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: 10/02/2019

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)	HEBREW LANGUAGE ACADEMY CHARTER SCHOOL
a1. Popular School Name (Optional)	HLA
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.	NYCDOE Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 22
d. DATE OF INITIAL CHARTER	07/2019
e. DATE FIRST OPENED FOR INSTRUCTION	07/2019

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

MISSION STATEMENT

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 (ACTIFL). 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	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://hlacharterschool.org/
i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	786
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	677

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, 7, 8

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	2186 Mill Avenue, Brooklyn, NY 11234	718 377 7200	NYC CSD 22	K 8	n/a

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Hadar Dohn	[redacted]		[redacted]
Operational Leader	Lyvette Robles			
Compliance Contact				
Complaint Contact				
DASA Coordinator				
Phone Contact for After Hours Emergencies				

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/109433673/yFPTXS6fVy/

Site 1 Fire Inspection Report

https://nysed_cso_reports.fluidreview.com/resp/109433673/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

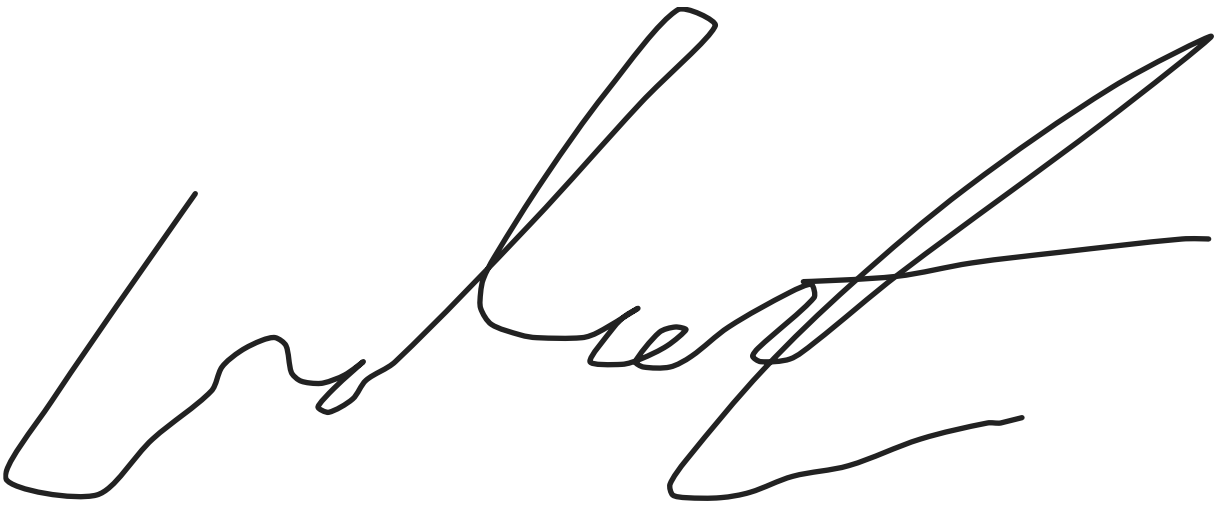
o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Michelle Galeotti
Position	Director of School Operations NY Region
Phone/Extension	[redacted]
Email	

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

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).	NYCDOE 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=800000064234&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&regents=1&nyseslat=1&feddata=1

Entry 3 Progress Toward Goals

Created: 07/15/2019 • 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
Academic Goal 1	HLA will show progress towards achieving 75 percent of 3rd 8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination.	NYS test scores	Met	
				While this goal was not met, Hebrew Language Academy had higher math proficiency than New York City and New York State. 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
Academic Goal 2	HLA will show progress towards achieving 75 percent of 3rd 8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.	NYS test scores	Not Met	

				(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 3	Each year, the School's Aggregate Performance Index on the NYS ELA exam will meet its Adequate Yearly Progress set forth in the State's No Child Left Behind (NCLB) accountability system.	NYS test scores		As ESSA eliminated AYP, this goal is no longer relevant. AYP is not included on HLA's new set of goals, which took effect July 1, 2019.
Academic Goal 4	Each year, the School's Aggregate Performance Index on the NYS Math exam will meet is Adequate Yearly Progress set forth in the State's NCLB accountability system.	NYS test scores		As ESSA eliminated AYP, this goal is no longer relevant. AYP is not included on HLA's new set of goals, which took effect July 1, 2019.
Academic Goal 5	HLA will show progress towards achieving 75 percent of 3rd 8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State	NYS test scores	Met	

	Science examination.			
Academic Goal 6	Each year, each grade level cohort of students will reduce by one quarter, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If a grade level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year.	NYS test scores	Not Met	"While this goal was not met by all grade cohorts (grades 6 and 8 did meet their targets), Hebrew Language Academy increased its ELA proficiency from 2018 , had higher ELA proficiency than New York State. 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 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 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 by all grade cohorts (grade 6 did meet their target), Hebrew Language Academy increased its math proficiency from 2018 and had higher math proficiency than New York City and New York State. 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
Academic Goal 7	Each year, each grade level cohort of students will reduce by one quarter the gap between the percent at or above Level 3 on the previous year's NYS mathematics exam and 75% at or above Level 3 on the current year's NYS mathematics exam. If a grade level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year.	NYS test scores	Not Met	

				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.
				"While this goal was not met across the school 3rd grade did outperform CSD 22. Hebrew Language Academy also increased its ELA proficiency from 2018 2019 and had higher ELA proficiency than New York State. 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 literal and deeper meaning of any nonfiction or fiction text, examine craft and structure, and develop evidence

