



# Entry 1 School Information

Created: 07/05/2017 • Last updated: 07/20/2017

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 task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

**a. SCHOOL NAME AND BEDS#** HEBREW LANGUAGE ACADEMY CS (NYC CHANCELLOR)

(Select name from the drop down menu)

**b. CHARTER AUTHORIZER** NYCDOE-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

**c. DISTRICT / CSD OF LOCATION** NYC CSD 22

## d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	2186 Mill Ave. Brooklyn, NY 11234	718-377-7200	718-377-7220	

## d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Michelle Galeotti
Title	Director of Operations
Emergency Phone Number (###-###-####)	347-346-1371

**e. SCHOOL WEB ADDRESS (URL)** [www.hlacharterschool.org](http://www.hlacharterschool.org)

**f. DATE OF INITIAL CHARTER** 07/2009

**g. DATE FIRST OPENED FOR INSTRUCTION** 08/2009

# **h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

## MISSION STATEMENT

The Hebrew Language Academy Charter School ("HLA") is a dual language public elementary school located in Brooklyn, New York. Founded in 2009, HLA's mission is to provide a nurturing yet rigorous early childhood dual language program committed to fostering academic excellence and a high degree of Hebrew language proficiency. Our school provides students with a sophisticated core curriculum in English Language Arts, mathematics, the sciences, social studies, art, music, technology and physical education. We incorporate Hebrew language instruction across the curriculum through a partial immersion proficiency model.

At HLA, we recognize that our students are growing up in an increasingly "global" community. Our entire educational program is geared towards providing students with a solid foundation to become ethical, productive citizens in this global community. We help our students learn social and civic responsibility through the integration of community service and service learning into their classroom studies, and diversity, tolerance and openness are emphasized throughout the curriculum and school life.

## h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description of Key design elements 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	The Workshop Model: The workshop model of instruction is used to deliver a balanced literacy approach to teaching and learning is a critical component of our school. Lessons are delivered using a mini-lesson format so as to support the Gradual Release of Responsibility for building independent learners. The workshop model enables learners to be actively engaged in thinking and learning while being scaffolded toward independence.
Variable 2	Immersive Hebrew Instruction: HLA provides immersive Hebrew Language Instruction every day and to all students. Hebrew language Instruction is delivered through the Proficiency Model of Instruction which is aligned with best practices documented by the American Council on the Teaching of Foreign Languages (ACTFL).
Variable 3	Data-driven Culture: A data-driven culture sits at the foundation of HLA’s instructional program.
Variable 4	Supporting Diversity: The school’s practices (recruitment, instruction, curriculum, family engagement, classroom management, discipline, etc.) and culture fully support diversity, including racial, economic, cultural, linguistic, and special needs.
Variable 5	Service Learning: Service Learning is a central element of HLA's educational program in order to help students internalize the values of social responsibility and understanding of diverse cultures.
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

**i. TOTAL ENROLLMENT ON JUNE 30, 2017** 618

**j. GRADES SERVED IN SCHOOL YEAR 2016-17**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7
---------------	------------------------

**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?** Yes

**k2. NAME OF CMO/EMO AND ADDRESS**

NAME OF CMO/EMO	Hebrew Public
PHYSICAL STREET ADDRESS	555 Eighth Avenue
CITY	New York
STATE	NY
ZIP CODE	10018
EMAIL ADDRESS	<a href="mailto:shane@hebrewpublic.org">shane@hebrewpublic.org</a>

**l1. FACILITIES**

Does the school maintain or operate multiple sites?

	No, just one site.
--	--------------------

## 12. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	2186 Mill Ave, Brooklyn, NY 11234	718 -77-7200	BROOKLYN (TOTAL)	K-8	Yes	Rent/Lease
Site 2						
Site 3						

### 12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Peter Katcher	718-377-7200	929-237-3031	<a href="mailto:pkatcher@hlacharter.school.org">pkatcher@hlacharter.school.org</a>
Operational Leader	Michelle Galeotti	718-377-7200	347-346-1371	<a href="mailto:mgaleotti@hlacharter.school.org">mgaleotti@hlacharter.school.org</a>
Compliance Contact	Michelle Galeotti	718-377-7200	347-346-1371	<a href="mailto:mgaleotti@hlacharter.school.org">mgaleotti@hlacharter.school.org</a>
Complaint Contact	Peter Katcher	718-377-7200	929-237-3031	<a href="mailto:pkatcher@hlacharter.school.org">pkatcher@hlacharter.school.org</a>

**m1. Is the school or are the school sites co-located?** No

**n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions).** No

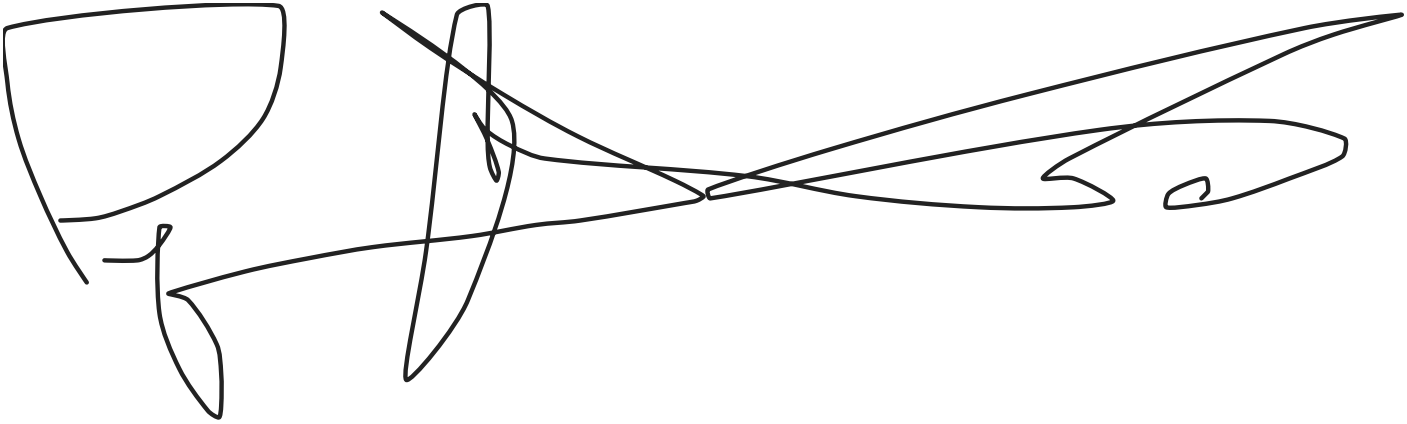
**o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.**

Peter Katcher

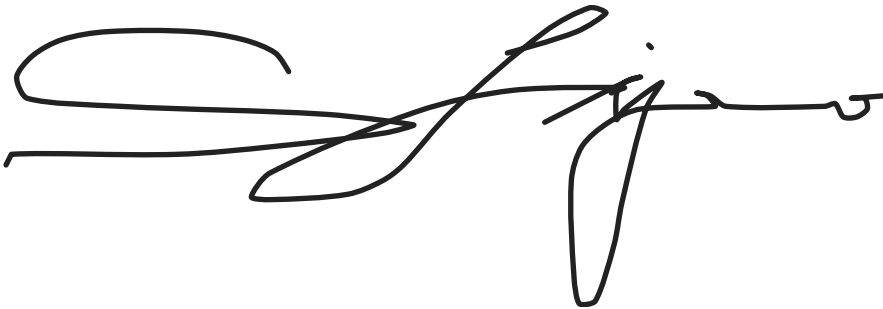
**p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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**

A handwritten signature in black ink, appearing to read 'Peter Katcher', written over a large, faint, light-colored watermark or background shape.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink, appearing to read 'John...', written over a large, faint, light-colored watermark or background shape.

**Date**

2017/07/31

**Thank you.**



# Entry 2 NYS School Report Card Link

Last updated: 07/20/2017

---

## 1. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/reportcard.php?year=2015&instid=800000064234>

**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).



# Entry 3 Progress Toward Goals

Created: 07/20/2017 • Last updated: 11/01/2017

## PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), please state this in the last column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

## 1. ACADEMIC STUDENT PERFORMANCE GOALS

### 2016-17 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
				<p>HLA Met it's goal for the NYS Science Exam.</p> <p>For ELA and Math:</p> <ul style="list-style-type: none"> <li>• Efforts the school is taking to meet goals in the 2017-2018 school year: <ul style="list-style-type: none"> <li>o Partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach, which 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. During the teacher summer institute, all classroom teachers were trained by Close Reading consultants</li> </ul> </li> </ul>



on the structure of this method. Throughout the year, a Close Reading consultant will come to the school thirteen times to observe and further train the literacy coach and teachers. So far, the consultant has come three times and there is already visible progress in terms of teachers' planning and execution of Close Reading and students' level of mastery. In addition to the consultant visits, the literacy coach and teachers are attending four full day professional development trainings on Close Reading. Trainings cover deepening literacy pedagogy, test preparation, and guided reading.

- o Partnership with Wilson Foundations to get teachers trained in research-based materials and strategies for reading, spelling, and handwriting. During the teacher summer institute, all classroom teachers were trained by a Foundations consultant on the program. Throughout the year a consultant will come four times to the school to observe and train teachers. So far, the consultant to ensure a strong start to the

year.

- o Expanded partnership with ThinkCERCA to get teachers trained in instruction of argumentative writing through ThinkCERCA, an online program where students read passages of text, analyze the text and then respond to a critical thinking prompt using a writing framework. During the teacher summer institute, all classroom teachers were trained by a ThinkCERCA consultant on the program. The consultant will be returning to the school in October to further train teachers on best practices with the program.
- o Consistent use of data from internal assessments such as MAP and Compass Learning to regularly monitor students' progress and adjust instruction as needed throughout the year. Students will test on MAP three times throughout the year. Students already tested in the fall. Teachers received a half day of training on how to use this data to create small groups, determine instructional next steps, and set individual student growth goals.

