



# Spectrum Schools

*(Spectrum Middle School and Spectrum High School)*

## 2022-2023 Annual Report



11044 Industrial Circle NW  
Elk River, MN 55330  
6<sup>th</sup> Grade Building



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



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

[www.spectrumhighschool.org](http://www.spectrumhighschool.org)

<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
<b>INTRODUCTION</b>	
PURPOSE	4
VERIFICATION OF STATUTORY COMPLIANCE	4
HISTORY (INCLUDING ORGANIZATIONAL DOCUMENTATION)	5
VISION, MISSION, AND BELIEF STATEMENTS	6
<b>AUTHORIZER</b>	
CONTACT INFORMATION	9
OVERSIGHT INFORMATION	9
<b>SCHOOL MANAGEMENT</b>	
OVERVIEW	11
SCHOOL BOARD MEMBERS	11
BOARD TRAINING	14
BOARD/SCHOOL GOALS	15
BOARD ELECTION	15
ADMINISTRATION	16
<b>STAFF/LICENSED FACULTY INFORMATION</b>	
2022-2023 NON-LICENSED STAFF	17
2022-2023 LICENSED STAFF	17
EXECUTIVE DIRECTOR PERFORMANCE EVALUATION: POLICY, PROCEDURE AND TIMELINE	17
NON-TEACHING STAFF RETENTION RATE	17
<b>SCHOOL ADMISSION AND ENROLLMENT</b>	
ENROLLMENT BY GRADE LEVEL	18
STUDENT ATTRITION AND RETENTION	18
STUDENT DEMOGRAPHICS	19
INITIAL STUDENT APPLICATION	19
REQUEST FOR STUDENT RECORDS FORM	19
ADMISSIONS AND ENROLLMENT POLICY	19
<b>ACADEMIC PROGRAM AND SCHOOL PERFORMANCE</b>	
ACADEMIC PERFORMANCE	20
SCHOOL PLAN FOR ANNUAL ASSESSMENTS	27
REVIEW OF INSTRUCTION AND CURRICULUM	27
PROFESSIONAL DEVELOPMENT	28
<b>SCHOOL CLIMATE</b>	
OVERVIEW	29
<b>FINANCES</b>	
OVERVIEW	30
FY22 FINANCIALS	30
AUDIT FINDINGS AND INTERNAL CONTROLS	31
<b>INNOVATIVE PRACTICES AND AWARDS</b>	
Q-COMP	32

<b>TABLE OF CONTENTS (CONTINUED)</b>	<b>PAGE</b>
<b>INNOVATIVE PRACTICES AND AWARDS (CONTINUED)</b>	
QUALITY COMPENSATION (Q-COMP)	32
C@SH CLASSES	33
AVID	33
AWARDS	33
RESPONSE TO INTERVENTION (RTI)	34
SENIOR CAPSTONE	34
<b>SERVICE LEARNING/COMMUNITY OUTREACH / CITIZENSHIP CURRICULUM</b>	
SERVICE LEARNING/COMMUNITY OUTREACH PLAN	35
<b>PROGRAM CHALLENGES</b>	
PROGRAM CHALLENGES	37
<b>FUTURE PLANS</b>	
FUTURE PLANS	38

## INTRODUCTION

### PURPOSE

This report is intended to meet Spectrum Schools' (Spectrum Middle School and Spectrum High School) requirements as outlined in Minnesota Statutes, section 124E, 16, Subdivision 2 (Annual Public Records).

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/TABLE OF CONTENTS

Report Introduction	4
Statutory or Contract Required Annual Report	4
School Enrollment	18
School Attrition or Retention Rates	18
Board Governance: Elections, Roster, Training	11-16
Management	16
Staffing and Employee Retention Rates	17
Academic Performance: State exams and local assessments	20-27
School Annual Plan for Assessments	27
School Finances	30
Service-Learning Plan and Analysis of Outcomes	35
Innovative Practices and Implementation	32-34
Future Plans	38
Nonprofit Status Legal Status (include notice of “active status” from the MN Secretary of State and MN Attorney General and DATE of your 2022-2023 Nonprofit Annual Meeting)	5



## BRIEF HISTORY OF SPECTRUM SCHOOLS

Spectrum Middle School and Spectrum High School (Spectrum) is a public charter school that received its original charter in 2006. During the 2022-2023 school year, the school served around 870 students in grades six through twelve. Spectrum is located thirty-five miles northwest of the Minneapolis/St. Paul metropolitan area. The district 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. Current population is stated as 26,844 (Source: City of Elk River Community Profile, 2022).

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 2021-2022, 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 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 2023, who earned a total of 3,017 college credits over their high school career, may realize a savings in college tuition of \$1,350,000 (based on the average four-year public college tuition cost).

## ORGANIZATIONAL DOCUMENTS

2022-2023 Nonprofit Annual Meeting Date: **October 26th, 2023**

MN Attorney General Filing – proof of “active status”

*Attorney General - 2022 Active Status ([link](#))*

MN Secretary of State Filing – proof of “active status”

*2022 Secretary of State Certificate ([link](#))*

## VISION AND MISSION OF SPECTRUM SCHOOLS

### 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	<u>Small school's/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.

## **HOW SPECTRUM MEETS ITS VISION AND MISSION**

### **Vision Statement**

Spectrum's clearly defined College @ Spectrum High or C@SH program clearly distinguishes the school from other college preparatory schools - working closely with four colleges to offer all courses on campus necessary for students to earn their AA degree. Spectrum Middle School also centers their work on ensuring students are ready for high school, but also prepared to take college courses as early as ninth grade.

Spectrum expects students to put forth their best efforts academically while holding them accountable and providing needed support. Students earn PERKS at the high school level, allowing them the opportunity to be off campus when not in class. Earning PERKS requires students to maintain high standards academically and behaviorally.

Programmatically, Spectrum works diligently to ensure rigor in all courses as well as mastery of standards. Teachers align courses with State standards, assess for mastery, and work with students needing additional support.

