



# ACADIA ACADEMY

*A Charter Academy for Developing Independence & Achievement*

Acadia Academy  
12 Westminster Street  
Lewiston, ME 04240

Maine Charter School Commission  
182 State House Station  
Augusta, ME 04333-0182

September 4, 2020

Dear Maine Charter School Commission,

Please accept Acadia Academy's Application for Renewal of a Public Charter School. Acadia Academy would like to continue to serve the greater Lewiston/Auburn area for an additional 15 year term. In our application you will find evidence to support the excellent work that has already been done at Acadia Academy, and our plans for continued improvement. If you have any questions or concerns, please do not hesitate to contact us.

Sincerely,

Brittiny-Rae Perron  
Executive Director

**Maine Charter School Commission**  
Application for Renewal of a Public Charter School  
2021-2036

Submitted by:  
**Acadia Academy**  
**12 Westminster Street**  
**Lewiston, ME 04240**

Primary Contact:

Brittany-Rae Perron, Executive Director, (207) 333-3765,  
[Brittany-Rae.Perron@acadiaacademy.org](mailto:Brittany-Rae.Perron@acadiaacademy.org)

Application Approval by the School's Governing Board: August 26, 2020

Application Submission Date: September 4, 2020

# Maine Charter School Commission

## Maine Public Charter School Renewal Application Form

Name of Public Charter School: Acadia Academy

Name of Entity that Holds the Charter: Acadia Academy

Name/Title of Primary Contact Person: Brittiny-Rae Perron, Executive Director

Mailing Address: 12 Westminster Street, Lewiston, ME 04240

Telephone: 207-333-3765

Email Address: Brittiny-Rae.Perron@acadiaacademy.org

Physical Address of School: 12 Westminster Street, Lewiston, ME 04240

School's Initial Opening Date: 9/6/2016

Current Grades Enrolled: Pre-k through 6<sup>th</sup> Grade

Grade Levels to be Served Per *Current* Charter Contract: Pre-k through 6<sup>th</sup> Grade

Maximum Projected Enrollment Per *Current* Charter Contract: 272

*Proposed* Grade Levels to be Served at Full Enrollment for *Second Charter Term*: Pre-k through 6<sup>th</sup> Grade

*Proposed* Maximum Projected Enrollment at Full Growth for *Second Charter Term*: 272

### Renewal Application Certification

Signature of School Leader: \_\_\_\_\_




Date: \_\_\_\_\_

9/4/20

Printed Name: \_\_\_\_\_

Brittiny-Rae Perron

Signature of Board Chair: \_\_\_\_\_



Date: \_\_\_\_\_

9/4/20

Printed Name: \_\_\_\_\_

Amy Dieterich

Charter Renewal Applications **MUST** be submitted through Epicenter to the Maine Charter School Commission no later than Friday, September 4, 2020

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## Introduction to the School

Acadia Academy is a public charter elementary school serving 255 pre-k through sixth grade students. Located in Lewiston, Maine, the school was approved by its authorizer the Maine Charter School Commission in March of 2016. It opened to 126 students in September of 2016. Positive word of mouth in our community has led to high levels of interest in our program at enrollment time each year. The number of interested students often exceeds the number of available spots resulting in a waitlist with 80 or more students.

The school is dedicated to providing high quality academics and access to a wide variety of opportunities in a nurturing and inclusive learning environment for all students. *Acadia's Mission is to promote high educational achievement through direct teaching opportunities that are entwined with extensive experiential learning opportunities.* Faculty and staff support the development of the whole child as each student progresses academically, socially and emotionally in a safe community that cultivates personal accountability and meaningful participation. Acadia works to support individual students in developing their full potential, while teaching the value of belonging, connectedness, and contribution to the larger community.

Acadia's unique calendar design creates a nearly year round school environment which helps to reduce the summer slide normally seen over summer breaks. The summer program also provides enrichment opportunities for students to explore their areas of interest through hands on and place based learning.

The combination of our direct instruction, social emotional development, experiential opportunities and alternative school calendar make Acadia a unique and valuable option for families and students in the greater Lewiston/Auburn area.