Academic Goal 8	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 CSD 22.	NYS test scores	Not Met	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 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 across the school 3rd and 4th grade did outperform CSD 22. Hebrew

				Language Academy also increased its math proficiency from 2018 2019 and had higher math proficiency than New York City and New York State. 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
Academic Goal 9	Each year, the percent of students performing at or above Level 3 on the NYS Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD 22.	NYS test scores	Not Met	

				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 10	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	NYS test scores	Met	

2. Do have more academic goals to add? Yes

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	If Not Met, Describe Efforts School Will Take
				Due to teacher

Academic Goal 11	Each year, 75% of kindergarten students who were enrolled at the school on BEDS day will perform at or above grade level on the spring administration of the Fountas and Pinnell Benchmark Assessment System.	Fountas and Pinnell assessments		subjectivity of Fountas and Pinnell assessments as well as key components measured by NYS but not on F+P assessments, the school saw a misalignment of F+P results to NYS results. As a result, the school determined to place a heavier focus on MAP Reading results. Please see the response for MAP goals. This goal is not included on HLA's new set of goals, which took effect July 1, 2019.
Academic Goal 12	Each year, 75% of grades 1 7 students who were enrolled at the school on BEDS day for two consecutive years will perform at or above grade level on the spring administration of the Fountas and Pinnell Benchmark Assessment System.	Fountas and Pinnell assessments		Due to teacher subjectivity of Fountas and Pinnell assessments as well as key components measured by NYS but not on F+P assessments, the school saw a misalignment of F+P results to NYS results. As a result, the school determined to place a heavier focus on MAP Reading results. Please see the response for MAP goals. This goal is not included on HLA's new set of goals, which took effect July 1, 2019.
				"While this goal was not met, Hebrew Language Academy significantly increased students on grade level from spring 2018. In order to meet academic

Academic Goal 13	Each year, 75% of all tested students (Grades K 8) who were enrolled at HLA for at least BEDs date for Kindergarten and at least two consecutive BEDS dates for Grades 1 8, will perform at or above grade level (NCE=50) on the Spring administration of the NWEA MAP Reading test.	NWEA MAP results	Not Met	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 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 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, Hebrew Language Academy significantly increased students on grade level from spring 2018. 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

Academic Goal 14	Each year, 75% of all tested students (Grades K 8) who were enrolled in HLA for at least BEDs date for Kindergarten and at least two consecutive BEDS dates for Grades 1 8, will perform at or above grade level (NCE=50) on the Spring administration of the NWEA MAP Math test.	NWEA MAP results	Not Met	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.
	Each year, grade			

Academic Goal 15	level cohorts of students (Grades 1 8) will reduce by one quarter, the gap between the percent at grade level on the previous Spring administration of the NWEA MAP reading test and 75% at or above grade level (NCE=50) in the current Spring. If a grade level cohort exceeds 75% at or above grade level (NCE=50) in the previous year, the cohort will remain above 75% at or above grade level (NCE=50) in the current year.	NWEA MAP results	Met	
Academic Goal 16	Each year, grade level cohorts of students (Grades 1 8) will reduce by one quarter, the gap between the percent at grade level on the previous Spring administration of the NWEA MAP math test and 75% at or above grade level (NCE=50) in the current Spring. If a grade level cohort exceeds 75% at or above grade level (NCE=50) in the previous year, the cohort will remain above 75% at or above grade level (NCE=50) in the current year.	NWEA MAP results	Met	
	Each year, 50% of all Grade 8 students who took Integrated Algebra in Grade 8 and who were			

Academic Goal 17	enrolled at the School for at least two consecutive BEDS dates, will pass the Integrated Algebra I New York State Regents Exam with at least a score of 70%.	Algebra Regents results	Met	
Academic Goal 18	At least 75% of students will meet the BEDS day based proficiency benchmark in Hebrew speaking, as determined by OPI scores	Oral Proficiency Interview results	Met	
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add? No

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
Org Goal 1	School will have annual attendance rate of 94% or higher	ATS	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

Org Goal 2	95% of all non graduating students enrolled on the last day of school will return in the next academic year	ATS	Not Met	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	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 6				
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	HLA has undergone an independent financial audit resulting in unqualified opinion and no major finding	Independent financial audit	Met	
Financial Goal 2	HLA 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

Created: 07/15/2019 • Last updated: 07/30/2019

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	13963174
Line 2: Year End FTE student enrollment	695
Line 3: Divide Line 1 by Line 2	20081

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)	388383
Line 2: Management and General Cost (Column)	496329
Line 3: Sum of Line 1 and Line 2	884712
Line 5: Divide Line 3 by the Year End FTE student enrollment	1272

Thank you.

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

BROOKLYN, 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
Hebrew Language Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of 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 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 Hebrew Language Academy Charter School's June 30, 2018 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 19, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended 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 29, 2019 on our consideration of 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 Hebrew Language Academy Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 29, 2019

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	$ 2,185,195	$ 1,542,109
Grants and other receivables	402,393	477,031
Due from related parties	29,371	21,907
Prepaid expenses	28,793	294,410
TOTAL CURRENT ASSETS	2,645,752	2,335,457
OTHER ASSETS		
Property and equipment, net	412,477	538,350
Cash in escrow	71,092	71,112
Deposits	269,520	212,859
	753,089	822,321
TOTAL ASSETS	$ 3,398,841	$ 3,157,778
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	$ 228,633	$ 268,459
Accrued payroll and benefits	448,659	405,655
Due to Charter Management Organization	339,561	204,384
Due to related parties	134,039	-
Deferred revenue	21,588	40,312
TOTAL CURRENT LIABILITIES	1,172,480	918,810
DEFERRED LEASE LIABILITY	461,400	520,800
TOTAL LIABILITIES	1,633,880	1,439,610
NET ASSETS		
Without donor restrictions	1,764,961	1,718,168
TOTAL LIABILITIES AND NET ASSETS	$ 3,398,841	$ 3,157,778