### **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 has articulated a Student Profile identifying skills and knowledge expected of all Spectrum graduates. Work continues to refine the profile and ensure it plays a central role in curriculum and program efforts.

## Profile of a Spectrum Student

1. <b>Globally Competent Individual</b> who	<ul style="list-style-type: none"> <li>- Possesses an informed world perspective, including understandings of world geography, history, economics, social issues, cultures, political structures, and environmental conditions</li> <li>- Understands that local concerns are often related to global concerns</li> <li>- Recognizes and analyzes differing perspectives, including his or her own</li> <li>- Effectively communicates and problem solves with those whose perspective, culture, and language that may differ from their own</li> </ul>
2. <b>Responsible, Engaged Citizen</b> who	<ul style="list-style-type: none"> <li>- Demonstrates a high level of integrity and principled action</li> <li>- Applies knowledge and education for the good of the community</li> <li>- Demonstrates respect and understanding of differing perspectives</li> <li>- Accepts responsibility for personal choices and actions, and learns from failures</li> <li>- Actively seeks information about issues that impact the local and global community.</li> <li>- Acts intentionally to serve and help to meet the needs of fellow community members</li> <li>- Shows empathy and compassion for others</li> </ul>
3. <b>Effective Communicator and Collaborator</b> who	<ul style="list-style-type: none"> <li>- Communicates effectively as a listener, speaker, and writer</li> <li>- Possesses strong social and interpersonal skills, including verbal, non-verbal, and conflict resolution skills</li> <li>- Works effectively with others in academic and social settings, both as a leader and a contributor</li> </ul>
4. <b>Critical Thinker</b> who	<ul style="list-style-type: none"> <li>- Demonstrates proficiency in multiple subjects or fields, including a variety of academic and technological disciplines</li> <li>- Thinks and produces creatively, both collaboratively and independently</li> <li>- Demonstrates intellectual curiosity by applying original solutions to problems or challenges</li> <li>- Critically analyzes and evaluates informational sources</li> </ul>
5. <b>Authentic Learner</b> who	<ul style="list-style-type: none"> <li>- Understands own needs as a learner and advocates appropriately</li> <li>- Persists when faced with challenge or adversity</li> <li>- Actively sets personal learning goals</li> <li>- Self monitors progress</li> <li>- Values continuous learning and seeks opportunities for growth</li> </ul>
6. <b>Innovative and Creative Problem Solver</b> who	<ul style="list-style-type: none"> <li>- Develops solutions to problems encountered or are likely to encounter in life</li> <li>- Complete tasks for which have not received explicit instruction</li> <li>- Proposes solutions to real-world problems</li> <li>- Engages with real-world audiences in an effort to solve an authentic problem</li> </ul>
7. <b>Mindful Decision Maker</b> who	<ul style="list-style-type: none"> <li>- Actively maintains a healthy balanced life through informed choices</li> <li>- Adapts to new and challenging situations and environments</li> <li>- Commits to physical, social, and emotional well-being</li> <li>- Demonstrates knowledge of essential life skills and resources</li> </ul>

## AUTHORIZER

### CONTACT INFORMATION



Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Manager

VOA Charter School Authorizing Program

9220 Bass Lake Rd Ste 255, New Hope, MN 55428

Phone: 612-270-1998

E-Mail: [solsen@voamn.org](mailto: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 charter 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 compliant 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.

## SCHOOL MANAGEMENT

### OVERVIEW

Spectrum is governed by a Board of Directors, which meets at least monthly. All Minnesota Charter School Boards are subject to Minnesota's public meeting laws. As a result, all Spectrum Board meetings are public meetings. Minutes of the Board meetings are posted on Spectrum's website ([here](#)). A record of votes is maintained at the district office.

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 composed 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 Executive Director is an ex-officio member of the School Board.

### SCHOOL BOARD MEMBERS

Name	Seat Type (Teacher, Parent, Community)	Officer or Member	Area(s) of Expertise	Elected or Appointed	Date Seated	Term Ends	Email	Attendance (percent)
Dave Lucas	Community	Officer Chair	Governance Finance	Elected	02/01/2007	2025	First initial and last name @spectru mhhighsch ool.org	83%
Tom Sagstetter	Community	Officer Vice Chair	Economics Finance	Elected	09/19/2013	2024		83%
Joe Thonas	Parent	Office Treasurer	Finance	Elected	09/19/2013	2024		92%
Jason Ruzek	Teacher	Officer Secretary	Leadership Development	Elected	06/23/2022	2025		100%
Cory Taylor	Parent	Member	Business	Elected	09/23/2021	2023		100%
Joshua Zehoski	Parent	Member	Strategic Leadership	Elected	06/23/2022	2023		92%
Nancy Moe	Teacher	Member	Education	Elected	06/18/2020	2023		100%
Dan DeBruyn	Ex Officio	Member	Administration Education Business	Elected	07/1/2016	NA		100%

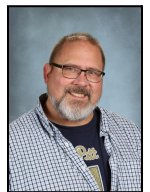
**Dave Lucas** has served on the School's Board since 2007 and has been serving as its Chair since 2008. Mr. Lucas' areas of expertise are in governance and finance. Mr. Lucas is currently employed with Sherburne County as the Solid Waste Administrator and has more than 25 years of professional experience 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, around energy efficiency, customer care, and natural gas standards.



**Jason Ruzek** serves as the Board's Secretary and has done so since 2022. Mr. Ruzek holds several degrees including a Master of Divinity from Gordon-Conwell Theological Seminary in Hamilton, and an MA and BS in Biology from The University of Pittsburgh. He is a licensed 9-12, Tier 3, Chemistry teacher, and has taught both Chemistry and Physical Science at Spectrum. He also holds a license for 5-8, Tier 3, Science teaching, having taught Earth and Life Science in Spectrum Middle School from 2014 to 2019. His licensure training has been through the Master of Education program at Bemidji State. As a result, Mr. Ruzek has had opportunities to employ cutting-edge pedagogical tactics, considerable scientific and intellectual depth, as well as philosophical and linguistic insight, in seeking to expand the base of knowledge of his students. He was originally hired by Spectrum for work as a Paraprofessional in the Special Education program and worked as Spectrum's 504 Coordinator from 2013-2014.



