

Application for Renewal of a Public Charter School

School Name: Maine Connections Academy (MCA)

School Address: 8 Science Park Road, Fl 3, Scarborough, ME 04074

School Contact Information:

William Thompson, Board President

Phone: (207) 805-3254

WilliamThompson@mca.connectionsacademy.org

Date of Application Approval by the MCA Governing Board: TBD

Application Submission Date: September 1, 2023



Maine Public Charter School
Renewal Application Form

Name of Public Charter School: Maine Connections Academy

Name of Entity that Holds the Charter: Maine Connections Academy, Inc.

Name/Title of Primary Contact Person: William Thompson, Board President

Mailing Address: 8 Science Park Road, Fl 3, Scarborough, ME 04074

Telephone: (207) 805-3254

Email Address: WilliamThompson@mca.connectionsacademy.org

Physical Address of School: 8 Science Park Road, Fl 3, Scarborough, ME 04074

School's Initial Opening Date: September 2, 2014

Current Grades Enrolled: 7-12

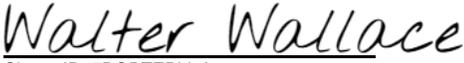
Grade Levels to be Served Per *Current* Charter Contract: 7-12

Maximum Projected Enrollment Per *Current* Charter Contract: 500 (as of 22 – 23 SY)

Proposed Grade Levels to be Served at Full Enrollment for *Second Charter Term*: 7-12

Proposed Maximum Projected Enrollment at Full Growth for *Second Charter Term*: 500 + 5% (maximum projected enrollment for school year 2022-2023 for grades 7-12)

Renewal Application Certification

Signature of School Leader:  Date: 08/31/2023
Signer ID: 7BQBTEDV10...

Printed Name: Walter Wallace

Signature of Board Chair:  Date: 08/31/2023
Signer ID: UMGUYIWZ10...

Printed Name: William Thompson

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IV. Introduction to the School

Maine Connections Academy (MCA) is Maine’s first full-time, virtual public charter school that offers a rigorous academic program to students in grades 7–12 and operates under the authorization of the Maine Department of Education and Maine Charter School Commission. MCA was founded during the 2014-15 school year and graduated its first 12th grade class in June 2015. From Kittery to Fort Kent, our school community spans statewide with approximately 40% of students residing in the southern regions and the greater Portland area. Our students come from urban, suburban, and rural communities with a variety of unique talents, strengths, and needs. MCA’s students are served by experienced and qualified teachers — 48% of MCA teachers have earned Master’s Degrees or higher. Students, parents, and teachers work collaboratively to ensure that all students experience a positive, caring, and personalized learning environment through which they are able to maximize their potential and meet the highest performance standards.¹

MCA embodies multiple hallmarks of excellence:

- A rigorous, proven curriculum that is aligned to the eight Maine content areas, the Maine Learning Results, the Common Core State Standards, and the Next Generation Science Standards (NGSS);
- Maine-certified teachers and staff: 7 teachers rated Highly Effective and 18 rated as Effective during the 2022-2023 school year; and
- An award-winning educational management system, Pearson Online Classroom, designed specifically for the virtual environment to provide accountability through comprehensive data collection, analysis, and reporting with best-in-class courses and learning tools.

Table A provides the required basic introductory information about the school.

Table A. Introductory Information

| | | | |
|-----------------------------|----------|-----------------------------|---------------------|
| Name of School | | Maine Connections Academy | |
| Year Opened | 2014 | Current Enrollment | 515 (as of 8/27/23) |
| Maximum Enrollment | 500 + 5% | Current Grade Span | 7-12 |
| Chartered Grade Span | 7-12 | Students on Waitlist | 160 (as of 8/27/23) |

¹ <https://www.connectionsacademy.com/maine-virtual-school/overview/about/>

V. Executive Summary

Enrollment and Demographic Information

Table B reflects the enrollment and demographic information for MCA as of October 1, 2022

Table B. Current Year Enrollment and Demographic Information

| | |
|--|-----|
| Number of Students Enrolled* | 466 |
| Number of Students on Waiting List* | 93 |
| Number of Male Students | 286 |
| Number of Female Students | 180 |
| Number White Students | 417 |
| Number of Black Students | 11 |
| Number of Hispanic Students | 9 |
| Number of Asian Students | 5 |
| Number of Other Students | 24 |
| Number of Students with Disabilities | 92 |
| Number of English Language Learners | 5 |
| Number of Homeless Students | 0 |
| Number Students Eligible for Free/Reduced Lunch | 193 |
| <i>*On 10-1-22 (State Student Count Day)</i> | |

Mission and Vision

The mission of Maine Connections Academy (MCA) is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program in grades 7-12 throughout the state of Maine for students who need an alternative to the traditional classroom.

The vision of MCA is to reach students throughout Maine for whom a leading-edge virtual approach provides the best pathway to school success through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, families, teachers, and the community to promote academic and emotional success for every learner. Every single day, MCA lives its mission and vision by focusing on the students, the curriculum, and leveraging 21st century education resources.

By providing opportunities for success to students who otherwise may have been unsuccessful in their educational goals, MCA helps to increase the number of students in Maine who have a strong academic foundation and a love of learning.

The Governing Board worked with the Maine Charter School Commission to establish appropriate academic, financial, and organizational performance expectations for a full-time virtual charter school

that are clear, quantifiable, rigorous, and attainable. MCA uses these to establish expectations, guide practice, assess progress, and inform decision making.

Educational Program

MCA offers students in grades 7-12 throughout Maine a comprehensive online virtual school program from Connections Academy (Connections), which is a challenging, standards-based alternative to a brick-and-mortar school curriculum or a homeschool curriculum. Connections is now part of Pearson Virtual Schools USA.

MCA provides curriculum that aligns to the Maine Learning Results, the Common Core State Standards, and the NGSS. As Maine statute requires, MCA provides instruction in the eight content areas: Career and Education Development, English Language Arts, Health Education and Physical Education, Mathematics, Science and Technology, Social Studies, Visual and Performing Arts, and World Languages.

MCA offers a wide variety of Connections courses that provide a solid foundation for whatever path a graduate may choose - attending college or starting a career. The program combines the latest advancements in online instruction with the best curriculum resources. Detailed information is provided in the [2023-2024 Program of Studies](#).

Courses also develop skills in the important “four Cs” of 21st century learning:

- Critical thinking and problem solving
- Communication
- Creativity and innovation
- Collaboration

MCA offers students anywhere in the state hundreds of courses, dozens of clubs and activities, and access to resources that will help prepare them for the global economy they will be living and working in as adults. The personalized approach at MCA helps Maine students develop critical skills, including independent thinking, problem solving, and collaborating with people in their community and potentially across the globe. All are key challenges for Maine students as the local economy moves from a natural-resource-based economy of fishing and forestry to become part of the global economy where jobs may be automated or located offshore.

Community and Local Connections

Community connections are an important component at MCA so that students and their families are connected to local community members, businesses, and organizations. MCA’s Governing Board is composed of prominent community leaders. MCA has established educational partnerships with the following organizations:

- University of Maine system (for state assessment administration)
- Maine Principal’s Association
- Maine Resilience Building Network
- Explore EC (Early College)
- State Parks and Recreation
- Portland Historical Society
- SARSSM

- Other partnerships through local internships and work study

The Dual Enrollment, Aspirations, and Early College for ME provide MCA students with the opportunity to gain college credits and MCA credits at the same time. This provides students with increased rigor as well as prepares them to enter their freshman year of college with credits already attained so they can move forward in their academic program more quickly.

Our partnership with the Maine Principal’s Association provides the MCA School Leader with training, resources, and valuable connections with other principals and school leaders.

In addition, students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include regular field trips and outings facilitated by the MCA staff. Field trips for families have included visits to University of Maine in Orono, Fort Williams in Cape Elizabeth, Goat Hikes in Buxton, Pineland Farms in Gray/New Gloucester, Eastern Cemetery in Portland, Santa Maria Tour in Boothbay Harbor, United Technology Center in Bangor, Dr. Drew’s Animals in Lewiston, A Christmas Carol in Lewiston, the Gem Museum in Bethel, Ice Skating-in Portland, Central Maine Community College Tour, Fort Knox in Prospect, YMCA in Bangor, Sea Dogs in Portland, and Science Day in Bangor. Through these meaningful, community-based activities, MCA nurtures local connections for students and their families.

Leadership and Governance

MCA is led by a Governing Board. As set forth in the Bylaws, the Governing Board’s mission is to provide top-quality personalized education for students and families who seek an alternative to the conventional classroom. The Governing Board maintains a commitment to excellence in curriculum, instruction, accountability and communication for virtual schools and works in partnership with the Maine Charter School Commission, and according to the terms of its charter. The Governing Board is an independent, public, non-profit corporation and is not a subsidiary of another entity, or in any way connected with, or under the control of another entity. The Governing Board is an effective steward of public money and provides independent governance of the school’s administrators.

The Governing Board members are parents, educators, and business and community leaders who are committed to providing an innovative virtual charter school for students in Maine. Governing Board members have unique skills and expertise in virtual and charter education, higher education, government affairs, technology, internal controls, and financial analysis. These qualifications will help ensure the success of the school and the effective representation of key stakeholders.

The Governing Board’s members are the following:

1. William Thompson, Board President/Secretary
2. Jennifer Cummings, Board Treasurer
3. Ellen McBride, Board Member
4. Jana Lapoint, Board Member
5. Connie Ronco, Board Member

VI. Looking Back: The Record of Performance

1. Academic Performance

1.a. Performance Expectations

During its first charter term, MCA exceeded or met the majority (19) of the Performance Framework indicators for all three reported years (SY 2019-20, SY 2020-21, and SY 2021-22). Eight of the indicators were partially met for one year or more. For the 2022-2023 school year, MCA met or exceeded all three draft indicators that were measured in the Performance Report: High School Completion (Graduation Rate), Post-Secondary Readiness, and Student Attendance (Chronic Absenteeism).

