

Application for Renewal of a Public Charter School

School Name: Maine Connections Academy (MCA)

School Address: 75 John Roberts Road, Suite 11B, South Portland, ME 04106

School Contact Information:

Amy Linscott, Board President

Phone: (207) 447-8331

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Date of Application Approval by the MCA Governing Board: August 16, 2018

Application Submission Date: September 28, 2018



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: Amy Linscott, Board President

Mailing Address: 75 John Roberts Road, Suite 11B, South Portland, ME 04106

Telephone: (207) 447-8331

Email Address: AmyLinscott@mca.connectionsacademy.org

Physical Address of School: 75 John Roberts Road, Suite 11B, South Portland, ME 04106

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: 429

Proposed Grade Levels to be Served at Full Enrollment for *Second Charter Term*: 5-12


Proposed Maximum Projected Enrollment at Full Growth for *Second Charter Term*: 625 (maximum

projected enrollment for school year 2022-2023 for grades 5-12)

Renewal Application Certification

Signature of School Leader:  Date: 9/26/18

Printed Name: Chad Strout

Signature of Board Chair:  Date: 09/26/2018

Printed Name: Amy Linscott

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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 50% 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 — 59% 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: 5 teachers rated Highly Effective and 14 rated as Effective during the 2017-18 school year; and
- An award-winning educational management system, Connexus, 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	405 (as of 7/31/18)
Maximum Enrollment	429	Current Grade Span	7-12
Chartered Grade Span	7-12	Students on Waitlist	59 (as of 7/31/18)

¹ https://www.connectionsacademy.com/Portals/24/ca-schools/mca/documents/pdfs/1718_MCA_SchoolProfile.pdf

V. Executive Summary

Enrollment and Demographic Information

Table B reflects the enrollment and demographic information for MCA as of July 31, 2018.

Table B. Current Year Enrollment and Demographic Information

Number of Students Enrolled	405
Number of Students on Waiting List	59
Number of Male Students	156
Number of Female Students	249
Number White Students	375
Number of Black Students	8
Number of Hispanic Students	4
Number of Asian Students	6
Number of Other Students	12
Number of Students with Disabilities	61
Number of English Language Learners	4
Number of Homeless Students	0
Number Students Eligible for Free/Reduced Lunch	132

Mission and Vision

The mission of MCA 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. MCA personalizes each student’s education path to maximize his or her potential with a focus on meeting and exceeding the highest performance standards.²

The vision of MCA is to reach students throughout Maine for whom a leading-edge virtual approach provides the best pathway to school success. MCA implements a uniquely individualized learning program for each student in a way that most districts simply cannot offer in the traditional educational model. MCA combines the best in virtual education with 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.

² <https://www.connectionsacademy.com/maine-virtual-school>

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 Online & Blended Learning K-12 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 [2018-19 Program Guide](#).

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:

- Maine Department of Education Aspirations Program
- Maine Community College System Embark (formerly Early College for ME)
- University of Maine Fort Kent (for dual enrollment)
- University of Maine system (for state assessment administration)
- Maine Principal's Association
- Portland Regional Chamber of Commerce

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. Portland Regional Chamber of Commerce provides the school with job opportunity notices as well as potential internships that our students may consider.

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 and Community Coordinators – parent volunteers whom MCA supports in organizing such activities for families who live nearby. Field trips for families have included visits to the Jordan Planetarium in Orono, a skiing trip to Big Rock Mountain in Mars Hill, an Earth Day science trip to Maine State Museum, a visit to Abbe Museum in Bar Harbor, a field trip to the Robot Zoo Portland Science Center, and visits to Pineland Farms in New Gloucester. The school has also organized trips to Bowdoin College, Aroostook State Park, Portland Museum of Art, Maine Historical Society, and the Science Festival in Penobscot. Students also had the opportunity to meet and hold classes at the Advanced Structures and Composites Center at the University of Maine 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 incorporated as 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, 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. Amy Linscott, Governing Board President
2. Carol Weston, Governing Board Secretary
3. John Larouche, Governing Board Treasurer
4. Bernice Stockley, Governing Board Member
5. Senator Amy Volk, Governing Board Member

VI. Looking Back: The Record of Performance

1. Academic Performance

1.a. Performance Expectations

During its first charter term, MCA met the majority of its Performance Framework indicators (28) and partially met approximately one third (10). Only one indicator was not met (Student Attendance), and that was only in the school's first year of operation.

MCA success indicators include the numerous college acceptances for MCA graduates, including the University of Maine, University of Southern Maine, Hamline University, Husson University, Kent State University, Old Dominion University, and the University of New England, among others.

1.b. Supplemental Data

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

Academic Proficiency

For the 2016-17 school year, MCA exceeded or was equivalent to statewide performance at all tested grade levels. We have included, below, data on LEAP and Scantron performance that has recently become available for the 2017-18 school year (also provided in the MCA response to the Performance Report). MCA state testing data for 2017-18 are not yet available.

Academic Growth

LEAP and Scantron Performance

Overall, of the 170 students assessed in LEAP or Scantron Math enrolled at MCA during the school year (SY) with a pre- and post-test score, 50.6% demonstrated proficiency, and 64.1% demonstrated growth.

Of the 167 students assessed in LEAP or Scantron Reading enrolled at MCA during the SY with a pre- and post-test score, 58.7% demonstrated proficiency and 65.3% demonstrated growth.

Growth is computed for students with both a pretest and posttest score.

LEAP

Growth for LEAP is defined as having a post-test score of at least 75% or a score improvement of at least 10 percentage points from pretest to post-test. Of the 71 students enrolled during SY 2017-18 who tested on LEAP Math, 59.2% demonstrated growth from pretest to post-test. Of the 70 students who tested on LEAP Reading, 52.9% demonstrated growth from pre-test to post-test.

Scantron

Growth for the Scantron Performance Series (SPS) is defined as having a post-test score of "High Average" or "Above Average," or improving from "Below Average" to "Low Average."

Of the 99 students with Math scores, 67.7% demonstrated growth from pre-test to post-test. Of the 97 students with Reading scores, 74.2% demonstrated growth from pre-test to post-test.

Tables C and D contain the LEAP and Scantron Data.