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

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	$ 13,252,997	$ 12,882,198
Governmental grants and contracts	735,034	691,525
Other revenue	914	20,910
TOTAL REVENUE AND SUPPORT	13,988,945	13,594,633
Expenses:		
Program services:		
Regular education	10,212,202	9,149,908
Special education	2,716,700	2,095,440
TOTAL PROGRAM SERVICES	12,928,902	11,245,348
Management and general	1,013,250	1,015,787
TOTAL OPERATING EXPENSES	13,942,152	12,261,135
CHANGE IN NET ASSETS	46,793	1,333,498
Net assets at beginning of year	1,718,168	384,670
NET ASSETS AT END OF YEAR	$ 1,764,961	$ 1,718,168

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

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	9	$ 260,548	$ 35,805	$ 296,353	$ 414,393	$ 710,746	$ 643,996
Instructional personnel	70	4,172,747	1,174,619	5,347,366	-	5,347,366	4,357,596
Non-instructional personnel	1	3,167	667	3,834	-	3,834	-
TOTAL PERSONNEL SERVICES COSTS	80	4,436,462	1,211,091	5,647,553	414,393	6,061,946	5,001,592
Fringe benefits & payroll taxes		1,142,855	311,984	1,454,839	106,750	1,561,589	1,210,715
Retirement		41,479	11,323	52,802	3,875	56,677	59,079
Management company fees		676,246	184,606	860,852	63,166	924,018	597,751
Legal services		-	-	-	41,524	41,524	31,849
Accounting / audit services		-	-	-	113,034	113,034	82,890
Other purchased / professional / consulting services		288,180	71,347	359,527	17,032	376,559	626,487
Occupancy		1,851,860	505,531	2,357,391	172,975	2,530,366	2,530,266
Repair and maintenance		218,693	59,700	278,393	20,427	298,820	270,827
Insurance		53,120	14,501	67,621	4,962	72,583	75,329
Utilities		162,046	44,236	206,282	15,136	221,418	213,206
Supplies / materials		295,722	62,285	358,007	-	358,007	320,715
Staff development		276,260	60,408	336,668	3,328	339,996	280,398
Marketing / recruitment		48,304	10,512	58,816	507	59,323	31,939
Technology		4,533	955	5,488	-	5,488	39,612
Food service		229,962	48,435	278,397	-	278,397	245,152
Student service		208,691	43,954	252,645	-	252,645	267,686
Office expense		61,398	16,761	78,159	15,929	94,088	97,659
Depreciation and amortization		213,967	58,410	272,377	19,986	292,363	271,568
Miscellaneous		2,424	661	3,085	226	3,311	6,415
		$ 10,212,202	$ 2,716,700	$ 12,928,902	$ 1,013,250	$ 13,942,152	$ 12,261,135

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

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	$ 46,793	$ 1,333,498
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	292,363	271,568
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	74,638	(158,065)
Due from related parties	(7,464)	(21,907)
Prepaid expenses	265,617	(5,216)
Deposits	(56,661)	-
Accounts payable	(39,826)	57,510
Accrued payroll and benefits	43,004	39,865
Due to Charter Management Organization	135,177	84,470
Due to related parties	134,039	-
Deferred revenue	(18,724)	39,260
Deferred lease liability	(59,400)	(59,400)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	809,556	1,581,583
CASH FLOWS - INVESTING ACTIVITIES		
Purchases of property and equipment	(166,490)	(216,293)
Decrease (increase) in cash in escrow	20	(195)
NET CASH USED FOR INVESTING ACTIVITIES	(166,470)	(216,488)
NET INCREASE IN CASH	643,086	1,365,095
Cash at beginning of year	1,542,109	177,014
CASH AT END OF YEAR	$ 2,185,195	$ 1,542,109

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

Hebrew Language Academy Charter School (the "Charter School"), is an education corporation operating as a charter school in the Borough of Brooklyn, New York. The Charter school opened in 2009 with a charter for a term of 5 years, granted by the Board of Regents and the Board of Trustees of the University of the State of New York, on behalf of the State Education Department. In March 2015 the charter was renewed through June 30, 2019. In May 2019, the charter was renewed for a second time and will expire on June 30, 2022.

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 on 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 the 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 $71,000 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 parties

The Charter School has an amount due from other charter schools that are in the same network. The charter schools share other services in which the related parties reimburse the Charter School for these expenses. The amounts due were approximately $29,400 and $21,900 at June 30, 2019 and 2018, respectively.

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.

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 paid in excess of rent expense under the lease was $59,400 for the years ended June 30, 2019 and 2018.

Due to related parties

The Charter School receives meal subsidies from the federal and state governments on behalf of all the charter schools in the network. The amount due to the other charter schools was approximately $134,000 at June 30, 2019. There were no amounts due to related parties 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. The Charter School was unable to determine a value for these services.

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

Marketing costs
The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated $59,300 and $31,900 for the years ended June 30, 2019 and 2018, respectively.

Use of estimates in the preparation of financial statements
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2018
The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2018, from which the summarized information was derived.

Change in accounting principle
During August 2016 FASB issued Accounting Standards Update No. 2016-14 "*Not-for-Profit Entities (Topic 958) Presentation of Financial Statements of Not-for-Profit Entities*". The main provisions of ASU 2016-14 require a Not-For-Profit (NFP) to:

1) Present on the face of the statement of financial position amounts for two classes of net assets at the end of the period, rather than three classes. That is, an NFP will report amounts for *net assets with donor restrictions* and *net assets without donor restrictions,* as well as the currently required amount for total net assets.