Academic Goal 1

Performance on NYS Examinations. 75% of all students tested in grades 3-5 who were enrolled in HLA for at least two consecutive BEDS dates will perform at or above Level 3 on ELA and Math examinations. HLA's aggregate performance index on the ELA and Math exam will meet its Annual Yearly Progress. 75% of all tested students in grade 4 who were enrolled for at least two consecutive BEDS dates will perform at or above Level 3 on the grade 4 Science Performance and Written exam

NYS Exams

Not Met

Additionally, a consultant from MAP came to the school to further train the coaches on use of MAP data.

o Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, small group instruction, and tailored assignments to meet all students where they are at. As soon as fall MAP testing was completed, students started their work on their individualized learning paths on Compass.

Math:

In order to meet the academic goals for the 2017 - 2018 school year, the following is being implemented:

- Developing teacher content knowledge through consistent coaching on high quality instructional practices specific to mathematics instruction and weekly grade level meetings.
- During summer institute teachers received in-depth training in Eureka Math to deepen their understanding of the overall program, each component of a

lesson, and how to effectively plan a lesson. Lesson components and effective mathematical instructional practices are continually revisited during grade team meetings.

- Focusing 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.

- Teachers receive frequent and timely feedback after informal observations conducted by the mathematics coach. The feedback teachers receive includes areas of strength and targeted areas of growth with specific examples of what teachers can immediately

implement into their practice.

- Consistent use of data from mid and end of module assessments, MAP, and Compass Learning to regularly monitor students' progress to tailor whole group and small group instruction that meet students' needs. Students will test on MAP three times throughout the year in fall (September), winter (December), and spring (June). Teachers received a half day of training on how to use this data to create small groups, determine instructional next steps, and set individual student growth goals. Additionally, a consultant from MAP came to the school to further train the coaches on use of MAP data.

- Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, and small group instruction. Restructuring of the leadership team to allow for a content specific coach in mathematic for K – 8th grade.

HLA outperformed CSD22 in Math.

- Efforts the school is taking to meet goals in the 2017-2018 school year:

- o Partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach, which 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. During the teacher summer institute, all classroom teachers were trained by Close Reading consultants on the structure of this method.

Throughout the year, a Close Reading consultant will come to the school thirteen times to observe and further train the literacy coach and teachers. So far, the consultant has come three times and there is already visible progress in terms of teachers' planning and execution of Close Reading and students' level of mastery. In addition to the consultant visits, the literacy coach and teachers are attending four full day professional development

Academic Goal 2

Comparative progress in NYS ELA and Math Percentage of students performing at or above Level 3 on the NYS ELA and Math examination will exceed the average performance of students tested in the same grades as CSD 22

NYS Exams

Not Met

trainings on Close Reading. Trainings cover deepening literacy pedagogy, test preparation, and guided reading.

- o Partnership with Wilson Foundations to get teachers trained in research-based materials and strategies for reading, spelling, and handwriting. During the teacher summer institute, all classroom teachers were trained by a Foundations consultant on the program. Throughout the year a consultant will come four times to the school to observe and train teachers. So far, the consultant to ensure a strong start to the year.
- o Expanded partnership with ThinkCERCA to get teachers trained in instruction of argumentative writing through ThinkCERCA, an online program where students read passages of text, analyze the text and then respond to a critical thinking prompt using a writing framework. During the teacher summer institute, all classroom teachers were trained by a ThinkCERCA consultant on the program. The consultant will be

returning to the school in October to further train teachers on best practices with the program.

- o Consistent use of data from internal assessments such as MAP and Compass Learning to regularly monitor students' progress and adjust instruction as needed throughout the year. Students will test on MAP three times throughout the year. Students already tested in the fall. Teachers received a half day of training on how to use this data to create small groups, determine instructional next steps, and set individual student growth goals. Additionally, a consultant from MAP came to the school to further train the coaches on use of MAP data.
- o Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, small group instruction, and tailored assignments to meet all students where they are at. As soon as fall MAP testing was completed, students started their work on their individualized



learning paths on Compass.  
o Restructuring of the leadership team to allow for content specific coaches K-8 in reading and math.

- Despite many instructional challenges such as building construction issues and leadership turn-over, there were many gains made in reading:
  - o All grades K-4 had an average NWEA reading score that was above norm grade level
  - o Spring to spring all grades 1-4 surpassed typical growth expectations in reading (Kindergarten cannot be included since they are new in fall and have no spring 2015-2016 test data for comparison)
  - o The school mean national percentile ranking in reading spring 2017 was the 68th percentile, which is well above the national norm at the 50th percentile. This was also a significant increase of 30 percentiles from our reading national ranking in spring 2016.
  - o Students on or above grade level (level 3 and 4 benchmark) on Fountas and Pinnell increased by 7% from Winter to Spring

Academic Goal  
3

Absolute Performance on NWEA Reading and Math. 75% of all tested students who were enrolled at HLA for at least two consecutive BEDS dates will perform at or above grade level on the spring administration of the NWEA Reading and Math test

NWEA progress report, RIT, and quadrant reports

Not Met

testing.

- Efforts the school will make to meet goals in the 2017-2018 year:
  - o Partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach which 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.
  - o Partnership with Wilson Foundations to get teachers trained in research-based materials and strategies for reading, spelling, and handwriting.
  - o Expanded partnership with ThinkCERCA to get teachers trained in instruction of argumentative writing through ThinkCERCA, an online program where students read passages of text, analyze the text and then respond to a critical thinking prompt using a writing framework.
  - o Consistent use of data from internal assessments such as NWEA and Compass Learning to regularly monitor students' progress and adjust instruction as needed throughout the year.

- o Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their NWEA results, small group instruction, and tailored assignments to meet all students where they are at.
- o Addition of an additional academic leadership member replacing the single role of Director of Curriculum and Instruction K-4 with two Academic Deans for K-2 and 3-5.
- o Addition of a Behavior Interventionist to the leadership team to assist teachers with behavior management and allow Academic Deans to remain focused on instruction and coaching.

HLA outperformed CSD22 in Math.

- Efforts the school is taking to meet goals in the 2017-2018 school year:
  - o Partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach, which 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. During the teacher summer institute, all classroom teachers were trained by Close Reading consultants on the structure of this method. Throughout the year, a Close Reading consultant will come to the school thirteen times to observe and further train the literacy coach and teachers. So far, the consultant has come three times and there is already visible progress in terms of teachers' planning and execution of Close Reading and students' level of mastery. In addition to the consultant visits, the literacy coach and teachers are attending four full day professional development trainings on Close Reading. Trainings cover deepening literacy pedagogy, test preparation, and guided reading.

- o Partnership with Wilson Foundations to get teachers trained in research-based materials and strategies for reading, spelling, and handwriting. During the teacher summer institute, all classroom teachers were trained by a

Academic Goal 4

Comparative progress in NYS ELA and Math. Each year the percentage of students performing at or above Level 3 on the NYS ELA and Math exam in each tested grade will be in the majority of grades exceed the average performance of students tested in the same grades of CSD 22. This will be measured by an analysis of performance compared to CSD's conducted by NYCDOE

NYS Exams

Not Met

Fundations consultant on the program. Throughout the year a consultant will come four times to the school to observe and train teachers. So far, the consultant to ensure a strong start to the year.

- o Expanded partnership with ThinkCERCA to get teachers trained in instruction of argumentative writing through ThinkCERCA, an online program where students read passages of text, analyze the text and then respond to a critical thinking prompt using a writing framework. During the teacher summer institute, all classroom teachers were trained by a ThinkCERCA consultant on the program. The consultant will be returning to the school in October to further train teachers on best practices with the program.
- o Consistent use of data from internal assessments such as MAP and Compass Learning to regularly monitor students' progress and adjust instruction as needed throughout the year. Students will test on MAP three times throughout the year. Students already

tested in the fall. Teachers received a half day of training on how to use this data to create small groups, determine instructional next steps, and set individual student growth goals. Additionally, a consultant from MAP came to the school to further train the coaches on use of MAP data.

- o Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, small group instruction, and tailored assignments to meet all students where they are at. As soon as fall MAP testing was completed, students started their work on their individualized learning paths on Compass.
- o Restructuring of the leadership team to allow for content specific coaches K-8 in reading and math.

Goal Partially Met:  
 Methods:  
 OPI - Oral Proficiency Interview, Summative Assessments, ELLOPA 'Hebrew Studies - End of Year 2017 Data Reporting

Academic Goal  
Measure used to  
Evaluate  
Goal Met or Not  
Method to Address  
BEDS YEAR 1

Speaking

Novice Mid  
Summative  
Assessments  
Yes - 82%

Listening

Novice Mid  
Summative  
Assessments  
Yes - 88%

Reading

Novice Low  
Summative  
Assessments  
No - 64%  
(mostly Ks)

Writing

Novice Low  
Summative  
Assessments  
No -

BEDS YEAR 2

Speaking Noticings:  
Each year percentage  
at Benchmark  
decreasing  
Beginning in Beds  
Year 2, benchmarks  
for Reading and  
Writing increase  
significantly, adding  
phonetic decoding  
and reading  
comprehension. In  
writing, students  
learn to write an  
orthography very  
different from  
English, which also  
includes written  
expression. Our  
allotted time for  
Hebrew does not  
increase, meaning  
that there are 4 skills  
as opposed to two.  
This is ongoing,  
especially as the  
benchmarks  
increase.  
Continue training  
teachers on the  
importance of  
comprehensible input  
and maintaining  
expectations for  
learners' Hebrew  
language production  
in the Hebrew  
environment.  
Grs K-2 had more  
veteran teachers  
along with more  
instructional time  
with the students  
(Lunch, Morning  
Meeting, etc)  
Build capacity and  
increase retention  
Listening:  
We continue to  
exceed benchmark  
Deepen teachers'  
understandings of

Academic Goal 5

Absolute Performance in Hebrew proficiency: 75% of students will perform at the proficiency level indicated below based upon # of BEDS days  
1 BEDS DAY  
Speaking - Novice Mid -Meet Listening - Novice - Mid Strong  
Reading - Novice Low  
Writing - Novice Low  
2 BEDS DAYS  
Speaking - Novice Mid-Strong Listening - Novice High- Emergent Reading - Novice Mid-Meet  
Writing - Novice Mid - Meet  
3 BEDS DAYS  
Speaking - Novice High-Strong  
Listening - Intermediate Low- Emergent Reading - Novice High-Meet

Speaking

Novice Mid Summative Assessments  
Yes 78%

Listening

Novice High Summative Assessments  
Yes 85%

Reading

Novice Mid Summative Assessments  
No 71%

Writing

Novice Mid Summative Assessments  
No 60%

BEDS YEAR 3

Speaking

Novice High OPI - Oral Proficiency Interview  
No 74%

Not Met

how to further challenge learners in this skill area through Professional Development.