**Joseph (Joe) Thomas** serves as the Board Treasurer and is a parent member of the Board. Mr. Thomas holds a bachelor's degree from Metro State University in St. Paul, MN and an MBA in Finance from Bethel University in Roseville, MN. He has been employed as a Finance and Accounting Manager for a non-profit entity and now serves as a Controller for Polaris. Prior to Mr. Thomas' tenure on the Spectrum School Board, he served as Treasurer on a previous charter school's Board of Directors.





**Nancy Moe** serves as a Board Member and 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.



**Cory Taylor** was appointed to the Board and seated on October 28, 2021, to replace another member who resigned. He was re-elected to fill out the term in 2021. Mr. Taylor is a parent member of the Board and holds a bachelor's degree in business administration with an emphasis in Operations Management from Kansas State University. Mr. Taylor is the current owner of CT'S Revival Bar-B-Que, LLC, as well as the owner of Revival Home Inspections, LLC. In addition, Mr. Taylor served on the Minneapolis Police Department for 15 years and has since retired. He is experienced in conflict resolution, critical thinking training, and problem solving. He and his wife have two students who attend Spectrum.



**Joshua Zehoski** serves as a Board Member since 2022 and is a Lead Systems Engineer with over 20 years of Systems Engineering experience. He regularly applies logical and systematic thinking to solve complex issues (technical and non-technical) with a focus on meeting customer needs. In this role and other past leadership roles, including management, Mr. Zehoski has been able to successfully influence and foster relationships through his trustworthiness, humility, and recognition of others. He also engages others by actively listening, encouraging, and empowering them toward a common objective as well as their personal goals.



**Dan DeBruyn** - Executive Director (Ex-officio Member) - Mr. DeBruyn has served Spectrum in the role of Executive Director since 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 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, and a K-12 Principal Licensure from St. Mary's University.



## SCHOOL BOARD TRAINING

All members of the Board have completed the required initial and ongoing training as mandated by Minnesota Statutes, section 124 E.07.

Spectrum School Board Member Training							
<i>In accordance w/ Minnesota Statutes, section 124E.07, Subdivision 7</i>				<i>Updated: Nov. 1, 2023</i>			
<b>Title of Training (Vendor)</b>							
Key: *Initial Training ^Ongoing Training	Lucas, Dave	Sagstetter, Tom	Thomas, Joseph	Ruzek, Jason	Taylor, Cory	Moe, Nancy	Zehoski, Joshua
Finance (MSBA)*				6/16/22		6/14/20	1/11/22
Employment (MSBA)*				6/16/22		7/21/20	1/12/22
Governance (MSBA)*				6/16/22		7/28/20	1/13/22
Financial Training (Ongoing, BerganKDV/Creative Planning)^	1/28/21, 10/26/23	1/29/21, 10/26/23	10/26/23	10/26/23	10/26/23	1/29/21, 10/26/23	10/26/23
Data Practices Training^	9/22/22	9/22/22	9/22/22	9/22/22	9/22/22	9/22/22	9/22/22
Finance Matters (MACS)*			10/12/21		2/28/22		
Employment Matters (MACS)*			6/27/23		6/21/23		
Board Governance (MACS)*			12/20/21		6/21/23		
Finance Matters (BKDA)*	10/29/16	10/29/16					
Employment Matters (James Martin, Attorney)*^	10/29/16	10/29/16					
Board Governance (James Martin, Attorney)*^	10/29/16	10/29/16					

## SCHOOL BOARD GOALS

### Board Strategic Planning and/or Board Development Plan

The Spectrum School Board develops a strategic plan every five years utilizing an outside company and in collaboration with constituents. The current strategic plan will come to fruition in 2026. Within the strategic plan are specific objectives to help the school meet its intended goals. In addition, the School Board establishes annual goals often derived from their annual self-evaluation, the Annual Climate Survey, and/or internal feedback on needs within the organization. The Board receives mid-year updates on their goals.

- *Strategic Plan 2026* ([link](#))
- *Strategic Planning - Board/School Goals* ([link](#))
- *2022-2023 Board Goals Update* ([link](#))

### Board Self-Evaluation

- *Board Self-Evaluation Survey Template* ([link](#))

The Board self-evaluation process was completed on July 16<sup>th</sup>, 2023

## SCHOOL BOARD ELECTION

Spectrum's School Board election is held annually in accordance with the established *Spectrum Schools Election Procedures* ([link](#)).

The following people participated as candidates in the 2023 election.

*2022-2023 School Board Candidates* ([link](#))

Date of notice announcing the Board election: March 15, 2023

Date/s of the Board Election: April 18<sup>th</sup>, 2023

Election Results were certified by the School Board on April 24<sup>th</sup>, 2023

Spectrum's current School Board members can be found on the school's website [here](#).



## ADMINISTRATION

Name	Admin License (Yes/No)	File Folder Number	Position	Years Employed by the School	Returning in 2023-2024 (Yes/No)
Daniel DeBruyn	Yes	#363795	Executive Director	7	Yes
Mark Leland	Yes	#424437	HS Principal	9	Yes
Greg Heineke	Yes	#344702	MS Principal	6	Yes

**Dan DeBruyn** (License #363795), Executive Director - Mr. DeBruyn has served Spectrum in the role of Executive Director since 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 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, and a K-12 Principal Licensure from St. Mary's University.



**Mark Leland** (License #424437), High School Principal - Mr. Leland 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 - Mr. Heinecke 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. He also holds a K-12 Principal licensure.