2) Present on the face of the statement of activities the amount of the change in each of the two classes of net assets (noted in item 1) rather than that of the required three classes as in prior years. An NFP would continue to report the currently required amount of the change in total net assets for the period.

3) Continue to present on the face of the statement of cash flows the net amount for operating cash flows using either the direct or indirect method of reporting but no longer require the presentation or disclosure of the indirect method (reconciliation) if using the direct method.

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.

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

c) Quantitative information, and additional qualitative information, that communicates the availability of an NFP's financial assets at the statement of financial position date to meet cash needs for general expenditures within one year of the statement of financial position 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.

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 statement of financial position. 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.

Reclassifications

Certain prior year balances were reclassified to conform with the current year presentation.

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

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 29, 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. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal year 2019.

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	$ 2,185,195
Grants and other receivables	402,393
Due from related parties	29,371
Total financial assets available to management for general expenditures within one year	$ 2,616,959

NOTE C: SCHOOL FACILITY

Effective September 28, 2016, the Charter School entered into an eight year lease with Friends of Hebrew Language Academy Charter Schools, Inc. for its facilities through June 30, 2024. The Charter School's base rent for the year ended June 30, 2019 was $215,800 per month. The lease will have escalating payments throughout the term. Rent expense totaled approximately $2,530,000, for the years ended June 30, 2019 and 2018. The Charter School was required to provide a security deposit, which amounted to $212,859 at June 30, 2019 and 2018.

NOTE C: SCHOOL FACILITY, Cont'd

The future minimum payments on this agreement are as follows:

Year ending June 30,	Amount
2020	2,556,000
2021	2,600,400
2022	2,658,000
2023	2,616,000
2024	2,682,000
	$ 13,112,400

NOTE D: OPERATING LEASE

The Charter School leases office equipment under three non-cancelable lease agreements expiring at various dates through September 2023. Lease expense was approximately $72,800 and $44,400, for the years ended June 30, 2019 and 2018, respectively. The future minimum payments on these agreements are as follows:

Year ending June 30,	Amount
2020	$ 23,160
2021	23,160
2022	22,420
2023	10,200
2024	1,700
	$ 80,640

NOTE E: RETIREMENT PLAN

The Charter School has 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 $56,677 and $59,079, respectively, for the employer match. There were no administrative fees charged for the years ended June 30, 2019 and 2018.

NOTE F: 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 G: CONCENTRATIONS

At June 30, 2019 and 2018, approximately 54% and 93%, respectively, of grants and other receivables are due from New York State relating to certain grants.

For both years ended June 30, 2019 and 2018, 95% 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 H: FIXED ASSETS

Property and equipment consist of the following:

	June 30,	
	2019	2018
Furniture, fixtures and equipment	$ 1,515,219	$ 1,348,729
Leasehold improvements	315,697	315,697
	1,830,916	1,664,426
Less accumulated depreciation and amortization	1,418,439	1,126,076
	$ 412,477	$ 538,350

NOTE I: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30,	
	2019	2018
Undesignated	$ 1,352,484	$ 1,179,818
Invested in property and equipment	412,477	538,350
	$ 1,764,961	$ 1,718,168

NOTE J: CHARTER MANAGEMENT ORGANIZATION

On July 1, 2015, 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. The agreement continued through June 30, 2019. In April 2018, the agreement was amended to increase the percentage for the 2018-2019 school year. In May 2019, 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
2018-2019	7.5%
2019-2020	10%
2020-2021	10%
2021-2022	10%

For the years ended June 30, 2019 and 2018, the expense amounted to approximately $924,000 and $597,800, respectively. Amounts due to Hebrew Public relating to the management fee were $230,920 and $145,889 at June 30, 2019 and 2018.

An additional $108,641 is due to Hebrew Public for various other expenses for which the Charter School will reimburse Hebrew Public.

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.

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
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 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 29, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered 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 Hebrew Language Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of 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 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 29, 2019

Entry 5c Additional Financial Docs

Last updated: 10/31/2019

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/119019722/8mMIunnVv3/

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

2. Form 990

https://nysed cso reports.fluidreview.com/resp/119019722/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/119019722/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/119019722/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.

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.

Hebrew Language Academy Charter School

PROJECTED BUDGET FOR 2018-2019

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	11,468,257	1,867,882	-	-	1,109,786	14,445,925
Total Expenses	11,327,185	1,921,662	-	-	1,073,342	14,322,189
Net Income	141,072	(53,780)	-	-	36,444	123,736
Actual Student Enrollment	687	132				687
Total Paid Student Enrollment	-	-				-