Of the six indicators that were unmet for at least one year, four were related to Student Academic Growth on NWEA. Per the Performance Report Summary, recent changes to the Performance Framework would classify MCA's academic growth as measured by the NWEA, "an area of strength and not an area of concern": "Because of the recent changes to the Performance Framework, there is context to share regarding the NWEA results. Applying the current NWEA Growth benchmark to the school's results over the last four years, MCA would have exceeded expectations in 5 of the 9 NWEA categories, met expectations in 3 of the 9 NWEA categories, and partially met expectations in 1 of the 9 categories."

The other two indicators that were unmet for at least one year were '5 and 6 year average high school Graduation Rate' and 'Panorama Survey-Student Participation'. MCA reported in June 2023 that they anticipate 88% of seniors to graduate in 4 years, which allows MCA to meet expectations on the Performance Framework in 2023. While MCA did not meet the 65% Panorama Survey participation score in SY2019-20, they exceeded their participation score in the following years, with 82% and 83% of students participating in SY 2021-22 and 2020-21, respectively.

1.b. Supplemental Data

We provide information and data for each Performance Framework indicator under the sub-headings that follow.

Academic Proficiency

For the 2020-21 and 2021-2022 school years, MCA exceeded or was equivalent to statewide performance at all tested grade levels. State testing data is not yet available for the 2022-2023 school year. Data is also not available for SY2019-20 due to the COVID-19 pandemic.

Academic Growth

Per the performance report, changes to the Performance Framework would place MCA in the "exceeded expectations" in 5 of the 9 NWEA categories, "met expectations" in 3 of 9 and "partially met" in 1 of 9. Therefore, per the performance report findings, "under the recalibrated criteria, the academic growth of MCA, as measured on the NWEA, is an area of strength and not an area of concern". MCA has continued to support the academic growth of all students across the state of Maine. For students who enrolled during the current charter term (2019 – present), of those students that did not transfer out, 94% that enrolled on-track and 74% who enrolled credit deficient graduated on time*. In 2022, the on-time graduation rate was 68.59%, and in 2023 it jumped up to 89.5%*. For students who enrolled in MCA as

credit-deficient at their previous school, MCA's online learning curriculum has proven to be the right fit to not only get these students caught up on their studies, but a diploma as well, as illustrated by the data below for the 2022 & 2023 graduation cohorts:

For the 2022 graduation cohort:

- 65 of 88 students graduated on-time (73.86%).
 - Of those on-time graduates, 13 (20%) of the students that had enrolled at MCA in credit deficient status.
- Of the 23 non-graduates, 12 enrolled in credit-deficient status.
 - 90% of these students either graduated late, enrolled for a 5th year, or entered a GED program.

For the 2023 graduation cohort*:

- 94 of 115 students graduated on time (89.5%).
 - Of those on-time graduates, 17 (18%) of the graduates had enrolled at MCA in credit deficient status.
- Of the 11 non graduates, 6 enrolled in credit-deficient status.
 - 50% of those students entered a GED program or the workforce.

*2023 data is tentative and awaiting official confirmation from the Maine Department of Education.

Achievement Gaps

MCA has made efforts to close achievement gaps across major subgroups, and most are within an acceptable gap threshold.

MCA was one of the very few LEAs in the state of Maine to receive a conditional contract reward from the Stronger Connections Grant, for schools who meet a poverty certification rate at or above 35%. The Stronger Connections Grant aims to provide funding for LEAs to develop, implement and evaluate a comprehensive approach that prioritizes physical and emotional safety for their unique school community². Allowable expenses, such as school climate improvement, mental health and SEL, and school safety will all contribute in ensuring the short and long term success of all MCA students.

Student Attendance and Reenrollment

During the last renewal application cycle in 2018, MCA indicated they would be addressing the concern with withdrawal and attendance rates through multi-pronged efforts. First, MCA is establishing the onboarding process as a four-week process with students and families. Teachers are then required to do mandatory follow-ups weekly for the first month. This will address students and families' concerns about switching to an online environment and should decrease withdrawal rates for new students. As a result of these initiatives, the Average Daily Attendance Rate for all grades met expectations in SY2019-20 and exceeded expectations in SY2020-21 and SY 2021-22. In addition, for all three measured school years, student enrollment throughout the school year and recurrent enrollment year over year met or

² <https://www.ed.gov/news/press-releases/department-awards-nearly-1-billion-56-states-and-territories-provide-students-safer-and-healthier-learning-environments-2>

exceeded expectations, with 98% of the students enrolled on the last day of school being the same as those enrolled on student count day, and 88.35% of students enrolled on the last day of school returning for the 2023-24 school year.

Second, per the Performance Report, MCA's SY 2021-22 rate of chronic absenteeism was 7.9%, exceeding expectations on the Performance Framework. In June 2023, MCA's rate of chronic absenteeism is 8.96%, "putting them significantly below the state average". Both of these numbers are a significant improvement from the 2019-20 School Year, when 11% of students were chronically absent. As mentioned during the last renewal cycle, MCA is requiring student attendance during LiveLesson® synchronous sessions unless a specific plan is made with the student's teacher. Utilizing unique, interactive tools, LiveLesson sessions allow MCA teachers to create and lead the real-time, lively interactions of a traditional classroom but in an online setting. MCA is also focusing on increasing engagement during LiveLesson sessions. Students are expected to be in school each day for a minimum of three hours to be counted as present. LiveLessons are recorded and exit tickets are required at the end of each lesson to allow students to make up schoolwork, if needed.

Third, MCA has listened to parent and student feedback about wanting to be more engaged. While there was a plan to increase the number of Academic Summits from two to three per year, the impacts of the COVID-19 pandemic put those plans on hold. However, MCA has increased parent communication through Parent Informational Sessions, created a Parent-Only Facebook page for MCA parents to interact and learn from each other, and increased the expected number of learning coach-to-teacher contact instances. In addition, MCA has increased the number of student/virtual clubs, field trips and social picnics, and has encouraged participation in the Academic Summits. Academic Summits provide unique opportunities for MCA students, families, and staff to meet in person, often at Maine educational institutions. These summits increase engagement, enhance the school experience, and serve as an important forum for staff and students to connect their learning to real-world environments.

Post-Secondary Readiness

Per the College Board, the College Readiness benchmark score on the SAT is defined as, "the minimum score need on the SAT related area test to indicate about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses."³ In 2022-2023, 83% of MCA students who took the SAT hit the EBRW (Evidence Based Reading and Writing) College Readiness Benchmark of 480, with an average score of 560. For SY2019-20, SY2020-21, and SY 2021-22, MCA exceeded expectations, with 100% of students participating in at least one post-secondary activity such as a college course, Advanced Placement course, certificate program, internship, or an MCA-specific post-secondary activity.

MCA has demonstrated steady improvement in graduation rates during the charter term (see table #), and is dedicated to continuing that trend in the years to come. Some initiatives MCA has taken to encourage and support students reach graduation include hiring a multiple pathways teacher to assist with severely credit deficient students to help get them back on cohort, hiring a social worker to assist students with mental health or other social issues that prevent them from attending, and the creation of a Senior Team Committee to meet regularly with staff to ensure students are staying on track for graduation. MCA's 4-year graduation rates during the current charter term are as follows:

- **2018:** 57.14%
- **2019:** 58.18%
- **2020:** 61.47%

³ <https://satsuite.collegeboard.org/k12-educators/about/understand-scores-benchmarks/benchmarks>

- **2021:** 68.69%
- **2022:** 73.86%
- **2023:** 89.5%*

*2023 data is tentative and awaiting official confirmation from the Maine Department of Education.

MCA prepares students for a variety of post-graduate opportunities, including two-year and four-year college as well as for careers, and each cohort will have a varied number of students who elect different pathways. The number of students enrolled in post-secondary institutions the fall semester after graduation, according to the National Clearinghouse, was 38% in 2018, 48% in 2019, 41% in 2020, 31% in 2021, and 26% in 2022. Since 2015, 165 students have enrolled in a post-secondary institution the fall semester after graduation, and 77% of them have enrolled at a college in Maine. Data for the class of 2023 is not yet available. 80% of students who graduated from MCA 2019 and 78% of students who graduated from MCA in 2020 persisted from their freshman to sophomore year of college, demonstrating how MCA has adequately prepared these students for post-secondary opportunities.

1.c Evidence of Outcomes Related to Mission-Specific Academic Goals and Measures

The Renewal Performance Report captures all the academic goals and measures.

2. Financial Performance

2.a Assurance

MCA is able to meet its current liabilities and carries no long-term liabilities. The current unrestricted cash balance of \$1,420,294.43 will cover the existing current liabilities of \$622,744.13.

MCA has current unrestricted net assets of \$1,086,410.96. In the last three years MCA has budgeted some of its unrestricted funds for staffing and program improvements. The net income(loss) in SY 2020-2021, SY 2021-2022 and SY2022-2023 was \$(275,344.30), \$(110,973.30), and \$112,491.33 respectively.

2.b Supplemental Data

In Exhibit A of this document, we provide unaudited June 30, 2023 financial statements. We have also included the budget template, completed in Appendix D.

3. Organizational Performance

3.a. Supplemental Data

We provide information and supplemental data, as available, for the organizational performance-related Performance Framework indicators under the sub-headings that follow.

Board Governance and Stewardship

MCA has met the Governance and Operations targets of the Performance Frameworks in each year of its charter term.

Financial Performance

MCA is low risk in all financial criteria on the Performance Framework and maintains a strong financial position in each year of its charter term.

Facilities Management

MCA has met the Facilities targets for Adequacy of Facilities Maintenance in Support of the Program for each year of its charter term.

Parent & Community Engagement

MCA met the Parent & Community Engagement targets for each year of its charter term.

School Culture and Climate

MCA met or exceeded its targets in this area for SY2020-21 and SY2021-22. In the 2018 application, MCA discussed taking action to promote increased participation among families as well as students and staff in the Maine Charter School Commission–sponsored Panorama Education survey. This was done through School Leadership communicating to families the importance of participation to ensure the school meets its School Climate targets. The MCA family participation goal for the Panorama Education Survey was set to 40%. While the participation goal was narrowly missed in SY2019-20 (39%), the goal was exceeded in both SY2020-21 and SY2021-22 (53% and 55%, respectively). Similarly, the MCA student participation goal for the Panorama Education Survey was set at 65%. While the participation goal was not met in SY2019-20 (45.8%), the goal was exceeded in both SY2020-21 and SY2021-22 (83% and 92%, respectively).