**Table A – Introductory Information**

Name of School			
Year Opened	2016	Current Enrollment	255
Maximum Enrollment	272	Current Grade Span	Pre-K through 6th
Chartered Grade Span	Pre-K through 6th	Students on Waitlist	86*

\*=at time of lottery

## Executive Summary

Table B – Current Year Enrollment and Demographic Information

Number of Students Enrolled	255
Number of Students on Waiting List	71
Number of Male Students	128
Number of Female Students	127
Number White Students	241
Number of Black Students	8
Number of Hispanic Students	4
Number of Asian Students	2
Number of Other Students	0
Number of Students with Disabilities	73
Number of English Language Learners	0
Number of Homeless Students	0
Number Students Eligible for Free/Reduced Lunch	60

### Educational Program

Acadia's educational approach is informed by decades of research on methods that provide effective results. Teachers use a **direct instruction model** that incorporates carefully selected curricula. As explained by Stockard, direct instruction views "learning as a cumulative process, mastery of the first element in a learning series helps students more easily master subsequent steps. The result is more efficient and more effective learning." Direct instruction facilitates faster learning and improves retention.

Student learning is augmented with relevant **experiential applications**. "Hands-on" activities allow for the multi-modal learning necessary to meet the varied needs and learning preferences of students, as well as supporting real-world application of concepts and skills. It has been shown to be particularly effective for students with learning difficulties. Each year, Acadia students experience first-hand over 40 field trips where children can engage in direct application of knowledge and skills while becoming familiar with people and places in their community. Special guests visit classrooms to further reinforce how and why academic concepts apply to the world around them. Throughout the year, each classroom completes multiple *What I Need to Know* (WINK) projects. These projects are student-selected and driven, and provide an opportunity to explore in-depth topics of personal interest. Building learning around individual interests fosters higher levels of engagement. Group projects cultivate cooperation and communication skills.

A **cross-grade grouping system** allows students to access academic instruction at the level that is just right for them. For example, a third grader who is ready for a fourth grade curriculum can go to math class in the fourth grade. Likewise, a first grader who needs to work on some kindergarten skills can join a kindergarten reading group. Additional math and reading teachers help during cross-group instructional time, which allows for smaller group sizes, meaningful small group interactions, and more individual attention. Because every student can access any class, peers view this "movement" as the norm and it is stigma-free.

A comprehensive review of decades of research on the effects of ability grouping and acceleration “suggests that academic acceleration and most forms of ability grouping like cross-grade subject grouping and special grouping for gifted students can greatly improve K-12 students’ academic achievement.”

Social emotional learning is also a priority at Acadia. *Strong Kids* is a 10-week **social-emotional curriculum** that is facilitated by teachers in the classroom setting. The content focuses on interrelated competency areas that are essential to cognitive, social, and emotional development: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Research shows that improvement in social-emotional competencies has a positive impact on academic success. Teachers provide daily social-emotional instruction to help students identify and understand their emotions and learn strategies to help them when they are struggling. A growth mindset supports all students as they strive to improve in **all** aspects of their lives, and it is a life-long skill.

The **Positive Behavioral Interventions and Support (PBIS)** model of classroom management and **Restorative Justice** model of conflict resolution is taught and followed when mistakes happen within the learning community. These tools help decrease stress and barriers to learning. In the four years that the school has been open, teachers report that students are beginning to self-implement these strategies without adult guidance.

Acadia’s 6-week/3-days per week **Summer Program**, further reinforces attainment and mastery of important academic skills, provides exposure to real-world settings, and allows additional time to practice social skills. Morning sessions focus on academics. Afternoon sessions focus on enrichment, where students self-select a study unit that includes hands-on activities and field trips to explore topics through a cross-curricular lens. Teachers report a significant decrease in student behavior issues during the summer when participants have many opportunities for experiential learning and personal choice. The program has a “summer camp” feel, with ample out-door time, so students look forward to a shift in focus. 96% of the student population participates in this program. The Summer Program provides a unique opportunity to continue learning and retain knowledge so that “summer slide” is not a factor, which allows children to seamlessly continue their education in September each year. Educators report that re-teaching in the new school year is not necessary, gaining an estimated two months of time that teachers no longer need to spend in reviewing prior year concepts. By the time pre-k students graduate from sixth grade, **they will have received over a year of additional instruction**, placing them at a significant advantage. Teachers and families have noticed increased knowledge and skills retention from the end of the school-year through the summer months, showing promising academic and social/emotional outcomes for this population.

