

Spectrum Middle/High School 2020-2021 Annual Report and World's Best Workforce Report



11044 Industrial Circle NW
Elk River, MN 55330
6th Grade Building

17823 Industrial Circle NW
Elk River, MN 55330
7th/8th Grade Building

17796 Industrial Circle NW
Elk River, MN 55330
High School Building

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INTRODUCTION

Purpose

This report is intended to meet Spectrum Middle School and Spectrum High School's (Spectrum's) requirements as outlined in Minnesota Statutes, section 124E.16, Subdivision 2 (Annual Public Records) and Minnesota Statutes, section 120B.11 (World's Best Workforce).

Spectrum's statutory purposes, as outlined in the above-mentioned Minnesota Statutes, are to:

- improve pupil learning and student achievement;
- increase learning opportunities for pupils, encourage the use of different and innovative teaching methods;

Verification of Statutory Compliance

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History

Spectrum Middle School and Spectrum High School (Spectrum) is a public charter school which received its original charter in 2006. The school currently serves around 850 students in grades six through twelve and is located thirty-five miles northwest of the Minneapolis/St. Paul metropolitan area. The school consists of three buildings, with students in grades 9-12 at 17796 Industrial Circle NW, students in grades 7-8 in 17823 Industrial Circle NW, and students in grade 6 at 11044 Industrial Circle NW. Elk River has a population of more than 23,000 people with 93% of its ethnic distribution being white only. Just over one thousand businesses are situated in the Elk River area with approximately 82% of its workforce involved in service-related industries and the remaining 18% in goods production. The Elk River community has experienced measured growth in the areas of business, housing starts, and population, which are anticipated to continue through the year 2020 (Source: City of Elk River Community Profile, 2016).

Spectrum's core philosophy focuses on providing students with a "small" school setting while providing "big" results through a college preparatory education. Spectrum's robust concurrent enrollment program, C@SH [College at Spectrum High], offers students the opportunity to earn college credits from numerous local colleges and universities. In 2020-2021, Spectrum partnered with Anoka-Ramsey Community College, Central Lakes College, the University of Minnesota, Twin Cities, and Pine Technical and Community College. Spectrum's C@SH program currently provides its students with the opportunity to earn over 100 college credits and to complete an Associate of Arts degree or the Minnesota Transfer

Curriculum requirements concurrent with their high school diploma all while remaining on Spectrum's campus. As a result, the Spectrum Class of 2021, who earned a total of 2,434 college credits over their high school career, may realize a savings in college tuition of \$964,000 (based on the average four-year public college tuition cost of \$396/credit).

Vision Statement

The Vision of Spectrum High School and Spectrum Middle School is to be a leader in fostering academic and personal excellence through programs emphasizing high academic standards in a small-school setting.

In the spring of 2021, through the School’s Strategic Planning Process to develop its Strategic Plan 2026, it approved the following revised Vision Statement:

Spectrum’s Vision is to be a leading college preparatory school of choice committed to high standards and exceptional programming.

Mission Statement

The Mission of Spectrum High School and Spectrum Middle School is to encourage students in attaining their maximum potential through a 3-dimensional strategy emphasizing:

- College preparatory curriculum;
- A technology integrated environment; and
- Community-based outreach.

Likewise, in the spring of 2021, through the School’s Strategic Planning Process to develop its Strategic Plan 206, it approved the following revised Mission Statement:

Spectrum’s Mission is to equip students with the knowledge, skills, and attributes to successfully navigate the college and career of their choice and positively impact the world around them.

The School also approved the following Belief Statement:

Spectrum believes that ...

S	<u>Small schools/class sizes</u> meet individual needs, foster relationships, and provide a safe and supportive learning environment. <u>Staff who are trained, caring, and effective</u> are essential to meeting the unique needs of our students.
P	<u>Parents/guardians</u> are the students’ primary educators. <u>Participation in co-curricular activities</u> leads to increased leadership, teamwork, self-discipline, and academic achievement.
E	<u>Engagement in learning and challenging coursework</u> lead to increased self-confidence and high academic achievement.
C	<u>College and Career readiness</u> is achieved through rigorous coursework, targeted support, and individual determination.
T	<u>Technological competency</u> is vital to students’ future success.
R	<u>Reaching the community</u> through service creates positive change in oneself and others.
U	<u>Upholding high expectations</u> builds self-discipline, self-respect, and self-reliance.
M	<u>Modeling collaboration and continuous improvement</u> leads to a healthy and sustainable organization.

Come discover the SPECTRUM difference!

AUTHORIZER

Contact Information



Volunteers of America
VOA Charter School Authorizing Program
VOA-MN Education Center
924 19th Avenue South
Minneapolis, MN 55404
Stephanie Olsen, Manager
Cell: 612-270-1998
Email: solsen@voamn.org

Oversight Information

Spectrum entered into its most recent charter contract with VOA on July 1, 2019. The charter (performance) contract is for a term of five years, ending in June of 2024. As Spectrum's authorizer, VOA's fundamental statutory role is to hold Spectrum accountable for the terms of its performance contract. The primary statutory purpose of Minnesota charters schools is to improve all pupil learning and all student achievement. VOA also provides oversight of Spectrum's fiscal management. VOA may terminate the charter contract (after 90 days' notice and opportunity to cure) for any violation by Spectrum of (i) the Charter Contract; (ii) State, Federal and Local laws, ordinances or rules or regulations; (iii) generally accepted accounting principles; or (iv) for conditions which threaten the health, safety or welfare of the students or staff of Spectrum or the general public. Based on Spectrum's historical test scores, clean financial audits, and adherence to all legal standards, Spectrum remains in compliance with all VOA standards.

Under the Charter Contract and applicable law, Spectrum has the flexibility to develop and use new, different, or alternative teaching methods, to measure student learning and achievement, and to write educational goals. In exchange, Spectrum is held accountable to performance outcomes and measures.

VOA requires prudent financial planning of its schools. Budgets are to be conservative on revenue projections (for example, they may not include any cash donations) and precise expenditure forecasts. VOA encourages all schools to apply for the Minnesota Finance Award, which Spectrum has won for the past 12 years. VOA requires each of its schools to strictly comply with all legal obligations, including strict adherence to the public meeting laws applicable to charter school boards of directors.

In addition to its school oversight role, VOA's primary focus is student achievement. VOA has implemented a rigorous data-driven assessment program that is used to closely track student achievement data, and it has offered mentoring and school-level assessments when needed. As an added metric, Minnesota assessments for each charter school are measured against a *control* district with comparable demographics. VOA uses this data to rate its schools according to student growth and achievement.

VOA believes that it is in substantial compliance with all contractual provisions and requirements of the Charter Contract, as well as all relevant laws, ordinances, and regulations. Spectrum remains in compliance with all agencies. See **Appendix A** for more details on VOA-MN oversight.

SCHOOL MANAGEMENT

Overview

Spectrum is governed by a Board of Directors (hereafter referred to as the Board), which meets monthly or more often, as necessary. All Minnesota Charter School Boards of Directors are subject to Minnesota's public meeting laws; thus, the Board meetings are public meetings. Minutes of the Board meetings are posted on Spectrum's website. A record of votes is maintained at the district office of Spectrum.

As directed by Spectrum's Bylaws, the Board consists of up to 7 directors with 3-year terms who may serve multiple terms. The Board is comprised of two teachers, at least two, but not more than four, parents or legal guardians who are not employed by the school, and at least one, but not more than two community members.

The following is a summary of information about the Board along with the qualifications of the Board members.

2020-2021 Election Date: April 20, 2020

Name	Position	Represents	Term		Attend. Rate
			Start/Seated	End	
Dave Lucas	Chair	Community	2/1/07	6/30/22	83%
Tom Sagstetter	Vice Chair	Parent	9/19/13	6/30/21	100%
Kathy Reed	Treasurer	Parent	7/23/15	6/30/23	92%
Tony Brunt	Secretary	Teacher (File: 420896)	6/27/19	6/30/22	100%
Nancy Moe	Member	Teacher (File: 353953)	6/30/20	6/30/23	100%
Rob Stark	Member	Community	6/30/20	6/30/23 Mr. Stark Resigned from the Board 10/20	N/A
Keve Israelson	Member	Parent	Appointed to Fill Mr. Stark's position 12/20	6/30/21	N/A
Bert Sepulveda	Member	Parent	6/28/18	6/30/21	83%
Dan DeBruyn	Ex-Officio Member	Executive Director	07/01/17	Current/By position	100%

Dave Lucas has served on the School's Board since 2007 and serving as its Chair since 2008. Mr. Lucas' areas of expertise are in governance and finance. Mr. Lucas is currently employed with Sherburne County as the Solid Waste Administrator and has more than 25 years of professional experience in the solid waste and environmental industry, both public and private. In addition to Mr. Lucas' professional experience, he also served in the United States Marine Corp. Mr. Lucas graduated with a Bachelor of Arts degree in Urban Affairs from St. Cloud State University.

Tom Sagstetter serves as the Board's Vice Chair and has done so since August of 2014. Mr. Sagstetter graduated from the University of Wisconsin, La Crosse with a Bachelor of Science degree in Economics and Finance, with an emphasis in International Economics and Risk Management. He has many years of experience working in the energy industry, most recently with Elk River Municipal Utilities, in the area of energy efficiency, customer care, and natural gas standards.

Kathy Reed serves as the Board Treasurer. Ms. Reed has spent the majority of her career self-employed as an independent contractor in the medical field. Ms. Reed earned a Bachelor of Arts degree in Political Science and Business from the College of St. Benedict.

Tony Brunt serves as the Board Secretary and has taught at the charter school for the past several years. He has an undergraduate Bachelor of Arts degree from the University of Iowa in Social Studies Education. Mr. Brunt served four years in the United States Army infantry, in the Berlin Brigade, the 101st Airborne Division, and deployed to conduct peacekeeping operations between Egypt and Israel. He has previous experience serving on other school boards and previously served on the Spectrum Board. He ran again in 2019 for an open teacher seat and was once again elected to serve.

Nancy Moe has taught Special Education at Spectrum for nine years. She was elected to the Board of Directors in April of 2020. Ms. Moe holds a Bachelor of Arts degree in Elementary Education with a minor in Early Childhood Family Education from St. Cloud State University. In addition, Ms. Moe holds a license in Special Education

Rob Stark Mr. Stark was elected to the Board of Directors in April of 2020 and seated in June of 2020. Mr. Stark resigned his position in October of 2020 as his membership status as a parent of a Spectrum student changed and therefore was no longer eligible for service on the Board.

Keve Israelson Mr. Israelson was appointed to the Board to fill the open parent seat vacated by Rob Stark. He began his service in December of 2020. Mr. Israelson is an Administrative Assistant at Living Word Christian Center, which is a large mega-church located in Brooklyn Park, MN. There, Mr. Israelson is responsible for large project and area budget management, as well as the procurement of volunteers and the subsequent organization of staff and contractors needed for large multi-faceted weekly productions. Mr. Israelson and his family have been involved at Spectrum since the 2017-2018 school year, and have been residents of the Elk River community for many years. .

Bert Sepulveda was newly elected to Spectrum's Board in 2018. Mr. Sepulveda has been in pastoral ministry for the past 31 years pastoring churches in Highmore, SD; Dallas, TX; Oak Grove, MN; Elk River, MN; and presently (9 years) in Saint Michael, MN. In addition to his pastoral responsibilities, Mr. Sepulveda is the Freshman football defensive line coach; Freshman 9A basketball coach, and varsity track throw coach at Rogers High School. Mr. Sepulveda earned a Bachelor of Science degree in Multicultural Ministries from Crown College and a Master of Arts in Christian Ministries also from Crown College.

Dan DeBruyn - Executive Director/Ex-Officio Board Member (see Administration bios on page 10)

Board Training

All members of the Board have completed the required initial and ongoing training as mandated by Minnesota Statutes, section 124E.07. See **Appendix G** for details.

Strategic Planning

During the 2020-2021 school year, Spectrum's School Improvement Team/World's Best Workforce Committee, along with administration, parents, students, and staff, went through the strategic planning process with the Minnesota School Boards Association (Gail Gillman) for the purpose of developing a

new Strategic Plan 2026. The end result was a re-write of the school's mission, vision, and belief statement, along with newly developed goals and objectives, resulting in the school's Strategic Plan 2026. Due to the ongoing pandemic and the focus of developing the Strategic Plan 2026, the 2021 plan remained as was approved by the Board at their February 27, 2020 meeting. See **Appendix L** for details, which sets forth the revised and updated accountability and planning tool for the school as was approved by the Board at the February 27, 2020 meeting.

Board/School Goals

1. 2020-2021 Academic Goals (Volunteers of America-MN Contract Goals)

- A. When compared to local schools with similar demographics that students might otherwise attend (grade levels and subject areas), Spectrum students will perform as well or better on state accountability tests.
- B. When compared to local schools with similar demographics that students might otherwise attend (grade levels and subject areas), Spectrum students will perform as well or better on the ACT test.
- C. Spectrum will maintain an average state-determined minimum growth score of -0.5.
- D. The difference between the "all students" proficiency rate at Spectrum and any reportable subgroup proficiency rate on state accountability tests (MCA, MOD, MTAS) will be reduced over the term of the contract in both reading and math.

Progress Update on Academic Goals

All authorizer academic goals are tied directly to MCA and ACT testing. This testing took place in accordance with the Board-approved 2020-2021 Testing Calendar, which was posted on the school's website, as required by the Minnesota Department of Education.

Administration worked with teachers to tie assessments to curriculum and student mastery of content and prepare for the test and testing format. In addition, Spectrum's Technology Department worked hard to prepare for and support the testing hardware, software, and network in support of testing.

Preliminary testing results point to mixed results. Due to the pandemic, students and teachers worked through more than a year of varying learning models. While it is not possible to measure the full impact that this has had on student learning, Spectrum is viewing the 2021 test results as a potential baseline from which to move forward. There were no MCA test results in 2020 by which to compare and students were two years removed from previous results.

In addition to MCA's, Spectrum prepared internal analysis of classroom assessments completed from fall to spring of the 2019-2020 school year. This was an attempt at providing comparisons and showing academic growth and progress in FY20, but unfortunately, the results were mixed and inconclusive.

2. 2020-2021 School Board Non-Academic Goals

In addition to the school-wide academic goals stated above, the Board will pursue the following non-academic goals for the 2020-2021 school year:

- A. Based on the FY20 School Board Self-Evaluation results, the Board will complete the development of the Board Officer Succession Plan by June 2021.
- B. Based on the FY20 School Board Self-Evaluation results, the Board will finalize the development of a comprehensive orientation process for new board members by June 2021.
- C. The Board will work with the Executive Director and the Minnesota School Boards Association to review current progress and analyze future plans to develop a comprehensive strategic plan to guide Spectrum through the next three to five years by June 2021.

Progress Update on Non-Academic School Board Goals

Due to the focus on the Comprehensive Strategic Planning Process, along with the complications associated with the ongoing pandemic, the Board Officer Succession Plan and Comprehensive Orientation Process will be addressed at a later date.

The Comprehensive Strategic Planning Process got underway on February 22, 2021 in collaboration with the Minnesota School Boards Association. In addition to listening sessions (students, staff, parents, and Board) three strategic planning committee meetings were held to complete the process of developing a thorough five-year strategic plan to move the school forward. Both the School Improvement Team/World's Best Workforce Committee and Board of Directors approved the final Strategic Plan 2026 in May of 2021.

ADMINISTRATION

Dan DeBruyn (License #363795), Executive Director, has been with Spectrum since January of 2016. Mr. DeBruyn first served in the role of Administrator of Development, then as Interim Executive Director, followed by Incoming Executive Director, and then hired as Executive Director in July of 2017. Prior to being at Spectrum, Mr. DeBruyn served as Associate Director at the Minnesota Association of Charter Schools, Authorizer Specialist in the Charter Center at the Minnesota Department of Education, and for 13 years as Executive Director at PACT Charter School in Ramsey, MN. In addition, he taught intermediate grades for 9 years. Mr. DeBruyn holds a Bachelor of Arts degree in Elementary Education from Bethel University, a Master of Arts in Educational Leadership from Bethel University, a K-12 Principal Licensure from St. Mary's University, and is in the process of completing his Superintendent licensure from St. Mary's University.

Mark Leland (License #424437), High School Principal, holds a Bachelor of Science degree in Health and Physical Education from the University of Wisconsin, River Falls. In addition, he earned a Master's degree in Teaching and Learning from St. Mary's University and completed a K-12 Administrative license from Hamline University in St. Paul, MN. In addition to his administrative work, he has over 10 years of experience teaching at the middle school level.

Greg Heinecke (License #344702), Middle School Principal, has been with Spectrum since 2017. Prior to joining Spectrum, Mr. Heinecke was employed as K-12 District Curriculum Specialist with ISD #728 in Elk River, and prior to that, taught English in the classroom for 18 years. Mr. Heinecke holds a Bachelor of Arts degree in English from Concordia College, a Master of Education degree in Literacy and the Media – Using Film to Engage Students in Writing from St. Mary's University, and a Sixth Year Licensure Program in K-12 Administrative and Superintendent's licenses from St. Cloud State University.

STAFF/LICENSED FACULTY INFORMATION

Office and Support Staff

Name	Position	Years Employed @ Spectrum	Left During 20/21	Not Returning 21/22
Belmont, Tyler	IT Specialist	1	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Bondy, Deana	Recpt./Athletics	10 years	<input type="checkbox"/>	<input type="checkbox"/>
Briggs, Andy	Para-professional	7 year	<input type="checkbox"/>	<input type="checkbox"/>
Burfeind, Sara	Health/Attend, 7/8	2 years	<input type="checkbox"/>	<input type="checkbox"/>
Dammeier, Janice	Vol. Coord./Recpt.	9 years	<input type="checkbox"/>	<input type="checkbox"/>
Diekman, Kal	Academic SH Advisor, 7/8	1 years	<input type="checkbox"/>	<input type="checkbox"/>
Durkot, Cathy	6 th Grd Office Mgr./MARRS	7.5 years	<input type="checkbox"/>	<input type="checkbox"/>
Elrod, Jolene	Para-professional	6 years	<input type="checkbox"/>	<input type="checkbox"/>
Emmel, Joyce	Health/Attnd. 6 th Grd.	7 years	<input type="checkbox"/>	<input type="checkbox"/>
Freeby, Liz	Lunch Services Coord. 7/8	2 years	<input type="checkbox"/>	<input type="checkbox"/>
Guse, Melissa	Para-professional	2 years	<input type="checkbox"/>	<input type="checkbox"/>
Haley, Clinton	Tech. Dir. & Comm.	8 year	<input type="checkbox"/>	<input type="checkbox"/>
Hund, Cory	Academic Study Hall Advisor	2 years	<input type="checkbox"/>	<input type="checkbox"/>
Ingham, Susan	Para-professional	2 years	<input type="checkbox"/>	<input type="checkbox"/>
Jackson, Aleta	Para-professional	0 years	<input type="checkbox"/>	<input type="checkbox"/>
Johnson, Jeremy	Maintenance	5 years	<input type="checkbox"/>	<input type="checkbox"/>
Johnson, Julie	Comm. & Tech. Mgr.	8 year	<input type="checkbox"/>	<input type="checkbox"/>
Jorris, Patty	Human Resources/Office Mgr.	15 years	<input type="checkbox"/>	<input type="checkbox"/>
Lemmermann, Erin	Lunch Services Coord. 6 th Grd.	1 years	<input type="checkbox"/>	<input type="checkbox"/>
Maki, Donna	Internal Sub./Support	8 year	<input type="checkbox"/>	<input type="checkbox"/>
Mehrer, Billi Jo	College and Career Coord.	2.5 years	<input type="checkbox"/>	<input type="checkbox"/>
Murdock, Jeannie	Para-professional	9 years	<input type="checkbox"/>	<input type="checkbox"/>
Newberger, Michele	Lead Health/Attend	6.5 years	<input type="checkbox"/>	<input type="checkbox"/>
Norlin, Sandy	Para-professional/504 Coord.	8 years	<input type="checkbox"/>	<input type="checkbox"/>
Palmieri, Kristin	Internal Sub./Support	3 years	<input type="checkbox"/>	<input type="checkbox"/>
Peterson, Nate	Network Administrator	3 years	<input type="checkbox"/>	<input type="checkbox"/>
Peterson, Rick	Athletic/Facilities Director	11 years	<input type="checkbox"/>	<input type="checkbox"/>
Pobuda, Kimberly	Para-professional	1 years	<input type="checkbox"/>	<input type="checkbox"/>
Pooley, Kim	Para-professional	2 years	<input type="checkbox"/>	<input type="checkbox"/>
Rathman, Sheila	Lunch Server	6 years	<input type="checkbox"/>	<input type="checkbox"/>
Rinowski, Krista	Lunch Server	5 years	<input type="checkbox"/>	<input type="checkbox"/>
Russell, Jennifer	Lunch Services Mgr.	5.5 years	<input type="checkbox"/>	<input type="checkbox"/>
Siegel, Christy	Registrar & Office Mgr 7/8	2 years	<input type="checkbox"/>	<input type="checkbox"/>
Skog, Darrell	Dean of Students/Transportation Dir.	11 years	<input type="checkbox"/>	<input type="checkbox"/>
Sorenson, Dawn	Ex. Asst. to Ex. Dir. & Brd.	11 years	<input type="checkbox"/>	<input type="checkbox"/>

Steinhauser, David	Bldg. Mgr.	8 year	<input type="checkbox"/>	<input type="checkbox"/>
Name	Position	Years Employed @ Spectrum	Left During 19/20	Not Returning 20/21
Sundberg, Sharla	Accompanist	3 years	<input type="checkbox"/>	<input type="checkbox"/>
Tuckey, Kirsten	Events Coord.	1 years	<input type="checkbox"/>	<input type="checkbox"/>
VanBockel, Lauren	Para-professional	3 years	<input type="checkbox"/>	<input type="checkbox"/>
White, Amy	Business Assistant	5 year	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Wynninger, Cindy	Para-professional	years	<input type="checkbox"/>	<input type="checkbox"/>

Organization Flow Chart

See Appendix C



Executive Director Performance Evaluation Policy, Procedure, and Timeline

Board Approved: 5.15.12

Board Amended: 6.19.14, 12.16.14, 6.18.15, 1.28.16, 11.16.17, 9.27.18, 9.26.19, 9.24.20

Policy Number: 302

Purpose: One of the roles of the Board of Spectrum High School and Spectrum Middle School is to evaluate the performance of the school's Executive Director on an on-going basis. The purpose of this document is to outline a process for appraising the Executive Director's performance and describe the objective criteria used in the Executive Director Performance Evaluation.

It is the desire of the Board to utilize a process that provides meaningful information not only to the Board, but also to the Executive Director for his or her development and performance. Since many on the Board do not work directly with the Executive Director on a daily basis, a variety of feedback and other sources of information must be considered regarding the Executive Director's performance, including his or her self-evaluation. Transparency is critical to all parties, and as such, the following sections are intended to help provide objectivity in the review process.

Components: The Performance Evaluation includes the following THREE components. All components are documented on the Executive Director Performance Evaluation Form (the Form), which contains further details. The three components include:

1. **Performance Ratings on Job Description Areas:** Each Board member completes the evaluation form and forwards to a designated member of the Board who then compiles results from the Board as a whole. The Board will use Direct Reports survey results and the Executive Director's self-evaluation to help them complete their individual and/or compiled ratings. The Form explains this process.
2. **Board Goals and Objectives:** The successful completion of the goals and objectives for the school, that were set forth by the Board in cooperation with the Executive Director for the previous year will be considered in the performance evaluation of the Executive Director. The progress towards the completion of goals and objectives for the school that were set forth in the current year will also be considered.
3. **Executive Director's Professional Development Goals:** The successful completion of the goals set by the Executive Director for the previous year, and approved by the Board, which are for the purpose of developing professionally and for the benefit of the school will be considered. The progress towards the completion of goals set by the Executive Director that were set forth in the current year will also be considered.

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Procedure and Timeline:

The following timeline should be followed:

Responsible	Action	Goal Due Date	Actual Due Date	Completed
Board Chair	1. The Board Chair appoints Non-Staff Board Member(s) to an Executive Director Evaluation Committee (“the Committee”) whose responsibility it is to implement the evaluation process laid out in this policy.	August Board meeting	September Board meeting	
Board Chair	2. Initiates Appraisal process at regularly scheduled board meeting, no later than December, in order to support the goal of providing an at-will letter by the first of March each year. This requires the Board to set the schedule for completion of the performance appraisal and the review. Dates should be set for the following:	December Board meeting	December 17, 2020	
	a. Submission of the completed feedback forms from the Board Members to the Board Chair/the Committee.	2 nd week in January	Distribute December, 2020 via Survey Monkey. Due back January 6, 2021	
	b. Submission of the completed Executive Director’s self-evaluation form to the Board Chair/ the Committee. Submission of the Executive Director’s progress on Professional Development Goals for the current year.	2 nd week in January	Distribute December 2020. Due back January 6, 2021	
	c. Submission of the Executive Director’s completed Professional Development Goals for the previous year.	June	June 2020	
	d. Submission of the completed feedback survey from the Direct Reports to the Board Chair/ the Committee.	2 nd week in January	Distribute December, 2020 via Survey Monkey. Due back January 6, 2021.	
	e. Closed meeting, limited to members of the Board only, for the Committee to review all documentation, and compile a draft of the performance appraisal form.	January Board meeting	January 28, 2021	
	f. Time for the Board Chair to meet with the Executive Director to present the Board’s considerations and performance appraisal.	1 st week in February	Week of February 1, 2021	

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	g. The final Board meeting date where they affirm the performance review and present the Board's employment intentions for the upcoming school year to the Executive Director.	February Board meeting	February 25, 2021	
Board	3. Board Chair or the Committee prepares and distribute a technology driven feedback survey and submits to each Board Member and the Executive Director for completion. This should be updated with the current Executive Director Job Description and Executive Director's progress on current year's professional development goals (PDG) and completion of the previous year's PDG.	3 rd week in December	December , 2020	
Board	4. The Committee sends survey request to direct reports and provides required completion date.	3 rd week in December	December , 2020 Due January 6, 2021	
Board	5. Completes the feedback survey and submits it to the Committee by the agreed upon due date.	2 nd week in January	January 6, 2021	
Executive Director	6. Completes the self-evaluation feedback survey and submits it to the Committee by the agreed upon due date.	2 nd week in January	January 6, 2021	
Board	7. The Committee compiles data from feedback survey and direct reports survey for Board Chair	2 nd /3 rd week in January	January 2021	
Board Chair	8. Board Chair and the Committee review a compiled draft of the performance appraisal for the Board's review, taking into consideration the feedback surveys from the Board Members, the Executive Director's self-evaluation, and the direct report surveys.	Prior to January Board meeting	January , 2021	
Executive Director	9. Executive Director will be given an opportunity to review and respond to compiled feedback.	Prior to January Board meeting	January 21-22, 2021	
Board	10. Board meeting to review draft evaluation	January Board meeting	January 23, 2020	
Board Chair	11. Prepares the final draft of the performance appraisal for the performance review as discussed by the board.	Week following January Board meeting	January 27-January 31, 2020	
Board	12. Presents the performance review to the Executive Director as previously scheduled.	1 st week in February	Week of February 1, 2021	
Executive Director	13. The Executive Director may address the board in writing in order to formally respond to any part of the performance appraisal. This should be completed within one week of receiving the review.	2 nd week in February	Week of February 8, 2021	
Board	14. Open Board meeting to affirm the performance review and present the Board's employment intentions for the upcoming	February Board meeting	February 25, 2021	

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	school year to the Executive Director. If the at-will contract is expiring, the Board will vote on the intent to renew the Executive Director's at will contract. This should be done after any feedback on the review is received from the Executive Director. If the contract is continuing, board will approve pay adjustment as deemed appropriate.			
Executive Director	15. Sign the performance appraisal indicating that the Executive Director has received the performance review.	Last week in February	Week of February 22, 2021	
Board	16. Provide at-will letter including package, probation, and areas of improvement to Executive Director.	1 st week in March		
Board Chair	17. File the signed performance appraisal and any responses from the Executive Director, in the Executive Director's personnel file.	2 nd week in March	Week of March 8, 2021	
Executive Director	18. The Executive Director will submit Board Goals and Professional Development Goals to the board for their approval.	June	June 2021	
Board	19. The Board will identify Board Goals for the next year.	July	July 2021	
Board	20. Discuss and approve Board goals and Executive Director Professional Development Goals to be considered for the following year's performance appraisal.	July	July 2021	

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2020-2021 Licensed Faculty Information

Name	File Folder Number	Assignment/Subjects	License Expiration	Number of Years at School Does Not Include Current Year	Total Number of Years Teaching Does Not Include Current Year	Degree Level
Aase, Katie	515356	K-12, Tier 1, Community Expert ASL	2020	5	5	BA+30
Bauske, Emily	1000596	K-6, Tier 3, Elem. Ed 5-8, Tier 3, Communication Arts Lit.	2022	1	1	BA
Beehler (Schrage), Nicole	402957	7-12, Tier 4, Eng./Lang. Arts	2022	2	17	MA
Bird (Vetter), Mikayla	502886	K-12, Tier 4, Vocal & Classroom Music	2023	1	3	BA
Blaisdell, Mary	391699	Tier 4, Special Education/EBD, LD, ASD	2025	4	10	BA+45
Brooks, Corey	348778	1-6, Tier 4, Elem. Ed./K-12 LD	2022	2	6	BA
Brunt, Anthony	420896	5-12, Tier 4, Social Studies	2022	10	13	MA
Chrest, Rachel	460432	5-12, Tier 4, Communication Arts Literature	2022	9	10	MA
Dillon, Marie	513814	5-12, Tier 3, Communication Arts Literature	2023	0	0	MA
Faatz, Faith	397163	K-12, Tier 4, Physical Education Pre K-12, Tier 4, Dev./Adapted PE	2022	1	7	MA+60
Frentzos, Theo	460593	K-12, Tier 4, Physical Education	2022	6	6	BA
Gagnon, Justin	1003013	K-12, Tier 3, Physical Education K-12, Tier 3, Health	2023	0	0	BA
Gangl, Scott	387194	7-12, Tier 4, Social Studies	2025	5	5	BA
Genise, Abigail	1006712	7-12, Tier 2, Communication Arts Lit.	2022	0	4.5	MA
Grace, Samantha	1000847	K-12, Tier 2, Inst. Classroom Music	2021	1	4	BA
Guimont, Rebecca	441345	5-12. Tier 4, Communication Arts/Literature	2024	3	10	BA
Hamernick (Baumgartner) Jennifer	390560	K-12, Tier 4, Spanish K-12, Tier 4, Principal/Professional Admin.	2023	1	18	MS
Harvell, Renae	319349	1-6, Tier 4, Elementary Ed.	2022	7	13	BA
Hewitt, Ann	482783	5-12, Tier 4, Social Studies	2021	5	22	MA+45

Holland, Janna	451870	5-8, Tier 4, Science	2021	5	9	BA
Honn, Kayla	1002364	K-12, Tier 3, Visual Arts	2022	1	3	BA
Hyde, Chris	376307	7-12, Tier 4, Social Studies	2023	8	18	BA+15
Hyk, Deb	329102	7-12, Tier 4, English/Language Arts K-12, Tier 4, Dev. Disabilities	2022	1	11	BA+30- 44
Johnson, Jill	453817	K-6, Tier 4, Elem. Ed. 5-8, Tier 4, Comm. Arts/Lit.	2021	2	10	BA+45
Johnson, Katherine	309930	K-6, Tier 4, Elementary Education	2025	6	16	BA+15
Johnson, Laura	403442	7-12, Tier 4, English Lang. Arts 5-12, Tier 4, Comm. Arts/Literature	2023	3	18	MA
Kemnitz, Jessica	424478	K-12, Tier 4, Visual Arts	2022	9	13	MA
Lee, Emmie	465827	1-6, Tier 4, Elementary Ed. 5-8, Tier 4, Mathematics	2024	8	10	BA
Lerom, Abby	509464	5-12, Tier 4, Mathematics	2023	2	2	BA
McGorry, Jean	352642	K-12, Tier 4, Vocal Classroom K-12, Tier 4, Instrumental Classroom	2025	0	20	MA
Mackereth, Amanda	416117	K-12, Tier 4, Reading 5-12, Tier 4, Comm. Arts/Literature	2021	5	14	BA+30
Matheson, Susan <i>Emp termed: 9/11/2020</i>	462472	Tier 4, School Counselor	2022	5	8	MA
Mattson, Patricia	297953	1-6, Tier 4, Elementary Education	2023	3	19	BA+15
Mayes, Blake	516001	K-12, Tier 3, School Counselor	2023	0	0	MA
Mills, Seth	473832	5-12, Tier 2, Mathematics 5-12, Tier 2, Business	2022	7	8	MA
Moe, Nancy	353953	1-6, Tier 4, Elem. Education K-12, Tier 4, LD	2022	8	8	BA+45
Mollet, Autumn	462357	5-8, Tier 4, Science 9-12, Tier 4, Life Science	2022	8	9	MA
Murphy, Jill	385076	1-6, Tier 4, Elem. Ed MS, Tier 4, Math MS, Tier 4, Social Studies – all 5-8, Tier 4, Mathematics	2022	2	19	MA+30
Nelson, Angela	396556	7-12, Tier 4, Life Science	2022	1	19	MA
Nyquist, Andrew	471770	5-12, Tier 4, Mathematics	2024	7	7	BA
Ott, Garrett	498517	5-12, Tier 4, Social Studies – All	2023	2	2	BA
Peloquin, Sara	404856	9-12, Tier 4, Life Science 9-12, Tier 4, Chemistry 9-12, Tier 4, Physics 9-12, Tier 4, Earth Science	2023	13	18	MA
Pickar, Sheri	423766	5-12, Tier 4, Mathematics	2021	1	14	MA+15

Prepeluh, Marc	452135	K-12, Tier 4, PE 5-12, Tier 4, Health	2021	6	10	BA+60
Roddin, Daniel	454638	5-12, Tier 4, Mathematics	2022	2	3	MA
Rogers, Kristin	358863	1-6, Tier 4, Elementary Ed	2023	6	6	BA
Ruzek, Jason	482429	5-8, Tier 3, Science 9-12, Tier 3, Chemistry	2022 2022	6	6	MA+15
Scott, Angela	502072	K-12, Tier 4, School Counselor	2023	0	2	MA
Snodgrass, Sadie	468154	K-12, Tier 4, School Counselor	2023	1	8	MA
Steensland, Dylan	502075	5-12, Tier 4, Social Studies	2023	1	1	BA
Stelten, Kathy	420955	5-12, Tier 4, Comm. Arts Literature 5-8, Tier 4, Social Studies	2022	7	20	MA+15
Strand (Weiers), Bridget	487884	5-12, Tier 4, Comm. Arts Literature	2021	1	5	BA
Toven, Violeta	1004657	K-12, Tier 3, Spanish	2021	0	0	BA
Wiggins, Samantha	1005573	K-12, Tier 1, Learning Disabilities	2021	0	0	BA
Woken Powell, Nicole	465303	K-12, Tier 4, EBD K-12, Tier 4, LD	2022	9	19	BA+15

SCHOOL ADMISSION AND ENROLLMENT

Student Enrollment and Attrition Rates

Student Enrollment By Grade Level								
Grade	Historic (by October 1)						Projected (by October 1)	
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
6	99	129	118	102	126	136	119	120
7	109	100	121	126	112	120	118	120
8	106	105	104	121	142	118	109	120
9	120	101	102	112	128	141	91	120
10	77	108	89	104	116	114	118	120
11	68	64	97	89	91	104	102	115
12	51	63	59	91	81	79	93	95
TOTAL	630	670	690	745	786	812	837	810

Student Retention Rates

The table below gives the retention rate for the school years of 2015-2016 through 2019-2020, or the percentage of students who attend Spectrum the following school year as compared to those who attended Spectrum in May of the prior school year.