The staff at MCA takes a School Climate Survey twice a year. These scores showed growth in various aspects of school culture, such as clear leadership expectations and respect of teacher input and needs. Some examples of growth include the following:

“The leaders at my school motivate me.”

- 2019-2020: 59%
- 2020-2021: 68%
- 2021-2022: 69%
- 2022-2023: 74%

“The parents of the students at my school are respectful towards me.”

- 2019-2020: 91%
- 2020-2021: 91%
- 2021-2022: 79%
- 2022-2023: 96%

“When I face challenges with particular students, the families are supportive.”

- 2019-2020: 82%
- 2020-2021: 82%
- 2021-2022: 71%
- 2022-2023: 85%

“The leaders set a positive tone for the culture of the school.”

- 2019-2020: 68%
- 2020-2021: 86%
- 2021-2022: 76%
- 2022-2023: 85%

“Staff satisfaction is important to our leaders.”

- 2019-2020: 59%
- 2020-2021: 82%
- 2021-2022: 79%
- 2022-2023: 85%

“The leaders are responsive to my feedback.”

- 2019-2020: 73%
- 2020-2021: 82%
- 2021-2022: 82%
- 2022-2023: 78%

“When changes arise in my personal life, the leaders are understanding.”

- 2019-2020: 82%
- 2020-2021: 95%
- 2021-2022: 90%
- 2022-2023: 96%

MCA has made determined efforts to make an effective organizational diagnosis and respond to the needs of the staff. School leadership has set a clear vision of where MCA is going and what is expected of each staff member needs to achieve that vision. The School Leader believes MCA has “Met” this standard based on these numbers. Parent Satisfaction Survey data from SY 2022-2023 has also been very positive, as shown in Figure 1. MCA will continue to foster their relationships with parents and meet the needs of families across the state of Maine.

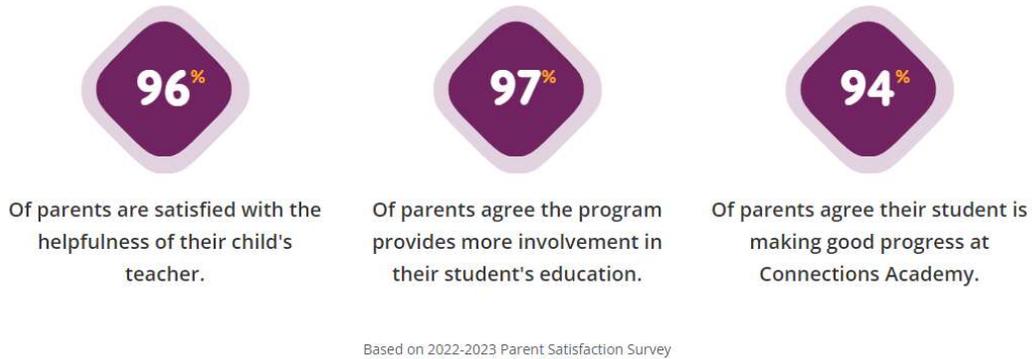


Figure 1. Maine Connections Academy Parent Satisfaction Survey Results, 2022-2023

3.b Evidence of Outcomes Related to School-Established Organizational Goals

Effective Leadership

MCA has had effective leadership throughout its initial charter term. As a recent example, Table F shows results from the 2022-2023 school year staff survey, as they pertain to school leadership. The overall average score from school staff in the School Leadership category was 81% favorable, with 93% of school staff participating in the survey.

Table C. Survey Results from the SY 2022-2023 Staff Survey

| Factor | Question | Favorable Percentage Score |
|-------------------|---|----------------------------|
| School Leadership | The leaders set a positive tone for the culture of the school. | 85% |
| School Leadership | Staff satisfaction is important to our leaders. | 85% |
| School Leadership | Our leaders have a positive influence on the quality of my work. | 78% |
| School Leadership | The leaders effectively communicate information that is important to staff. | 81% |
| School Leadership | The leaders are knowledgeable about what is going on in the school. | 78% |
| School Leadership | The leaders are responsive to my feedback. | 78% |

| | | |
|-------------------|---|-----|
| School Leadership | The leaders have effectively developed rules for students that facilitate their learning. | 70% |
| School Leadership | The leaders clearly identify their goals for staff. | 96% |
| School Leadership | The leaders seek input from staff when making important decisions for the school. | 74% |
| School Leadership | The leaders set a positive tone for the culture of the school. | 85% |
| School Leadership | Staff satisfaction is important to our leaders. | 85% |

Instructional Quality

MCA teachers participate in a performance evaluation system aligned to teaching standards, school goals, and student performance. Through ongoing teacher training and professional development, participation in professional learning communities, peer review, and varied career ladder opportunities, teachers are effective and consistently focused on student learning and continuous improvement.

Instructional leaders utilize data provided through Connections’ proprietary educational management system, Pearson Online Classroom, and the state accountability system to drive professional development both for individual teachers and the school as a whole.

Compliance with Terms of Charter Contract and Laws

MCA has been compliant with the terms of charter contract and laws.

VII. Looking to the Future

1. Adjustments to the Performance Framework

MCA does not have any proposed changes in targets to the performance indicators as they are stated in the existing contract.

2. Plans to Change the School’s Current Model

2.a Education Plan

i. Mission, Vision, Identification of Targeted Student Population and Community Served

MCA does not plan to change the school’s current model in these areas.

ii. Academic Program

MCA does not plan to change the school’s current model in this area. The grade levels served, Grade 7 – Grade 12, will remain the same for the upcoming charter term. As per the renewal application

guidelines, MCA submitted a separate proposal for an enrollment cap increase for consideration in January 2023. The Governing Board of MCA continuously looks for ways to provide quality educational options to Maine families across the state. The increase in demand and the school's on-going wait list indicate that families are searching for individualized education solutions. The need to adjust enrollment was determined via a consistent demand signal received through online requests for information and through the increasing waiting list of students from families wishing to enroll. The request was approved by the Maine Charter School Commission in February 2023.

iii. Special Student Populations

MCA does not plan to change the school's current model in this area. MCA is dedicated to serving special student populations. As such, MCA provides a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with IDEA.

MCA also supports the special education student population in accordance with the Maine Unified Special Education Regulations (MUSER). MCA has an open enrollment policy: any eligible public-school student in Maine can attend.

The school does not discriminate in its pupil admissions policies or practices on the basis of geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, test scores, disabilities, etc. As a public school, MCA will, through its policies and procedures, comply with all applicable requirements of IDEA, 20 U.S.C. 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504).

iv. Assessment

As of this charter team, MCA has implemented assessments from Northwest Evaluation Association™ (NWEA™), as a universal benchmark assessment according to the Maine Charter School Commission's guidelines and timelines. In addition to NWEA, MCA still uses other formatted and summative assessments that are aligned to the Maine Learning Results, the Common Core State Standards, and the Next Generation Science Standards (NGSS).

MCA also accommodates students with disabilities and provides alternate assessments in accordance with MUSER.

MCA uses placement tests, formative assessments, ongoing information assessments, unit assessments and portfolio assignments, and curriculum-based assessments.

v. School Climate and Discipline

Regarding the Panorama Education survey, families and employees receive multiple surveys throughout the year, such as the Pulse survey, and a Student SEL Survey. The MCA Administration team will ensure to communicate to the students and families the importance of participating in and completing the surveys as well as teachers communicating weekly with students and parents about the importance of taking these surveys as part of the Charter.

MCA promotes a positive learning environment for all students. Data from the Maine Department of Education shows that MCA has not filed any bullying or discipline reports throughout the current charter term.

2.b Organizational Plan

i. School Calendar and Daily Schedule

MCA does not plan to change the school’s current model in this area. MCA follows a traditional school year calendar that includes 180 school days (currently exceeding Maine requirements) during which instruction is provided by school staff. The Governing Board approves the school calendar annually. As of the 2023-2024 school year, the calendar will provide 193 working days for teachers – the number of workdays was previously 195. The number of instructional days for students remains the same at 180 days. The school calendar may be extended to allow families more flexibility in completing the year’s work, or to provide extra learning time for students who are at risk (generally not by more than two weeks).

ii. Student Recruitment and Enrollment

MCA does not plan to change the school’s current model in this area. MCA balances student recruitment and enrollment policies with the mutual goals of ensuring that families are aware of their choices with the competing demand of being fiscally conservative.

Enrollment generally begins in February for the school year starting in August, with reasonable public notice given at least 30 days before the enrollment application deadline and according to all Maine rules and regulations. MCA actively recruits families that represent the full cultural, demographic and socioeconomic range of Maine.

iii. Staffing and Human Resources

MCA does not plan to change the school’s current model in this area. Each winter the school’s Leadership team, MCA’s Chief Financial Officer, and the Governing Board, with support from several PVS teams such as Human Resources, Customer Success Partner Team (CSP), and School Financial Services, collaborate to build a budget that will frame the upcoming school year. During this process, key factors are reviewed including the structure of the school and anticipated growth. School Leadership sets staffing ratios (number of staff for a position based on the number of students enrolled) for each position at the school so staffing is tied closely to student enrollment.

Because there are many stages of student enrollment, and this is tracked and analyzed by a team of marketing, finance, human resources and school administrative professionals all year long, this team meets weekly throughout the year.

During these meetings, the team assesses both the needs based on the data (student enrollment) and the staffing needs raised by the school leader to review and approve positions. The process accounts for the ever-changing needs of the school and how students can best be supported in alignment with the school’s budget.

iv. Management and Operation

MCA does not plan to change the school’s current model in this area. The operating structure is similar

to a traditional educational environment, with Walter Wallace, School Leader, implementing the policies and procedures of the Governing Board, while supervising the teaching staff. Mr. Wallace is responsible for the instructional leadership, curriculum implementation, personnel decisions, facilities management, and any special staffing needs. Mr. Wallace also manages the teachers ensuring that each student successfully completes his/her instructional program. Lauren Thompson, the Assistant Principal, is responsible for the overall school operation working with parents, students, support staff, and highly qualified teachers who virtually facilitate the student instructional program.

