Application: Hebrew Language Academy Charter School

Joey Rotter - Jrotter@hebrewpublic.org
2025-2026 Annual Report

Summary

ID: 0000000161
Status: Annual Report Submission
Last submitted: Nov 2 2026 09:56 PM (EST)

Entry 1 – School Information and Cover Page

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2025-2026 school year are not required to complete or submit an annual report this year).

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 school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2026)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

b. Unofficial or Popular School Name

HLA

c. CHARTER AUTHORIZER (As of June 30th, 2026)

Please select the correct authorizer as of June 30, 2026 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District #22

e. Date of Approved Initial Charter

Jul 1 2009

f. Date School First Opened for Instruction

Sep 1 2009

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

Hebrew Language Academy Charter School (HLA) provides students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. In order to accomplish this, HLA offers an academically rigorous K-8 curriculum which includes daily instruction in the Hebrew language.

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

1) OLAM Values

- Outstanding Problem-Solving
-LIfe long Learning
-Aware Communication
-Making a Difference

2) Modern Hebrew Language Instruction

3) Differentiated Instruction

4) Professional Development

5) Social and Emotional Learning (SEL) and Supports

6) Diversity

7) Partnership with Hebrew Public

i. School Website Address

hebrewpublic.org

j. Authorized Charter Enrollment for 2025-2026 School Year

650

k. Actual Enrollment on June 30, 2026, Excluding Pre-K Program Enrollment

591

l. Grades Served

Grades served during the 2025-2026 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5
6
7
8

m. Charter Management Organization/Educational Management Organization

Do you have a Charter Management Organization?

Yes

m1. Charter Management Organization Name

Include required contact information (email address and telephone number) below.

Hebrew Public

m2. Charter Management Organization Email Address

cmancini@hebrewpublic.org

m3. Charter Management Organization Phone Number

908-405-8456

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased **to educate students**

Will the school maintain or operate multiple sites in 2026-2027?

	No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2026-2027 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	2186 Mill Ave. 11234	718-377-7200	New York City Community School District #22	K-8	K-8	6,7,8

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Daniella Steinberg-Perez	Head of School	917-769-9815		DSteinberg@hlacharterschool.org
Operational Leader	Alexa Grosbard	Director of Operations	718-377-7200		agrosbard@hlacharterschool.org
Compliance Contact	Chelsea Mancini	Managing Director of Network Operations	908-405-8456		cmancini@hebrewpublic.org
Complaint Contact	Emily Fernandez	Chief Schools Officer	212-792-6234		efernandez@hebrewpublic.org
DASA Coordinator	Daniella Steinberg-Perez	Head of School	917-769-9815		DSteinberg@hlacharterschool.org
Phone Contact for After Hours Emergencies	Alexa Grosbard	Director of Operations	347-768-0557		agrosbard@hlacharterschool.org

n1b. Is site 1 in a public space or in a private space?

Private Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

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

n1e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2026-2027, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 3, 2026 submission of the Annual Report and the November 2 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 2, 2026.

Site 1 Certificate of Occupancy (COO)

HLACertofOccupancy.pdf

Filename: HLACertofOccupancy.pdf.pdf **Size:** 68.2 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

HLA Fire Inspection Note.pdf

Filename: HLA Fire Inspection Note.pdf.pdf **Size:** 205.5 kB

o. List of owned, rented, or leased facilities <u>not used</u> to educate students and the purpose of each.

Separate by semi-colon (;)

n/a

p1. Total Number of School Calendar Days

182

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2026	0
August 2026	0
September 2026	126
October 2026	137
November 2026	113
December 2026	111
January 2027	123
February 2027	100
March 2027	143
April 2027	94
May 2027	126
June 2027	122

CHARTER REVISIONS DURING THE 2025-2026 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2025, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2025?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2025-2026 Annual Report. (To type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Joey Rotter
Position	Associate Director of Special Projects
Phone/Extension	773-750-9644
Email	jrotter@hebrewpublic.org

s. Our signatures (Executive Director/School, Leader/Head of School, and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click **YES** to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Aug 3 2026

Thank you. 

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 28 2026

Instructions

Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert a link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document or PDF.**

1. Current Annual Report (i.e., 2025-2026 Annual Report);[1] Please note: schools are responsible for redacting their own annual reports for posting.
2. All Board of Trustees documents, including calendar, meeting notices, agendas, and board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[2] Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided;
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the 2024 Emergency Response Plan Memo – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records.

[1] **Each charter school is required to make the Annual Report publicly available by August 1 and to post it on their respective charter school website**. Each school should post an updated and complete version to include

accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[2] School Report Card data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: Hebrew Language Academy Charter School

Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link to the page on the school's website where each document can be accessed.

	Link to Documents
1. Current Annual Report (i.e., 2025-2026 Annual Report)	https://hebrewpublic.org/schools/hla/hla-school-documents/
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://hebrewpublic.org/schools/hla/hla-board-meetings/
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://hebrewpublic.org/schools/hla/hla-school-documents/
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://hebrewpublic.org/schools/hla/hla-school-documents/
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://hebrewpublic.org/schools/hla/hla-school-documents/
5. District-wide safety plan, not a building level safety plan (as per the 2024 Emergency Response Plan Memo)	https://hebrewpublic.org/schools/hla/hla-school-documents/
6. Authorizer-approved FOIL Policy	https://hebrewpublic.org/schools/hla/hla-school-documents/
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://hebrewpublic.org/schools/hla/hla-school-documents/

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.

Thank you. 

Entry 3 – Board of Trustees Membership Table

Completed - Jul 13 2026

Instructions

Required of ALL Charter Schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 3 – Board of Trustees Membership Table

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

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

Authorizer:

Who is the authorizer of your charter school?

NYCDOE

1. 2025-2026 Board Member Information (Enter information for each Board of Trustees member).

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation(s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2025-2026
1	Ellen Green	EMG522@aol.com	Chair	Governance Education and Accountability	Yes	2	07/01/2024	06/30/2027	12
2	Mike Tobman	michael.tobman@gmail.com	Vice Chair	Education and Accountability Governance Finance and Audit	Yes	3	07/01/2025	06/30/2028	11
3	Alice Li	aliceymli@gmail.com	Treasurer	Governance Finance and Audit	Yes	2	07/01/2024	06/30/2027	8
4	Brian Tobin	Bat5089@gmail.com	Secretary	Governance Finance and Audit	Yes	3	07/01/2026	06/30/2029	5 or less
5	Stella Binkevich	sbinkevich@gmail.com	Trustee/ Member	Education and Accountability Committee Finance	Yes	3	07/01/2025	06/30/2028	6

				and Audit					
6	Valerie Khaytina	VALERIE@Hebrewpublic.org	Trustee/ Member	Education and Accountability Committee	Yes	1	07/01/2026	06/30/2029	12
7	Michael Moore	mofauxviejo@gmail.com	Trustee/ Member	Education and Accountability Committee	Yes		12/9/2025	06/30/2028	5 or less
8									
9									

1a. Are there more than 9 members of the Board of Trustees?

No

2. Number of board meetings conducted in 2025-2026

12

3. Number of board meetings scheduled for the 2026-2027 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2026	7
b. Total number of Voting Members added during the 2025-2026 school year	1
c. Total number of Voting Members who left the board during 2025-2026 school year	0
d. Maximum number of Voting Members in 2025-2026, as set by the board in by-laws, resolution, or minutes	11
e. Board members attending 8 or fewer meetings during 2025-2026	3

5. INFORMATION ABOUT NON-VOTING MEMBERS OF THE BOARD OF TRUSTEES (REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED ONLY)

a. Total number of Non-Voting Members on June 30, 2026	0
b. Total number of Non-Voting Members added during the 2025-2026 school year	0
c. Total number of Non-Voting Members who left the board during the 2025-2026 school year	0
d. Maximum number of Non-Voting members in 2025-2026, as set by the board in by-laws, resolution, or minutes	0

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 10 2026

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2025-2026 school year must complete and sign the most up-to-date version of the Trustee Disclosure of Financial Interest Form **no later than 11:59 PM on August 3, 2026**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2025-2026 school year completes the form.**

Trustees serving an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

Alice-HLA-Financial Disclosure Form

Filename: Alice-HLA-Financial Disclosure Form.pdf **Size:** 210.1 kB

Brian Tobin-FD Form

Filename: Brian Tobin-FD Form.pdf **Size:** 89.0 kB

Mike Tobman-HLA-Financial Disclosure Form Revised 4-27-26 - signed

Filename: Mike Tobman-HLA-Financial Disclosure Form Revised 4-27-26 - signed.pdf **Size:** 433.5 kB

Stella-HLA-Financial Disclosure Form 2026

Filename: Stella-HLA-Financial Disclosure Form 2026.pdf **Size:** 218.1 kB

Michael Moore-FD 2026

Filename: Michael Moore-FD 2026.pdf **Size:** 407.7 kB

Ellen Green-Disclosure of Financial Interest 2026 05-25-2026 16-43-00

Filename: Ellen Green-Disclosure of Financial Interest 2026 05-25-2026 16-43-00.pdf **Size:** 1.9 MB

Valerie-HLA-Financial Disclosure Form 2026

Filename: Valerie-HLA-Financial Disclosure Form 2026.pdf **Size:** 14.1 MB

Entry 5 – Board Meeting Minutes

Completed - Jul 10 2026

Instructions

Required of Regents, NYCDOE, and Buffalo BOE-Authorized Schools ONLY

Schools must upload a complete set of final monthly board meeting minutes (July 2025-June 2026), which should match the number of meetings held during the 2025-2026 school year, as indicated in Entry 3. The minutes provided must be the final version approved by the school's Board of Trustees AND must be posted on the school's website.

Board meeting minutes may be uploaded individually or as one single combined file. Board meeting minutes must be submitted **no later than 11:59 PM on August 3, 2026**.

_ HLA September 2025 Minutes

Filename: _HLA September 2025 Minutes.pdf **Size:** 87.6 kB

HLA March 2026 Minutes

Filename: HLA March 2026 Minutes.pdf **Size:** 93.9 kB

HLA July 2025 Minutes

Filename: HLA July 2025 Minutes.pdf **Size:** 93.0 kB

HLA November 2025 Minutes

Filename: HLA November 2025 Minutes.pdf **Size:** 97.8 kB

HLA May 2026 Minutes

Filename: HLA May 2026 Minutes.pdf **Size:** 90.2 kB

HLA June 2026 Minutes

Filename: HLA June 2026 Minutes.pdf **Size:** 199.7 kB

HLA February 2026 Minutes

Filename: HLA February 2026 Minutes.pdf **Size:** 91.9 kB

HLA August 2025 Minutes

Filename: HLA August 2025 Minutes.pdf **Size:** 98.8 kB

HLA December 2025 Minutes

Filename: HLA December 2025 Minutes.pdf **Size:** 94.3 kB

HLA October 2025 Minutes

Filename: HLA October 2025 Minutes.pdf **Size:** 102.1 kB

HLA April 2026 Minutes

Filename: HLA April 2026 Minutes.pdf **Size:** 90.2 kB

HLA January 2026 Minutes

Filename: HLA January 2026 Minutes.pdf **Size:** 93.0 kB

Entry 6 – Enrollment & Retention of Special Populations

Completed - Jul 28 2026

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2025-2026 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are

economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2026-2027.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets

	Describe Recruitment Efforts in 2025-2026	Describe Recruitment Plans for 2026-2027
Students with Disabilities	HLA employed the following strategies to recruit an enroll SWD's: - offered robust support services such as speech, counseling, OT, PT, APE, SETSS, and ICT classrooms in all grades -Included visits to ICT classrooms during school tours with prospective families. -School representatives canvassed local Pre-K's and Headstarts across CSD22 making sure to mention that our school was and inclusive and welcoming community that was open to all families, including students with disabilities. -All marketing materials highlight the fact that we are an inclusive and welcoming community and that we welcome all students including those that may have disabilities -HLA leveraged digital paid advertisements on popular social media platforms like Facebook, Instagram, Youtube, and similar applications to connect with communities that have populations of SWD's -HLA sent out 3 postcard mailings to zip codes that have high proportions of SWD's to promote the school -HLA offered monthly school tours and quarterly virtual open houses to learn more about school culture and programatic offerrings -HLA invites families to participate in virtual visits during the summertime after families complete their enrollment at HLA to ensure families feel a connection with the school and staff and feel prepared to enter the school.	HLA will contine to employ the following strategies to recruit an enroll SWD's: - Continue to offer robust support services such as speech, counseling, OT, PT, APE, SETSS, and ICT classrooms in all grades -Include visits to ICT classrooms in virtual school tours with prospective families. -School representatives canvassed local Pre-K's and Headstarts across CSD22 making sure to mention that our school was and inclusive and welcoming community that was open to all families. -All marketing materials highlight the fact that we are an inclusive and welcoming community and that we welcome all students including those that may have disabilities -HLA leveraged digital paid advertisements on popular social media platforms like Facebook, Instagram, Youtube, and similar applications to connect with communities that have populations of SWD's -HLA sent out 3 postcard mailings to zip codes that have high proportions of SWD's to promote the school -HLA offered monthly virtual school tours and quarterly virtual open houses to learn more about school culture and programatic offerrings -HLA invites families to participate in virtual visits during the summertime after families complete their enrollment at HLA to ensure families feel a connection with the school and staff and feel prepared to enter the school.