Table C. Math LEAP and Scantron Data for 2017-18

	N	Prof	Growth
Math	170	50.6%	64.1%
LEAP	71	31.0%	59.2%
7	36	22.2%	52.8%
8	35	40.0%	65.7%
Scantron	99	64.6%	67.7%
9	25	68.0%	72.0%
10	38	65.8%	65.8%
11	36	61.1%	66.7%
12	99	64.6%	67.7%

Table D. Reading LEAP and Scantron Data for 2017-18

	N	Prof	Growth
Reading	167	58.7%	65.3%
LEAP	70	38.6%	52.9%
7	36	36.1%	52.8%
8	34	41.2%	52.9%
Scantron	97	73.2%	74.2%
9	80.8%	80.8%	80.8%
10	72.2%	72.2%	72.2%
11	68.6%	71.4%	68.6%
12	73.2%	74.2%	73.2%

Achievement Gaps

Table E. LEAP and Scantron Performance: Proficiency by Subgroups in 2017-18

LEAP and Scantron	Math			
Students with Pre- & Post-Test Scores	N	% Prof	% Growth	GAP Y/N*
All Students	170	50.6%	64.1%	
Low Income	67	17.9%	57.1%	Y
IEP	17	17.6%	47.1%	Y
ELL	3	0.0%	0.0%	Y
American Indian or Alaskan Native	1	0.0%	100.0%	N
Asian	3	0.0%	0.0%	Y
Black/African American	3	0.0%	0.0%	Y
Hispanic or Latino	2	0.0%	100.0%	N
Multiple Races	5	0.0%	100.0%	N
White/Caucasian	156	33.8%	60.0%	N
LEAP and Scantron	Reading			
Students with Pre- & Post-Test Scores	N	% Prof	% Growth	GAP Y/N*
All Students	167	58.7%	65.3%	
Low Income	65	46.2%	52.3%	Y
IEP	16	43.8%	56.3%	Y
ELL	3	33.3%	66.7%	N
American Indian or Alaskan Native	3	66.7%	100.0%	N
Asian	2	50.0%	50.0%	Y
Black/African American	3	66.7%	100.0%	N
Hispanic or Latino	6	66.7%	66.7%	N
Multiple Races	90	72.2%	72.2%	N
White/Caucasian	160	59.4%	65.6%	N

* Due to small tested n for some subgroups, interpret gaps (or lack thereof) with caution.

Student Attendance and Reenrollment

MCA is addressing the concern with withdrawal and attendance rates through multi-pronged efforts. First, MCA is establishing the on-boarding 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.

Second, MCA is requiring student attendance during the 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.

Third, MCA is increasing the number of its Academic Summits from two events to three events per school year. MCA listened to parent feedback about wanting to be more engaged. 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. MCA will target southern, central, and northern Maine for these events. Parents will be actively involved with the summits. MCA's vision is for the Academic Summits to be the flagship events for students and parents.

Post-Secondary Readiness

For 2017-18, 61 students took the SAT out of 68 students (juniors), which equals a participation rate of 90% (61 out of 68).

The number of students enrolled in post-secondary institutions after graduation, according to the National Clearinghouse, was 71% in 2015, 35% in 2016, and 33% in 2017. Data for the class of 2018 is not yet available. MCA prepares students for a variety of post-graduate opportunities, including two-year and four-year college as well as for careers. Each cohort will have a varied number of students who elect different pathways. Due to the relatively small size of MCA's graduating classes, differences in graduating students' choices translate to large percentage differences in the National Clearinghouse statistics.

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 \$1,432,662.80 will cover the existing current liabilities of \$515,866.05.

MCA continues to grow its fund balance annually and has current unrestricted net assets of \$1,005,200.44. The last two years have attributed to the resulting fund balance with net income in SY 2016-17 and SY 2017-18 of \$377,534.26 and \$267,106.70 respectively.

2.b Supplemental Data

In Exhibit A of this document, we provide unaudited June 30, 2018 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.

Governance and Operations

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

Financial Performance

MCA met its Performance Frameworks targets for Finance in each year of its charter term.

Facilities

MCA 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 Climate and Discipline

MCA met its targets in this area three out of four years, and partially met its target for one year (2017-18). MCA will take action to promote increased participation among families as well as students and staff in the Maine Charter School Commission–sponsored Panorama Education survey. School Leadership will communicate to families the importance of participation to ensure the school meets its School Climate targets.

In response to the rating of “Partially Met” in Year 4 for the School Climate targets, scores from the 2017-18 Parent Survey went up in almost all categories (shown in Figure 1). The staff takes a School Climate or Pulse Survey twice a year (September and February). These scores showed significant growth in the school culture (based on school staff responses) due to clear expectations and a culture of respect and teacher input. Some examples of growth include the following:

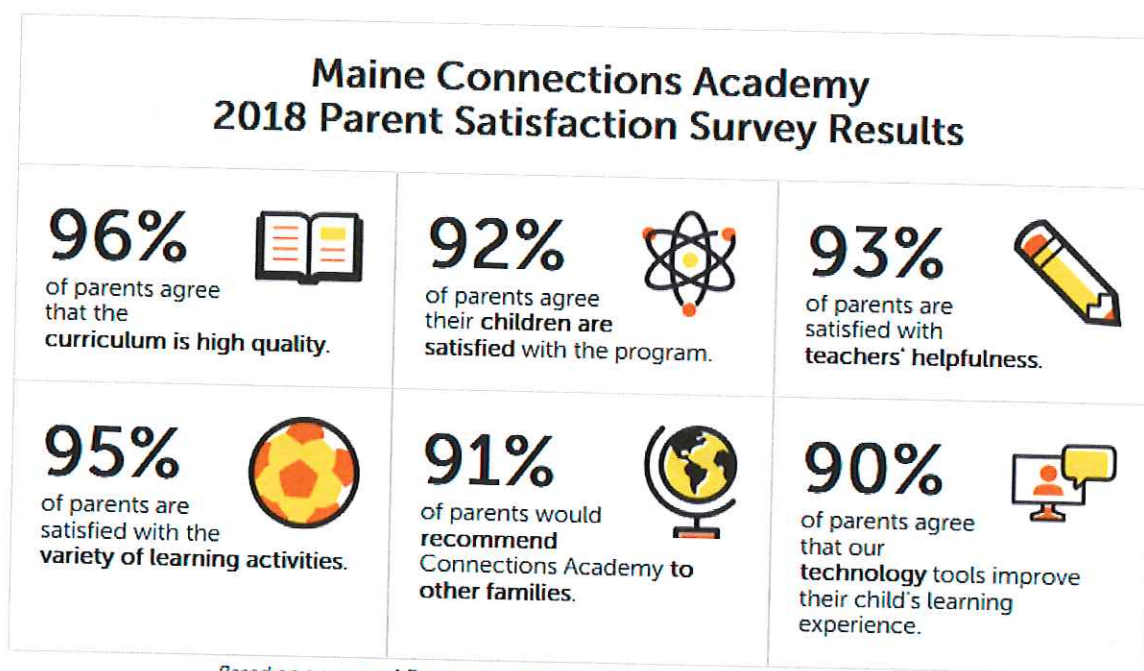
- 2016-17: I believe action will take place as a result of this survey: 41%
- 2017-18: 74%

- 2016-17: I know what to do in my role to be successful: 78%
- 2017-18: 100%
- 2016-17: Generally, I believe my workload is reasonable for my role: 44%
- 2017-18: 74%

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 each staff member needs to do in order to get there. The School Leader believes MCA has “Met” this standard based on these numbers.