### **Community & Local Connections**

Hands on experiential learning is an important part of the Acadia Mission and Vision. One avenue for pursuing these learning opportunities is our field trips. Through our field trips Acadia students are able to visit many wonderful locations within our local community and throughout the state. During a typical school year over 40 field trips will take place. Our field trip destinations include museums, parks, colleges, businesses and more. Some notable past field trip locations are: Thorncrag Bird Sanctuary, Swan Island, Maine Botanical Gardens, The

Salem Witch Museum, Maine Children's Museum, The Portland Jetport, Living Shores Aquarium, Wallingford's Orchard and many more.

In addition to visiting places within the community, we also form connections with organizations in our community. Students from the University of Southern Maine Occupational Therapy Program visit Acadia each year to earn their service hours working on OT skills with our pre-k students. The University of Maine 4H program has partnered with Acadia to provide hands on science opportunities in Acadia's classrooms. Each year we host a food drive in connection with local nonprofit Kaydenz Kitchen to provide holiday meals to families in our community. This is a sample of some of the meaningful connections we have created.

### **Leadership & Governance**

Acadia has a passionate and dedicated team. The school leaders at Acadia are the Executive Director and the Special Education Coordinator. Recognizing the difficulties of operating a school with a small leadership team the school added some additional administrative support personnel in 2019. The administrative support team is made up of the office manager, operations manager, and the student behavior technician. The addition of these positions shifted some responsibilities away from the Executive Director and Special Education Coordinator to allow them to more effectively lead in their roles. We continue to assess the needs of the school and adjust staffing to best meet the needs of our program.

Our governing board is made up of women and men from diverse backgrounds. The board has done an effective job of leading and overseeing the school. They offer guidance and expertise to the administrator on a variety of different areas. The board currently has members with expertise in areas such as accounting, finance, human resources, law, grant writing, technology, education and fundraising. We have been intentionally searching for community members with other skills that would be beneficial to the school and to include individuals representing diverse populations that match the communities we serve.



## Looking Back: The Record of Performance

### Academic Performance

Acadia Academy has made continual improvement in academics since our opening. Each year we continue to adapt our programming to further our student's academic success.

Academic Achievement: In the area of academic achievement we have partially met our overall target each year. The MEA achievement results of 2019 showed significant improvement from 2018. As noted in our performance report the percentage of students meeting the state expectation in both math and reading doubled from 2018 to 2019. In 2018-19 we met our target in math and pre-kindergarten, we will continue to work towards meeting or exceeding the state average in literacy to meet our literacy target.

In addition to comparing our scores to the state average, we also examined our scores in comparison to the local schools in our area. In the 17-18 school year Acadia scored below many of the schools in the area, this was unfortunately highlighted in a newspaper article. For the 18-19 year, Acadia scored higher than all of the schools in the town that Acadia is located in, as well as some other schools in the area. We strive to continue to improve these scores. The chart below outlines our scores in comparison to the schools of our sending districts.

**Table- Acadia 18-19 MEA scores in comparison to sending schools**

School	2018-19 MEA Data	
	At or Above Reading	At or Above Math
<b>Acadia</b>	<b>42.90%</b>	<b>37.50%</b>
Farwell	39.90%	20.30%
Longley	13.30%	5.60%
Geiger	41.70%	28.80%
Martel	32.90%	7.50%
McMahon	18.60%	8.60%
Montello	22.49%	12%
East Auburn	62.25%	35.60%
Fairview	58.20%	43.10%
Park Ave	46.30%	26.20%
Sherwood	48.80%	38.10%
Walton	29%	20.50%
Washburn	29.70%	11.70%
Greene	52.20%	46.70%
Leeds	42.70%	44.70%
Turner	30%	43.30%
Lisbon	38.10%	31.70%
Sabattus	38.10%	24.70%

Schools Scoring Below Acadia

School Scoring Above Acadia

Although we still have areas that need improvement we are cognizant of these areas and continue to work towards them.