Grade	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		5 Year Average
	Count	%									
11 th returning to 12	63/68	93%	58/62	97%	90/96	94%	78/83	94%	93/100	93%	94%
10 th returning to 11 th	65/77	84%	97/110	88%	84/88	95%	87/99	88%	102/113	90%	89%
9 th returning to 10 th	108/120	90%	87/97	90%	94/100	94%	100/108	93%	118/136	87%	91%
8 th returning to 9 th	95/106	90%	94/108	87%	92/103	89%	101/121	83%	91/113	81%	86%
7 th returning to 8 th	101/109	93%	97/102	95%	108/114	95%	120/125	96%	109/119	90%	94%
6 th returning to 7 th	93/99	94%	116/123	94%	109/114	96%	94/101	93%	118/131	90%	93%
Overall Student Attrition Rates	525/579	91%	549/602	92%	577/615	94%	581/637	91%	631/712	89%	91%

Student Demographics

The following table provides the official demographics of the students enrolled at Spectrum during the 2020-2021 school year. Spectrum's demographic data corresponds to the demographics for the geographical area in which it is located.

Demographic Areas	Spectrum FY21	Elk River School District FY21	Minnesota FY21
Hispanic or Latino	4.9%	3.8%	10.1%
American Indian or Alaskan Native	0.0%	0.3%	1.7%
Asian	2.7%	2.2%	7.0%
Black or African American	1.6%	3.9%	11.6%
Native Hawaiian or Other Pacific Islander	0.0%	0.1%	0.1%
White	85.8%	84.5%	63.7%
Two or more Races	4.9%	5.3%	5.7%
English Learner	0.9%	2.6%	8.4%
Special Education	10.1%	16.3%	16.7%
Free/Reduced Priced Lunch	8.3%	12.4%	32.2%
Homeless	0.0%	0.1%	0.7%

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For Students Enroll Now



Online Student Application

SPECTRUM HIGH SCHOOL » ABOUT US » NEW FAMILIES » ONLINE STUDENT APPLICATION

INITIAL STUDENT APPLICATION

Initial Student Application



Applying For Grade Year 2020-21 2019-20 Semester 1 Semester 2

The application period for the 2019-2020 school year is from February 1, 2019 to January 31, 2019.

Applications must be received during these dates to be included in the annual lottery to be held on February 15, 2020.

see Tennessee Warning contained within Spectrum High School's Data Practices Policy-
ects, policy #513, located on the School's website regarding your rights when sharing private
or confidential information.

Applicant's Last Name: First:
Middle: (full)

Home Address:

City: State: Zip: Home Phone:

Student's grade today or at the close of most recent school year

IMPORTANT	
<input type="radio"/> Yes <input type="radio"/> No	Student has a sibling enrolled at Spectrum High School?
<input type="radio"/> Yes <input type="radio"/> No	Student is a child of a current Spectrum High School staff member?

A charter school shall give enrollment preference to a sibling of an enrolled pupil, and to a foster child of that pupil's parents, and may enroll children of the school's staff before accepting other pupils by lot (MN Statute, section 124.E.11(c)). If a student becomes a sibling enrolled student or a parent becomes employed at SHS or leaves employment at SHS, it is the parent's responsibility to notify the school of their child(ren)'s enrollment preference status.

Father/Mother (*If other, please describe):

Full name: Email address:

Same as Above

Home Address: City:
 State: Zip:

Home Phone: Cell Phone:
 Work Phone:

Father (*If other, please describe):

Full name: Email address:

Same as Above

Home Address: City:
 State: Zip:

Home Phone: Cell Phone:
 Work Phone:

Sibling Name	Grade	Sibling Name

*By signing this application, I affirm that the information given is correct and the student is eligible for the grade for which I am applying. *If I am not the student's parent, I understand I must provide documentation of legal custody (verifying guardianship) prior to enrollment. I further understand that incomplete applications will not be processed.*

Parent/Guardian Signature: Date:

If you have any questions regarding this application, please contact the Admissions Office at (phone) 763-241-8703 or 763-450-9859, (fax) 763-324-8616, or (email) admissions@spectrumhighschool.org

Office Use Only	
Date Application Received: <input type="text"/>	Sibling or staff preference: <input type="text"/>
Application received notice sent: <input type="checkbox"/> Yes (attach copy)	
To be included in lottery: <input type="checkbox"/> Yes <input type="checkbox"/> No Lottery Date: <input type="text"/> Lottery result: <input type="text"/>	
<input type="checkbox"/> Parent declined enrollment, pull application. <input type="checkbox"/> Parent declined enrollment but requested to	
Enrollment State Date: <input type="text"/>	School Year of Enrollment: FY <input type="text"/>
Re-Enrollment Start Date: <input type="text"/>	

Spectrum High School admits students of any race, color, national and ethnic origin to all rights, privileges, programs and activities made available to students at the school. Spectrum High School will not limit admissions to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and will comply with all federal and state laws prohibiting discrimination. Revised 3/15/2019

Security Measure

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REQUEST FOR STUDENT RECORDS

From District #4160 / Main Phone # 763-241-8703
Spectrum High School - 17796 Industrial Circle NW, Elk River, MN 55330
Spectrum Middle School 7/8 - 17823 Industrial Circle NW, Elk River, MN 55330
Spectrum Grade 6 – 11044 Industrial Circle NW, Suite A, Elk River, MN 55330



School student transferring from:

School Name: _____ Dist. # _____
City: _____ State: _____ Phone: _____ Fax: _____

The following student (check one):

- Is considering enrollment in our school ▪ Parent signature _____
- Has enrolled in our school ▪ Start date: _____ (No parent signature required)

Student's Full Name: _____
Date of Birth: _____ Current Grade: _____

*** WE DO NOT ACCEPT ORIGINAL CUM FILES or PHYSICAL PAPER FILES ***

Please EMAIL all records (DO NOT send original CUM files) including:

- MN State ID Reporting Number
- Enrollment History
- Official Transcript (middle and high school)
- Report Card/Current Grades (letter grade and numeric percent)
- All Standardized Test Scores
- Graduation Standard Completion Results
- Health Record including Immunizations
- Discipline File (all years)
- Special Education File (IEP or 504)
- LEP (send language proficiency assessment score reports, any Individualized Learning Plans for ELL support; parent notification letter indicating student's scores; copy of signed parent refusal of services letter, if applicable)
- Psychological Services
- Other Applicable Records

Please email all records pertaining to this student to:

Spectrum Middle School
Admissions Office
Email: admissions@spectrumhighschool.org
Phone: 763-450-9859
Fax: 763-324-8616

According to law, this request for transcript is sufficient. A signed parental release is not necessary as this request is evidence that the student has enrolled in a school. Federal Register Volume #41, #118 Sec 99.31 (06/17/76)

OFFICE USE ONLY Request sent to transfer school <input type="checkbox"/> FAX <input type="checkbox"/> Email <input type="checkbox"/> US Mail Date Sent _____ Initials _____



Admissions and Enrollment Policy

Approved: School Board January 15, 2009

Revised: June 16, 2011, March 21, 2013, March 13, 2014, January 28, 2016, February 23, 2016,
July 23, 2020

Policy Number: 804

Reference

MN Statutes

124E.11 Charter Schools

Admission Requirements and Enrollment

Note: The term “enrolled” throughout this policy refers to a student currently attending Spectrum Middle School or Spectrum High School (Spectrum).

Nondiscrimination Statement

Spectrum admits students of any race, color, national and ethnic origin to all rights, privileges, programs and activities made available to students at the school. Spectrum will not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and will comply with all federal and state laws prohibiting discrimination.

Enrollment Statement

Spectrum shall annually establish the number of sections offered for each grade level and the maximum number of students to be allowed in each section.

Spectrum shall enroll an eligible pupil who submits an application unless the number of applications exceeds the capacity of the grade level. In this case, the applications will be subject to a lottery process. Siblings of enrolled students and children of employees shall receive preference.

Application Period

The application period is from February 1 to January 31 at 4:00 p.m. It is the responsibility of the applicant to obtain confirmation from Spectrum of the receipt of application. The annual application deadline shall be posted on the Spectrum web-site. An application shall be accepted for the school year immediately following the close of application period for the years as defined on the initial student application.

An initial application must be completed for each prospective student.

Enrollment Preference Policy (according to MN Statute)

Spectrum will give preference to siblings of a student currently enrolled at Spectrum before accepting students by lot.

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Prior to the lottery date, siblings of enrolled students may be placed on the enrollment list if the application is received prior to the application deadline. After that date, any further applicants are placed on the bottom of the sibling portion of the waiting list.

Siblings include all children of a family unit related biologically, by marriage or adoption to one or both parents, and foster children.

Once sibling preferences have been filled, Spectrum will give preference to any child of a staff member, defined as an individual with an at-will letter with the school employed at Spectrum during the open application period. Employees who become employed after the open enrollment period and wish to have their child enrolled, will have the child's name added to the bottom of the employee preference portion of the waiting list.

Lottery

Prior to the lottery date, the Registrar shall create a roster rolling forward all currently enrolled students to the next grade level. This will determine the number of potential seats available. Based on the number of applications received, it will be determined if a lottery needs to be held for preferences (siblings and children of staff members) prior to the general applications lottery.

On February 15 (or the first school day following), all existing (who have indicated they wish to have their application roll over) and newly received (as of January 31) initial applications, after being sorted by grade level and preferences (sibling and children of staff members), shall be placed in a lottery. The lottery will be completed electronically in accordance with the established procedures.

Spectrum wishes to ensure an open and transparent lottery process. As a result, the following two requirements have been established:

1. The Registrar, the Executive Director (and/or an administrative representative), and a representative from the Information Technology staff shall conduct the drawing. All staff witnesses will sign a form verifying the lottery results and process. The results will then be certified by the School Board at its next regularly scheduled meeting.
2. The lottery process is open to the public. Any members of the public wishing to attend and observe the lottery process should contact the Registrar at least one workday prior to the lottery to ensure that a large enough space can be reserved.

The Registrar will notify families of their child's status following the lottery.

Waiting List

As applications continue to come in after the lottery date, names will be added to the bottom of the waiting list in the order they are received, based on date and time. If they are siblings of currently enrolled students, they will be added to the bottom of the sibling preference list. If they are children of employees, they will be added to the bottom of the employee preference portion of the waiting list.

As any admitted students drop from enrollment, all prospective students on the waiting list move up one position.



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Parent/guardian notification that a student from the waiting list has been offered enrollment shall be by email. If no response is received, it will be followed by a phone call.

Parents/guardians will have 48 hours to accept or decline enrollment. Failure to respond within 48 hours may constitute a decline of enrollment. The student's name will be removed from the waiting list, and submission of a new Initial Student Application will be required.

If a student responds to the offer of a position within the allotted timeline, but declines to enroll, they will be asked if they wish to stay on the waiting list for the remainder of the current school year. If they choose not to remain on the list, their Initial Student Application will be considered void. Students who indicate a desire to remain on the waiting list for the remainder of the school year will be contacted for any further open positions during the current school year only after all other students on the waiting list for that grade level have been given an opportunity to accept an open position.

Waiting lists shall remain in place for one school year. Applications are valid for the school year and grade level indicated on the application.

Enrollment

The completion of an enrollment packet is required for enrollment.

A meeting with a school counselor and a school tour are highly recommended. Meetings and tours are by appointment only.

Parents/guardians must maintain contact with the school and respond to requests for information once they have accepted a position for their child. Failure to communicate within 7 calendar days may require that the position be offered to another student and therefore would no longer be available.

Withdrawn students

If a student withdraws from Spectrum, a withdrawal form shall be completed and returned by the parent or guardian.

Students who have withdrawn and wish to re-enroll will be subject to the same policies and lottery process as other students.

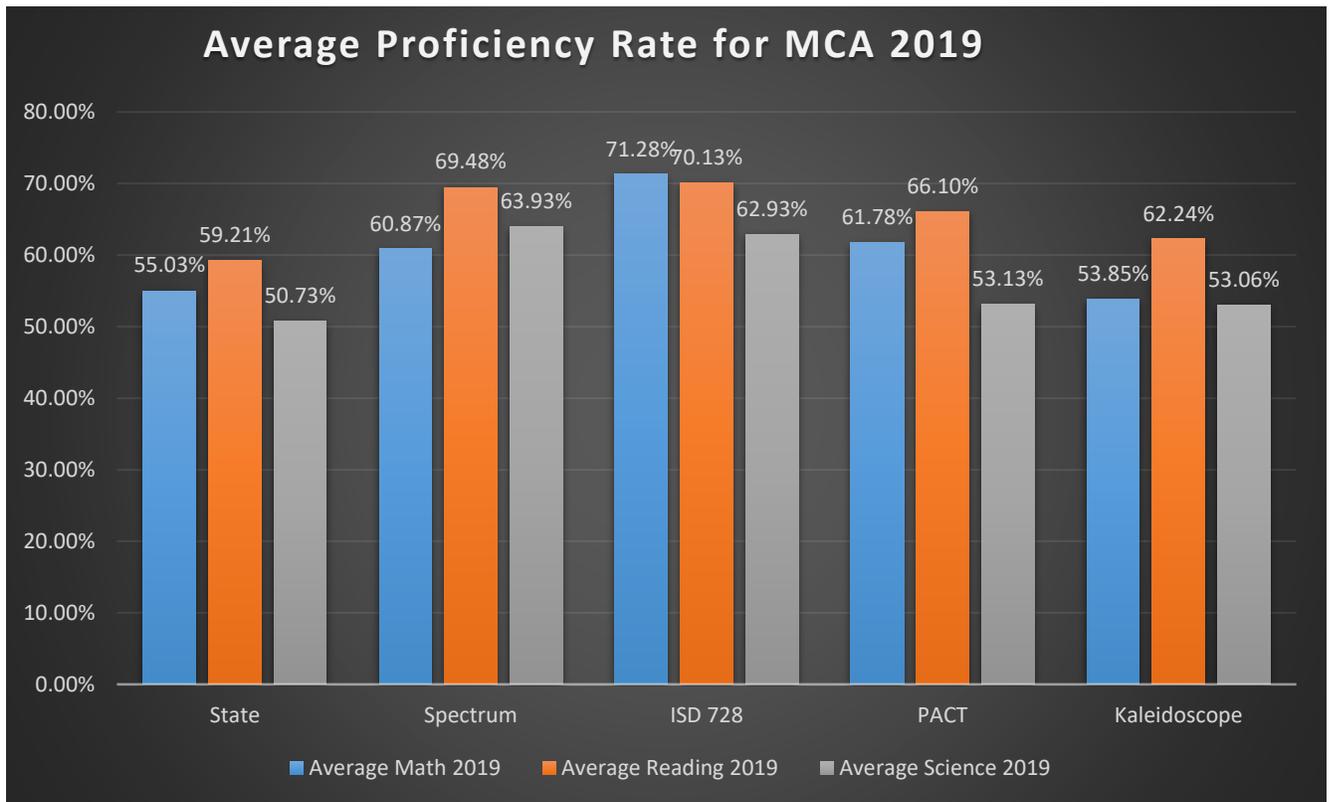
In the event that policies adopted by the School are in conflict with then applicable Minnesota law, the provisions of the law will apply.

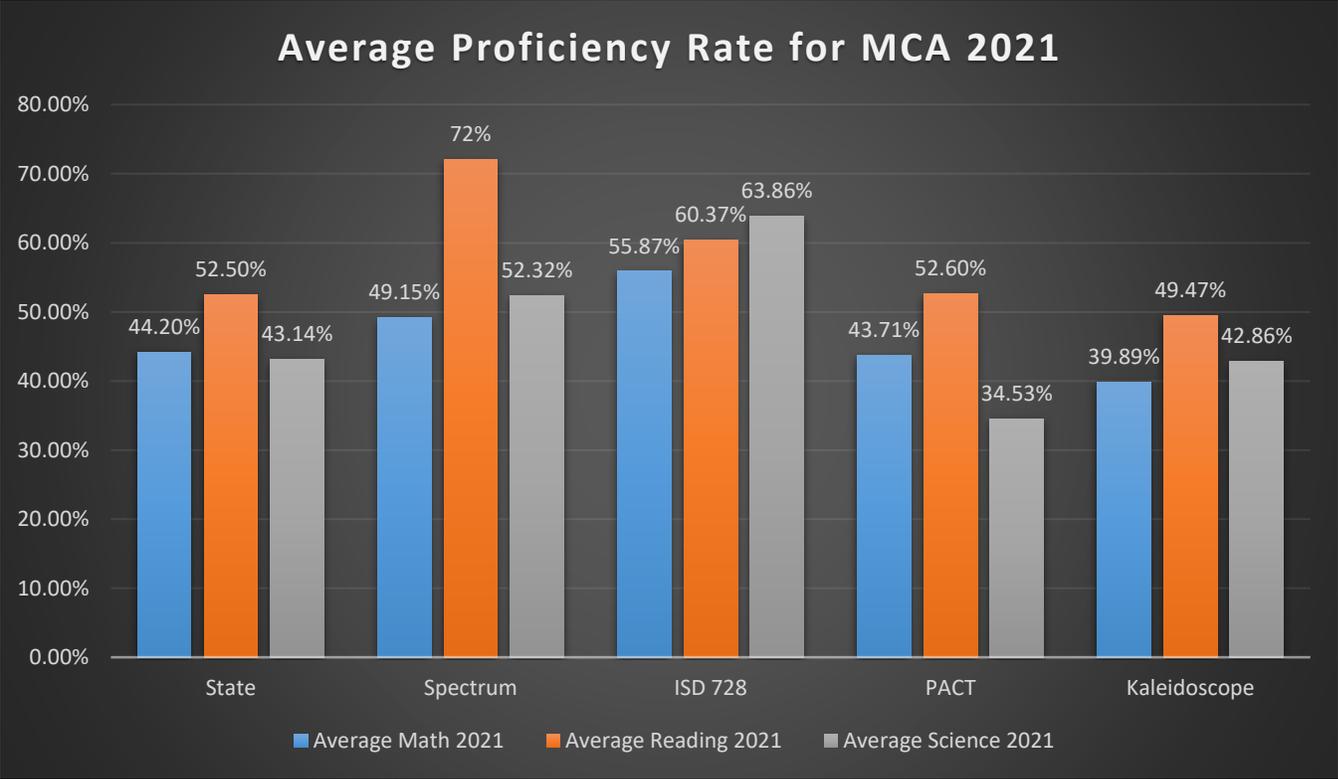
ACADEMIC PROGRAM AND SCHOOL PERFORMANCE

2020-2021 Authorizer Contract Goals: Academic

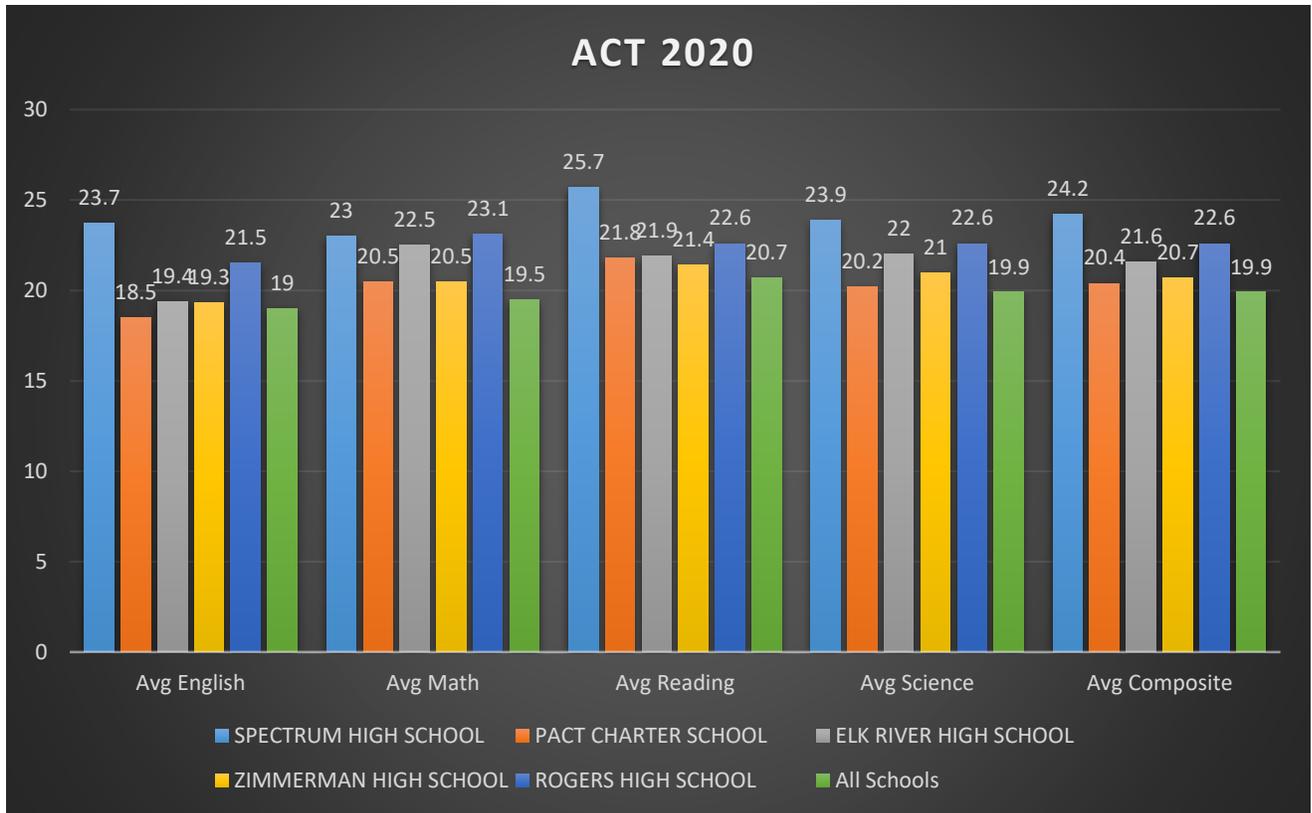
1. Spectrum students will perform well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) with an average proficiency rate that meets or exceeds the performance in one or two subjects (math, reading, and science).

These graphs show the comparison of Spectrum Middle/High School and surrounding school district performance on the Math, Reading, and Science MCA for 2019 and 2021. The scores show the percent proficient students across all accountability groups. The data shows that in 2019 Spectrum performed better on the Reading MCA than 2 out of 3 of the surrounding districts. Spectrum also scored better than all of the surrounding districts on the Science MCA in 2019. In 2020, there were no MCA tests taken due to the state-wide shutdown of schools because of the COVID-19 pandemic. In 2021, Spectrum students scored better than all of the surrounding districts in Reading. They also scored better than 2 out of 3 districts and the State of Minnesota in Math and Science.



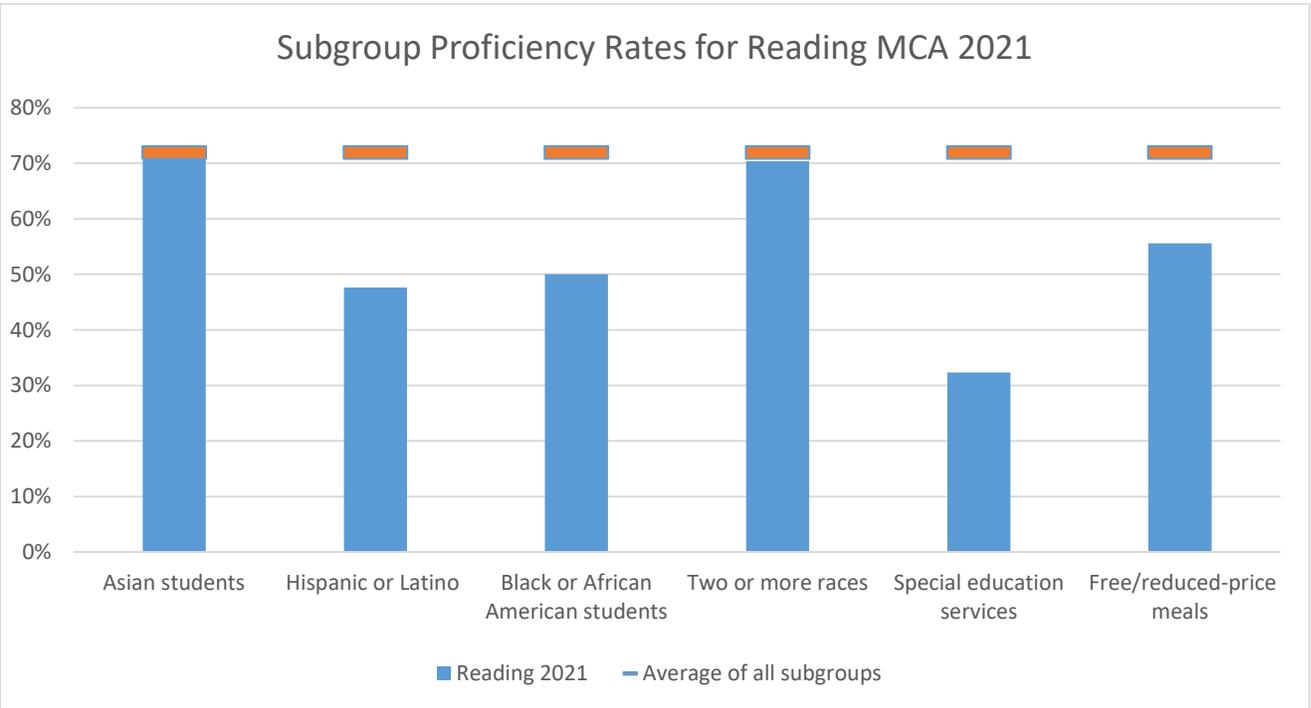
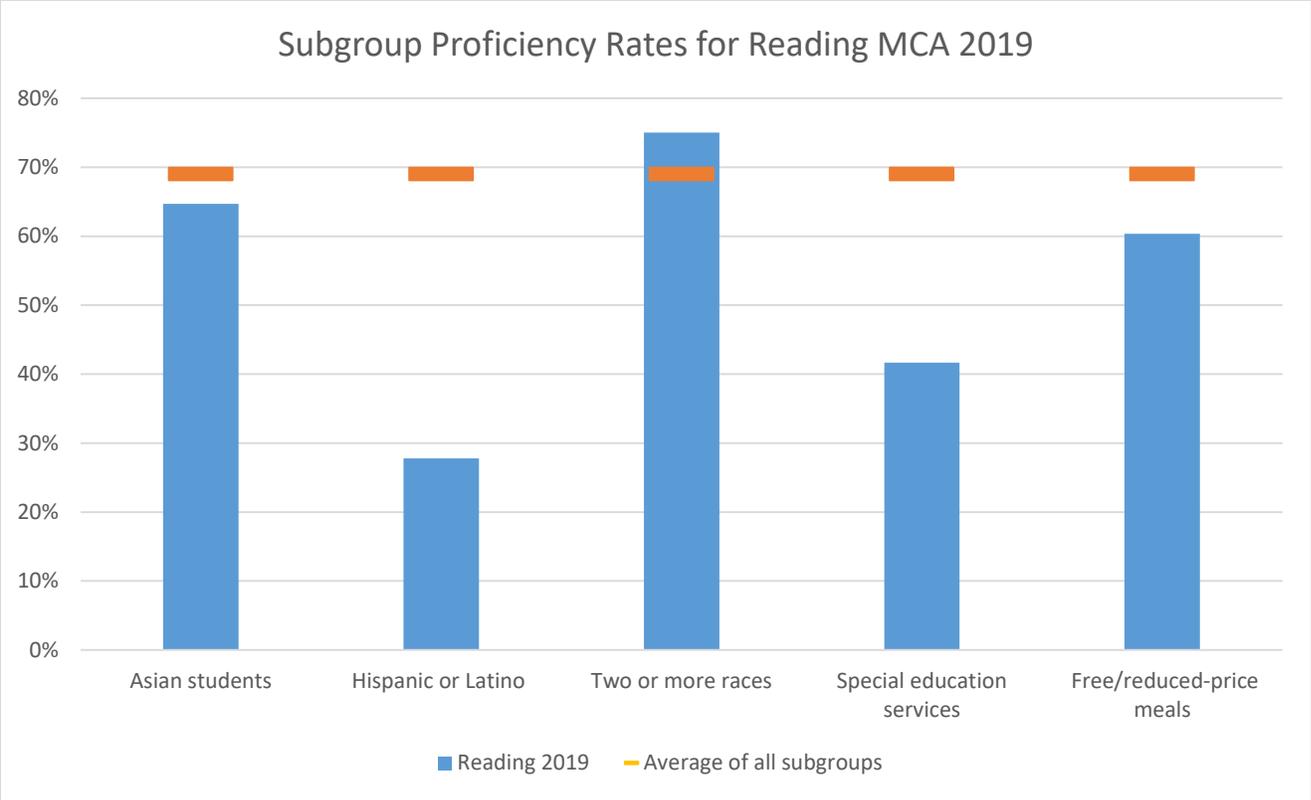