Parent Satisfaction Survey data from SY 2017-18 has also been positive, as shown in Figure 1. Surveys are conducted by Shapiro + Raj, an independent market research company.

Figure 1. 2017-18 Parent Satisfaction Survey Results



Based on a survey of Connections Academy families conducted in January 2018 by Shapiro+Raj.

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 2017-18 school year staff survey, as they pertain to school leadership. The overall average score from school staff in the survey was 82% favorable, with 95% of school staff participating in the survey.

Table F. Survey Results from the SY 2017-18 Staff Survey

Factor	Question	Favorable Percentage Score
Our Leadership Team	The leadership team at my school has communicated a vision that motivates me.	89%
Our Leadership Team	I have confidence in the leadership team at my school.	89%
Our Leadership Team	The leadership team at my school demonstrates that people are important to the school's success.	79%
Our Leadership Team	Our school's leadership team is transparent about school changes.	68%
Our Leadership Team	My school's leadership team uses data to make informed decisions.	95%
Our Leadership Team	My school's leadership team clearly communicates information that affects our school.	89%
Engagement	I would recommend my school as a great place to work.	95%
Engagement	I am proud to work at my school.	95%
My School Leader	My school is moving in the right direction.	95%
My School Leader	My School Leader sets a clear direction for my school.	95%
My School Leader	My School Leader is accessible to and known by our employees.	95%

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, Connexus, 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. If the addition of 5th and 6th grades is approved, the mission statement would reflect the new grade span:

The mission of MCA is to maximize learner-centered instruction and effectively leverage 21st century education resources to provide a high-quality education to students in grades 5–12 throughout the state who need expanded educational options.

ii. Academic Program

MCA would like to expand the grade levels served (currently 7-12) to include grades 5 and 6 beginning in the 2019-20 school year. Additionally, the school would like to experience growth with the removal of the enrollment cap. As per the renewal application guidelines, MCA will submit separate proposals for grade expansion and the enrollment cap removal for the consideration of the Maine Charter School Commission.

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

MCA provides 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, unity assessments and portfolio assignments, and curriculum-based assessments.

For the next charter term, in addition to the current formative and summative assessments used, MCA will implement assessments from Northwest Evaluation Association™ (NWEA™), as a universal benchmark assessment according to the Maine Charter School Commission's guidelines and timelines.

v. School Climate and Discipline

Regarding the Panorama Education survey, families and employees receive multiple surveys throughout the year, such as the Parent Satisfaction Survey (PSS), Employee Engagement Survey (EES), and a Student 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.

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, and the calendar provides 180 days of instruction for students with 195 work days for teachers. 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 March 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 and the Governing Board, with support from several Connections' teams such as Human Resources, Partner School Leadership Team (PSLT), 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.

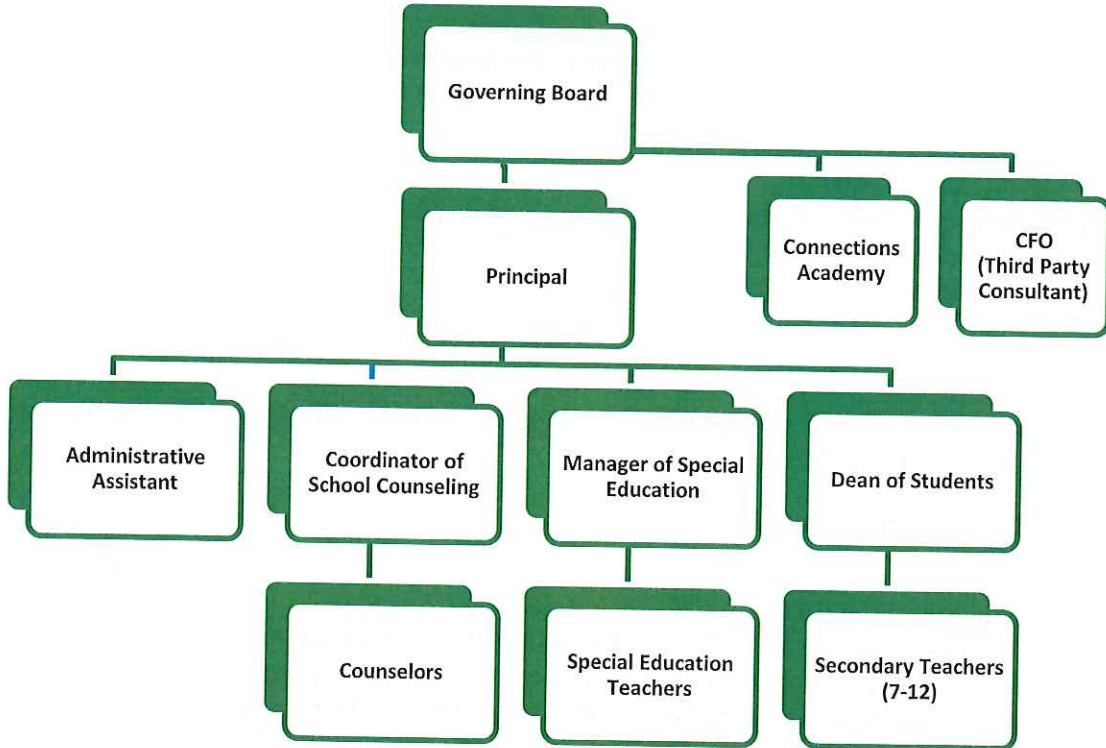
During these meetings, the team assesses both the needs based on the data (student enrollment) and the staffing needs raised by the school leader to review and approve positions. The process accounts for the ever-changing needs of the school and how students can best be supported in alignment with the 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 Chad Strout, Principal, implementing the policies and procedures of the Governing Board, while supervising the teaching staff. Mr. Strout is responsible for the instructional leadership, curriculum implementation, personnel decisions, facilities management, and any special staffing needs. Mr. Strout also manages the teachers ensuring that each student successfully completes his/her instructional program. Lauren Thompson, the Dean of Students, 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.

In-person activities include regular field trips and outings facilitated by MCA staff and Community Coordinators. Community Coordinators are parent volunteers whom MCA supports in organizing such activities for families who live near each other. Families are welcome to visit the teaching/learning center. Teachers often go out into the community for field trips, state assessments, information sessions, 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.

MCA provides school-based clubs that meet both face-to-face and virtually. In addition, through Connections, students are offered access to more than 15 academic 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 incorporated as 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, technology, internal controls, and financial analysis. These qualifications will help ensure the success of the school and the effective representation of key stakeholders.

ii. Governing Board Composition

Amy Linscott, Governing Board President.