Reading/Writing:  
There was a misunderstanding regarding the administration of reading assessments (letter recognitions and beginning literacy) for Beds 1 Middle School students, accounting for the number of students who received a grade of NA.

Ensure that all assessments are administered for Beds 1 students by re-clarifying expectations for all HS staff.  
Create student groupings for Reading and Writing

Reading  
In Beds 2, students are introduced to Hebrew decoding, which is a completely different orthography and directionality than English. This past year 2016-2017, Hebrew Public developed a new guided approach for teaching Hebrew reading. Gr1 teachers were trained online mid-year. We look forward to meeting benchmark and beyond as teachers become more proficient in their



Writing -Novice High-Meet  
 4 BEDS DAYS  
 Speaking-Intermediate Low-Emergent Listening - Intermediate Low-Meet Reading - Novice High - Strong Writing- Novice High - strong  
 5 BEDS DAYS  
 Speaking-Intermediate Low - Meet Listening - Intermediate Low-Strong Reading - Intermediate Low-Emergent Writing-Intermediate Low-Emergent

Listening

Intermediate Low Summative Assessments  
 Yes 86%

Reading

Novice High Summative Assessments  
 No 63%

Writing

Novice High Summative Assessments  
 No 49%

BEDS YEAR 4

Speaking

Intermediate Low Summative Assessments  
 No 71%

Listening

Intermediate Low Summative Assessments  
 Yes 78%

Reading

Novice High

understandings of this approach.

Benchmarks in terms of fluency and comprehension increase necessitating more dedicated time for reading practice. HW will be for such practice as should the implementation of reading/writing groupings.

Writing  
 Beds 1

This was an assessment administered together with the ELLOPA. In that K has moved to SA, this writing assessment was inadvertently not included.

Bed 5  
 Significant staffing

More professional development in Looking at Student Work, summarizing findings, and identifying implications for instruction and strategies for advancing students to the next level.

Beds Year 3  
 Students learn an additional orthography, that of Hebrew script.

Incorporate more writing practice in HW assignments

Summative Assessments  
No 71%

Writing

Novice High Summative Assessments  
No 55%

BEDS YEAR 5

Speaking

Intermediate Low Summative Assessments  
No 64%  
Dbled % from 32%  
Even though it's low it doubled from last year  
Listening

Intermediate Low Summative Assessments  
Yes 79%

Reading

Intermediate Low Summative Assessments  
No 71%

Writing

Intermediate Low Summative Assessments

Overall observations:  
Teachers require ongoing training in discerning levels and sub-levels of proficiency as well as in strategies for how to advance students to the next sub-level.

More pd in looking at and assessing student work and developing better strategies to help Hebrew teachers move students forward.

More integration of Can Do Statements, rubrics, and self assessment on the part of the learners.

Maintaining consistent staffing presents specific challenges in reaping the benefits of PD and gleaning teacher expertise.

Benchmarks remain for 2-3 years.

Students with IEPs are counted in the total no, when often they are not in class for 75% of the week.

		No 30%		
Academic Goal 6	<p>Absolute Performance on Fountas and Pinnell Benchmark Assessment System</p> <p>75% of k students who were enrolled at the school on BEDS day will perform at or above grade level on the spring administration of the Foundal and Pinnell Benchmark Assessment System.</p> <p>75% of students in grades K-5 who were enrolled at the school on BEDS day for at least two consecutive years will perform at or above grade level on the spring administration of the Fountas and Pinnell Benchmark Assessment System.</p>	F and P assessment cycles	Met	
				<p>HLA no longer uses the ITBS Reading and Math test to evaluate student growth. For Reading and Math:</p> <ul style="list-style-type: none"> <li>• Efforts the school is taking to meet goals in the 2017-2018 school year: <ul style="list-style-type: none"> <li>o Partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach, which gives students the tools to understand both the literal and deeper meaning of any nonfiction or fiction text, examine</li> </ul> </li> </ul>

craft and structure, and develop evidence-based ideas. During the teacher summer institute, all classroom teachers were trained by Close Reading consultants on the structure of this method. Throughout the year, a Close Reading consultant will come to the school thirteen times to observe and further train the literacy coach and teachers. So far, the consultant has come three times and there is already visible progress in terms of teachers' planning and execution of Close Reading and students' level of mastery. In addition to the consultant visits, the literacy coach and teachers are attending four full day professional development trainings on Close Reading. Trainings cover deepening literacy pedagogy, test preparation, and guided reading.

- o Partnership with Wilson Foundations to get teachers trained in research-based materials and strategies for reading, spelling, and handwriting. During the teacher summer institute, all classroom teachers were trained by a Foundations

consultant on the program. Throughout the year a consultant will come four times to the school to observe and train teachers. So far, the consultant to ensure a strong start to the year.

- o Expanded partnership with ThinkCERCA to get teachers trained in instruction of argumentative writing through ThinkCERCA, an online program where students read passages of text, analyze the text and then respond to a critical thinking prompt using a writing framework. During the teacher summer institute, all classroom teachers were trained by a ThinkCERCA consultant on the program. The consultant will be returning to the school in October to further train teachers on best practices with the program.
- o Consistent use of data from internal assessments such as MAP and Compass Learning to regularly monitor students' progress and adjust instruction as needed throughout the year. Students will test on MAP three times throughout the year. Students already tested in the fall.

Academic Goal  
7

Value Added  
Performance/Progress  
Each year grade level cohorts of students will reduce by one half, the gap between the percent at grade level on the previous spring administration of the ITBS reading and math test and 75% at or above grade level (NCE=50) in the current spring. Each year each grade level cohort of students will reduce by one half the gap between the percentage at or above level 3 on the previous year's NYS Reading and Math exam and 75% at or above Level 3 in the previous year, and the cohort will remain above 75% at or above Level 3 in the current year.

NYS Exams

Not Met

Teachers received a half day of training on how to use this data to create small groups, determine instructional next steps, and set individual student growth goals. Additionally, a consultant from MAP came to the school to further train the coaches on use of MAP data.

- o Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, small group instruction, and tailored assignments to meet all students where they are at. As soon as fall MAP testing was completed, students started their work on their individualized learning paths on Compass.

In order to meet the academic goals for the 2017 - 2018 school year, the following is being implemented:

- Developing teacher content knowledge through consistent coaching on high quality instructional practices specific to mathematics instruction and weekly grade level meetings.

- During summer institute teachers received in-depth training in Eureka Math to deepen their understanding of the overall program, each component of a lesson, and how to effectively plan a lesson. Lesson components and effective mathematical instructional practices are continually revisited during grade team meetings.
- Focusing 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.
- Teachers receive frequent and timely feedback after informal observations conducted by the mathematics coach. The feedback

teachers receive includes areas of strength and targeted areas of growth with specific examples of what teachers can immediately implement into their practice.

- Consistent use of data from mid and end of module assessments, MAP, and Compass Learning to regularly monitor students' progress to tailor whole group and small group instruction that meet students' needs.

Students will test on MAP three times throughout the year in fall (September), winter (December), and spring (June).

Teachers received a half day of training on how to use this data to create small groups, determine instructional next steps, and set individual student growth goals.

Additionally, a consultant from MAP came to the school to further train the coaches on use of MAP data.

- Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, and small



group instruction. Restructuring of the leadership team to allow for a content specific coach in mathematic for K - 8th grade.

HLA outperformed CSD22 in Math.

- Efforts the school is taking to meet goals in the 2017-2018 school year:
  - o Partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach, which 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. During the teacher summer institute, all classroom teachers were trained by Close Reading consultants on the structure of this method.

Throughout the year, a Close Reading consultant will come to the school thirteen times to observe and further train the literacy coach and teachers. So far, the consultant has come three times and there is already visible progress in terms of teachers' planning and execution of Close Reading and students' level of

Academic Goal  
8

Comparative Progress on ELA and Math  
Each year the percent of student performing at or above Level 3 on the NYS ELA and Math in each tested grade will in the majority of grades exceed the average performance of students tested in the same grades of CSD22. This will be measured by an analysis of performance compared to CSD's conducted by NYCDOE.

NYS Exams

Not Met

mastery. In addition to the consultant visits, the literacy coach and teachers are attending four full day professional development trainings on Close Reading. Trainings cover deepening literacy pedagogy, test preparation, and guided reading.

- o Partnership with Wilson Foundations to get teachers trained in research-based materials and strategies for reading, spelling, and handwriting. During the teacher summer institute, all classroom teachers were trained by a Foundations consultant on the program. Throughout the year a consultant will come four times to the school to observe and train teachers. So far, the consultant to ensure a strong start to the year.
- o Expanded partnership with ThinkCERCA to get teachers trained in instruction of argumentative writing through ThinkCERCA, an online program where students read passages of text, analyze the text and then respond to a critical thinking prompt using a writing framework. During the teacher

summer institute, all classroom teachers were trained by a ThinkCERCA consultant on the program. The consultant will be returning to the school in October to further train teachers on best practices with the program.