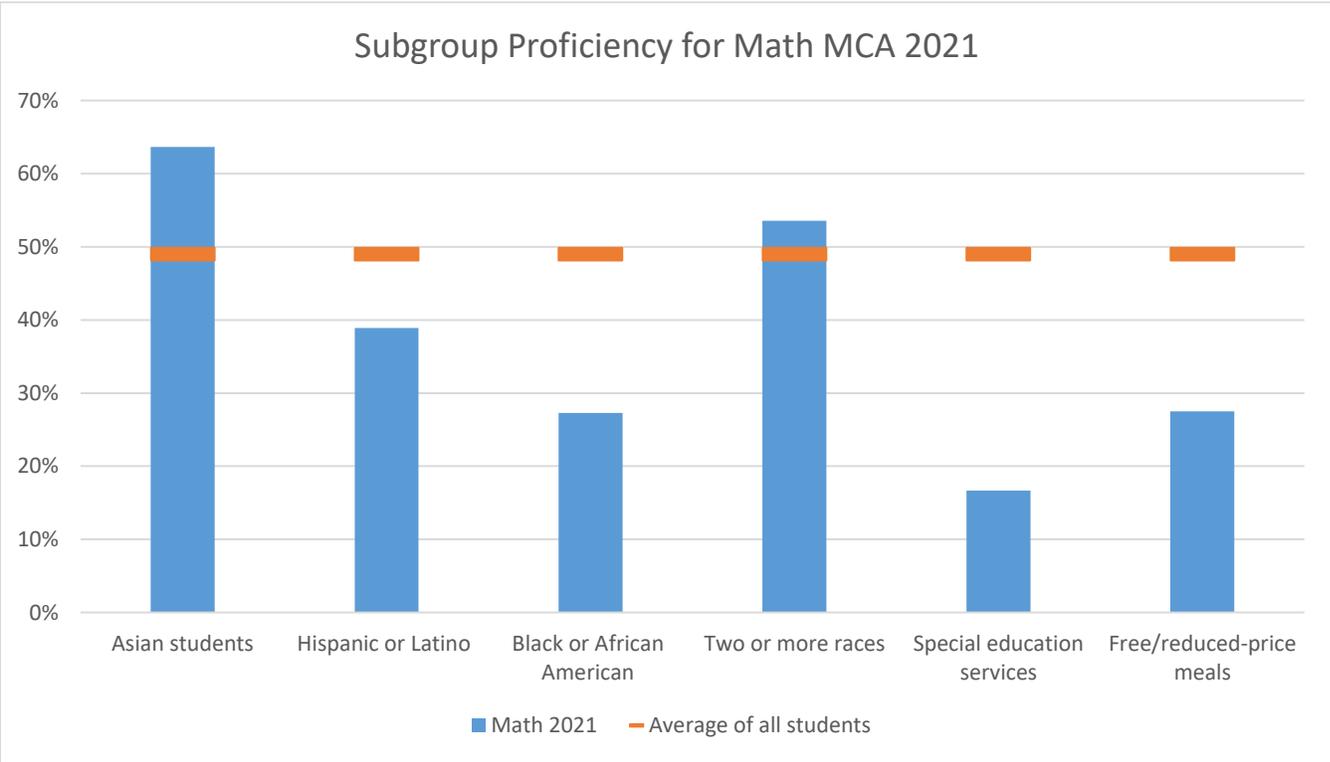
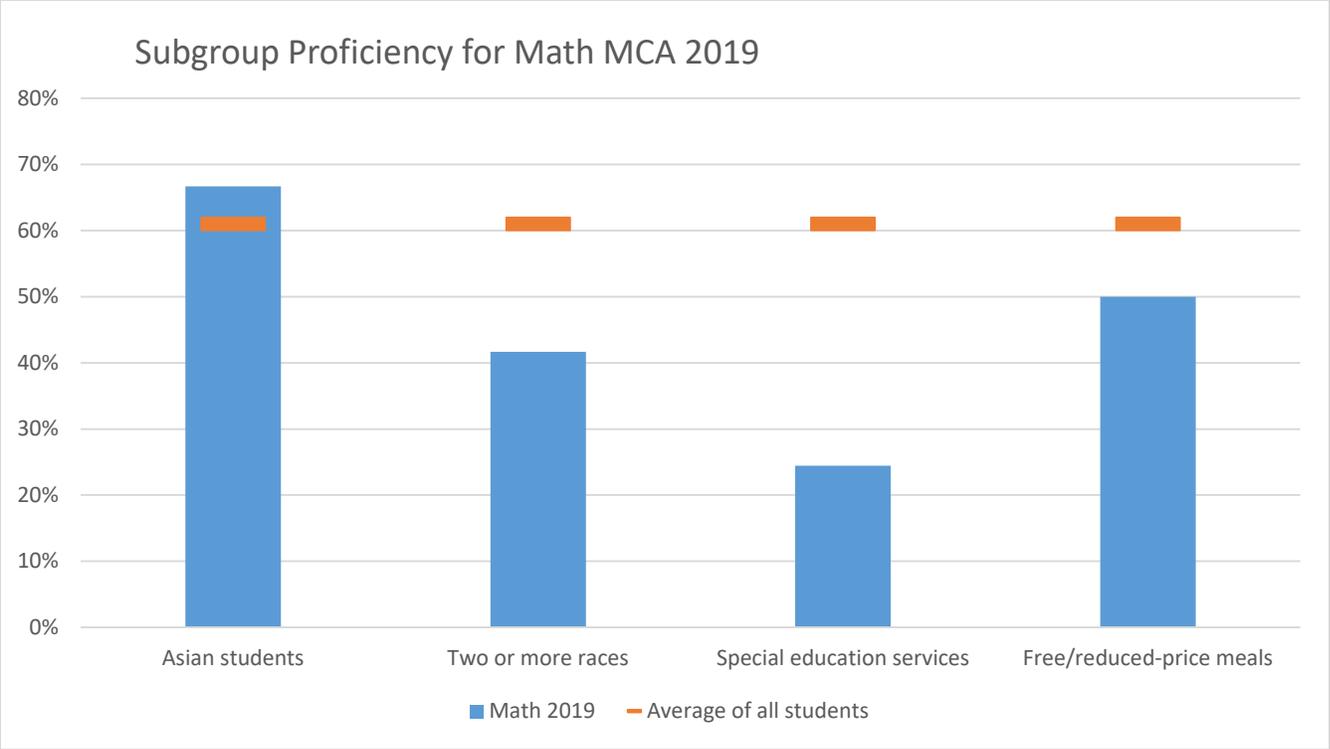
- 2. When compared to local schools with similar demographics that students might otherwise attend (grade levels and subject areas), Spectrum students will perform as well or better on the ACT test.



3. Spectrum will maintain an average state-determined minimum growth score between 0 and -0.5.
 Unfortunately, since most measures of growth focus on year-to-year student-level progress, use of any growth metric for the 2020-2021 school year is problematic because, while we do have ‘current year’ assessment data for 2021, due to the COVID-19 disruption of testing in 2020, we do not have prior year data with which 2021 results can be compared to calculate a ‘standard’ one-year growth measure. Additionally, while calculation of a two-year growth measure (i.e. comparing student results for 2021 to results for 2019) might mathematically be possible, there is no guarantee that such a two-year measure would be expected to behave in the same way as previous years’ one-year growth metrics.

4. The difference between the “all students” proficiency rate at Spectrum and any reportable subgroup proficiency rate on state accountability tests (MCA, MOD, MTAS) will be reduced in both reading and math over the term of the contract (2019-2024).





SCHOOL ANNUAL PLAN FOR ASSESSMENTS

2020-2021 Spectrum Testing Schedule (Updated: August 13th, 2020)							
Date(s)	Test	Grades	Requirement	Purpose	Rationale and Requirement	Approximate Length of Time	Considerations
October 14th (Wednesday)	PSAT/NMSQT	10-11	Local	Provides practice for the SAT and allows 11th grade students the possibility of scholarship opportunities. Measures critical reading, math, and writing skills	Minnesota Statutes, section 120B.30	2 hours 45 minutes	
December (Anticipating 12/7)	PSAT 8/9	9	Local	Used to meet qualification requirements for concurrent enrollment classes in 10th grade. Provides practice for SAT.	Minnesota Statutes, section 120B.30	2 hours 30 minutes	
February 9th-12th	Access for ELL	6-12	State	To provide measurement of five content areas of the English language learner development standards and provide a proficiency level for logical progression.	ESEA		
February (Anticipating 2/23)	ACT (no writing)	11	State/Federal	Fulfills state requirement to offer a college placement exam; measures college readiness as well as provides scholarship opportunities	Minnesota Statutes, section 120B.30	2 hours 55 minutes (no writing) 3 hours and 35 minutes (writing)	
March: Tuesday 23rd, Wednesday 24th (Make-Up March 25th)	MCA Reading	6-8	State	To provide evidence of student proficiency in grade level standards.	Minnesota Statutes, section 120B.30 and ESEA	2.5-3.5 hours	
April: Tuesday 20th, Wednesday April 21st (Make-Up April 22nd)	MCA Math	6-8	State	To provide evidence of student proficiency in grade level standards.	Minnesota Statutes, section 120B.30 and ESEA	2-3 hours	21st is a Service Learning Day. Day Schedule may need to look different this week.
April 13th Tues (Make-Up April 14th)	MCA Reading, MCA Math	10-11	State	To provide evidence of student proficiency in grade level standards.	Minnesota Statutes, section 120B.30 and ESEA	2-3 hours (reading) 1.5-2.5 (math)	Pushed back due to Spring Break. Didn't want to schedule testing for the day after we return from break.
April 27th Tues (Make-Up April 28th)	MCA Science	10	State	To provide evidence of student proficiency in grade level standards.	Minnesota Statutes, section 120B.30 and ESEA	2.5-3.5 hours	
May: Tuesday 4th, Wednesday 5th (Make-Up May 6th)	MCA Science	8	State	To provide evidence of student proficiency in grade level standards.	Minnesota Statutes, section 120B.30 and ESEA	1.5-2 hours	
Tuesday, May 4th, 2021	AP Human Geography	9	Local	To determine eligibility for college credit	Minnesota Statutes, section 120B.30	2 hours 15 minutes	
Friday, May 14, 2021	AP Biology	10	Local	To determine eligibility for college credit	Minnesota Statutes, section 120B.30	3 hours	

Non-Academic Goals

Attendance Goal: ADA (average daily attendance) for all students for the school year will be more than 90% and improve by at least 0.1% over the previous year. **2020-2021 results = 94.93% for the high school; 95.19% for Middle School 7/8; and 95.57% for Middle School 6th grade.**

Parent Satisfaction Goal: Each year, Spectrum surveys its key stakeholders as a means to ensure that the parent, student, and staff voice is a part of the overall process when making directional decisions for the school. During the 20-21 school year, Spectrum conducted strategic planning with Gail Gilman of the Minnesota School Board Association who led the school in developing its next Strategic Plan 2026. As a part of this process, a Parent Stakeholder survey was conducted. One of the goals of the Strategic Plan 2021, which was the final year of the plan; specifically, Goal Area #3 – Community-Based Outreach, Focus Area 1: School Environment (found on pages 21-22 for the Strategic Plan 2021), is to remain above 85% or better for maintaining high expectations for students. The full Parent Satisfaction Survey may be found in **Appendix K**.

The satisfaction rate for all parents, as measured by the Parent Stakeholder Survey as a part of the strategic planning process, annual survey will be above 85% or better. Results for **2020-2021 = 92.04%** who strongly agreed/agreed that they were satisfied with the quality of education provided by Spectrum.

Additionally, 91.15% of parents surveyed stated that they strongly agreed/agreed that they would recommend Spectrum to a family that is searching for a quality education for their student.

Post-Secondary Goal: The percentage of Spectrum seniors accepted and planning to enroll in a two or four-year post-secondary institution or military service, as measured by acceptance letters and information provided by students, by the September following graduation will be between 90% and 100%. Results for **2020-2021 = 83.0%**. Although not entirely known, the ongoing COVID-19 pandemic may have contributed to the uncertainty of post-secondary plans for the Class of 2021.

Review of Instruction and Curriculum in Light of Student Achievement Data

Spectrum is dedicated to collecting meaningful data and using that data to drive curricular and institutional decision making. Spectrum students tend to perform well on the MCA tests overall, but fluctuations do occur from year to year based on the students being tested. ACT scores are another source for comparison indicating that students are well prepared for college and career. In addition, Spectrum students tend to excel in the C@SH classes provided on campus.

Spectrum continues to work towards improving reading scores, and remains dedicated to offering all middle school students, freshman, and sophomores a separate writing and literature course to ensure all students are being exposed to rigorous literature and learning to write at a high level.

Each year Spectrum analyzes the state test data and identifies content areas or sub strands within the math, reading, and science tests on which students tend to score low. Each of Spectrum's teacher teams (PLC's) develop their own student achievement SMART goal in support of the School's academic goals.

For the past three years, teachers across all grade levels and subject areas have been working hard to refine their curriculum maps to ensure alignment to state standards, accurate assessments, and re-teaching opportunities.

In 2018-2019, Spectrum implemented Response to Intervention (RtI), providing teachers around 25 minutes two days a week to work with students who are in need of re-teaching or enrichment. That work continued in 2019-2020.

Professional Development Plan

See Appendix N

Excellent instruction is the key to academic achievement. Spectrum delivers high quality professional development designed to train teachers how to deliver research-based instructional strategies.

Teacher Professional Development Related to School Goals

Spectrum is a Q-Comp school. As a result, our teacher professional development plan is directly linked to our contract goals for academic performance. Spectrum administration and teachers began utilizing the voluntary Q-Comp program in 2005. There are five required components to the program:

1. Career ladder positions
Spectrum teachers have numerous leadership opportunities, including the role of peer leader/team leader. Spectrum also has an instruction coach working with all teachers across the three buildings.
2. Job-embedded professional development
 - a. Department level professional learning communities (PLC)
All teachers are members of a PLC. All PLC's establish PLC goals related to the school-wide goals as well as personal professional development goals. The personal goals must have a measurable assessment.
 - b. PLCs meet approximately 1,620 min for the year.
3. Teacher evaluation
 - a. Spectrum utilizes the Kim Marshal evaluation process. Teachers have mini-observations (Mobs) between 4-6 times a year from their principal. In addition, the Instructional Coach observes them a similar amount and follows up with coaching. Observations are based on the Marshall Rubric, covering the following areas: Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment, and Follow-Up; Family and Community Outreach; and Professional Responsibilities.
 - b. Each observation includes a post-observation
 - c. In addition to the various AVID strategies, Spectrum continues to emphasize many of the techniques found in the book *Teach Like a Champion*, by Doug Lemov.
 - Daily posted objectives
 - 100 percent participation
 - Proficient questioning strategies
 - Cold Calling
 - Right is Right
 - Stretch it
 - No Opt Out
4. Q-Comp Performance Pay
This was divided into three areas for 2019-2020:
 - a. School wide student achievement results (\$200)
 - b. Measure of student achievement based on each teacher's personal development goal (\$600)
 - c. Teacher Evaluation (\$1,200)
5. Alternative salary schedules
Teachers who served as PLC and Team/Department Leaders were paid additional money for their work.

Teachers are also given opportunities to attend outside trainings throughout the school year that specifically apply to areas of improvement noted or areas of interest related to their licensure.

SCHOOL CLIMATE

Overview

Spectrum continues to work towards building on its strong and cohesive community of students, staff, parents, and volunteers. The following actions were taken during the school year to help build and maintain a positive climate that encourages and supports communication and community involvement.

- Spectrum's Communications Team met monthly to discuss and plan for consistent and ongoing communication to the Spectrum community through electronic form, social media, and the quarterly school HIVE magazine.
- .
- Spectrum hosted its 13th Annual Meeting/World's Best Workforce Report meeting during which the Board and key administrators provided updates on the current state of Spectrum's academics and facilities, and ways in which it is preparing all students for college and/or career by the time of graduation. In addition, and in compliance with Minnesota Statutes, section 120B.11, the Board received a report on student achievement/assessment data and ways in which the school is working to close the achievement gap. The school continues to close the gap by offering advanced curricular offerings, RtI, and implementing AVID [Advancement Via Individual Determination] school-wide.
- Due to the ongoing pandemic, the need for parent volunteers was significantly less than in previous years. It is anticipated that the 2021-2022 school will be more aligned with what is "normal" and parent volunteerism will return to what once was in year's previous.
- An Activities Coordinator position, which reports to the director of Activities and Facilities, was added in the spring of 2021. One of the key responsibilities of this position is to oversee middle school athletics and activities and thereby growing the number of opportunities for this age group.
- During the 2020-2021 school year, Spectrum conducted a strategic planning process to create the next 3 to 5 year strategic plan – Strategic Plan 2026. As a result, on May 19, 2021, the Spectrum Board of Directors approved the following Goals and Objectives.

Goal #1: Spectrum will design and implement a comprehensive plan to ensure all Spectrum students receive life skills training (knowledge, skills, and attributes) prior to graduation.

Objectives:

- *By December 2021, develop and align curriculum and instruction (vertically and horizontally) for life skills across grade levels, utilizing Advisory, College and Career Readiness, and/or other appropriate courses.*
 - *Research current practice and anticipated outcomes to ensure intentional teaching and learning of life skills (knowledge, skills, and attributes).*
 - *Determine whether the AVID program will play a role in this plan or whether it should be continued at Spectrum.*
- *By February 2022, address implementation implications for scheduling and registration (for the 2022-2023 school year) and establish an implementation model and timeline to begin in fall 2022.*

Goal #2:

In order to meet ongoing student academic needs, increase flexibility, prepare students for college online courses, and remain competitive, Spectrum will establish a comprehensive online learning program.

Objectives

- *By June 2021, hire a person to fill the role of Online Program Coordinator (or assign responsibility internally).*
- *By August 30, 2021, research current practice, program options, and requirements*
- *By September 2021 School Board mtg. present Online Learning Program Application to the School Board for approval.*
- *By October 30, 2021, submit Online Learning Program Application to the Minnesota Department of Education (for their 90-day review).*
- *By February 2022 Begin to market program for the 2022-2023 school year*
 - *Consider having the online program available for registration*
 - *Establish a three-year (2022-2025) implementation plan*

Goal #3

Spectrum will meet or exceed all academic contract goals with its authorizer, Volunteers of America - MN. This includes meeting its World's Best Workforce requirements of closing the achievement gap for identified student groups and ensuring all students graduate on time and college and career ready.

Objectives

- *Spectrum students will perform well on state examinations when compared to students at schools (with similar demographics) they might otherwise attend.*
- *Over the term of Spectrum's contract with Volunteers of America - MN (2019-2024), Spectrum will maintain an average state-determined minimum growth score of -0.5.*
- *Using state examinations, the difference between the "all-students" proficiency rate at Spectrum and any reportable subgroup proficiency rate will be reduced over the term of the authorizer contract in both Reading and Math.*

Goal #4

Spectrum will continue working towards a more cohesive co-curricular program in grades 6-12 - bringing athletic and non-athletic activities under one comprehensive program.

Objectives

- *By spring 2021, hire an Activities Coordinator to oversee middle school athletics (grades 6-8) and non-athletic activities (grades 6-12)*
- *By June 2021, establish a fundraising policy for all co-curricular activities*
- *By August 2021, work with activity leaders to establish written purpose statements and handbooks for each activity*
- *By September 2021, establish procedures to communicate and collaborate with the School Board for approval and review of all student activities in alignment with the requirements in chapter 14 of the Uniform Financial Accounting and Reporting Standards (UFARS) Manual.*
- *By spring 2022, develop the co-curricular portion of the Spectrum website to align with the comprehensive program.*

Goal #5

Spectrum will design and implement a school-wide uniform teaching and learning framework for determining curriculum content, processing, aligning, and reviewing curriculum and assessment, establishing instructional expectations, and coordinating support systems.

Objectives:

- *By August 2021, hire a Curriculum and Instructional Coach to ensure alignment of curriculum with daily instruction*
- *By spring 2022, establish a framework that includes essential skills and attributes expected of every graduate from Spectrum*
- *By August 2021, establish a three-year plan (2022-2025) to adapt the community outreach program to meet the needs of students, families, the school, and the authorizer.*
- *By June 2022, ensure completion of curriculum maps for all courses, including common assessments and unit progressions.*
 - *Provide a curriculum that is vertically and horizontally aligned in all subjects. Continue developing the Curriculum and Instruction portion of the Spectrum website to maintain availability, transparency, and accuracy of information, policies, and procedures.*

As a part of the overall strategic planning process, a perception survey of Spectrum Middle School and Spectrum High School was conducted and therefore the annual staff and parent climate surveys were not completed as usual. However, from the Teacher/Staff/School Board Member perception survey that was conducted, 96.5% of the respondents strongly agreed/agreed that they would recommend Spectrum to a family that is searching for a quality education for their student. In addition, 96.5% of the respondents strongly agreed/agreed that in general, they are satisfied with the quality of education provided by Spectrum.

An area of focus, as identified from the perception survey, was a need for a more comprehensive approach to employee training and development. As a result, an Employee Training Development Policy was developed and approved by the Spectrum Board of Directors at the June 24, 2021 meeting. The primary purpose of the policy is to be a support system designed to maintain and encourage growth in employee effectiveness. It is learning that typically takes place to earn or maintain professional credentials and academic degrees, but could also be learning for development of skills and abilities to best meet job requirements outside of credentialing. It typically consists of formal coursework, attending workshops or conferences, or informal learning opportunities (which may take place on or off campus).

FINANCES

Overview

The Finance Committee is responsible for working with administration to ensure financial policies are in place to monitor the financial welfare of the school, and that financial reporting requirements to outside organizations are met. Spectrum has implemented sound “best practice” financial policies, oversight, and strategic forward thinking, which has allowed the school to grow an anticipated 24% fund balance by the end of the fiscal year 2021. The Finance Committee monitors the creating of the annual budgets, accounts for spending, and works with the Executive Director to achieve long-term financial goals and success. This committee also ensures adequate internal controls over spending, monitoring of the fund balance, and communicating financial data to the Board.

Each year in the spring, a budget is prepared by administration for the following fiscal year, with input and oversight by the Finance Committee, and with the underlying assumptions and estimates clearly documented. The School Board approves the budget annually in the spring for the upcoming school year. The budget is subject to review, at all times, by the school’s authorizer, Volunteers of America.

Under the Charter Contract, Spectrum is required to conduct an annual fiscal audit. Spectrum contracted Clifton Larson Allen for performance of its annual independent audit. Ongoing accounting and oversight functions are performed by Bergan KDV (BKDV). BKDV provides all financial services other than the audit to the school. The school is responsible for daily financial decisions.

During the past several years, the implementation of strong fiscal policies and control has been a focus of administration and the committee. The Minnesota Department of Education has acknowledged Spectrum’s efforts by presenting Spectrum High School with the School Finance Award. This award is for recognition of performance in financial management and timely submission of UFARS data and audited financial statements.

FY 2020-2021 Financials,

See Appendix D.

Audit Findings and Internal Controls

See Appendix E.

INNOVATIVE PRACTICES AND AWARDS

Spectrum implemented the following innovative practices and received the following awards during the 2020-2021 school year.

AVID

2020-2021 was Spectrum's eighth year of AVID implementation. AVID (Advancement Via Individual Determination) is a college readiness system whose mission is to close the achievement gap by preparing all students for college and success. Although AVID serves all students, it focuses on the least served students in the academic middle. AVID students receive support through rigorous curriculum and ongoing structured tutorials. The AVID elective class is taught by a professionally trained teacher that helps the student with long-range academic and personal plans and works alongside faculty and parents.

Awards

- MDE Finance Award
- Volunteers of America Board Governance Award

College @ Spectrum High School (C@SH) Classes

Spectrum High School's core philosophy focuses on providing students with a small school setting which provides a college preparatory education. In 2020-2021 Spectrum had 23 C@SH [College at Spectrum High] concurrent enrollment classes offered on campus in partnership with Anoka Ramsey Community College, Central Lakes College, Pine Technical and Community College, and the University of Minnesota, Twin Cities. Courses offered in 2020-2021 included College Writing and Critical Reading, Wellness for Life, Wellness for Life Lab, College Algebra 1, College Algebra 2 and Trigonometry, Calculus 1, Intro to Statistics, United States History 1, United States History 2, Modern World Civilizations 1 1500-1870, Modern World Civilizations 2 1870-Present, Beginning Spanish 2, Intermediate Spanish 1, Intermediate Spanish 2, American Government and Politics, Mathematical Thinking, Intro to Digital Photography, Intro to Technology, Client Operating Systems, , Intro to Speech Communications, Multicultural Literature, Introduction to Psychology, and Principles of Microeconomics.

For the Spectrum graduating Class of 2021, the school conferred diplomas on 3 students who completed all of the requirements necessary for the Minnesota Transfer Curriculum, as well as 11 students who earned their Associate of Arts degree concurrent with their high school diploma. The class also had 29 students who earned more than 40 college credits each and collectively the Spectrum Class of 2021 earned a total of 2,434 total college credits over their high school career. These credits have the potential to save students up to \$964,000 in college tuition (based on the average public college per credit tuition).

Response to Intervention – RtI

RtI is a precise and systematic approach to improving student learning throughout the year. The cycle of RtI includes assessment, analysis, and action. The focus is on formative assessments aligned to standards tied to curriculum maps. Teachers are continuing to grow in their use of RtI to improve student achievement.

Quality Compensation (Q-Comp)-

Q-comp was approved by the Minnesota Department of Education and implemented at Spectrum in 2010-2011 and has continued every year since. Q-comp holds staff accountable and provides a framework for implementing best practices. The program has encouraged continuous professional growth encouraging a culture that emphasizes high standards in student learning and achievement. Spectrum continues to see gains in the achievement levels and believes Q-Comp has encouraged these successes.

Senior Capstone

The Senior Capstone is a graduation requirement at Spectrum and is intended to be a culmination of the students' service learning and community outreach during their time at Spectrum (grades 6-12). It includes a project, a paper, and a presentation, which takes place in the fall of each year.

SERVICE LEARNING/COMMUNITY OUTREACH

Community Outreach Program Overview

**Spectrum's Community Outreach Program was put on hold beginning in the spring of 2020 due to the pandemic and remained so throughout the 20-21 school year. It will resume once students are able to return to the community full time.*

I. Community Outreach Program Description

It is the mission of Spectrum's Community Outreach Program to empower our students to become leaders in their communities through research, service, and reflection.

Essentially, we are growing leaders at Spectrum. Whether college or career bound, our program seeks to nurture a sense of empathy for others and develop the skills necessary for graduates to actively engage in society and lead the way toward positive change and development in the world.

We believe that active service helps our students make connections to the lives of others and empowers them to take the lead in further service action that will benefit our community as a whole.

The program consists of an “**on campus**” element as well as an “**off campus**” element.

The “**on campus**” element includes all coursework and group community service-related experiences (field trips, guest speakers, fundraising efforts, etc.) facilitated by Spectrum. These service experiences occur primarily within the regular school day. Here students gain an awareness of the various needs within our community through research and acts of service. We refer to this element as **Service Learning**.

The “**off campus**” element includes community service initiated and completed by the individual student. These service experiences occur primarily outside of the regular school day. The intention for this component is to extend and enrich the “on campus” element of our community service program by encouraging students to reach out to those in need within their personal sphere of influence. We do not stress the quantity of time spent, but rather the quality of the time spent and the impact to both the student and the person/group being served. We refer to this element as **Community Service**.

Upon completion of both elements, students are offered an opportunity to reflect on their experiences in an effort to share their perspectives and insights gained.

The culmination of both service learning (on-campus) and community service (off-campus) is the **Senior Capstone experience**.

The Capstone experience begins in a student's junior year. At this point, students determine a community need upon which their experience will focus. Then, partnership is established with a relevant community organization which can act as a support to the student as they plan a way to meet that need. Finally, the student begins to implement their plan.

As seniors, students wrap up the Capstone experience through written reflection and professional presentation. This allows students the opportunity to acknowledge and celebrate their community outreach experience at Spectrum as a whole. This includes their service learning (on-campus) as well as their community service (off-campus) experience, and finally, their independent

partnership with a community organization and how they were able to personally make an impact towards meeting a community need.

Students at Spectrum who go above and beyond the expectations of the Community Outreach Program also have an opportunity to **letter** in the area of Community Outreach. Students who take the initiative to reach out to individuals in need through partnerships with organizations in our community not only gain personal perspective as to how philanthropic actions can have positive results, they are officially acknowledged for their efforts and intentions.

II. Service Learning (On-Campus)

- A. Service Learning takes place on-campus as part of the students' Service Learning class. Each class in grades 6-9 are connected in some way and work to meet a direct need of a community organization. Students participate in research, connect with the organization directly (field trip or speaker), actively serve the organization, and reflect upon their experience.
- B. Students in grades 6-9 participate in a different service learning opportunity on a quarterly basis. These service learning opportunities expose students to various needs within our community. This is intended to pique students' interests and passions, ultimately assisting students in choosing an area of community need on which they would like to focus their Senior Capstone experience.
- C. In grade 10 students reflect on their past year's (grades 6-9) service learning (on-campus) and community outreach (off-campus) experiences and begin to determine their senior capstone community service focus area. Coursework in grade 10 facilitates the development of skills and competencies necessary for students to successfully connect, develop, and implement the plan for their Senior Capstone experience.
- D. In grade 11, student's **service learning** experience is transformed into a culminating **community service** experience. During their junior year students finalize and implement their community outreach plan for their Senior Capstone experience.
- E. Completion, presentation, and final reflection of the Senior Capstone experience happens in the first semester of grade 12. The Senior Capstone experience serves as the culminating experience and presentation of their service learning (on-campus) and individual commitment to community service (off-campus).
- F. Planning, organizing, and facilitating the Community Outreach EXPO during the second semester of grade 12 allows students the opportunity to utilize the knowledge and skills gained through their community outreach experience and Senior Capstone. Emerging as leaders in the Spectrum community, seniors serve as role models for their peers. By encouraging increased engagement and active involvement in service, they strengthen our students' capacity to serve others and fulfill this aspect of our mission.

A detailed description of the Senior Capstone can be found in the Senior Capstone Handbook (*see reference section below*).

III. Community Outreach (Off Campus)

A. Description

Community outreach is intended for students to offer off-campus service to those in need (outside of their family). While community outreach may include activities such as

raking, shoveling, or mowing for a neighbor, students are encouraged to begin volunteering for a community organization, such as the ones they learn about in their Service Learning classes at school or are already involved in as part of their daily lives. This would be a great way to begin networking and preparing for their Senior Capstone.

*Note: Community outreach does **not** include working for a fundraiser from which a student is earning money for an activity or sport in which they participate. Community outreach is not compensated with payment of any kind.*

B. Expectations for Time/Hours

Completing community outreach hours (off-campus) helps students to begin nurturing a sense of empathy for others. It also helps them to develop the skills needed to be active citizens. In addition, working in partnership with a community organization through active service gives them a jump start on their Senior Capstone experience.

Reflection on the community service experience is included as part of the student's Service Learning class grade.

Independent Community Outreach hours expectation:

1. Grade 6-8 students are **encouraged** to complete at least 3 hours of community outreach (off-campus) per quarter.
2. Grade 9-10 students are **encouraged** to complete at least 5 hours of community outreach (off-campus) per quarter.
3. Grade 11 students will be meeting their community outreach (off-campus) hours by implementing their Senior Capstone plan. (No additional hours or reflection are required.)
4. Grade 12 students are encouraged to continue providing community outreach (off-campus) in conjunction with their Senior Capstone experience.
(No additional community service hours or reflection are required.)
5. While students are encouraged to participate in community outreach (off-campus) on a regular basis, they can use summer community outreach hours as part of their reflection in their 1st quarter Service Learning class.

IV. Service Learning Course Grading

There are two requirements for both the service learning (on campus) and community outreach (off campus) elements that are part of the Service Learning class grade.

The “on campus” element requires students to complete **coursework** that is specific to their Service Learning class as well as a **Service Learning Course Reflection Form**.

While there are not a set number of hours required for individual community outreach “off campus”, students are required to complete two assignments associated with the individual community outreach experience. The first requirement is the **Independent Community Service Hours Log**. The second requirement is the **Independent Community Service Hours Reflection Form**. Both assignments are kept in the students' eBinder.

It is important to note that the Community Service requirements are designed to facilitate student engagement in the community service experience. While they must have hours in order to document and reflect upon their experiences, the focus is intended to be upon quality rather than quantity. Documentation of the outreach experience utilizes the Community Service Hours Log while student thoughts and perspectives of the outreach experience are communicated in the Community Service Reflection Form. Completion of both requirements serves as evidence of participation and engagement.

All aforementioned curricular requirements are counted as part of the Service Learning course grade and should be kept in the Service Learning folder in the student's eBinder throughout the duration of their Community Service experience at Spectrum (grades 6-12).

The grading breakdown for grades 6-8 is as follows:

- 35% Coursework - assignments specific to service learning course
- 35% Service Learning Course Reflection
- 10% Independent Community Outreach Hours Log
- 20% Independent Community Outreach Hours Reflection

The grading breakdown for grades 9-10 is as follows:

- 25% Course work (research and presentation, attendance, active participation in service, misc. additional assignments)
- 25% Service Learning Course Reflection
- 25% Independent Community Outreach Hours Reflection
- 25% Independent Community Outreach Hours Log

The grading breakdown for grade 11 is as follows:

- 50% Coursework/Legacy progress (planning assignments, project proposal, project pitch preparation, and presentation)
- 50% Participation - Mandatory attendance of face-to-face whole group informational meetings (2 per quarter) Make-up meeting with coordinator required if not present.
- No additional community service hours or Community Service Hours Reflection are required in grade 11.

The grading breakdown for grade 12 is as follows:

- 50% Coursework/Legacy progress
- Semester 1: Legacy Presentation Preparation (checkpoints, blog entries)
- Semester 2: EXPO preparation/participation
- 50% Participation - Mandatory attendance of face-to-face whole group
- Informational meetings (make-up meeting with coordinator required if not present)
- No additional community service hours or Community Service Hours Reflection are required in grade 12

Note: Quarterly service learning grades are awarded on a pass or fail system, 64.5% or below is considered a failing grade.