Amy Linscott earned her degree from the University of Maine, Orono. Previously, she has served on the local school board and Regional Technical School Board. Ms. Linscott recognizes that each child learns in diverse ways and believes that every student should enjoy learning. Sometimes that means seeking out an alternative to a brick-and-mortar public school. While researching alternatives for one of her children, she found and became involved with MCA. Ms. Linscott currently has one child enrolled in MCA and one child who graduated last year from MCA.

Carol Weston, Governing Board Secretary

Carol Weston majored in education and was active in grassroots Maine politics for many years. She was elected for a Maine House Seat and served two terms in the Maine State House of Representatives from 1999-2002. Senator Weston continued her path in Maine politics serving as a Maine State Senator for four terms, from 2002-2010, during which time she served as both the Assistant Senate Republican Leader (2004-2006) and Senate Republican Leader (2006-2008).

Throughout her time in the Maine Legislature, Senator Weston served on the Education, Health and Human Services, and Utilities Committees.

While serving in the Senate, Senator Weston was the Maine Chair for the American Legislative Exchange Council (ALEC), serving on the Telecommunications and Information Technology Task Force from 2003-2010, and receiving ALEC's Legislator of the Year Award in 2008. She also served as Executive Board Member of the Republican State Leadership Committee (RSLC) from 2007-2008. In December of 2010, Senator Weston accepted the position of State Director of Americans for Prosperity Maine Chapter.

Since her term in the Maine Senate ended in 2010, Senator Weston has remained active in Maine politics in many ways, such as directing and hosting a seminar series called "Building Your Activist Toolkit," which conducted grassroots activist training for more than 700 people in conjunction with Americans for Prosperity and the Maine Heritage Policy Center.

John Larouche, Governing Board Treasurer

John Larouche is an experienced attorney in the state, having practiced in Maine for over 25 years. He received his undergraduate degree from Harvard and his J.D. from George Washington University. While a Deputy Attorney General for the State of Maine, he supervised the attorneys representing the Maine Department of Education. In this position, Mr. Larouche also had extensive experience in representing the Attorney General before the Maine State Legislature. After leaving the Attorney General's Office in 1987, Mr. Larouche served for eight years as the principal outside counsel for the Maine Technical College System. Mr. Larouche has served for 13 years as legal counsel to the Maine Education Foundation, the largest educational foundation in Maine. Mr. Larouche has also represented numerous public school administrative districts in Maine, and several municipalities with regard to the issue of school choice. He and his family reside near Augusta.

Bernice Stockley, Governing Board Member

Bernice Stockley currently resides in Chester, Maine with her three children, two of whom are currently enrolled at MCA and one who graduated from the school last year. She is both a Learning Coach for her children and an active track coach for local high school athletes. Ms. Stockley also spends time serving as Quartermaster for the Main St. Andrews Pipes and Drums, as well as performing volunteer trails work with Baxter State Park. She is an active community leader and joined the Governing Board with the interest in the school's continuous improvement, and continuity of service to the students and community.

Senator Amy Volk, Governing Board Member

Amy Volk is the Senator Representing Senate District 30, which includes Gorham, part of Buxton, and part of Scarborough. She serves as minority lead on the Labor, Commerce, Research and Economic Development Committee and is a member of the State Workforce Investment Board.

Senator Volk resides in Scarborough with her husband Derek, the President of a third-generation family business, Volk Packaging Corporation. They have four children. Senator Volk is active in the local community as the Board Secretary for the Root Cellar, Board Secretary for Scarborough Cheering Club, and a member of The Rock Church, serving on their worship team. She has also served as the Board Secretary of The Children's Theatre of Maine.

A graduate of Catherine McAuley High School in Portland, Senator Volk went on to earn a B.S. in Human Development from the University of Maine.

In addition to her legislative duties and community involvement, Senator Volk owns a small business, and she has also worked as a substitute teacher. Her passion for education reform was fueled by her experiences raising a son on the autism spectrum.

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 South Portland, which is the main teaching/learning center where administrative and teaching staff work. The teaching/learning center includes at least one conference room with doors for use in IEP conferences and other special education related activities.

Having the teachers located in a physical center allows for expanded professional development opportunities, ensures quality control and visibility into the teaching process by school administration, and promotes collaboration amongst teachers to excel student achievement. The teaching/learning center also hosts parent teacher conferences as needed. MCA students participate in state proficiency tests depending upon grade level. The school sets up in-person, proctored locations for state testing throughout the state based on the geographic location of the student population.

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 Online & Blended Learning K-12 USA (formerly Connections Education). The ESP provides turnkey educational services, including accredited curriculum; a comprehensive Education Management System, Connexus; professional development; student, parent, and teacher technical assistance; and other support.

VIII. Addressing Special Issues

Data Reporting

Data from school year 2017-18 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 is also restructuring its onboarding protocols and making the process more interactive so that students and families are more engaged with the teachers from the very start. This will create a better atmosphere for student engagement.

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 2017-18 school year was 20%. There are several factors for this increase. 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 as easy as they expected. 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. 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 majority of withdrawals occurred at the conclusion of the first semester. The end of the semester provided students the opportunity to assess if a full-time online school was a good fit for their learning style and needs. Some families only need to utilize online learning for a limited time frame due to a medical condition or crisis. As circumstances change, families may return to a brick-and-mortar school.

MCA is increasing academic accountability and communications expectations. 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. It is MCA's job to help with this transition. MCA's teachers and administration maintain continuous, open communication with parents and students. 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 G below shows the information about the number of board members joining and leaving the board in each year of the current charter period.

Table G. Governing Board Turnover

School Year	Total Membership	Members Joining	Members Departing
2014-2015	5	0	0
2015-2016	5	0	0
2016-2017	6	1	1
2017-2018	6	0	1

Appendix B: Staff Turnover

Table H below provides information on staffing and staff turnover.

Table H. Staff Turnover

	2014-2015	2015-2016	2016-2017	2017-2018
Administrators				
Number and FTEs	3 total (1 Principal, 1 Admin. Assist., 1 Manager of Special Educ.)	3 total (1 Principal, 1 Admin. Assist., 1 Manager of Special Educ.)	3 total (1 Principal, 1 Admin. Assist., 1 Manager of Special Educ.)	3 total (1 Principal, 1 Admin. Assist., 1 Manager of Special Educ.)
Departures during school year	2 Voluntary (job demands, no reason given)	0	1 Voluntary (no reason given)	0
Departures at end of school year	0	1 Voluntary (job demands)	0	0
Teachers				
Number and FTEs	8	13	17	14 (13 Secondary Teachers, 1 Adjunct Teacher)
Departures during school year	3 Voluntary (not good fit for online environment, family reasons, compensation)	1 Voluntary (family reasons)	1 Voluntary (career advancement)	2 Voluntary, Both Secondary Teachers (Career Change and Not a Good Fit)
Departures at end of school year	1 Involuntary (Temp teacher – assignment ended)	1 Voluntary (school obligations) 1 Involuntary (no call/no show)	0	3 Voluntary - All Secondary Teachers (School Obligations, Career Change, and Family Reasons/Parenting)
Other Staff				
Number and FTEs	1 Coordinator of School Counseling	3 total (1 Coordinator of School Counseling, 1 Counselor, 1 Special Education Teacher)	3 total (1 Coordinator of School Counseling, 1 Counselor, 2 Special Education Teacher)	6 total (1 Coordinator of School Counseling, 1 Counselor, 3 Special Education Teachers, 1 Dean of Students)
Departures during school year	0	0	0	0
Departures at end of school year	0	0	0	1 Voluntary – (Dean of Students [Family Reasons/ Parenting])