- o Consistent use of data from internal assessments such as MAP and Compass Learning to regularly monitor students' progress and adjust instruction as needed throughout the year. Students will test on MAP three times throughout the year. Students already tested in the fall. Teachers received a half day of training on how to use this data to create small groups, determine instructional next steps, and set individual student growth goals. Additionally, a consultant from MAP came to the school to further train the coaches on use of MAP data.
- o Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, small group instruction, and tailored assignments

to meet all students where they are at. As soon as fall MAP testing was completed, students started their work on their individualized learning paths on Compass.  
 o Restructuring of the leadership team to allow for content specific coaches K-8 in reading and math.

**2. Do have more academic goals to add?** No

**3. Do have more academic goals to add?** No

**4. ORGANIZATIONAL GOALS**

**2016-17 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	a) Student Engagement School will have an annual average attendance rate of at least 95%, factoring out students who are excused from school for religious observance. b) 95% of all students enrolled on the 1st day of school year who do not move will return the following	ATS, Powerschool attendance	Met	

	September			
Org Goal 2	<p>Strong Culture and Supportive Relationships 80% of parents responding to the survey will express satisfaction with HLA's program based on the NYCDOE Learning Environment Survey</p> <p>80% of teachers responding to the survey will express satisfaction with HLA's program based on the NYCDOE Learning Environment Survey</p>	NYC Survey	Met	
Org Goal 3	<p>Responsive School Leadership</p> <p>a) Head of School will present program reports that outline enrollment, attendance, discharge status, etc. as well as any available testing results at every Board of Trustees meeting. The Head of School and Director of Finance will present an up to date financial Report. Board minutes will reflect these activities.</p> <p>b)At any given time at least 95% of members of the BOT will be an active member of a subcommittee of the Board</p>	Board minutes, sub committe	Met	

Org Goal 4				
Org Goal 5				

**5. Do you have more organizational goals to add?** No

**6. FINANCIAL GOALS**

**2016-17 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	Enrollment stability - annually student enrollment will be within 15% of full enrollment as defined in the school's contract	ATS Student Enrollment	Met	
Financial Goal 2	HLA will undergo an independent financial audit that will result in an unqualified opinion and no major findings	Independent Financial Audit	Met	
Financial Goal 3	HLA operates on a balanced budget and maintain a stable cash flow.	Independent Financial Audit	Met	
Financial Goal 4				
Financial Goal 5				



# Entry 4 Expenditures per Child

Last updated: 07/24/2017

## 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 2016-17 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: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	10893546
Line 2: Year End FTE student enrollment	615
Line 3: Divide Line 1 by Line 2	17711

## 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 2016-17 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)	450463
Line 2: Management and General Cost (Column)	464775
Line 3: Sum of Line 1 and Line 2	915237
Line 5: Divide Line 3 by the Year End FTE student enrollment	1488

***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, 2017**

**(With Comparative Totals For 2016)**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants

## CONTENTS

<u>AUDITED FINANCIAL STATEMENTS</u>	<u>PAGE</u>
Independent Auditor's Report	3
Statement of Financial Position	5
Statement of Activities and Changes in Net Assets	6
Statement of Functional Expenses	7
Statement of Cash Flows	8
Notes to Financial Statements	9
 <u>REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS</u>	
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 <i>Government Auditing Standards</i>	16

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, 2017, 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, 2017, 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**

The financial statements of Hebrew Language Academy Charter School, Inc. for the year ended June 30, 2016, were audited by another auditor who expressed an unmodified opinion on those statements on October 13, 2016. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016 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 9, 2017 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, Baw & Co. LLP*

Rochester, New York  
October 9, 2017

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2017

(With Comparative Totals For 2016)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2017</u>	<u>2016</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 174,813	\$ 603,665
Cash in escrow	70,917	70,737
Grants and other receivables	321,167	205,522
Prepaid expenses	<u>289,194</u>	<u>32,140</u>
TOTAL CURRENT ASSETS	856,091	912,064
 <u>OTHER ASSETS</u>		
Property and equipment, net	593,625	587,787
Deposits	<u>212,859</u>	<u>203,998</u>
	<u>806,484</u>	<u>791,785</u>
TOTAL ASSETS	<u>\$ 1,662,575</u>	<u>\$ 1,703,849</u>
 <u>LIABILITIES AND NET ASSETS</u>		
 <u>CURRENT LIABILITIES</u>		
Accounts payable	\$ 130,156	\$ 293,403
Accrued payroll and benefits	446,583	540,376
Due to Charter Management Organization	119,914	-
Deferred revenue	<u>1,052</u>	<u>38,273</u>
TOTAL CURRENT LIABILITIES	697,705	872,052
 <u>DEFERRED LEASE LIABILITY</u>	580,200	-
 <u>NET ASSETS</u>		
Unrestricted	<u>384,670</u>	<u>831,797</u>
TOTAL NET ASSETS	<u>384,670</u>	<u>831,797</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 1,662,575</u>	<u>\$ 1,703,849</u>

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, 2017  
(With Comparative Totals For 2016)

	<u>Year ended June 30,</u>	
	<u>2017</u>	<u>2016</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 10,389,920	\$ 9,174,796
Governmental grants and contracts	605,989	419,880
In-kind contributions	-	361,849
Other revenue	<u>28,372</u>	<u>11,240</u>
TOTAL REVENUE AND SUPPORT	11,024,281	9,967,765
Expenses:		
Program services:		
Regular education	8,324,363	7,505,928
Special education	<u>2,395,293</u>	<u>1,764,346</u>
TOTAL PROGRAM SERVICES	10,719,656	9,270,274
Management and general	<u>751,752</u>	<u>703,013</u>
TOTAL OPERATING EXPENSES	<u>11,471,408</u>	<u>9,973,287</u>
CHANGE IN NET ASSETS	(447,127)	(5,522)
Net assets at beginning of year	<u>831,797</u>	<u>837,319</u>
NET ASSETS AT END OF YEAR	<u>\$ 384,670</u>	<u>\$ 831,797</u>

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

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2017  
 (With Comparative Totals For 2016)

	No. of positions June 30, 2017	Year ended June 30,					2016 Total
		2017			2016		
		Regular Education	Special Education	Sub-total	Supporting Services Management and general	Total	
Personnel services costs:							
Administrative staff personnel	7	\$ 182,050	\$ 29,050	\$ 211,100	\$ 311,900	\$ 523,000	\$ 455,442
Instructional personnel	71	3,527,045	1,068,981	4,596,026	-	4,596,026	3,764,711
Non-instructional personnel	<u>1</u>	<u>35,759</u>	<u>7,954</u>	<u>43,713</u>	<u>-</u>	<u>43,713</u>	<u>131,207</u>
<b>TOTAL PERSONNEL SERVICES COSTS</b>	79	3,744,854	1,105,985	4,850,839	311,900	5,162,739	4,351,360
Fringe benefits & payroll taxes		781,309	230,747	1,012,056	65,073	1,077,129	901,305
Retirement		46,420	13,710	60,130	3,866	63,996	67,755
Management company fees		271,108	80,067	351,175	22,580	373,755	223,428
Legal services		-	-	-	41,491	41,491	46,352
Accounting / audit services		-	-	-	68,472	68,472	115,713
Other purchased / professional / consulting services		328,112	81,702	409,814	12,830	422,644	493,712
Occupancy		1,835,310	542,031	2,377,341	152,859	2,530,200	2,087,499
Repair and maintenance		198,474	58,617	257,091	16,531	273,622	237,295
Insurance		52,918	15,628	68,546	4,407	72,953	52,651
Utilities		157,346	46,470	203,816	13,105	216,921	222,836
Supplies / materials		207,451	46,145	253,596	-	253,596	335,305
Staff development		153,262	35,579	188,841	1,700	190,541	160,715
Marketing / recruitment		49,871	12,889	62,760	2,052	64,812	48,334
Technology		7,477	1,663	9,140	-	9,140	12,033
Food service		150,348	33,443	183,791	-	183,791	156,562
Student service		134,809	29,986	164,795	-	164,795	227,121
Office expense		33,253	9,821	43,074	20,557	63,631	54,795
Depreciation and amortization		169,714	50,122	219,836	14,135	233,971	178,516
Miscellaneous		<u>2,327</u>	<u>688</u>	<u>3,015</u>	<u>194</u>	<u>3,209</u>	<u>-</u>
		<u>\$ 8,324,363</u>	<u>\$ 2,395,293</u>	<u>\$ 10,719,656</u>	<u>\$ 751,752</u>	<u>\$ 11,471,408</u>	<u>\$ 9,973,287</u>

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

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2017  
(With Comparative Totals For 2016)

	<u>Year ended June 30,</u>	
	<u>2017</u>	<u>2016</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ (447,127)	\$ (5,522)
Adjustments to reconcile change in net assets to net cash (used for) provided from operating activities:		
Depreciation and amortization	233,971	178,516
Changes in certain assets and liabilities affecting operations:		
Deposits	(8,861)	(4,500)
Grants and other receivables	(115,645)	(157,343)
Prepaid expenses	(257,054)	510,640
Accounts payable	(163,247)	42,712
Accrued payroll and benefits	(93,793)	28,342
Due to Charter Management Organization	119,914	-
Deferred revenue	(37,221)	-
Deferred lease liability	580,200	38,273
NET CASH (USED FOR) PROVIDED FROM OPERATING ACTIVITIES	(188,863)	631,118
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(239,809)	(476,845)
Increase in cash in escrow	(180)	(154)
NET CASH USED FOR INVESTING ACTIVITIES	(239,989)	(476,999)
NET (DECREASE) INCREASE IN CASH	(428,852)	154,119
Cash at beginning of year	603,665	449,546
CASH AT END OF YEAR	<u>\$ 174,813</u>	<u>\$ 603,665</u>

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



HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2017

(With Comparative Totals For 2016)

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 and will expire on June 30, 2019.

The Charter School was organized to increase learning opportunities for students through innovative educational programs and to enable parents to be more involved in their children’s education. The school offers an academically rigorous curriculum, including daily Modern Hebrew studies, that leads to a high level of language fluency.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

*Permanently restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2017 or 2016.