Figure 2 is an Organizational Chart demonstrating the hierarchy.

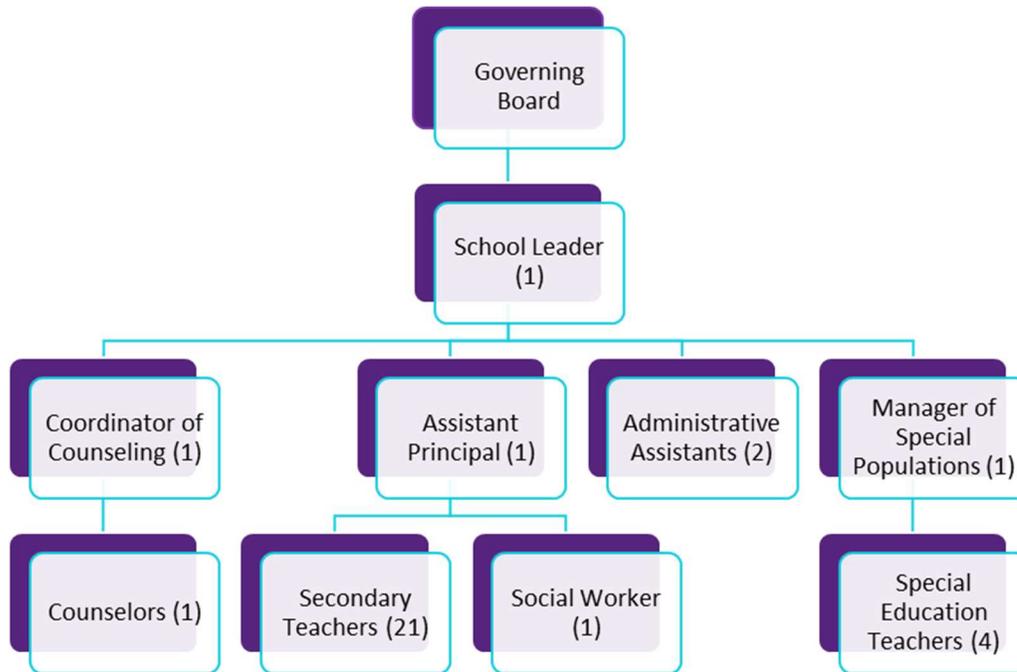


Figure 2. Organizational Chart

v. Parent and Community Development

MCA does not plan to change the school’s current model in this area. Real connections are an important component at MCA so students can participate regularly in both face-to-face and virtual community activities. MCA currently holds two Title I parent meetings each year to gather input into how they spend their grant money.

In-person activities include regular field trips and outings facilitated by MCA staff. Families are welcome to visit the teaching/learning center. Teachers often go out into the community for field trips, state assessments, and other school events.

Field trips are also focused on college and career readiness for the secondary students; field trips to local universities and colleges are scheduled and trips to explore local businesses and attend college and career fairs can be organized.

Although some of the in-person activities were impacted by the COVID-19 pandemic during this charter term, MCA has added more clubs and activities since then. MCA provides school-based clubs that meet both face-to-face and virtually. In addition, through Connections, students are offered access to clubs

and activities through which they can explore interests beyond the classroom, develop leadership skills, and make friends within their school and with students from other schools supported by Connections.

2.c Governance Plan

MCA does not plan to change the school's current model in this area.

i. Governing Body

The Governing Board is an independent, public, non-profit corporation and is not a subsidiary of another entity, or in any way connected with, or under the control of another entity. The Governing Board is an effective steward of public money and provides independent governance of the school's administrators.

The Governing Board members are parents, educators, and business and community leaders who are committed to providing an innovative virtual charter school for students in Maine. Governing Board members have unique skills and expertise in virtual education, higher education, internal controls, government relations, and financial analysis. All Board members are involved in and supportive of Maine charter schools. These qualifications will help ensure the success of the school and the effective representation of key stakeholders.

ii. Governing Board Composition

William Thompson, Board President/Secretary

Billy is currently a social studies teacher at Lisbon High School. Prior to becoming a teacher, he served as the Chief of Staff in the Legislature's House Minority Office.

Billy graduated from Colby College with an AB in Philosophy and Government and holds an MA in Political Science from George Mason University.

He is also formerly the Senior Education Policy Advisor to Governor LePage, previously worked on the DC staff of Senator Collins, and held a Presidential Appointment at the Department of Homeland Security as Assistant Director of Legislative Affairs for DHS Intelligence. Among other jobs he worked in the Maine Senate as Director of Communications and as the Director of Policy for the Speaker of the Maine House.

He is a member of the Brunswick School Board and served three terms as chairman. He has been married to his wife for 17 years and they have a ten-year-old daughter, twin seven-year-old sons, three dogs, two cats, and on any given day a random assortment of bugs and other wildlife living with them.

Jennifer Cummings, Board Treasurer

As Director of Business Programs at the Finance Authority of Maine (FAME), Jennifer Cummings oversees a strong and experienced lending team that works with Maine lenders and businesses to help them get to "yes." FAME has a unique role in Maine, tasked with taking on greater risk than traditional lenders for the benefit of the state. FAME does this primarily by offering Maine lenders commercial loan insurance and providing direct loans to Maine businesses through its FAME Direct Loan program, frequently facilitating deals that would not otherwise be possible.

At FAME success is measured by the number of jobs created and retained, as well as the amount of capital deployed: since 1983 when FAME opened its doors, over 100,000 jobs have been created or retained across all of Maine's major industries and over \$2 billion in loans and equity capital has been funneled into the Maine economy.

Jenn has over 15 years of experience as a commercial finance professional, both as a commercial loan officer and workout officer. She joined FAME in 2013 as Senior Workout Officer and now serves as Director of Business Programs. A Maine native, Jenn received her BS in International Business and Logistics from Maine Maritime Academy and earned her MBA from Thomas College. When not at work, she enjoys spending time outside with her family, hiking and skiing. She can also be found competing at local Crossfit competitions and is a Crossfit Trainer. Jenn lives in Manchester with her two daughters Grace (9) and Eleanor (3).

Ellen McBride, Board Member

Ellen McBride is an adjunct professor at Kennebec Valley Community College in the Early Childhood Education department. She also serves on the Maine State Literacy Team. Earlier in her career, she was a public-school educator for seven years. Ellen holds both a B.S. in Early Childhood Education and a M.S. in Early Literacy from the University of Maine Orono. She volunteers at the local community food pantry and serves on the board for the Literacy Volunteers of Greater Augusta, where she also serves as a literacy tutor. Ellen is a strong advocate for the promotion of literacy and literacy skills overall. Ellen currently has two daughters enrolled in MCA and greatly appreciates the opportunity to have school choice.

Jana Lapoint, Board Member

Jana Lapoint joined Maine Connections Academy as a board member, continuing her long and successful career in education. She has a BD in history and an MS in business education, as well as more than a decade of experience teaching high school students. In 1995, Jana was appointed by former governor Angus King to the board of trustees of the Maine Community College System. She also served on the Maine State Charter Commission, with two of those years as chair, during which time she proudly signed the documents that established the Vocational College as a community college of Maine. From 2010–2021, Jana served as vice chair on the Maine State Board of Education. In addition, she acted as trustee at Dean College in Franklin, Massachusetts, and Cheverus High School in Portland, Maine. Jana has four children, 13 grandchildren, and three great-grandchildren.

Connie Ronco, Board Member

Connie Ronco is a part time Faculty member in the College of Education /Human Development at the University of Maine. In her previous career she was the department chair of the Early childhood and Education Programs at Eastern Maine Community College and a classroom teacher in public and private schools. Maine. She has also served as an adjunct faculty at the University of New England. She completed her education at University of Maine, earning a B.S. in Human Development, a M.S. in Education, and a CAGS in Educational Leadership. Connie is a dedicated educational professional in Maine, having served over 40 years in the field as a teacher, administrator, and institutional leader. She enjoys her role in mentoring and guiding pre-service educators as they prepare to become the future

teachers for Maine students and beyond. As Team Leader for the Achieving the Dream Initiative at Eastern Maine Community College, Connie has been a champion for student success and retention and has been instrumental in bringing many best practices, such as learning communities, a student success center, math pathways and college success courses to support first generation and at-risk students to succeed in college. Connie is an advocate for students and believes that families should have choice for the best educational experiences for their children. Connie lives in Winterport with her husband and enjoys spending time with her family and grandchildren.

2.d Business and Financial Services

MCA does not plan to change the school's current model in this area.

i. Budget

The school's mission is to maximize learner-centered instruction and effectively leverage 21st century education resources to provide a high-quality education to students in grades 7–12 throughout the state who need expanded educational options, especially those in rural and remote communities who are unlikely to have access to a brick-and-mortar charter school.

In order to achieve its mission, the school must remain fiscally sound. To do so, the Governing Board develops and approves an annual budget and analyzes cash flow needs carefully. The budget is analyzed and is reviewed by the Governing Board at its regularly scheduled meetings. Additionally, the school has a CFO who ensures funds are expended in alignment with the approved budget. Since the school's inception, it has ended each school year with a balanced budget. We have provided a proposed budget in Appendix D.

ii. Financial Management

The Governing Board is responsible for the completion and results of all accounting reports as required by law, regulation, or the charter, including a report of budgeted and actual expenses. The Governing Board provides any information required by the Maine Department of Education, Maine Charter School Commission, or its auditors. On an annual basis and prior to any deadline specified in the charter, MCA presents a balanced budget (i.e., not resulting in a cumulative net asset deficit) for the following fiscal year to the Maine Department of Education, Maine Charter School Commission, and its auditors.

MCA provides the Maine Department of Education, Maine Charter School Commission, and its auditors with any requested information regarding staff, students, and finances including but not limited to information needed to carry out the purpose of the Essential Programs and Services Funding Act, Title 20-A, Chapter 606-B. The information is provided according to the time schedule and in the form required by the Maine Department of Education, Maine Charter School Commission, or its auditors.