## **STAFF/LICENSED FACULTY INFORMATION**

Spectrum employs just under 200 people on an annual basis, with around half of them working as full-time employees. The remainder work in part-time roles, such as bus driver, custodian, or coach. The following documents detail most of Spectrum's full-time faculty and staff.

**2022-2023 OFFICE AND SUPPORT STAFF (NON-LICENSED STAFF) INFORMATION** ([link](#))

**2022-2023 LICENSED STAFF/FACULTY INFORMATION** ([link](#))

**2022-2023 NON-TEACHING STAFF RETENTION RATE: 81.25%**

The School Board has one employee for which it provides oversight - the Executive Director. They provide accountability through the following evaluation process which is completed each winter/spring.

**EXECUTIVE DIRECTOR PERFORMANCE EVALUATION: POLICY, PROCEDURE, AND TIMELINE** ([link](#))

For 17 years Spectrum Schools have continued to grow in student enrollment and staffing. As the organization grows, so does the need to continue adjusting the organizational chart and shifting job responsibilities. Spectrum's current *Organizational Chart* can be found [here](#).



## SCHOOL ADMISSIONS AND ENROLLMENT

Enrollment is a critical element in maintaining a healthy school environment. For the past 17 years, Spectrum has maintained and often exceeded its projected enrollment numbers. The following enrollment information summarizes Spectrum's enrollment for the 2022-2023 school year.

### 2022-2023 ENROLLMENT BY GRADE LEVEL

Student Enrollment															
	Grade Level														
School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total # Students
2021-2022	N A	N A	N A	N A	N A	N A	N A	130	147	126	105	125	109	92	834
2022-2023	N A	N A	N A	N A	N A	N A	N A	134	135	148	125	106	126	99	873
2023-2024 Projections	N A	N A	N A	N A	N A	N A	N A	121	144	143	141	126	109	110	894

### STUDENT ATTRITION OR RETENTION

#### Attrition (from prior school year)

School Year	Total # Students enrolled on October 1	Total # of October 1 Students enrolled at End of Year	Attrition Rate (during the school year) (%)
2021-2022	877	787	89%

#### Retention

School Year	Total # of Students Eligible at End of Year to Return in Fall of 2022	Total # of (Eligible) Students Who Returned at Start of 2022-2023 School Year	Retention Rate (%)
2022-2023	734	671	91%

## STUDENT DEMOGRAPHICS

Demographic Trends	2022-2023	2023-2024 (October 1)
Total Enrollment	883	908
Black or African American	18	23
Hispanic or Latino	18	44
Asian/PI	18	12
American Indian	5	3
White	762	782
2 or more races	39	44
Special Education	86	102
LEP/ELL	8	4
F/R Lunch	144	148
<i>Data available on MDE website.</i>		

## STUDENT APPLICATION FOR ENROLLMENT

Spectrum's Registrar is responsible for implementation of the Board-approved [Enrollment Policy \(link\)](#). [Student Enrollment Applications \(link\)](#) are submitted online. Once the lottery is held in February, students are offered positions for the upcoming school year, and a parent/guardian accepts a position, a [Request for Records \(link\)](#) is sent to the sending school.

## ACADEMIC PROGRAM AND SCHOOL PERFORMANCE

### ACADEMIC PERFORMANCE

#### 2022-2023 Authorizer Contract Goals: Academic

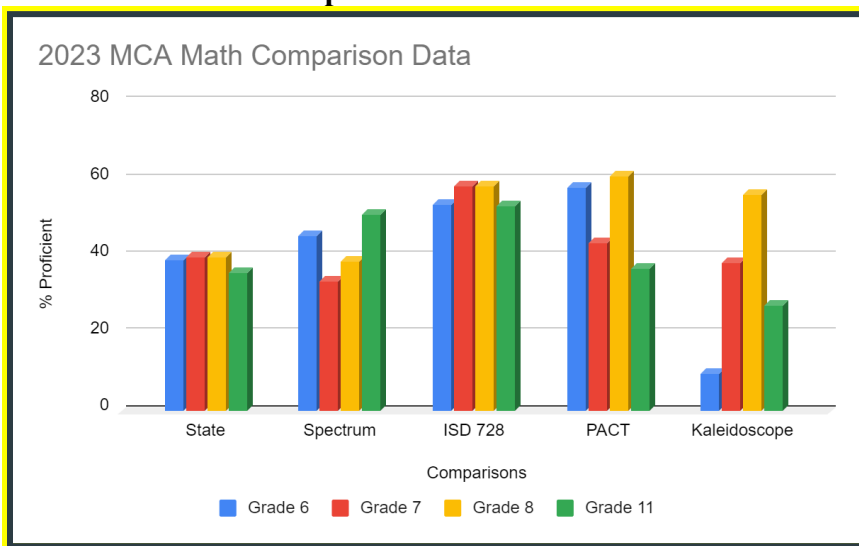
Spectrum students will perform well on the state examinations in comparison to students at schools they might otherwise attend (with similar demographics) with an average proficiency rate that meets or exceeds the performance in one or two subjects (math, reading, and science)

These graphs show the comparison of Spectrum Middle/High School and surrounding school district performance on the Math, Reading, and Science MCA for 2022 and 2023 (FY23). The scores show the percent proficient of students across all accountability groups.

#### MCA Data Comparison

VOA Contract Goal: Spectrum students will perform well on state examinations when compared to students at schools with similar demographics ) they might otherwise attend.