*Temporarily restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2017 or 2016.

*Unrestricted* – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2017

(With Comparative Totals For 2016)

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 and unconditional promises to give are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets 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, 2017 and 2016.

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, 2017 or 2016.

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.

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2017

(With Comparative Totals For 2016)

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

Cont'd

Deferred lease liability

The Charter School leases its facility. The lease contains significant pre-determined fixed escalations of the base rent. In accordance with GAAP, the Charter School recognizes the related rent expense on a straight-line basis and records the difference between the recognized rental expense and the amounts paid under the lease as a deferred lease liability. The amount of additional rent expense recognized in excess of the amounts paid under the lease was \$580,200 for the year ended June 30, 2017.

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, 2014 through June 30, 2017 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, and speech, occupational and physical therapy services that were provided for the students from the local district. These services are not valued in the financial statements.

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution. There were no in-kind contributions received during the year ended June 30, 2017. For the year ended June 30, 2016, Friends of Hebrew Language Academy Charter Schools, Inc. contributed occupancy costs of \$361,849 for real estate taxes.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated \$64,800 and \$48,300 for the years ended June 30, 2017 and 2016, 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.

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2017

(With Comparative Totals For 2016)

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

Comparatives for year ended June 30, 2016

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, 2016, from which the summarized information was derived.

Reclassifications

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

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 9, 2017, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: SCHOOL FACILITY

The Charter School entered into a one-year lease for space for the School as of July 1, 2015 which expired June 30, 2016. 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, 2017 was \$162,500 per month. The lease will have escalating payments throughout the term. Rent expense totaled \$2,530,200 and \$1,725,650, for the years ended June 30, 2017 and 2016, respectively. The Charter School was required to provide a security deposit, which amounted to \$212,859 and \$203,998 at June 30, 2017 and 2016, respectively.

The future minimum payments on this agreement are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2018	\$ 2,589,600
2019	2,589,600
2020	2,556,000
2021	2,600,400
2022	2,658,000
Thereafter	<u>5,298,000</u>
	<u>\$ 18,291,600</u>

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2017

(With Comparative Totals For 2016)

NOTE C: OPERATING LEASE

The Charter School leases office equipment under a non-cancelable lease agreement expiring in July 2018. Lease expense was approximately \$20,900 and \$17,600, for the years ended June 30, 2017 and 2016, respectively. The future minimum payments on this agreement are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2018	\$ 5,991
2019	499
	<u>\$ 6,490</u>

NOTE D: 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, 2017 and 2016, the Charter School contributed \$60,970 and \$64,787, respectively, for the employer match. Administrative fees were \$3,026 and \$2,968 for the years ended June 30, 2017 and 2016, respectively.

NOTE E: 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 F: CONCENTRATIONS

At June 30, 2017 and 2016, approximately 96% and 92%, respectively, of grants and other receivables are due from New York State relating to certain grants.

For the years ended June 30, 2017 and 2016, 94% and 92%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2017

(With Comparative Totals For 2016)

NOTE G: FIXED ASSETS

Property and equipment consist of the following:

	June 30,	
	<u>2017</u>	<u>2016</u>
Furniture, fixtures and equipment	\$ 1,139,436	\$ 907,127
Leasehold improvements	<u>308,697</u>	<u>301,197</u>
	1,448,133	1,208,324
Less accumulated depreciation and amortization	<u>854,508</u>	<u>620,537</u>
	<u>\$ 593,625</u>	<u>\$ 587,787</u>

NOTE H: 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 continues through June 30, 2019. The percent of gross revenue used for the calculation is as follows:

<u>School Year</u>	<u>Percentage of Gross Revenue per Agreement</u>
2015-2016	2.5%
2016-2017	3.75%
2017-2018	5%
2018-2019	5%

For the years ended June 30, 2017 and 2016, the expense amounted to approximately \$373,800 and \$223,400, respectively. Amounts due to Hebrew Public relating to the management fee were \$119,914 at June 30, 2017. There were no amounts due at June 30, 2016.

**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, 2017 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 9, 2017.

**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*.

We noted a certain matter that we have reported to management of Hebrew Language Academy Charter School in a separate letter dated October 9, 2017.

### **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, Baw & Co. LLP*

Rochester, New York  
October 9, 2017

**HEBREW LANGUAGE ACADEMY CHARTER SCHOOL**

**REPORT TO THE FINANCE COMMITTEE**

**JUNE 30, 2017**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants

October 9, 2017

The Finance Committee  
Hebrew Language Academy Charter School

We have audited the financial statements of Hebrew Language Academy Charter School as of and for the year ended June 30, 2017, and have issued our report thereon dated October 9, 2017. Professional standards require that we advise you of the following matters relating to our audit.

**Our Responsibility in Relation to the Financial Statement Audit**

As communicated in our engagement letter dated March 28, 2017, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

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

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

We have provided our comments regarding control deficiencies and other matters noted during our audit in a separate letter to you dated October 9, 2017.

## **Planned Scope and Timing of the Audit**

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

## **Compliance with All Ethics Requirements Regarding Independence**

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

## **Qualitative Aspects of the Entity's Significant Accounting Practices**

### *Significant Accounting Policies*

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Hebrew Language Academy Charter School is included in Note A to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the year ended June 30, 2017. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

### *Significant Accounting Estimates*

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

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

### *Financial Statement Disclosures*

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

### **Significant Difficulties Encountered during the Audit**

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

### **Uncorrected and Corrected Misstatements**

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

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. None of the misstatements identified by us as a result of our audit procedures and corrected by management were material either individually or in the aggregate, to the financial statements as a whole.

### **Disagreements with Management**

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

### **Representations Requested from Management**

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

### **Management's Consultations with Other Accountants**

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

### **Other Significant Matters, Findings or Issues**

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

\* \* \* \* \*

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

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

Very truly yours,

*Mengel, Metzger, Barr & Co. LLP*

MENGEL, METZGER, BARR & CO. LLP



# Entry 6d Additional Financial Docs

Created: 07/24/2017 • Last updated: 10/24/2017

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.

## 1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/10974949/8mMlunnVv3/>

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

## 2. Form 990

(No response)

**Explanation for not uploading the Form 990.** N/A To be completed after 11/1/17 with Audited Financial Statements

## 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 expend more than \$750,000 of federal funding in FY16-17.

## 4. CSP Agreed Upon Procedure Report

<https://nysed-cso-reports.fluidreview.com/resp/10974949/dQZm1h8CfC/>

**Explanation for not uploading the procedure report.** N/A

## 5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/10974949/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)

<https://nysed-cso-reports.fluidreview.com/resp/10974949/JDKdnGTC4H/>

**Explanation for not uploading the Corrective Action Plan.** (No response)





# Entry 5d Financial Services Contact Information

Created: 07/24/2017 • Last updated: 07/26/2017

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.

## 1. School Based Fiscal Contact Information

School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
Peter Katcher	<a href="mailto:pkatcher@hlacharterschool.org">pkatcher@hlacharterschool.org</a>	718-377-7200

## 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	<a href="mailto:mcain@mmb-co.com">mcain@mmb-co.com</a>	585-423-1860	1

## 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 Managment	Heather Blumberg	237 West 35th Street New York, NY 10001	<a href="mailto:hblumberg@csbm.com">hblumberg@csbm.com</a>	888-710-2726	6

# New York State Education Department

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

### 2017-18 Budget & Cash Flow Template

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

1	Complete ALL SIX columns in <b>BLUE</b>
2	Enter information into the <b>GRAY</b> cells
3	Cells containing <b>RED</b> triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate 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 2017-2018**

**July 1, 2017 to June 30, 2018**

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	11,036,810	1,512,139	-	-	836,292	13,385,241
Total Expenses	9,978,121	2,198,578	-	-	1,056,696	13,233,396
Net Income	1,058,689	(686,439)	-	-	(220,404)	151,845
Actual Student Enrollment	710	74				-
Total Paid Student Enrollment	-	-				-

**PROGRAM SERVICES**

**SUPPORT SERVICES**

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
----------------------	----------------------	-------	-------------	-------------------------	-------

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue	CY Per Pupil Rate
District of Location	\$14,527.00
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	

9,479,615	-	-	-	834,555	10,314,170
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
9,479,615	-	-	-	834,555	10,314,170

Special Education Revenue	-	1,271,082	-	-	1,271,082
Grants					
Stimulus	-	-	-	-	-
Other	-	-	-	-	-
Other State Revenue	991,094	115,316	-	-	1,106,411

**TOTAL REVENUE FROM STATE SOURCES**

10,470,710	1,386,398	-	-	834,555	12,691,663
------------	-----------	---	---	---------	------------

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs	-	58,000	-	-	58,000
Title I	207,860	24,185	-	-	232,045
Title Funding - Other	7,356	856	-	-	8,212
School Food Service (Free Lunch)	143,066	16,646	-	-	159,712
Grants					
Charter School Program (CSP) Planning & Implementation	111,524	12,976	-	-	124,500
Other	-	-	-	-	-
Other Federal Revenue	-	-	-	-	-

**TOTAL REVENUE FROM FEDERAL SOURCES**

469,806	112,663	-	-	-	582,469
---------	---------	---	---	---	---------

**LOCAL and OTHER REVENUE**

Contributions and Donations, Fundraising	-	-	-	-	-
Erate Reimbursement	15,863	3,704	-	1,723	21,290
Interest Income, Earnings on Investments,	134	31	-	15	180
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Food Service (Income from meals)	26,873	3,127	-	-	30,000
Text Book	53,424	6,216	-	-	59,640
Other Local Revenue	-	-	-	-	-

**TOTAL REVENUE FROM LOCAL and OTHER SOURCES**

96,295	13,078	-	-	1,737	111,110
--------	--------	---	---	-------	---------

**TOTAL REVENUE**

11,036,810	1,512,139	-	-	836,292	13,385,241
------------	-----------	---	---	---------	------------