MCA follows a financial and accounting plan that is compliant with generally accepted accounting principles (GAAP) and provides an accurate accounting of all of its finances, ensures sufficient information for audit purposes, and provides data in the format needed for accurate and timely reporting to the Maine Department of Education, Maine Charter School Commission, and its auditors.

MCA has also established policies and procedures and institutes rigorous internal financial controls. In addition, MCA incorporates the position of a CFO (third-party consultant) into the organization of the

school, Amy Trunnell, CPA. Ms. Trunnell has more than 35 years of experience in her field and holds a Bachelor of Business Administration.

iii. Facilities

MCA leases permanent space for administrative and teaching staff in Scarborough, ME, which is the main teaching/learning center where administrative and teaching staff work. Having a teaching/learning center provides opportunities for staff to work together for onsite professional development. Conference rooms provide space for group meetings or when privacy is required. Staff meets in person regularly with supervisors at the facility. Students and Caregivers come to the school for events such as open houses, social activities, and proctor required testing.

MCA is currently exploring smaller space, so more funds are available for student programming.

iv. Transportation

As MCA is an online, virtual school serving students throughout Maine, it does not provide routine transportation.

Students do not require transportation services for regular school activities that occur primarily in their homes and immediate vicinities. The only mandatory school events that may require students to report somewhere other than their home or immediate neighborhood are a) special orientation sessions and b) state standardized tests, which students take at proctored locations. MCA provides transportation for required activities and state testing and when a student does not have transportation necessary to go to the proctored location.

v. Insurance

MCA has commercial general liability, automobile liability and workers' compensation insurance and can provide documentation upon request.

vi. Food Service

Since MCA serves students statewide primarily out of their homes, the school does not offer a food service program. Parents are fully informed of this fact prior to their students' enrollment in the school so that they may make the best school choice for their family.

For purposes of demographic documentation, however, MCA requests during the enrollment process that families who qualify for free or reduced-price meals – based on past eligibility for these services or current family income – to identify themselves.

The purpose of collecting this information is to ensure that the school is prepared to arrange supplemental educational resources available to students and the school based on incidence of poverty. Parents are fully informed that volunteering this information does not entitle their family to meal service. MCA staff refers families who qualify for free or reduced-price meals to local social service agencies for food assistance upon request. In the event that the federally funded lunch program is changed to permit the distribution of direct assistance to families, MCA is prepared to seek funds to provide this service.

2.e Education Service Providers

For operational support of the school, MCA plans to continue utilizing the services of an education service provider (ESP), Connections Academy of Maine, LLC, a subsidiary of Pearson Virtual Schools USA (formerly Connections Education). The ESP provides turnkey educational services, including accredited curriculum; a comprehensive Education Management System, Pearson Online Classroom; professional development; student, parent, and teacher technical assistance; and other support.

VIII. Addressing Special Issues

Data Reporting

Data from school year 2022-2023 is not yet available but will be provided to the Commission as soon as it becomes available. We have provided available data in *Section VI. Looking Back: The Record of Performance*.

Panorama Survey Participation

As stated previously as well as in MCA's response to the Performance Report, the MCA Administration team will communicate to students and families the importance of participating in and completing the surveys, and teachers will communicate weekly with students and parents about the importance of taking these surveys as part of the Charter.

Leadership

In order to mitigate and improve the turnover in school leadership, the Board and the School Leader will work together to ensure that a respectful and professional relationship builds every year so that there will be consistency in leadership. The Board recognizes that the role of the School Leader in a virtual charter school encompasses many of the responsibilities typically covered by a superintendent in a brick-and-mortar public school. For example, the School Leader works directly with the Board, the ESP, and the Maine Charter School Commission. The School Leader requires time to understand this unique role and the roles of the Board, ESP, and Maine Charter School Commission, and how all the entities work together to ensure the success of the school and its students. The Board actively supports the School Leader and is developing a strong working relationship with him as he becomes established in this role.

Attendance

MCA is reviewing the attendance policy to require increased accountability from parents and teachers through more frequent attendance reviews. As mentioned in *Section VI. Looking Back: The Record of Performance* (under the heading, Attendance and Reenrollment), MCA also restructured its on-boarding protocols and made the process more interactive so that students and families are more engaged with the teachers from the very start MCA added an additional advisory teacher to support the onboarding process to increase family engagement. The MCA onboarding process consists of four weeks of welcome calls from MCA teachers to all new and returning MCA students, the themes of which are highlighted below, as well as weekly or biweekly advisory calls throughout the school year. These changes to the onboarding process have created a better atmosphere for student engagement.

MCA Welcome Calls – 4-week schedule:

- *Week 1 – “Establishing Baseline Competencies”*
- *Week 2 – “Curriculum Tools”*
- *Week 3 – “Organization and Feedback”*
- *Week 4 – “Community Building”*

Following the Maine Statute for Truancy, MCA will conduct at least two truancy meetings per individual truancy and will consistently communicate attendance expectations to parents and students.

MCA will work with families to resolve any difficulties that may contribute to non-attendance.

If the issue persists, MCA will write up a truancy report and send it to the appropriate District Attorney’s office. Throughout this process, MCA will maintain consistent communication with the family.

MCA teachers will check attendance weekly (Monday mornings) to ensure students’ attendance logs have been filled in by the Learning Coach appropriately. Teachers will also review the students’ course completion percentage and documented conversations with students and Learning Coaches and correlate these data points to determine if the student time is accurately recorded. Teachers can lower or raise the logged hours based on these data points.

MCA fully complies with the Elementary & Secondary Education Act (ESEA), reauthorized under the Every Student Succeeds Act (ESSA), and students receiving full day participation.

Student Withdrawal Rates

The withdrawal rate for students withdrawing during the 2022-23 school year was 24.5%. There are several factors for this increase. MCA delivers a rigorous online curriculum that requires substantial personal responsibility from the student and effective oversight from Learning Coaches. Many students excel in this program; other students struggle to make the adjustment. MCA’s teachers and administration maintain continuous, open communication with parents and students to help with the transition to the online school environment. The school implemented new accountability standards, which may have prompted some families to withdraw. MCA began to follow the State of Maine Truancy Law “by the book” in order to both work with families and hold them accountable for their child’s education. This increase in phone calls, letters, and general communication about implications of not following the Truancy Law may have led some families to withdraw.

Further review of the withdrawal data revealed that a large number of the withdrawals came after the end of the first semester (late January). MCA began to hold higher academic standards for students, and many of the students who withdrew were ones who had failed the first semester and may have realized that the online educational program offered was not a good fit for their learning style and needs. Many students, including those transitioning from a homeschool environment, are not prepared for the challenge of participating in an online school with required and rigorous curriculum. Another area of consideration is some families only need to utilize online learning for a limited time frame due to a medical condition or crisis, such as seeking alternative schooling options during the COVID-19 pandemic in 2020. These students sometimes return to their previous environment. In addition, many students enroll at the age of 17-19 years old and with very few credits. They enroll without fully understanding that the program is not credit recovery – but rather a rigorous, full-time program that does not allow them to make up credit quickly. These students may meet with the counselors/administration, and it

may be determined by all parties that the *HiSET*[®] exam is a better option for them for various reasons.

The School Leader believes that the withdrawal rate will decrease slightly, but not at a rate that will exceed expectations. Students choose to participate in a full-time online school for a variety of reasons. Many will find that their expectations for the experience do not match the reality. Others will enroll with the intention of attending for a short time. MCA's withdrawal rate is consistent with other online schools across the country and reflects both the diverse needs of students and the flexibility of school options. While increasing student retention is a priority, student withdrawals can also be interpreted as a success when students are empowered to make decisions based on their own educational needs.

Appendix A: Governing Board Turnover

Table D below shows the information about the number of board members joining and leaving the board in each year of the current charter period.

Table D. Governing Board Turnover

| School Year | Total Membership | Members Joining | Members Departing |
|--------------------|-------------------------|------------------------|--------------------------|
| 2019-2020 | 6 | 0 | 1 |
| 2020-2021 | 7 | 2 | 2 |
| 2021-2022 | 6 | 1 | 1 |
| 2022-2023 | 6 | 1 | 1 |

Appendix B: Staff Turnover

Table E below provides information on staffing and staff turnover.

Table E. Staff Turnover

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------------------------|---|--|---|--|
| Administrators | | | | |
| Number and FTEs | 5 Total <ul style="list-style-type: none"> • 1 Principal • 1 Asst. Principal • 2 Coord. Of Counseling • 1 Admin Assistant | 5 Total <ul style="list-style-type: none"> • 1 Principal • 1 Asst. Principal, • 2 Coord. Of Counseling • 1 Admin Assistant | 5 Total <ul style="list-style-type: none"> • 1 Principal • 1 Asst. Principal • 1 Coord. Of Counseling • 2 Admin Assts. | 5 Total <ul style="list-style-type: none"> • 1 Principal • 1 Asst. Principal • 1 Mgr. Of Counseling • 2 Admin Assts. |
| Departures during school year | 0 | 1 Voluntary <ul style="list-style-type: none"> • relocation | 1 Voluntary <ul style="list-style-type: none"> • family reasons | 2 Voluntary <ul style="list-style-type: none"> • personal reasons |
| Departures at end of school year | 0 | 0 | 0 | 0 |
| Teachers | | | | |
| Number and FTEs | 22 Total <ul style="list-style-type: none"> • 19 Secondary Teachers • 3 SpED Teachers) | 23 Total <ul style="list-style-type: none"> • 19 Secondary Teachers • 1 Advisory Teacher • 3 SpEd Teachers | 24 Total <ul style="list-style-type: none"> • 17 Secondary Teachers • 1 Social Worker • 1 MTSS Coord. • 1 Counselor • 4 SpEd Teachers) | 27 Total <ul style="list-style-type: none"> • 21 Secondary Teachers • 1 Counselor • 1 Social Worker • 4 SpEd Teachers) |
| Departures during school year | 3 Voluntary <ul style="list-style-type: none"> • relocation • personal reasons • job demands | 1 Voluntary <ul style="list-style-type: none"> • return to B&M | 3 Voluntary <ul style="list-style-type: none"> • career change • return to B&M • no reason given | 6 Voluntary <ul style="list-style-type: none"> • personal reasons • return to B&M • family reasons |
| Departures at end of school year | 3 Voluntary <ul style="list-style-type: none"> • return to B&M • personal reasons) | 1 Voluntary <ul style="list-style-type: none"> • return to B&M | 0 | 0 |
| Other Staff | | | | |
| Number and FTEs | 0 | 0 | 0 | 0 |
| Departures during school year | 0 | 0 | 0 | 0 |
| Departures at end of school year | 0 | 0 | 0 | 0 |

Explanation of Staff Turnover

Staff turnover has been largely due to personal reasons. In the 2022-23 School Year, MCA has retained 83.6% of their teachers, which demonstrated the school's ability to maintain a stable staff to support students.