V. Community Outreach Lettering

Students at Spectrum who go above and beyond the expectations of the Community Service Program also have an opportunity to **letter** in the area of Community Outreach. Students who take the initiative to reach out to individuals in need through partnerships with organizations in our community not only gain personal perspective as to how philanthropic actions can have positive results, they are officially acknowledged for their efforts and intentions.

Community Outreach Letter achievement requires the completion of **three components**:

Component #1: *120 hours of community outreach (off-campus)*

- A. Students must engage in community outreach activities in connection with individuals and/or organizations other than family members.
- B. Students must not receive compensation of any kind for outreach completed.
- C. Students must document and verify all outreach hours completed on the Community Outreach Lettering Hours Log.
- D. Students must complete all outreach hours between April 15th of the prior academic year and April 14th of the current academic year.

Note: Hours required for National Junior Honor Society and National Honor Society may not be counted towards lettering requirements.

Component #2: *Two Letters of Recommendation*

- A. Students must obtain two letters of recommendation from community organizations or individuals served.
- B. The letter must describe the outreach activities as well as the student's attitude and competence.

Component #3: *Reflective Representation*

- A. Students must create a reflective representation of their outreach experience.
- B. The reflective representation can be an essay, media presentation (PPT, movie, etc.), or other type of creative expression (student must present their idea to the Community Service Coordinator before beginning).
- C. Students must submit at least one photo of themselves engaged in the community outreach activity.

Note: All required elements must be completed and submitted to the Community Service Coordinator by **April 15th**.

Jill Johnson, Community Service Coordinator/Coordinator of Curriculum and Instruction

Office located in Spectrum High School building
Office Hours: 7:00 am - 3:30 pm, Monday through Friday
(763) 450-9897

jjjohnson@spectrumhighschool.org

Resources:

[Service Learning Course Reflection](#)

[Independent Community Service Hours Log](#)

[Independent Community Service Hours Reflection](#)

[Community Service Lettering Hours Log](#)

PROGRAM CHALLENGES

- Sustainability as it pertains to student enrollment. While Spectrum continues its strategic marketing strategy and has reached capacity for enrollment in its current facilities – maintaining enrollment continues to be a top priority. The pandemic which started in March of 2020 continues to challenge all public school districts as many families opt for homeschooling, private schools, and online schools mostly for convenience. Spectrum will be applying for, marketing, and launching an online program for the fall of 2022. This program will allow for additional students to access the quality programming offered at Spectrum within the immediate need for additional facilities. Students will also be able to access Spectrum’s extracurricular opportunities.
- While staffing continues to be challenging, Spectrum has continued to work diligently in filling employment needs with quality individuals who will help to maintain and build on the school’s positive culture.
- While Spectrum has a comprehensive concurrent enrollment program (C@SH), providing exceptional and varied college courses on campus, a number of students still choose to go off campus for PSEO each year. There are numerous benefits for both the student and the school when students choose to remain on campus and Spectrum continues to creatively approach this challenge. For example, a College and Career Center at the high school building was completed in 2019, allowing our C@SH students to have their own space to collaborate and study – much like what is found on college campuses. In addition, the PERKS program was developed in 2019 allowing more flexibility for C@SH students. Spectrum will continue to seek creative solutions offering additional benefits to students choosing to remain on campus for C@SH courses.

FUTURE PLANS

- Expanding C@SH offerings to Spectrum students continues to drive much of our work at the high school.
- Revise the Service Learning Program to be more all-encompassing – leading to increased student engagement.
- Continued implementation of data-driven instruction and seeking re-teaching opportunities through RtI. Additionally, teachers and staff continue work on curriculum mapping to state standards.
- Spectrum will focus on continuing to refine and improve our Community Service Program, Advisory Program, and RtI across the school. In addition, a concerted effort is being made to incorporate life skills across all grades levels as the school more clearly defines the outcomes for a Spectrum graduate.
- Distance learning has heightened the need for blending learning across all subject areas. Training will continue in this area as teachers find new ways to meet student needs through technology, varying activities to meet learning styles, and grouping students according to skills and needs.
- Spectrum continues to focus on improving and adding to our school facilities in order to best meet the growing needs of our students, staff, families, and programs. During the 2020-2021 school year, this included remodeling all three health offices to improve privacy and create more separation for students not feeling well. Future facilities projects may include grounds improvements (such as sidewalks and crosswalks), additional parking, a performing arts center,

and a field house. At the athletic complex, long term plans include a bus garage, a paved track, and additional fields.

WORLD'S BEST WORKFORCE REPORT

School Improvement Team Membership

The School Improvement Team is comprised of representatives from parents, teachers, administration, and students. Committee members meet on a monthly basis for the overall purpose of improving the school and the delivery of excellence in education for all Spectrum students. The committee members from 2020-2021 are listed below:

Kirsten Tuckey – Parent

Grace Beck – Student

Mark Leland – High School Principal

Greg Heinecke – Middle School Principal

Dan DeBruyn – Executive Director

Nancy Moe – Teacher/Board Member

Jill Johnson, Coordinator of Curriculum and Instruction

Sadie Snodgrass – Lead School Counselor and Marketing Director

Dawn Sorenson – Executive Administrative Assistant to the Executive Director and School Board

Support Category

Students

Spectrum offers a variety of modalities through which students can participate in remediation. Remediation options include differentiation in the classroom, RtI (Sting) Time, Academic Study, and after school help (Directed Study). Students are also offered leveled classes from remedial math to honors classes, to AP, to C@SH.

Spectrum continues to see positive results from this program in terms of student achievement as indicated by MCA and ACT scores.

Teachers and Administration

Teachers worked within their department specific PLC's (Professional Learning Communities) to discuss best practice and to implement strategies in their classrooms. PLC teams also worked toward achieving their PLC goals tied directly to the school goal for academic achievement.

Systemic, Building, or District

- PLC's (Professional Learning Communities) met weekly for job-embedded professional development, as well as other targeted professional development workshops throughout the 2020-2021 school year.
- Staff training and development took place directly in relation to best practice and implementation prior to school starting and on professional development days throughout the school year.
- PLC Leader and Team Leader meetings were held monthly.
- Training on writing assessments and aligning curriculum took place throughout the school year.
- C@SH instructors participated in professional development with their respective colleges and universities.
- All teachers had access to outside professional development related to areas of interest and/or areas in need of development.

Best Practice Strategies and Action Steps

- PLC's (Professional Learning Communities) developed SMART goals that addressed the 2020-2021 school-wide academic goals.
- All teachers worked on developing blended learning in order to implement best practices in distance learning through the 2020-2021 school year.

Current Student Achievement Plans

- Title I: Students received Math and Reading remediation, if needed, as determined by fall MCA testing.
- School-wide academic goal in math and reading – as supported by all teachers through their PLCs.
- Implementation of RtI and formative assessments in all subject areas, supporting student achievement through analysis of quarterly assessments and re-teaching.

Key Indicators of Implementation Progress

- Teacher teams met weekly on Mondays (due to the pandemic calendar) to monitor and discuss student progress.
- MCA scores from fall 2021.

Closing Achievement Gap(s)

- Spectrum worked to close the achievement gap by providing high quality education for all learners, and Spectrum will continue to monitor the progress of its special needs and 504 learners.
- Spectrum's specific Achievement Gap goal is to increase the number of students in grades 6-12 who are meeting or exceeding proficiency in accordance with our authorizer contract goals.
- Analysis is completed on achievement gaps between white students and all subgroups. Analysis helps the school to determine how to allocate resources.

All Students Career and College Ready by Graduation

Spectrum High School conducted the following classroom instruction in the way of college and/or career readiness:

- Met with all seniors regarding the college application process.
- Met with all 9th grade students regarding college readiness to discuss the EXPLORE test and signed them up to participate in the ISEEK program through the Minnesota Department of Education where all students built academic career plans to aid them in being career and college ready by graduation.
- Met with all 9th grade students regarding college readiness to discuss their four year course work plan for Spectrum High School.
- Met with all AVID 10th and 11th grade students to discuss the PLAN test and signed them up to participate in the ISEEK program through the Minnesota Department of Education where all students built academic career plans to aid them in being career and college ready by graduation. Expanded to include a College Readiness I class in 2014, College Readiness II class in 2015, College Readiness III in 2016, and College Readiness IV in 2017. 21st Century Skills was added as a course offering in 2015.
- Spectrum High School offers 24 C@SH [College at Spectrum High] concurrent enrollment classes, as well as Advanced Placement classes, which are college level courses. The C@SH courses are offered on campus at Spectrum through partnerships with area colleges, including Anoka Ramsey Community College, Pine Technical and Community College, Central Lakes College, and the University of Minnesota-Twin Cities. These classes offer the opportunity for

our students to earn college credits while they complete high school. There is an opportunity for students to earn an AA Degree or complete the MN Transfer Curriculum.

- Spectrum offers C@SH courses in Critical Writing & Reading, Introduction to Speech, and Introduction to Study of Literature. In Mathematics, Spectrum offers Calculus, College Algebra I, College Algebra II & Trig, and Mathematical Thinking. In Science, there is College Environmental Science Lecture & Lab. Finally, in Social Studies, Spectrum offers Principles of Microeconomics, Studies in World History, American Government, US History Since 1877, and Writing Studio.
- Spectrum offers Advanced Placement Classes in English Lit. & Writing, Human Geography, and Biology.
- Spectrum students ACT scores continue to exceed national and state averages (see below).

ACT Scores	Spectrum	Minnesota	National
2021 (optional)	22.3	21.6	20.3
2020 (optional)	22.7	21.3	20.8
2019 (optional)	23.9	21.4	21.0
2018 (optional)	23.4	21.3	20.9
2017 (optional)	22.0	21.5	21.0
2016 (optional)	22.8	21.5	21.0
2015 (required)	22.9	22.7	21.0
2014 (optional)	24.2	22.9	21.0
2013 (optional)	22.2	23.0	20.9
2012 (optional)	21.7	22.8	21.1
2011 (optional)	22.3	22.9	21.1
2010 (optional)	22.4	22.9	21.0

Website

Spectrum High School has a comprehensive college and career information section on its website which includes:

- Links to colleges and universities
- ACT/SAT/AP information
- Financial aid and scholarship information, and
- NCAA information and career search engines.
- Postsecondary Enrollment Options (PSEO) is a program that allows 10th, 11th, and 12th grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college-level, nonsectarian courses at eligible participating postsecondary institutions. All PSEO information is posted on the website as required by statute.

Staff

Staff members at Spectrum have been given instructions on the process and procedures for handling requests for recommendations, transcripts, and senior information. Spectrum has three school counselors providing direction to students (approximately a 1:260 ratio). *Note: Minnesota's average is 1 counselor to 681 students.*

Families

All Spectrum families received updated information on what senior students should be doing with regards to the college application process via the Spectrum newsletter and in individual academic conferences with the School Counseling Department. The college and career information portion of the Spectrum website is updated on a monthly basis. School counselors send out email messages to families to update

them on student progress. Students also receive training on this process in their AVID and College and Career Readiness classes.

Presentations

During the school year, the following presentations were made available to students and our families:

- A senior and parent financial aid/college goal evening; and
- A C@SH [College at Spectrum High] and concurrent enrollment presentation evening.

Professional Development Opportunities

Staff attended a private college workshop, a workshop at the University of Minnesota, a Webex for College Board (AP, PSAT, & SAT), and the Financial Aid Workshop. All concurrent enrollment Spectrum teachers receive professional development specific to their academic area through the college or university with which they partner.

ATTACHMENTS

- Appendix A – VOA Oversight Information**
- Appendix B – Non-Profit Status**
- Appendix C – Organizational Flow Chart**
- Appendix D – FY21 Financial Statements**
- Appendix E – FY21 Audit Findings and Internal Controls**
- Appendix F – Financial Policies and Procedures Policy**
- Appendix G – Board Training Verification**
- Appendix H – On-Going Board Training**
- Appendix I – On-Going Management Training**
- Appendix J – Administrative Management Professional Development Plans**
- Appendix K – Stakeholder Feedback Survey**
- Appendix L – Strategic Plan 2021**
- Appendix M – Board Contact Information**
- Appendix N – Professional Development Plan**

Appendix A



School Accountability and Authorizer Oversight System

SCHOOL STATUTORY PURPOSES:

- ❑ **PRIMARY PURPOSE** (M.S. 124E.01): The primary purpose of the charter school is to improve all pupil learning and all student achievement.
MEASURE: MCA exams
PERFORMANCE STANDARDS / EXPECTATIONS: Academic Performance Standards below.
REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.
- **STATUTORY PURPOSE II** (MS 124E.01): Increase learning opportunities for all pupils.

PERFORMANCE EXPECTATIONS – The school will continue to offer and grow their CaSH and AVID programs and continue provide students with unique opportunities through their service-learning program.
REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan. The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.
- ❑ **ADDITIONAL PURPOSE** (M.S. 120B.11): The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to high schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all students attain career and college readiness before graduating from high school; and 3) all students graduate from high school.
- ❑ **GOALS**: locally determined, board approved annually for each of the outcomes.
REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan and will be evaluated in the annual Authorizer Network Academic Performance Report.

Introduction

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

Volunteers of America of Minnesota Accountability Plan

According to Minnesota Statute 124E.01, subd.1, *The primary purpose of charter schools is to improve all pupil learning and all student achievement.* VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

- Meets standard;
- Partially meets standard;
- Does not meet standard.

Rating Scale: For each standard, a school earns points for contract renewal as follows:

- 0 = Does Not Meet Standard
- 1 = Partially Meets Standard
- 2 = Meets Standard

Weighting of Performance Measures used during the contract renewal process is as follows:

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 15% weighting: Financial Sustainability
- 30% weighting: Organization
 - 15% governance
 - 15% management & compliance

Combining Data Over the Contract Term

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small group size will be minimized and overall performance is accurately reflected.

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school’s contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

Intervention and Corrective Action

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

Closure Plan

If the school does not meet the terms of the School Improvement Plan and attain a Satisfactory Rating by the end of the contract term, the school is a candidate for nonrenewal. If the school's contract is not renewed, the school must implement the Closure Plan as described in the school's charter contract.

Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.

- **Academic Program Performance - Is the school's Learning Program a Success?**

Academic Performance- All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Data from state assessments as well as Title 1 Designation consistent with the state North Star system will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to meet the academic performance standards for which they agree to be held accountable in their charter contract. The extent to which a school is meeting their World's Best Workforce requirements and additional statutory purposes are also measured in the Learning program section.

The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The report serves as a single annual source of academic program and performance information for all of our VOA-MN operational charter schools. The report contains an analysis of annual and cumulative academic program, performance, and professional development data for each school.

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to which the school has met their primary purpose, "to improve all pupil learning and all student achievement" during the contract term.

The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school academic performance and contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being too small). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's academic performance standards/expectations include the following:

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF Standard: All third-graders can read at grade-level. (Data Source: Evidence / Source: Minnesota Department of Education). Scale:

0 = School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.

1 = Partially meets standard - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

2 = Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (Evidence/Source: Minnesota Department of Education). Scale:

0 = School's growth score is below -0.5

1 = School's growth score is between 0 and -0.5

2 = School's growth score is 0 or higher.

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. (Evidence / Source: Minnesota Department of Education). Scale:

0 = The difference between the "all-students" proficiency rate and all reportable subgroup proficiency rates has increased.

1 = The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced.

2 = The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40. (Data/Source: AASC Annual Report) Scale:

0 = School has not adopted a teacher evaluation process.

1 = Meets some of the criteria, but no evidence that process is followed.

2 = Meets all criteria and is adhered to.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement. (Data / Source: School Annual Report) Scale:

0 = The school has not adopted a school-wide professional development plan.

1 = The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

2 = The school has adopted and followed a school-wide, data-driven professional development plan.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01, Subd 1; Charter Contract Addendum B). (Data Source: School Annual Report) Scale:

0 = The school does not have a plan for meeting their additional statutory purposes and measuring progress.

1 = The school has a plan for meeting their additional statutory purposes and is partially meeting them.

2 = The school has a plan and is meeting their additional statutory purposes.

Academic Standard 7: The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). (Data Source: School Annual Report) Scale:

0 = The school does not have a plan for meeting their WBWF goals and measuring progress.

1 = The school has a plan for meeting their WBWF goals and is partially meeting them.

2 = The school has a plan and is meeting their WBWF goals.

- **Financial Sustainability – Does the School Exhibit Strong Financial Health?**

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN's duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA-MN shall use the financial statements presented in the charter school's annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior-year. Schools are expected to have audits that are free of all findings.

The VOA-MN Charter School Authorizing Program publishes annually a School Financial Oversight Report on their network of authorized charter schools. The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This requirement has two underlying purposes: to monitor the financial health of the school and compliance with state and federal laws, including proper use of public funds. The report will contain an evaluation of school performance meeting the VOA-MN financial standards.

The VOA-MN determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer will monitor school performance

meeting these standards on an ongoing basis and the standards shall will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: fund balance standard may be negotiated based on school length of operation or size). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's school financial standards/expectations include the following (authorizer reserves the right to amend standards or scale as needed/warranted):

Finance Standard 1: The school maintains a balanced budget. Data Source: Original and revised budgets, annual financial audit report, monthly income statements.

0 = deficit position

1=NA

2 = surplus position

Finance Standard 2: The school is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds. Data Source: MDE reports including: Preliminary UFARS data, Student ADM, Final UFARS data.

0 = missed > 1 time

1 = missed 1 time

2 = never missed

Finance Standard 3: The school's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31. Data Source: Email from the school with attached MDE documentation.

0 = not submitted

1 = n/a

2 = submitted

Finance Standard 4: Schools are expected to have audits that are free of all findings. Data Source: The school's financial audit report.

0 = 1 or more "material weakness" or legal compliance finding (s)

1 = 1 or more "significant deficiency" finding(s)

2 = no findings

Finance Standard 5: The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments. Data Source: Monthly check registers, cash flow projections, board meeting agenda's and minutes.

0 = late > 3 times

1 = late 1-2 times

2 = never late

Finance Standard 6: The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow

projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting. Data Source: Board packets

- 0 = missed > 2 times
- 1 = missed 1-2 times
- 2 = never missed

Finance Standard 7: The School develops and maintains a targeted General Fund balance determined by the school board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs. Data Source: The school's General Fund balance policy, monthly financial reports, board meeting agenda's and minutes.

- 0 = < 15%
- 1 = 15-20%
- 2 = 20% or >

Finance Standard 8: The school board has a finance committee that meets regularly to review financial reports. Data Source: Board meeting packets, agendas, and minutes.

- 0 = 0-4 meetings/year
- 1 = 5-9 meetings/year
- 2 = 8-12 meetings/year

Finance Standard 9: All finance committee members exhibit working knowledge of financial oversight. Data Source: School board member's queries, board meeting agendas and minutes.

- 0 = some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee
- 1 = NA
- 2 = all committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee

Finance Standard 10: The school is not in Statutory Operating Debt (SOD). Data Source: School's budget, board meeting agendas and minutes, financial audit.

- 0 = in SOD
- 1 = n/a
- 2 = not in SOD

Governance - Is the organization effective and well run?

Effective board governance is essential to the successful start-up and operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities.

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public-school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of the eighteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school board performance and contract renewal determinations. The authorizer will monitor school performance meeting these standards on an ongoing basis and the standards shall will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on length the school has been in operation). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN’s school board governance standards/expectations include the following (authorizer reserves the right to amend standards or scale as needed / warranted):

Board Structure and Development

Governance Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.

- 0 = Board structure does not meet bylaws and/or state statute;
- 1 = board did not meet requirements for the entire fiscal year;
- = board structure meets bylaws and state statute.

Governance Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.

- 0 = The board does not have a plan to ensure board members have the necessary knowledge;
- 1 = the board has a partial plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education;
- 2 = The board has a thorough plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

Governance Standard 3: The board adheres to an orientation process for bringing on new members.

- 0 = The board does not have a membership orientation process for new board members;
- 1 = the school board has a process for the orientation of new board members, but it is not consistently followed;
- 2 = School board adheres to a thorough process for the orientation of new board members.

Governance Standard 4: The Board of Directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.

- 0 = more than one board member did not fully comply with Minnesota law regarding board training requirements;
- 1 = one board member did not fully comply with Minnesota law regarding board training requirements and was removed;
- 2 = all board members comply with Minnesota law regarding board training requirements

Governance Standard 5: The Board of Directors completes a self-evaluation each year.

- 0 = board does not self-evaluation
- 1 = board competes informal self-evaluations during one or more board meeting(s)
- 2 = board completes a formal self-evaluation each year

Governance Standard 6: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.

- 0 = The board has 2 or more infractions of MN Open Meeting Law;
- 1 = the board has 1 infraction of MN Open Meeting Law;
- 2 = the board has no infractions of MN Open Meeting Law.

Governance Standard 7: The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.

- 0 = Bylaws are inconsistent with state statute;
- 1 = bylaws are consistent with state statute but have not been reviewed regularly;
- 2 = bylaws are consistent with state law and the board reviews them regularly.

Governance Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute*.

- 0 = Election requirements were not met;
- 1 = NA
- 2 = all requirements were met.

Governance Standard 9: The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.

- 0 = The board did not complete an annual evaluation of the school leader;
- 1 = the board completed an evaluation of the school leader but not on all aspects of the job description;

2 = the board completed a formal evaluation of the school leader including all aspects of the job description.

Governance Standard 10: The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2*).

0 = A professional development plans for the non-licensed individual(s) was not documented in the school's annual report;

1=NA

2 = a professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license.

Governance Standard 11: The Board of Directors monitors the organization's adherence to school board policies.

0 = meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies;

1 = meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies;

2 = meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.

Governance Standard 12: The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.

0 = Data practice policies are not fully in place;

1 = Data practice policies are in place in accordance with state statute but staff were not trained in Data Practices;

2 = Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices.

Governance Standard 13: The Board of Directors provides ongoing oversight of school academic performance.

0 = less than half of the board meeting minutes or less include evidence of oversight of school academic performance;

1 = at least half of the board meeting minutes include evidence of oversight of school academic performance;

2 = meeting minutes include evidence of regular oversight of school academic performance.

Governance Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

0 = Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates;

1 = Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over

80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates;

2 = All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

Governance Standard 15: Board documents are distributed to all board members at least 3 days prior to a board meeting.

0 = Board documents were not distributed to all board members three or more times;

1 = board documents were not distributed to all board members one or two times;

2 = board documents were distributed to all board members at least 3 days prior to each board meeting.

Governance Standard 16: The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*.

0 = information is incomplete in the binder or on the school's website;

1 = complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval;

2 = a complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.

Governance Standard 17: The board has a policy review calendar and reviews and updates its policies as needed or required by state law.

0 = Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings;

1 = the board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings;

2 = the board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.

Management & Operations - Effective day to day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being too small). One sample rating scale is imbedded below to provide the reader with context.

Authorizer standards / expectations for school management and operations include:

School Mission, Vision, and Purpose

M/O Standard 1: Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school. (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = Mission and vision are not used to guide school's decision-making.
- 1 = Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
- 2 = Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.

M/O Standard 2: The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service. (Data source: annual school site visits, annual submission calendar, document review, discussions with school leadership) Scale:

- 0 = The school does not have a plan for service learning. School does not engage in service.
- 1 = The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
- 2 = The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.

School Culture & Learning Environment

M/O Standard 3: The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills). (Data source: annual school site visits, annual submission calendar, document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence of compliance with health and safety requirements for public schools.
- 1 = The school is making progress approaching standard.
- 2 = The school can provide evidence that it complies with health and safety requirements for public schools.

M/O Standard 4: Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning.
- 1 = The school is making progress approaching standard.
- 2 = The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.

M/O Standard 5: Evidence suggests that the school-teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making. (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

0= The school does not have a system established to ensure that school-teachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.

1= The school leadership provided some examples of how he/she provides oversight that school-teachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.

2= Evidence suggests that the school has established a uniform system to ensure that the school-teachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.

Documents and Processes

M/O Standard 6: The school employs highly qualified, appropriately licensed teachers. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership). Scale:

0= The school has had multiple license infractions over the contract term.

1= The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.

2= The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions over the contract term.

M/O Standard 7: Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.

1 = The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees, but not on school volunteers.

2 = The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.

M/O Standard 8: The school meets / maintains its enrollment goals. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school is not meeting its student enrollment goals.

1 = NA

2 = The school could provide evidence that it is meeting its annual student enrollment goals.

M/O Standard 9: The school institutes a fair and open student admission process that complies with Minnesota law. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.

1 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.

2 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission.

M/O Standard 10: The school's employment process complies with state and federal law. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence that its employment process complies with state and federal law.
- 1 = The school is making progress meeting standard.
- 2 = The school provides evidence that its employment process complies with state and federal law.

M/O Standard 11: The school has defined job descriptions and defined evaluation process for all personnel. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
- 1 = The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
- 2 = The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

Special Education - Services to Students with a Disability

M/O Standard 12: The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications) Scale:

- 0 = The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
- 1 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.
- 2 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

M/O Standard 13: The school provides professional development annually to faculty on special education to ensure school compliance with Child Find and other special education laws. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence of training to faculty on special education.
- 1 = NA
- 2 = The school could provide evidence that it provides training to faculty at least annually.

M/O Standard 14: The school is not subject to special education investigations by MDE and is not in Corrective Action. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications) Scale:

- 0 = The school has been the subject of MDE investigations with findings. Findings have not been resolved.
- 1 = The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.

2 = The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.

M/O Standard 15: The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC). (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

1 = The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.

2 = The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

Legal and Contractual Compliance - Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. *This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.*

ONGOING AUTHORIZER SCHOOL MONITORING

SITE VISITS

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal.

- **Formal Site Visit-** Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the “Range of Interventions” table.
- **Informal Site Visit-** VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigation of a complaint, determination of readiness to open, follow up on implementation of improvement

plans, or documentation of best practices. These visits are typically less formal and may be without notice.

BOARD MEETINGS

Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

SCHOOL PUBLISHED ANNUAL REPORTS

The Charter School Law (Minn. Stat. 124E.16) includes requirements for a charter school annual. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? The final draft be board approved and posted to the school’s official website. The VOA-MN Annual Report criteria may contain the World’s Best Workforce Report.

AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

 <p>RANGE OF POSSIBLE INTERVENTIONS – CONTRACT B. II.</p>		
<p>If VOA-MN has a concern about the School, or if the School fails to make adequate progress towards achieving authorizer contractual standards/expectations for school performance, or to comply with Applicable Law, or other requirements of this contract, VOA-MN shall determine the appropriate intervention. The interventions below need not be implemented sequentially, and VOA-MN will implement these as it sees fit and at its sole discretion.</p>		
Status	Triggered By	May Result In
INTERVENTION LEVEL ONE	Signs of weak performance identified through routine monitoring; through implementation,	Letter from the Authorizer to the charter school’s Board of Directors detailing areas of concern.

Notice of Concern	<p>compliance, or performance reviews; or by other means.</p> <p>Lack of progress towards meeting contractual performance standards / expectations.</p> <p>Failure to submit required documents on a timely basis.</p> <p>Failure to comply with applicable law or the conditions of the charter contract.</p> <p>Signs of poor financial health or management.</p>	<p>Authorizer recommendation that the school board institute an oversight plan for performance improvement in the areas where standards were not met.</p>
INTERVENTION LEVEL TWO Notice of Deficiency	<p>Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means.</p> <p>Failure to meet multiple contractual performance standards/expectations; or repeated failure to meet a single performance standard/expectation.</p> <p>Significant failure to comply with applicable law or the conditions of the charter contract.</p> <p>Continued evidence of poor financial health or management.</p>	<p>Letter from Authorizer to charter school Board of Directors detailing areas of deficiency and action required to address the deficiency.</p> <p><i>and</i></p> <p>Authorizer may require charter school Board of Directors to approve a remediation plan containing specific improvement objectives, technical assistance requirements, and schedule for remedial actions to be approved by the Authorizer.</p>
INTERVENTION LEVEL THREE Probationary Status	<p>Continued failure to meet contractual performance standards/expectations or failure to meet objectives of a remediation plan.</p> <p>Continued failure to comply with the applicable law or the conditions of the charter contract.</p> <p>Severe concerns regarding the school's financial viability.</p>	<p>Letter from the Authorizer to charter school Board of Directors detailing reasons for probationary status and action required to address concerns.</p> <p>Remediation plan imposed by the Authorizer.</p> <p><i>and/or</i></p> <p>Authorizer may appoint staff or a consultant to specifically monitor implementation of the remediation plan</p>
INTERVENTION LEVEL FOUR Charter Review	<p>Failure to address the terms of Probationary Status.</p> <p>Extended pattern of failure to meet contractual performance standards/ expectations and/or to comply with applicable law or the conditions of the charter contract.</p> <p>Severe and persistent concerns regarding the school's financial viability.</p>	<p>Recommendation to revoke, not to revoke, or to impose lesser sanctions.</p> <p><i>and/or</i></p> <p>Decision to commence or not to commence revocation proceedings made by VOA-MN.</p>
INTEVENTION LEVEL FIVE Charter Revocation	<p>Charter Review results in recommendation to revoke.</p>	<p>Commencement of charter revocation proceedings consistent with Minnesota Stat. 124E and the terms of the charter contract.</p>

Appendix B

NON-PROFIT STATUS

The Office of
MINNESOTA ATTORNEY GENERAL
KEITH ELLISON

[How Can We Help?](#) [Topics](#) [Charities](#) [About Our Office](#) [News and Important Information](#)

[Conduct New Search](#)

FEDERAL ID# 371518372
Spectrum High School

General Information

Organization Type	TRUST
Contact Person	Dave Lucas
Address	17796 Industrial Circle Northwest, Elk River, MN 55330
Phone Number	(763) 241-8703
Purpose or Description	Public charter school.
Status	Active
Extension	None

**Office of the Minnesota Secretary of State
Certificate of Good Standing**

I, Steve Simon, Secretary of State of Minnesota, do certify that: The business entity listed below was filed pursuant to the Minnesota Chapter listed below with the Office of the Secretary of State on the date listed below and that this business entity is registered to do business and is in good standing at the time this certificate is issued.

Name: Spectrum High School
Date Filed: 12/05/2005
File Number: 1609729-2
Minnesota Statutes, Chapter: 317A
Home Jurisdiction: Minnesota

This certificate has been issued on: 09/15/2021

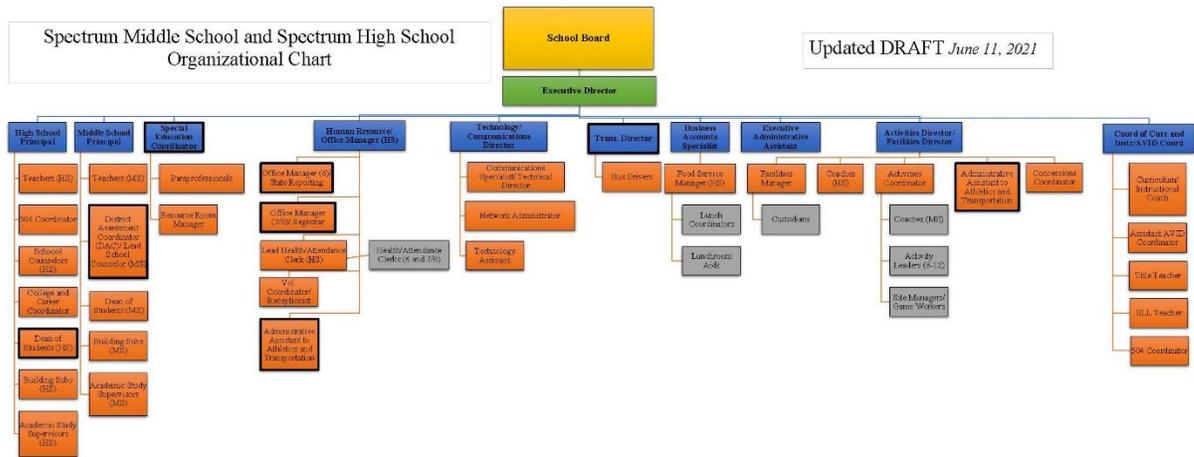


Steve Simon

Steve Simon
Secretary of State
State of Minnesota

Appendix C

ORGANIZATIONAL FLOW CHART



Appendix D

**FY21 FINANCIAL STATEMENTS
(Preliminary – Unaudited)**

(FY21 Financial Statements begin on next page)



Spectrum High School
Elk River, MN
District 4160

Financial Statements

June 30, 2021 - Preliminary

bergankDV | **DO MORE.**

Prepared by:
Bridget Merrill-Myhre, CPA

**Spectrum High School
Elk River, Minnesota
June 30, 2021
Financial Statements**

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Balance Sheet	5
Statement of Revenues and Expenditures	6
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Preliminary

**Spectrum High School
Elk River, Minnesota
June 30, 2021
Financial Statements
Executive Summary**

Summary of Key Indicators

- The School is currently budgeting 785 Average Daily Membership (ADM) for all students. Actual Membership as of the date of this report is 787, with a current ADM of 764, which includes full time PSEO/Concurrent Enrollment students attending other institutions for which the School does not get reimbursed from the State. An enrollment summary is presented on page 11 with actual enrollment amounts and ADM for each month through the date of this report.
- The working budget 2020-2021 projects an annual surplus (revenues to exceed expenditures) in all funds in the amount of \$125,710, projected cumulative fund balance of \$2,290,284, 24% of total budgeted expenditures. Whereas actual activity (preliminary) presents revenues exceeding expenditures (annual surplus) in all funds \$155,759, a fund balance percentage of 25%.
- Projected Days Cash on Hand is 78 days (minimum of 30 days) with a Projected Debt Service Coverage of 1.28x (minimum of 1.10x).