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions
Executive Management	1.00
Instructional Management	1.00

103,772	15,965	-	-	39,912	159,650
89,577	10,423	-	-	-	100,000

Deans, Directors & Coordinators	4.00	309,130	35,968	-	-	-	345,098
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	103,000	103,000
Administrative Staff	7.00	-	-	-	-	345,975	345,975
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>14</b>	<b>502,480</b>	<b>62,356</b>	<b>-</b>	<b>-</b>	<b>488,888</b>	<b>1,053,723</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	57.00	3,173,610	246,412	-	-	-	3,420,023
Teachers - SPED	9.00	-	528,400	-	-	-	528,400
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	2.00	93,374	10,864	-	-	-	104,238
Specialty Teachers	9.00	472,443	54,970	-	-	-	527,413
Aides	-	-	-	-	-	-	-
Therapists & Counselors	3.00	71,662	126,248	-	-	-	197,910
Other	-	188,471	21,929	-	-	-	210,400
<b>TOTAL INSTRUCTIONAL</b>	<b>80</b>	<b>3,999,560</b>	<b>988,824</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,988,384</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**SUBTOTAL PERSONNEL SERVICE COSTS**

<b>94</b>	<b>4,502,040</b>	<b>1,051,179</b>	<b>-</b>	<b>-</b>	<b>488,888</b>	<b>6,042,107</b>
-----------	------------------	------------------	----------	----------	----------------	------------------

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes		381,791	89,144	-	-	41,460	512,394
Fringe / Employee Benefits		669,747	156,379	-	-	72,730	898,856
Retirement / Pension		94,543	22,075	-	-	10,267	126,884
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>1,146,081</b>	<b>267,598</b>	<b>-</b>	<b>-</b>	<b>124,456</b>	<b>1,538,134</b>

**TOTAL PERSONNEL SERVICE COSTS**

<b>5,648,121</b>	<b>1,318,777</b>	<b>-</b>	<b>-</b>	<b>613,343</b>	<b>7,580,241</b>
------------------	------------------	----------	----------	----------------	------------------

**CONTRACTED SERVICES**

Accounting / Audit		-	-	-	-	69,785	69,785
Legal		-	-	-	-	25,000	25,000
Management Company Fee		439,550	102,630	-	-	47,732	589,913
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		9,686	2,262	-	-	1,052	13,000
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		360,630	48,431	-	-	5,999	415,059
<b>TOTAL CONTRACTED SERVICES</b>		<b>809,867</b>	<b>153,323</b>	<b>-</b>	<b>-</b>	<b>149,568</b>	<b>1,112,757</b>

**SCHOOL OPERATIONS**

Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		164,372	19,125	-	-	-	183,497
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		157,176	18,288	-	-	-	175,464
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-
Telephone		21,459	5,010	-	-	2,330	28,800
Technology		8,958	1,042	-	-	-	10,000
Student Testing & Assessment		22,394	2,606	-	-	-	25,000
Field Trips		25,171	2,929	-	-	-	28,100
Transportation (student)		12,093	1,407	-	-	-	13,500
Student Services - other		29,561	3,439	-	-	-	33,000
Office Expense		39,118	9,134	-	-	4,248	52,500
Staff Development		96,259	13,556	-	-	2,185	112,000
Staff Recruitment		23,426	5,470	-	-	2,544	31,440
Student Recruitment / Marketing		40,310	4,690	-	-	-	45,000
School Meals / Lunch		206,902	24,073	-	-	-	230,975

Travel (Staff)	76,133	9,382	-	-	485	86,000
Fundraising	-	-	-	-	-	-
Other - School Operations	42,845	10,004	-	-	4,653	57,501
<b>TOTAL SCHOOL OPERATIONS</b>	<b>966,176</b>	<b>130,156</b>	<b>-</b>	<b>-</b>	<b>16,445</b>	<b>1,112,777</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	52,853	12,341	-	-	5,739	70,933
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	1,929,589	450,539	-	-	209,539	2,589,667
Repairs & Maintenance	183,920	42,943	-	-	19,972	246,836
Equipment / Furniture	-	-	-	-	-	-
Security	68,688	16,038	-	-	7,459	92,185
Utilities	147,532	34,447	-	-	16,021	198,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>2,382,582</b>	<b>556,308</b>	<b>-</b>	<b>-</b>	<b>258,730</b>	<b>3,197,621</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>171,376</b>	<b>40,014</b>	<b>-</b>	<b>-</b>	<b>18,610</b>	<b>230,000</b>
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>9,978,121</b>	<b>2,198,578</b>	<b>-</b>	<b>-</b>	<b>1,056,696</b>	<b>13,233,396</b>
<b>NET INCOME</b>	<b>1,058,689</b>	<b>(686,439)</b>	<b>-</b>	<b>-</b>	<b>(220,404)</b>	<b>151,845</b>

<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>			
	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>	<b>TOTAL ENROLLED</b>
District of Location	710	74	710
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
<b>TOTAL ENROLLMENT</b>	<b>710</b>	<b>74</b>	<b>710</b>
<b>REVENUE PER PUPIL</b>	15,545	20,434	-
<b>EXPENSES PER PUPIL</b>	14,054	29,711	-









Appendix F: Disclosure of Financial Interest Form

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

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

1. Trustee Name (print) Aaron Listhaus
2. Charter School Name Hebrew Language Academy
3. Charter Authorizer Entity NYDOE
4. Home Address\* 345 West 58th Street, #4S 10018
5. Business Address\* 555 8th Avenue, Suite 1703, New York, NY 10018
6. Daytime Phone\* 631 793-5761
7. E-Mail Address\* aaron@hebrewpublic.org
8. List all positions held on board (e.g., chair, treasurer, parent representative)  
Secretary (as of July 1, 2017)

9. Is the trustee an employee of the school?  Yes  No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?  Yes  No

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

I am the Chief Programs Officer for Hebrew Public which manages HLA as a CMO. I have worked for Hebrew Public since January 2011. My annual salary is \$240,000.



# Entry 9 BOT Table

Created: 07/06/2017 • Last updated: 07/24/2017

(tab across or use scroll bar at bottom of table)

## 1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Shari Lipner	<a href="mailto:drlipner@yahoo.com">drlipner@yahoo.com</a>	Chair/Board President	Executive and Nominating, Education and Accountability	Yes	Parent of student(s); long standing community member ; MD	1 term. Elected in April 2016 to complete term of former member. Term ends June 30, 2018.	10
				Execut		Attorney and	1 term. Elected in May 2017 to	

2	Mike Tobman	<a href="mailto:michael.tobman@gmail.com">michael.tobman@gmail.com</a>	Vice Chair/ Vice President	ive and Nominating; Finance and Audit	Yes	Political Consultant; Brooklyn resident	complete term of former member. Term ends June 30, 2019.	5 or less
3	Stella Binkevich	<a href="mailto:sbinkevich@gmail.com">sbinkevich@gmail.com</a>	Treasurer	Executive and Nominating; Finance and Audit	Yes	Financial Services	1 term. Elected in May 2017 to complete term of former member. Term ends June 30, 2019.	5 or less
4	Aaron Listhaus	<a href="mailto:aaron.listhaus@gmail.com">aaron.listhaus@gmail.com</a>	Secretary	Executive and Nominating; Finance and Audit; Education and Accountability	Yes	Education	2 terms. Elected in May 2017 to complete term of former member. Relected to a new term starting July	5 or less

				y			1, 2017 and ending June 30, 2020.	
5	Karim Camara	<a href="mailto:karimcamara@aol.com">karimcamara@aol.com</a>	Trustee/Member		Yes	Reverend; State Govt employee; Brooklyn resident	3 terms. Elected in 2009 as founding member. Re-elected in 2012 and 2015, respectively. Current term ends June 30, 2018.	5 or less
6	Norman Green	<a href="mailto:EMG522@aol.com">EMG522@aol.com</a>	Trustee/Member	Education and Accountability	Yes	Education, Brooklyn Resident	3 terms. Elected in 2009 as founding member. Re-elected in 2012 and 2015, respectively. Current term ends June	9

							30, 2018.	
7	Ella Zalkind	<a href="mailto:ellazalkind@aol.com">ellazalkind@aol.com</a>	Trustee/Member		Yes	Attorney, former school parent	3 terms. Elected in 2009 as founding member. Re-elected in 2012 and 2015, respectively. Current term ends June 30, 2018.	5 or less
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

**2. Total Number of Members on June 30, 2016** 10

**3. Total Number of Members Joining the Board 2016-17 School Year** 3

**4. Total Number of Members Departing the Board during the 2016-17 School Year** 6

**5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes** 10

**6. Number of Board Meetings Conducted in the 2016-17 School Year** 12

**7. Number of Board Meetings Scheduled for the [2017-18](#) School Year** 12

**Thank you.**



# Entry 10 - Board Meeting Minutes

Last updated: 07/25/2017

---

## [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 2016--June 2017.

**A. Provide a URL link to the** (No response)  
**Monthly Board Meeting Minutes**  
**which are posted on the School's**  
**web page.**

**OR**

**B. Upload All Monthly Board Meeting Minutes**

Combine into one .PDF file

<https://nysed-cso-reports.fluidreview.com/resp/10994617/wNFCVDEEJA/>



# Entry 11 Enrollment and Retention of Special Populations

Created: 07/20/2017 • Last updated: 07/26/2017

## Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language 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 2017-2018.

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	In order to reach out to Economically disadvantaged families, HLA engaged in an extensive media campaign with advertisements online, in print and on the radio in multiple languages. Among the community-based newspapers in which HLA placed advertisements in foreign languages were: Flatbush Life, Caribbean Life, Kings Courier, Sheepshead Bites, Mill Basin Courier, The Reporter, Yediot, Net Cost Market, and on radio stations such as DaNu Radio, Davidzon Radio, and Kol Hashalom Radio. In addition to the media campaign, HLA reached out to many community-based organizations (CBOs) including all the YW-YMCA and YW-YMHA’s. HLA also reached out to NYCHA tenant organization leaders as well as many Head Start, Pre-K and daycare programs. HLA held information sessions at these venues during their respective parent events. Applications were distributed to all attendees. HLA also conducted a door-to-door campaign at many daycare centers and pre-schools throughout CSD 22 to distribute its brochures. HLA publishes its marketing materials in the dominant languages of the community in order to proactively reach immigrant families. HLA posts its lottery application on its website in Spanish, Chinese and Creole in addition to Russian, Hebrew and English.	The school will continue to host informational sessions and work with local CBO's to continue meeting our targets.