Our current academic achievement targets are determined by MEA assessments taken by our students in 3<sup>rd</sup> grade and above. Due to the cancellation of the MEA's this year Acadia has only had two of our cohorts take the MEA. Our younger cohorts who have been at Acadia since the start of their schooling show a higher level of achievement than our older grades who have not participated in Acadia's programming from pre-kindergarten. The increased achievement levels of students who have been in our program from the start of their schooling highlight the impact our sequential programming has on academic success.

Below is the NWEA Winter data for our students who are not yet old enough to take the MEA assessments. Grade 2 is the cohort of students who started Acadia's Pre-K program year 1.

**Table- Winter 2020 NWEA Academic Achievement Grades K-2**

Grade	Percentage of students meeting grade level norm for math	Percentage of students meeting grade level norm for reading
K	80%	70.6%
1	56.6%	76.6%
2	80.3%	72.3%

We anticipate that we will continue to see positive trends with students who access our full program. We will also continue to support students who join our program in later years.

Academic Growth: Acadia has also made excellent progress in the area of academic growth. In 2018-19 we met or exceeded all of our academic growth targets and set benchmark data for the NWEA projected growth targets. A bright spot of that data is that 100% of our pre-k students made growth in both math and reading on their teaching strategies gold assessment.

In addition to the growth data already shared we would also like to highlight our summer growth data. In typical schools, summer learning loss occurs for most students due to loss of instruction during the summer months. Acadia's 6 week summer program provides students with 18 additional instructional days throughout the summer. Of the 128 students that took the same NWEA reading assessment in both spring and fall of 2019, 59% of students made growth over summer and an additional 14% maintained their skills. These combined totals indicate that 73% of our students had no summer learning loss in literacy. Of the 128 students that took the same NWEA math assessment in both spring and fall of 2019, 51% of students made growth over summer and an additional 15% maintained skills. These combined totals indicate that 69% of our students had no summer learning loss.

Enrollment and attendance: Acadia has met or exceeded its attendance and enrollment targets in each year of operation. Families have expressed high levels of satisfaction with Acadia and are consistently re-enrolling their children at Acadia. This continuity of education is beneficial for students. Additionally we have excellent daily attendance paired with a very low chronic absenteeism rate indicating that our students are consistently attending school.

### **Financial Performance**

Acadia Academy is currently meeting its liabilities, including but not limited to payroll taxes, debt service payments, and employee benefits. Each year the school has received an unqualified opinion on the annual audit.

Acadia Academy is still in its growth stage as we will grow to full capacity next year. To date we have managed to see positive financial results with the exception of the deficit this year which was a result of the loss of childcare revenue due to the COVID-19 closure. Our short term and long term financial metrics all meet or exceed expectations (with the exception of margin this year). We have a considerable amount of net assets totaling \$1.8 million as of 6/30/20 with minimal debt and some cash reserves on hand. Given this information we believe that Acadia is in a positive position to maintain financial operations over the long term.

The Charter Commission shared the following commendation: "The school's financial performance is noteworthy in terms of their liquidity, including cash management, limited debt and generation of an annual surplus. This implies that there is some capacity for careful investment in programs, personnel and equipment to support educational results."

### **Organizational Performance**

Governance and Operations: Acadia Academy met the governance and operations targets of the performance framework in each year of its charter term.

Facilities: Acadia Academy met its facilities targets for each year of its charter term. In 2018, the school's landlord David M. Gendron donated the facility to Acadia in support of our mission and vision. Since taking ownership of the building Acadia has continued to make improvements to the facilities including ventilation improvements, drainage improvements, and expanding outdoor play space and learning space. The school added an operations manager in 2019 who oversees facility maintenance.

School Climate and Discipline: Acadia Academy has worked hard to develop a safe and welcoming school climate for students.

Our parent panorama surveys have continually showed positive results, which rank extremely high compared to other schools nationally. The table below shows areas of strength from our panorama survey and Acadia's national percentile for each area.