MCA aligns its staffing needs with the mission and vision of the school supporting the breadth and depth of the virtual school environment. Support through lessons plans, curriculum, educational resources staff, professional development and technology support provides the school staff and leadership the opportunity to focus on the personalized learning experience of each student.

The school places significant importance on the quality of teachers and administration. The professional development for teachers and staff is integrated and aligned with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services. There are unique skill sets, dispositions, and training needed to be an effective teacher in a virtual school environment. The school aims to attract and retain high-quality teachers knowledgeable in their content areas. The school identifies, trains, monitors, and supports teachers under the supervision and guidance of the Governing Board, as well as supports the performance evaluation process in a virtual school environment.

Appendix C: Student Turnover

Table F provides information about student turnover for each of the current charter period.

Table F. Student Turnover

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------------------------|-----------|-----------|-----------|-----------|
| Number of Students | 391 | 416 | 432 | 432 |
| Departures during school year | 82 | 65 | 58 | 66 |
| Departures at end of school year | 67 | 116 | 82 | 40 |

Explanation of Student Turnover

The majority of student turnover is due to students transferring to a public school in a different local education agency in the same state, students transferring to home schooling, and students graduating high school.

Appendix D: Projected Budget

| | 6/30/2023 | 6/30/2024 | 6/30/2025 | 6/30/2026 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Assets | | | | |
| Current Assets | | | | |
| Cash and cash equivalents | \$1,420,294.43 | \$1,477,812.22 | \$1,490,821.71 | \$1,424,090.54 |
| Internal balances (Prepays) | \$21,627.37 | \$10,754.81 | \$11,077.45 | \$11,409.78 |
| Intergovernmental Receivables | \$215,069.76 | \$166,269.69 | \$83,259.78 | \$80,563.53 |
| Inventories | | | | |
| Depreciable capital assets, net of accumulated depreciation | \$63,163.53 | \$19,085.70 | \$1,921.48 | \$0.00 |
| Total Assets | \$1,720,155.09 | \$1,673,922.42 | \$1,587,080.42 | \$1,516,063.85 |
| Deferred Outflows of Resources | | | | |
| Liabilities | | | | |
| Accounts Payable | \$398,382.82 | \$451,572.80 | \$465,119.98 | \$479,073.58 |
| Accrued Summer Salaries | \$235,361.31 | \$245,852.50 | \$253,228.07 | \$260,824.91 |
| Accrued vacation | | | | |
| Accrued interest | | | | |
| Accrued Expenses | \$0.00 | \$5,000.00 | \$5,000.00 | \$5,000.00 |
| Unearned Revenue | | | | |
| Long-term liabilities | | | | |
| Portion due or payable within one year: | | | | |
| Capital lease obligations | | | | |
| Bonds payable | | | | |
| Portion due or payable after one year | | | | |
| Compensated absences | | | | |
| Capital lease obligations | | | | |
| Bonds payable | | | | |
| Net pension liability | | | | |
| Total liabilities | \$633,744.13 | \$702,425.29 | \$723,348.05 | \$744,898.49 |
| Deferred Inflows of Resources | | | | |
| Net Position | | | | |
| Net investment in capital assets | \$63,163.53 | \$19,085.70 | \$1,921.48 | \$0.00 |

| | | | | |
|-----------------------|----------------|--------------|--------------|--------------|
| Restricted | | | | |
| Special revenue funds | | | | |
| Capital project funds | | | | |
| Unrestricted | \$1,023,247.43 | \$952,411.43 | \$861,810.89 | \$771,165.36 |
| Total Net Positions | \$1,086,410.96 | \$971,497.13 | \$863,732.37 | \$771,165.36 |

| | 6/30/2023 | 6/30/2024 | 6/30/2025 | 6/30/2026 |
|---|------------------------|------------------------|------------------------|------------------------|
| Cash Flows from non-capital financing activities | | | | |
| State Funds | \$4,927,457.43 | \$5,104,342.88 | \$5,591,930.73 | \$5,783,242.82 |
| Federal Funds | \$662,102.30 | \$713,878.83 | \$416,049.02 | \$324,950.38 |
| Miscellaneous Revenue | \$15,016.10 | \$3,500.00 | \$3,500.00 | \$3,500.00 |
| Transfers from other organizations | | | | |
| Increase (decrease) in due to other funds | | | | |
| Net cash flows from non-capital financing activities | \$5,604,575.83 | \$5,821,721.72 | \$6,011,479.74 | \$6,111,693.20 |
| Cash Flows from operating activities | | | | |
| Receipts from operating activities | | | | |
| Receipts from Miscellaneous Revenues | | | | |
| Payments to suppliers | \$3,186,793.20 | \$3,300,454.48 | \$3,457,377.99 | \$3,561,099.33 |
| Payments to employees | \$2,275,346.07 | \$2,463,749.44 | \$2,541,092.27 | \$2,617,325.04 |
| Net cash flows from operating activities | -\$5,462,139.27 | -\$5,764,203.92 | -\$5,998,470.26 | -\$6,178,424.37 |
| Net change in cash and cash equivalents | \$142,436.56 | \$57,517.79 | \$13,009.49 | -\$66,731.17 |
| Cash and cash equivalents at beginning of year | \$1,277,857.87 | \$1,420,294.43 | \$1,477,812.22 | \$1,490,821.71 |
| Cash and cash equivalents at end of year | \$1,420,294.43 | \$1,477,812.22 | \$1,490,821.71 | \$1,424,090.54 |

Exhibit A: Financial Performance-Related Evidence & Supplemental Data

Profit and Loss 2022-2023

Maine Connections Academy

Profit and Loss

July 2022 - June 2023

| | TOTAL |
|-------------------------------------|-----------------------|
| Income | |
| 410 State Subsidy | 4,927,457.43 |
| 500 Special Revenue | |
| 501 IDEA - Part B | 133,218.24 |
| 501.2480 IDEA ARP | 16,638.69 |
| 505 Title I - NCLB | 123,268.79 |
| 506 Title IIA | 18,690.09 |
| 508 Tier III | 54,835.22 |
| 509 CARES Act Funds | |
| 509-2614 ESSERF II GRANT | 12,161.57 |
| 509-2615 ESSERF III GRANT | 297,232.74 |
| Total 509 CARES Act Funds | 309,394.31 |
| 510 MDOE Grants | 4,988.89 |
| Total 500 Special Revenue | 661,034.23 |
| 600 Other Revenue | |
| 601 Interest Income | 2,814.05 |
| 602 Miscellaneous Income | 6,341.54 |
| 613 Amazon Smile | 35.51 |
| 614 Student Participation Fees | 0.00 |
| 630 State of Maine | 125.00 |
| 650 Donations | 5,000.00 |
| Total 600 Other Revenue | 14,316.10 |
| Sales | 700.00 |
| Total Income | \$5,603,507.76 |
| GROSS PROFIT | \$5,603,507.76 |
| Expenses | |
| 1000A Instructional Services | |
| 1000 K-8 Regular Instruction | |
| 1001 Reg Teacher Salary | 182,277.01 |
| 1002 Reg Teacher Benefits | 44,021.44 |
| 1002T Reg Teacher Taxes | 14,866.69 |
| 1005 Career Ladder Stipend | 5,004.27 |
| 1006 Career Ladder Stipend Benefits | 1,215.40 |
| 1006T Career Ladder Stipend Taxes | 395.33 |
| 1100 Employee Traing/PD | 193.40 |
| 1101 Employee Travel for PD | 286.30 |
| 1107 Classroom Books/ Supplies | 1,306.17 |
| 1301 Title IA Teacher Salary | 46,708.06 |
| 1302 Title IA Teacher Benefits | 11,209.97 |
| 1302T Title IA Teacher Taxes | 3,689.89 |
| 1361 TIIA Stipend | 4,283.41 |
| 1362 TIIA Stipend Benefits | 1,028.03 |

Maine Connections Academy

Profit and Loss

July 2022 - June 2023

| | TOTAL |
|--|---------------------|
| 1362T TIIA Stipend Taxes | 338.40 |
| 1371 CARES K-8 Salary | 27,999.40 |
| 1371.ADV Advisory K-8 Salary | 21,378.97 |
| 1371.PW Pathways K-8 Salary | 28,750.00 |
| 1372 CARES K-8 Benefits | 6,812.50 |
| 1372.ADV Advisory K-8 Benefits | 5,130.96 |
| 1372.PW Pathways K-8 Benefits | 6,900.00 |
| 1372T CARES K-8 Taxes | 2,211.50 |
| 1372T.ADV Advisory K-8 Taxes | 1,688.91 |
| 1372T.PW Pathways K-8 Taxes | 2,271.75 |
| Total 1000 K-8 Regular Instruction | 419,967.76 |
| 1400 9 - 12 Regular Instruction | |
| 1401 Reg Teacher Salary | 606,662.77 |
| 1402 Reg Teacher Benefits | 146,373.55 |
| 1402T Reg Teacher Taxes | 47,925.26 |
| 1405 Career Ladder Stipend | 16,816.64 |
| 1406 Career Ladder Stipend Benefits | 4,073.57 |
| 1406T Career Ladder Stipend Taxes | 1,328.50 |
| 1407 Stipend | 22,328.12 |
| 1408 Stipend Benefit | 5,364.87 |
| 1408.ESSER2 ESSER2 Stipend Benefit | 0.00 |
| 1408T Stipend Taxes | 1,736.18 |
| 1500 Employee Training/PD | 612.60 |
| 1500.TIER3 EE Training/-TIER3 | 19,447.47 |
| 1501 Employee Travel for PD | 667.90 |
| 1507 Classroom Books/ Supplies | 3,338.27 |
| 1601 Title IA Teacher Salary | 46,802.41 |
| 1602 Title IA Teacher Benefits | 11,232.61 |
| 1602T Title IA Teacher Taxes | 3,625.85 |
| 1661 TIIA Stipend | 9,886.47 |
| 1662 TIIA Stipend Benefits | 2,372.72 |
| 1662T TIIA Stipend Taxes | 781.06 |
| 1671 CARES 9-12 Salary | 27,399.41 |
| 1671.ADV Advisory 9-12 Salary | 21,378.97 |
| 1671.PW Pathways 9-12 Salary | 28,750.00 |
| 1672 CARES 9-12 Benefits | 6,668.49 |
| 1672.ADV Advisory 9-12 Benefits | 5,130.96 |
| 1672.PW Pathways 9-12 Benefits | 6,900.00 |
| 1672T CARES 9-12 Taxes | 2,107.65 |
| 1672T.ADV Advisory 9-12 Taxes | 1,772.61 |
| 1672T.PW Pathways 9-12 Taxes | 2,784.99 |
| Total 1400 9 - 12 Regular Instruction | 1,054,269.90 |
| Total 1000A Instructional Services | 1,474,237.66 |