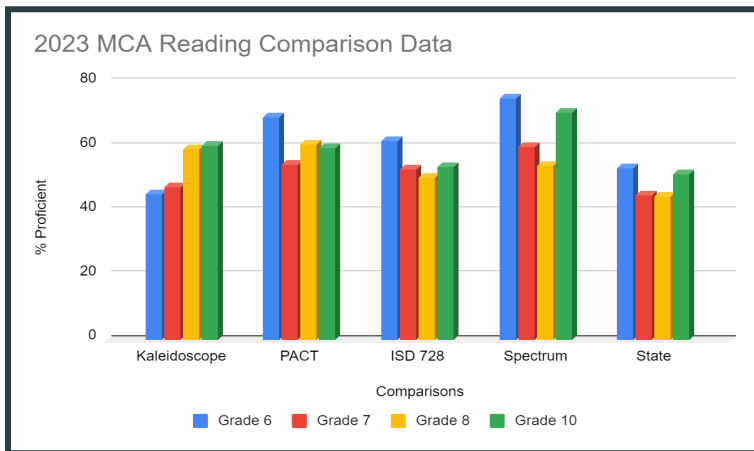
#### MCA School Data Comparisons - Math



2022/2023 MCA Math Percent Proficient					
Grade Level	State	Spectrum	ISD 728	PACT	Kaleidoscope
Grade 6	39.2	45.5	53.3	57.7	9.5
Grade 7	39.7	33.6	58.1	43.4	38.5
Grade 8	39.9	38.8	58.1	60.8	56
Grade 11	35.9	51	53	37	27.3

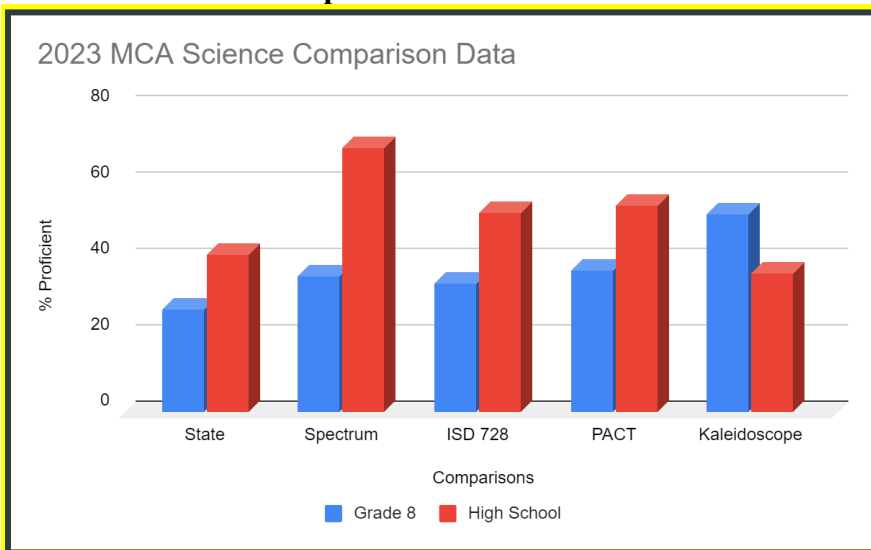


## MCA School Data Comparisons Reading



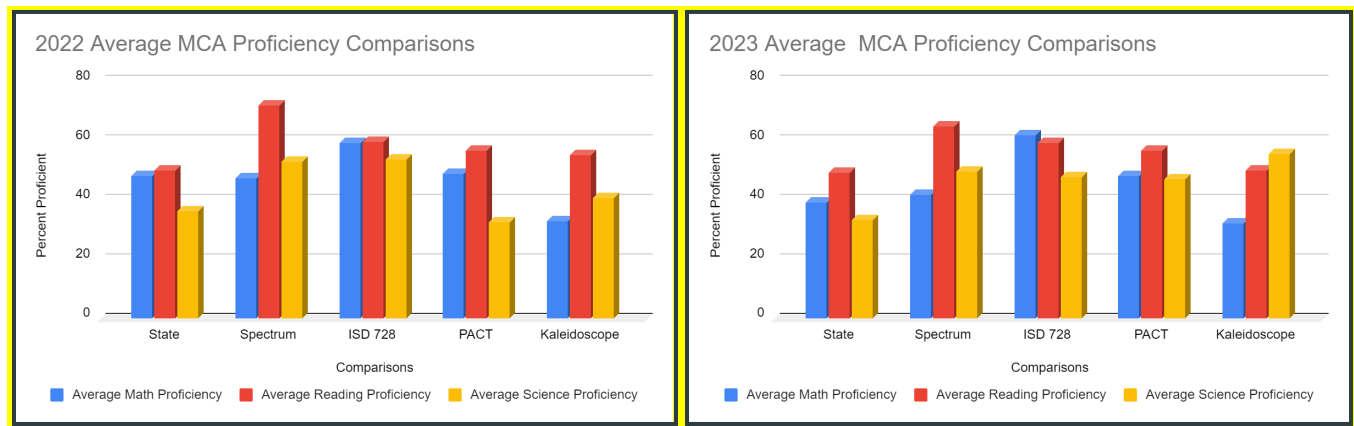
2022/2023 MCA Reading Percent Proficient					
Grade Level	State	Spectrum	ISD 728	PACT	Kaleidoscope
Grade 6	53.3	75	61.8	69.2	45.2
Grade 7	45.1	60.2	52.9	54.7	47.5
Grade 8	44.5	54.3	50.5	60.8	59.3
Grade 10	51.5	70.8	53.9	59.6	60.6

## MCA School Data Comparisons - Science



2022/2023 MCA Science Percent Proficient					
Grade Level	State	Spectrum	ISD 728	PACT	Kaleidoscope
Grade 8	26.9	35.5	33.8	37.3	52
High School	41.4	69.4	52.4	54.1	36.4

### MCA School Data Comparisons (Average Proficiency)



2023 Average Proficiency Comparisons					
Subject Areas	State	Spectrum	ISD 728	PACT	Kaleidoscope
Average Math Proficiency Percentages	39.0	41.8	61.9	48	32.1
Average Reading Proficiency Percentages	49.0	64.6	59.3	56.5	50
Average Science Proficiency Percentages	33.0	49.4	47.8	46.9	55.6