		PROGRAM SERVICES			SUPPORT SERVICES			Assumptions
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	CY Per Pupil Rate							
District of Location	$16,150.00	9,985,545	-	-	-	1,109,505	11,095,050	
School District 2 (Enter Name)		-	-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	-	
		9,985,545	-	-	-	1,109,505	11,095,050	
Special Education Revenue		-	1,436,461	-	-	-	1,436,461	
Grants								
Stimulus		-	-	-	-	-	-	
Other							-	
Other State Revenue		889,932	211,659	-	-	-	1,101,591	
TOTAL REVENUE FROM STATE SOURCES		10,875,477	1,648,120	-	-	1,109,505	13,633,102	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	79,004	-	-	-	79,004	$1000 x SpEd >60%
Title I		182,911	43,503	-	-	-	226,414	
Title Funding - Other		38,848	9,240	-	-	-	48,088	
School Food Service (Free Lunch)		237,777	56,552	-	-	-	294,330	
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		459,536	188,299	-	-	-	647,836	
LOCAL and OTHER REVENUE								
Contributions and Donations, Fundraising		59,378	14,122	-	-	-	73,500	In-Kind Tech Grant
Erate Reimbursement		2,867	465	-	-	268	3,600	
Interest Income, Earnings on Investments,		143	23	-	-	13	180	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		46,620	11,088	-	-	-	57,708	NYSTL, NYLIB, NYSSL
Other Local Revenue		24,236	5,764	-	-	-	30,000	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		133,244	31,463	-	-	281	164,988	
TOTAL REVENUE		11,468,257	1,867,882	-	-	1,109,786	14,445,925	
								List exact titles and staff FTE"s (Full time eqiuilivalent)
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	2.00	201,500	31,000	-	-	77,500	310,000	Head of School, Asst. HOS
Instructional Management	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	7.00	543,087	129,167	-	-	-	672,254	Academic Deans/ Deans of Culture / SpEd Coordinator
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	4.00	-	-	-	-	286,144	286,144	Director of Operations
Administrative Staff	3.00	77,437	-	-	-	77,437	154,874	Finance Manager, Office Manager, Ops Asscoiates
TOTAL ADMINISTRATIVE STAFF	16	822,024	160,167	-	-	441,081	1,423,272	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	50.00	3,247,908	-	-	-	-	3,247,908	General, Hebrew, Middle School Teachers
Teachers - SPED	5.00	-	316,200	-	-	-	316,200	SpEd Teachers
Substitute Teachers	-	-	-	-	-	-		
Teaching Assistants	4.00	173,763	41,327	-	-	-	215,090	General & Hebrew Floaters
Specialty Teachers	7.00	380,413	90,477	-	-	-	470,890	Music & Art, PE, Math, Reading, ELL
Aides	-	-	-	-	-	-	-	

Hebrew Language Academy Charter School

PROJECTED BUDGET FOR 2018-2019

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	11,468,257	1,867,882	-	-	1,109,786	14,445,925
Total Expenses	11,327,185	1,921,662	-	-	1,073,342	14,322,189
Net Income	141,072	(53,780)	-	-	36,444	123,736
Actual Student Enrollment	687	132				687
Total Paid Student Enrollment	-	-				-

		PROGRAM SERVICES			SUPPORT SERVICES			Assumptions
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Therapists & Counselors	2.00	-	134,640	-	-	-	134,640	Social workers & Guidance Counselor
Other	-	87,394	20,786	-	-	-	108,180	Incentives and Training stipends
TOTAL INSTRUCTIONAL	68	3,889,478	603,430	-	-	-	4,492,908	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	1.00	8,079	1,921	-	-	-	10,000	2 PT Bus Attendants
TOTAL NON-INSTRUCTIONAL	1	8,079	1,921	-	-	-	10,000	
SUBTOTAL PERSONNEL SERVICE COSTS	85	4,719,581	765,518	-	-	441,081	5,926,180	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		408,244	66,217	-	-	38,154	512,615	
Fringe / Employee Benefits		1,052,288	170,681	-	-	98,344	1,321,313	
Retirement / Pension		13,356	2,166	-	-	1,248	16,771	
TOTAL PAYROLL TAXES AND BENEFITS		1,473,888	239,065	-	-	137,746	1,850,699	
TOTAL PERSONNEL SERVICE COSTS		6,193,469	1,004,583	-	-	578,827	7,776,879	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	79,000	79,000	
Legal		-	-	-	-	40,000	40,000	
Management Company Fee		1,008,563	163,589	-	-	94,258	1,266,410	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		7,486	1,214	-	-	700	9,400	
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		173,476	37,363	-	-	4,814	215,653	
TOTAL CONTRACTED SERVICES		1,189,525	202,167	-	-	218,772	1,610,463	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials		164,427	39,107	-	-	-	203,534	
Special Ed Supplies & Materials		-	-	-	-	-	-	
Textbooks / Workbooks		114,974	27,345	-	-	-	142,319	
Supplies & Materials other		-	-	-	-	-	-	
Equipment / Furniture		55,875	9,063	-	-	5,222	70,160	
Telephone		24,206	3,926	-	-	2,262	30,394	
Technology		15,232	3,623	-	-	-	18,855	
Student Testing & Assessment		18,097	4,304	-	-	-	22,401	
Field Trips		12,118	2,882	-	-	-	15,000	
Transportation (student)		4,443	1,057	-	-	-	5,500	
Student Services - other		97,913	23,287	-	-	-	121,200	
Office Expense		19,910	3,229	-	-	1,861	25,000	
Staff Development		207,252	46,401	-	-	3,573	257,226	
Staff Recruitment		7,964	1,292	-	-	744	10,000	
Student Recruitment / Marketing		48,795	11,605	-	-	-	60,400	
School Meals / Lunch		262,041	62,323	-	-	-	324,364	
Travel (Staff)		6,371	1,033	-	-	595	8,000	
Fundraising		-	-	-	-	-	-	
Other		41,922	6,800	-	-	3,918	52,640	
TOTAL SCHOOL OPERATIONS		1,101,539	247,278	-	-	18,175	1,366,992	
FACILITY OPERATION & MAINTENANCE								
Insurance		63,585	10,313	-	-	5,942	79,841	