Balance Sheet

The beginning balances shown on the Balance Sheet are based on the audited ending information as of June 30, 2020.

Due from Building Company, in the amount of \$209,849, represents funds that have been paid for by the School on behalf of the Building Company. We will evaluate the balance prior to the close of the audit and update accordingly.

State holdback for 2020-2021 fiscal year is estimated to be a receivable of \$702,352 at the time of this report. The holdback amount is approximately 10% of total state aids. The remaining holdback amount will be paid back to the School in fiscal year 2022.

Salaries and Wages Payable represents the amount owed to staff who receive a paycheck during the summer.

Accounts Payable represent amounts due for invoices received but not paid as of the end of the period.

Payroll Deductions and Contributions (Owed) represents the amount owed to staff who receive a paycheck during the summer.

Statement of Revenue and Expenditures

This report shows the original budget approved, the revised budget, the working budget, and year to date activity (revenues and expenditures).

We are reviewing the Federal revenues and expenditure lines and will have these numbers finalized and updated prior to the audit.

The USDA food commodities credit is under review and finances will be updated prior to the audit. There may be an additional credit of approximately \$9,000 applied to the account that will lower the deficit by that same amount.

Per review of the Statement of Revenue and Expenditures, there have been no changes of note to the current working budget.

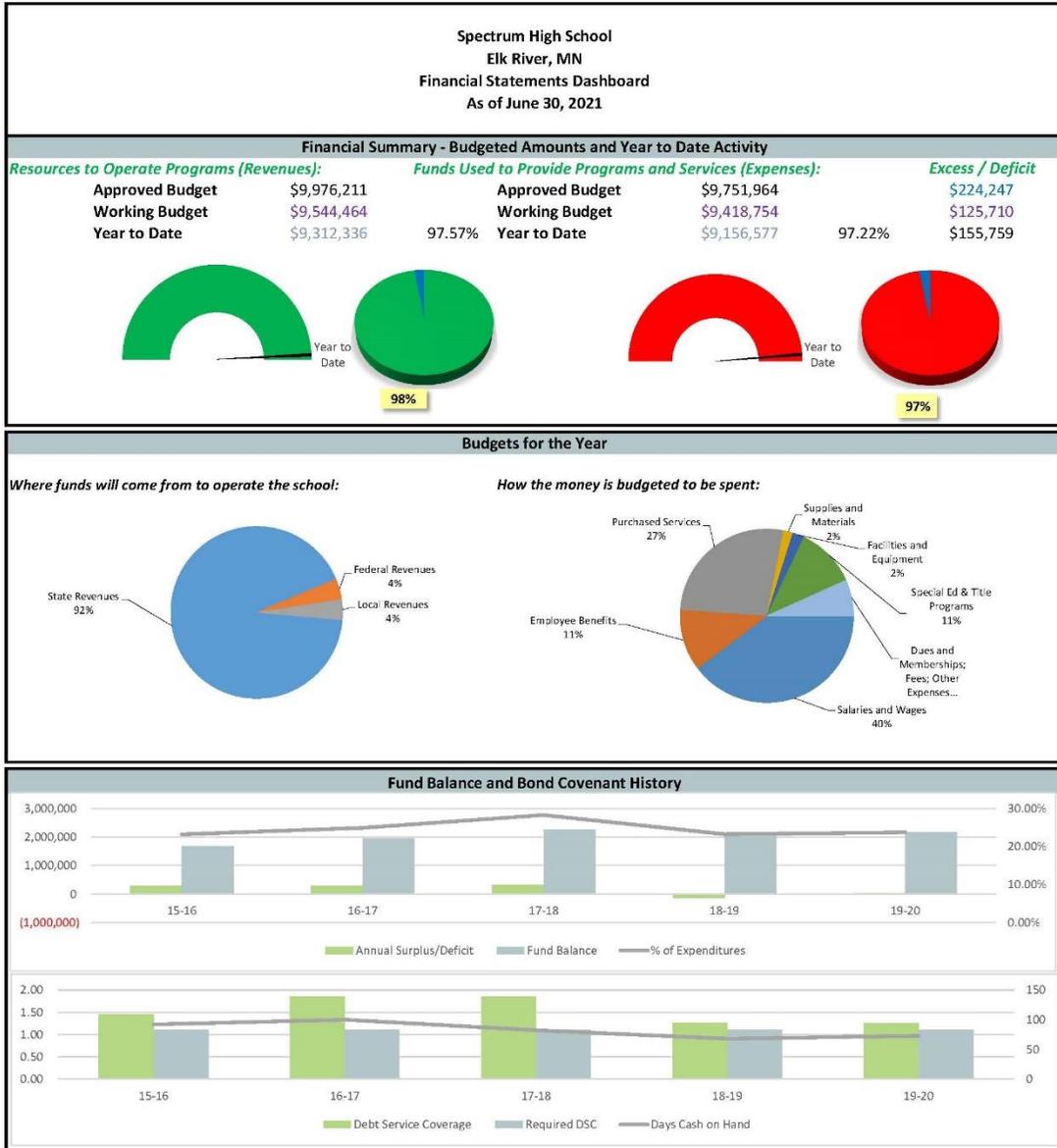
Cash Flow Projection

Nothing significant to note this month.

Supplemental Information

A separate Management Report is provided, which shows checks that were written during the month, receipts that were accounted for, and journal entry transactions that were recorded.

Please feel free to contact Nick Taintor at nick.taintor@bergankdv.com should you have questions related to the financial statements.





Preliminary

Spectrum High School
Elk River, MN
Balance Sheet
As of June 30, 2021

	Audited Balance June 30, 2020	Ending Balance
Assets		
Current assets		
Cash and cash equivalents	\$ 1,836,420	\$ 2,004,516
Accounts receivable	10,286	864
Due from building company	210,042	209,849
State aids receivable	573,742	702,352
Federal aids receivable	52,799	20,886
Prepaid expenses and deposits	68,346	12,417
Total All Assets	\$ 2,751,634	\$ 2,950,884
 Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	346,251	349,332
Accounts payable	113,911	161,492
Payroll deductions and contributions (owed)	120,583	119,206
Deferred revenue	6,315	521
Total current liabilities	587,060	630,551
Fund balance		
Fund balance 7-1-2020	2,164,574	2,164,574
Net income to date		155,759
Total fund balance	2,164,574	2,320,334
Total liabilities and fund balance	\$ 2,751,634	\$ 2,950,884

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information.

No CPA provides any assurance on these financial statements.

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08/04/2021

Preliminary

Spectrum High School
Elk River, MN
Statement of Revenues and Expenditures
As of June 30, 2021

	FY 2021 Original Budget 810 ADM	FY 2021 Revised Budget 775 ADM	FY 2021 Working Budget 775 ADM	Year to Date Activity	Percent of Working Budget	Notes
General Fund - 01					100.00%	
Revenues						
State revenues						
General education aid	\$ 6,874,214	\$ 6,591,468	\$ 6,591,468	\$ 6,484,253	98.4%	
Charter school lease aid	1,244,358	1,203,624	1,203,624	1,196,003	99.4%	
Q compensation aid	195,800	202,764	202,764	201,586	99.4%	
Long term facilities maintenance aid	125,004	119,592	119,592	117,611	98.3%	
Other state aids	3,070	4,730	4,730		0.0%	
School land trust endowment aid	29,892	32,067	32,067	31,762	99.1%	
Special education aid	684,389	654,500	654,500	670,587	102.5%	
Prior year adjustments	-	-	-	39,987	0.0%	
Total state revenues	<u>9,156,727</u>	<u>8,808,745</u>	<u>8,808,745</u>	<u>8,749,329</u>	<u>99.3%</u>	
Estimated state holdback amount	-	-	-		NA	
Federal revenues						
Title I funds	19,200	18,005	18,005	-	0.0%	
Title II funds	9,100	9,311	9,311	-	0.0%	
Title IV funds	19,200	28,355	28,355	-	0.0%	
Federal special education aid	98,300	98,300	98,300	44,207	45.0%	
Federal CARES Act funds	28,642	28,642	28,642	22,980	80.2%	
Federal CRF	-	171,772	171,772	171,772	100.0%	
Total federal revenues	<u>174,442</u>	<u>354,385</u>	<u>354,385</u>	<u>238,959</u>	<u>67.4%</u>	
Local revenues						
Donations and gifts (including service learning)	17,500	17,500	17,500	8,038	45.9%	
Scholarship Donations	-	7,500	7,500	9,000	120.0%	
Fundraising revenues and other revenues	65,000	65,000	65,000	47,242	72.7%	
Student activity fees	144,432	74,432	74,432	42,187	56.7%	
Athletic revenues	145,390	147,698	147,698	176,103	119.2%	
Athletic fundraising revenues	21,200	21,200	21,200	-	0.0%	
E-rate revenues	25,300	25,300	25,300	16,291	64.4%	
Total local revenues	<u>418,842</u>	<u>358,630</u>	<u>358,630</u>	<u>298,861</u>	<u>83.3%</u>	
Total Revenues	<u>\$ 9,750,011</u>	<u>\$ 9,521,760</u>	<u>\$ 9,521,760</u>	<u>\$ 9,287,148</u>	<u>97.5%</u>	

*Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information.
No CPA provides any assurance on these financial statements.*

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08/04/2021

Preliminary

Spectrum High School
Elk River, MN
Statement of Revenues and Expenditures
As of June 30, 2021

	FY 2021 Original Budget 810 ADM	FY 2021 Revised Budget 775 ADM	FY 2021 Working Budget 775 ADM	Year to Date Activity	Percent of Working Budget	Notes
Expenditures						
Salaries and wages	\$ 3,669,690	\$ 3,724,188	\$ 3,724,188	\$ 3,750,739	100.7%	
Employee benefits	1,064,210	1,073,895	1,073,895	1,017,011	94.7%	
Contracted services	516,800	419,050	419,050	455,319	108.7%	Actual Anoka-Ramsey invoice came in higher than anticipated due to actual credits taken by PSEO students
Communication services	101,200	81,200	81,200	65,116	80.2%	
Postage	2,600	2,600	2,600	1,817	69.9%	
Utilities (includes athletic fields)	156,300	131,300	131,300	115,914	88.3%	
Property and liability insurance	57,225	57,225	57,225	57,154	99.9%	
Repairs and maintenance	69,200	69,200	69,200	51,394	74.3%	
Contracted transportation	341,580	341,580	341,580	313,423	91.8%	
Staff development and staff training	38,400	30,000	30,000	2,766	9.2%	
Student field trips	61,800	21,800	21,800	5,711	26.2%	
Building lease	1,382,620	1,361,056	1,361,056	1,361,056	100.0%	
Other rentals and operating leases	22,200	22,200	22,200	7,030	31.7%	
Non-instructional supplies and materials	175,600	80,600	80,600	86,420	107.2%	
Curriculum materials, supplies and textbooks	58,600	58,600	58,600	60,763	103.7%	
Building/land improvements	90,000	70,000	70,000	100,029	142.9%	
Furniture and other equipment	40,000	40,000	40,000	38,137	95.3%	
Pupil transportation vehicle	40,000	40,000	40,000	12,156	30.4%	
Technology equipment	80,000	55,000	55,000	54,570	99.2%	
Dues and memberships fees	77,200	77,200	77,200	70,568	91.4%	
Athletic program expenditures	341,590	341,590	341,590	380,190	111.3%	
State special ed expenditures	735,902	703,753	703,753	713,390	101.4%	
Q-comp expenses	195,800	202,764	202,764	139,722	68.9%	
Scholarship expenditures	-	10,000	10,000	10,820	108.2%	
Federal Title I expenditures	19,200	18,005	18,005	-	0.0%	
Federal Title II expenditures	9,100	9,311	9,311	-	0.0%	
Federal Title IV expenditures	19,200	28,355	28,355	-	0.0%	
Federal special education program	98,300	98,300	98,300	44,207	45.0%	
Federal CARES Act	28,642	28,642	28,642	22,980	80.2%	
Federal CRF	-	171,772	171,772	171,772	100.0%	
Transfer to food service fund	32,805	26,864	26,864	21,215	79.0%	See Food Service Fund below
Subtotal expenditures	9,525,764	9,396,050	9,396,050	9,131,389	97.2%	
Total expenditures	\$ 9,525,764	\$ 9,396,050	\$ 9,396,050	\$ 9,131,389	97.2%	
General fund net income	\$ 224,247	\$ 125,710	\$ 125,710	\$ 155,760		

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No CPA provides any assurance on these financial statements.*

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08/04/2021

Preliminary

Spectrum High School
Elk River, MN
Statement of Revenues and Expenditures
As of June 30, 2021

	FY 2021 Original Budget 810 ADM	FY 2021 Revised Budget 775 ADM	FY 2021 Working Budget 775 ADM	Year to Date Activity	Percent of Working Budget	Notes
Food Services Fund - 02						
Revenues						
State revenues	\$ 7,500	\$ 850	\$ 850	\$ 1,146	134.8%	
Federal revenues	50,000	16,854	16,854	12,944	76.8%	
Sale of lunches and other local revenues	161,200	5,000	5,000	11,097	222.0%	
Transfer from general fund	32,805	26,864	26,864	21,215	79.0%	
Total revenues	\$ 251,505	\$ 49,568	\$ 49,568	\$ 46,402	93.6%	
Expenditures						
Salaries and wages	\$ 50,000	\$ 17,000	\$ 17,000	\$ 17,015	100.1%	
Employee benefits	7,500	3,000	3,000	3,047	101.6%	
Purchased services	2,000	-	-	-	0.0%	
Supplies and materials (inc. food and milk)	187,505	27,568	27,568	24,491	88.8%	
Equipment	1,500	-	-	-	0.0%	
Dues and memberships	3,000	2,000	2,000	1,850	92.5%	
Total expenditures	\$ 251,505	\$ 49,568	\$ 49,568	\$ 46,403	93.6%	
Food services fund net income	\$ -	\$ -	\$ -	\$ (0)		
Trust Fund - 08						
Revenues						
Donations and contributions	\$ 7,500	\$ -	\$ -	\$ -	0.0%	
Total revenues	\$ 7,500	\$ -	\$ -	\$ -	0.0%	
Expenditures						
Scholarships	\$ 7,500	\$ -	\$ -	\$ -	0.0%	
Total expenditures	\$ 7,500	\$ -	\$ -	\$ -	0.0%	
Trust fund net income	\$ -	\$ -	\$ -	\$ -		

*Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information.
No CPA provides any assurance on these financial statements.*

BerganKDV

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08/04/2021

Preliminary

Spectrum High School
Elk River, MN
Statement of Revenues and Expenditures
As of June 30, 2021

	FY 2021 Original Budget 810 ADM	FY 2021 Revised Budget 775 ADM	FY 2021 Working Budget 775 ADM	Year to Date Activity	Percent of Working Budget	Notes
Total All Funds						
Revenues						
State revenues	\$ 9,164,227	\$ 8,809,595	\$ 8,809,595	\$ 8,750,474	99.3%	
Federal revenues	224,442	371,239	371,239	251,903	67.9%	
Local revenues	587,542	363,630	363,630	309,958	85.2%	
Total revenues	\$ 9,976,211	\$ 9,544,464	\$ 9,544,464	\$ 9,312,336	97.6%	
Expenditures						
Salaries and wages	\$ 3,719,690	\$ 3,741,188	\$ 3,741,188	\$ 3,767,754	100.7%	
Employee benefits	1,071,710	1,076,895	1,076,895	1,020,058	94.7%	
Purchased services	2,751,925	2,537,211	2,537,211	2,436,700	96.0%	
Supplies and materials	421,705	166,768	166,768	171,674	102.9%	
Equipment	251,500	205,000	205,000	204,892	100.0%	
Special ed and title programs	910,344	1,058,138	1,058,138	952,349	90.0%	
Other (athletics, fundraising, dues, etc.)	625,090	633,554	633,554	603,149	95.2%	
Total expenditures	\$ 9,751,964	\$ 9,418,754	\$ 9,418,754	\$ 9,156,577	97.2%	
Total revenues all funds	\$ 9,976,211	\$ 9,544,464	\$ 9,544,464	\$ 9,312,336	97.6%	
Total expenditures all funds	\$ 9,751,964	\$ 9,418,754	\$ 9,418,754	\$ 9,156,577	97.2%	
Net income - all funds	\$ 224,247	\$ 125,710	\$ 125,710	\$ 155,759		
Beginning Fund Balance, All Funds, July 1, 2020	\$ 2,164,574	\$ 2,164,574	\$ 2,164,574	\$ 2,164,574		
Projected Fund Balance, All Funds, June 30, 2021	\$ 2,388,821	\$ 2,290,284	\$ 2,290,284	\$ 2,320,334		
Projected Fund Balance Percentage	24%	24%	24%	25%		
Projected Debt Service Coverage Ratio	1.41	1.28	1.28	1.28		

The Working Budget estimates shown on this report are prepared using both the school's estimates and consultant estimates and are prepared for internal use only.

*Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information.
No CPA provides any assurance on these financial statements.*

BerganKDV

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08/04/2021

Spectrum High School
Cash Flow Projection Summary
2020-2021 School Year

Period Ending	Cash Inflows (Revenues)					Total Receipts	Cash Outflows (Expenditures)				Cash Balance
	State Aid Payments	Federal Aid Payments	Other Receipts	Payments from Building Company	Prior Year State and Federal Holdback		Salaries (Cash flow budgeted at Gross but updated at Net)	Other Expenses Actual Includes Benefits (Tax Payments, PERA, TRA) and AP	Payments made on behalf of the building company	Total Expenses	
										Beginning Balance	\$ 1,836,420
Jul 31	665,643	-	6,565	-	-	672,208	214,977	603,588	-	818,565	1,690,064
Aug 31	666,215	-	61,490	-	87,216	814,922	216,352	416,890	-	633,242	1,871,744
Sept 30	679,272	-	79,800	-	277,354	1,036,426	256,158	453,458	-	709,616	2,198,554
Oct 31	592,003	112,839	23,132	-	223,964	951,937	269,554	547,930	-	817,484	2,333,008
Nov 30	722,599	31,114	16,570	-	-	770,283	255,687	487,647	-	743,334	2,359,957
Dec 31	663,171	31,555	21,345	-	2,923	718,993	256,405	475,402	-	731,807	2,347,144
Jan 31	662,537	-	15,881	-	26	678,444	247,054	486,964	-	734,018	2,291,570
Feb 28	673,211	2,457	16,335	-	9,052	701,055	255,426	520,639	-	776,065	2,216,560
Mar 31	682,043	1,216	71,355	-	22,795	777,409	252,080	487,028	-	739,108	2,254,860
Apr 30	663,644	1,896	11,860	-	3,432	680,831	261,451	463,393	-	724,844	2,210,848
May 31	669,662	1,753	54,462	-	-	725,877	278,874	574,868	-	853,742	2,082,983
June 30	665,045	25,523	30,800	-	-	721,368	367,731	432,103	-	799,835	2,004,516
Projected	8,005,045	208,352	409,596	-	626,762	9,249,755	3,131,750	5,949,909	-	9,081,659	
	7,928,636	334,115	363,630	-	626,540		3,183,694	6,235,060		9,418,754	
Totals	8,005,045	208,352	409,596	-	626,762	9,249,755	3,131,750	5,949,909		9,081,659	2,004,516

Assumptions: 10% State Aid Holdback

This cash flow projection is to be used only to show that if we follow our working budget for the year that we will not encounter cash flow issues and that we will be able to maintain normal operations. It is not meant to be used to accurately predict what expenditures will be incurred in the short-term. Due to the manner in which MDE regulates the funding, abrupt changes may occur in the amounts of the payments. However, the total amount of the state aids should be reasonable given a stable budget.

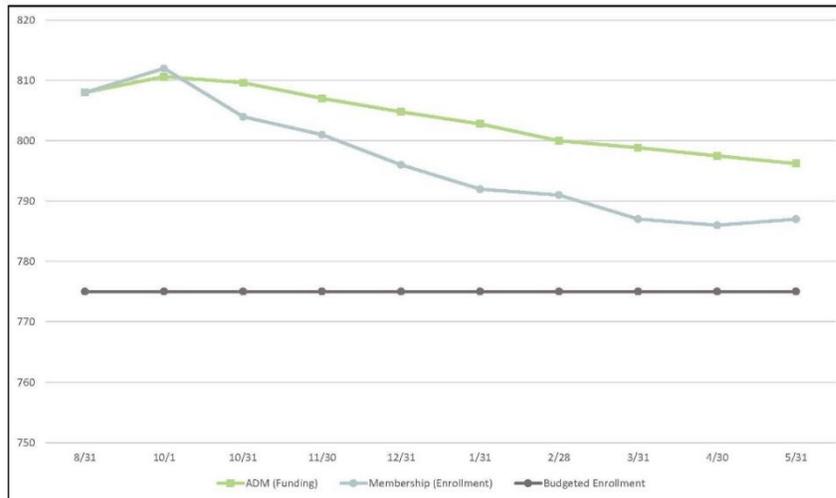
Management has elected to omit substantially all disclosures, government-wide financial statements, and required supplementary information. No CPA provides any assurance on these financial statements.

Spectrum High School
Elk River, MN
Enrollment Report
As of June 30, 2021

Average Daily Membership (ADM)													
	Grade	8/31	10/1	10/31	11/30	12/31	1/31	2/28	3/31	4/30	5/31	End of Year	
Grand Total	6	137	137	135	133	132	132	131	130	131	131	130	
	7	119	120	120	120	120	120	120	120	119	119	119	
	8	118	118	118	117	117	117	117	117	116	116	116	
	9	140	140	141	140	140	139	139	139	139	138	138	
	10	113	113	114	114	114	114	114	114	113	113	113	
	11	102	104	104	104	103	102	102	102	102	102	102	
	12	79	79	79	78	78	78	78	78	77	77	77	
	Grand Total		808	811	810	807	805	803	800	799	797	796	764

Membership (Enrollment) as of:													
	Grade	8/31	10/1	10/31	11/30	12/31	1/31	2/28	3/31	4/30	5/31	End of Year	
Grand Total	6	137	136	129	129	130	128	128	128	131	131	131.00	
	7	119	120	121	121	120	119	118	118	117	119	119.00	
	8	118	118	116	117	117	117	115	114	113	113	113.00	
	9	140	141	141	140	137	136	138	137	136	136	136.00	
	10	113	114	114	114	114	115	113	113	113	113	113.00	
	11	102	104	104	103	101	100	102	102	101	100	100.00	
	12	79	79	79	77	77	77	77	75	75	75	75.00	
	Grand Total		808	812	804	801	796	792	791	787	786	787	787

Budgeted Enrollments as of:													
	Grade	8/31	10/1	10/31	11/30	12/31	1/31	2/28	3/31	4/30	5/31	End of Year	
Grand Total	6	130	130	130	130	130	130	130	130	130	130	130	
	7	115	115	115	115	115	115	115	115	115	115	115	
	8	115	115	115	115	115	115	115	115	115	115	115	
	9	115	115	115	115	115	115	115	115	115	115	115	
	10	115	115	115	115	115	115	115	115	115	115	115	
	11	105	105	105	105	105	105	105	105	105	105	105	
	12	80	80	80	80	80	80	80	80	80	80	80	
	Grand Total		775	775	775	775	775	795	775	775	775	775	775



Appendix E

FY20- AUDIT FINDINGS AND CONTROLS

(FY20 Audit Findings and Controls begins on next page)



CliftonLarsonAllen LLP
CLAAconnect.com

November 16, 2020

Members of the Board of Education
Charter School No. 4160
Spectrum High School
Elk River, Minnesota

This Executive Audit Summary and Management Report presents information which we believe is important to you as members of the School Board. We encourage you to review the sections of this report, the audited financial statements, and the auditors' reports.

We would be pleased to furnish additional information with respect to these suggestions and discuss this memorandum with you at your convenience. We wish to express our appreciation to the School for the courtesies, cooperation, and assistance extended to us during the course of our work.

CliftonLarsonAllen LLP

A handwritten signature in black ink that reads "Dennis Hoogeveen".

Dennis Hoogeveen, CPA
Principal



**SPECTRUM HIGH SCHOOL
CHARTER SCHOOL NO. 4160**

EXECUTIVE AUDIT SUMMARY (EAS)

JUNE 30, 2020

**SPECTRUM HIGH SCHOOL
CHARTER SCHOOL NO. 4160
EXECUTIVE AUDIT SUMMARY (EAS)
TABLE OF CONTENTS
JUNE 30, 2020**

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APPENDIX A	
FORMAL REQUIRED COMMUNICATIONS	5

**EXECUTIVE AUDIT SUMMARY (EAS)
FOR
SPECTRUM HIGH SCHOOL
YEAR ENDED JUNE 30, 2020**

AUDIT FINDINGS AND RESULTS

We prepared this Executive Audit Summary and Management Report in conjunction with our audit of the School's financial records for the year ended June 30, 2020. We appreciated the time that staff took to work with us to complete the engagement.

Audit Opinion – The financial statements are fairly stated. We issued what is known as a “clean” audit report.

Yellow Book Report – No “material weakness” in internal control was reported. Also, no compliance issues were noted in our review of laws, regulations, contracts, grant agreements, or other matters that could have significant financial implications to the School.

Legal Compliance Report – No compliance findings were reported with respect to Minnesota Statutes related to charter schools and UFARS.

Enrollment – For fiscal 2019-2020, the School served a net average daily membership of 753.85 (or 881.25 pupil units). For fiscal 2018-2019, the School served a net average daily membership of 716.21 (or 839.28 pupil units).

Fund Balance –The fund balance of the General Fund increased by \$30,955, ending at \$2,164,575 as of June 30, 2020. We recommend that a charter school develop a plan that will eventually result in a target fund balance that is at least 20% to 25% of annual expenditures. The ending fund balance at June 30, 2020 for Spectrum High School represents 24.22% (prior year 23.81%) of expenditures incurred for the year and is an important aspect in the School's financial well being since a healthy fund balance represents financial flexibility in terms of positive cash flow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies, state aid metering changes, aid prorations at the state level and similar problems.

Budget to Actual – Total revenues of the General Fund on a net basis were \$419,459 (or 4.5%) lower than the budgeted amount while total expenditures were \$241,403 (or 2.6%) lower than had been budgeted. The net result, including the impact of other financing sources and uses, was \$113,783 lower than had been reflected in the final Board approved budget. We recommend that budget variances in a charter school environment (which is more volatile than in a traditional school environment but on a much smaller scale) be limited to 1% to 2% on either side of zero to the extent possible. We encourage you to continue to undertake mid-year budget reviews resulting in the adoption of a revised General Fund budget when updated information becomes available.

Spectrum Building Company – The School's financial statements include the activity of the Friends of Spectrum Building Company as a component unit. No separate financial statements are issued for the Building Company; however, a separate Form 990 is filed.

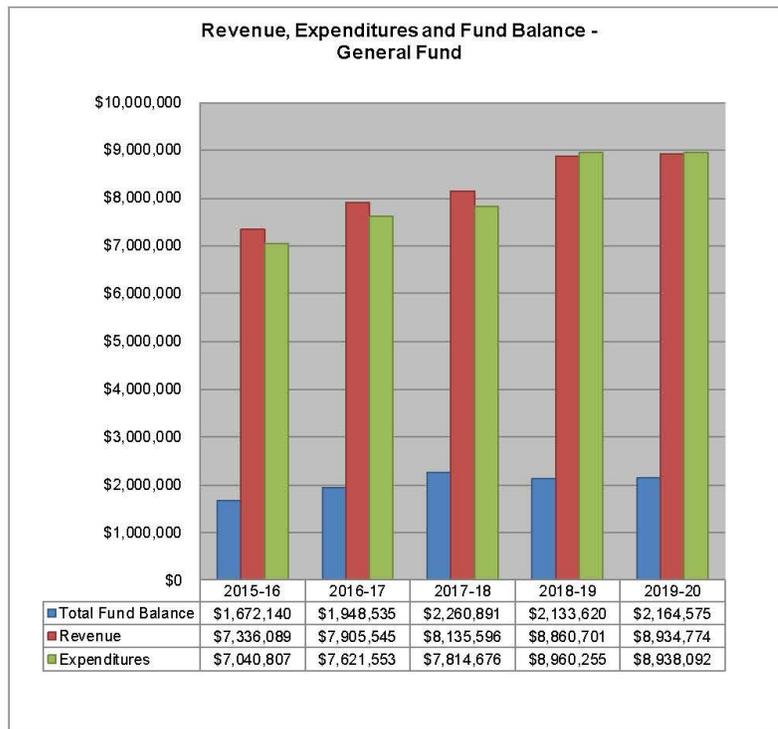
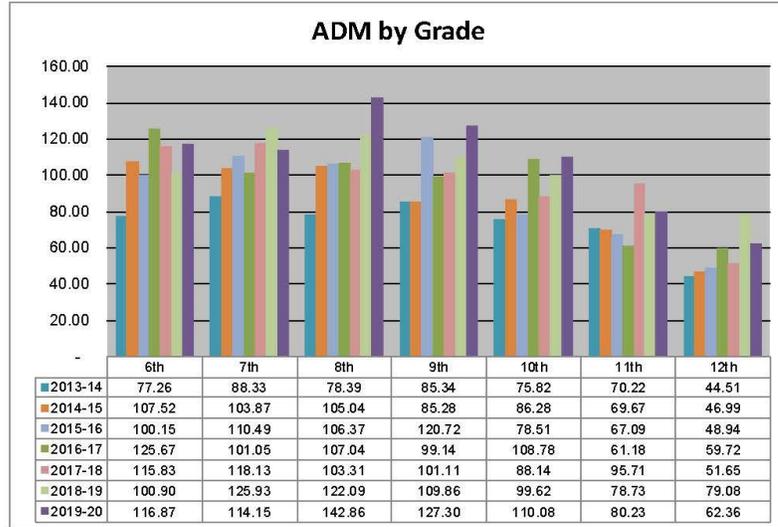
(1)

AUDIT FINDINGS AND RESULTS (CONTINUED)

Food Service Fund – The School's food service program operated at a deficit of \$30,637 for fiscal year 2020, which was eliminated with a transfer from the General Fund.

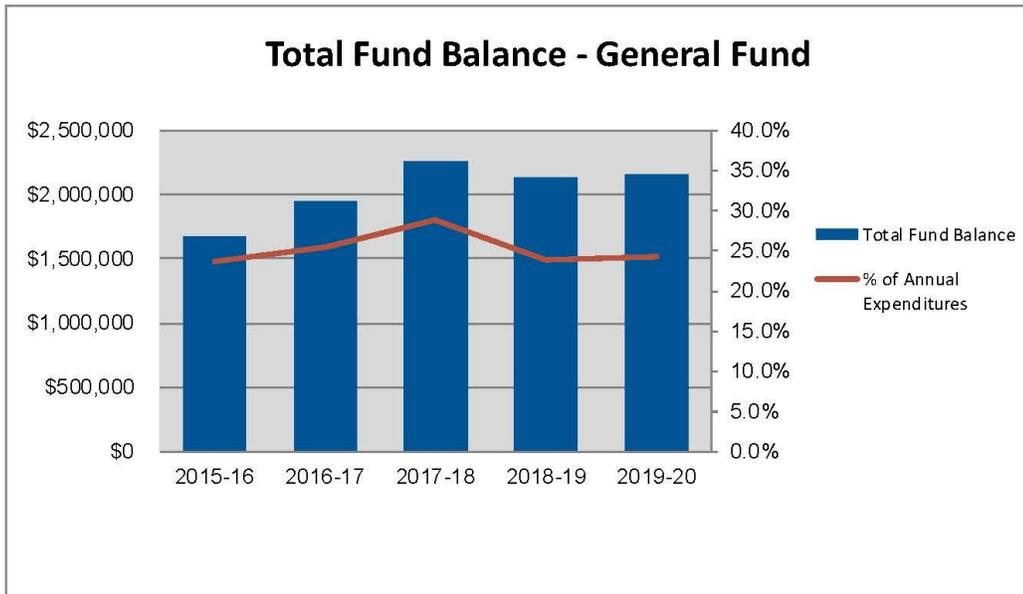
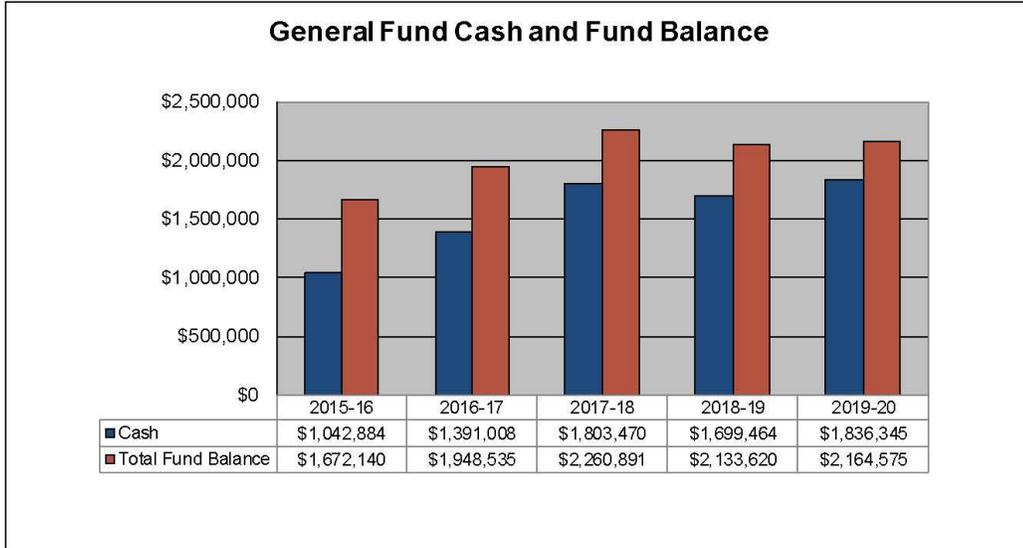
Building Company Debt Covenant Compliance – We want to take this opportunity to remind the Board that there are some general debt covenants that were agreed to as part of the Loan and Trust Agreements made between Spectrum High School, Spectrum Building Company, and US Bank, (as trustee). Some examples include the submission of audited financial statements within a certain timeframe, the submission of quarterly enrollment, current budget, and financial information, and the submission of quarterly long-term budget model forecasting information. It is important that the Board continue to monitor, review and accept responsibility for ensuring the ongoing compliance with all covenants that were agreed to as part of the financing arrangements related to the purchase of the building and subsequent improvements.