2022 Average Proficiency Comparisons					
Subject Areas	State	Spectrum	ISD 728	PACT	Kaleidoscope
Average Math Proficiency Percentages	48	47.1	59.1	48.7	32.7
Average Reading Proficiency Percentages	50	71.7	59.5	56.5	55
Average Science Proficiency Percentages	36	53	53.7	32.4	40.7

# FASTbridge Data

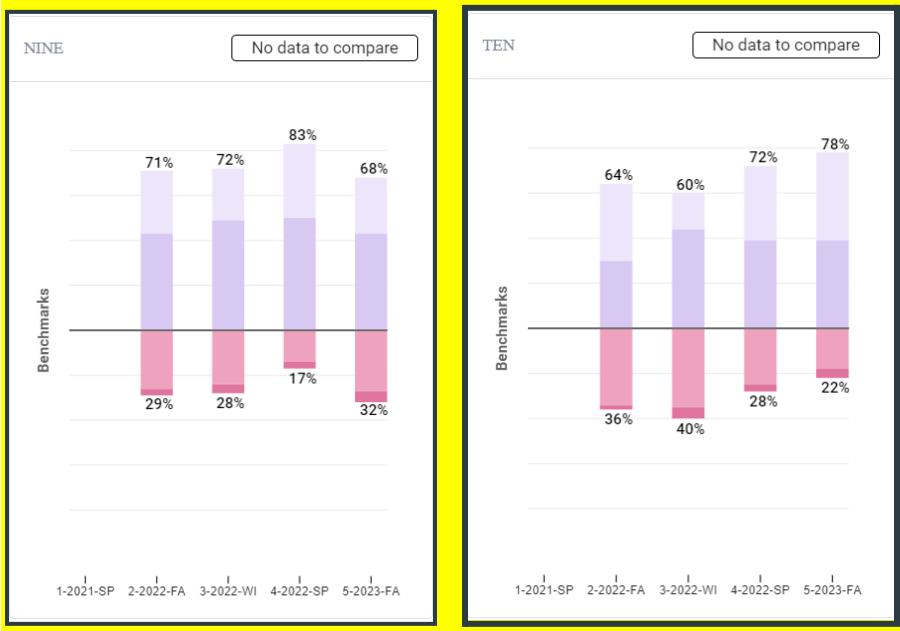
## Grades 6-8 Math



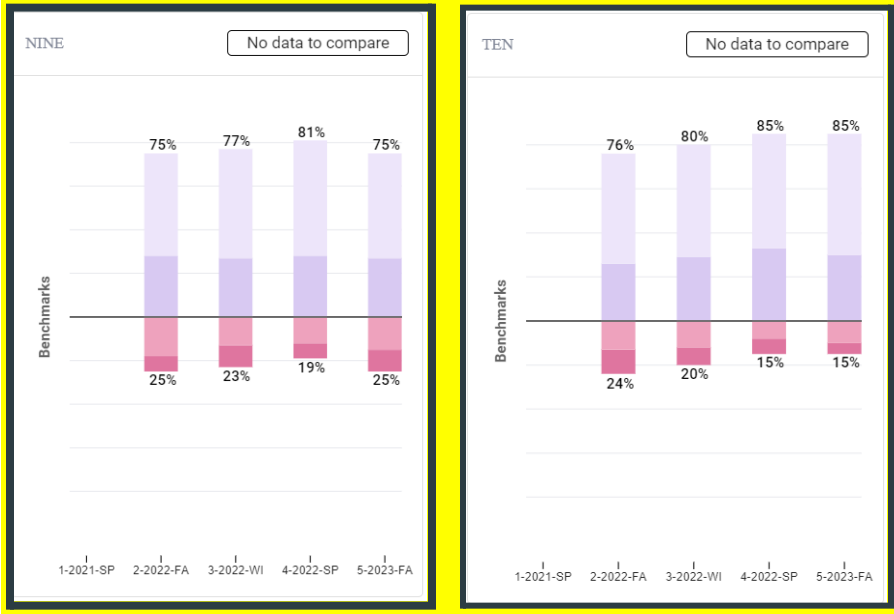
## Grades 6-8 Reading



# Grades 9 & 10 Math



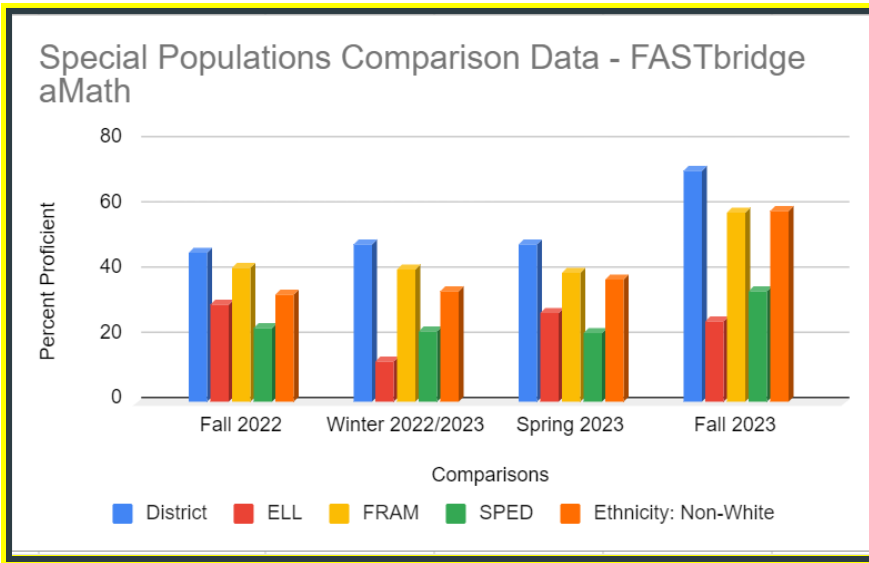
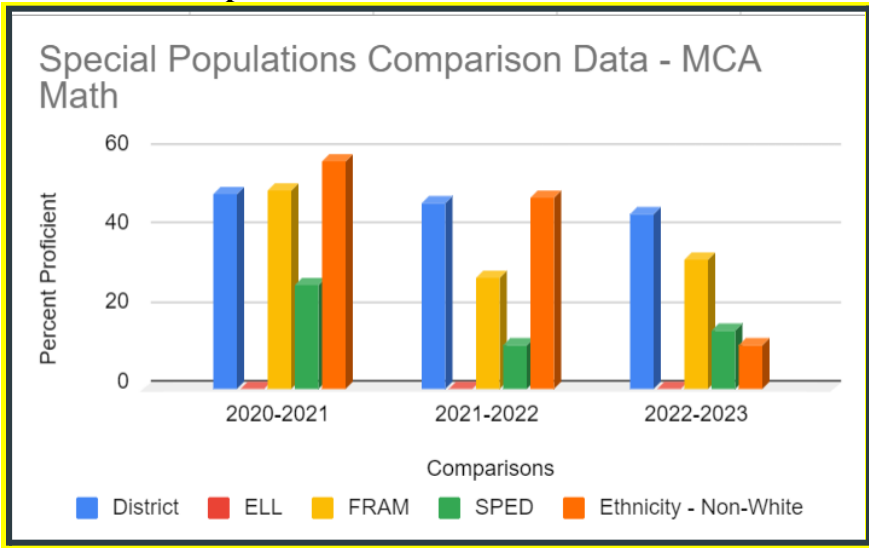
# Grades 9 & 10 Reading