English Language Learners	HLA engaged in an ambitious recruitment campaign focused within CSD22, as well as well as outlying areas focused on connecting with ELL families. -When visiting local Pre-K's, CBO's, and houses of worship, HLA brings marketing materials and paper applications, They prioritize staff who are themselves are multilingual speakers when making these visits to best communicate with interested community partners. -On the HLA website, there is a language translation plug-in to allow ELL/MLL families the opportunity to review our website in their native language. -Downloadable paper applications are also available in 6 of the most commonly spoken languages within the community. -HLA leverages digital paid advertisements on popular social media platforms like Facebook, Instagram, Youtube, and similar applications, using targeting features to translate ads into the language of the user. -Virtual open houses were offered in Spanish and Russian. -In-person school tours are and will continue to be available to families in multiple languages including Spanish and Russian, Ukrainian, and Creole. -Registration documents are available to families in multiple foreign languages -For all groups of students a major recruitment/retention strategy has been scheduling "virtual home visits" with all newly enrolled students over the summer prior to the start of the school year. These visits with new	HLA will continue with recruitment strategies that were found to be successful this past recuritment season which include following: visiting local Pre-K's, CBO's, and houses of worship, HLA brings marketing materials and paper applications, They prioritize staff who are themselves are multilingual speakers when making these visits to best communicate with interested community partners. -On the HLA website, there is a language translation plug-in to allow ELL/MLL families the opportunity to review our website in their native language. -Downloadable paper applications are also available in 6 of the most commonly spoken languages within the community. -HLA leverages digital paid advertisements on popular social media platforms like Facebook, Instagram, Youtube, and similar applications, using targeting features to translate ads into the language of the user. -Virtual open houses were offered in Spanish and Russian. -In-person school tours are and will continue to be available to families in multiple languages including Spanish and Russian. -Registration documents are available to families in multiple foreign languages -For all groups of students a major recruitment/retention strategy has been scheduling "virtual home visits" with all newly enrolled students over the summer prior to the start of the school year. These visits with new families help to build relationships and create an authentic line of

	families help to build relationships and create an authentic line of communication. -HLA advertised with El Diario Newspaper to market to MLL communities in CSD22. El Diario is the largest spanish language daily newspaper in New York. -HLA's enrollment policy includes a weight of 2.0 for each applicant who identifies as ELL within the lottery preference, prioritizing enrollment of new ELLs -To support enrollment of further ELLs, HLA has made a concerted effort through new marketing materials, social media posts/ads, and through word of mouth in the community to support and enroll Ukranian refugee families as they enter Brooklyn, resulting in the enrollment of numerous students	communication. -HLA advertised with El Diario Newspaper to market HLA to MLL communities in CSD22. El Diario is the largest spanish language daily newspaper in New York. -HLA's enrollment policy will continue to include a weight of 2.0 for each applicant who identifies as ELL within the lottery preference, prioritizing enrollment of new ELLs -To continue to support enrollment of further ELLs, HLA has made a concerted effort through new marketing materials, social media posts/ads, and through word of mouth in the community to support and enroll Ukranian refugee families as they enter Brooklyn, resulting in the enrollment of numerous students
Economically Disadvantaged	HLA employed a number of targeted strategies to market and recruit ED families to school. -This past year HLA continued their a free afterschool program open to all families. -School staff continued to visit local Pre-K's and Headstarts in neighborhoods that have high populations of ED's throughout CSD 22, and offered private virtual open houses to learn more about our school community, curriculum. -HLA marketing materials included information about the schools free transportation offerrings, meal offerings, and afterschool programming. -HLA leveraged digital paid advertisements on popular social media platforms like Facebook, Instagram, Youtube, and similar applications to connect with families in zipcodes that have high populations of ED families. -HLA sent out 3 postcard mailings to zip	HLA will continue with recruitment strategies that were found to be successful this past recuritment season which included the following: -Offer a free afterschool program open to all families. -School staff continued to visit local Pre-K's and Headstarts in neighborhoods that have high populations of ED's throughout CSD 22. -HLA marketing materials will include infromation about the schools free transportation offerings, afterschool, and meal offerings. -HLA will continue to leverage digital paid advertisements on popular social media platforms like Facebook, Instagram, Youtube, and similar applications to market to zipcodes and communities that have high populations of ED families -HLA will send out 3 postcard mailings to zip codes that have high proportions of ED families to promote the school. -

	codes that have high proportions of ED families to promote the school, througout CSD 22 and neighboring zip codes -HLA offered quarterly live virtual open houses through zoom and monthly school tours live to provide families with the opportunity to learn more about school culture and programatic offerrings -HLA invited new families to participate in virtual visits during the summertime after families completed their enrollment at HLA to ensure families feel a connection with the school and staff and feel prepared to enter the school.	HLA will offer monthly school tours and quarterly live virtual open houses hosted by school leaders to provide families with the opportunity to learn more about school culture and programatic offerrings -HLA invites newly enrolled families to participate in virtual visits during the summertime after families complete their enrollment at HLA to ensure families feel a connection with the school and staff and feel prepared to enter the school. -HLA plans to continue offering new families the opportunity to participate in a free summer school program which will offer intensive math and literacy support to help prepare for the upcoming school year

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2025-2026	Describe Retention Plans for 2026-2027
Students with Disabilities	All newly enrolled families of SWD's meet with HLA Special Education Coordinator. Together, they review the student's IEP, focusing on management needs, yearly goals, and specific supports for which that student qualifies. The special education coordinator details how these services will be provided to ensure fidelity. Families are informed about the quarterly IEP progress reports they can expect and the bi-weekly goal monitoring that teachers complete with students so that they are always informed and able to communicate a student's progress. If a student qualifies for a placement that HLA does not offer, the school will advise families to take part in a weekly or biweekly meeting with the student's teacher and special education coordinator. During this meeting, goal tracking and progress monitoring is reviewed to ensure that the family is aware of all of the support provided for their child. The school also discusses how the family can support a student at home academically and behaviorally. This may include supporting with continuing a behavior plan that is being implemented in school, or offering a student accommodations that they receive in school such as extended time to complete work, reading questions or directions, or offering on task focusing prompts. If a special education student is found to possibly benefit from more support than they qualify for, the	Given that HLA serves a larger proportion of SWD's than the district, the school plans to continue the practices employed over the previous year which include the following: All newly enrolled families of SWD's meet with HLA Special Education Coordinator. Together, they review the student's IEP, focusing on management needs, yearly goals, and specific supports for which that student qualifies. The special education coordinator details how these services will be provided to ensure fidelity. Families are informed about the quarterly IEP progress reports they can expect and the bi-weekly goal monitoring that teachers complete with students so that they are always informed and able to communicate a student's progress. If a student qualifies for a placement that HLA does not offer, the school will advise families to take part in a weekly or biweekly meeting with the student's teacher and special education coordinator. During this meeting, goal tracking and progress monitoring is reviewed to ensure that the family is aware of all of the support provided for their child. The school also discusses how the family can support a student at home academically and behaviorally. This may include supporting with continuing a behavior plan that is being implemented in school, or offering a student accommodations that they receive in school such as

	school will often provide them with additional support in the form of SETSS groups, joining an ICT class, or working 1:1 with a teacher during specific times during the week. HLA places a heavy emphasis on ensuring that students and families know that they will offer as much support as possible to help students access their academic environment and instruction. Rather than focus only on the goals on a student's IEP (which are meant to be achieved in a year), the school works with students to set smaller benchmarks that will help them achieve their larger goals. The school celebrates all successes with families and teachers of students which helps motivate students to engage in our school community.	extended time to complete work, reading questions or directions, or offering on task focusing prompts.
English Language Learners	HLA implemented new processes to strengthen relationships with ELL families. At the start of the year MLL providers created Learning Profiles for their students utilizing their most recent NYSESLAT scores. These profiles detail specific challenges and strengths that the student currently has and maps out a plan on how to best support that student. These profiles are referenced to guide each lesson with a student. These profiles were shared with families of MLL students as well.	HLA will continue to employ its strategies from the previous school year to ensure that MLL families feel engaged and informed about their student's progress, and that all communications from the school are inclusive and accessible.
Economically Disadvantaged	Student Retention continues to be a primary focus for HLA. The school continuously surveys parents frequently to solicit feedback to adopt programmatic plans to ensure that the needs of students and families were met. Additionally, the school provided opportunities for families to submit feedback during	In adition to the previous years retention strategies, HLA plans to connect families with community organizations that treat trauma and mental health, offer free after-care for families during Friday afternoons (days in which the school dismisses at 1pm for staff PD), and continue to survey families to identify areas that

	virtual Town Hall meetings throughout the year in fall and spring town halls. HLA teachers and leaders frequently contacted families via weekly school messages or more personalized communication to support each student's individual needs.	might be impediments to retention or to academic and social success.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 27 2026

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to making an offer of employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated **PRIOR** to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at NYSED CSO Employee Clearance and Fingerprint Memo or visit the NYSED website at Who Must Be Fingerprinted Charts for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates **automatically** once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at NYSED CSO Employee Clearance and Fingerprint Memo.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 8 – Organization Chart

Completed - Jul 28 2026

Instructions

Required of Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Upload the school's currently approved **2025-2026 Organization Chart.** The organization chart should be a graphic representation (a list will not be accepted) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

HLA Org Chart_SY25-26

Filename: HLA Org Chart_SY25-26.pdf **Size:** 185.8 kB

Entry 9 – School Calendars

Completed - Jul 27 2026

Instructions

Required of ALL Charter Schools

Charter schools must upload final **2025-2026 and 2026-2027** calendars into the portal **no later than 11:59 PM on August 3, 2026**. The calendars must be separate files.

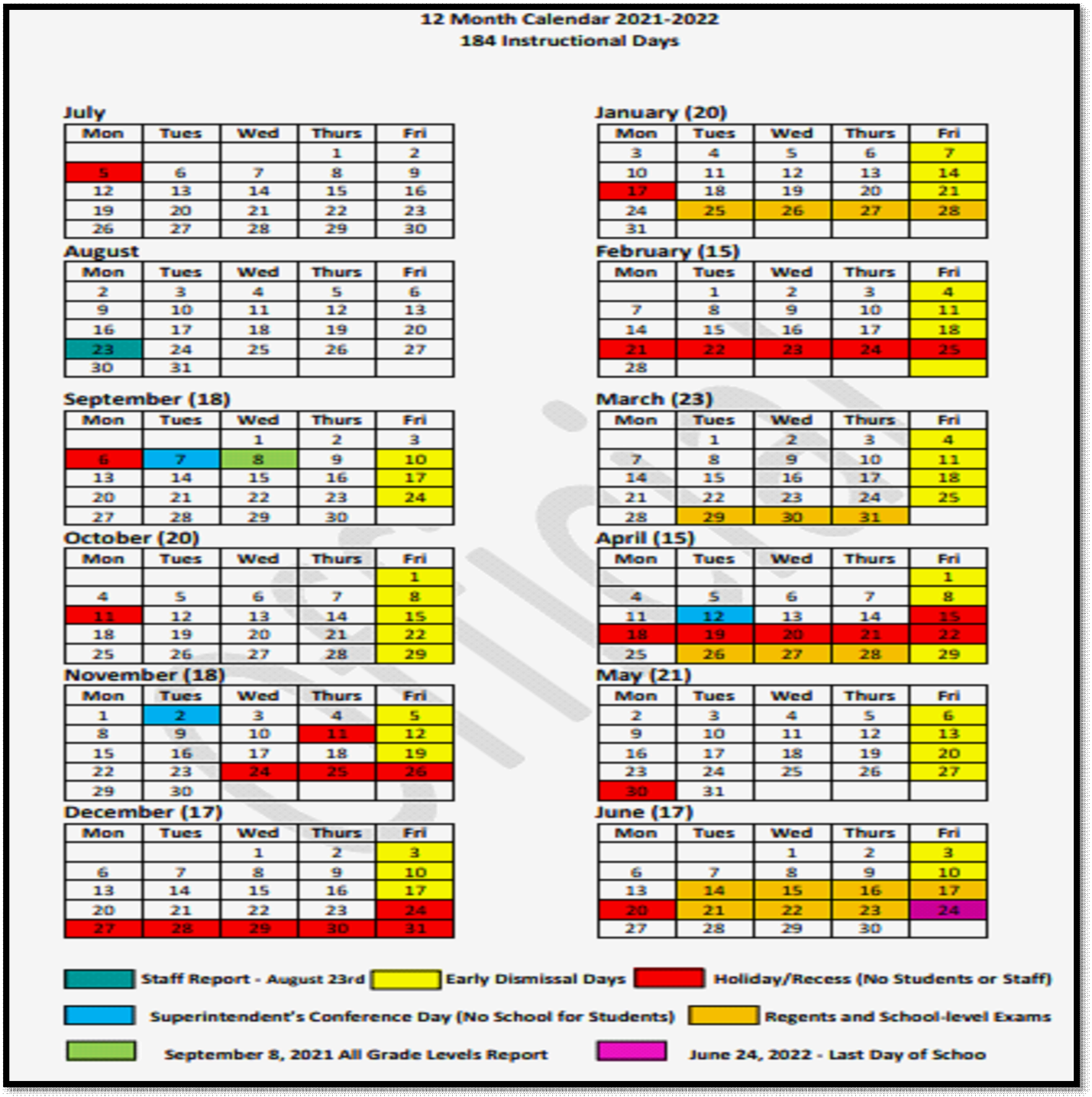
School calendars must meet the minimum instructional requirements as required of other public schools "… *unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month**. **Schools must use a calendar format and ensure there is a monthly tally of instructional days**.

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:



HLA Academic Calendar 26-27

Filename: HLA Academic Calendar 26-27.pdf **Size:** 449.6 kB

HLAAcademicCalendar25-26_04

Filename: HLAAcademicCalendar25-26_04.pdf **Size:** 393.7 kB

Entry 10 – Faculty/Staff Roster Template

Completed - Aug 3 2026

INSTRUCTIONS

Required of Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Please click on the MS Excel Faculty/Staff Roster Template and provide the following information for **all** instructional and non-instructional employees, which should include all faculty and staff employed by the school at any point during the 2025-2026 school year.

Use of the 2025-2026 Annual Report Faculty/Staff Roster Template is required. With the exception of the optional Notes section, completion of each of the data elements is required. When provided, use of the drop-down list options is also required**.** Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in the need for resubmission of a fully corrected roster.

Reminders: (1) Verify that the correct TEACH ID is entered in the roster. Incorrect data entry may result in findings of non-compliance for the school in the areas of teacher certification and clearance. (2) Use the Notes section to add any additional information deemed necessary, such as a name change that may impact verification of certification. (3) Ensure that staff roles (i.e., teacher, school leader, etc.) are accurately identified.

See below for a complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer **NOTE: MUST BE DONE FIRST**	**Select** your school's authorizer from the **drop-down list first**, before completing the roster.
School Name and Institution ID	**Select** your school's name from the **drop-down list**.
Faculty/Staff First Name	Enter the **first name** of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the **last name** of the Faculty/Staff person.
TEACH ID	Enter the **7-digit TEACH ID** for the Faculty/Staff person; **verify the TEACH ID is correctly entered**.
Role at the School / Network	**Select** the best choice of role of the Faculty/Staff person from the **drop-down list**.
Total Years Experience in this Role	Enter **the number of years** of experience the Faculty/Staff person has **in the role selected**.
CPR/AED Certification Status	**Select** the appropriate choice from the **drop-down list**.
Building ID	Enter **the site number (e.g., Site 1, Site 2, etc.)** as completed in the School Information and Cover Page **Entry 1 (n) – Facilities Information** section.
Hire Date at the School / Network	Enter **the date** that the Faculty/Staff person was **hired at the school/network**.
Start Date at the School / Network	Enter **the date** that the Faculty/Staff person actually **began employment at this school/network**.
Date Employee Separated from Service (if applicable)	Enter **the date** that the Faculty/Staff person **separated from service at the school/network**.
Certification Status / Out-of-Certification Justification	**Select** the appropriate choice from the **drop-down list**.
FOR TEACHERS ONLY: Choose Subject Taught	**Select** the appropriate choice from the **drop-down list**.
FOR TEACHERS ONLY: Specify Subject or Grade Band, if NOT Math, Science, Career Technical Education, Technology, or Computer Science	**Select** the appropriate choice from the **drop-down list**.
Notes	Optional

HLA_faculty-staff-roster-template-2026 (1)

Filename: HLA_faculty-staff-roster-template-2026 (1).xlsx **Size:** 29.6 kB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Completed - Nov 2 2026

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2026**.