FINANCIAL TRENDS



(3)

FINANCIAL TRENDS (CONTINUED)



(4)



APPENDIX A

FORMAL REQUIRED COMMUNICATIONS

Board of Directors
Charter School No. 4160
Spectrum High School
Elk River, Minnesota

We have audited the financial statements of the governmental activities and each major fund of Spectrum High School (the School) as of and for the year ended June 30, 2020, and have issued our report thereon dated November 16, 2020. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2020.

We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

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

Qualitative aspects of accounting practices (continued)

Accounting estimates (continued)

The most sensitive estimates affecting the financial statements were:

- Due from Minnesota Department of Education
- Due from Federal through the Minnesota Department of Education
- Estimated useful lives of depreciable capital assets
- Estimated proportionate share of PERA's and TRA's net pension liability

Management's estimate of the due from Minnesota Department of Education is based on amounts anticipated to be received from the state for various aid entitlements for fiscal 2019-20. The most significant of these is the aid portion of general education revenue. General education revenue and certain other revenues are computed by applying an allowance per student to the number of students served by the School. Student attendance is accumulated in a statewide database – MARSS. Because of the complexity of student accounting and because of certain enrollment options, student information is input by other school districts and the MARSS data for fiscal year 2020 is not finalized until well into the next fiscal year. MDE calculates amounts owed to the School for special education excess cost tuition billing and adds the amount to the School's special education aid. Because the tuition amounts are based on estimated information, final entitlements are not expected to be known until well into the following fiscal year. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of due from Federal through the Minnesota Department of Education is based on amounts anticipated to be received through the state for various federal aid entitlements for fiscal 2019-20. Many federal entitlements require that supporting financial reporting information be provided both in the UFARS accounting system and also the SEDRA reporting system. To the extent that these two separate systems are not in agreement and reported in a timely manner, the estimated aid entitlement may be adversely affected. Management expects any differences between estimated and actual data will be insignificant.

Management's estimate of the useful lives for depreciable assets is based on guidance recommended by the Minnesota Department of Education and other sources. The useful life of a depreciable asset determines the amount of depreciation that will be recorded in any given reporting period as well as the amount of accumulated depreciation that is reported at the end of a reporting period.

Management's estimate of the School's proportionate share of PERA's and TRA's Net Pension Liability is based on guidance from GASB Statement No. 68 and each plan's respective allocation tables. Each plan's allocation tables allocate a portion of the plan's net pension liability based on the School's prior fiscal year contributions as a percentage of the total contributions received for the related year by the plan.

We reviewed and tested management's procedures and underlying supporting documentation in the areas discussed above and evaluated the key factors and assumptions used to develop the estimates noted above in determining that they are reasonable in relation to the financial statements taken as a whole. We concluded that the accounting estimates and management judgments appeared to consider all significant factors and resulted in appropriate accounting recognition.

Members of the Board of Directors
Charter School No. 4160
Spectrum High School

Qualitative aspects of accounting practices (continued)

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

None of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated November 16, 2020.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Members of the Board of Directors
Charter School No. 4160
Spectrum High School

Audits of group financial statements

We noted no matters related to the group audit that we consider to be significant to the responsibilities of those charged with governance of the group.

Other information in documents containing audited financial statements

With respect to the required supplementary information (RSI) accompanying the financial statements, we made certain inquiries of management about the methods of preparing the RSI, including whether the RSI has been measured and presented in accordance with prescribed guidelines, whether the methods of measurement and preparation have been changed from the prior period and the reasons for any such changes, and whether there were any significant assumptions or interpretations underlying the measurement or presentation of the RSI. We compared the RSI for consistency with management's responses to the foregoing inquiries, the basic financial statements, and other knowledge obtained during the audit of the basic financial statements. Because these limited procedures do not provide sufficient evidence, we did not express an opinion or provide any assurance on the RSI.

With respect to the supplementary information accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated November 16, 2020.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

This communication is intended solely for the information and use of the Board of Education and management of the School, and is not intended to be, and should not be, used by anyone other than these specified parties.



CliftonLarsonAllen LLP

Minneapolis, Minnesota
November 16, 2020

Appendix F

FINANCIAL POLICIES AND CONTROLS

(Financial Policy begins on next page)



Financial Policies

Board Approved: December 1, 2005

Board Amended: September 21, 2006; April 21, 2011; September 22, 2011; March 21, 2013; September 13, 2013, June 18, 2015, October 26, 2016, November 16, 2017, October 25, 2018, November 21, 2019

Policy Number: 801

Introduction

This document outlines the financial policies and procedures of Spectrum High School and Spectrum Middle School (Spectrum). It is the Board's intent with these policies to keep the school in a sound financial position to comply with the state and federal laws regarding school finance, and to have practices consistent with good financial management.

I. Audit Requirements

The Board shall retain an auditor that is competent in school financial accounting. General criteria for selecting an auditor include the following:

- Ability to assess the accuracy of the school's ledgers;
- Knowledge and competency to review the school's financial procedures; and
- Capability to make recommendations on accounting matters to non-profit organizations.

An audit of the school's financial records and practices shall be completed within four months of the end of the school's fiscal year. The results of this audit must be reviewed and approved by Spectrum's Board of Directors in order to meet the State's submission timeline. Approved results are to be published for public review and reviewed at the Board's annual meeting.

II. Budgets

Spectrum's Board of Directors shall set a budget for the next fiscal year no later than the current fiscal year end. The budget shall attempt to estimate the enrollment of the school and the costs required to operate the school at that enrollment level. The Board will review and approve the salary budget category for staff by using Full Time Equivalents (FTEs) as a guide to determine the total amount of the salary budget category. It is within the purview of the Executive Director to allocate the FTEs as needed, so long as the total dollar amount stays within the allowable variance (as noted in III.B.).

Spectrum's Board of Directors has the sole authority to determine the salary and benefits for the school Executive Director. These benefits may be different from the rest of the staff's benefits as seen fit by the Board.

III. Expenditure Process

A. Credit Cards (see Credit Card

Spectrum's Executive Director is authorized to set up a credit card program to cover school expenses. It is anticipated there will be less than 10 cards issued and they will be used for smaller purchases of supplies, materials, and fuel. Examples may include the following: gas for school vehicles or Walmart and/or Home Depot purchases of supplies. Spectrum's Executive Director will decide which individuals receive cards. Credit card users will need to follow the established Credit Card procedures. All credit card purchases must follow the same expenditure policies as any other purchase.

B. Exceeding the Budget

Spectrum's Board of Directors must be notified by the next available regular board meeting when projected spending on any individual line of the budget exceeds 10% of the existing budget line or \$20,000 above existing budget line, whichever is less.

C. Petty Cash

The School's Executive Director is authorized to maintain a petty cash fund of not more than \$1,500 for the purposes of handling student lunch accounts, student activity groups, athletic accounts, and for other uses as seen fit by the Executive Director. Standard revenue/expense record keeping shall apply. The Executive Director may authorize the replenishment of this fund, as needed.

D. Purchasing

1. Executive Director approval is required on the purchase of all goods and services used by the school. The Executive Director may establish a budget for a given department and delegate purchasing authority to one of his or her direct reports. Purchases must stay within the designated budget.
2. Purchase orders may be required by the Business Office.
3. All purchases for the current fiscal year must be completed by April 15 so that year-end finances can be closed out in a timely manner with the exception of required expenditures to continue school functions (i.e., graduation).
4. All purchases must comply with the School's Procurement Policy.
The below guidance (#5-7) is provided by the Minnesota Department of Revenue Sales and Use Tax Division – Fact Sheet, Stock No. 2800111, Revised September 2019.
5. Purchases are exempt from sales taxes only when billed to and paid for directly by the School. This may require a Spectrum account to be established through the Business Office with the outside organization. Approved purchases made using a school credit card are considered to be directly paid by the school.
6. Purchases made for the School by an employee who is later reimbursed by Spectrum are highly discouraged and are taxable. In these situations, taxes paid by the employee will typically not be reimbursed by the school.

The School cannot make tax exempt purchases for employees' personal use.

E. Recurring Expenses



Spectrum’s Board of Directors may authorize the School’s Executive Director to pay recurring, fixed expenses such as rent payments or payroll. Contracts for recurring annual expenses in excess of \$20,000 need board approval prior to execution.

F. Spending Authority

The Executive Director has the spending authority to spend up to the amounts approved on the latest approved budget by the Board of Directors.

IV. Fiscal Year

Spectrum’s fiscal year shall be from July 1st to June 30th of the following year.

V. Fund Balance Requirements

The Board of Directors at Spectrum recognizes the need to establish a general operations reserve fund balance amount in order to comply with the state Uniform Financial Accounting and Reporting Standards (UFARS) and maintain an adequate fund balance needed for the School’s cash flow needs.

It will be the policy of Spectrum to achieve a range of 20-25% general fund unreserved fund balance as a percentage of yearly general fund expenditures.

Excess annual year-end budget surpluses will not be allocated in following year budgets until the target fund balance is achieved, unless specifically directed by the Board of Directors, with exception of fundraising accounts for various school activities.

The fund balance to be used is presented in the audited annual financial statement. The percentage will be calculated as follows: $(\text{Prior Year Audited General Fund Balance} + \text{Current Year General Fund Surplus of Revenues less Expenditures}) / (\text{Total Current Year General Fund Expenditures})$.

During the annual budget process, the Board will review the fund percentage in light of current state aid holdback provisions and other financial circumstances and will approve the annual long-range budget model to maintain the targeted fund balance.

Classification of Fund Balances

The purpose of this policy is to establish the terms for maintenance of the various funds of the School.

The policy of the School is to classify its fund balances based on the nature of the particular net resources reported in the separate funds of the School. Non-spendable net resources will be identified first, followed by restricted, committed, assigned, and lastly, unassigned, as per the guidelines in Governmental Accounting Standards Board (GASB) Statement No. 54. The School’s goal shall be to maintain an unrestricted general fund balance of not less than the amounts stated above for a Fund Balance Reserve Level. When the Unrestricted General Fund balance is projected to drop below the Reserve Level, the School shall initiate measures to either generate additional revenue, or to reduce expenditures through a budget reduction, or a combination of both.



The Board of Directors shall be responsible for committing any fund balance portions to specific purposes. Once the action has been taken, committed funds cannot be used for any other purpose unless the commitment is rescinded by the Board of Directors. Examples of committed general fund balances are general funds set aside for specific projects or school expansion.

The Board of Directors delegates to the Executive Director and chief financial officer the authority to assign fund balances for specific purposes. Examples of assigned general fund balances are funds set aside for technology, employee severance costs, and fiscal stabilization.

The Board of Directors has established the following order for resource use: Restricted funds shall be spent first followed by unrestricted funds. For unrestricted funds, committed fund balances should be spent first, followed by assigned fund balances, and lastly unassigned fund balances for amounts in which any of those fund balances may be used.

VI. Investments

From time to time, the School will have more funds available than are needed to meet current obligations. These funds may be invested in various financial instruments. This policy establishes guidelines for such investments.

This investment procedure applies to all funds of the School. These funds are accounted for in the School's annual financial report and include all current funds, and any other funds that may be created from time to time. All transactions involving the funds and related activity of any funds shall be administered in accordance with the provisions of this procedure.

The School shall maintain this set of procedures for the investment of School funds that includes the following elements:

A. Scope

1. A listing of authorized investments
2. The standard of care that must be maintained by the persons investing the public funds
3. Investment and diversification guidelines that are appropriate to the nature of the funds, the purpose for the funds, and the amount of the public funds within the investment portfolio
4. Guidelines regarding collateral requirements, if any, for the deposit of public funds in a financial institution made pursuant to State Statute, and, if applicable, guidelines for contractual arrangements for the custody and safekeeping of that collateral
5. Performance measures appropriate to the nature of the funds, the purpose for the funds, and the amount of the public funds within the School's investment portfolio
6. Appropriate periodic review of the investment portfolio, its effectiveness in meeting the School's need for safety, liquidity, rate of return, and diversification, and its general performance
7. A policy regarding ethics and conflicts of interest

B. Objectives

1. Safety of Principal – Investments shall be undertaken in a manner that seeks to ensure the preservation of principal in the overall portfolio. To attain this objective only appropriate investment instruments will be purchased and insurance or collateral may be required to ensure the return of principal.
2. Liquidity – The School’s investment portfolio shall be structured in such manner as to provide sufficient liquidity to pay obligations as they come due.
3. Return on Investments – The investment portfolio shall be designed to attain a market-average rate of return throughout budgetary and economic cycles, taking into account the risk constraints, the cash flow characteristics of the portfolio, and legal restrictions for return on investments. In general, administration will work with the financing company, striving to earn an average rate of return equal to or greater than the U.S. Treasury Bill rate for a given period of time.
4. Maintaining the Public’s Trust – The investment officers shall seek to act responsibly as custodians of the public trust and shall avoid any transaction that might impair public confidence in the School, the Board, or administration.

C. Investment Instruments

The School may invest in any type of security allowed by Minnesota Statutes as may be amended from time to time. The School has chosen to limit its allowable investments to those instruments listed below:

1. Interest bearing savings accounts, interest bearing certificates of deposit or interest-bearing time deposits, or any other investments constituting direct obligations of any bank;
2. Bonds, notes, certificates of indebtedness, treasury bills or other securities now or hereafter issued by the United States of America, its agencies and allowable instrumentalities;
3. Certificates of deposit with federally insured institutions that are collateralized or insured in excess of the maximum coverage allowed by the Federal Deposit Insurance Corporation;
4. Collateralized repurchase agreements that conform to the requirements stated in Minnesota Statutes, section 118A.05, Subdivision 2.
5. Commercial paper meeting the following requirements:
 - a. The corporation must be organized in the United States or be a Canadian subsidiary.
 - b. The corporation’s assets must exceed \$10,000,000.
 - c. The obligations at the time of purchase must be rated at the highest classifications (A-1/P-1) by both Standard & Poor’s and Moody’s rating agencies.
 - d. The obligations cannot have a maturity longer than 270 days.
 - e. Not more than 50% of the total investment fund can be invested in commercial paper at any time.
 - f. The total investment in any one corporation cannot exceed 10% of the corporation’s outstanding obligations.
 - g. The total investment in any one corporation cannot be more than \$1 million.
6. Investments may be made only in those savings banks or savings and loan associations that are insured by the Federal Deposit Insurance Corporation.
7. Investment products that are considered as derivatives are specifically excluded from approved investments.

D. Diversification

It is the policy of the School to diversify its investment portfolio. Investments shall be diversified to eliminate the risk of loss resulting in over concentration in a specific maturity, issuer, or class of securities. Diversification strategies shall be determined and revised periodically by administration working with the financing company. The diversification shall be as follows:

1. Up to 100% of 1., but not less than 10%;
2. Up to 90% of 2. and 3;
3. Up to 50% of 4. and 5.

E. Collateralization

1. It is the policy of the School to require that time deposits in excess of FDIC insurable limits be secured by collateral or private insurance to protect public deposits in a single financial institution if it were to default.
2. Eligible collateral instruments are any investment instruments acceptable under Minnesota Statutes, section 118A.03. The collateral must be placed in safekeeping at or before the time the School buys the investments so that it is evident that the purchase of the investment is predicated on the securing of collateral.

F. Qualified Financial Institutions and Intermediaries

1. Depositories – Demand Deposits
 - a. Any financial institution selected by the School shall provide normal banking services, including, but not limited to the following: checking accounts, wire transfers and safekeeping services.
 - b. The School will not maintain funds in any financial institution that is not a member of the FDIC system. In addition, the School will not maintain funds in any institution that does not first agree to post required collateral for funds or purchase private insurance in excess of FDIC insurable limits and in amounts acceptable to the School.
2. Banks and Savings and Loans – Certificates of Deposit. Any financial institution selected to be eligible for the School’s competitive certificate of deposit purchase program must:
 - a. Provide wire transfer and certificate of deposit safekeeping services;
 - b. Be a member of FDIC system and be willing and capable of posting required collateral or private insurance for funds in excess of FDIC insurable limits and in amounts required by the School; and
 - c. Meet at all times the financial criteria as established in the investment procedures of the School.
3. Intermediaries. Any financial intermediary selected to be eligible for the School’s competitive investment program must:
 - a. Provide wire transfer and deposit safekeeping services;
 - b. Be a member of a recognized U.S. Securities and Exchange Commission Self-Regulatory Organization such as the New York Stock Exchange, National Association of Securities Dealers, Municipal Securities Rule Making Board, etc.;
 - c. Provide an annual audit upon request;
 - d. Maintain an office within the State of Minnesota and be licensed to conduct business in this State; and

- e. Be familiar with the Board of Education’s policy and accept financial responsibility for any investment not appropriate according to the policy.

G. Management Program

1. The following individuals are authorized to purchase and sell investments, authorize wire transfers, authorize the release of pledged collateral, and to execute any documents required under this procedure:
 - a. Board Treasurer
 - b. Executive Director
 - c. Board Chair
2. These documents include the following:
 - a. Wire Transfer Agreement;
 - b. Depository Agreement;
 - c. Safekeeping Agreement; and
 - d. Custody Agreement.
3. Management responsibility for the investment program is hereby delegated to administration, working with the financing company, who shall establish a system of internal controls and operational procedures designed to prevent losses of funds that might arise from fraud, employee error, misrepresentation by third parties, or imprudent actions by employees of the entity. No person may engage in any investment transaction except as provided for under the terms of this policy.
4. Administration, working with the financing company, may use financial intermediaries, brokers, and/or financial institutions to solicit bids for securities and certificates of deposit.

H. Ethics and Conflicts of Interest

Officers and employees involved in the investment process shall refrain from personal business activity that could conflict with the proper execution of the investment program, or which could impair their ability to make impartial investment decisions. Further, no officer involved in the investment process shall have any interest in, or receive any compensation from, any investments in which the School is authorized to invest, or the sellers, sponsors or managers of those investments.

I. Indemnification

Investment officers and employees of the School acting in accordance with this Investment Procedure and such written operational policies as may be established by the School, and who otherwise exercise due diligence and act with reasonable prudence, shall be relieved of personal liability for an individual security’s credit risk or market changes. Minnesota Statutes, section 18A.02, Subdivision 2.

VII. Loans

Spectrum’s Board of Directors has the sole power to enter into loans, mortgages, or other debt instruments. The Board must resolve to approve any debt instrument and execute it according to Spectrum’s By-laws.



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www.spectrumhighschool.org

VIII. Non-Sufficient Funds and Student Activity Purchases

In the event of a returned check (NSF, closed account, etc.) from a lending institution, the family account may receive, at the discretion of the Executive Director or their designee, a status change to CASH ONLY for the remainder of the current school year. The family is responsible for paying any NSF fees that are incurred.

Student activities and purchases may stop until the account has been reconciled.



IX. Reporting and Review of Financial Statements

Spectrum’s Board of Directors is obligated by its fiduciary duty to review all financial records of the school. This review is to occur at least one time per month at the Board’s meeting (with June and July’s records being submitted at the August meeting). The Chief Financial Officer for the school is required to provide the Board of Directors with the following reports:

- A. Check register showing all purchases made by the school during the previous month.
- B. A cash flow statement.
- C. Statements required to track federal and state grant expenditures.
- D. Any other statements required by the Board of Directors to track the financial condition of the school.

X. Revision of these Policies

These policies can only be amended by a resolution of Spectrum’s Board of Directors.

In the event that policies adopted by the Board are in conflict with then applicable Minnesota law, the provisions of the law will apply.

Appendix G

BOARD TRAINING VERIFICATION

Member Name	Type of Activity	Date	Facilitator
Dave Lucas	Finance Matters	October 29, 2016	Nick Taintor, BKDA Spectrum High School
Dave Lucas	Employment Matters	October 29, 2016	James Martin, Attorney Spectrum High School
Dave Lucas	Board Governance	October 29, 2016	James Martin, Attorney Spectrum High School
Tom Sagstetter	Finance Matters	October 29, 2016	Nick Taintor, BKDA Spectrum High School
Tom Sagstetter	Employment Matters	October 29, 2016	James Martin, Attorney Spectrum High School
Tom Sagstetter	Board Governance	October 29, 2016	James Martin, Attorney Spectrum High School
Kathy Reed	Finance Matters	October 29, 2016	Nick Taintor, BKDA Spectrum High School
Kathy Reed	Employment Matters	October 29, 2016	James Martin, Attorney Spectrum High School
Kathy Reed	Board Governance	October 29, 2016	James Martin, Attorney Spectrum High School
Tony Brunt	Finance Matters	October 3, 2015	Nick Taintor, BKDA Spectrum High School
Tony Brunt	Employment Matters	October 3, 2015	Ellen McVeigh, Attorney Spectrum High School
Tony Brunt	Board Governance	October 3, 2015	Ellen McVeigh, Attorney Spectrum High School
Nancy Moe	Finance Matters	July 14, 2020	MN School Boards Assoc.
Nancy Moe	Employment Matters	July 21, 2020	MN School Boards Assoc.
Nancy Moe	Board Governance	July 28, 2020	MN School Boards Assoc.
Bert Sepulveda	Finance Matters	August 7, 2018	MN School Boards Assoc.
Bert Sepulveda	Employment Matters	August 7, 2018	MN School Boards Assoc.
Bert Sepulveda	Board Governance	August 7, 2018	MN School Boards Assoc.
Rob Stark	Mr. Stark did not pursue training during the 3 months he served on the Board.		
Keve Israelson	Mr. Israelson began to serve on the Board in December and stood for election in April of 2021. Mr. Israelson will begin his training in FY22.		

Appendix H

ON-GOING BOARD TRAINING

Member Name	Type of Activity	Date	Facilitator
Dave Lucas	MCA Data Analysis	October 22, 2020	Greg Heinecke, Mark Leland and Jill Johnson
	Legislative Update & Charter School Funding	January 28, 2021	Nick Taintor, BerganKDV
	Data Practices	September 24, 2020 & October 22, 2020	Dan DeBruyn Spectrum High School
Tom Sagstetter	MCA Data Analysis	October 22, 2020	Greg Heinecke, Mark Leland and Jill Johnson
	Legislative Update & Charter School Funding	January 28, 2021	Nick Taintor, BerganKDV
	Data Practices	September 24, 2020 and October 22, 2020	Dan DeBruyn Spectrum High School
Bert Sepulveda	MCA Data Analysis	October 22, 2020	Greg Heinecke, Mark Leland and Jill Johnson
	Legislative Update & Charter School Funding	January 28, 2021	Nick Taintor, BerganKDV
	Data Practices	September 24, 2020 and October 22, 2020	Dan DeBruyn Spectrum High School
Keve Israelson	Legislative Update & Charter School Funding	January 28, 2021	Nick Taintor, BerganKDV
Tony Brunt	MCA Data Analysis	October 22, 2020	Greg Heinecke, Mark Leland and Jill Johnson
	Legislative Update & Charter School Funding	January 28, 2021	Nick Taintor, BerganKDV
	Data Practices	September 24, 2020 and October 22, 2020	Dan DeBruyn

Nancy Moe	MCA Data Analysis Legislative Update & Charter School Funding Data Practices	October 22, 2020 January 28, 2021 September 24, 2020 and October 22, 2020	Greg Heinecke, Mark Leland and Jill Johnson Nick Taintor, BerganKDV Dan DeBruyn Spectrum High School
Kathy Reed	MCA Data Analysis Legislative Update & Charter School Funding Data Practices	October 28, 2020 January 28, 2021 September 24, 2020 and October 22, 2020	Greg Heinecke, Mark Leland and Jill Johnson Nick Taintor, BerganKDV Dan DeBruyn Spectrum High School

Appendix I

ON-GOING MANAGEMENT TRAINING

Name	Type of Activity	Date	Facilitator
Dan DeBruyn	Online Security Training, eBinder Training, Schoology, COPRA, ALICE	August 17, 2020 – August 28, 2020	Julie Johnson, Jill Johnson, Mark Leland
	Hybrid Learning Technology, COVID Response Plan	August 24, 2020 – August 28, 2020	Julie Johnson, Dan DeBruyn, Jill Johnson, Greg Heinecke, and Mark Leland
	District Curriculum Development for Hybrid Learning, Learning Progressions, Blended Learning & Instruction	August 24, 2020	Jill Johnson, Greg Heinecke, and Mark Leland
	Mental Health Strategies & Techniques	August 25, 2020	Jennifer Knapp
	Collaborative Inquiry	September 14, 2020	Jill Johnson, Greg Heinecke, and Mark Leland
	World Café – Collaboration on Hybrid Learning and “Harvest” of Lessons Learned	October 19, 2020	Jill Johnson, Greg Heinecke, and Mark Leland
	Technology – Google Meets, Breakout Rooms or Rubrics	November 25, 2020	Julie Johnson
	Mental Health in Students During COVID	November 25, 2020	Blake Mayes, Angie Scott, and Sadie Snodgrass – School Counseling Staff
	Staff Training and Development Meetings with Standards	May 28, 2021	Jill Johnson, Greg Heinecke, and Mark Leland
Mark Leland	Online Security Training, eBinder Training, Schoology, COPRA, ALICE	August 17, 2020 – August 28, 2020	Julie Johnson, Jill Johnson, Mark Leland
		August 24, 2020 –	Julie Johnson, Dan DeBruyn, Jill Johnson,

	Hybrid Learning Technology, COVID Response Plan	August 28, 2020	Greg Heinecke, and Mark Leland
		August 24, 2020	Jill Johnson, Greg Heinecke, and Mark Leland
	District Curriculum Development for Hybrid Learning, Learning Progressions, Blended Learning & Instruction	August 25, 2020	Jennifer Knapp
	Mental Health Strategies & Techniques	September 14, 2020	Jill Johnson, Greg Heinecke, and Mark Leland
	Collaborative Inquiry	October 19, 2020	Jill Johnson, Greg Heinecke, and Mark Leland
	World Café – Collaboration on Hybrid Learning and “Harvest” of Lessons Learned	November 25, 2020	Julie Johnson
	Technology – Google Meets, Breakout Rooms or Rubrics	November 25, 2020	Blake Mayes, Angie Scott, and Sadie Snodgrass – School Counseling Staff
	Mental Health in Students During COVID	May 28, 2021	Jill Johnson, Greg Heinecke, and Mark Leland
	Staff Training and Development Meetings with Standards		
Greg Heinecke	Online Security Training, eBinder Training, Schoology, COPRA, ALICE	August 17, 2020 – August 28, 2020	Julie Johnson, Jill Johnson, Mark Leland
	Hybrid Learning Technology, COVID Response Plan	August 24, 2020 – August 28, 2020	Julie Johnson, Dan DeBruyn, Jill Johnson, Greg Heinecke, and Mark Leland
	District Curriculum Development for Hybrid Learning, Learning Progressions, Blended Learning & Instruction	August 24, 2020	Jill Johnson, Greg Heinecke, and Mark Leland

	Mental Health Strategies & Techniques	August 25, 2020	Jennifer Knapp
	Collaborative Inquiry	September 14, 2020	Jill Johnson, Greg Heinecke, and Mark Leland
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	Staff Training and Development Meetings with Standards	May 28, 2021	Jill Johnson, Greg Heinecke, and Mark Leland

Appendix K

STAKEHOLDER FEEDBACK SURVEY

(FY21 Perception/Stakeholder Feedback Survey begins on next page)

**FY21 Perception Survey of Spectrum Middle School and Spectrum High School
Parent/Guardian External Stakeholder Feedback Results**

Parents/Guardian of student(s) in the <u>7th/8th grade building only</u>	31.86%
Parent/Guardian of students in <u>multiple buildings</u>	29.20%
Parent/Guardian of student(s) in the <u>high school building only</u>	27.43%
Parent/Guardian of student(s) in the <u>6th grade building only</u>	11.50%

The questions below were scored **Strongly Agree; Agree; Disagree; Strongly Disagree; Don't Know** for each.

1. Spectrum is committed to long-range, continuous improvement, and a shared purpose and direction for the school. **94% strongly agree/agree**
2. Spectrum works to build support and encourages parents/guardians to provide feedback. **89% strongly agree/agree**
3. Spectrum uses effective instructional programs, practices, and interventions to help my student(s). **84% strongly agree/agree**
4. The climate of the school building (where my student attends) is conducive to teachers being able to teach and students being able to learn. **88.5% strongly agree/agree**
5. Spectrum uses student achievement data to inform and improve instruction. **58% strongly agree/agree. 34% were not sure.**
6. Spectrum provides resources and opportunities in ways that support all students. **77% strongly agree/agree**
7. Spectrum effectively manages available funding and resources needed to advance student learning and achievement. **55% strongly agree/agree. 42.5% were not sure.**
8. Spectrum does an excellent job of educating my student(s). **89% strongly agree/agree**
9. Spectrum uses multiple methods of communicating with me about the school's work which are clear, concise, and user friendly. **86% strongly agree/agree**
10. Spectrum leaders provide direction, support, and resources for quality curricular and co-curricular/extracurricular programs for students. **77% strongly agree/agree**
11. Spectrum consistently tries to find ways to take action to improve programs and services for students. **76% strongly agree/agree**
12. The school board and administration make decisions in the best interest of students. **82% strongly agree/agree**
13. I am satisfied with the level of communication from the school. **91% strongly agree/agree**
14. School facilities are safe, secure, and well maintained. **93% strongly agree/agree**
15. I would recommend Spectrum to a family that is searching for a quality education for their student. **91% strongly agree/agree**
16. In general, I am satisfied with the quality of education provided by Spectrum. **92% strongly agree/agree**
17. Spectrum adequately prepares students for college level courses (ex. AVID strategies, advanced level courses, and C@SH program). **70% strongly agree/agree. 26% were not sure**
18. Spectrum seeks input from parents on key decisions regarding school district policies and practices. **81% strongly agree/agree**
19. Spectrum's VISION statement is clear and continues to represent a vision that should guide Spectrum through 2026. **93% strongly agree/agree**
20. Spectrum's MISSION statement is clear and continues to represent a mission that should guide Spectrum through 2026. **92% strongly agree/agree**

Appendix L

STRATEGIC PLAN 2021

(Strategic Plan 2021 begins on next page)



Strategic Plan 2021

Small school . . . BIG Results!



INTRODUCTION

The Spectrum Board of Directors and administration are committed to continuous improvement as we set direction and priorities to achieve our vision and mission. We believe the strategic planning process helps to simplify decision-making, align our priorities, and communicate a consistent message. As such, we are committed to an ongoing five-year strategic planning process that sets the course for the next five years while providing a framework for administration in implementing the plan.

The Strategic Plan 2021 reinforces our commitment to providing college preparatory curriculum, a technology integrated environment, and community-based outreach. At the same time, it acknowledges that building a high quality sustainable organization is essential to support the continuous improvement process. This starts with sound governance and financial practices. Also important are maintaining high quality staff, steady enrollment, and safe, clean facilities to meet the ever growing needs of the school.

We are proud of our past successes and our present accomplishments. We are excited about what the future holds and look forward to the process for getting there. The Spectrum Board and administration know that these achievements take the dedication of students, staff, and families and wish to thank them for making Spectrum a great place to work, learn, grow, and belong.