**Table- National Percentile on Parent Panorama Survey Items**

Panorama Survey Item	National Percentile
The degree to which families become involved with and interact with their child's school.	90 <sup>th</sup>
Perception of student physical and psychological safety at school.	90 <sup>th</sup>
Perceptions of the overall social and learning climate of the school.	90 <sup>th</sup>
Factors that can create challenges for families to interact with or become involved with their child's school.	70 <sup>th</sup>
Families' perceptions of how well a school matches their child's developmental needs.	90 <sup>th</sup>

Our staff panorama surveys also show positive results. Staff regularly share that they are proud to be a part of the Acadia Community. Additionally many of our staff members choose to send their own children to Acadia. The table below shows areas of strength from our panorama survey and Acadia's national percentile for each area.

**Table- National Percentile on Staff Panorama Survey Items**

Panorama Survey Item	National Percentile
Perceptions of faculty and staff relationships with school leaders.	80 <sup>th</sup>
Perceptions of the overall social and learning climate of the school.	80 <sup>th</sup>
Perceptions of faculty and staff relationships with the families at their school.	90 <sup>th</sup>

Parent Involvement: Parent involvement at Acadia is very strong. All families attend student led conferences twice per year. Our PTO also sponsors many community events throughout the year, approximately 70% of our families attend these events on a regular basis. Nearly every family attends at least 1 community event throughout the year. In addition to building community. The Acadia PTO has raised approximately \$48,000 in funds for the school since our opening.

## Looking to the Future

### Adjustments to the Performance Framework

Acadia does not have any proposed changes in targets to the performance indicators.

### Education Plan

Mission, Vision, Identification of targeted student population and the community the school hopes to serve: Acadia Academy does not plan to change the school's current model in these areas. In our first charter term, we have worked hard to incorporate social emotional and experiential learning into our daily instruction at Acadia. We plan to continue to work towards unifying staff understanding of these areas and further developing our social emotional and experiential programs.

Academic Program: Acadia Academy does not plan to make any substantive changes to the Academic programs it provides. Our access to technology has grown and we are aiming to increase the integration of technology into our current academic programming.

Special Student Populations: Acadia Academy will continue to partner with ESP John F. Murphy Homes to provide special education services to students with IEPs. We will continue to serve our special education students in an inclusive model that ensures that all students are included in all aspects of our school model.

Acadia currently has a Multi-tiered Systems of Support (MTSS) Committee that is developing a more unified approach to Response to Intervention (RTI). In the school's early years intervention and supports were provided at the grade level. The MTSS committee is participating in the Maine DOE's MTSS development program to create a school wide system that will better ensure that necessary supports are provided to students who are struggling behaviorally and/or academically.

Assessment: No substantive changes identified. We will continue to use the NWEA assessment to monitor achievement and growth.

School Climate and Discipline: No substantive changes identified. Acadia will continue to use both PBIS and Restorative Justice Practices to promote positive behavior and address behavioral errors. The school added a school wide behavior technician to respond to students who are needing behavioral support and assist teachers in creating positive classroom environments.

### Organizational Plan

School Calendar and Daily Schedule: No substantive changes identified.

Student Recruitment and Enrollment: No substantive changes identified. Acadia will continue to recruit Pre-K through 6<sup>th</sup> grade students within our catchment area. Acadia plans to partner with local community organizations to ensure that underserved members of the community are aware of the opportunity to attend Acadia.

Staffing and Human Resources: No substantive changes identified. Acadia will continue to monitor the needs of the school to identify when new positions or shifts in positions are needed. The addition of the operations manager and the school wide behavior technician in 2019 is an example of how the school adapts its staffing structure to meet identified needs.

Management and Operation: No substantive changes identified. The executive director will manage and evaluate educational staff. The Special Ed Coordinator will oversee the special education program and serve as the main liaison between Acadia and the ESP. The operations manager will manage and evaluate custodial staff. The Childcare coordinator will manage and evaluate childcare staff.

Parent and Community Development: No substantive changes identified. Acadia Academy has a very involved parent population. Our PTO organizes monthly family events that a large number of families participate in. Additionally we have excellent participation by parents in open houses, field trips and other school events.

#### **Governance Plan**

Governing Body: No substantive changes identified. The governing board will continue to operate in its current capacity.

Governing Board Composition: No substantive changes identified. The board will continue to recruit members whose skills and perspectives may benefit the school.

#### **Business and Financial Services**

Budget: No substantive changes identified. Acadia Academy will continue to build its yearly budget around the needs of our students. The school will continue to use a conservative approach to ensure that the school remains fiscally sound.