Schools must complete the "Goals" tables as provided in the tables below **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

Please select the method by which you will provide your school's information:

Responses Selected:

Complete Provided Goals Tables

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025.**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	1. For each year of HLA's renewal charter term, the percentage of students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located.	State tests	Met	
Academic Goal 2	2. For each year of HLA's renewal charter term, the percentage of students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for New York City.	State tests	Met	
Academic Goal 3	3. For each year of HLA's renewal charter term, the percentage of students who score at or above Level 3 on the New York	State tests	Met	

	State Mathematics examination must exceed such percentage for the Community School District (CSD) in which the school is located.			
Academic Goal 4	4. For each year of HLA's renewal charter term, the percentage of students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for New York City.	State tests	Met	
Academic Goal 5	5. Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term.	State tests	Not Met	"HLA is participating in the Read Together Charter Collective (RTCC), a three-year partnership focused on strengthening Tier 1 literacy instruction. In Year 1, priorities include establishing a shared vision for literacy instruction, implementing unit- and lesson-level intellectual preparation protocols, and strengthening instructional planning through the analysis and development of student exemplars.

				The strategic work in years 2 and 3 will continue to build on the successes and areas of need. In addition to RTCC participation and curriculum enhancements, several strategic adjustments have been implemented to accelerate academic growth in ELA: 1) Leadership Restructuring & Expanded Intellectual Prep (IP) - Restructured Assistant Head of School schedules to significantly increase dedicated time for weekly Intellectual Preparation (IP) and professional development. All grade levels now participate in protected weekly content development meetings to strengthen curriculum execution, unpack lesson arcs, and align objective-driven questioning. 2) Strategic Staffing & Priority Grade Interventions - Enacted deliberate staffing changes and concentrated

				intensive coaching support on lower-performing cohorts, specifically 3rd Grade and 5th Grade. 3) Best-Practice Replication & Targeted Teacher Coaching - Analyzed high-impact instructional practices from higher-performing grades (such 4th and 8th Grade ELA, and established individualized coaching plans to develop teacher capacity and replicate those effective routines across all grade bands."
Academic Goal 6	6. Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term.	State tests	Not Met	"Similar to strategic efforts in ELA, HLA has invested in an expert mathematics consultant two days per week to partner with instructional leaders and teachers in developing deep content knowledge, strengthening curriculum implementation, and modeling high-impact instructional

practices. The consultant works directly with teachers in grade levels where students have struggled, facilitates targeted instructional coaching for teachers of cohorts of students requiring acceleration, and collaborates with instructional leaders to build internal capacity in developing actionable coaching plans that effectively shift classroom practice.

In addition to this specialized math consulting and curriculum support, several strategic adjustments were implemented across the school to accelerate academic growth in Mathematics:
1) Leadership Restructuring & Expanded Intellectual Prep - Restructured Assistant Head of School schedules to significantly increase dedicated time for Intellectual Preparation (IP) and professional development. All grade levels now

				participate in weekly content development meetings focused on mathematics to strengthen curriculum execution and lesson design. 2) Strategic Personnel Adjustments - Enacted deliberate staffing and personnel changes within lower-performing grades, particularly in 3rd and 5th grades, to better support student instructional needs in math. 3) Best-Practice Replication & Targeted Teacher Coaching - Analyzed high-impact instructional practices from higher-performing grades (such as 4th and 7th grade) and instituted targeted coaching plans to develop teacher capacity in these key skill areas."
Academic Goal 7	7. Where the school has an eligible subgroup population (defined as six or more students) of	State tests	Not Met	"To accelerate academic growth and English language proficiency for English

	English language learners, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population in each year of the charter term.			Language Learners (ELLs) / Multilingual Learners (MLLs), HLA has established a coherent, multi-year curricular strategy that pairs strengthened Tier 1 core literacy instruction with dedicated language development programming: 1) Tier 1 Core Literacy Curriculum Enhancements (2025 EL Education) - HLA has adopted the updated 2025 EL Education curriculum for grades K–5, which integrates strengthened scaffolds for multilingual learners, explicit language development routines, and expanded opportunities for structured academic discourse directly within core Tier 1 instruction. 2) Dedicated Language Development Curriculum & WIDA Alignment (Unlock ELD) - In SY27–28, HLA will implement Unlock ELD, a specialized language

				development curriculum designed to strengthen MLL/ELL academic language proficiency. Aligned with the WIDA Standards, Unlock ELD builds direct coherence with the school's Tier 1 EL Education curriculum by connecting language instruction to the core content, texts, and knowledge students are developing in their ELA classes. The curriculum provides explicit language development instruction while supporting students in transferring and applying their language skills beyond the designated ELD block."
Academic Goal 8	8. Where the school has an eligible subgroup population (defined as six or more students) of students with disabilities, the school will demonstrate positive academic growth on the New York State ELA examination	State tests	Not Met	"Many students with disabilities at HLA are classified with learning disabilities and benefit directly from robust, language-based instructional supports. Consequently, the curriculum enhancements

	proficiency rates for that applicable population in each year of the charter term.			adopted for multilingual learners—specifically the updated 2025 EL Education curriculum for grades K–5, with its explicit language development routines, structured scaffolds, and expanded opportunities for academic discourse—provide vital access points that support students with IEPs in engaging with rigorous, grade-level literacy content. In addition to curriculum-embedded supports, HLA has strengthened coaching and collaborative planning structures to drive academic growth for students with disabilities: 1) RTCC Walkthroughs & Specialized Feedback - Special education co-teachers are fully included in the Read Together Charter Collective (RTCC) instructional walkthroughs. This ensures they receive frequent, actionable observation

				feedback specifically centered on literacy scaffolding, student engagement, and instructional modifications. 2) Joint Co-Teacher Planning in Weekly Coaching Meetings - Special education teachers participate in the increased weekly content development meetings led by Assistant Heads of School alongside their general education co-teachers. Co-planning within these protected sessions ensures that both teachers maintain shared ownership of lesson design, deeply analyze upcoming content, and proactively map out the differentiations, accommodations, and individualized supports needed for students with IEPs."
Academic Goal 9	9. Where the school has an eligible subgroup population (defined as six or more students) of who are eligible for free or reduced price	State tests	Not Met	"In addition to the comprehensive professional development, co-planning protocols, and general instructional

	lunch, the school will demonstrate positive academic growth on the New York State ELA examination proficiency rates for that applicable population in each year of the charter term.			practices detailed above—which directly benefit students eligible for free or reduced-price lunch (FRPL) through rigorous Tier 1 instruction and responsive scaffolding—HLA's instructional leadership team conducts two systematic tiers of data review to ensure continuous, targeted monitoring of the FRPL subgroup: 1) Attendance and Punctuality Monitoring with Prioritized Family Support - Attendance and timeliness data are closely tracked for all students, with top priority placed on the FRPL subgroup. Weekly attendance meetings—bringing together school culture staff and the social work team—specifically review this data to proactively identify attendance barriers, prioritize family outreach, and coordinate wrap-around supports to ensure obstacles to consistent school

				attendance are effectively mitigated. 2) Subgroup Assessment Tracking & Responsive Instructional Planning - Assistant Heads of School frequently analyze subgroup performance following all major criterion-referenced and norm-referenced assessments. This data analysis maintains an explicit focus on at-risk students within the FRPL subgroup, driving the creation and implementation of targeted instructional action plans with classroom teachers to address identified skill gaps."
Academic Goal 10	10. Where the school has an eligible subgroup population (defined as six or more students) of English language learners, the school will demonstrate positive academic growth on the New York State Mathematics examination proficiency rates for that applicable	State tests	Not Met	"To accelerate academic growth for English Language Learners (ELLs) / Multilingual Learners (MLLs) in Mathematics, HLA is coupling targeted small-group intervention with specialized, language-focused mathematical professional development and

	population in each year of the charter term.			school-wide academic language initiatives: 1) Specialized Consultant Training for Intervention Staff - Intervention staff who facilitate targeted small-group instruction for English Language Learners completed comprehensive summer training and participate in ongoing monthly training with the expert mathematics consultant. This professional development focuses explicitly on language-related math instructional strategies, equipping interventionists to scaffold mathematical vocabulary, unpack complex word problems, and foster student discourse during intervention blocks. 2) Leadership Capacity Building & Strategic PD Planning - The instructional supervisor overseeing ESL and IEP services is working directly with the expert mathematics

				consultant to receive targeted training and collaboratively plan ongoing professional development strategies. This partnership ensures that language-scaffolding techniques are systematically integrated and consistently reinforced across all ELL intervention groups. 3) Cross-Disciplinary Language Development (Unlock ELD) - The implementation of the Unlock ELD curriculum will directly support mathematics achievement in addition to literacy. Because Unlock ELD explicitly develops academic language proficiency, communication routines, and discourse skills, it strengthens students' capacity to interpret mathematical tasks, comprehend domain-specific terminology, and articulate their problem-solving reasoning."

2. Do have more academic goals to add?

Yes

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11	11. Where the school has an eligible subgroup population (defined as six or more students) of students with disabilities, the school will demonstrate positive academic growth on the New York State Mathematics examination proficiency rates for that applicable population in each year of the charter term.	State tests	Met	
Academic Goal 12	12. Where the school has an eligible subgroup population (defined as six or more students) of who are eligible for free or reduced price lunch, the school will demonstrate positive academic growth on the New York State Mathematics examination proficiency rates for that applicable	State tests	Not Met	"In addition to the comprehensive mathematics professional development, expert consultant coaching, and targeted small-group practices detailed above—which directly benefit students eligible for free or reduced-price lunch (FRPL) through rigorous Tier 1 instruction and conceptual

	population in each year of the charter term.			scaffolding—HLA's instructional leadership team conducts two systematic tiers of data review to ensure continuous, targeted monitoring of the FRPL subgroup in mathematics: 1) Attendance and Punctuality Monitoring with Prioritized Family Support - Attendance and timeliness data are closely tracked for all students, with top priority placed on the FRPL subgroup. Weekly attendance meetings—bringing together school culture staff and the social work team—specifically review this data to proactively identify attendance barriers, prioritize family outreach, and coordinate wrap-around supports to ensure obstacles to consistent school attendance are effectively mitigated. 2) Subgroup Assessment Tracking & Responsive Math Instructional Planning - Assistant

				Heads of School frequently analyze subgroup performance following all major criterion-referenced and norm-referenced assessments. This data analysis maintains an explicit focus on at-risk students within the FRPL subgroup, driving the creation and implementation of targeted instructional action plans, small-group intervention, and responsive differentiation with classroom teachers to address identified mathematical gaps. "
Academic Goal 13	1. Each year, more than 50% of students will score at or above the 50th percentile on the NWEA-MAP examination	NWEA-MAP examination	Met	
Academic Goal 14	2. Within each year, the number of students who score at or above the 50th percentile on the NWEA-MAP examination will grow from the fall administration of the	NWEA-MAP examination	Met	

	examination to the spring administration.			
Academic Goal 15	3. Each year, 70% of students who take the Modern Hebrew STAMP examination shall meet proficiency expectations, as defined by number of BEDS days at the school.	Modern Hebrew STAMP examination	Not Met	At SIHP, we are working to strengthen students' Hebrew proficiency through targeted instructional coaching, classroom observations, and teacher collaboration. Based on the STAMP results, we are placing additional emphasis on strengthening comprehensible and communicative input. Teachers are working toward providing meaningful, level-appropriate spoken Hebrew through storytelling, visuals, gestures, repetition, authentic listening experiences, and the integration of Israel Studies. They are also creating opportunities for students to connect Hebrew to real-life scenarios, listen and respond to one another, and build on their peers' ideas, reinforcing language use across all four skills.

Academic Goal 16	4. Each year, 70% of students who take the Modern Hebrew OPI examination shall meet proficiency expectations, as defined by number of BEDS days at the school.	Modern Hebrew OPI examination	Unable to Assess	
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

No

2. ORGANIZATION GOALS

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	1. Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily student attendance rate for the Community School District (CSD) of location.	HLA attendance data, CSD 21 attendance data	Unable to Assess	
Org Goal 2	2. Each year, the percentage of students that are enrolled in ATS on 10/31 of a given school year that are enrolled in ATS on 10/31 of the following school year, excluding students who have graduated, shall meet or exceed the rate for the Community School District (CSD) of location.	HLA attendance data, CSD 21 attendance data	Unable to Assess	
Org Goal 3	3. Each year, the school will meet or exceed an applicable student enrollment targets, as prescribed by the	HLA enrollment data, Board of Regents targets calculator	Not Met	17% vs. 20% "HLA will continue with recruitment strategies that were found to be

	Board of Regents, for English Language Learners.			successful this past recuritment season which include following: visiting local Pre-K's, CBO's, and houses of worship, HLA brings marketing materials and paper applications, They prioritize staff who are themselves are multilingual speakers when making these visits to best communicate with interested community partners. -On the HLA website, there is a language translation plug-in to allow ELL/MLL families the opportunity to review our website in their native language. -Downloadable paper applications are also available in 6 of the most commonly spoken languages within the community. -HLA leverages digital paid advertisements on popular social media platforms like Facebook, Instagram, Youtube, and similar applications, using targeting features to translate ads into the language of the user.

				-Virtual open houses were offered in Spanish and Russian. -In-person school tours are and will continue to be available to families in multiple languages including Spanish and Russian. -Registration documents are available to families in multiple foreign languages -For all groups of students a major recruitment/retention strategy has been scheduling “virtual home visits” with all newly enrolled students over the summer prior to the start of the school year. These visits with new families help to build relationships and create an authentic line of communication. -HLA advertised with El Diario Newspaper to market HLA to MLL communities in CSD22. El Diario is the largest spanish language daily newspaper in New York. -HLA's enrollment policy will continue to include a weight of 2.0 for

				each applicant who identifies as ELL within the lottery preference, prioritizing enrollment of new ELLs -To continue to support enrollment of further ELLs, HLA has made a concerted effort through new marketing materials, social media posts/ads, and through word of mouth in the community to support and enroll Ukranian refugee families as they enter Brooklyn, resulting in the enrollment of numerous students
Org Goal 4	4. Each year, the school will meet or exceed an applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities.	HLA enrollment data, Board of Regents targets calculator	Not Met	18% vs. 19.7 % HLA will contine to employ the following strategies to recruit an enroll SWD's: -Continue to offer robust support services such as speech, counseling, OT, PT, APE, SETSS, and ICT classrooms in all grades -Include visits to ICT classrooms in virtual school tours with prospective families. -School representatives canvassed local Pre-K's and Headstarts

				across CSD22 making sure to mention that our school was and inclusive and welcoming community that was open to all families. - All marketing materials highlight the fact that we are an inclusive and welcoming community and that we welcome all students including those that may have disabilities -HLA leveraged digital paid advertisements on popular social media platforms like Facebook, Instagram, Youtube, and similar applications to connect with communities that have populations of SWD's -HLA sent out 3 postcard mailings to zip codes that have high proportions of SWD's to promote the school -HLA offered monthly virtual school tours and quarterly virtual open houses to learn more about school culture and programatic offerrings -HLA invites families to participate in virtual

				visits during the summertime after families complete their enrollment at HLA to ensure families feel a connection with the school and staff and feel prepared to enter the school.
Org Goal 5	5. Each year, the school will meet or exceed an applicable student enrollment targets, as prescribed by the Board of Regents, for students who are eligible for free and reduced price lunch.	HLA enrollment data, Board of Regents targets calculator	Met	
Org Goal 6	6. Each year, the school will meet or exceed an applicable student retention targets, as prescribed by the Board of Regents, for English Language Learners.	HLA enrollment data, Board of Regents targets calculator	Met	
Org Goal 7	7. Each year, the school will meet or exceed an applicable student retention targets, as prescribed by the Board of Regents, for students with disabilities.	HLA retention data, Board of Regents targets calculator	Met	
Org Goal 8	8. Each year, the school will meet or exceed an applicable student retention targets, as	HLA retention data, Board of Regents targets calculator	Met	

	prescribed by the Board of Regents, for students who are eligible for free and reduced price lunch.			
Org Goal 9	1. In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE survey. The school has a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e, agree/strongly agree, likely/very likely). The school will only meet this goal if at least 50% of parents participate in the survey or if the school meets the reporting threshold for NYC DOE school survey, whichever is higher.	NYC DOE Survey	Unable to Assess	
Org Goal 10	2. In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE survey. The school has a percentage of staff that meets or exceeds citywide averages in Top 2 box responses (i.e,	NYC DOE Survey	Unable to Assess	

	agree/strongly agree, likely/very likely). The school will only meet this goal if at least 50% of parents participate in the survey or if the school meets the reporting threshold for NYC DOE school survey, whichever is higher.			
Org Goal 11	3. In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE survey. The school has a percentage of students that meets or exceeds citywide averages in Top 2 box responses (i.e, agree/strongly agree, likely/very likely). The school will only meet this goal if at least 50% of parents participate in the survey or if the school meets the reporting threshold for NYC DOE school survey, whichever is higher.	NYC DOE Survey	Met	
Org Goal 12				
Org Goal 13				
Org Goal 14				

Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

3. FINANCIAL GOALS

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	1. Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.	Days of cash on hand calculations	Met	
Financial Goal 2	2. Each year, the school will operate on a balanced budget. A budget are considered “balanced” if revenues equal or exceed expenditures.	Profit/loss statements	Not Met	HLA will continue to closely monitor financial performance throughout FY2027, with particular focus on personnel costs, other operating expenses, enrollment, and cash flow. The school will regularly compare actual results to budget, update full year projections, and identify opportunities to control spending where appropriate. Management will also monitor enrollment and related per pupil revenue to ensure financial plans remain aligned with current operating conditions. The Finance Committee

				will review results and projected performance throughout the year so that corrective actions can be taken as needed.
Financial Goal 3	3. Each year, the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded on ATS.	Charter, ATS	Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 12 – Audited Financial Statements

Completed - Oct 29 2026

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 2, 2026.** The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also submit the documents to the SUNY Compass system **no later than 11:59 PM on November 2, 2026**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

HLA FS & RCL- 06

Filename: HLA FS & RCL- 06.pdf **Size:** 392.5 kB

Entry 12b – Additional Financial Documents

Completed - Nov 2 2026

Regents, NYCDOE, and Buffalo BOE-authorized schools must upload financial documents and submit **no later than 11:59 PM on November 2, 2026**. The items listed below should be uploaded with an explanation added if an item is not applicable or not available (e.g., a "Federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold.")

1. Advisory and/or Management Letter
2. Federal Single Audit
3. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for Each School
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

PLEASE NOTE: This task appears as an optional task until August 3, 2026. After this date, the task will be identified as a required task due on November 2, 2026.

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL - 06

Filename: HEBREW LANGUAGE ACADEMY CHARTER SCHOOL - 06.pdf **Size:** 281.6 kB

HLA Escrow #3485 2026-06-30 $100,000

Filename: HLA Escrow #3485 2026-06-30 $100,000.pdf **Size:** 188.2 kB

Entry 12c – Financial Contact Information

Completed - Nov 2 2026

Regents, NYCDOE, and Buffalo BOE-authorized schools should enter financial contact information directly into the form within the portal **no later than 11:59 PM on November 2, 2026**.

PLEASE NOTE: This task appears as an optional task until August 3, 2026. After this date, the task will be identified as a required task due on November 2, 2026.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Lisa Lurie	lisa@onpasolutions.com	646-577-7601

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Michelle M. Cain, CPA	mcain@mmb-co.com	585-423-1860	15

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
	FinOptimal	Jennifer Brick	5615 Kirby, Suite 435; Houston, TX 77005	jenn@finoptimal.com	917-679-4942	11

Entry 13 – Fiscal Year 2026-2027 Budget

Completed - Oct 29 2026

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the Annual Reports webpage and complete it. Upload the completed template **no later than 11:59 PM on November 2, 2026**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

HLA 2026-2027 Annual Budget DOE

Filename: HLA 2026-2027 Annual Budget DOE.xlsx **Size:** 47.7 kB

Optional Additional Documents to Upload (BOR)

Incomplete

Hebrew Language Academy
CHARTER SCHOOL

Dear NYSED CSO,

HLA is currently pending a FDNY visit and we will upload this as soon as it becomes available.

Joey Rotter
Associate Director of Special Projects

NYC Buildings

Certificate of Occupancy

CO Number: 320521164F

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

A.

Borough: Brooklyn **Address:** 2186 MILL AVENUE **Building Identification Number (BIN):** 3332530	**Block Number:** 08470 **Lot Number(s):** 1091 **Building Type:** Altered	**Certificate Type:** Final **Effective Date:** 04/12/2018

This building is subject to this Building Code: Prior to 1968 Code

For zoning lot metes & bounds, please see BISWeb.

B.

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

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

Multiple Dwelling Law Classification: None

No. of stories: 3 **Height in feet:** 45 **No. of dwelling units:** 0

C.

Fire Protection Equipment:
Fire alarm system, Sprinkler system

D.

Type and number of open spaces:
Parking spaces (24), Parking (16117 square feet)

E.

This Certificate is issued with the following legal limitations:
None

Borough Comments: None

Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

NYC Buildings

Certificate of Occupancy

CO Number: 320521164F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From	To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
OS P			OG	E		03	PARKING SPACES IN CONJUNCTION WITH COMMUNITY FACILITY,TOTAL 24 PARKING SPACE.
001	001	240	40	E		03	CLASSROOMS & ACCESSORY OFFICES, AND ACCESSORY STORAGE
001	001	660	100	A-3		03	GYMNASIUM (282), AUDITORIUM (564), CAFETERIA (96)
002	002	521	40	E		03	CLASSROOMS & ACCESSORY OFFICES, AND ACCESSORY STORAGE
003	003	598	40	E		03	CLASSROOMS & ACCESSORY OFFICES, AND ACCESSORY STORAGE
RO F				E		03	ELEVATOR BULKHEAD, STAIR BULKHEAD

ZONING EXHIBIT I AND III, CRFN# 2016000005467 AND 2016000005466

END OF SECTION

Borough Commissioner

Commissioner

END OF DOCUMENT

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Alice Li

Charter School Education Corporation: HLA Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

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

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

[X] **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

If there was no financial interest, check **None**.

[X] **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:

Business Address:

E-mail Address:

ali@cfgi.com

Alice Li (Jun 9, 2026 15:02:40 EDT)

Jun 09, 2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Alice-HLA-Financial Disclosure Form Revised 4-27-26

Final Audit Report 2026-06-09

Created:	2026-06-08
By:	Lauren Murphy (lauren@hebrewpublic.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAArG3ZxzbsYjRi-oULKzSqWviahT4kRgVR

"Alice-HLA-Financial Disclosure Form Revised 4-27-26" History

Document created by Lauren Murphy (lauren@hebrewpublic.org)
2026-06-08 - 3:27:07 PM GMT

Document emailed to aliceymli@gmail.com for signature
2026-06-08 - 3:27:11 PM GMT

Email viewed by aliceymli@gmail.com
2026-06-09 - 7:01:27 PM GMT

Signer aliceymli@gmail.com entered name at signing as Alice Li
2026-06-09 - 7:02:38 PM GMT

Document e-signed by Alice Li (aliceymli@gmail.com)
Signature Date: 2026-06-09 - 7:02:40 PM GMT - Time Source: server - Signature Appearance Selected: MOBILE_DRAW

Agreement completed.
2026-06-09 - 7:02:40 PM GMT

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Brian Tobin

Charter School Education Corporation: HLA Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

   Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship.

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☑ **No**

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

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☑ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

   If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

   If there was no financial interest, check **None**.

   ☑ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:

212-271-0637

Business Address:

399 Park Ave New York, NY 10022

E-mail Address:

Brian.tobin@ms.com

BAT 6/30/26

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Michael Tobman

Charter School Education Corporation: HLA Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Vice Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

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

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:

_____

Business Address:

_____

E-mail Address:

_____

MD Tobman
MD Tobman (Jun 15, 2026 05:50:45 EDT)

Jun 15, 2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Mike-HLA-Financial Disclosure Form Revised 4-27-26

Final Audit Report 2026-06-15

Created:	2026-06-08
By:	Lauren Murphy (lauren@hebrewpublic.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAc9Bx0b6G50rU-uRSfzaLc6Bd-iA3GcfJ

"Mike-HLA-Financial Disclosure Form Revised 4-27-26" History

Document created by Lauren Murphy (lauren@hebrewpublic.org)
2026-06-08 - 3:22:50 PM GMT

Document emailed to michael.tobman@gmail.com for signature
2026-06-08 - 3:22:54 PM GMT

Email viewed by michael.tobman@gmail.com
2026-06-15 - 9:49:07 AM GMT

Signer michael.tobman@gmail.com entered name at signing as MD Tobman
2026-06-15 - 9:50:43 AM GMT

Document e-signed by MD Tobman (michael.tobman@gmail.com)
Signature Date: 2026-06-15 - 9:50:45 AM GMT - Time Source: server - Signature Appearance Selected: TYPE

Agreement completed.
2026-06-15 - 9:50:45 AM GMT

Adobe Acrobat Sign

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Stella Binkevich

Charter School Education Corporation: Hebrew Language Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

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

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☑ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

If there was no financial interest, check **None**.

☑ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:

917-826-9788

Business Address:

730 Third Ave, 4th floor; New York, NY 10017

E-mail Address:

stella@bkln.com

Stella Binkewich

5/10/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Michael Moore

Charter School Education Corporation: HLA Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

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

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☑ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

If there was no financial interest, check **None**.

☑ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:

9178171073

Business Address:

E-mail Address:

mofauxviejo@gmail.com

Michael Moore
Michael Moore (Jun 8, 2026 15:30:44 EDT)

Jun 8, 2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Financial Disclosure Form Revised 4-27-26

Final Audit Report 2026-06-08

Created:	2026-06-08
By:	Lauren Murphy (lauren@hebrewpublic.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAbOmNPufpf9hATiNlYmNHr_zAUGaRmxgl

"Financial Disclosure Form Revised 4-27-26" History

Document created by Lauren Murphy (lauren@hebrewpublic.org)
2026-06-08 - 3:14:35 PM GMT

Document emailed to mofauxviejo@gmail.com for signature
2026-06-08 - 3:14:45 PM GMT

Email viewed by mofauxviejo@gmail.com
2026-06-08 - 7:24:16 PM GMT

Signer mofauxviejo@gmail.com entered name at signing as Michael Moore
2026-06-08 - 7:30:42 PM GMT

Document e-signed by Michael Moore (mofauxviejo@gmail.com)
Signature Date: 2026-06-08 - 7:30:44 PM GMT - Time Source: server - Signature Appearance Selected: TYPE

Agreement completed.
2026-06-08 - 7:30:44 PM GMT

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Ellen Green

Charter School **Education Corporation: HLA Charter School**

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Chair – 2023-present

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

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

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:

_____

Business Address:

_____

E-mail Address:

Emg522@aol.com

Ellen Green 5/25/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Valerie Kheyttie

Charter School Education Corporation: HLA

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

   Member-at-large

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship.

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☑ **Yes** ☐ **No** I work for the network office

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☑ **Yes** ☐ **No**

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

CMO employee

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☑ None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

If there was no financial interest, check **None**.

☑ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:

718-496-4574

Business Address:

25 West 39th St. NY, NY 10018

E-mail Address:

Valerie@hebrewpublic.org

N Kushner 5/10/26

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Board of Trustees Meeting Minutes

September 9, 2025, 6 pm

Meeting Locations: 2186 Mill Ave, Brooklyn, NY 11234 & Zoom

Trustees Present

Ellen Green
Valerie Khaytina
Mike Tobman

Also Present:

Daniella Steinberg, Head of School, HLA

Lauren Murphy, Director of External Relations, Hebrew Public

Michael Moore, Prospective Board Member

1. **Call to Order**

   Ellen Green called the meeting to order at 6:01 p.m.

2. **Adoption of September 2025 Agenda**

   There was no quorum present.

3. **Approval of August 2025 Meeting Minutes**

   There was no quorum present.

4. **Nomination of Michael Moore to the Board of Trustees**

   There was no quorum present.

   Michael Moore shared a brief introduction.

5. **School Leadership Report**

Daniella Steinberg provided an update on the first weeks of school, highlighting student engagement, review of state testing scores (HLA did very well!), student recruitment efforts, and facility upgrades, including the renovated staff lounge and fresh paint in the gymnasium.

6. **Network Report**

   Valerie Khaytina provided a general update and shared further information on student recruitment and online marketing for HLA. Hebrew Public has been working closely with Ms. Steinberg and her team to ensure the school year is off to a great start.

7. **Public Comments**

   No public comments were received.

8. **Adjournment**

   Ellen Green adjourned the meeting at 6:37 pm. The board will meet next on Wednesday, October 15, 2025.

Board of Trustees Meeting Minutes

March 10, 2026, 6 pm

Meeting Locations: 2186 Mill Ave, Brooklyn, NY 11234 & Zoom

Trustees Present

Ellen Green
Valerie Khaytina
Mike Tobman
Michael Moore
Alice Li

Also Present:

Daniella Steinberg, Head of School, HLA

Lauren Murphy, Director of External Relations, Hebrew Public

1. **Call to Order**

   Ellen Green called the meeting to order at 6:00 p.m. and reminded members of the public that at this time, they may sign up to make a public comment; they also may sign up before all board meetings by emailing boardhla@hebrewpublic.org.

2. **Adoption of March 2026 Agenda**

   Ellen Green asked for a motion to adopt the March 2026 meeting agenda. Mike Tobman made a motion, and Michael Moore seconded the motion. The board voted unanimously to approve the motion.

3. **Approval of February 2026 Meeting Minutes**

   Ellen Green asked for a motion to approve the minutes from the February 2026 meeting. Mike Tobman made the motion, and Michael Moore seconded the motion. The board voted unanimously to approve the motion.

4. **Approval of Amendment to Credit Card Policy within the Financial Policies & Procedures**

   The Board considered a proposed amendment to the Credit Card Policy within the Financial Policies & Procedures. The amendment removes the fixed $5,000 credit card limit and allows credit card limits to be established by the CEO and CFO based on role and operational need, with appropriate oversight controls.

   Ellen Green made a motion to approve, and Mike Tobman seconded, and it went to a vote and was approved unanimously without abstentions or objections.

5. **School Leadership Report**

   Daniella Steinberg shared updates on student activities, including the leadership class snack cart initiative and the chess team's strong performance at a recent tournament. The HLA dashboard was reviewed. The school met its internal assessment goals for ELA and Math. Progress continues toward increasing teacher certification, and the school currently has no staff vacancies. Student attendance remains below the 95% goal at approximately 92%. Out-of-school suspensions remain below target levels, and recruitment efforts continue. The school is meeting both authorized and budgeted enrollment targets. Additional highlights included positive high school placement results for graduating students and a well-attended Black History Month celebration.