Hebrew Language Academy Charter School

PROJECTED BUDGET FOR 2018-2019

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	11,468,257	1,867,882	-	-	1,109,786	14,445,925
Total Expenses	11,327,185	1,921,662	-	-	1,073,342	14,322,189
Net Income	141,072	(53,780)	-	-	36,444	123,736
Actual Student Enrollment	687	132				687
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	1,988,280	322,500	-	-	185,820	2,496,600
Repairs & Maintenance	255,754	41,483	-	-	23,902	321,140
Equipment / Furniture	-	-	-	-	-	-
Security	98,608	22,549	-	-	1,116	122,274
Utilities	157,686	25,577	-	-	14,737	198,000
TOTAL FACILITY OPERATION & MAINTENANCE	2,563,914	422,423	-	-	231,518	3,217,855
DEPRECIATION & AMORTIZATION	278,738	45,211	-	-	26,050	350,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	11,327,185	1,921,662	-	-	1,073,342	14,322,189
NET INCOME	141,072	(53,780)	-	-	36,444	123,736

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	687	132	819
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	687	132	819
REVENUE PER PUPIL	16,693	14,151	-
EXPENSES PER PUPIL	16,488	14,558	-

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report
2018-2019

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name Shari Lipner, MD, PhD**
2. **Charter School Name Hebrew Language Academy Charter School**

[redacted]

7. List all positions held on board (e.g., chair, treasurer, parent representative) **Board Chair**
8. Is the trustee an employee of the school? ____**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

   _____

9. Is the trustee an employee or agent of the management company or institutional partner of the charter school? __**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None.			

11. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None.				

Signature

Date 6/3/19

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report
2018-2019

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name Michael Tobman**
2. **Charter School Name Hebrew Language Academy Charter School**
3. **Charter Authorizer Entity NYDOE**

[redacted]

7. List all positions held on board (e.g., chair, treasurer, parent representative) **Board Member and Vice-Chair**
8. Is the trustee an employee of the school? ____**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

   _____

9. Is the trustee an employee or agent of the management company or institutional partner of the charter school? __**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None.			

11. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None.				

Signature

Date 7/8/2019

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report
2018-2019

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name Stella Binkevich**
2. **Charter School Name Hebrew Language Academy Charter School**
3. **Charter Authorizer Entity NYDOE**

[redacted]

7. List all positions held on board (e.g., chair, treasurer, parent representative) **Board Member and Treasurer**
8. Is the trustee an employee of the school? _____**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

   _____

9. Is the trustee an employee or agent of the management company or institutional partner of the charter school? __**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None.			

11. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None.				

Signature Date 6/3/19

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report
2018-2019

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name Ellen Green**
2. **Charter School Name Hebrew Language Academy Charter School**
3. **Charter Authorizer Entity NYDOE**

[redacted]

7. List all positions held on board (e.g., chair, treasurer, parent representative) **Board Member and Secretary**
8. Is the trustee an employee of the school? ____**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

   _____

9. Is the trustee an employee or agent of the management company or institutional partner of the charter school? __**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None.** Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None.			

11. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None.**

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None.				

Signature Ellen Green

Date June 3, 2019

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report
2018-2019

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name Aaron Listhaus**
2. **Charter School Name Hebrew Language Academy Charter School**
3. **Charter Authorizer Entity NYDOE**

[redacted]

7. List all positions held on board (e.g., chair, treasurer, parent representative) **Member**
8. Is the trustee an employee of the school? ____**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

   _____

9. Is the trustee an employee or agent of the management company or institutional partner of the charter school? _X _**Yes** ____**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

   I was the Chief Programs Officer for Hebrew Public which manages HLA as a CMO. I worked for Hebrew Public from 2011 through 2018. My annual salary was $240,000.

10. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None.			

11. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Hebrew Public	**Employee**	**N/A**	**Self**	**Recuse myself in any situations where there may be a conflict of**

				interest

Resigned Effective September 2018

Signature Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report
2018-2019

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name Elly Rosenthal**
2. **Charter School Name Hebrew Language Academy Charter School**
3. **Charter Authorizer Entity NYDOE**

[redacted]

7. List all positions held on board (e.g., chair, treasurer, parent representative) **Board Member**
8. Is the trustee an employee of the school? ____**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

   _____

9. Is the trustee an employee or agent of the management company or institutional partner of the charter school? _X_**Yes** ____**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

11. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Heloreu Public	CFO	$50K		Recuse @ appropriate time

Ay Rosenthal

Signature

6/25/19

Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report
2018-2019

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name Alice Li**
2. **Charter School Name Hebrew Language Academy Charter School**
3. **Charter Authorizer Entity NYDOE**

[redacted]

7. List all positions held on board (e.g., chair, treasurer, parent representative) **Board Member**
8. Is the trustee an employee of the school? ____**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

   _____

9. Is the trustee an employee or agent of the management company or institutional partner of the charter school? __**Yes** __X__**No**

   If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None.			

11. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None.				

Signature

6/11/2019
Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report
2018-2019

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name Brian Tobin
2. Charter School Name Hebrew Language Academy Charter School
3. Charter Authorizer Entity NYDOE

[redacted]

7. List all positions held on board (e.g., chair, treasurer, parent representative) Board Member
8. Is the trustee an employee of the school? ____Yes __X__No

   If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

   _____

9. Is the trustee an employee or agent of the management company or institutional partner of the charter school? __Yes __X__No

   If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None.			

11. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school <u>and</u> in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None.				