Financial Management: No substantive changes identified. The director will increase the frequency of communication with the ESP finance staff to ensure that the director is fully informed of the school's financial position.

Facilities: No substantive changes identified. An operations manager was hired in 2019, this individual will continue to monitor and facilitate building maintenance. The school will continue to seek opportunities to buy land adjacent to the property.

Transportation: No substantive changes identified. We will continue to contract with Northeast Charter to provide hub stop bussing routes in Lewiston and Auburn.

Insurance: No substantive changes identified.

Food Service: No substantive changes identified. The school is beginning to explore options to provide food services in the future.

**Education Service Providers**

**Nursing services have been unbundled from the ESP agreement and will be provided directly by Acadia. IT services will also be unbundled from the ESP agreement for the 2021-2022 school year. The remainder of ESP services will remain in place.**

### Addressing Special Issues

The charter commission shared the following considerations with Acadia.

The school may benefit from reviewing all Education Service Provider contracts regarding pricing and service delivery.

- The school reviews all ESP contracts yearly to determine if the school's needs are being met in a fiscally effective manner. The school has decided to remove nursing services from the ESP agreement with JFM and hire our own nurse for the 2020-2021 school year. The school has also decided to unbundle Technology Network Infrastructure Support from our ESP agreement for the 2021-2022 school year as the school transitions to a cloud based network.

The board should consider ways to keep the position of special education coordinator filled and not vacated again.

- The board and the director have made some significant changes to the position of special education coordinator to improve the position and increase the longevity of the next special education coordinator. These changes include increasing the salary, removing assistant director duties from the job description, hiring a behavior technician to respond to behavioral incidents during the day and removing this responsibility from the special education coordinator.

ACADIA Academy should consider identifying written, common PK-5 expectations and student outcomes for exploratory and experiential projects.

- Acadia is going to form a committee to formalize expectations and outcomes for exploratory and experiential projects.

The Board should consider a long-term financial planning exercise – especially now that ACADIA owns the building.

- On a regular basis the finance committee is looking ahead and monitoring finances with both U.S. GAAP and cash perspective. When we complete our budget process, we budget out 3 years to have an understanding of where the school is heading financially.

The financial awareness and resource allocation decisions of the board and staff would be better supported by integrating the key financial metrics into the quarterly financial reports and by maintaining a 12-month cash flow projection.

- The finance committee will begin reviewing our performance framework financial metrics at our quarterly financial reviews.



## Appendix A: Governing Board Turnover

### Governing Board Turnover

School Year	Total Membership	Members Joining	Members Departing
2016-2017	11	2	3
2017-2018	11	3	1
2018-2019	13	3	2
2019-2020	10	0	1

## Appendix B: Staff Turnover

### Staffing and Staff Turnover

	2016-2017	2017-2018	2018-2019	2019-2020
<b>Administrators</b>				
Number and FTEs	2 total 2 FTE	2 total 2 FTE	2 total 2 FTE	2 total 2 FTE
Departures during school year	1	0	1	1
Departures at end of school year	0	2	0	0
<b>Teachers</b>				
Number and FTEs	9 total 9 FTE	11 total 11 FTE	13 total 13 FTE	18 total 17 FTE
Departures during school year	0	0	0	2
Departures at end of school year	1	0	3	5
<b>Other Staff</b>				
Number and FTEs	8 total 8 FTE	9 total 9 FTE	11 total 10.5 FTE	12 total 10.5 FTE
Departures during school year	1	2	0	1
Departures at end of school year	0	1	1	0

#### Explanation of Staff Turnover:

Administrators: Acadia has had two individuals serve in the position of executive director. The first director left at the end of year 2. The replacement director has remained in the position since that time. In year 4 the school added an operations manager to assist with facilities, technology, student assessment and other tasks to make the director more available for teaching and learning responsibilities.

The position of special education coordinator has seen high rates of turnover. Those who have resigned from the position have expressed that the workload is unmanageable and that the stress of the position is very high. Additionally the compensation for the position was not competitive

with local schools. In order to improve this position and increase longevity in the position the board increased the salary of this position. A behavior technician position was also added to respond to students who need behavioral support. This job previously consumed a large portion of the special education coordinators day making it difficult to complete administrative duties. The special education coordinator also previously held assistant director duties, these duties have since been removed to make the work load more manageable.