Spectrum Board of Directors

Spectrum Administration

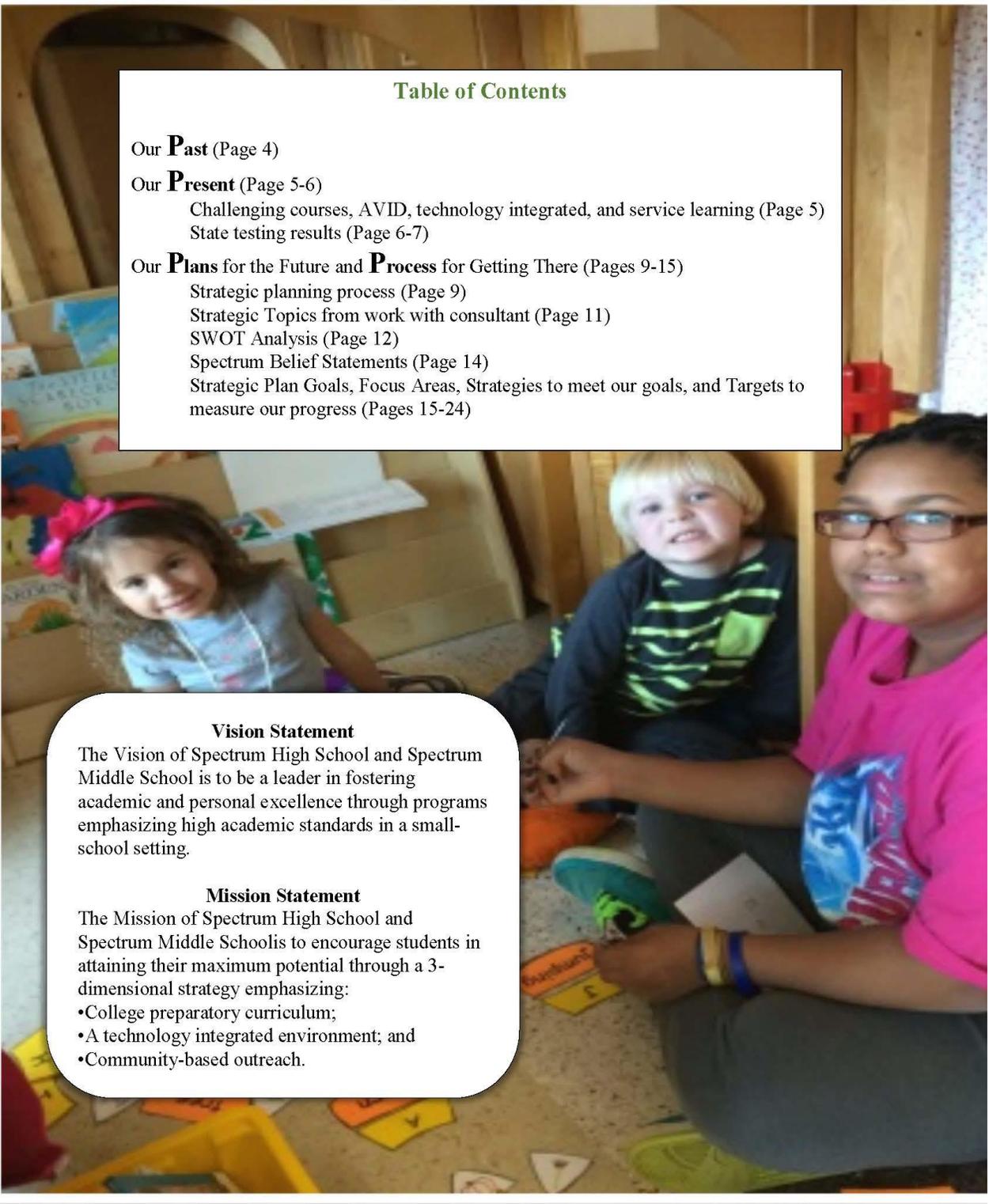


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Strategic Topics from work with consultant (Page 11)

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Spectrum Belief Statements (Page 14)

Strategic Plan Goals, Focus Areas, Strategies to meet our goals, and Targets to measure our progress (Pages 15-24)

Vision Statement

The Vision of Spectrum High School and Spectrum Middle School is to be a leader in fostering academic and personal excellence through programs emphasizing high academic standards in a small-school setting.

Mission Statement

The Mission of Spectrum High School and Spectrum Middle School is to encourage students in attaining their maximum potential through a 3-dimensional strategy emphasizing:

- College preparatory curriculum;
- A technology integrated environment; and
- Community-based outreach.

Our Past



In the early months of 2006, the concept of a charter school in Elk River was beginning to take shape in the minds of a small group of enterprising people, under the direction of Volunteers of America (our current authorizer). What began at infancy has grown over fourteen years into Spectrum High School and Spectrum Middle School, an educational leader that is impacting lives inside and outside of the classroom in extraordinary and often unprecedented ways. The Spectrum community has made the journey from classes held in the local Boys and Girls Club, to temporary modular buildings where we rented out gym space from a local church, to the buildings we now occupy since the 2011-2012 school year. The process to get to this point spanned six building projects, successfully defied a faltering economy, and challenged everyone involved to give all they had at every point. Each stopping place along the way met our needs, but has also served to give us a tremendous sense of gratitude.

Continued growth has been an exciting venture and ongoing challenge for Spectrum. During the 2013-2014 school year, Spectrum High School served 514 students. In 2014-2015, Spectrum opened a new 6th grade-only building and served 600 students in grades 6-12. In 2018, Spectrum opened its new grades 7/8-only Middle School building and currently serves 775 students (6-12), which is rapid growth compared to the 65 students attending the school when it opened. In the past decade, we have had the privilege of educating students we consider the very best in the state of Minnesota. Over 3,400 high school and middle school students have come through our doors over the past thirteen years, including 50 foreign exchange students and 525+ graduates from twelve senior classes. We have seen

the emergence of scholars and leaders, musicians and athletes, artists and actors.

Spectrum's quality programming, outstanding student body, exceptional staff, and high academic achievement continue to bring more and more families through our doors. This growth requires strategic planning to address programming, staffing, enrollment, and facility needs. During this process, the Spectrum Board of Directors is committed to maintaining our vision to be a leader in fostering academic and personal excellence through programs emphasizing high academic standards in a small-school setting. We will accomplish this vision by encouraging students to attain their maximum potential through a 3-dimensional strategy emphasizing: college preparatory curriculum; a technology integrated environment; and community-based outreach.

While many of our successes and achievements can be measured, there are many more that cannot be so easily measured and which challenge explanation; for these, we stand in awe with thankful hearts. Through the years, Spectrum has been favored by a remarkable number of wonderful qualified staff arriving at precisely the right time to fulfill a current need. Supportive and caring families, too numerous to count, have jumped in and become an integral part of the Spectrum team. Our fiscal needs have always been met, sometimes through governmental hurdles clearing incredibly before our eyes. And our building and grounds have been safe places for the precious lives we tend.



Our Present

Spectrum is an exceptional educational choice for families in and around the Elk River area!

The School provides a respectful and enjoyable learning environment where students are continually challenged to excel. Challenging courses are provided through our robust C@SH (College at Spectrum High) concurrent enrollment program. Spectrum offers college courses, taught by Spectrum teachers, which allow students to earn college credit while staying on its campus.

Currently, Spectrum has over 20 C@SH classes offered through Anoka-Ramsey Community College, the University of Minnesota Twin Cities College in the School's program (CIS), Pine Technical and Community College, and Central Lakes College. Spectrum's class of 2019, the largest class to date with 88 graduates, graduated one student who simultaneously completed all of the necessary credits for their high school diploma, as well as the credits needed to complete the Minnesota Transfer Curriculum. Twenty-two Spectrum seniors earned an Associate of Arts degree concurrent with their high school diploma. The majority of the college credits earned by these students were taken on Spectrum's campus through our C@SH program. Additionally, the graduates earned collectively an impressive 3,248 combined college credits over their high school career, which is approximately *\$1,055,600 in college tuition savings! **Based on the average per credit cost (\$324.70) of attending a four-year public college in the United States in 2018.*



Another highlight that helps to build our culture of respect and college preparation is our AVID program, which is provided to all students in 6th grade, and as an elective to students in grades 7-12. The mission of the AVID program is to close the achievement gap, and to increase college participation from traditionally underserved populations. This program teaches students invaluable skills, including: organizational management, test taking skills, reading and writing strategies, time management, and critical thinking

skills. In addition, we offer a College and Career Readiness class/curriculum that serves all students in grades 6-12.

Technology integration is also important to Spectrum as we train our students to be prepared for college and the work force. Teachers utilize Smart Boards in all classrooms. Six computer labs are available, and most classrooms are equipped with laptop or Chromebook carts. A one-to-one Chromebook program was implemented in the high school for the 2018-2019 school year – giving students 24/7 access to a computer. For the 2019-2020 school year, the program has been expanded to include students in grades 7 and 8. In addition to the hardware, we have a Technology and Communication Manager who oversees our technology department. We also have two technology staff who are available to help support, train, and assist teachers in the implementation of technology and maintenance of equipment.

An equally important component of Spectrum's educational offerings is its Service Learning/Community Outreach program. Each year, Spectrum students are given an opportunity to become involved in the community through an intentional program of Service Learning/Community Outreach where students serve the surrounding community. Each Spectrum student participates in Service Learning groups and also performs community service on their own throughout the school year. Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teaches civic responsibility, and strengthens communities. Service Learning groups meet four times a quarter during the school day for 85 minutes. There are approximately 40 Service Learning groups with a student:teacher ratio of approximately 17:1. Each group focuses on a different topic or community need. The Service Learning program culminates in the students' Senior Capstone.



Spectrum students continue to show strong academic achievement and growth on the Minnesota Comprehensive Assessments (MCA).

The following information is a summary of the student academic performance (proficiency and growth) data used by Spectrum in our decision-making processes. Formal assessments utilized by Spectrum include the Minnesota Comprehensive Assessment (MCA), PSAT, ACT, and Accuplacer. In setting long-term academic goals, aligned with our authorizer contract with Volunteers of America (VOA), Spectrum focuses on MCA testing, which is tied to Minnesota State Standards. These tests are administered in accordance with policies and procedures required by the Minnesota Department of Education to ensure fidelity.

Spectrum’s curriculum is aligned with Minnesota State Standards. MCA test results are reviewed annually and teachers modify curriculum as needed to address identified deficiencies. Re-teaching also takes place through Spectrum’s Response to Intervention (RTI) program.

The following charts represent actual and projected test scores for Spectrum students as compared with Minnesota state averages for the same years (over an 8-year period).

Spectrum High School and Spectrum Middle School MCA Results (Actual and Projected)										
Subject	Actual Results								Projected VOA Contract Goal	
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
READING Proficiency	69.5%	64.4%	67.5%	70.1%	67.8%	74.9%	77.8%	69.8%	TBD	TBD
<i>State Reading Proficiency</i>	75.3%	57.6%	58.8%	59.5%	59.9%	60.2%	6.1%	59.7%	N/A	
Reading Growth				0.1852			0.2002		0.2052	

Spectrum High School and Spectrum Middle School MCA Results (Actual and Projected)										
Subject	Actual Results								Projected VOA Contract Goal	
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
MATH Proficiency	44.4%	56%	62.6%	66.1%	61.1%	63.9%	67%	61.1%	TBD	TBD
<i>State Math Proficiency</i>	61.3%	60.2%	60.5%	60.2%	59.5%	58.7%	58.7%	55.5%	N/A	
Math Growth				0.1090			0.1240		0.1290	

Spectrum High School and Spectrum Middle School MCA Results (Actual and Projected)										
Subject	Actual Results								Projected VOA Contract Goal	
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
SCIENCE Proficiency	41.2%	48.4%	42.5%	58.5%	67.1%	64.3%	67%	63.9%	TBD	
<i>State Science Proficiency</i>	50.8%	52.4%	53.4%	53.4%	55%	54.2%	53.3%	50.7%		
Science Growth										

The following state test results from FY19 are a result of intentional efforts by Spectrum to improve student achievement and compare Spectrum students to the schools in the local district and the state as a whole.

Reading MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
Middle School	Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota
		6 th	78.5%	74.9%	63.9%	77.8%
	7 th	68.0%	69.8%	65.3%	71.8%	57.9%
High School	8 th	67.2%	62.4%	69.9%	66.4%	58.2%
	10 th	65.6%	66.5%	71.5%	72.7%	61.1%

Math MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
Middle School	Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota
		6 th	64.3%	73.9%	55.2%	74.1%
	7 th	67.5%	70.8%	71.4%	78.6%	52.5%
High School	8 th	59.7%	68.8%	70.5%	83.2%	55.7%
	11 th	47.0%	45.8%	65.6%	72.0%	45.4%

Science MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota	
Middle School (8 th)	60.8%	56.7%	55.9%	60.3%	43.0%	
High School	67.7%	64.6%	69.7%	62.0%	54.4%	

The high quality programming offered at Spectrum and ensuing results are also evidenced by the positive trend in the test data for the past five years.

Spectrum State Test Results FY13-FY19							
	Fiscal Year						
	FY13	FY14	FY15	FY16	FY17	FY18	FY19
READING Proficiency	64.4%	↑67.5% (+3.1%)	↑70.5% (+3.0%)	↓68.3% (-2.2%)	↑75.1% (+6.5%)	↑77.8% (+2.7%)	↓69.5% (-8/3%)
<i>State Reading Proficiency</i>	57.6%	58.8%	60.7%	61.1%	61.4%	61.1%	59.2%
MATH Proficiency	56.0%	↑62.6% (+6.6%)	↑67.0% (+4.4%)	↓62.7% (-4.3%)	↑64.7% (+2.0%)	↑67.0% (+2.3%)	↓60.9% (-6.1%)
<i>State Math Proficiency</i>	60.2%	60.5%	61.7%	61.1%	60.2%	58.7%	55.0%
SCIENCE Proficiency	48.4%	↓42.5% (-5.9%)	↑59.7% (+17.2%)	↑67.9% (+8.2%)	↓64.5% (-2.6%)	↑67.0% (+2.5%)	↓63.9% (-3.1%)
<i>State Science Proficiency</i>	52.4%	53.4%	54.5%	56.4%	55.5%	53.3%	50.7%



Our Plans for the Future and Process for Getting There

However beautiful the strategy, you should occasionally look at the results.

- Winston Churchill

Much of our first 12 years have been focused on establishing programs, finding a location to call home, and reacting to challenges inherent with any new organization. As noted in “Our Present”, through the hard work and dedication of many people, the development of exceptional programming, and the success of our students, Spectrum is now able to systematically plan for our future. Successful businesses plan strategically for their ongoing success and commit the necessary time and resources to get there. According to CEO and Managing Director of Leadership Strategies, Inc. and bestselling author, Michael Wilkinson, strategic planning is important for 5 reasons:

1. To set direction and priorities
2. To get everyone on the same page
3. To simplify decision-making
4. To drive alignment
5. To communicate the message

Strategic planning processes come in many shapes and sizes. However, they all tend to have certain things in common. First, they require an **analysis** of the organizations current position in the market. Second, they use the information gathered in the analysis to better define who they are and **develop a plan** for the future, including strategies and objectives. The third common aspect of most strategic plans is the often missed, but important, managing performance or **measuring results**. Spectrum set out to develop a strategic plan in the spring of 2015, knowing it would be at least a year-long process. In an effort to provide a thorough professional plan, inclusive of our broad population, the school worked with a non-profit consultant, during the fall and winter to walk us through the strategic planning process. A Strategic Planning Task Force was also formed to ensure the process moved forward, tasks were completed in a timely manner, and the School Board remained informed along the way.

Knowing that a quality strategic planning process requires a thorough **analysis** of our organizations

current standing, the school set out to gather stakeholder feedback in many forms. This included a survey sent out in the fall of 2015, interviews completed with parents and staff, and a demographic study (described below). The resulting summary of *Strategic Planning Key Topics* can be found on the next page.

A SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis (Figure 1.5) was also completed at a School Board retreat in January 2016.

	Positive	Negative
Internal	Strengths <ul style="list-style-type: none"> • What do you and others perceive as strengths 	Weaknesses <ul style="list-style-type: none"> • What competitors do that’s better than you – real and perceived
External	Opportunities <ul style="list-style-type: none"> • Items that Spectrum could exploit to its advantage 	Threats <ul style="list-style-type: none"> • Trends/conditions that could affect your ability to be successful

Spectrum publishes an *Annual Report and World’s Best Workforce Report* each fall highlighting the school’s strengths, opportunities for improvement, and important information to show stakeholders our many successes. This was another tool used to define our current status.

Additionally, given Spectrum’s growth over its first 10 years, facilities at capacity, and desire to plan strategically for any further growth, the School Board sought a demographic study of Elk River and surrounding communities, which was completed by Triangle Associates. The study set out to determine the potential future supply of elementary, middle, and high school students; and how these numbers change when extending beyond the current drawing area.

The parameters of the study included the following:

- growth (or decline) in school-age population within the school’s drawing area;
- market share captured by private vs. public schools;

- any further study warranted and marketing to K-8 private schools and homeschools;
- the degree of shift (if any) in racial or ethnic composition of the area; and
- the general demographical climate, including economic factors in the region.



Strategic Planning Key Topics – January 2016

Background: Based on work completed by the Spectrum High School Strategic Planning Committee and reviewed by the School Board at their January 23rd, 2016 Strategic Planning Retreat, the Board will be focusing on the following 7 Strategic Topics. These topics were identified through an environmental scan via constituent surveys, individual interviews, and a demographic study by Triangle & Associates. The School Board intends to discuss these topics over the next several Board meetings and consider them for inclusion in Spectrum’s strategic plan currently under development.

Timeline	Strategic Topic	Note
Strategic Planning Meeting January 23, 2016	Consider revisions to the school <u>Mission and Vision Statements</u>	This was completed at the January 23 rd School Board Strategic Planning Retreat. It is up for approval at the January 28 th School Board Meeting.
January 28, 2016 Board Meeting	Continuing to <u>attract and retain quality faculty, staff, and administration</u> to best implement Spectrum’s vision and mission	Teachers with a master’s degree can be harder to attract and retain (required for CaSH classes)
January 28, 2016 Board Meeting	Ensuring that the <u>Spectrum School Board</u> maximizes its productivity and is able to attract ongoing involvement of skilled board members	The Board needs to be properly populated to effectively perform its role and conduct itself according to charter school board best practices.
February Board Meeting	Determining to what degree Spectrum should seek to provide additional learning opportunities for students in the areas of career and technical training and habits to ensure success in high school and beyond	The Board determined that Spectrum will focus its efforts on encouraging students to maximize the current technology courses offered within the schedule.
February Board Meeting	Executive Director Succession Planning	The Board approved a transition plan in December 2015 and voted in April to hire Dan DeBruyn as the Interim Executive Director, with the intention for him to transition with Ms. Spark into the Executive Director role over the next year.
March Board Meeting	Determining the best way to group students by age/grade at Spectrum (6 and 7-12; 6-8 and 9-12; etc.)	This concept is addressed in the application for the Charter School’s Program (CSP) Grant for Replication and Expansion of High-Quality Charter Schools. The grant necessitates an overall enrollment increase up to 935 students. This necessitates planning for an implementation of appropriate indoor and outdoor space for the students. The grant specifies a 6-8 building and a 9-12 building. The Board voted in April to give administration authority to pursue facility options to achieve these objectives.
March Board Meeting	Ensuring adequate sources of revenue for Spectrum beyond state and federal allocations.	As the school ages, the Board will need to anticipate the need to cover replacement and periodic maintenance costs, including how special projects, such as technology upgrades, will be funded. Currently, Spectrum is on the first year of the Charter School Program (CSP) grant.

A satisfied customer is the best business strategy of all.

Michael LeBoeuf

This SWOT Analysis was completed by the Spectrum Board as part of its Strategic Planning Process at the annual board retreat held on Saturday, January 23, 2016.

Spectrum High School S trengths W eaknesses O pportunities T hreats A nalysis (<i>Real and Perceived</i>)	
Strengths (internal)	Weaknesses (internal)
<ul style="list-style-type: none"> • C@SH program • Small school/classes • Visionary administration • Perception of excellence • Community service commitment • Ability to grow/adapt • High expectations (behavioral and academic) • Community/family feel • College planning (guidance) • Safety (environment) • Integrity (staff/students) • Teachers (quality/openness to growth/teamwork, etc.) • Adherence to mission/vision • Dedicated and committed teachers, administration and staff 	<ul style="list-style-type: none"> • Limited funds available • Small school limits offerings (academic and extracurricular) • Maintaining and attracting students in high school grades • Teacher/staff retention • Consistently competitive athletics • Growing pains • Meeting needs of all students • Perception of charter schools and Spectrum specific (parents, staff, community) • Parking/location (perception of what a school should look like) • Limited space • Workload • Defining and implementing technology-rich • Service learning (consistency and expectations)
Opportunities (external)	Threats (external)
<ul style="list-style-type: none"> • Expansion leading to increased extracurricular/academic opportunities, offerings, and competitiveness • Maximize online and local resources for course options • More space (expansion) • Capitalize on parents looking for options locally (school of excellence) • Better communication to community about our mission/clarify identity • Expansion would allow 7/8 to build on 6th grade success and life skills training • Working with local businesses (Rotary, Chamber, etc.) 	<ul style="list-style-type: none"> • Off campus PSEO/Maintaining balance and appeal w/ on-campus C@SH courses) • Sustaining/maintaining enrollment • Maintaining focus on mission (small school feel) • Competition in market • Overextending/losing who we are • Rigor (can cause limit on enrollment and perception in community) • Local district offerings (academic and extracurricular) • Economy (growth) • Not growing/Becoming stagnant (includes #'s and overall improvement process) • Competitive salaries/staff retention

The School Board reviewed the materials and results from the first step (analysis) in our strategic planning process. In addition, the Board considered our current academic results (as noted in the “Our Present” section of this plan).

The second step in the strategic planning process requires the **development of a plan** for the future, including strategies and objectives. Having recently revised the school’s vision and mission, the School Board decided to use the mission as the driving force behind the strategic plan. This ensures that the school remains focused on results tied to our mission. In addition, to be a leader, as noted in our vision statement, requires sustainability. So, the Board felt it was important to include sustainability as one aspect of the strategic plan.

The School Board also considered our Belief Statements to ensure the school remains true to itself (see page 13).

In the following pages, we have laid out our four Goal Areas tied to our mission:

1. College preparatory curriculum;
2. A technology integrated environment;
3. Community-based outreach; and
4. A high quality sustainable organization.

Following each Goal Area are **Focus Areas** that help to further break down each of the goals into practical areas. **Strategies** the school is implementing that ensure we are addressing our Focus Areas are also included.



The third step in developing a strategic plan involves **measuring results**. For each of the Focus Areas found under our four goals, we have identified specific **Targets** by which we will measure our performance and effectiveness.

In order to ensure that this strategic plan remains a living document, the goals, strategies, and targets will be reviewed annually in preparation for the school’s *Annual Report and World’s Best Workforce Report*.

This Strategic Plan was intended to cover a 5-year period of time. While the plan development began in 2014, the final plan was not officially approved by the School Board until May Of 2016. This plan continues to be updated and will serve the school through 2021.

Vision Statement

The Vision of Spectrum High School and Spectrum Middle School is to be a leader in fostering academic and personal excellence through programs emphasizing high academic standards in a small-school setting.

Mission Statement

The Mission of Spectrum High School and Spectrum Middle School is to encourage students in attaining their maximum potential through a 3-dimensional strategy emphasizing:

- College preparatory curriculum;
- A technology integrated environment; and
- Community-based outreach.

Spectrum High School's Belief Statements

- **S**mall schools meet individual needs and foster a welcoming atmosphere.
- **P**eople of integrity, including staff, faculty, and students is imperative.
- **E**xcellence in academics will increase knowledge and build self-confidence.
- **C**ollege readiness is achieved through rigorous course work.
- **T**echnological literacy is vital to future success.
- **R**eaching the community through service creates positive change.
- **U**nderstanding self and meeting high behavioral expectations builds discipline, self-respect, and self-reliance.
- **M**odeling quality through continuous improvement is essential.



STRATEGIC PLANNING GOALS, FOCUS AREAS, STRATEGIES, AND TARGETS FOR MEASURING PROGRESS

Goal Area One: COLLEGE PREPARATORY CURRICULUM

GOAL #1

All Students will graduate from Spectrum High School prepared to enroll and succeed in courses at a **college or university** (without remediation).

THREE FOCUS AREAS:

1. Academic proficiency
2. Academic growth
3. Challenging and advanced coursework

GOAL #1 STRATEGIES

Focus Areas 1 and 2 (*Academic Proficiency and Growth*)

- a. Implement formative assessments tied to state standards in the classroom – leading to interim assessments (3-4 times annually) in all grades. Spectrum teachers also monitor student progress weekly and provide assistance through Response to Intervention during Sting Time two days a week.
- b. Students participate in College Readiness courses throughout their high school career.
- c. All Spectrum teachers participate in the collaborative inquiry process in their professional learning communities (PLC). Annual academic goals are set by teachers toward meeting the school-wide goals for proficiency and growth. PLC's are an integral part of Spectrum's continued growth and are paramount to student success and achievement. PLC teams meet often to discuss professional goals, , interpret data, and participate in other vital organizational and academic activities.
- d. Spectrum participates in the Q-Compensation (Q-Comp) program through the Minnesota Department of Education. An Instructional Coach observes faculty throughout the year assists in implementing best instructional practices, and offers a time for reflection, conversation, and encouragement.
- e. Spectrum utilizes rubrics from Kim Marshal's Supervision and Evaluation Model and WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Spectrum makes after school homework assistance available to all students and in-school assistance when possible.
- f. Spectrum maintains small class sizes.
- g. Curriculum is reviewed for alignment to state standards to ensure rigor and assist in assessing academic proficiency and growth.

Goal #1 College Preparation Targets

Focus Area 3 (*Challenging and Advanced Coursework*)

- a. Implement AVID strategies of writing, inquiry, collaboration, organization, and reading help. Each student learns the skills necessary to collaborate, ask questions, and keep themselves organized.
- b. Students attend college visits and college fairs – particularly AVID students.
- c. Spectrum offers College at Spectrum High (C@SH) courses for students in grades 10-12 to obtain college credit while remaining on campus. Spectrum currently has partnerships with Anoka-Ramsey Community College, Pine Technical and Community College, the University of Minnesota Twin Cities, and Central Lakes College – currently offering 77 college credits over three years. In addition, Spectrum offers a number of Advanced Placement courses for students.
- d. Spectrum provides school counselors (at a low student/counselor ratio of approximately 246:1) to work with students in preparing for college and other challenging courses, helping students reach college and career goals.
- e. Spectrum provides a College and Career Coordinator to assist the Counseling Department in their work to prepare students for college and career.
- f. Spectrum has invested in a College and Career Center on campus to provide spaces for collaboration and comradery, and access to resources.
- g. Spectrum ensures students are college ready in all 4 areas of (ACT) benchmark scores by the time of graduation.
- h. Spectrum uses assessment data such as MCA, PSAT, ACT, formative and summative assessments, and Accuplacer to advance student progress.
- i. In middle school, Spectrum provides challenging courses (honors) in language arts and ability level instruction in math.

Goal #1 – All students will graduate from Spectrum High School prepared to enroll and succeed in courses at a college or university (without remediation).

Focus Area 1: Academic Proficiency						
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Target/VOA Goals
% of all students enrolled October 1 in grades 6-11 who earn an achievement level of Meets the Standards or Exceeds the Standards on all READING state accountability tests (MCA, MOD, MTAS) will increase an average of 2.0% annually.	70.8%	69.2%	75.1%	77.8%	69.5%	
% of all students enrolled October 1 in grades 6-11 at Spectrum High School who earn an achievement level of Meets the Standards or Exceeds the Standards on all MATH state accountability tests (MCA, MOD, MTAS) will increase an average of 1.5% annually.	67.8%	63.3%	64.6%	67.0%	60.9%	
% of all students enrolled October 1 in grades 6-11 at Spectrum High School who earn an achievement level of Meets the Standards or Exceeds the Standards on all SCIENCE state accountability tests (MCA, MOD, MTAS) will increase an average of 2.0% annually.	58.7%	67.7%	64.5%	67.0%	63.9%	

NEW ACCADEMIC CONTRACT GOALS – VOA CONTRACT 2019-2024

Goal #1 – Students are performing well on state examinations or other agreed upon exams (i.e. NWEA) in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Reading MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
	Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota
Middle School	6 th	78.5%	74.9%	63.9%	77.8%	63.2%
	7 th	68.0%	69.8%	65.3%	71.8%	57.9%
High School	8 th	67.2%	62.4%	69.9%	66.4%	58.2%
	10 th	65.6%	66.5%	71.5%	72.7%	61.1%

Math MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
	Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota
Middle School	6 th	64.3%	73.9%	55.2%	74.1%	50.9%
	7 th	67.5%	70.8%	71.4%	78.6%	52.5%
High School	8 th	59.7%	68.8%	70.5%	83.2%	55.7%
	11 th	47.0%	45.8%	65.6%	72.0%	45.4%

Science MCA Scores (FY19) (Percent Proficient) (All Academic Accountability Tests)						
	Grade	Spectrum	Zimmerman Middle/High School	VandenBerge Middle/Elk River High School	Rogers Middle/High School	State of Minnesota
	Middle School (8 th)	60.8%	56.7%	55.9%	60.3%	43.0%
	High School	67.7%	64.6%	69.7%	62.0%	54.4%

NEW ACCADEMIC CONTRACT GOALS – VOA CONTRACT 2019 – 2024

Goal #2 – Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (An alternative measure will be used when cell size is too small or in the case of a stand-alone high school).

Focus Area 2: Growth					
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 Targets
<i>While measuring growth is an important factor in determining success, the Minnesota Department of Education is in the process of determining how they will calculate growth under the new ESSA federal law. This will be added back to Spectrum's Strategic Plan once the process has been finalized.</i>	N/A	N/A	N/A	N/A	N/A

NEW ACCADEMIC CONTRACT GOALS – VOA CONTRACT 2019-2024

Goal #3 – The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination or other agreed upon exam (i.e. NWEA) data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Focus Area 3: Challenging and Advanced Coursework															
Performance Indicator	2014-2015	State Avg. 2014-2015	2015-2016	State Avg. 2015-2016	2016-2017	State Avg. 2016-2017	2017-2018	State Avg. 2017-2018	2018-2019	State Avg. 2018-2019	2019-2020	State Avg. 2019-2020	2020-2021	State Avg. 2020-2021	
Average composite ACT score (Data for seniors that graduated that year, not the juniors who took the test).	22.9	22.7	21.6	21.1	22.8	21.5	22.3	21.3	23.7	21.4					
English benchmarks (ACT)	22.6 (2016)	21.8	20.5	20.0	22.8	20.4	21.7	20.2	23.0	20.3					
Math benchmarks (ACT)	22.3 (2016)	22.8	21.6	21.2	22.1	21.5	22.0	21.4	23.1	21.4					
Reading benchmarks (ACT)	24.1 (2016)	23.0	22.0	21.3	23.4	21.8	22.8	21.7	24.8	21.7					
Science benchmarks (ACT)	22.3 (2016)	22.7	21.8	21.3	22.4	21.6	22.2	21.4	23.4	21.6					
% of students who were college ready in all 4 areas (ACT) Benchmark Scores: Eng. 18; Math 22; Rdg. 22; Science 23	39%	39%	25%	29%	40%	31%	32%	30%	43%	30%					
% of students graduating from Spectrum High School in 4 years	91.8%	81.9%	87.5% On MN report card	82.2%	93.5% Est. based on our data.	82.7%	92.31%	83.2%	98.3%						
% of graduating seniors who enroll in and plan to attend a post-secondary institution / military after graduation (as of the date of graduation)	79%	NA	96%	NA	80%		94%	N/A	90%						

# of college credits offered at SHS in the specific year	50	NA	51	NA	70	NA	66	N/A	Maintain					
# of students attending full-time PSEO SHS believes the students and school are better served remaining on campus while earning college credits.	6/118 = 5%	NA	15/119 = 12.6%	NA	16/130 = 12.3%	NA	17/148 = 11.5% ^s	N/A	Below 15% of jrs./srs. combined.					

Graduation Rate Results Explained: Upon review of Spectrum's Minnesota Report Card and 2016 graduation rates, a discrepancy was discovered between Spectrum's graduation records and what was reported by MDE. After looking into this detail and working with MDE, it was learned that Spectrum had been checking a "no show" box in Infinite Campus for students who dropped their Spectrum enrollment over the summer. By checking this box, it prevents the MARSS enrollment record for these summer-leavers from being reported to MDE. These students then became unknown to MDE which then affects the graduation cohort for which they were included and are subsequently counted against Spectrum's graduation rate. Unfortunately, the 2016-17 MARSS reporting timeframe is closed and according to MDE there is nothing further that can be done about the 4 year graduation cohort.