   The board discussed the update, and no action was taken.

6. **Network Report**

   Valerie Khaytina provided a network update and shared a presentation on the recent trip to Israel for 8th-grade students and staff ambassadors.

   The board discussed the update, and no action was taken.

7. **Public Comments**

   No public comments were received.

8. **Adjournment**

   Ellen Green adjourned the meeting at 6:10 pm. The board will meet next on April 14, 2026.

Board of Trustees Meeting Minutes

July 8, 2025, 6 pm

Trustees Present

Ellen Green
Valerie Khaytina
Alice Li

Also Present:

Daniella Steinberg, Head of School, HLA

Lauren Murphy, Director of External Relations, Hebrew Public

1. **Call to Order**

   Ellen Green called the meeting to order at 6:02 p.m.

2. **Adoption of July 2025 Agenda**

   No quorum was present.

3. **Approval of June 2025 Meeting Minutes**

   No quorum was present.

4. **Review of the Proposed Internet Safety Policy & Distraction-Free School Policy**

   In alignment with a new New York State law signed by the Governor, all public Schools, including charter schools, are required to implement and enforce policies that limit student access to internet-enabled devices during the school day. Hebrew Language Academy Charter School (HLA) fully supports this effort to maintain a focused and distraction-free learning environment as well as implement an internet safety policy. These two policies are available for a 30-day public comment period and are publicly posted on the website.

5. **School Leadership Report**

HLA's Head of School, Daniella Steinberg, shared a PowerPoint presentation with pictures and covered updates from the past month, which included end-of-year events, enrollment update, staffing update, and a facility update.

End-of-Year celebrations included a large family party with a new DJ and MC, a memorable Kindergarten Stepping Up Ceremony, and Prom.

Enrollment efforts are ongoing, particularly for 7th and 8th grades, with most waitlisted students likely to be admitted. Leadership changes included adding two Assistant Heads of School for lower and middle grades, supported by Deans of Students and department directors.

Facility improvements are underway, including repainting, a new gym floor, updated concrete in the yard, a new teacher lounge, and a tech lab for middle school featuring e-sports and 3D printing. A fundraising campaign will support the tech lab costs.

Lastly, the school is refreshing its visual branding and signage to enhance the student and visitor experience.

6. **Network Report**

Valerie Khaytina, Chief External Officer, reported that due to the cancellation of a planned alumni trip to Israel, she has been focused on strengthening HLA's alumni engagement. Her team is updating contact information to better track alumni success and maintain connections.

Additionally, recruitment remains a top priority. With a nearby school closing, the team is actively pursuing outreach and developing new materials to attract potential students. She emphasized the importance of promoting HLA's growing strengths and increasing visibility.

7. **Public Comments**

No public comments were received.

8. **Adjournment**

Alice Li adjourned the meeting at 6:20 pm. The board will meet next on August 5, 2025.

Board of Trustees Meeting Minutes

November 5, 2025, 6 pm

Meeting Locations: 2186 Mill Ave, Brooklyn, NY 11234 & Zoom

Trustees Present

Ellen Green
Valerie Khaytina
Alice Li
Mike Tobman
Stella Binkevich

Also Present:

Daniella Steinberg, Head of School, HLA

Gerard Del Rosario, Director of Operations, HLA

Lauren Murphy, Director of External Relations, Hebrew Public

Robert Keogh, Vice President of Finance, 4th Sector Solutions Inc.

1 Member of the public

1. Call to Order

Ellen Green called the meeting to order at 6:04 p.m. and reminded members of the public that at this time, they may sign up to make a public comment; they also may sign up before all board meetings by emailing boardhla@hebrewpublic.org.

2. Adoption of November 2025 Agenda

Ellen Green asked for a motion to adopt the November 2025 meeting agenda. Alice Li made a motion, and Mike Tobman seconded the motion. The board voted unanimously to approve the motion.

3. **Approval of October 2025 Meeting Minutes**

   Ellen Green asked for a motion to approve the minutes from the HLA October 2025 meeting. Mike Tobman made the motion, and Valerie Khaytina seconded the motion. The board voted unanimously to approve the motion.

4. **Finance Commitee Report**

   On October 21, 2025, the finance committee met to review the draft audited financial statements for the school year ending June 30, 2025, with Mengel Metzger Barr & Co., the school's auditing firm. The Finance Committee voted to recommend that the Board accept the audited financial statements for FY25 as presented.

5. **Approval of the draft audited financial statements for the school year ending June 30, 2025**

   Ellen Green made a motion to approve the draft audited financial statements for the school year ending June 30, 2025. Mike Tobman seconded the motion, and the motion went to a vote and was carried unanimously.

6. **School Leadership Report**

   Daniella Steinberg provided an update highlighting student leadership, community engagement, and upcoming events. Middle school students relaunched the snack cart as part of their leadership program, promoting responsibility and teamwork. The school is emphasizing gratitude through Family Giving events for lower grades and Friendsgiving celebrations for middle school. A schoolwide food drive is underway to support City Harvest, and HLA is assisting families in need through its *HLA Helps for the Holidays*. Family conferences on November 20 will be held virtually to increase participation, and families have expressed appreciation for the flexibility and accessibility of the virtual format. The board discussed the update, and no action was taken.

7. **Network Report**

Valerie Khaytina provided an update from Hebrew Public on network initiatives and priorities. Hebrew Public is supporting the planning of a new school in Henderson, Nevada, which will not be directly managed by the network but will maintain a close partnership for guidance in key areas. Student recruitment for HLA remains the top priority, with continued emphasis on enrollment growth. Planning is underway for the 8th-grade Israel trip in February. The board discussed the update, and no action was taken.

8. **Public Comments**

   No public comments were received.

9. **Adjournment**

   Ellen Green adjourned the meeting at 6:22 pm. The board will meet next on December 9, 2025.

Board of Trustees Meeting Minutes

May 12, 2026, 6 pm

Meeting Locations: 2186 Mill Ave, Brooklyn, NY 11234 & Zoom

Trustees Present

Ellen Green
Valerie Khaytina
Mike Tobman
Michael Moore
Stella Binkevich

Also Present:

Alexa Grosbard, Director of Operations, HLA

Lauren Murphy, Director of External Relations, Hebrew Public

1. **Call to Order**

   Ellen Green called the meeting to order at 6:05 p.m. and reminded members of the public that at this time, they may sign up to make a public comment; they also may sign up before all board meetings by emailing boardhla@hebrewpublic.org.

2. **Adoption of May 2026 Agenda**

   Ellen Green asked for a motion to adopt the May 2026 meeting agenda. Valerie Khaytina made a motion, and Michael Moore seconded the motion. The board voted unanimously to approve the motion.

3. **Approval of April 2026 Meeting Minutes**

   Ellen Green asked for a motion to approve the minutes from the April 2026 meeting.
   Stella Binkevich made the motion, and Michael Moore seconded the motion. The board voted unanimously to approve the motion.

4. **Approval of 2026-27 School Calendar**

Ellen Green asked for a motion to approve the 2026-27 School Calendar. Valerie Khaytina made the motion, and Michael Moore seconded the motion. The board voted unanimously to approve the motion.

5. **Approval of 2026-27 Board Calendar**
   Ellen Green asked for a motion to approve the 2026-27 Board Calendar. Michael Moore made the motion, and Valerie Khaytina seconded the motion. The board voted unanimously to approve the motion.

6. **School Leadership Report**
   Alexa Grosbard, Director of Operations, shared updates on enrollment, academics, and school culture. HLA is having continued progress with post-lottery registrations and strong family engagement through tours and enrollment events. HLA also successfully completed state testing despite statewide testing platform disruptions. Additional highlights included upcoming Culture Day celebrations, a new attendance incentive event for students with strong attendance, Teacher Appreciation Week activities, and recent K–2 field trips.

   The board discussed the update, and no action was taken.

7. **Public Comments**
   No public comments were received.

8. **Adjournment**
   Ellen Green adjourned the meeting at 6:25 pm. The board will meet next on June 16, 2026.

Board of Trustees Meeting Minutes

June 16, 2026, 6 pm

Meeting Locations: 2186 Mill Ave, Brooklyn, NY 11234 & Zoom

Trustees Present

Ellen Green
Valerie Khaytina
Mike Tobman
Michael Moore
Alice Li

Also Present:
Daniella Steinberg, HOS, HLA
Lauren Murphy, Director of External Relations, Hebrew Public

1. **Call to Order**
   Ellen Green called the meeting to order at 6:02 p.m. and reminded members of the public that at this time, they may sign up to make a public comment; they also may sign up before all board meetings by emailing boardhla@hebrewpublic.org.

2. **Adoption of June 2026 Agenda**
   Ellen Green asked for a motion to adopt the June 2026 meeting agenda. Mike Tobman made a motion, and Michael Moore seconded the motion. The board voted unanimously to approve the motion.

3. **Approval of May 2026 Meeting Minutes**
   Ellen Green asked for a motion to approve the minutes from the May 2026 meeting. Michael Moore made the motion, and Mike Tobman seconded the motion. The board voted unanimously to approve the motion.

4. **Approval of 2026/27 Budget**
   On June 9, 2026, the Finance Committee met to review the financial projections and proposed budget for the 2026-27 school year. The proposed budget reflects a management fee of 10% of gross revenues payable to Hebrew Public under the Educational Services Agreement, representing a reduction from the 12% rate set forth in the ESA. This reduction applies solely to FY 2027 and does not constitute a permanent amendment to the ESA. The Committee recommended that the Board adopt the 2026-27 budget as presented. Ellen Green asked for a

motion to approve the 2026-27 Budget. Mike Tobman made the motion, and Michael Moore seconded the motion. The board voted unanimously to approve the motion.

5. **Approval of 2026/27 Significant Contracts & Other Operational Spend**
   Ellen Green asked for a motion to approve the 2026/27 Significant Contracts & Other Operational Spend. Michael Moore made the motion, and Mike Tobman seconded the motion. The board voted unanimously to approve the motion.

6. **Approve Board Officer Roles for 2026/27**
   Ellen Green asked for a motion to approve the following Board Officer Roles for 2026/27: Ellen Green, Chair, Mike Tobman, Vice Chair, Alice Li, Treasurer, and Brian Tobin, Secretary. Mike Tobman made the motion, and Valerie Khaytina seconded the motion. The board voted unanimously to approve the motion.

7. **Board Member Term Renewal through June 30, 2029**
   Ellen Green asked for a motion to approve three-year term renewals for Valerie Khaytina and Brian Tobin through June 30, 2029. Michael Moore made the motion, and Mike Tobman seconded the motion. The board voted unanimously to approve the motion.

8. **Preview 2026/27 School Safety Plans**
   The 26/27 school safety plans will be voted on during the August meeting– as per Section 155.17 of the Commissioner of Education's Regulations, charter schools do have to draft, publicly notice, and adopt a safety plan with a 30-day public comment period. That period will begin on July 1, and the safety plan will be posted to the school's website.

9. **School Leadership Report**

   Ms. Steinberg provided a Head of School report. She shared that HLA has secured 125 verified registrations for the 2026–27 school year, allowing the school to open three kindergarten sections next year. Recruitment efforts continue for an additional kindergarten teacher.

   Ms. Steinberg also highlighted several successful end-of-year events and celebrations and presented updates to the school's uniform policy for the 2026–27 school year, including the introduction of school-branded apparel and the elimination of hooded sweatshirts. Financial assistance will be available for families in need. She noted that state assessment results are not yet available and will be shared with the Board when released.

   The Board discussed the update, and no action was taken.

10. Network Report

Valerie Khaytina provided a network update and highlighted the success of the annual Washington, D.C. Summit, which included participation from HLA students. She also shared plans to transition the trip to seventh grade beginning next year. She provided updates on network growth, including new school openings and projected enrollment increases across the network.

The Board discussed the update, and no action was taken.

11. Public Comments

No public comments were received.

12. Executive Session

Ellen Green made a motion to enter into the Executive Session. Mike Tobman seconded the motion, and it was passed unanimously.

Valerie Khaytina presented the Head of School evaluation and a compensation review.

Ellen Green made a motion to exit the executive session, Michael Moore seconded the motion, and it was passed unanimously.

Upon returning to public session, Ellen Green made a motion to approve the Head of School evaluation, including a compensation adjustment. Michael Moore seconded the motion, and it was approved by the Board. Valerie Khaytina abstained from the vote due to a conflict of interest.

13. Adjournment

Ellen Green adjourned the meeting at 6:38 pm. The board will meet next on July 7, 2026.

Board of Trustees Meeting Minutes

February 10, 2026, 6 pm

Meeting Locations: 2186 Mill Ave, Brooklyn, NY 11234 & Zoom

Trustees Present

Ellen Green
Valerie Khaytina
Mike Tobman
Brian Tobin
Alice Li
Stella Binkevich

Also Present:

Lauren Murphy, Director of External Relations, Hebrew Public

1 Member of the public

1. **Call to Order**

   Ellen Green called the meeting to order at 6:02 p.m. and reminded members of the public that at this time, they may sign up to make a public comment; they also may sign up before all board meetings by emailing boardhla@hebrewpublic.org.

2. **Adoption of February 2026 Agenda**

   Ellen Green asked for a motion to adopt the February 2026 meeting agenda. Mike Tobman made a motion, and Brian Tobin seconded the motion. The board voted unanimously to approve the motion.

3. **Approval of January 2026 Meeting Minutes**

   Ellen Green asked for a motion to approve the minutes from the January 2026 meeting. Brian Tobin made the motion, and Mike Tobman seconded the motion. The board voted unanimously to approve the motion.

4. **School Leadership Report**
   The school leadership report was postponed due to scheduling/emergency conflict.

5. **Network Report**
   Valerie Khaytina provided a network update, sharing that the 8th-grade Capstone and Ambassador trips to Israel will take place over February break, with 14 students from across the network and seven ambassadors participating. She noted that schools have completed interim assessments and are finishing winter MAP testing, with school and network teams using the data to inform instructional adjustments and maximize student growth ahead of state exams. The network is working closely with Heads of School and the Talent Team on staffing structures for the upcoming school year and continues to support school leaders with teacher coaching as the spring evaluation window approaches. Operationally, the network is providing lottery and hiring support to PHP, addressing HVAC and plumbing issues at HLA2 related to extreme cold weather, and supporting Digital Literacy grant reimbursements at HLA. Valerie also shared that the talent hiring season has officially launched following joint professional development for leaders focused on candidate cultivation and hiring practices. She concluded by noting the successful first interschool soccer tournament on February 1 and the upcoming national Hebrew Public fundraiser scheduled for April 23, 2026, at the West Side Comedy Club.

   The board discussed the update, and no action was taken.

6. **Public Comments**
   No public comments were received.

7. **Adjournment**
   Ellen Green adjourned the meeting at 6:10 pm. The board will meet next on March 10, 2026.