<p>English Language Learners</p>	<p>In order to reach out to families for whom English was not their first language and to ensure that the school's admissions process was highly accessible to families of diverse backgrounds, HLA engaged in an extensive media campaign with advertisements online, in print and on the radio in multiple languages. Among the community-based newspapers in which HLA placed advertisements in foreign languages were: Flatbush Life, Caribbean Life, Kings Courier, Sheepshead Bites, Mill Basin Courier, The Reporter, Yediot, Net Cost Market, and on radio stations such as DaNu Radio, Davidzon Radio, and Kol Hashalom Radio. In addition to the media campaign, HLA reached out to many community-based organizations (CBOs) including all the YW-YMCA and YW-YMHA's. HLA also reached out to NYCHA tenant organization leaders as well as many Head Start, Pre-K and daycare programs. HLA held information sessions at these venues during their respective parent events. Applications were distributed to all attendees. HLA also conducted a door-to-door campaign at many daycare centers and pre-schools throughout CSD 22 to distribute its brochures. HLA publishes its marketing materials in the dominant languages of the community in order to proactively reach immigrant families. HLA posts its lottery application on its website in Spanish, Chinese and Creole in addition to Russian, Hebrew and English. Importantly, HLA's recruitment efforts targeting parents of ELLs included information about HLA's ELL program, how it supports children's acquisition of English and how the study of a third language, that of Hebrew, would positively impact their child's ability to become secure in English.</p>	<p>The school will continue to host informational sessions and work with local CBO's to continue meeting our targets.</p>
	<p>In order to reach parents of SWD, HLA's efforts included information about its robust and comprehensive special education program and staffing to support SWD and its commitment to educating children in an inclusive environment. This past year, HLA's special education services included related services such as speech, counseling, OT, PT, APE, SETSS and ICT classrooms in various</p>	

Students with Disabilities

grades. These ICT classes provided enhanced special education services for HLA's student population, allowed new admits to receive mandated IEP services and enabled HLA to provide a continuum of services for the current student population as children's needs changed. The Director of Special Education will ensure special education compliance and support special education services, oversee ELL programs, and ensure HLA's compliance with state and federal laws and regulations. The DSE will also oversee the Title I program. HLA's full time DSE will work with parents, general studies teachers and special education teachers to facilitate initial referral and ensure compliance with IEP mandates. The School's comprehensive special education program allows HLA to continue attract, retain and support its SWD population. In recruiting families eligible for FRL, HLA informed prospective parents of its Reading Specialists, one for lower grades and one for upper grades, to support student struggling in literacy and the range of Academic Intervention, and a math specialist.

The school will continue to host informational sessions and work with local CBO's to continue meeting our targets.

## Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Economically Disadvantaged	The school hosted workshops and family events to engage families. The school support team of Social Worker and DSSS worked with families to identify needs and provide support. Scholarship and other financial support is provided to those in need.	The Director of Special Education will continue to ensure that the school support team engages with our families and students. Scholarship opportunities will continue, as will the workshops and events designed to engage our families.
English Language Learners	Services are provided throughout the year to support struggling learners in achieving benchmark levels, in addition to highlighting its ELL and special education program. A full-time ESL teacher provided pull out and push in ESL services to those children entitled to services, throughout the school year. This service will continue for school year 2017-18.	The DSE will continue to work with parent's, students, and families to ensure that students are provided all ESL services. HLA's full-time ESL teacher will continue to provide pull out and push in ESL services to those children entitled to services, throughout the school year
Students with Disabilities	Services are provided throughout the year to support struggling learners in achieving benchmark levels.	The Director of Special Education will continue to ensure special education compliance and support special education services, oversee ELL programs, and ensure HLA's compliance with state and federal laws and regulations. The DSE will also oversee the Title I program. HLA's full time DSE will work with parents, general studies teachers and special education teachers to facilitate initial referral and ensure compliance with IEP mandates. The School's comprehensive special education program allows HLA to continue attract, retain and support its SWD population. HLA has two Reading Specialists, one for lower grades and one for upper grades, to support student struggling in literacy and the range of Academic Intervention, as well as a Math Specialist



# Entry 12 Classroom Teacher and Administrator Attrition

Created: 07/06/2017 • Last updated: 07/20/2017

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

### Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
		3	3	4	

### Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	7	1	0	3	7

Thank you



# Entry 13 Uncertified Teachers

Created: 07/24/2017 • Last updated: 07/26/2017

**FTE Count of All Teachers (Certified and Uncertified) as of June 30, 2017** 66

**FTE Count of All Certified Teachers as of June 30, 2017** 35

## 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 June 30, 2017, and each uncertified teacher should be counted only once.**

1. Total FTE count of uncertified teachers (6-30-17)	27
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	15
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	1
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	12

**Thank you.**



Hebrew Language Academy  
CHARTER SCHOOL

School Contact Information: 2017-2018

School Phone Number: 718-377-7200 • Website: [www.hlacharterschool.org](http://www.hlacharterschool.org)

<b>SCHOOL LEADERSHIP</b>
--------------------------

Head of School
----------------

Assistant Head of School
--------------------------

Director of Hebrew Curriculum & Instruction
---

Asst. Director of Hebrew Curriculum & Instruction
---

Director of Operations
------------------------

Director of Special Education
-------------------------------

Academic Coach- ELA and Social Studies
--

Academic Coach- Math and Science
----------------------------------

<b>KINDERGARTEN</b>
---------------------

General Studies Teacher
-------------------------

Special Education Teacher
---------------------------

Hebrew Team
-------------

<b>GRADE 1</b>
----------------

General Studies Teacher
-------------------------

Special Education Teacher
---------------------------

Hebrew Team
-------------

<b>GRADE 2</b>
----------------

General Studies Teacher
Special Education Teacher
Hebrew Team

<b>GRADE 3</b>
General Studies Teacher
Special Education Teacher
Hebrew Team

<b>GRADE 4</b>
General Studies Teacher
Special Education Teacher
Hebrew Team

<b>GRADE 5</b>
ELA/SOCIAL STUDIES
MATH/SCIENCE
Special Education Teacher
Hebrew Team

**GRADE 6**

ELA/SOCIAL STUDIES

MATH/SCIENCE

Special Education Teacher

Hebrew Team

**GRADE 7**

ELA

Math

Social Studies

Science

Special Education Teacher ELA/SS

Special Education Teacher Math/Science

Hebrew Team

**GRADE 8**

ELA

Math

Social Studies

Science

Special Education Teacher ELA/SS

Special Education Teacher Math/Science

Hebrew Team

**CO-CURRICULAR TEACHERS**



Physical Education
Music
Art
STEM

<b>Student Support / Academic Specialists</b>
Guidance Counselor
Social Worker
Learning Specialist
Hebrew Sped
SETSS

<b>FLOATERS</b>
GenEd Floater
Hebrew Floater

<b>OPERATIONS STAFF</b>
Lisa Beckford
Kim Rivera
Sasha Korenblit
Marcie Rader
Lyvette Robles

<b>HEBREW PUBLIC</b>
Jon Rosenberg
Shane Goldstein-Smith
Elyse Piker

<b>FAQ: I need help- who do I contact?</b>
<b>Area I need help with:</b>
My child is sick, has to take medication, has a broken bone, etc.
School safety, behavioral issues, bullying, arrival, dismissal
Curriculum and Instruction
Student dismissal changes
Special Education, IEPs, student services

General school questions, leave a message for a teacher or other staff member




<b>NAME</b>	<b>PHONE EXTE</b>
Peter Katcher	x1108 Pkatcher@h
Sean Glasco	x3332 Sglasco@h
Arleen Danon	x9010 Adanon@h
Sarit Delouya	Sdelouya@hlacl
Michelle Galeotti	Mgaleotti@hlacl
Jennifer Crocker	x9009 Jcrocker@h
Maria Rosen	x9013 Mrosen@h
Natalie Guiteau	x9016 Nguiteau@h

<b>K11 / YERUSHALAYIM</b>	<b>K12 / HAIFA</b>
Sarah Campbell scampbell@hlacharterschool.org	Cheryl Regina cregina@hlacharterschool.org
Jessica Hoenig jhoenig@hlacharterschool.org	
Larisa Lulko llulko@hlacharterschool.org	Sigal Shmoni sshimoni@hlacharterschool.org

<b>I01 / BEER SHEVA</b>	<b>I02 / EILAT</b>
Jacqueline Gelbart jgelbart@hlacharterschool.org	Shannon Bishop sbishop@hlacharterschool.org
Erika Keaster ekeaster@hlacharterschool.org	
Maggie Ben-Zekry mben-zekry@hlacharterschool.org	Rachel Reyz rreyz@hlacharterschool.org

<b>201 / TEVERYAH</b>	<b>202 / HERTZELIYA</b>
-----------------------	-------------------------

Garshia Stimpson gnelson-stimpson@hlacharterschool.org	Angeline Darlington adarlington@hlacharterschool.org
Daniella Steinberg dsteinberg@hlacharterschool.org	Rebecca Novikov rnovikov@hlacharterschool.org
Maggie Ben-Zekry mben-zekry@hlacharterschool.org	Rachel Reyz rreyz@hlacharterschool.org

<b>301 / NAHARIYA</b>	<b>302 / TZE FAT</b>
Davida Crandon dcrandon@hlacharterschool.org	Amanda LePera alepera@hlacharterschool.org
Eve Shames eshames@hlacharterschool.org	
Martine Noah mnoah@hlacharterschool.org	Limor Avtalion lavitlion@hlacharterschool.org