Teachers: Acadia has had an increase in teacher turnover in the past two years. Exit interviews with teaching staff have shown a few trends in why teachers have decided to leave Acadia. Departing teachers have voiced that the compensation and benefits at Acadia are not competitive in comparison to local school districts. They have also expressed that they are seeking school positions that do not require summer teaching.

As a result of teacher feedback the Acadia board and director have been working to improve these areas. The school has been working to increase teacher salaries to align with the local market. The board approved raises to make salaries more competitive in fiscal years 20 and 21. Additionally the board has worked to improve the benefits package. Changes to the benefits package include the addition of employer paid HRA and HSA funds, employer paid short term and long term disability plans, and the addition of a 403 B retirement plan. Additionally the director and the board are examining ways to continue to deliver high quality summer programming while also finding ways to provide staff with time over the summer to adequately recharge and prepare for the next school year.

In addition to adjusting teaching benefits, the Acadia board also approved the following benefits for part-time staff.

- 5 sick days
- Paid Holidays
- 1 week paid vacation in December
- 1 week paid vacation in July
- Paid snow days

## Appendix C: Student Turnover

### Student Turnover

	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students	126	168		229
Departures during school year	1	4	4	5
Departures at end of school year	8	1	9	16

### Explanation of Student Turnover:

Acadia has met or exceeded its benchmarks for student enrollment each year of its charter. The majority of families who leave Acadia do so because they have moved away from the catchment area. We also have some families that have withdrawn to pursue homeschool education. Other families withdraw due to changes in family circumstances. A very small number of families withdraw because they do not feel the school is the correct fit for their child.

At the end of the 2019-2020 school year 3 students did not complete an intent to re-enroll from the remaining students planned to attend Acadia the following year. A large number of families changed their education plans as a result of impacts of the COVID-19 Pandemic after the last day of school resulting in a higher than normal departure rate at the end of the 2019-2020 school year. Many of these families have chosen to independently homeschool due to COVID-19.

## Appendix D: Projected Budget

	6/30/2021	6/30/2022	6/30/2023	6/30/2024
<b>Cash Flows from non-capital financing activities</b>				
State Funds	\$2,877,336.28	\$3,022,613.95	\$3,077,282.67	\$3,132,557.16
Federal Funds	\$63,927.50	\$50,337.33	\$51,794.68	\$53,327.11
Miscellaneous Revenue	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
Transfers from other organizations	\$0.00	\$0.00	\$0.00	\$0.00
Increase (decrease) in due to other funds	\$0.00	\$0.00	\$0.00	\$0.00
<b>Net cash flows from non-capital financing activities</b>	<b>\$2,961,263.78</b>	<b>\$3,092,951.28</b>	<b>\$3,149,077.35</b>	<b>\$3,205,884.27</b>
<b>Cash Flows from operating activities</b>				
Receipts from operating activities	\$0.00	\$1.00	\$2.00	\$3.00
Receipts from Miscellaneous Revenues	\$279,180.00	\$303,260.00	\$330,810.00	\$365,440.00
Payments to suppliers	\$1,342,546.21	\$1,315,800.60	\$1,339,185.18	\$1,364,662.12
Payments to employees	\$1,892,802.80	\$1,991,312.33	\$2,048,074.77	\$2,109,208.05
<b>Net cash flows from operating activities</b>	<b>-\$2,956,169.01</b>	<b>-\$3,003,851.93</b>	<b>-\$3,056,447.95</b>	<b>-\$3,108,427.17</b>
<b>Net change in cash and cash equivalents</b>	<b>\$5,094.77</b>	<b>\$89,099.35</b>	<b>\$92,629.40</b>	<b>\$97,457.10</b>
<b>Cash and cash equivalents at beginning of year</b>	<b>\$330,062.00</b>	<b>\$335,156.77</b>	<b>\$424,256.12</b>	<b>\$516,885.52</b>
<b>Cash and cash equivalents at end of year</b>	<b>\$335,156.77</b>	<b>\$424,256.12</b>	<b>\$516,885.52</b>	<b>\$614,342.62</b>