Board of Trustees Meeting Minutes

August 5, 2025, 6 pm

Trustees Present

Ellen Green
Valerie Khaytina
Mike Tobman
Brian Tobin
Alice Li

Also Present:

Daniella Steinberg, Head of School, HLA

Lauren Murphy, Director of External Relations, Hebrew Public

1. **Call to Order**

   Ellen Green called the meeting to order at 6:03 p.m.

2. **Adoption of July & August 2025 Agendas**

   Mike Tobman made a motion to adopt the July & August 2025 meeting agendas. Alice Li seconded the motion. The board voted unanimously to approve the motion.

3. **Approval of June & July 2025 Meeting Minutes**

   Brian Tobin made a motion to approve the minutes from the HLA June & July 2025 Board Minutes. Mike Tobman seconded the motion. The board voted unanimously to approve the motion.

4. **Board Action Items:**

   a. **Review and Approval of the CMO Renewal Agreement between HLA and Hebrew Public**

Mike Tobman made a motion to approve the renewal of the CMO agreement with Hebrew Public for the current charter term ending June 30, 2030. Brian Tobin seconded and the motion, and the board voted unanimously to approve the motion.

b. **Approval of the 2025-26 School Handbook**

Valerie Khaytina made a motion to approve the 2025-26 School Handbook. Mike Tobman seconded and the motion, and the board voted unanimously to approve the motion.

c. Approval of the 2025-26 School Safety Plan

Mike Tobman made a motion to approve the 2025-26 School Safety Plan. Alice Li seconded and the motion, and the board voted unanimously to approve the motion.

d. Adoption of the Internet Safety Policy

Mike Tobman made a motion to adopt the Internet Safety Policy. Valerie Khaytina seconded and the motion, and the board voted unanimously to approve the motion.

e. **Adoption of the Distraction-Free School Policy**

Mike Tobman made a motion to adopt the Distraction-Free School Policy. Brian Tobin seconded and the motion, and the board voted unanimously to approve the motion.

5. School Leadership Report

HLA's Head of School, Daniella Steinberg, presented the monthly dashboard, noting enrollment at 85% of authorized levels, with growth in kindergarten applications. She also shared facility updates, including plans for a new technology lab for grades 5–8.

Ms. Steinberg shared information about upcoming events, including mandatory family orientations on Aug. 26–27, a Welcome Back Carnival on Aug. 31, and the first day of school on Aug. 28.

6. Network Report

Valerie Khaytina provided an update from Hebrew Public and commended Daniella and her team for their exceptional work. The kindergarten class for this year will be the most diverse in years, with strong programming to boost future recruitment. An old recruitment video

repurposed as a social media reel has garnered thousands of views, generating new applications. New initiatives for this year at HLA, include a Brighton Ballet residency (Latin ballroom for grades 3–4), Lego robotics for K–2, and expanded extracurriculars such as soccer, Specialized High Schools Admissions Test (SHSAT prep), and volleyball.

7. **Public Comments**

   No public comments were received.

8. **Adjournment**

   Ellen Green adjourned the meeting at 6:40 pm. The board will meet next on September 9, 2025.

Board of Trustees Meeting Minutes

December 9, 2025, 6 pm

Meeting Locations: 2186 Mill Ave, Brooklyn, NY 11234 & Zoom

Trustees Present

Ellen Green
Valerie Khaytina
Michael Moore
Mike Tobman
Stella Binkevich

Also Present:

Daniella Steinberg, Head of School, HLA

Gerard Del Rosario, Director of Operations, HLA

Lauren Murphy, Director of External Relations, Hebrew Public

1. **Call to Order**

   Ellen Green called the meeting to order at 6:02 p.m. and reminded members of the public that at this time, they may sign up to make a public comment; they also may sign up before all board meetings by emailing boardhla@hebrewpublic.org.

2. **Adoption of December 2025 Agenda**

   Ellen Green asked for a motion to adopt the December 2025 meeting agenda. Mike Tobman made a motion, and Valerie Khaytina seconded the motion. The board voted unanimously to approve the motion.

3. **Approval of November 2025 Meeting Minutes**

   Ellen Green asked for a motion to approve the minutes from the November 2025 meeting. Mike Tobman made the motion, and Valerie Khaytina seconded the motion. The board voted unanimously to approve the motion.

4. **School Leadership Report**

Daniella Steinberg provided an update highlighting student activities, academics, and operations. The student leadership team continues to manage the snack cart initiative. Upcoming events include the K–4 Winter Dance, middle school basketball tryouts for boys and girls (with eligibility set at a 75% GPA or higher), *Holiday of the Holidays* on December 14, the K–4 Winter Show *"Friends Around the World"* on December 18, and an *Ugly Sweater Competition* on December 23. Students attending school events or tryouts ending after 5:15 p.m. must be picked up by a parent or guardian.

Academically, internal assessments are underway, and the HLA Dashboard continues to track progress. There are currently no staff vacancies. Attendance remains an area of focus during the winter months, and suspension rates are stable. Student applications are nearly equal to last year's levels, and all financial goals have been met through strong enrollment.

The board discussed the update, and no action was taken.

5. **Network Report**

Valerie Khaytina provided an update on network initiatives and professional learning. In mid-November, the network team held a two-day in-person convening focused on strengthening cross-team collaboration and engaging deeply with the Strategic Plan, including reflection on individual and collective practices. On the academic side, Hebrew Public hosted a professional development day for academic leaders from all four schools. This fall, the Talent team completed a comprehensive review of hiring and retention data, studied practices at peer organizations, and gathered extensive feedback from school leaders across the network. The first-ever Board Leadership Forum will take place on December 10th, with a focus on enrollment, student recruitment, and national and local demographic trends.

The board discussed the update, and no action was taken.

6. **Public Comments**

No public comments were received.

7. **Adjournment**

Ellen Green adjourned the meeting at 6:18 pm. The board will meet next on January 6, 2026.

Board of Trustees Meeting Minutes

October 15, 2025, 6 pm

Meeting Locations: 2186 Mill Ave, Brooklyn, NY 11234 & Zoom

Trustees Present

Ellen Green
Valerie Khaytina
Mike Tobman
Stella Binkevich
Alice Li

Also Present:

Daniella Steinberg, Head of School, HLA

Gerard Del Rosario, Director of Operations, HLA

Lauren Murphy, Director of External Relations, Hebrew Public

2 Members of the public

1. Call to Order

Ellen Green called the meeting to order at 6:03 p.m. and reminded members of the public that at this time, they may sign up to make a public comment; they also may sign up before all board meetings by emailing boardhla@hebrewpublic.org.

2. Adoption of October & September 2025 Agendas

Ellen Green asked for a motion to adopt the October & September 2025 meeting agendas. Alice Li made a motion, and Mike Tobman seconded the motion. The board voted unanimously to approve the motion.

3. **Approval of August & September 2025 Meeting Minutes**

   Ellen Green asked for a motion to approve the minutes from the HLA August & September 2025 meetings. Mike Tobman made the motion, and Valerie Khaytina seconded the motion. The board voted unanimously to approve the motion.

4. **Nomination of Michael Moore to the Board of Trustees**

   The board received a copy of Michael Moore's board of trustees application prior to the meeting for review. Ellen Green asked for a motion to approve Michael's nomination to the HLA board of trustees. Mike Tobman made the motion, Valerie Khaytina seconded, and the motion went to a vote, where it unanimously passed with no objections or abstentions.

   Formal Board of Trustees Resolution:

   Hebrew Language Academy Charter School *Board of Trustees, having reviewed the application in its entirety, has voted to select* ***Michael Moore*** *as a member to its Board of Trustees, with a term expiring on* ***June 30, 2028,*** *pending approval by the Office of School Design and Charter Partnerships (OSDCP). The resolution approving* ***Michael Moore*** *is adopted upon OSDCP's approval.*

5. **School Leadership Report**

   Daniella Steinberg provided an update highlighting student activities, academics, and policy reminders. She reviewed fall clubs and trips for lower and middle school. All assessments are complete, and teachers held planning sessions with a consultant to review data and form small groups, with guided reading now occurring daily. Policy reminders included late arrival, early pick-up, cashless trip payments beginning in 2026, vandalism consequences, and online learning requirements for Rosetta Stone, MyPath, and other platforms. Social media expectations were reinforced, and families were asked to support responsible use. Upcoming events include Spirit Week, Unity Day, Breast Cancer Awareness Month activities, and a schoolwide walk at Coney Island.

The board discussed the update, and no action was taken.

6. **Network Report**

   Valerie Khaytina provided an update from Hebrew Public, noting continued support for HLA's student recruitment efforts, with a primary focus on Kindergarten enrollment for the upcoming school year. Recruitment remains a challenge, and strategies are being developed to strengthen outreach through word of mouth and by highlighting the school's extracurricular programs. She also shared that the network is working to build an alumni database.

   The board discussed the update, and no action was taken.

7. **CMO Evaluation Review**

   As part of an annual process and management agreement, the HLA board is required to complete an evaluation of Hebrew Public services. The Network team completed a self-evaluation, and Daniella completed her section with her leadership team. They both briefly presented their evaluations to the board. Board members were asked to review the document and provide any additional feedback or input in the final column of the chart. The board chair will compile trustees' comments and finalize the evaluation on behalf of the board.

8. **Public Comments**

   No public comments were received.

9. **Adjournment**

   Ellen Green adjourned the meeting at 6:45 pm. The board will meet next on November 5, 2025.

Board of Trustees Meeting Minutes

April 14, 2026, 6 pm

Meeting Locations: 2186 Mill Ave, Brooklyn, NY 11234 & Zoom

Trustees Present

Ellen Green
Valerie Khaytina
Mike Tobman
Alice Li
Michael Moore
Stella Binkevich

Also Present:

Daniella Steinberg, Head of School, HLA

Lauren Murphy, Director of External Relations, Hebrew Public

1. **Call to Order**

   Ellen Green called the meeting to order at 6:02 p.m. and reminded members of the public that at this time, they may sign up to make a public comment; they also may sign up before all board meetings by emailing boardhla@hebrewpublic.org.

2. **Adoption of April 2026 Agenda**

   Ellen Green asked for a motion to adopt the April 2026 meeting agenda.
   Mike Tobman made a motion, and Valerie Khaytina seconded the motion. The board voted unanimously to approve the motion.

3. **Approval of March 2026 Meeting Minutes**

   Ellen Green asked for a motion to approve the minutes from the March 2026 meeting.
   Mike Tobman made the motion, and Michael Moore seconded the motion. The board voted unanimously to approve the motion.

4. **School Leadership Report**

   Daniella Steinberg shared updates on academic priorities, student activities, and school operations. The HLA dashboard was reviewed. HLA has resumed ELA state test preparation following spring break, with a focus on readiness ahead of upcoming exams. Enrollment efforts continue following the April 1 lottery, with active family outreach to support registration. Student attendance and staffing remain stable, with no current vacancies. Additional highlights included a Yom HaShoah program, an upcoming Israel Day celebration, a strong performance by the debate team, and the girls' basketball team winning its first championship.

   The board discussed the update, and no action was taken.

5. **Network Report**

   Valerie Khaytina provided a network update, noting a focus on state exam preparation through data-driven instruction, alongside planning for the upcoming school year. Talent efforts are ongoing to support staffing for next year, and FY27 budget development and interim audit preparations are underway.

   The board discussed the update, and no action was taken.

6. **Public Comments**

   No public comments were received.

7. **Adjournment**

   Ellen Green adjourned the meeting at 6:12 pm. The board will meet next on May 12, 2026.

Board of Trustees Meeting Minutes

January 6, 2026, 6 pm

Meeting Locations: 2186 Mill Ave, Brooklyn, NY 11234 & Zoom

Trustees Present

Ellen Green
Valerie Khaytina
Mike Tobman
Stella Binkevich

Also Present:

Daniella Steinberg, Head of School, HLA

Gerard Del Rosario, Director of Operations, HLA

Lauren Murphy, Director of External Relations, Hebrew Public

1. **Call to Order**

   Ellen Green called the meeting to order at 6:03 p.m. and reminded members of the public that at this time, they may sign up to make a public comment; they also may sign up before all board meetings by emailing boardhla@hebrewpublic.org.

2. **Adoption of January 2026 Agenda**

   Ellen Green asked for a motion to adopt the January 2026 meeting agenda. Mike Tobman made a motion, and Valerie Khaytina seconded the motion. The board voted unanimously to approve the motion.

3. **Approval of December 2025 Meeting Minutes**

   Ellen Green asked for a motion to approve the minutes from the December 2025 meeting. Mike Tobman made the motion, and Valerie Khaytina seconded the motion. The board voted unanimously to approve the motion.

4. **School Leadership Report**

Daniella Steinberg provided an update highlighting school culture, student engagement, and operations. Recent events included a highly successful K-4 Winter Dance, crafts representing multiple winter holidays, and strong family feedback. The K-4 Winter Show was well attended and featured student performances, the color guard, and the dance team. Additional school activities included the annual Ugly Sweater Competition and Winter Olympics, with awards given out supported by parent volunteers and the PTO.

The HLA dashboard was reviewed, noting no current staff vacancies and continued progress toward teacher certification, with many staff nearing completion requirements. Attendance remains an area of focus during the winter months, with biweekly attendance meetings held to monitor and support chronically absent students.

The board discussed the update, and no action was taken.

5. **Network Report**

Valerie Khaytina provided a network update, noting that all schools are administering interim ELA and math assessments, with network and school teams using the results to inform targeted instructional adjustments ahead of state exams. Early planning for the upcoming school year is underway at the network level in close collaboration with operations, and an application has been submitted for a National Security Grant to support security staffing and systems across the three NYC schools. Direct mail postcards were delivered to homes, and holiday outreach was sent to prospective families to maintain enrollment momentum. Next month, two teachers from HLA will be traveling to Israel as part of the leadership trip with the 8th-grade Capstone students from across the network.

The board discussed the update, and no action was taken.

6. **Public Comments**

No public comments were received.

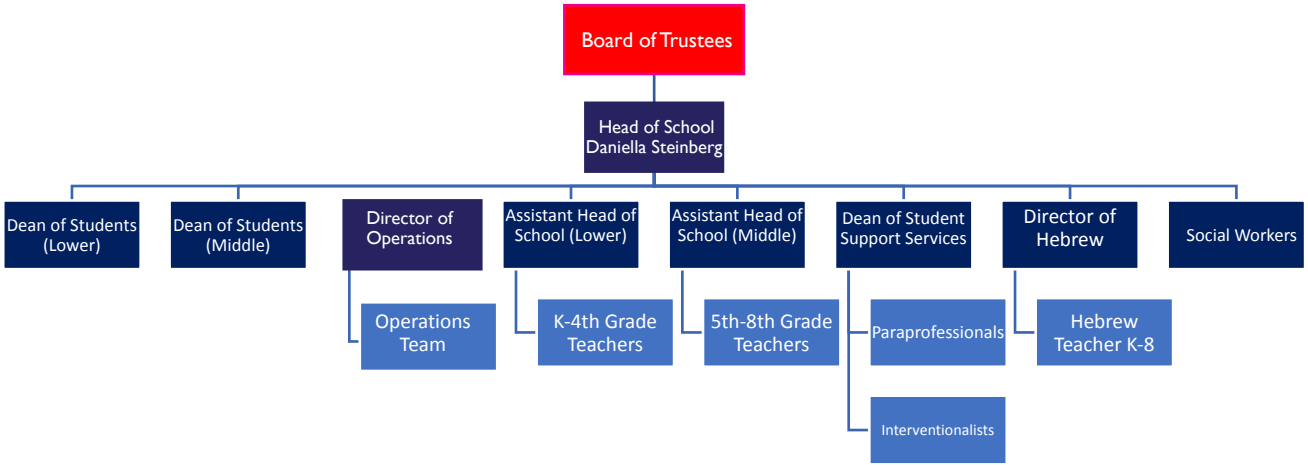
7. **Adjournment**

Ellen Green adjourned the meeting at 6:21 pm. The board will meet next on February 10, 2026.