Maine Connections Academy

Profit and Loss July 2022 - June 2023

| | TOTAL |
|--|-------------------|
| 2000A Special Education Instruction | |
| 2000 Special Education Services | |
| 2101 K-8 SPED Teacher Salary | 58,080.71 |
| 2102 K-8 SPED Teacher Benefits | 14,051.93 |
| 2102T K-8 SPED Teacher Taxes | 4,118.47 |
| 2151 9-12 SPED Teacher Salary | 44,161.06 |
| 2152 9-12 SPED Teacher Benefits | 10,745.63 |
| 2152T 9-12 SPED Teacher Taxes | 3,365.88 |
| Total 2000 Special Education Services | 134,523.68 |
| 2300 Federal Fund Special Education | |
| 2321 K-8 SPED Teacher Salary | 34,107.44 |
| 2322 K-8 SPED Teacher Benefits | 8,185.83 |
| 2322T K-8 SPED Teacher Taxes | 2,694.45 |
| 2421 9-12 SPED Teacher Salary | 79,478.31 |
| 2422 9-12 SPED Teacher Benefits/Taxes | 19,074.78 |
| 2422T 9-12 Special Ed Teacher Taxes | 6,316.12 |
| Total 2300 Federal Fund Special Education | 149,856.93 |
| Total 2000A Special Education Instruction | 284,380.61 |
| 3000A Student & Staff Support | |
| 3000 Student Support Services | |
| 3001 K-8 MOC Salary | 14,529.24 |
| 3002 K-8 MOC Benefits/Tax | 3,487.02 |
| 3002T K-8 MOC Taxes | 1,144.28 |
| 3005 K-8 MOC Training/PD | 25.00 |
| 3006 K-8 MOC Travel for PD | 41.66 |
| 3011 K-8 Guidance Salary | 10,159.10 |
| 3012 K-8 Guidance Benefits/Taxes | 2,450.16 |
| 3012T K-8 Guidance Taxes | 802.58 |
| 3015 K-8 Guidance Training/Prof Development | 85.00 |
| 3016 K-8 Guidance Travel for Prof Development | 145.80 |
| 3018 Membership Dues and Fees | 75.00 |
| 3019 K-8 Guidance Books and Supplies | 110.16 |
| 3021 9-12 MOC Salary | 34,493.33 |
| 3022 9-12 MOC Benefits/Tax | 8,278.42 |
| 3022T 9-12 MOC Taxes | 2,500.67 |
| 3025 9-12 MOC Training/PD | 50.00 |
| 3026 9-12 MOC Travel for PD | 97.22 |
| 3031 9-12 Guidance Salary | 23,704.67 |
| 3032 9-12 Guidance Benefits/Taxes | 5,722.05 |
| 3032T 9-12 Guidance Taxes | 1,735.61 |
| 3035 9-12 Guidance Training/Prof Development | 190.00 |
| 3036 9-12 Guidance Travel for Prof Development | 340.17 |
| 3038 9-12 Membership Dues and Fees | 288.00 |

Maine Connections Academy

Profit and Loss

July 2022 - June 2023

| | TOTAL |
|--|-------------------|
| 3039 9-12 Guidance Books and Supplies | 219.22 |
| 3071 CARES K-8 Student Support Salary | 5,110.42 |
| 3071.SW Social Worker K-8 Salary | 16,525.07 |
| 3072 CARES K-8 Student Support Benefits | 1,231.06 |
| 3072.SW Social Worker K-8 Benefits | 3,966.02 |
| 3072T CARES K-8 Student Support Taxes | 403.71 |
| 3072T.SW Social Worker K-8 Taxes | 1,305.46 |
| 3150 K-8 School Nurse Services | 1,500.00 |
| 3151 9-12 School Nurse Services | 3,500.00 |
| 3171 CARES 9-12 Student Support Salary | 11,924.41 |
| 3171.SW Social Worker 9-12 Salary | 30,397.92 |
| 3172 CARES 9-12 Student Support Benefits | 2,876.20 |
| 3172.SW Social Worker 9-12 Benefits | 7,295.47 |
| 3172T CARES 9-12 Student Support Taxes | 942.02 |
| 3172T.SW Social Worker 9-12 Taxes | 3,021.51 |
| Total 3000 Student Support Services | 200,673.63 |
| 3200 Staff Support Stud Test/Assess | |
| 3201 K-8 Student Test/Assess Venue | 1,750.00 |
| 3202 K-8 Testing/Assessment Supplies | 223.58 |
| 3204 K-8 Testing/Assessment Technology Related Supplies | 1,489.50 |
| 3205 K-8 Testing/Assessment Staff Travel ex. PD | 1,824.94 |
| 3221 9-12 Testing/Assessment Venue | 3,895.00 |
| 3222 9-12 Testing/Assessment Supplies | 517.13 |
| 3224 9-12 Testing/Assessment Technology Related Supplies | 3,475.50 |
| 3225 9-12 Testing/Assessment Staff Travel ex. Prof Development | 4,052.49 |
| Total 3200 Staff Support Stud Test/Assess | 17,228.14 |
| Total 3000A Student & Staff Support | 217,901.77 |
| 4000A School & System Administration | |
| 4000 Administration & Support | |
| 4001 K-8 Principal Salary | 35,663.76 |
| 4002 K-8 Principal Benefits/Tax | 8,559.30 |
| 4002T K-8 Principal Taxes | 2,810.78 |
| 4006 K-8 Principal Travel for PD | 1,226.30 |
| 4007 K-8 Principal Travel ex. PD | 137.95 |
| 4011 K-8 Dean of Students Salary | 23,189.88 |
| 4012 K-8 Dean of Students Benefits | 5,565.57 |
| 4012T K-8 Dean of Students Taxes | 1,827.71 |
| 4016 K-8 Dean of Students Travel for PD | 464.42 |
| 4031 K-8 Adm Asst Salary | 20,814.74 |
| 4032 K-8 Adm Asst Benefits/Tax | 4,995.53 |
| 4032T K-8 Administrative Asst. Taxes | 1,639.83 |
| 4071 Attendance DOS K-8 Salary | 2,745.49 |
| 4072 Attendance DOS K-8 Benefits | 658.92 |

Maine Connections Academy

Profit and Loss July 2022 - June 2023

| | TOTAL |
|---|-------------------|
| 4072T Attendance DOS K-8 Taxes | 216.86 |
| 4099 K-8 Adm Dues, Fees, & Memberships | 354.00 |
| 4101 9-12 Principal Salary | 84,336.24 |
| 4102 9-12 Principal Benefits/Taxes | 20,240.70 |
| 4102T 9-12 Principal Taxes | 5,923.05 |
| 4106 9-12 Principal Travel for Prof Development | 2,919.03 |
| 4107 9-12 Principal Travel ex. Prof Development | 102.78 |
| 4111 9-12 Dean of Students Salary | 54,838.56 |
| 4112 9-12 Dean of Students Benefits | 13,161.27 |
| 4112T 9-12 Dean of Students Taxes | 3,864.74 |
| 4116 9-12 Dean of Students Travel for PD | 1,083.62 |
| 4131 9-12 Adm Asst Salary | 49,330.22 |
| 4132 9-12 Adm Asst Benefits/Taxes | 11,839.27 |
| 4132T 9-12 Adm Asst Taxes | 3,654.94 |
| 4171 Attendance DOS 9-12 Salary | 5,924.38 |
| 4172 Attendance DOS 9-12 Benefits | 1,421.88 |
| 4172T Attendance DOS 9-12 Taxes | 467.99 |
| 4199 9-12 Administrative Dues, Fees, & Memberships | 826.00 |
| Total 4000 Administration & Support | 370,805.71 |
| 4200 Operating Expenses | |
| 4220 Bank Fees | 0.00 |
| 4230 Office Postage | 3,596.37 |
| 4240 General Office Supplies | 3,302.27 |
| 4250 Communications (not phone) | 708.99 |
| 4270 Copier Lease | 3,989.41 |
| 4291 Equipment - supply | 616.20 |
| 4291.1 Equipment- Tech | 4,988.89 |
| 4293 Technology related repairs/maintenance | 909.17 |
| 4300 Staff Recruitment Expense | 769.86 |
| 4323 Contracted Services | 5,500.00 |
| 4324 Other Purchased Services | 558.14 |
| Total 4200 Operating Expenses | 24,939.30 |
| 4500 System Administration | |
| 4504 School Board Supplies | 160.55 |
| 4512 Annual Audit | 8,100.00 |
| 4513 Legal Services | 127.41 |
| 4514 D&O Insurance | 1,435.00 |
| 4516 Subscriptions & Fees- QuickBooks Online | 1,652.00 |
| 4517 Dues & Fees | 1,200.00 |
| 4520 Shared CFO Services | 44,024.90 |
| Total 4500 System Administration | 56,699.86 |
| Total 4000A School & System Administration | 452,444.87 |