Appendix B: Staff Turnover

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	2014-2015	2015-2016	2016-2017	2017-2018
Administrators				
Number and FTEs	3 total (1 Principal, 1 Admin. Assist., 1 Manager of Special Educ.)	3 total (1 Principal, 1 Admin. Assist., 1 Manager of Special Educ.)	3 total (1 Principal, 1 Admin. Assist., 1 Manager of Special Educ.)	3 total (1 Principal, 1 Admin. Assist., 1 Manager of Special Educ.)
Departures during school year	2 Voluntary (job demands, no reason given)	0	1 Voluntary (no reason given)	0
Departures at end of school year	0	1 Voluntary (job demands)	0	0
Teachers				
Number and FTEs	8	13	17	14 (13 Secondary Teachers, 1 Adjunct Teacher)
Departures during school year	3 Voluntary (not good fit for online environment, family reasons, compensation)	1 Voluntary (family reasons)	1 Voluntary (career advancement)	2 Voluntary, Both Secondary Teachers (Career Change and Not a Good Fit)
Departures at end of school year	1 Involuntary (Temp teacher – assignment ended)	1 Voluntary (school obligations) 1 Involuntary (no call/no show)	0	3 Voluntary - All Secondary Teachers (School Obligations, Career Change, and Family Reasons/Parenting)
Other Staff				
Number and FTEs	1 Coordinator of School Counseling	3 total (1 Coordinator of School Counseling, 1 Counselor, 1 Special Education Teacher)	3 total (1 Coordinator of School Counseling, 1 Counselor, 2 Special Education Teacher)	6 total (1 Coordinator of School Counseling, 1 Counselor, 3 Special Education Teachers, 1 Dean of Students)
Departures during school year	0	0	0	0
Departures at end of school year	0	0	0	1 Voluntary – (Dean of Students [Family Reasons/ Parenting])

Exhibit A: Financial Performance-Related Evidence & Supplemental Data

Profit and Loss 2017-18

Maine Connections Academy

PROFIT AND LOSS

July 2017 - June 2018

	TOTAL	
	JUL 2017 - JUN 2018	JUL 2016 - JUN 2017 (PY)
Income		
410 State Subsidy	3,790,910.82	3,657,015.93
500 Special Revenue		
501 IDEA - Part B	102,024.29	102,042.83
505 Title I - NCLB	113,745.65	70,280.71
506 Title IIA	22,282.80	9,350.28
507 Title IV	0.00	
510 MDOE Grants		3,904.05
Total 500 Special Revenue	238,052.74	185,577.87
600 Other Revenue		
601 Interest Income	7,821.98	5,114.71
602 Miscellaneous Income	13,384.11	347.33
603 Refund of Previous Year Expenses		84,543.70
610 K-8 Referral Money	185.03	901.96
611 9-12 Referral Money	489.97	173.04
612 GM Box Top Education Revenue	111.00	623.50
613 Amazon Smile	101.19	53.28
614 Student Participation Fees		5.00
615 Fundraising Activities	151.69	204.00
630 State of Maine		45.00
Total 600 Other Revenue	22,244.97	92,011.52
Total Income	\$4,051,208.53	\$3,934,605.32
GROSS PROFIT	\$4,051,208.53	\$3,934,605.32
Expenses		
1000A Instructional Services		
1000 K-8 Regular Instruction		
1001 Reg Teacher Salary	119,224.53	93,113.03
1002 Reg Teacher Benefits	25,177.99	17,969.19
1002T Reg Teacher Taxes	9,020.40	7,083.75
1003 Teacher Perf Incentive	7,784.49	
1004 Teacher Perf Incentive Benefits	1,712.59	
1004T Teacher Perf Incentive Taxes	599.72	
1005 Career Ladder Stipend	3,193.83	3,765.21
1006 Career Ladder Stipend Benefits	713.61	753.07
1006T Career Ladder Stipend Taxes	230.10	288.60
1040 Substitute Teacher	13,277.25	
1100 Employee Traing/PD	307.58	544.25
1101 Employee Travel for PD	1,340.43	1,128.20
1102 Employee Travel ex. PD	169.70	239.06
1103 Employee Training Supplies		0.00
1104 Employee Dev & Training Books		0.00
1107 Classroom Books/ Supplies		11.84

Application for Renewal of a Public Charter School

	TOTAL	
	JUL 2017 - JUN 2018	JUL 2016 - JUN 2017 (PY)
1301 Title IA Teacher Salary	23,249.81	11,973.92
1302 Title IA Teacher Benefits	5,114.96	2,394.79
1302T Title IA Teacher Taxes	1,778.61	929.08
1355 Title IIA Prof Dev	1,097.44	617.89
1356 Title IIA Travel for Prof Dev	2,265.26	972.76
1358 Title IIA Training Materials	22.80	
Total 1000 K-8 Regular Instruction	216,281.10	141,784.64
1400 9 - 12 Regular Instruction	344,209.25	353,924.73
1401 Reg Teacher Salary	74,522.38	69,672.38
1402 Reg Teacher Benefits	30,293.65	32,236.27
1402T Reg Teacher Taxes	21,154.78	
1403 Teacher Perf Incentive	4,654.05	
1404 Teacher Perf Incentive Benefits	1,621.39	
1404T Teacher Perf Incentive Taxes	12,070.13	11,983.36
1405 Career Ladder Stipend	2,696.46	2,396.69
1406 Career Ladder Stipend Benefits	898.89	925.15
1406T Career Ladder Stipend Taxes	35,472.75	
1440 Substitute Teacher	817.42	2,521.75
1500 Employee Training/PD	3,506.49	4,210.80
1501 Employee Travel for PD	763.70	845.95
1502 Employee Travel ex.PD		0.00
1503 Employee Training Supplies		0.00
1504 Employee Dev & Training Books	6,079.00	39.44
1507 Classroom Books/ Supplies	65,267.37	50,677.51
1601 Title IA Teacher Salary	14,358.82	10,135.51
1602 Title IA Teacher Benefits	4,992.99	3,943.50
1602T Title IA Teacher Taxes	2,916.56	2,058.11
1655 Title IIA Staff Training/PD	5,839.90	3,240.03
1656 Title IIA Travel for PD	7,812.52	2,749.72
1661 TIIA Stipend	1,718.70	549.94
1662 TIIA Stipend Benefits	609.62	210.34
1662T TIIA Stipend Taxes		
Total 1400 9 - 12 Regular Instruction	642,276.82	552,321.18
1700A Other Instructional Programs		
1700 English Language Learners		166.21
1742 K-8 Travel except for Prof Development		553.61
1842 9-12 Travel except for Prof Development		719.82
Total 1700 English Language Learners		719.82
Total 1700A Other Instructional Programs		
Total 1000A Instructional Services	858,557.92	694,825.64
2000A Special Education Instruction		
2000 Special Education Services		
2101 K-8 SPED Teacher Salary	8,451.55	
2102 K-8 SPED Teacher Benefits	1,890.68	
2102T K-8 SPED Teacher Taxes	626.96	
2103 K-8 SPED Teacher Performance Incentive	1,114.11	
2104 K-8 SPED Teacher Perf Incentive Benefits	245.10	
2104T K-8 SPED Teacher Perf Incentive Taxes	85.23	