<b>401 / REHOVOT</b>	<b>402 / BINYAMINA</b>
Linda Forrest lforrest@hlacharterschool.org	Nayana Devadas ndevadas@hlacharterschool.org
<b>VACANCY</b>	
Martine Noah mnoah@hlacharterschool.org	Limor Avtalion lavitlion@hlacharterschool.org

<b>501 / ASHDOD</b>	<b>502 / METULLA</b>
Jennifer Finney jfinney@hlacharterschool.org	<b>VACANCY</b>
Marie Pusateri mpusateri@hlacharterschool.org	Cori Patick cpatick@hlacharterschool.org
<b>VACANCY</b>	
Orna Zeitouni ozeitouni@hlacharterschool.org	Sima Garber sgarber@hlacharterschool.org

<b>601 / HOLON</b>	<b>602 / GIVATAYIM</b>
Jennifer Finney jfinney@hlacharterschool.org	Jesselyn Santiago jsantiago@hlacharterschool.org
Marie Pusateri mpusateri@hlacharterschool.org	
Mira Yusupov myusupov@hlacharterschool.org	Oksana Mosheev omosheev@hlacharterschool.org

<b>701 / RAHAT</b>	<b>702 / NATZRAT</b>
Adam Abbott aabbott@hlacharterschool.org	Adam Abbott aabbott@hlacharterschool.org
Yves St. Fort ysaintfort@hlacharterschool.org	Yves St. Fort ysaintfort@hlacharterschool.org
Fior Plasencia fplasencia@hlacharterschool.org	Fior Plasencia fplasencia@hlacharterschool.org
Stephanie Leverone sleverone@hlacharterschool.org	
Orna Zeitouni ozeitouni@hlacharterschool.org	Sima Garber sgarber@hlacharterschool.org

<b>801 / DEGANIA</b>	<b>802 / YOTVATA</b>
Deb Gravina dgravina@hlacharterschool.org	Deb Gravina dgravina@hlacharterschool.org
Matthew Leister mleister@hlacharterschool.org	Matthew Leister mleister@hlacharterschool.org
Fior Plasencia fplasencia@hlacharterschool.org	Fior Plasencia fplasencia@hlacharterschool.org
Stephanie Leverone sleverone@hlacharterschool.org	
Mira Yusupov myusupov@hlacharterschool.org	Oksana Mosheev omosheev@hlacharterschool.org

--	--

Stacey McPartland smcpartland@hlacharterschool.org	Bryan Rosen brosen@hlacharterschool.org
Kasey Porter kheisler@hlacharterschool.org	Jonathan Witelson jwitelson@hlacharterschool.org
<b>Vacancy</b>	
Grace Kelly gkelly@hlacharterschool.org	

Name	En
Lisa Amster Blugh	
Julia Deane	Jdeane@hlach
Joanne Cavanaugh	Jcavanaugh@hla
Chavi Raksin	Craksin@hlach
Elana Schneider	Eschneider@hla

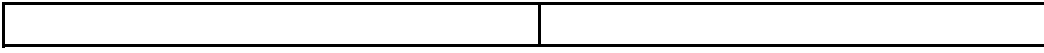
Name	En
Olivia Toomey	Otoomey@hlac
Perla Katzberg	Pkatzberg@hlac

POSITION	CON'
Operations Manager	x9003 Lbeckford@
Operations Associate	x9002 Krivera@h
Community Relations Coordinator	x9001 Skorenblit@
Operations Coordinator	x9015 Mrader@
Assistant Director, Operations	x9000 Lrobles@h

POSITION	CON'
President and CEO, Hebrew Public	jon@hebre
Executive Director, NY Region	shane@hebr
Director of School Operations, NY Region	elyse@hebr

Person	Contact In
Luda, School Nurse	718-377-7200 ext. 9014 N
Sean Glasco, Assistant Head of School	718-377-7200 ext. 3332 Sg
Operations Staff	718-377-7200 businforma
Jennifer Crocker, Direct of Special Education	718-377-7200 ext. 9009 jcr



<b>NSION/EMAIL</b>
hlacharterschool.org
hlacharterschool.org
hlacharterschool.org
hlacharterschool.org
hlacharterschool.org
hlacharterschool.org
hlacharterschool.org
hlacharterschool.org
hlacharterschool.org

<b>K13 / TEL-AVIV</b>
Tammy Gibson-Frasert tgibson-fraser@hlacharterschool.org
Osnat Arussy oarussy@hlacharterschool.org

<b>I03 / NETANYA</b>
Julia Shekhman jshekhman@hlacharterschool.org
Efrat Vazana evazana@hlacharterschool.org

<b>203 / NETANYA</b>
----------------------

Anne Mari Macaluso  
amacaluso@hlacharterschool.org

Efrat Vazana  
evazana@hlacharterschool.org

**303 / YAFFO**

Stacy Leckawicz  
sleckawicz@hlacharterschool.org

Nirit Sivan  
nsivan@hlacharterschool.org

**403 / AKKO**

Samantha Poland  
spoland@hlacharterschool.org

Nirit Sivan  
nsivan@hlacharterschool.org

**503 / RA'ANANA**

Cori Patick  
cpatick@hlacharterschool.org

Ora Nimni  
onimni@hlacharterschool.org

**603 / ARAD**

Jesselyn Santiago  
[jsantiago@hlacharterschool.org](mailto:jsantiago@hlacharterschool.org)

Shachar Davidovich  
[sdavidovich@hlacharterschool.org](mailto:sdavidovich@hlacharterschool.org)

**703 / USFIYA**

[Adam Abbott](#)  
[aabbott@hlacharterschool.org](mailto:aabbott@hlacharterschool.org)

Yves St. Fort  
[ysaintfort@hlacharterschool.org](mailto:ysaintfort@hlacharterschool.org)

Fior Plasencia  
[fplasencia@hlacharterschool.org](mailto:fplasencia@hlacharterschool.org)

Ora Nimni  
[onimni@hlacharterschool.org](mailto:onimni@hlacharterschool.org)

**803 / EIN GEV**

Deb Gravina  
[dgravina@hlacharterschool.org](mailto:dgravina@hlacharterschool.org)

Matthew Leister  
[mleister@hlacharterschool.org](mailto:mleister@hlacharterschool.org)

Fior Plasencia  
[fplasencia@hlacharterschool.org](mailto:fplasencia@hlacharterschool.org)

[Shachar](#)

Adam Bluth abluth@hlacharterschool.org
Gal Witelson gwitelson@hlacharterschool.org

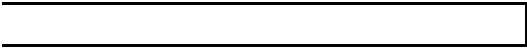
<b>nail</b>
arterschool.org
harterschool.org
arterschool.org
harterschool.org

<b>nail</b>
harterschool.org
harterschool.org

<b>TACT</b>
hlacharterschool.org
harterschool.org
hlacharterschool.org
harterschool.org
harterschool.org

<b>TACT</b>
ewpublic.org
ewpublic.org
ewpublic.org

<b>nformation</b>
nurse@hlacharterschool.org
lasco@hlacharterschool.org
tion@hlacharterschool.org
rocker@hlacharterschool.org

**Hebrew Language Academy Charter School 2017-18 Academic Calendar**

<b>Tuesday 9/5/17</b>	<b>First Day of School (regular school day for all)</b>	Friday 3/30/18 – Friday 4/6/18	Spring Recess (school closed – school resumes 4/9/17)
Thursday 9/14/17	Back to School Night Grades K-4 6:00-8:00 PM	Tuesday 4/10/18 – Tuesday 4/17/18	Grade 3-8 NYS ELA Assessment
Tuesday 9/19/17	Back to School Night Grades 5-8 6:00-8:00 PM	Monday 4/23/18	Half Day: 12 noon dismissal (Parent Teacher conferences 12:00-7:00)
Wednesday 9/20/17	Half Day: 12 noon dismissal (Prof. Development for staff)	Tuesday 5/1/18 – Tuesday 5/8/18	Grades 3-8 NYS Math Assessment
Thursday 9/21/17- Friday 9/22/17	Rosh Hashanah (school closed)	Wednesday 5/23/18- Friday 6/1/18	Grade 4 and 8 Science Performance Assessment
Monday 10/9/17	Columbus Day (school closed)	Monday 5/28/18	Memorial Day (School Closed)
Tuesday 11/7/17	Election Day (school closed; PD for staff)	Monday 6/4/18	Grade 4 and 8 NYS Science Written Assessment
Wednesday 11/22/17	Fall at HLA Half Day: 12 noon dismissal	Monday 6/11/18- Friday 6/15/18	Israel Independence Celebration
Thursday 11/23/17- Friday 11/24/17	Thanksgiving Break (school closed)	Monday 6/18/18	Grade 8 Dance 6- 8PM
Monday 12/4/17	Half Day: 12 noon dismissal (Parent Teacher conferences 12:00-7:00)	Tuesday 6/19/17	Kindergarten Moving Up Ceremony 9:30 – 11:00 AM
Monday 12/25/17 – Monday 1/1/18	Winter Recess (school closed – school resumes 1/2/18)	Wednesday 6/20/18	Grade 8 EOY Trip
1/10/18	Half Day: 12 noon dismissal (Prof. Development for staff)	Thursday 6/21/18	Grade 8 Graduation Ceremony 6:30 -8:00 PM
Monday 1/15/18	Dr. Martin Luther King Jr. Day (school closed)	Monday 6/25/18	Half Day: 12 noon dismissal (Prof. Development for staff)
Friday 2/16/18- Friday 2/23/18	Midwinter Recess (school closed)	<b>Tuesday 6/26/18</b>	<b>LAST DAY OF SCHOOL and Report Card distribution 12:00 pm DISMISSAL</b>



			<b>NWEA Assessment (ALL GRADES)</b>	<b>Fall: September 11-15 Winter: December 12-22 Spring: June 18-22</b>
--	--	--	---	--