HLA

Hebrew Language Academy

CHARTER SCHOOL



Hebrew Language Academy
CHARTER SCHOOL

Updated: 5/29/26

Academic Calendar 2026-27

לוח שנת הלימודים 2026-27

182 Instructional Days

August 2026 (0)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2026 (19)				
M	T	W	T	F
	1	2	3	~~4~~
7	8	9	10	~~11~~
14	15	16	17	~~18~~
21	22	23	24	~~25~~
28	29	30		

October 2026 (21)				
M	T	W	T	F
			1	~~2~~
5	6	7	8	~~9~~
12	13	14	15	~~16~~
19	20	21	22	~~23~~
26	27	28	29	~~30~~

November 2026 (18)				
M	T	W	T	F
2	3	4	5	~~6~~
9	10	11	12	~~13~~
16	17	18	~~19~~	~~20~~
23	24	~~25~~	26	27
30				

December 2026 (17)				
M	T	W	T	F
	1	2	3	~~4~~
7	8	9	10	~~11~~
14	15	16	17	~~18~~
21	22	~~23~~	24	25
28	29	30	31	

January 2027 (19)				
M	T	W	T	F
				1
4	5	6	7	~~8~~
11	12	13	14	~~15~~
18	19	20	21	~~22~~
25	26	27	~~28~~	~~29~~

February 2027 (15)				
M	T	W	T	F
1	2	3	4	~~5~~
8	9	10	11	~~12~~
15	16	17	18	19
22	23	24	25	~~26~~

March 2027 (21)				
M	T	W	T	F
1	2	3	4	~~5~~
8	9	10	11	~~12~~
15	16	17	18	~~19~~
22	23	24	25	26
29	30	31		

April 2027 (15)				
M	T	W	T	F
			1	~~2~~
5	6	7	8	~~9~~
12	13	14	~~15~~	~~16~~
19	20	~~21~~	22	23
26	27	28	29	30

May 2027 (19)				
M	T	W	T	F
3	4	5	6	~~7~~
10	11	12	13	~~14~~
17	18	19	20	~~21~~
24	25	26	27	~~28~~
31				

June 2027 (18)				
M	T	W	T	F
	1	2	3	~~4~~
7	8	9	10	~~11~~
14	15	16	17	18
21	22	23	24	~~25~~
28	29	30		

Key

- First/Last Day (Students)
- Half Day
- Family Conferences
- No School
- Staff PD (No School)

Important Dates

General Notes

September 2: First Day of School
June 25: Last Day of School (half day)
3:30pm Dismissal Monday - Thursday
1:00pm Dismissal Friday & Half Days

School Closings

September 7: Labor Day
September 21: Yom Kippur
October 12: Indigenous People's Day
November 11: Veterans' Day
November 26 - 27: Thanksgiving Break
December 24 - January 1: Winter Break
January 18: MLK Day
February 15 - 19: Midwinter Break
March 9: Eid-al-Fitr
March 26: Good Friday
April 22 - 30: Spring Break
May 17: Eid-al-Adha
May 31: Memorial Day
June 18: Juneteenth

Half Days

November 19: Family Conferences
November 25: Thanksgiving Break
December 23: Winter Break
January 28: Family Conferences
April 15: Family Conferences
April 21: Spring Break
June 25: Last Day of School

Family Conferences (half day for students)

November 19: Q1 Family Conferences
January 28: Q2 Family Conferences
April 15: Q3 Family Conferences

Marking Periods

Marking Period 1: September 2 - November 6
Marking Period 2: November 9 - January 15
Marking Period 3: January 19 - April 2
Marking Period 4: April 5 - June 17

Hebrew Language Academy
CHARTER SCHOOL

Updated 5/19/2025
Calendar is subject to Board Approval

ACADEMIC CALENDAR 2025–2026 לוח שנת הלימודים

182 Instructional Days

AUGUST (2)

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

SEPTEMBER (19)

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

OCTOBER (20)

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

NOVEMBER (17)

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

DECEMBER (17)

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

JANUARY (19)

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

FEBRUARY (15)

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

MARCH (21)

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

APRIL (15)

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

MAY (18)

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

JUNE (19)

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

Key

- First Day/Last Day (students)
- Half Day
- Family Conferences (Early Dismissal)
- Staff PD (No School)
- No School

Important Dates

General Notes
August 28: First Day of School (half day)
June 26: Last Day of School (half day)
3:30pm dismissal Monday - Thursday
1:00pm dismissal Friday

School Closings
September 1: Labor Day
September 23-24: Rosh Hashanah
October 2: Yom Kipur
October 13: Indigenous Peoples' Day
October 20: Diwali
November 11: Veterans Day
November 27-28: Thanksgiving
December 24 - January 2: Winter break
January 19: MLK Day
February 16-20: Midwinter Break
March 20: Eid-al-Fitr
April 2-10: Spring Break
May 25: Memorial Day
May 26: School Closed
May 27: Eid-al-Adha
June 19: Juneteenth

Half Days
August 28: First Days of School
November 20: Family Conferences
November 26: Day before Thanksgiving Break
December 23: Day before Winter Break
February 12: Family Conferences
April 1: Day before Spring Break
May 7: Family Conferences
June 26: Last Day of School

Family Conferences (half day for students)
November 20-21: Q1 Family Conferences
February 12-13: Q2 Family Conferences
May 7-8: Q3 Family Conferences

Marking Periods
Marking Period 1: 9/2/25-11/7/25
Marking Period 2: 11/10/25-1/23/26
Marking Period 3: 1/26/26-4/1/26
Marking Period 4: 4/13/26-6/26/26

HEBREW PUBLIC
Charter Schools For Global Citizens

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2026
(With Comparative Totals For 2025)

MMB+CO | BUSINESS ADVISORS AND CPAS

CONTENTS

AUDITED FINANCIAL STATEMENTS	PAGE
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	10
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*	22

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Hebrew Language Academy Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Hebrew Language Academy Charter School, which comprise the statement of financial position as of June 30, 2026 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.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Hebrew Language Academy Charter School as of June 30, 2026 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.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Hebrew Language Academy Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Hebrew Language Academy Charter School's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Canandaigua + Elmira + Latham + Queensbury + Rochester
An Independent Member of the BDO Alliance USA
WE VALUE YOUR FUTURE

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Hebrew Language Academy Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Hebrew Language Academy Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited Hebrew Language Academy Charter School's June 30, 2025 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 21, 2025. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2025 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2026 on our consideration of Hebrew Language Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the control over financial reporting or compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Hebrew Language Academy Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barr & Co. LLP

Fairport, New York
October 20, 2026

WE VALUE YOUR FUTURE

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2026
(With Comparative Totals For 2025)

ASSETS	June 30, 2026	June 30, 2025
CURRENT ASSETS		
Cash and cash equivalents	$ 4,397,355	$ 5,714,359
Grants and other receivables	503,854	426,656
Prepaid expenses	351,466	180,781
TOTAL CURRENT ASSETS	5,252,675	6,321,796
OTHER ASSETS		
Property and equipment, net	1,546,956	799,807
Cash in escrow	100,000	100,000
Right-of-use asset - operating	1,737,796	1,694,171
Deposits	212,459	262,349
	3,597,211	2,856,327
TOTAL ASSETS	$ 8,849,886	$ 9,178,123
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 567,160	$ 393,386
Accrued payroll and benefits	675,150	646,017
Due to Charter Management Organization, net	180,020	50,566
Due to related parties	210,049	233,748
Lease liability - operating	1,737,796	1,694,171
TOTAL CURRENT LIABILITIES	3,370,175	3,017,888
NET ASSETS		
Without donor restrictions	5,468,711	6,160,235
With donor restrictions	11,000	-
TOTAL NET ASSETS	5,479,711	6,160,235
TOTAL LIABILITIES AND NET ASSETS	$ 8,849,886	$ 9,178,123

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, 2026
(With Comparative Totals For 2025)

	Year ended June 30,			
	2026			2025
	Without donor restrictions	With donor restrictions	Total	Total
Operating revenue and support:				
State and local per pupil operating revenue	$ 14,422,194	$ -	$ 14,422,194	$ 14,201,436
Governmental grants and contracts	933,543	-	933,543	1,440,820
Contributions	2,000	25,000	27,000	-
Interest income	180,885	-	180,885	256,772
Other revenue	46,085	-	46,085	12,255
Net assets released from restriction	14,000	(14,000)	-	-
TOTAL REVENUE AND SUPPORT	15,598,707	11,000	15,609,707	15,911,283
Expenses:				
Program services:				
Regular education	10,480,958	-	10,480,958	12,418,208
Special education	5,021,235	-	5,021,235	2,700,179
TOTAL PROGRAM SERVICES	15,502,193	-	15,502,193	15,118,387
Management and general	788,038	-	788,038	1,085,210
TOTAL OPERATING EXPENSES	16,290,231	-	16,290,231	16,203,597
CHANGE IN NET ASSETS	(691,524)	11,000	(680,524)	(292,314)
Net assets at beginning of year	6,160,235	-	6,160,235	6,452,549
NET ASSETS AT END OF YEAR	$ 5,468,711	$ 11,000	$ 5,479,711	$ 6,160,235

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

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2026
(With Comparative Totals For 2025)

		Year ended June 30,					
		2026					2025
		Program Services			Supporting Services		
	No. of positions June 30, 2026	Regular Education	Special Education	Sub-total	Management and General	Total	Total
Personnel services costs:							
Administrative staff personnel	15	$ 842,969	$ 305,159	$ 1,148,128	$ 203,016	$ 1,351,144	$ 1,666,122
Instructional personnel	54	3,097,959	1,805,799	4,903,758	2,000	4,905,758	4,500,370
Non-instructional personnel	1	24,388	5,818	30,206	-	30,206	28,515
TOTAL PERSONNEL SERVICES COSTS	70	3,965,316	2,116,776	6,082,092	205,016	6,287,108	6,195,007
Fringe benefits & payroll taxes		1,070,894	571,667	1,642,561	55,368	1,697,929	1,763,972
Retirement		57,144	30,504	87,648	2,954	90,602	46,614
Management company fees		1,013,367	540,959	1,554,326	52,394	1,606,720	1,572,726
Legal services		-	-	-	11,482	11,482	5,850
Accounting / audit services		-	-	-	155,884	155,884	127,588
Other purchased / professional / consulting services		571,178	199,583	770,761	31,370	802,131	1,324,970
Occupancy		1,082,471	577,847	1,660,318	55,966	1,716,284	1,665,777
Repair and maintenance		371,770	198,459	570,229	19,221	589,450	643,999
Insurance		117,607	62,781	180,388	6,081	186,469	232,117
Utilities		169,577	90,523	260,100	8,767	268,867	233,761
Supplies / materials		278,262	66,376	344,638	-	344,638	400,540
Equipment and furnishings		78,685	32,675	111,360	2,435	113,795	71,054
Staff development		146,848	35,450	182,298	74	182,372	226,160
Marketing / recruitment		74,817	27,060	101,877	1,613	103,490	104,496
Technology		40,747	13,324	54,071	631	54,702	53,222
Food service		286,012	68,225	354,237	-	354,237	331,495
Student service		764,180	182,288	946,468	-	946,468	833,005
Office expense		76,953	38,515	115,468	3,530	118,998	139,850
Depreciation and amortization		314,116	167,682	481,798	16,241	498,039	231,336
Credit loss expense		-	-	-	158,960	158,960	-
Miscellaneous		1,014	541	1,555	51	1,606	58
		$ 10,480,958	$ 5,021,235	$ 15,502,193	$ 788,038	$ 16,290,231	$ 16,203,597

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

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2026
(With Comparative Totals For 2025)

	Year ended June 30,	
	2026	2025
CASH FLOWS - OPERATING ACTIVITIES		
Change in net assets	$ (680,524)	$ (292,314)
Adjustments to reconcile change in net assets to net cash (used for) provided from operating activities:		
Depreciation and amortization	498,039	231,336
Credit loss expense	158,960	-
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(236,158)	699,594
Due from related parties	-	1,263
Prepaid expenses	(170,685)	33,059
Deposits	49,890	3,577
Accounts payable and accrued expenses	(29,170)	(52,879)
Accrued payroll and benefits	29,133	(83,825)
Due to Charter Management Organization, net	129,454	3,265
Due to related parties	(23,699)	(56,685)
NET CASH (USED FOR) PROVIDED FROM OPERATING ACTIVITIES	(274,760)	486,391
CASH FLOWS - INVESTING ACTIVITIES		
Purchases of property and equipment	(1,042,244)	(605,733)
NET CASH USED FOR INVESTING ACTIVITIES	(1,042,244)	(605,733)
NET DECREASE IN CASH AND CASH EQUIVALENTS AND RESTRICTED CASH	(1,317,004)	(119,342)
Cash and cash equivalents and restricted cash at beginning of year	5,814,359	5,933,701
CASH AND CASH EQUIVALENTS AND RESTRICTED CASH AT END OF YEAR	$ 4,497,355	$ 5,814,359

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS, Cont'd

YEAR ENDED JUNE 30, 2026
(With Comparative Totals For 2025)

	Year ended June 30,	
	2026	2025
NON-CASH INVESTING AND FINANCING INFORMATION		
Property and equipment included in accounts payable	$ 202,944	$ -
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Reconciliation of cash and cash equivalents and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash and cash equivalents	$ 4,397,355	$ 5,714,359
Cash in escrow	100,000	100,000
Total cash and cash equivalents and restricted cash shown in the statement of cash flows	$ 4,497,355	$ 5,814,359

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

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

The Charter School

Hebrew Language Academy Charter School (the "Charter School"), is an education corporation operating as a charter school in the Borough of Brooklyn, New York. The Charter school opened in 2009 with a charter for a term of 5 years, granted by the Board of Regents and the Board of Trustees of the University of the State of New York, on behalf of the State Education Department. The charter was renewed several times and on May 6, 2025, the Charter School's charter was renewed again for a five-year term through June 30, 2030.

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

Basis of accounting

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

Classification of net assets

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

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

Net Assets Without Donor Restrictions

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

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. There were $11,000 of net assets with donor restrictions at June 30, 2026. There we no net assets with donor restrictions at June 30, 2025.