Application for Renewal of a Public Charter School

	TOTAL	
	JUL 2017 - JUN 2018	JUL 2016 - JUN 2017 (PY)
2105 K-8 SPED Training/Prof Development	863.52	387.68
2106 K-8 SPED Travel for Prof Development		607.02
2110 K-8 SPED Dues, Fees & Memberships	110.74	114.00
2151 9-12 SPED Teacher Salary	22,461.29	
2152 9-12 SPED Teacher Benefits	5,045.94	
2152T 9-12 SPED Teacher Taxes	2,083.37	
2153 9-12 SPED Teacher Perf Incentive	2,960.90	
2154 9-12 SPED Teacher Perf Incentive Benefits	651.40	
2154T 9-12 SPED Teacher Perf Incentive Taxes	226.51	
2155 9-12 SPED Training/Prof Development	1,840.80	
2156 9-12 SPED Travel for Prof Development		1,291.32
2160 9-12 SPED Dues, Fees & Memberships	294.26	921.25
Total 2000 Special Education Services	48,952.36	266.00
2300 Federal Fund Special Education		3,587.27
2305 SPED Director Prof Dev	209.00	
2321 K-8 SPED Teacher Salary	23,650.12	19,801.82
2322 K-8 SPED Teacher Benefits	5,218.71	3,960.38
2322T K-8 SPED Teacher Taxes	1,799.45	1,544.27
2326 K-8 SPED Teacher Travel for PD		0.00
2421 9-12 SPED Teacher Salary	64,683.23	65,957.66
2422 9-12 SPED Teacher Benefits/Taxes	14,282.55	13,191.50
2422T 9-12 Special Ed Teacher Taxes	5,625.46	6,047.70
2426 9-12 SPED Teacher Travel for Prof Development		0.00
Total 2300 Federal Fund Special Education	115,468.52	110,503.33
Total 2000A Special Education Instruction	164,420.88	114,090.60
3000A Student & Staff Support		
3000 Student Support Services		
3001 K-8 MOC Salary	12,531.82	0.00
3002 K-8 MOC Benefits/Tax	2,757.04	0.00
3002T K-8 MOC Taxes	871.54	
3003 K-8 MOC Perf Incentive	1,139.17	
3004 K-8 MOC Performance Incentive Taxes & Benefits	250.62	
3004T K-8 MOC Performance Incentive Taxes	99.11	
3005 K-8 MOC Training/PD		48.26
3006 K-8 MOC Travel for PD	455.94	1,170.87
3011 K-8 Guidance Salary	9,565.62	20,685.50
3012 K-8 Guidance Benefits/Taxes	2,126.64	4,137.14
3012T K-8 Guidance Taxes	807.15	1,594.10
3015 K-8 Guidance Training/Prof Development	55.38	195.43
3016 K-8 Guidance Travel for Prof Development		140.14
3017 K-8 Guidance Travel ex. Prof Development		89.59
3018 Membership Dues and Fees	43.47	
3021 9-12 MOC Salary	34,839.84	
3022 9-12 MOC Benefits/Tax	7,664.77	
3022T 9-12 MOC Taxes	3,811.71	
3023 9-12 MOC Perf Incentive	3,027.50	
3024 9-12 MOC Performance Incentive Benefits & Taxes	666.05	
3024T 9-12 MOC Performance Incentive Taxes	263.39	
3025 9-12 MOC Training/PD	12.00	160.74

Application for Renewal of a Public Charter School

	TOTAL	
	JUL 2017 - JUN 2018	JUL 2016 - JUN 2017 (PY)
3026 9-12 MOC Travel for PD	1,202.27	2,531.02
3027 9-12 MOC Travel ex. PD		171.54
3031 9-12 Guidance Salary	26,399.57	68,900.91
3032 9-12 Guidance Benefits/Taxes	5,881.91	13,772.74
3032T 9-12 Guidance Taxes	2,459.74	6,472.12
3035 9-12 Guidance Training/Prof Development	143.62	152.25
3036 9-12 Guidance Travel for Prof Development	12.00	466.77
3037 9-12 Guidance Travel ex. Prof Development		88.77
3038 9-12 Membership Dues and Fees	115.53	
3050 K-8 School Nurse Services	1,154.50	1,154.50
3151 9-12 School Nurse Services	3,845.50	3,845.50
Total 3000 Student Support Services	122,203.40	125,777.89
3200 Staff Support Stud Test/Assess		49.82
3201 K-8 Student Test/Assess Venue	1,295.56	28.76
3202 K-8 Testing/Assessment Supplies	10.49	
3205 K-8 Testing/Assessment Staff Travel ex. PD	4,886.40	3,569.24
3206 K-8 Testing/Assessment Misc. Expenses		119.77
3207 K-8 Student Testing/Assessment Purchased Professional Services	0.00	979.03
3221 9-12 Testing/Assessment Venue	1,629.44	417.68
3222 9-12 Testing/Assessment Supplies	192.26	150.90
3224 9-12 Testing/Assessment Technology Related Supplies	23.43	
3225 9-12 Testing/Assessment Staff Travel ex. Prof Development	4,931.22	2,400.99
3226 9-12 Testing/Assessment Misc Expenses		19.23
3227 9-12 Student Testing/Assessment Purchased Prof	0.00	881.86
Total 3200 Staff Support Stud Test/Assess	12,968.80	8,617.28
Total 3000A Student & Staff Support	135,172.20	134,395.17
4000A School & System Administration		
4000 Administration & Support		16,725.96
4001 K-8 Principal Salary	20,343.01	3,345.20
4002 K-8 Principal Benefits/Tax	4,475.44	1,279.53
4002T K-8 Principal Taxes	1,556.25	
4003 K-8 Principal Perf Incentive	1,681.41	
4004 K-8 Perf Incentive Benefits & Taxes	369.91	
4004T K-8 Perf Incentive Taxes	146.28	
4005 K-8 Principal Training/PD	157.22	180.53
4006 K-8 Principal Travel for PD	991.08	1,044.58
4007 K-8 Principal Travel ex. PD	128.60	
4011 K-8 Dean of Students Salary	15,212.03	
4012 K-8 Dean of Students Benefits	3,346.60	
4012T K-8 Dean of Students Taxes	1,163.71	
4015 K-8 Dean of Students Training/PD	161.87	
4016 K-8 Dean of Students Travel for PD	152.48	
4031 K-8 Adm Asst Salary	10,043.29	8,054.56
4032 K-8 Adm Asst Benefits/Tax	2,209.54	1,610.93
4032T K-8 Administrative Asst. Taxes	768.32	616.16
4033 K-8 Adm Asst Perf Incentive	1,022.18	
4034 K-8 Adm Asst Perf Incentive Taxes & Benefits	224.88	