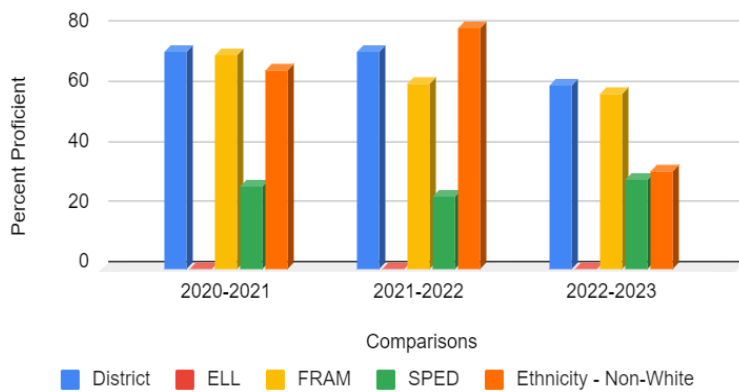
# VOA Contract Goal #2

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 examinations or other agreed upon exam data as evidence of the school meeting their primary statutory purpose of improving all pupil learning and all student achievement.

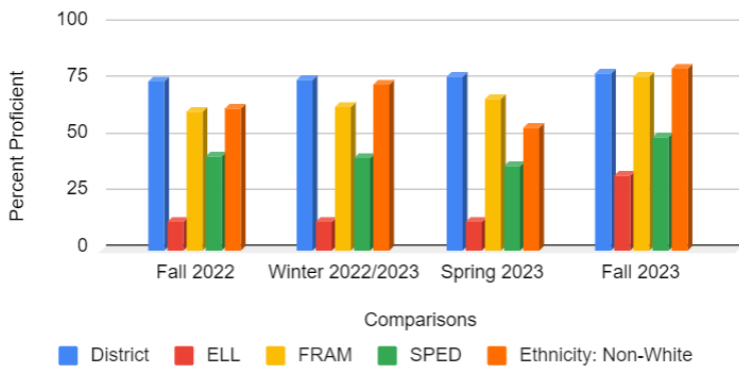
Test Result Comparisons - Math



### Special Populations Comparison Data - MCA Reading



### Special Populations Comparison Data - FAST aReading



## ACT Results Comparisons

ACT Trend Scores									
Content Area	2020-2021			2021-2022			2022-2023		
	SHS Average	State Average	National Average	SHS Average	State Average	National Average	SHS Average	State Average	National Average
Average Composite Score*	22.6	22.6	21.6	20.3	21	19.8	22.9	21	19.8
English Benchmarks	21.7	20.2	19.6	21.9	19.7	19	21.3	19.7	19
Math Benchmarks	21.2	21.5	19.9	20.1	20.7	19.3	21.8	20.7	19.3
Reading Benchmarks	25.1	22.2	20.9	23.6	21.7	20.4	21.3	21.7	20.4
Science Benchmarks	22.2	22	20.4	21.6	21.4	19.9	23.4	21.4	19.9

\* Data for seniors that graduated that year, not the juniors who took the test.

## SCHOOL PLAN FOR ANNUAL ASSESSMENTS

As required by law, Spectrum develops its assessment calendar in the spring/summer for the upcoming school year. The calendar includes all assessments (outside of those specific to classes), along with the following: (1) whether they are required or optional, (2) where they are local, state, or national, (3) the purpose and rationale for the assessment, and (4) the length of time required for the assessment.

The Assessment Calendar is posted on the school website ([here](#)) prior to the start of school each fall.



## 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. This can be attributed to a number of factors, including different students being tested from year to year, parents/students opting out of the MCA tests, staffing and/or curricular fluctuations, and outside factors. 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 or Professional Learning Communities (PLCs) 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 continues and teachers continue to refine their process for determining student needs and ways to meet those needs.

In 2022-2023, Spectrum implemented the FASTbridge assessment tool. As a norm-referenced assessment, it provides the district with data that allows teachers to set academic achievement goals at the student, classroom,

school, and district levels. The FASTbridge progress monitoring mechanisms provide data for teachers that can drive curricular decisions and instructional strategies within the learning process that support all levels of academic achievement goals.

## **PROFESSIONAL DEVELOPMENT**

All Spectrum staff are encouraged (and/or required) to pursue professional development in their area of expertise in order to remain current in their field and improve upon their craft. Funds are set aside for this purpose annually. In addition, Spectrum provides training prior to the school year starting and throughout the school year where licensed staff are able to earn CEUs toward re-licensure (See [2022-2023 Professional Development Schedule \(here\)](#)).