Upon the recommendation of MDE, a new MARSS enrollment record for these students in the current 2017-18 school year was created and the appropriate status end code and state aid category were listed. From there, MDE is able to correct Spectrum's 5 and 6 year cohorts. This work has been completed and verified in the MARSS reporting system, and all enrollment records for students that had the "no show" box checked for 2016-2017 and 2017-2018 school year have been updated.

The "no show" box has been utilized by Spectrum to prevent a schedule from being created for a student who has informed Spectrum that they are not returning during registration or over the summer. If not utilized, class sizes would be inflated and/or overloaded. Moving forward, at the start of each new school year, the check box will be removed to avoid this MARSS reporting issue in the future.

Goal Area TWO: TECHNOLOGY INTEGRATION

Technology integration is the use of technology resources, such as computers, mobile devices, digital cameras, social media platforms and networks, software applications, and the Internet in ways that can impact engagement and learning for all students. Technology is integrated when it is used as a tool to enhance teaching and learning, leading to professional growth for teachers and improved academic achievement for students.

GOAL #2

Spectrum High School will optimize performance and student achievement by strengthening meaningful technology use and integration throughout the school.

FOUR FOCUS AREAS

1. Technology Resources
2. Technology Education
3. Technology Integration
4. IT Security/Data Privacy

GOAL #2 STRATEGIES

Focus Area 1 (*Technology Resources*)

- a. Maintain a computer replacement plan.
- b. Provide all teachers with laptops; students with access to classroom Chromebooks/computers or a 1:1 device; and a stable network and wireless network for the entire school.
- c. Maintain a 1:1 Chromebook program for 7-12th grade students. Continue operating an in-house Chromebook repair depot and providing in-house Chromebook insurance to families.
- d. Provide a personalized learning environment by ensuring all students have access to digital tools and resources to complete work at school.
- e. Support teachers to develop interactive & engaging content and assessments in the learning management system – Schoology.
- f. Increase collaboration in the classroom by using collaborative digital tools such as Google Apps for education and Schoology.
- g. Ensure teacher utilize Interactive White Boards and document cameras in their classrooms.
- h. Provide the Infinite Campus program to streamline many educational processes and promote communication and collaboration between teachers, students, and parents.
- i. Provide a Technology and Communication Manager to oversee the Technology Department, a Network Administrator and a Technology Specialist to support, train, and assist teachers in the implementation of technology.

Focus Area 2 (*Technology Education*)

Students

- a. Ensure all students are trained by teachers in the use of common technology resources (e.g. Google Drive, Infinite Campus, Schoology, 1-to-1 Chromebooks).
- b. Spectrum will continue to offer relevant technology resources and creatively market them toward student interests.
- c. Spectrum is seeking out certification programs and college credit articulation for high school courses.

Teachers

- a. Improve teacher technology skills and increase technology integration through teacher professional development.
- b. Develop training resources in Schoology for teachers.
- c. Provide individualized technology support for teachers who need extra help with technology.
- d. Ensure new staff are trained on Google, Infinite Campus, and Schoology.
- e.

Parents

- a. Provide parents resources to maximize/utilize their parent accounts chosen software and data management systems (such as Schoology, Infinite Campus, and Securly).
- b. Provide training tutorials for parent account setup in chosen software and management systems (such as Infinite Campus and Schoology).

Focus Area 3 (Technology Integration)

- a. Continued development of online course content and digital resources to engage students and support learning. Spectrum recognizes and develops 21st century skills, such as collaboration, creativity, critical thinking, and problem solving, to foster student success in a technology-driven society.
- b. Develop a personalized learning environment, which will include options for flipped classrooms, hybrid learning environments, and online courses to help differentiate instruction.
- c. Maintain district-wide plan and training for students to use digital binders and portfolios in Google Drive to organize work and showcase growth.
- d. Provide students access to MCIS (MN Career Information System) through College and Career Readiness and AVID courses which offers career, college, and labor information.
- e. Spectrum will utilize a 6-12 technology scope and sequence.
- f. Facilitate ongoing conversations with teachers to support and encourage effective use of technology and gain insight into status of technology integration for planning more focused support and training.
- g. Increase teacher collaboration within departments for developing and refining effective teaching strategies utilizing tech integration to convey course content.
Maintain a list of digital resources approved for teacher use that have been vetted for FERPA and COPPA compliance, including collecting parent signatures for middle school students to comply with COPPA requirements.
- h. Provide and maintain online security (filtering, etc.) for all computers – including all Chromebooks on and off campus.

Focus Area 4 (Security/Data Privacy)

- a. Ensure secure access to system by enforcing password length policy, two-step authentication on Google, and setting a password reset requirement twice a year.
- b. Segmenting shared network drives and restricting access by role for increased security and data privacy.
- c. Providing online security training to all staff.
- d. Reviewing and documenting security measures in place.

#2 Technology-Integration Targets

Focus Area 1: Technology Resources							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Targets	2020-2021 Targets
Ratio of computers to staff in technology	Baseline	N/A	1133:2.5 or 453.2:1	470:1	480:1	500:1	500:1
% of technology equipment not to exceed the age of scheduled replacement cycle (excluding infrastructure)	Baseline	91%	93%	96%	78%	80%	80%
Schoolwide network outages not to exceed 5 days/year	Baseline	N/A	No school-wide outages	No school-wide outages	No schoolwide outage – NS ½ day outage	No schoolwide outage – MS 1/2 day outage	No schoolwide outage - MS ½ day outage
Considerations for future goals and performance indicators: <ul style="list-style-type: none"> Move toward online resource availability (i.e., online textbooks) Monetary investment and fundraising 							

Focus Area 2: Technology Education							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Targets	2020-2021 Targets
# of technology training hours for teachers per school year	N/A	New in FY17	100	6 Hrs.	2 trainings/# of Hours	2 trainings/# of Hours	2 trainings/# of Hours
# of technology integration staff attending technology training annually (followed by sharing with staff)	2 Tech Int. Teachers	2 teachers and Tech Manager attended TIES Conf.	2 teachers and Tech Manager attended TIES Conf.	2 teachers and Tech Manager attended TIES Conf.	Maintain	Maintain	Maintain

Focus Area 3: Technology Integration							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2018-2019 Targets	2020-2021 Targets
% of students utilizing a digital portfolio in grades 9-12 (using the Minnesota Career Information System – MCIS)	Baseline	36%	Approx. 39-45%	78%	100%	100% of 9-11 th graders	100% of 9-11 th graders
% of students integrated into 1:1 Chromebook program.	Baseline	0	21 AVID students or 7.2% (pilot)	21 AVID in school/13 take home	98%	100%	100%

Focus Area 4: Security/Data Privacy							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Targets	2020-2021 Targets
Staff passwords reset twice a year	N/A	N/A	N/A	N/A	100% Compliance	100%	100%
2-step authentication compliance	N/A	N/A	N/A	N/A	100% Teachers	100% Teachers/	100% Teachers
Digital Resources: To be reviewed and posted on digital tool resources for parent access	N/A	N/A	N/A	N/A	90%	90%	90%
COPPA: Middle School parent signatures received before computer access granted to student.	N/A	N/A	N/A	N/A	100%	100%	100%

Comprehensive Technology Goal							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 Targets	2020-2021 Targets
Rating on (annual) climate survey indicating satisfaction with technology integration	Baseline	AdvancED Survey given	Parents 86% HS Students 78% MS Students 94% Staff 80%	Parents: 76.19% MS Students: 93.31% HS Students: 69.82% Staff: 72.73%	Parents: 86.73% HS Students: 82.45% MS Students: 90.91% Staff: 76.19%	TBD	TBD



Goal Area Three: COMMUNITY-BASED OUTREACH

Goal #3

Spectrum will cultivate a safe and supportive school environment by empowering and unifying our communities (internal and external) through service, education, and action.

THREE FOCUS AREAS

1. School Environment
2. Service Learning (service)
3. Involvement in the School Community (action)

- h. Youth Frontier character retreats for students annually in grades 7 (Courage) and, 9 (Respect)

GOAL #3 STRATEGIES

Focus Area 1 (School Environment)

- a. Maintain high academic and behavioral expectations.
- b. Maintain a safe learning environment and facilities.
- c. Maintain respect towards students and property.
- d. Community involvement extends to students having a voice in their school. Spectrum has an active Student Council. Students participate on the School Improvement/World’s Best Workforce Committee. Student leaders are also encouraged to attend and share their voice at the School Board meetings.
- e. Students fill out a climate survey each school year and results are used to help guide school improvement.
- f. The principals may have occasional meetings with Student Council or groups of students to gather feedback towards positive change.
- g. Orientation: WEB, which stands for “Where Everybody Belongs” is a middle school orientation and transition program that welcomes 6th and 7th graders and makes them feel comfortable throughout their middle school experience in new buildings. Link Crew at the high school provides a similar experience for 9th graders>

Focus Area 2 (Service Learning)

- a. Students perform service (providing needed assistance) for individuals or organizations outside of their own family.
- b. Participation in Service Learning classes by students (with staff) 4 times a quarter during school hours.
- c. Provide opportunities for students to letter in community service.
- d. Ensure all students are working on service with a community organization through Service Learning.
- e. Provide opportunity for students to assess the effectiveness of their Service Learning experiences.
- f. Provide students leadership opportunities by developing their project planning and communication skills.
- g. Distinguish “service learning” from “community service” connecting it to school curriculum, offering students’ unique opportunities to acquire new skills as they learn responsibility, make connections through reflection, experience satisfaction, and provide benefit to the wider community.
- h. Service Learning experiences in grades 6-12 culminate in the senior capstone/legacy experience, paper, and presentation.

Focus Area 3 Involvement in the School Community)

- a. Offer a variety of extracurricular opportunities – both athletic and non-athletic.

- b. Provide opportunities for students to help other students.
- c. Survey student interests and brainstorm extracurricular opportunities.

Goal #3 Community-Based Outreach Targets

Focus Area 1: School Environment							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 Results	2019-2020 Targets	2020-2021
Average <u>parent</u> rating on the modified climate survey regarding maintaining <u>high expectations</u> for students.	Not Asked	4.59	Not Asked	91.27%	95.26%	TBD	Maintain 4 or better (out of 5) or 85% or better agrees/strongly agrees
Average <u>student</u> rating on people being <u>treated with respect</u> in their school. (Combined Students treat adults with respect and Staff and Teachers treat students with respect.)	Not Asked	Baseline	MS: 86% HS: 74%	MS: 76.2% (w/18.77% <i>Neither Agree/nor Disagree</i>) HS: 58.5% (w/29% <i>Neither Agree/nor Disagree</i>)	MS: 71.27% HS: 75.48%	TBD	Maintain 4 or better (out of 5) or 85% or better agrees/strongly agrees
Average student rating on property being treated with respect in their school.	Not Asked	Not Asked	MS: 76% HS: 69%	MS: 65.89% (w/30.43% <i>Neither Agree/nor Disagree</i>) HS: 58.95% (w/25.61% <i>Neither Agree/nor Disagree</i>)	MS: 71.50% HS: 69.52%	TBD	Maintain 4 or better (out of 5) or 85% or better agrees/strongly agrees
Average <u>parent</u> rating on the climate survey regarding maintaining a <u>safe learning environment</u> .	Not Asked	4.5	Not Asked	90.47%	95.26%	TBD	Maintain 4 or better (out of 5) or 85% or better agrees/strongly agrees
Average staff rating on the climate survey regarding maintaining <u>facilities</u> that contribute to a safe environment.	Not Asked	4.64	Not Asked	91.3%	96.67%	TBD	Maintain 4 or better (out of 5) or 85% or better agrees/strongly agrees

Focus Area 2: Service Learning (Service)							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 Results	2019-2020 Targets	2020-2021 Targets
Service Learning program will be aligned to Service Learning Standards (adopted from the National Youth Leadership Council).	N/A	N/A	N/A	N/A	NA	50%	100%
A Service Learning EXPO will be added to the program to be implemented in the 2019/2020 school year. This will highlight connections in the community, work being done, possible chosen Senior Capstone , and a speaker from one of our Service Learning connections talking about impact in the community.	NA	NA	NA	NA	NA	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Focus Area 3: Involvement in the School Community (Action)							
Performance Indicator	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 Results	2019-2020 Results	2020-2021 Targets
# of extracurricular activities available per year to students in grade 6.	Baseline	N/A	8	2	14	13	TBD
# of different <u>athletic</u> extracurricular options available each year to students in grades <u>7-8</u>	Baseline	N/A	N/A	18	17 Varsity athletic teams and 9 co-op athletic teams.	17 Varsity athletic teams and 13 co-op athletic teams	Maintain
# of <u>non-athletic</u> extracurricular opportunities available each year to students in grades <u>7-8</u>	Baseline	N/A	N/A	7	12	12	Maintain
# of different <u>athletic</u> extracurricular options available each year to students in grades <u>9-12</u>	Baseline	N/A	N/A	18	17 Varsity athletic teams and 9 co-op athletic teams	17 Varsity athletic teams and 13 co-op athletic teams	TBD
# of <u>non-athletic</u> extracurricular opportunities available each year to students in grades <u>9-12</u>	Baseline	N/A	N/A	8	6	6	TBD
Goal for the 2018-2019 school year: Implement a comprehensive program for after school activities specific to middle school students	N/A	N/A	N/A	N/A	At least 4 after school activities available at all times.	20	

Goal Area Four: HIGH QUALITY SUSTAINABLE ORGANIZATION

Goal #4

Spectrum will implement practices that lead to an effective and sustainable high quality organization.

FIVE FOCUS AREAS

1. Board Governance
2. Staffing/Human Resources
3. Enrollment
4. Facilities
5. Finances

GOAL #4 STRATEGIES

Focus Area 1 (Board Governance)

- a. Initial board training for all new board members in governance, employment, and finances; annual Data Practices training, and ongoing as available
- b. Agreed upon Board Operating Protocols governing board interactions and operations
- c. Clear separation of responsibilities and understanding of roles between board and administration
- d. Clear conflict of interest policy
- e. Annual board self-evaluation and analysis
- f. Annual board retreat (as needed) to review strategic planning
- g. Annually seek to attain the VOA Governance Award

Focus Area 2 (Staffing/Human Resources)

- a. Annual staff satisfaction survey
- b. Opportunities for staff leadership on teams and school-wide.
- c. Salary and benefits competitive with comparable schools
- d. Ongoing analysis of job descriptions and organizational structure
- e. Maintaining high expectations including accountability tied to performance
- f. Strong sense of community, belonging, and ownership
- g. Ensure clear understanding and fit with Spectrum culture
- h. Celebrate successes!

Focus Area 3 (Enrollment)

- a. Seek to overenroll by at least 1% of budgeted enrollment numbers
- b. Promote Spectrum's ongoing successes through a variety of media outlets
- c. Participate in community events building Spectrum's positive reputation and networking
- d. Hold Information and Tour Nights, as needed, to promote Spectrum's program and increase exposure to the community
- e. Collaborate with local public, private, and home schools to attract and transition students to Spectrum
- f. Analyze Spectrum programs for continuous improvement, strengthen areas needing attention, and highlight those that attract and retain students

Focus Area 4 (Facilities)

- a. Analyze facility needs on an ongoing basis
- b. Implement facility improvements through various funding sources
- c. Utilize the Safety Committee to ensure facilities provide a safe learning environment
- d. Adapt facilities to meet ever-changing curricular and extracurricular program needs and strengths

Focus Area 5 (Finances)

- a. Annually seek to attain the VOA Finance Award and MDE Finance Award
- b. Seek out grant opportunities and other revenue sources consistent with Spectrum's vision and mission
- c. Work with financial outsourcing company to ensure sound financial practices and oversight
- d. Seek value and quality of products at competitive rates
- e. Maintain a conservative fund balance of 20-25%
- f. Ensure a decision-making model that allows for expeditious use of funds
- g. Ensure a sound investment strategy to maximize available savings

Goal #4 High Quality Sustainable Organization Targets

Focus Area 1: Board Governance						
Performance Indicator	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 Targets
Board Retreat held annually	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
New Board members begin statutorily required training within 6 months of taking office and complete within 12 months	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Board agrees to operating protocols annually	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				
VOA Governance Award received annually	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No				

Focus Area 2: Staffing/Human Resources						
Performance Indicator	2015-2016	2016-2017	2017-2018	2018-2019 Targets	2019-2020 Targets	2020-2021 Targets
% of staff indicating they are satisfied or mostly satisfied with working at Spectrum based on the annual staff survey	Baseline	95%	95.66%	95%	95%	95%
Salary and Benefits analysis completed every three years and modified as the budget allows	Completed in FY14	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No In process	<input checked="" type="checkbox"/> Yes Tching Staff, Only	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Staffing analysis completed and staffing modified as the budget allows	Completed in FY16	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No In process	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Focus Area 3: Enrollment																		
Performance Indicator	2015-2016 B=Budget A=Actual			2016-2017			2017-2018			2018-2019 Targets Exceed by 1.0%			2019-2020 Targets Exceeds by 1.0%			2020-2021 Targets Exceeds by 1.0%		
	B	A	%	B	A	%	B	A	%	B	A	%	B	A	%	B	A	%
Average enrollment exceeds budgeted enrollment numbers	636	631.83	99% (4.17 students under)	655	662.63	1.02% (7.63 students over)	680	673.82	99% (6.18 students under)	731	716.21	98% (14.79 students under)						

Focus Area 3: Enrollment						
Performance Indicator	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hold no less than four Information and Tour Nights per year:	NA	NA	11.13.17 12.10.17 1.7.18 1.17.18	11.12.18 12.10.18 1.7.19 1.17.19	11.21.19 12.9.19 1.17.20 1.14.20	TBD

Focus Area 4: Facilities						
Performance Indicator	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Separate 7 th /8 th grade facility completed by FY19	NA	NA	In process	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	NA	NA
College and Career Center established by FY19	NA	NA	In process	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	NA	NA
Average staff rating on the Climate Survey regarding maintaining facilities that contribute to a safe environment at 85% or better (agrees or strongly agrees)	4.64		TBD	Maintain 85% or better agrees/strongly agrees FY19 = Current 96.67%	TBD	TBD

Focus Area 5: Finances						
Performance Indicator	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
VOA Finance Award received	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
MDE Finance Award received	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Finance Committee goals met	100%	100%	In process	100%	TBD	TBD
Fund balance %	23%	24.9%	28.3	20%-25% FY19 = 23%	TBD	TBD

Appendix M

BOARD CONTACT INFORMATION

(Board Contact Information begins on next page)

BOARD CONTACT INFORMATION

Spectrum High School Board of Directors
 17796 Industrial Circle NW, Elk River, MN 55330 – 763.241.8703
 Dan DeBruyn, Executive Director
www.spectrumhighschool.org

Most recent Board election: April 20, 2020

Name	Position	Term Start/Seated	Role	Phone	Email	Bckgrnd . Check Completed	Term/Comp of Term	Newly Elect or Re-Elect
Dave Lucas 25970 141 st Street Zimmerman, MN 55398	Chair 1/10/08- (VC 2/1/07- 1/10/08)	2/1/07	Comm	H 763.856.5141 C 763.607.2662 W 763.765.4464	dlucas@spectrumhighschool.org	FY07	6/30/22	
Tom Sagstetter 25885 102 ½ Street NW Zimmerman, MN 55398	Vice Chair Elected VC 8.14.14	9/19/13	Parent	C 612.805.6980	tsagstetter@spectrumhighschool.org	FY13	6/30/21	
Kathy Reed 21543 Jarvis St. NW Elk River, MN 55330	Treasurer Elected Treasurer 6.22.17	7/23/15	Parent	C 612.702.6534 H 763.441.8586	kreed@spectrumhighschool.org	FY15	6/30/23	✓
Tony Brunt 543 66 th Ave. NE Fridley, MN 55432	Secretary Elected Secretary 6.30.19	6/27/19	Teacher Folder # 420896	C 612.578.9178	tbrunt@spectrumhighschool.org	FY12	6/30/22	
Nancy Moe 4340 Clearwater Rd., Apt. #211 St. Cloud, MN 56301	Member	6/18/20	Teacher Folder # 353953	C 763.229.8709	nmoe@spectrumhighschool.org	FY20	6/30/23	✓
Bert Sepulveda 20445 152 nd Street NW Elk River, MN 55330	Member	6/28/18	Parent	C 763.439.8214	bsepulveda@spectrumhighschool.org	FY18	6/30/21	
Keve Israelson 14254 214 th Ave. NW Elk River, MN 55330	Member	Appointed 11.19.20 to replace Rob Stark	Parent	C 612.298.7192	kisraelson@spectrumhighschool.org	FY20	6/30/21	
Dan DeBruyn 27212 Lakewood Drive NW Isanti, MN 55040	Ex-Officio	7/1/16	Admin	C: 763.202.5707	ddbryun@spectrumhighschool.org	FY16	NA	
Nick Taintor, CPA BerganKDV	Finance Consult.	10/15/09	Finance Consult.	W 651.463.2233 x228 C 763.229.5854	Nick.taintor@bergankdv.com	FY12	NA	
Stephanie Olsen	Sponsor Liaison	NA	VOA	W 612.270.1998	solsen@voamn.org	NA	NA	

Updated as of: December 2, 2020

TEACHER PROFESSIONAL DEVELOPMENT PLAN

Introduction

The Spectrum Teacher Professional Development Plan includes three main components. The components of the plan are an integral part of the Spectrum Instructional Framework which is guided by five core areas. These five core areas consist of Standards and Curriculum, Instruction, Assessment, Results, and Support Systems. The goals of all three components are driven by the Minnesota Academic Standards and the Standards for Effective Practice. In addition, they are aligned to the district vision, mission and belief statements and district strategic plan goals. A quick summary of each component is provided below. A detailed description of each component is provided within the supporting documentation.

The first component, A Plan for Professional Growth and Engagement, has as its goal the continuous improvement and the maintenance of high standards in the area of teaching and learning by ensuring that teachers engage in meaningful professional development opportunities.

The second component of the Spectrum Professional Development Plan consists of a Teacher Development and Evaluation Plan. The primary goal of the Teacher Development and Evaluation Process is to evaluate and improve the teaching and learning practice in order to meet the developmental and educational needs of students, as well as to support the professional needs of the teaching staff.

The third component of the Spectrum Professional Development Plan is the Spectrum New Teacher Induction Program. The goal of the induction program is to provide all new teachers with high levels of support and rigorous training to maximize the retention of high quality, highly effective teachers.

Supporting Documentation

Core Areas of the Spectrum Instructional Framework

Standards and Curriculum: Curriculum and student learning needs are prioritized and aligned to state or national standards. The curriculum teaches the standards, is readily accessible and “unpacked,” and meets the viable and visible learning expectations.

Instruction: Quality instruction in response to student learning needs includes providing a clear and comprehensive message describing the new content and skills, facilitating activities that engage learners in co-creating and assimilating the new knowledge, and checking for understanding with formal and informal assessments.

Assessment: A balanced system of formative and summative assessments allows the school to monitor and promote student learning. They are designed with specific learning expectations, measuring what students know and are able to do. They are used to help students grow and align to engage the learner in mastering the learning expectations at the course, content area, and district level.

Results: Results of valid internal and external assessments are monitored and compared to ensure program alignment, rigor, and effectiveness and to identify potential improvements at the course, content area, and district level.

Support Systems: Fluid and responsive systems provide clear expectations; evaluation measures; accountability and celebration practices; time to collaborate; opportunities to alter schedules, calendars, and processes; and support to try innovative approaches, evaluate effectiveness, and document findings

Standards of Effective Practice and Content Standards

The Spectrum Professional Development Plan takes into account the Standards of Effective Practice and Content Standards as defined by the state of Minnesota.

- **Standard 1, subject matter:** A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.
- **Standard 2, student learning:** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.
- **Standard 3, diverse learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
- **Standard 4, instructional strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- **Standard 5, learning environment:** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard 6, communication:** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Standard 7, planning instruction:** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- **Standard 8, assessment:** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- **Standard 9, reflection and professional development:** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
- **Standard 10, collaboration, ethics, and relationships:** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and wellbeing.

Spectrum District Vision, Mission, and Belief Statements

Vision Statement

Spectrum's vision is to be a leading college preparatory school of choice committed to high standards and exceptional programming.

Mission Statement

Spectrum's mission is to equip students with the knowledge, skills, and attributes to successfully navigate the college and career of their choice and positively impact the world around them.

Spectrum believes that . . .

S	<p><u>Small schools/class sizes</u> meet individual needs, foster relationships, and provide a safe and supportive learning environment.</p> <p><u>Staff who are trained, caring, and effective</u> are essential to meeting the unique needs of our students.</p>
P	<p><u>Parents/guardians</u> are the students' primary educators.</p> <p><u>Participation in co-curricular activities</u> leads to increased leadership, teamwork, self-discipline, and academic achievement.</p>
E	<p><u>Engagement in learning and challenging coursework</u> lead to increased self-confidence and high academic achievement.</p>
C	<p><u>College and Career readiness</u> is achieved through rigorous coursework, targeted support, and individual determination.</p>
T	<p><u>Technological competency</u> is vital to students' future success.</p>
R	<p><u>Reaching the community</u> through service creates positive change in oneself and others.</p>
U	<p><u>Upholding high expectations</u> builds self-discipline, self-respect, and self-reliance.</p>
M	<p><u>Modeling collaboration and continuous improvement</u> leads to a healthy and sustainable organization.</p>

Spectrum Strategic Plan Goal Areas Related to Professional Development

The Spectrum Professional Development Plan is aligned with the Spectrum Strategic Plan goals.

Goal #3: Spectrum will meet or exceed all academic contract goals with its authorizer, Volunteers of America - MN. This includes meeting its World's Best Workforce requirement of closing the achievement gap for identified student groups and ensuring all students graduate on time and are college and career ready.

Goal #5: Spectrum will design and implement a school-wide uniform teaching and learning framework for determining curriculum content, processing, aligning, and reviewing curriculum and assessment, establishing instructional expectations and coordinating support systems.

Component #1 A Plan for Professional Growth and Engagement

Plan Goal, Description, and Objectives

The goal of this plan is continuous improvement and the maintenance of high standards in the area of teaching and learning by ensuring that teachers engage in meaningful professional development opportunities.

It reflects an emphasis on collaboration and reflection with colleagues. It is responsive in nature to the needs of students, teachers, and the Spectrum system as a whole. The plan intentionally presents varied opportunities for teachers to increase efficacy and expertise in their content area and teaching practices in general.

The objectives of this plan are as follows:

1. Teachers will participate in district level training during designated non-student contact workshop days prior to the start of the 2021/2022 school year. This training will focus on district initiatives aligned to the Spectrum Instructional Framework. Focus areas for the 2021/2022 school year are as follows:
 - Backwards design unit development (curriculum mapping)
 - Blended learning
 - Proficiency scale development and implementation
 - Formative assessment and progress monitoring strategies
2. Teachers will engage in district level professional development on nine days within the scheduled 2021/2022 school year. Work completed on district professional development days is directed toward:
 - Spectrum Strategic Goal #3 - content area team collaboration regarding assessment data analysis and development of differentiation strategies responsive to student needs.
 - Spectrum Strategic Plan goal #5 - content area collaboration regarding curriculum development, review, and alignment.
3. Teachers will develop an individual Professional Growth Plan that falls within the Q-Comp guidelines as determined by the Minnesota Department of Education. This plan is in the form of a SMART goal that is directed by the teacher's individual professional growth needs in regards to the development of instructional strategies that will improve student achievement. It will be documented and progress monitored in collaboration with the Curriculum and Instruction Coach and the Q-Comp Coordinator.
4. Teachers will develop a Student Growth Plan that falls within the Q-Comp guidelines as determined by the Minnesota Department of Education. This plan is in the form of a

SMART goal that is directed by student achievement data related to the Minnesota Academic Standards. Teachers will utilize a variety of assessment strategies to determine a baseline level of achievement. The plan will outline the implementation of strategies that will support student growth and academic achievement at the proficiency level.

5. Teachers will collaborate with the Curriculum and Instructional Coach regarding the development of their course curriculum and the implementation of teaching strategies that support student growth and achievement. This will take place on the basis of need and will be directed by the teacher, coach, principals, and the Coordinator of Curriculum and Instruction as outlined in the Spectrum Instructional Coaching Handbook.
6. Teachers will participate in individual professional development as it relates to their content area and district initiatives. The district will provide teachers \$300 per year and one additional FLEX day to be used for this purpose.
7. Teachers will participate in Continuing Education that pertains to the required areas in order to maintain licensure as directed by the Minnesota Department of Education. These opportunities will be provided by the district, they will be optional and scheduled outside of the required clock hours as outlined in the employment agreement.

Component #2 Teacher Development and Evaluation Plan

Plan Goal, Description and Objectives

The goal of this plan is to increase student achievement through the development, improvement, and support of qualified teachers and effective teaching practices.

The plan reflects a growth model and places an emphasis on the role of the principal as a coach. With the goal of individualized continuous improvement, the teacher and principal adopt a collaborative relationship. A series of [rubrics](#) tied to specific domains relating to the teaching and learning process are utilized to determine standards of performance and focus domains. The rubrics then serve as a tool to assess progress and performance throughout the year. The rubrics also provide a framework for coaching discussions and performance review.

The objectives of this plan are as follows:

1. Within this plan, teachers are placed on a professional learning continuum based on three identified phases. These three phases include 1) Standards of Performance 2) Growth Model, and 3) Teacher Leader. The [Teacher Evaluation Phases](#) document offers a more detailed description of each phase.
2. Principal and teacher engage in an initial meeting at the beginning of the year to consider the professional learning continuum (phases), the teaching and learning rubrics, and the teacher's "habit" or goal for the year.
3. Principals engage in frequent "mini-observations" (10 min.) in all classrooms. Mini-observations allow principals to collect data in regards to teacher's standards of performance, focus domain, and habit. The number of observations is dependent upon where the teacher is placed on the professional learning continuum.
4. Principals conduct debrief meetings with teachers following each mini-observation. This provides an opportunity to analyze the resulting data and allows for coaching conversations. The debrief meetings also facilitate progress monitoring and support teacher growth with details being recorded on a shared Google Document.
5. Principals and teachers engage in a mid-year review meeting at which time observation data is analyzed and goal progress is assessed. By doing so in a comprehensive manner, it serves as a checkpoint for teacher evaluation and directs further action in regards to the standards of performance or habit.
6. Principals and teachers engage in an end-of-the-year summative evaluation meeting. The purpose of this meeting is to evaluate the teacher's performance in regards to the standards, the focus domain, and habit, depending upon where the teacher is on the

professional learning continuum. As a result of this summative evaluation meeting, a determination is made regarding the teacher's status on the professional learning continuum and a plan is put in place for further action.

Component #3

New Teacher Induction Program

Program Goal, Description, and Objectives

The goal of this program is to provide all new teachers with high levels of support and rigorous training to maximize the retention of high-quality, highly effective teachers.

This three-year program is designed to provide new teachers an initial introduction to the Spectrum system and continued, scaffolded support throughout the duration of the program. It offers an opportunity to build a network by becoming familiar with Spectrum's employees, resources, and support services. The program provides training in regards to system initiatives, student information and learning management systems and addresses crucial aspects of the teaching and learning experience. These include, but are not limited to, curriculum development, instructional planning, classroom management, and student/family communication. Acting as a mentor, the Curriculum and Instruction Coach leads the intention of the New Teacher Induction Program and in addition, offers individualized support to new teachers based upon need.

The objectives of the program are as follows:

1. New teachers engage in a workshop specific to the needs of new employees prior to the start of the school year. This serves as an introduction to the Spectrum system and teachers are offered basic training in crucial areas that will allow them to begin the year successfully.
2. New teachers will participate in monthly professional learning meetings specifically designed to address areas related to new teachers and Spectrum system initiatives. The content of the learning is differentiated according to the needs of the teachers, i.e., first year teachers vs. veteran teachers new to Spectrum.
3. The Curriculum and Instruction Coach will observe new teachers regularly to gather data and note potential feedback.
4. The Curriculum and Instruction Coach and new teacher will engage in coaching conversations following the classroom observations to analyze data and collaborate regarding instructional planning.
5. New teachers will observe master teachers to gain insight, generate ideas, and develop instructional strategies that they can implement into their own instructional planning.
6. The Curriculum and Instruction Coach will assume the role of a mentor for all new teachers.

In year one of the program, 15 - 30 min mentor/mentee meetings will occur one time per week throughout the first three months of the school year. For the remaining months of the school year, mentor/mentee meetings will occur every other week. Additional meetings will be scheduled on an as needed basis.

In year two and three of the program, mentor/mentee meetings will be informally scheduled on an as needed basis.

Resources

Erkens, C., & Twadell, E.(2012) *Leading by design: An Action Framework for PLC at work leaders*. Solution Tree Press

Marshall, K.(2013). *Rethinking teacher supervision and evaluation*. Josey-Bass

Orchard Park Central School District. (2018). *Orchard Park Central School District Professional Development Plan*. <https://www.opschools.org/Page/216>