Application for Renewal of a Public Charter School

	TOTAL	
	JUL 2017 - JUN 2018	JUL 2016 - JUN 2017 (PY)
4034T K-8 Performance Incentive Taxes	83.65	
4035 K-8 Adm Asst Training/PD	48.67	34.40
4099 K-8 Adm Dues, Fees, & Memberships		212.61
4101 9-12 Principal Salary	55,970.70	55,712.16
4102 9-12 Principal Benefits/Taxes	12,313.54	11,142.42
4102T 9-12 Principal Taxes	4,924.64	4,302.22
4103 9-12 Principal Performance Incentive	4,468.59	
4104 9-12 Performance Incentive Benefits & Taxes	983.09	
4104T 9-12 Performance Incentive Taxes	388.77	
4105 9-12 Principal Training/Prof Development	417.78	587.04
4106 9-12 Principal Travel for Prof Development	2,679.94	3,337.55
4107 9-12 Principal Travel ex. Prof Development	327.07	
4111 9-12 Dean of Students Salary	41,945.39	
4112 9-12 Dean of Students Benefits	9,228.00	
4112T 9-12 Dean of Students Taxes	3,271.91	
4115 9-12 Dean of St Training/PD	462.13	
4116 9-12 Dean of Students Travel for PD	418.61	
4131 9-12 Adm Asst Salary	28,163.51	26,828.87
4132 9-12 Adm Asst Benefits/Taxes	6,195.98	5,365.79
4132T 9-12 Adm Asst Taxes	2,293.66	1,912.23
4133 9-12 Adm Asst Performance Incentive	2,716.57	
4134 9-12 Adm Asst Perf Incentive Taxes & Benefits	597.65	
4134T 9-12 Adm Asst Perf Incentive Taxes	222.31	
4135 9-12 Adm Asst Training/Prof Development	129.33	114.60
4199 9-12 Administrative Dues, Fees, & Memberships	930.00	621.39
Total 4000 Administration & Support	243,335.59	143,028.73
4200 Operating Expenses		
4212 Printing & Binding		43.08
4220 Bank Fees	154.64	100.00
4221 Interest fee	0.00	204.51
4230 Office Postage	2,205.72	2,880.20
4240 General Office Supplies	2,462.35	2,778.79
4241 Misc Expense - Food		979.95
4250 Communications (not phone)	1,043.37	1,364.20
4270 Copier Lease	3,840.61	2,961.34
4271 Copier/Reproduction Supplies		962.28
4280 Furn & Fixtures - fixed asset	8,273.80	
4281 Furn & Fixtures - supply		465.65
4291 Equipment - supply	31.36	204.75
4293 Technology related repairs/maintenance		0.00
4300 Staff Recruitment Expense	2,417.44	2,202.24
4310 Staff Background Checks	1,587.21	649.90
4321 Marketing Emp Travel for PD	411.21	
4323 Contracted Services		5,250.00
4324 Other Purchased Services	335.50	1,701.92
Total 4200 Operating Expenses	22,763.21	22,748.81
4500 System Administration		
4501 School Board Travel		1,867.38
4502 School Board Conference Fees	1,133.61	375.00

Application for Renewal of a Public Charter School

	TOTAL	
	JUL 2017 - JUN 2018	JUL 2016 - JUN 2017 (PY)
4503 Board Related Advertising Exp	1,059.47	989.45
4504 School Board Supplies	81.84	0.00
4510 General Adm Consulting Services		750.00
4512 Annual Audit	7,450.00	7,450.00
4513 Legal Services	110.36	166.64
4514 D&O Insurance	-519.00	2,124.00
4516 Subscriptions & Fees- QuickBooks Online		1,085.00
4517 Dues & Fees	2,767.70	
4520 Shared CFO Services	36,610.56	38,700.09
4521 CFO Membership & Fees		118.96
Total 4500 System Administration	48,694.54	53,626.52
Total 4000A School & System Administration	314,793.34	219,404.06
5000 Facilities		40,982.53
5001 Office Rent	42,212.05	20,617.72
5002 Rent Operating Expense	14,416.31	4,028.08
5003 Phone	3,549.46	16,528.61
5004 High Speed Internet	10,266.77	3,911.04
5005 Utilities	2,216.62	3,002.15
5006 Propane	2,674.93	2,678.63
5007 Facility Maint/Repair	677.95	2,170.00
5008 Cleaning Services	6,169.98	
5009 Maintenance Supplies	80.00	
Total 5000 Facilities	82,264.07	93,918.76
7000A Other Instruct & Non-Inst Exp		
7000 Supplemental Program & Services		33.48
7001-1 K-8 Co-Curricular Fees Paid to RSUs		4.62
7003 K-8 Co-Curr Act - Student Trans		111.52
7009 9-12 Co-Curr Act Memb/Ent Fees		
7009-1 9-12 Co-Curr Fees Paid to RSUs	758.80	15.38
7011 9-12 Co-Curr Act - Student Tran		
Total 7000 Supplemental Program & Services	758.80	165.00
7050 Graduation & Special Events Expenses		1,958.45
7052 K-8 Graduation & Special Events Venue	27.34	67.29
7053 K-8 Graduation & Special Events Staff Travel ex. PD	282.14	104.22
7054 K-8 Graduation & Special Events Supplies	37.67	356.55
7055 K-8 Graduation & Special Events Food & Catering	102.69	23.09
7057 K-8 Graduation & Special Events Misc. Expenses		1,699.55
7062 9-12 Graduation & Special Events - Venue	1,820.66	783.01
7063 9-12 Graduation & Special Events Staff Travel ex. Professional Development	1,426.52	
7064 9-12 Graduation & Special Events Supplies	2,301.62	871.85
7065 9-12 Graduation & Special Events Food & Catering	761.73	810.43
7066 9-12 Graduation & Special Events related Postage		0.00
7067 9-12 Graduation & Special Events Misc. Expenses	1,385.00	76.91
Total 7050 Graduation & Special Events Expenses	8,145.37	6,751.35
7070 Other Expenses		231.83
7071 K-8 Principal Discretionary Funds	180.10	707.06
7072 9-12 Principal Discretionary Funds	471.23	