Maine Connections Academy

Profit and Loss July 2022 - June 2023

| | TOTAL |
|---|-------------------|
| 5000 Facilities | |
| 5001 Office Rent | 93,961.92 |
| 5002 Rent Operating Expense | 29,322.46 |
| 5003 Phone | 7,522.69 |
| 5004 High Speed Internet | 8,208.00 |
| 5005 Utilities | 12,399.00 |
| 5007 Facility Maint/Repair | 860.02 |
| 5008 Cleaning Services | 11,840.00 |
| Total 5000 Facilities | 164,114.09 |
| 7000A Other Instruct & Non-Inst Exp | |
| 7000 Supplemental Program & Services | |
| 7004 K-8 Co-Curr Act - Staff Trans | 166.25 |
| 7009.1 9-12 Co-Curr Act Memb/Ent Fees-COVID | 343.47 |
| 7020 K-8 Club/Coordinator Stipend | 846.00 |
| 7021 K-8 Club/Coordinator Stipend Benefits | 203.04 |
| 7021T K-8 Club/Coordinator Stipend Taxes | 66.83 |
| 7025 9-12 Club/Coordinator Stipend | 2,254.00 |
| 7026 9-12 Club/Coordinator Stipend Benefits | 540.96 |
| 7026T 9-12 Club/Coordinator Stipend Taxes | 178.07 |
| Total 7000 Supplemental Program & Services | 4,598.62 |
| 7050 Graduation & Special Events Expenses | |
| 7052 K-8 Graduation & Special Events Venue | 264.00 |
| 7053 K-8 Graduation & Special Events Staff Travel ex. PD | 54.13 |
| 7054 K-8 Graduation & Special Events Supplies | 370.02 |
| 7055 K-8 Graduation & Special Events Food & Catering | 271.94 |
| 7062 9-12 Graduation & Special Events - Venue | 4,505.00 |
| 7063 9-12 Graduation & Special Events Staff Travel ex. Professional Development | 69.90 |
| 7064 9-12 Graduation & Special Events Supplies | 4,569.66 |
| 7065 9-12 Graduation & Special Events Food & Catering | 567.56 |
| 7067 9-12 Graduation & Special Events Misc. Expenses | 192.24 |
| Total 7050 Graduation & Special Events Expenses | 10,864.45 |
| 7070 Other Expenses | |
| 7071 K-8 Principal Discretionary Funds | 147.24 |
| 7072 9-12 Principal Discretionary Funds | 270.65 |
| 7075 K-8 Internet Subsidy Paid Out | 2,816.62 |
| 7076 9-12 Internet Subsidy Paid to Households | 6,572.08 |
| Total 7070 Other Expenses | 9,806.59 |
| Total 7000A Other Instruct & Non-Inst Exp | 25,269.66 |

Maine Connections Academy

Profit and Loss

July 2022 - June 2023

| | TOTAL |
|--|---------------------|
| 8000A Educational Services Provider | |
| 8000 Connections Revenue Based Fees | |
| 8010 K-8 School Administration | 89,780.34 |
| 8011 9-12 School Administration | 209,487.38 |
| 8020 Marketing Services | 46,041.19 |
| 8030 Treasury Services | 0.00 |
| Total 8000 Connections Revenue Based Fees | 345,308.91 |
| 8200 Enrollment/Unit Based Fees | |
| 8210 Community Outreach | 35,000.00 |
| 8220 Facility Support Services | 15,000.00 |
| 8230 Human Resources Support | 38,750.00 |
| 8240 K-8 Internet Subsidy Processing | 3,750.02 |
| 8241 9-12 Internet Subsidy Payment Processing | 8,749.98 |
| 8250 K-8 Acct & Reg Reporting | 6,705.00 |
| 8251 9-12 Acct & Reg Reporting | 15,645.00 |
| 8260 K-8 Connexus Annual License | 80,460.00 |
| 8261 9-12 Connexus Annual License | 187,740.00 |
| 8270 K-8 Enrollment & Records Mngmt | 6,648.00 |
| 8271 9-12 Enrollment & Records Mngmt | 15,512.00 |
| 8280 K-8 Tangible/Intangible Materia | 177,682.51 |
| 8281 9-12 Tangible/Intangible Materi | 414,592.49 |
| 8310 K-8 Curriculum Supplies | 4,050.00 |
| 8311 9-12 Curriculum Supplies | 9,450.00 |
| 8320 K-8 Curriculum Postage | 5,484.60 |
| 8321 9-12 Curriculum Postage | 12,797.40 |
| 8330 K-8 Teacher Hardware/Software | 6,138.00 |
| 8331 9-12 Teacher Hardware/Software | 6,138.00 |
| 8332 Admin. Hardware/Software | 6,324.00 |
| 8340 K-8 Educational Resource Center | 16,896.60 |
| 8341 9-12 Educational Resource Cente | 39,425.40 |
| 8350 K-8 Tech Support/Repairs | 20,115.00 |
| 8351 9-12 Tech Support/Repairs | 46,935.00 |
| 8360 K-8 Student Tech Asst | 59,895.00 |
| 8361 9-12 Student Tech Asst | 139,755.00 |
| 8370 K-8 Direct Course Instruction | 6,888.75 |
| 8371 9-12 Direct Course Instruction | 151,140.00 |
| 8380 K-8 Instructional Sub Services | 19,680.00 |
| 8381 9-12 Instructional Sub Services | 45,920.00 |
| 8390 K-8 Special Education Instructional Services | 183,540.00 |
| 8391 9-12 Special Education Instructional Services | 428,260.00 |
| 8392 Special Education Administrative Services | 262,200.00 |
| Total 8200 Enrollment/Unit Based Fees | 2,477,267.75 |
| Total 8000A Educational Services Provider | 2,822,576.66 |

Maine Connections Academy

Profit and Loss

July 2022 - June 2023

| | TOTAL |
|--------------------------------------|-----------------------|
| 9000 Other Expenditures | |
| 9001 Credit Suspense - Uncategorized | 0.00 |
| 9004 Depreciation | 44,077.83 |
| Total 9000 Other Expenditures | 44,077.83 |
| 9100A Summer School | |
| 9100 K-8 Summer School | |
| 9107 K-8 Curriculum Supplies | 330.00 |
| 9121 CARES K-8 Summer Salary | 1,862.50 |
| 9122 CARES K-8 Summer Benefits | 447.00 |
| 9122T CARES K-8 Summer Taxes | 147.14 |
| Total 9100 K-8 Summer School | 2,786.64 |
| 9150 9-12 Summer School | |
| 9157 9-12 Curriculum Supplies | 770.00 |
| 9171 CARES 9-12 Summer Salary | 1,862.50 |
| 9172 CARES 9-12 Summer Benefits | 447.00 |
| 9172T CARES 9-12 Summer Taxes | 147.14 |
| Total 9150 9-12 Summer School | 3,226.64 |
| Total 9100A Summer School | 6,013.28 |
| Purchases | 0.00 |
| Total Expenses | \$5,491,016.43 |
| NET OPERATING INCOME | \$112,491.33 |
| NET INCOME | \$112,491.33 |

Balance Sheet for June 30, 2023

Maine Connections Academy

Balance Sheet

As of June 30, 2023

| | TOTAL |
|---|-----------------------|
| ASSETS | |
| Current Assets | |
| Bank Accounts | |
| 100 Biddeford Savings Bank | 0.00 |
| Fundraising | 2,207.94 |
| General Education | 227,494.09 |
| Principal Discretionary Account | 5,955.59 |
| State Grants | 0.00 |
| Total 100 Biddeford Savings Bank | 235,657.62 |
| 101 Biddeford ICS DDA Account | 1,184,436.81 |
| 102 Petty Cash | 0.00 |
| 103 Checking-VENMO 0335 | 200.00 |
| Total Bank Accounts | \$1,420,294.43 |
| Accounts Receivable | |
| 110 Accounts Receivable | 0.00 |
| 111 Grants Receivable | 215,069.76 |
| Total Accounts Receivable | \$215,069.76 |
| Other Current Assets | |
| 120 Undeposited Funds | 0.00 |
| 125 Prepaid Expenses | 21,627.37 |
| Total Other Current Assets | \$21,627.37 |
| Total Current Assets | \$1,656,991.56 |
| Fixed Assets | |
| 121 Fixed Assets | 222,188.13 |
| 122 Accumulated Depreciation | -159,024.60 |
| Total Fixed Assets | \$63,163.53 |
| Other Assets | |
| 130 Prepaid D&O Insurance | 0.00 |
| 131 Security Deposit | 0.00 |
| Total Other Assets | \$0.00 |
| TOTAL ASSETS | \$1,720,155.09 |

Maine Connections Academy

Balance Sheet

As of June 30, 2023

| | TOTAL |
|--|-----------------------|
| LIABILITIES AND EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Accounts Payable | |
| 200 Accounts Payable | 395,144.72 |
| 205 Direct Course Instr. Support | 0.00 |
| Total Accounts Payable | \$395,144.72 |
| Credit Cards | |
| 225 MSB Credit Card | 3,238.10 |
| Total Credit Cards | \$3,238.10 |
| Other Current Liabilities | |
| 230 Other Current Liability | 0.00 |
| 250 Opening Balance Liability | 0.00 |
| 251 Accrued Summer Salaries | 235,361.31 |
| 252 Accrued Expenses - Other | 0.00 |
| Total Other Current Liabilities | \$235,361.31 |
| Total Current Liabilities | \$633,744.13 |
| Long-Term Liabilities | |
| 260 Loan Payable to CA, LLC | 0.00 |
| Total Long-Term Liabilities | \$0.00 |
| Total Liabilities | \$633,744.13 |
| Equity | |
| 301 Unrestricted Net Assets | 973,919.63 |
| Net Income | 112,491.33 |
| Total Equity | \$1,086,410.96 |
| TOTAL LIABILITIES AND EQUITY | \$1,720,155.09 |