6/3/19

Signature Date

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	Shari Lipner,; [redacted]	Chair	Executive and Nominating; Education and Accountability	Yes	1	7/1/2018	6/30/2021	11
2	Mike Tobman; [redacted]	Vice Chair	Executive and Nominating; Finance and Audit; Education and Accountability	Yes	1	5/9/2017	6/30/2019	8
3	Stella Binkevich; [redacted]	Treasurer	Executive and Nominating; Finance and Audit	Yes	1	5/9/2017	6/30/2019	9
4	Alice Li; [redacted]	Trustee/Member	Executive and Nominating; Finance and Audit	Yes	1	7/1/2018	6/30/2021	5 or less

5	Ellen Green; [redacted]	Secretary	Executive and Nominating; Education and Accountability	Yes	1	7/1/2018	6/30/2021	10
6	Elly Rosenthal; [redacted]	Trustee/Member	Finance and Audit	Yes		1/1/2019	06/30/2021	5 or less
7	Brian [redacted]	Trustee/Member	Finance and Audit	Yes		12/1/2018	6/30/2020	5 or less
8				Yes				
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	2
c. Total Number of Members who Departed during 2018 19	1
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: 07/16/2019

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.

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://hlacharterschool.org/about_hla/board_of_trustees

Entry 10 Enrollment and Retention of Special Populations

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.

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	To meet the recruitment targets for economically disadvantaged students during the past school year, HLA engaged in an extensive media campaign with advertisements online and in print, in different languages. These publications included Russian Parents Magazine, Brooklyn Parent Magazine, The Canarsie Courier, El Diario, Mommy Poppins, Bay Ridge Families, Ynet, Sing Tao, and AM New York, as well as social media sites like Facebook, and Instagram. Advertisements within these publications highlighted items that appeal to economically disadvantaged families by focusing on our ability to provide ICT classrooms, free meal plan, free transportation, and numerous afterschool programming options. We also leveraged facebook and instagram's boosting features to target zip codes within Brooklyn that house many economically disadvanted families. In addition to the media campaign, HLA reached out to many Community Based Organizations (CBO) including all the YW YMCA and YW YMHAs, and engaged in an ambitious canvassing campaign that included visits to over 50 pre schools, afterschools programs, and places of worship to leave applications and conduct school	For the 19 20 School Year, HLA will continue to use the strategies it has found success in over the previous years. 1. HLA 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 Brooklyn to continue to recruit eceonomically disadvanted families. 3. The school will continue to offer free yellow bus transportation to families. 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, pediatrician offices to leave marketing materials. 5. The school will continue to participate in all open to the public school

	information sessions for interested families. HLA 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. HLA sent 3 separate recruitment postcards using Vanguard mailing house to target prospective families from zipcodes all over Brooklyn. The school also offers yellow bus service 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 languages 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.	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 weekely 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. 8. The school regularly visits the CSD 22 Welcome Center to ensure paper applications and marketing materials refreshed for any new families looking for a school.
English Language Learners/Multilingual Learners	In order to reach out to families for whom English was not their first language and to ensure that the schools admissions process was highly accessible to families of diverse backgrounds, HLA conducted the following activities: 1. engaged in an extensive media campaign with advertisement online, in print and on the radio in multiple languages. 2. Offered a Spanish language option on our digital application platform schoolmint to help Spanish speaking families be able to complete applications. 3. Utilized multi lingual school staff at school fairs, recruiting events, and street canvassing. 4. Advertised in the following publications Russian Parents Magazine, Brooklyn Parent Magazine, The Canarsie Courier, El Diario, Mommy Poppins, Bay Ridge Families, Ynet, Sing Tao, and AM New York, as well as social media sites like facebook, and instagram. 5. Advertised in the Hebrew language programs e blast from New York Metro Parent. 6. Developed comprehensive informational postcards for canvassing outlining our academic and extracurricular programs in Hebrew, Spanish, and English. 7. Participated in mutli cultural street fairs to market the school to ELL's. 8.	For the 19 20 School Year, HLA will continue to use the strategies it has found success in over the previous years to recruit English language learners. One major change that the school will adopt for the 2019 2020 year will be a change to the school lottery process for ELL students. HLA will give all ELL's that submit applications a special lottery preference that will increase their chances of receiving a seat to the school on the night of the lottery. Additionally HLA will continue with the following strategies: 1. HLA 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 three mass mailing campaigns targeting zip codes in Brooklyn 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, offering stops in areas that 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

	Planned and executed recruitment and information sessions for prospective families in the community school district to attract ELL's and had multi lingual staff onsite to translate into Russian, Hebrew, or Spanish. 9. Engaged in an ambitious on foot canvassing campaign over the course of the school year and visited over 50 different UPK, preschool, after school sites, and houses of worship to share marketing materials. 10. Offered multiple language applications on the schools website, including Arabic, Russian, Creole, Spanish, Chinese, and Hebrew.	school sites, CBO's, and pediatrician offices to leave marketing materials, in multiple languages. 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 weekely 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 HLA took the following steps during the 2018 2019 school year: 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 and help families enroll. 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. Additionally, in the 2018 2019 school year HLA's special education services that were offered included services such as speech, counseling, OT, PT, APE, SETSS, and ICT classrooms in the various grades. ICT classes provided enhanced special education services for HLA's student population, allowed students to receive mandated IEP services and enabled HLA to provide a continuum of services for the current student population as children's needs changed.	To target students with disabilities for the 2019 20 school year HLA 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. 5. Continue to offer a robust list of support services that the school has historically offered like, such as speech, counseling, OT, PT, APE, SETSS, and ICT classrooms in all grades.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
	To retain and support economically disadvantaged students during the 2018 2019 HLA had the following policies: All families were offered free breakfast, lunch and end of day snack. Uniforms and school supplies were available to families that	HLA is planning to continue to market and offer many programs and activities to retain

