers c) all other electronic transfers (e.g., payroll deposits, Social Security deposits, insurance payments, etc.).

If you think your statement or receipt is wrong, or if you need more information about a transfer on the statement or receipt, TELEPHONE US OR WRITE TO US AS SOON AS YOU CAN USE THE TELEPHONE NUMBER OR ADDRESS ON THE FRONT OF THIS STATEMENT.

We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

(1) Tell us your name and account number (if any).
(2) Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
(3) Tell us the dollar amount of the suspected error.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days to do this, we will credit your account for the amount you think is in error, so that you will have the use of the money during the time it takes to complete our investigation.

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HSBC Bank USA, National Association
Member FDIC.

NYC Buildings

Certificate of Occupancy

CO Number: [redacted]

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.

Borough: Manhattan	**Block Number:** 01923	**Certificate Type:** Temporary
Address: 147 SAINT NICHOLAS AVENUE	**Lot Number(s):** 49	**Effective Date:** 05/29/2019
Building Identification Number (BIN): 1058397	**Building Type:** Altered	**Expiration Date:** 08/27/2019

This building is subject to this Building Code:

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification: 1-B (2014/2008 Code)

Building Occupancy Group classification: E (2014/2008 Code)

Multiple Dwelling Law Classification: None

No. of stories: 6 **Height in feet:** 72 **No. of dwelling units:** 0

C.

Fire Protection Equipment:
Standpipe system, Fire alarm system, Sprinkler system

D.

Type and number of open spaces:
None associated with this filing.

E.

This Certificate is issued with the following legal limitations:
None

Outstanding requirements for obtaining Final Certificate of Occupancy:

There are 50 outstanding requirements. Please refer to BISWeb for further detail.

Borough Comments: None

Borough Commissioner

Acting Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

NYC Buildings

Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	173	OG	A-3		3	CAFETERIA
CEL	105	OG	A-3		3	MULTI-PURPOSE ROOM
CEL	2	OG	E		3	MECHANICAL ROOMS
CEL	41	OG	E		3	CLASSROOMS AND ACCESSORY SPACES
001	16	100	E		3	FACILITY LOUNGE (FIRST FLOOR LOWER LEVEL)
001	34	80	E		3	OFFICES (FIRST FLOOR)
001	55	125	E		3	PLATFORM:PART OF AUDITORIUM (FIRST FLOOR)
001	164	100	A-3		3	AUDITORIUM & LOBBY ACCESSORY TO SCHOOL (FIRST FLOOR LOWER LEVEL)
002	229	80	E		3	CLASSROOMS AND ACCESSORY SPACES
003	221	80	E		3	CLASSROOMS AND ACCESSORY SPACES
004	223	80	E	3	3	CLASSROOMS AND ACCESSORY SPACES
005	232	80	E		3	CLASSROOMS AND ACCESSORY SPACES
006	216		A-3		3	OUTDOOR PLAY AREA(NON-SIMULTANEOUS)

Borough Commissioner

Acting Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	**Maximum persons permitted**	**Live load lbs per sq. ft.**	**Building Code occupancy group**	**Dwelling or Rooming Units**	**Zoning use group**	**Description of use**
006	91	80	E		3	CLASSROOMS AND ACCESSORY SPACES
RO F			E		3	BULKHEAD
CITYV RRECORD FILING NUMBERS: CRFN 2015000175652: EXHIBIT III-ZONING LOT DESCRIPTION; CRFN 2015000175651: EXHIBIT II-CERTIFICARION OF ZONING LOT; CRFN 2015000175654: EXHIBIT V-WAIVER OF DECLARATION OF ZONING LOT RESTRICTIONS; CRFN 2015000175652: EXHIBIT IV DECLARATION OF ZONING OF ZONING LOT RESTRICTIONS						
END OF SECTION						

Borough Commissioner

Acting Commissioner

END OF DOCUMENT

[redacted] 5/29/2019 11:11:22 AM