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

Revenue recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

The Charter School records substantially all revenues over time as follows:

Per pupil allocation income and students with disabilities revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns state and local per pupil revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the Charter School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

Rental assistance

Facilities rental assistance funding is provided by the New York City Dept of Education (NYCDOE) to qualifying charter schools located in the five boroughs of NYC. In order to receive rental assistance funding, a charter school must have commenced instruction or added grade levels in the 2014-15 school year or thereafter, and go through a space request process with the NYCDOE. If NYCDOE is not able to provide adequate space, the charter school can become eligible for rental assistance. Rental assistance is calculated as the lesser of 30% of the per-pupil tuition rate for NYC times the number of students enrolled, or actual total rental costs. As rental assistance is based on the number of students enrolled, revenue is recognized throughout the year as educational programming is provided to students. Rental assistance totaled $1,450,182 and $1,476,269 for the years ended June 30, 2026 and 2025, respectively, and is included in state and local per pupil operating revenue in the accompanying statement of activities and changes in net assets.

The following table summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	2026	2025	2024
Grants and other receivables	$ 5,792	$ 169,178	$ 191,603

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

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

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

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There were no revenues deferred at June 30, 2026 and 2025. The Charter School had no unrecognized cost-reimbursement grant revenue at June 30, 2026. The Charter School received cost-reimbursement grants of approximately $7,045 that had not been recognized at June 30, 2025, because qualifying expenditures had not yet been incurred.

Cash and cash equivalents

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. The Charter School considers all highly liquid instruments purchased with a maturity of three months or less to be cash equivalents. 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 and cash equivalents.

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 $100,000 at both June 30, 2026 and 2025.

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

Grants and other receivables

At each fiscal year end, the Charter School evaluates the need for an expected allowance for credit losses for all outstanding balances that fall under ASU 2014-09. As necessary, the allowance for credit losses is updated at fiscal year-end, to reflect any changes in credit risk since the receivable was initially recorded. The allowance for credit losses is calculated on a pooled basis where similar risk characteristics exist.

The Charter School uses historical loss data as a starting point to estimate expected credit losses and adjusts that information, as necessary, based on management's assessment of current conditions, which management has elected to assume will remain consistent for the expected life of the receivables. There were write-offs of $158,960 for the year ended June 30, 2026. There were no write-offs for the year ended June 30, 2025.

Due from related parties

The Charter School has an amount due from other charter schools that are in the same network. The charter schools share other services in which the related parties reimburse the Charter School for these expenses. There were no amounts due at June 30, 2026 and 2025.

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 two to seven years. Leasehold improvements are amortized over the lesser of the lease term or useful life.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflected in operations.

Due to related parties

The Charter School receives meal subsidies from the federal and state governments on behalf of all the charter schools in the network. The charter schools also share employees, for which the Charter School reimburses the related party for the expenses. The amount due to the other charter schools was approximately $210,000 and $233,700 at June 30, 2026 and 2025, respectively. There are no set repayment terms.

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 tax returns in various jurisdictions and is subject to potential examination by taxing authorities. The Charter School current and prior three years tax returns remain subject to review by taxing authorities. Management of the Charter School believes it has no material uncertain tax positions and, accordingly, it has not recognized any liability for unrecognized tax benefits.

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

Contributed services

The Charter school receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. In addition, the Charter School received donated transportation services, office equipment, computers, classroom equipment, nursing, speech, occupational and physical therapy services that were provided for the students from the local district. The Charter School was unable to determine a value for these services.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated $103,500 and $104,500 for the years ended June 30, 2026 and 2025, respectively.

Leases

The Charter School leases its school facility and determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) asset and current liabilities on the accompanying statement of financial position. There were no finance leases at June 30, 2026 and 2025.

ROU assets represent the Charter School's right to use an underlying asset for the lease term and lease liabilities represent the obligation to make lease payments arising from the lease. Operating lease ROU assets and liabilities are recognized at commencement date based on the present value of lease payments over the lease term. As most of the leases do not provide an implicit rate, the Charter School uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the Charter School will exercise that option. Lease expense for operating lease payments is recognized on a straight-line basis over the lease term.

The Charter School's lease agreements do not contain any material residual value guarantees or material restrictive covenants.

In evaluating contracts to determine if they qualify as a lease, the Charter School considers factors such as if the Charter School has obtained substantially all of the rights to the underlying asset through exclusivity, if the Charter School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

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.

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

Comparatives for year ended June 30, 2025

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, 2025, from which the summarized information was derived.

Accounting Impact of COVID-19 Outbreak

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School did not recognize any revenue relative to ESSER grants during the year ended June 30, 2026. The Charter School has recognized $322,694 of revenue relative to ESSER grants during the year ended June 30, 2025.

Reclassifications

Certain prior year amounts have been 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 20, 2026**,** which is the date the financial statements are available to be issued. See Notes H and J.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash and cash equivalent accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash.

NOTE B: LIQUIDITY AND AVAILABILITY, Cont'd

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

	June 30, 2026	June 30, 2025
Cash and cash equivalents	$ 4,397,355	$ 5,714,359
Grants and other receivables	503,854	426,656
Total financial assets available to management for general expenditures within one year	4,901,209	6,141,015
Less:		
Amounts unavailable for general expenditures within one year due to:		
Restricted by donors with purpose restrictions	(11,000)	-
Total Amounts available to management for general expenditures within one year	$ 4,890,209	$ 6,141,015

NOTE C: RETIREMENT PLAN

The Charter School has a defined contribution retirement plan which covers substantially all full-time employees. The Charter School contributes a dollar-to-dollar match up to 3% of the employees' compensation. During the years ended June 30, 2026 and 2025, the Charter School contributed $90,602 and $43,238, respectively, for the employer match. There were no administrative fees for the year ended June 30, 2026. There were $3,376 in administrative fees for the year ended June 30, 2025.

NOTE D: 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 E: CONCENTRATIONS

At June 30, 2026 and 2025, approximately 84% and 60% respectively, of grants and other receivables are due from New York State relating to certain grants.

For the years ended June 30, 2026 and 2025, 92% and 89%, respectively, of total operating revenue and support came from per-pupil funding provided by New York City Department of Education. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

NOTE F: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	June 30, 2026	June 30, 2025
Furniture, fixtures and equipment	$ 3,082,115	$ 2,578,809
Leasehold improvements	1,389,749	850,810
Construction in progress	202,944	-
	4,674,808	3,429,619
Less accumulated depreciation and amortization	3,127,852	2,629,812
	$ 1,546,956	$ 799,807

Construction in progress at June 30, 2026 is mainly comprised of costs related to leasehold improvements to the school facility. All construction in progress is expected to be placed into service during the next 12 months. The Charter School has not entered into any commitments with vendors for the construction of the leasehold improvements and is not required to use any specified vendor for construction.

NOTE G: NET ASSETS

Net assets without donor restrictions are as follows:

	June 30, 2026	June 30, 2025
Undesignated	$ 3,921,755	$ 5,360,428
Invested in property and equipment	1,546,956	799,807
	$ 5,468,711	$ 6,160,235

Net assets with donor restrictions are as follows:

	June 30, 2026	June 30, 2025
Student activities	$ 11,000	$ -

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. From July 1, 2015 through June 30, 2022 this agreement was renewed multiple times. In October 2022, the agreement was renewed effective July 1, 2022 through June 30, 2027 with the percent of gross revenue used for the calculation of 10% for each school year. In August 2024, the Charter School entered into a new education services agreement with Hebrew Public which increased the percent used from 10% to 12% for the year ending June 30, 2025. In August 2025, the Charter School and Hebrew Public entered into a new agreement effective from July 1, 2025 to June 30, 2030, which sets the percentage of gross revenue used for the calculation at 12% for each school year. In July 2026, the Charter School and Hebrew Public entered into a new agreement effective from July 1, 2026 to June 30, 2027, which sets the percentage of gross revenue used for the calculation at 10% for the school year.

For the years ended June 30, 2026 and 2025, the expense amounted to approximately $1,606,700 and $1,572,700, respectively. Amounts due to Hebrew Public relating to the management fee were $9,708 and $3,183 at June 30, 2026 and 2025, respectively.

At June 30, 2026, $170,312 is due to Hebrew Public for various other expenses for which the Charter School will reimburse Hebrew Public. As such, a total of $180,020 is shown on the Statement of Financial Position owed to Hebrew Public. There are no set repayment terms.

At June 30, 2025, $230,448 was due to Hebrew Public for various other expenses for which the Charter School will reimburse Hebrew Public. Further, $183,065 was due from Hebrew Public for grants that passed through Hebrew Public. Consequently, the Statement of Financial Position reflected a net amount of $50,566 owed to Hebrew Public.

NOTE I: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Accordingly, these expenses require allocation on a reasonable basis that is consistently applied. Expenses allocated among programs and supporting functions are generally based on estimates of time and effort. During the current year, management revised certain allocation methodologies to better reflect actual resource utilization. Management believes this provides a more representative basis for assigning costs to programs and supporting services.

NOTE J: LEASES

The Charter School leases a building from Friends of Hebrew Language Academy Charter Schools, Inc. ("FOHLA") with a monthly payment of approximately $143,000 through June 30, 2026. In July 2026, the lease was extended through June 30, 2027 with monthly payments of approximately $147,300. The Charter School was required to provide a security deposit, which amounted to approximately $200,000 at June 30, 2026 and 2025.

A summary of lease right-of-use asset and liability are as follows:

	Statement of Financial Position Classification	June 30, 2026	June 30, 2025
Assets			
Right-of-use asset - operating	Other Assets	$ 1,737,796	$ 1,694,171
Liabilities			
Current:			
Lease liability - operating	Current liabilities	$ 1,737,796	$ 1,694,171

The components of lease expense were as follows:

	Year ended June 30, 2026	Year ended June 30, 2025
Operating lease expense	$ 1,716,284	$ 1,665,777

As of June 30, 2026, minimum payment due for the lease liability for the next fiscal year is as follows:

Year ending June 30,	Amount
2027	$ 1,767,371
Total lease payments	1,767,371
Less: Interest	(29,575)
Present value of lease liabilities	$ 1,737,796

NOTE J: LEASES, Cont'd

Supplemental information for the years ended June 30, 2026 and 2025:

	Year ended June 30,	
	2026	2025
Cash paid for amounts included in the measurement of lease liabilities:		
Operating cash flows paid for operating leases	$ 1,716,284	$ 1,665,777
Weighted-average remaining lease term:		
Operating leases	1 year	1 year
Weighted-average discount rate:		
Operating leases	3.70%	2.84%

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 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, 2026 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 20, 2026.

Report on 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) as a basis for designing 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 was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control 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 or significant deficiencies may exist that were not identified.

Canandaigua + Elmira + Latham + Queensbury + Rochester
An Independent Member of the BDO Alliance USA
WE VALUE YOUR FUTURE

Report on 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

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

Mengel, Metzger, Barr & Co. LLP

Fairport, New York
October 20, 2026

WE VALUE YOUR FUTURE

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

REPORT TO THE FINANCE COMMITTEE

JUNE 30, 2026

MMB+CO | BUSINESS ADVISORS AND CPAS

October 20, 2026

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, 2026, and have issued our report thereon dated October 20, 2026. 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 June 1, 2026, 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.

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, our firm, and network of firms have complied with all relevant ethical requirements regarding independence. Safeguards are in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable, and experienced outsourced finance team who review draft financial statements prior to issuance and accept responsibility for them.

Significant Risks Identified

We have identified the following significant risk:

- Potential for management override of controls.
- Potential for improper revenue recognition.
- Potential for improper tagging of expenses to grants.
- Potential for misappropriation of assets.
- Potential for functional expense allocation errors.

Professional auditing standards require that we identify and assess risks and design and perform our audit procedures to assess those risks. The identification of a risk does not mean that it has occurred, but rather it has the potential to impact the financial statements.

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, 2026. 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 and Related Disclosures

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. 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.

WE VALUE YOUR FUTURE

Significant Difficulties Encountered during the Audit

We are pleased to report 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.

The Charter School did not calculate the right-of-use assets and related lease liabilities relative to their equipment leases under ASC 842. The maximum amount of the uncorrected misstatement equals the undiscounted future cash flows of these leases which approximate $126,000. The right-of-use assets and lease liabilities would increase by $126,000 with minimal to no effect on the statement of activities. The effects in the current and prior periods, as determined by management, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit.

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 taken 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 Kurt Button will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Finance Committee and management of 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

WE VALUE YOUR FUTURE

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

REPORT TO THE FINANCE COMMITTEE

JUNE 30, 2026

MMB+CO | BUSINESS ADVISORS AND CPAS

October 20, 2026

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, 2026, and have issued our report thereon dated October 20, 2026. 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 June 1, 2026, 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.

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, our firm, and network of firms have complied with all relevant ethical requirements regarding independence. Safeguards are in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable, and experienced outsourced finance team who review draft financial statements prior to issuance and accept responsibility for them.

Significant Risks Identified

We have identified the following significant risk:

- Potential for management override of controls.
- Potential for improper revenue recognition.
- Potential for improper tagging of expenses to grants.
- Potential for misappropriation of assets.
- Potential for functional expense allocation errors.

Professional auditing standards require that we identify and assess risks and design and perform our audit procedures to assess those risks. The identification of a risk does not mean that it has occurred, but rather it has the potential to impact the financial statements.

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, 2026. 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 and Related Disclosures

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. 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.

WE VALUE YOUR FUTURE

Significant Difficulties Encountered during the Audit

We are pleased to report 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.

The Charter School did not calculate the right-of-use assets and related lease liabilities relative to their equipment leases under ASC 842. The maximum amount of the uncorrected misstatement equals the undiscounted future cash flows of these leases which approximate $126,000. The right-of-use assets and lease liabilities would increase by $126,000 with minimal to no effect on the statement of activities. The effects in the current and prior periods, as determined by management, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit.

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 taken 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 Kurt Button will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Finance Committee and management of 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

WE VALUE YOUR FUTURE

Corporate Business Account Statement

PNC BANK

Account Number: XX-XXXX-3485

For the period 06/01/2026 to 06/30/2026

HEBREW LANGUAGE ACADEMY CHARTER SCHO
FL 9
729 7TH AVE
NEW YORK NY 10019-6896

Number of enclosures: 0
Tax ID Number: XX-XXX7186
For Client Services:
Call 1-800-669-1518

Visit us at PNC.com/treasury

Write to: Treas Mgmt Client Care
500 1St Ave
Locator P7-Pfsc-03-B
Pittsburgh PA 15219-3128

Account Summary Information

Balance Summary

Beginning balance	Deposits and other credits	Checks and other debits	Ending balance
100,000.00	.00	.00	100,000.00

Deposits and Other Credits

Description	Items	Amount
Deposits	0	.00
National Lockbox	0	.00
ACH Credits	0	.00
Funds Transfers In	0	.00
Trade Services	0	.00
Investments	0	.00
Zero Balance Transfers	0	.00
Adjustments	0	.00
Other Credits	0	.00
Total	0	.00

Checks and Other Debits

Description	Items	Amount
Checks	0	.00
Returned Items	0	.00
ACH Debits	0	.00
Funds Transfers Out	0	.00
Trade Services	0	.00
Investments	0	.00
Zero Balance Transfers	0	.00
Adjustments	0	.00
Other Debits	0	.00
Total	0	.00

Ledger Balance

Date	Ledger balance
06/01	100,000.00