Economically Disadvantaged	requested financial support; Yellow buses were available through the OPT. The school also began offering free afterschool programming for middle school families. HLA employed a full time social worker who helped economically disadvantaged families 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 family fun days, school carnivals, healthy eating events at the school.	economically 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. HLA will continue to offer OPT bussing for families that qualify, as well as offering after school programming, access to school social workers, and ICT classroom offerings for all grades.
English Language Learners/Multilingual Learners	To retain and best educate ELL students, HLA employs the following staff members: a full time English as a second language teacher. Additionally, each HLA homeroom has between 1 3 teachers. 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. HLA'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, HLA will continue to employ the following staff members: a full time English as a second language teacher and a full time Reading Interventionalist, plus multiple SETT's teachers. Additionally, each HLA homeroom has 1 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. HLA'ss 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. HLA 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, HLA employed two full time social workers, and hired a coordinator of	To retain and to best educate students with disabilities for the 19 20 school year, HLA is restructuring its leadership to offer more robust support. The school 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	student support services, who worked closely with the schol leadership team to ensure the school was meeting the needs of all students with disabilities. In addition, HLA employed numerous special education teachers and had 11 ICT classrooms spread between grades K 8. HLA also offered 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 received support in the least restrictive environment and we prefer push ins to pull outs when possible. In addition HLA 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, HLA plans to offer 14 ICT classrooms spread between grades K 8. 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, HLA'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, HLA 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 HLA 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: 07/18/2019 • 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
	59	31	40	0	68

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
	14	7	7	3	17

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 enrichment, STEM and floater teachers; the added admin positions were 2 Assistant Heads of School and a Dean of Culture.

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

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

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.

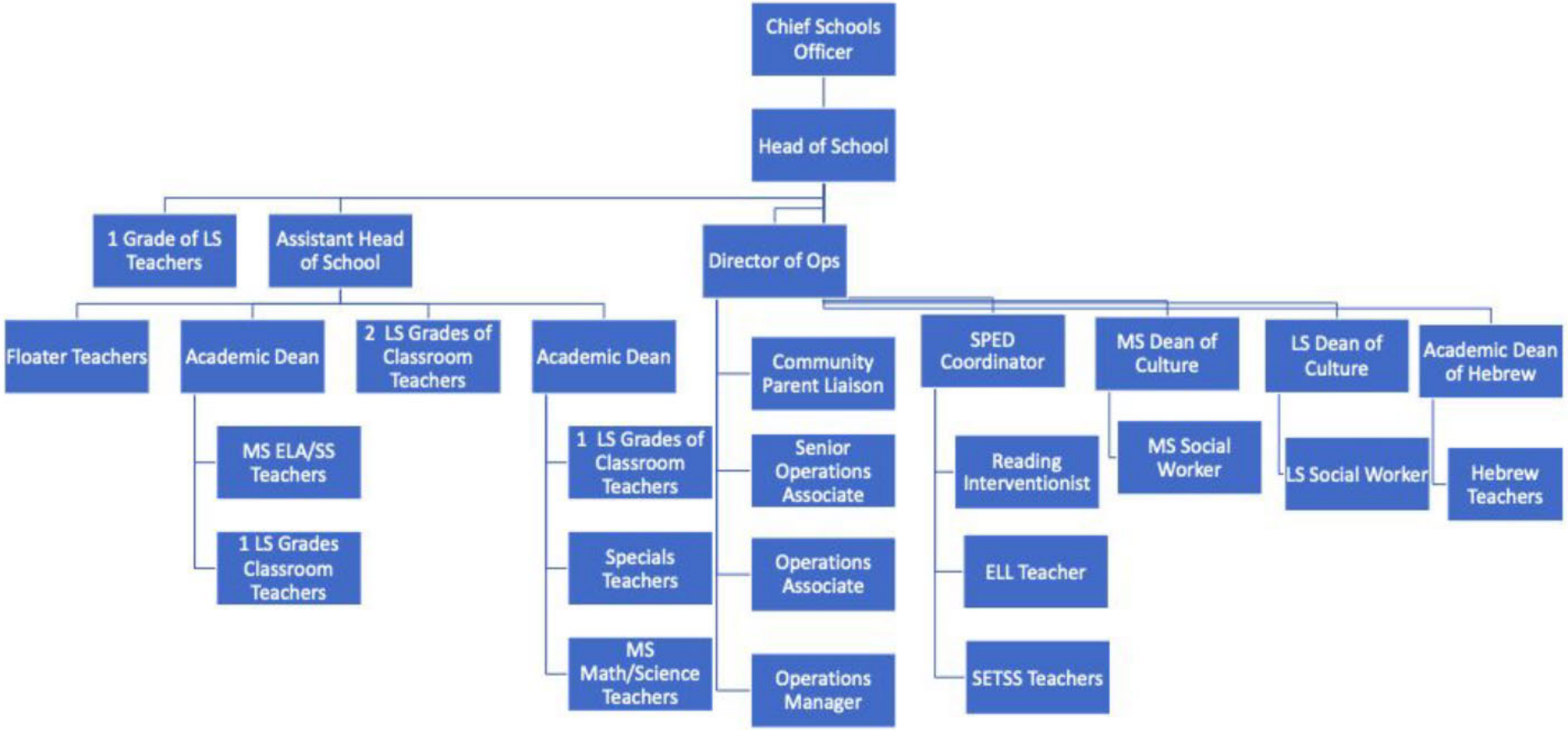
	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	35
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6 30 19)	17
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 30 19)	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)	10
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	8

FTE Count of All Uncertified Teachers as of 6/30/19 68

FTE Count of All Certified Teachers as of 6/30/19 33

Thank you.

HLA School Reporting Structure



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