Application for Renewal of a Public Charter School

	TOTAL	
	JUL 2017 - JUN 2018	JUL 2016 - JUN 2017 (PY)
7075 K-8 Internet Subsidy Paid Out	2,896.84	3,624.18
7076 9-12 Internet Subsidy Paid to Households	7,698.77	12,071.70
Total 7070 Other Expenses	11,246.94	16,634.77
Total 7000A Other Instruct & Non-Inst Exp	20,151.11	23,551.12
8000A Educational Services Provider		
8000 Connections Revenue Based Fees		
8010 K-8 School Administration	67,537.85	48,130.54
8011 9-12 School Administration	187,382.62	160,316.96
8020 Marketing Services	39,217.01	32,068.85
8030 Treasury Services	0.00	48,103.27
Total 8000 Connections Revenue Based Fees	294,137.48	288,619.62
8200 Enrollment/Unit Based Fees		
8210 Community Outreach	34,999.99	35,000.01
8220 Facility Support Services	15,000.00	15,000.00
8230 Human Resources Support	26,250.00	23,750.00
8240 K-8 Internet Subsidy Processing	3,070.91	2,545.66
8241 9-12 Internet Subsidy Payment Processing	8,588.38	8,479.34
8250 K-8 Acct & Reg Reporting	5,117.96	4,638.52
8251 9-12 Acct & Reg Reporting	14,427.05	15,450.37
8260 K-8 Connexus Annual License	61,415.64	55,662.32
8261 9-12 Connexus Annual License	173,124.36	185,404.35
8270 K-8 Enrollment & Records Mngmt	5,529.50	4,664.19
8271 9-12 Enrollment & Records Mngmt	15,550.51	15,535.82
8280 K-8 Tangible/Intangible Materia	143,303.18	129,878.67
8281 9-12 Tangible/Intangible Materi	403,956.83	432,610.21
8310 K-8 Curriculum Supplies	2,368.67	1,847.18
8311 9-12 Curriculum Supplies	6,631.33	6,152.82
8320 K-8 Curriculum Postage	4,561.83	3,847.93
8321 9-12 Curriculum Postage	12,829.16	12,817.07
8330 K-8 Teacher Hardware/Software	4,158.00	4,521.99
8331 9-12 Teacher Hardware/Software	4,158.00	4,521.99
8332 Admin. Hardware/Software	4,284.00	2,356.03
8340 K-8 Educational Resource Center	12,897.27	11,689.06
8341 9-12 Educational Resource Cente	36,356.13	38,934.94
8350 K-8 Tech Support/Repairs	15,353.91	13,915.56
8351 9-12 Tech Support/Repairs	43,281.09	46,351.11
8360 K-8 Student Tech Asst	48,127.84	42,220.07
8361 9-12 Student Tech Asst	134,722.16	140,629.93
8370 K-8 Direct Course Instruction	1,126.08	2,067.03
8371 9-12 Direct Course Instruction	77,540.40	84,318.30
8380 K-8 Instructional Sub Services		15,750.00
8381 9-12 Instructional Sub Services		13,800.00
8390 K-8 Special Education Instructional Services	106,869.89	96,735.55
8391 9-12 Special Education Instructional Services	298,780.11	322,214.44
8392 Special Education Administrative Services	174,300.02	179,550.02
Total 8200 Enrollment/Unit Based Fees	1,898,680.20	1,972,860.48
Total 8000A Educational Services Provider	2,192,817.68	2,261,480.10
9000 Other Expenditures		

Application for Renewal of a Public Charter School

	TOTAL	
	JUL 2017 - JUN 2018	JUL 2016 - JUN 2017 (PY)
9001 Credit Suspense - Uncategorized	77.24	0.00
9002 Uncategorized Expense		0.00
9004 Depreciation	14,855.61	14,855.61
Total 9000 Other Expenditures	14,932.85	14,855.61
9100A Summer School		
9150 9-12 Summer School		
9151 9-12 Teacher Salary	990.00	550.00
9159 9-12 Other Purchased Services		
Total 9150 9-12 Summer School	990.00	550.00
Total 9100A Summer School	990.00	550.00
Total Expenses	\$3,784,100.05	\$3,557,071.06
NET OPERATING INCOME	\$267,108.48	\$377,534.26
Other Expenses		
Other Miscellaneous Expense	1.78	
Total Other Expenses	\$1.78	\$0.00
NET OTHER INCOME	\$ -1.78	\$0.00
NET INCOME	\$267,106.70	\$377,534.26

Balance Sheet for June 30, 2018

Maine Connections Academy

BALANCE SHEET

As of June 30, 2018

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
100 Biddeford Savings Bank	60,533.28
Fundraising	1,659.87
General Education	177,570.79
Principal Discretionary Account	4,617.62
State Grants	0.00
Total 100 Biddeford Savings Bank	244,381.56
101 Biddeford ICS DDA Account	1,188,261.24
102 Petty Cash	20.00
Total Bank Accounts	\$1,432,662.80
Accounts Receivable	
110 Accounts Receivable	0.00
111 Grants Receivable	58,133.09
Total Accounts Receivable	\$58,133.09
Other Current Assets	
120 Undeposited Funds	62.09
Total Other Current Assets	\$62.09
Total Current Assets	\$1,490,857.98
Fixed Assets	
121 Fixed Assets	74,278.07
122 Accumulated Depreciation	-57,296.56
Total Fixed Assets	\$16,981.51
Other Assets	
130 Prepaid D&O Insurance	0.00
131 Security Deposit	13,227.00
Total Other Assets	\$13,227.00
TOTAL ASSETS	\$1,521,066.49
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
200 Accounts Payable	390,021.81
205 Direct Course Instr. Support	0.00
Total Accounts Payable	\$390,021.81
Credit Cards	
225 MSB Credit Card	3,712.62
Total Credit Cards	\$3,712.62
Other Current Liabilities	
250 Opening Balance Liability	0.00
251 Accrued Summer Salaries	120,189.15

Application for Renewal of a Public Charter School

	TOTAL
252 Accrued Expenses - Other	1,942.47
Total Other Current Liabilities	\$122,131.62
Total Current Liabilities	\$515,866.05
Long-Term Liabilities	
260 Loan Payable to CA, LLC	0.00
Total Long-Term Liabilities	\$0.00
Total Liabilities	\$515,866.05
Equity	
301 Unrestricted Net Assets	738,093.74
Net Income	267,106.70
Total Equity	\$1,005,200.44
TOTAL LIABILITIES AND EQUITY	\$1,521,066.49