Licensed teachers make up the largest employee group at Spectrum (around 50). They are also an important factor in the learning that takes place in the classroom. Below are three key documents detailing the professional development work being done with Spectrum's licensed teaching staff.

- [Teacher Evaluation Rubric \(link\)](#)
- [Professional Development Framework \(link\)](#)
- [Teacher Professional Development Evaluation Plan \(link\)](#)



## SCHOOL CLIMATE

### OVERVIEW

As part of Spectrum's continuous improvement efforts, the school distributes a climate survey to all constituents (students, parents/guardians, and staff) in the spring of each school year. The survey results are analyzed by administration in collaboration with the School Improvement/World's Best Workforce Team and presented to the School Board for consideration and potential action the following school year. The results are also discussed with staff and students and disseminated to the school community.



A summary of the climate survey results and potential action follows.

2022-2023 Spectrum Climate Survey Results		
	90-100% Agreed or Strongly Agreed	Areas for Continued Focus
<b>Parents/ Guardians</b>	The top five reasons parents/guardians continue to choose Spectrum: small school population; small class sizes; high academic standards; high behavioral standards; and college courses offered on campus. Spectrum parents/guardians highlighted the following areas as strengths (90-100%): Spectrum provides opportunities that support college readiness; Spectrum offers learning opportunities through technology; Spectrum maintains a safe learning environment; and students receive a quality education at Spectrum.	Areas for continued emphasis in the 2023-2024 school year may include the following: seeking ways to continue meeting the personal needs of students and making ourselves more available for parent feedback.
<b>Staff</b>	Spectrum staff highlighted the following areas as strengths (90-100%): They enjoy working at Spectrum; Spectrum provides the technology needed to integrate technology into the classroom; Spectrum maintains a positive reputation in the community; Spectrum provides a quality education, Spectrum staff and teachers are respectful to students; and Spectrum meets their expectations regarding facilities that contribute to a safe learning environment.	Areas for continued emphasis in the 2023-2024 school year may include the following: continuing to seek opportunities for gathering feedback; continuing to seek effective ways to communicate work-related information; and continuing to seek effective ways to gather information on job/resource needs throughout the school.
<b>Middle School Students</b>	Spectrum Middle School students highlighted the following areas as strengths (90-100%): teachers explain expectations for their classes; students treat adults with respect; Spectrum is a safe place to learn; students respect school property; and teachers use current technology to help them learn.	Areas for continued emphasis in the 2023-2024 school year may include the following: finding additional ways to encourage students to stay organized; continuing to make connections with students and responding to student needs; and continuing to consider student feedback through Student Advisory Crew.
<b>High School Students</b>	Spectrum High School students highlighted the following areas as strengths (90-100%): teachers use a variety of teaching methods and learning activities; Spectrum provides challenging curriculum and learning experiences; teachers clearly explain expectations; teachers are willing and available to help when needed; Spectrum is a safe place to learn; and Spectrum provides me with access to counseling and college and career planning.	Areas for continued emphasis in the 2023-2024 school year may include the following: continue to encourage students to treat each other with respect; increasing extracurricular opportunities; and seeking student feedback through Student Voice Collaborative (SVC).

## 2022-2023 SCHOOL 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 25% fund balance by the end of the fiscal year 2023. The Finance Committee monitors the creation of 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.

Under the Charter Contract and charter school law, 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 BerganKDV. BerganKDV 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.

Spectrum continues to maintain a healthy and strong financial position. In collaboration with BerganKDV, administration, the School Finance Committee, and the School Board provide the necessary accountability to ensure compliance with the Board-approved *Financial Policies* ([link](#)) and accounting procedures.

### 2021-2022 FINANCIALS

2021-2022 Financials are detailed in the [2021-2022 Annual Audit \(link\)](#). In lieu of the 2022-2023 audit (which is currently in process) the [2022-2023 Preliminary Financial Statements](#) from June 30th, 2023 can be found on

the school webpage ([here](#)). These are also summarized in the *June 2023 Finance Committee meeting minutes* ([link](#)).

## AUDIT FINDINGS AND INTERNAL CONTROLS

The Spectrum School Board hired Clifton Larson Allen, LLP (CLA) to audit the 2021-2022 financials for both the school and Spectrum Building Company. CLA worked closely with BerganKDV to complete the audit in a timely manner, which was presented to the School Board in November of 2022 ([link](#)). CLA issued a clean opinion with no findings, which is the best possible opinion for a charter school.



*Note: The 2022-2023 audit is currently being completed by Schlenner Wenner and Company.*

## INNOVATIVE PRACTICES AND AWARDS

Spectrum has many innovative practices throughout its programs. Most have been developed over a long period of time, evolving in effectiveness. The following innovations are effective practices on their own. However, it is the combination of these innovations, all found within one campus, that make Spectrum stand out.

### QUALITY COMPENSATION (Q-COMP)

Q-Comp is an alternative teacher professional pay system, provided through the Minnesota Department of Education (MDE), that supports the following four components of the law.

- Career ladder/advancement options (teacher leadership positions and responsibilities)
- Job-embedded professional development (frequently utilizing teacher leaders and professional learning community structures)
- Teacher evaluation
- Performance pay and alternative salary schedules

Spectrum was approved for Q-Comp in 2010-2011 and it has continued each year since. Q-comp encourages professional development and growth and holds staff accountable emphasizing a culture of high standards in student learning and achievement. Spectrum's [Professional Development Framework \(link\)](#) and [Teacher Professional Development Evaluation Plan \(link\)](#) detail ways in which the Q-Comp program is incorporated throughout the school.

### COLLEGE @ SPECTRUM HIGH SCHOOL (C@SH) CLASSES

Spectrum High School's core philosophy focuses on providing students with a college preparatory education in a small school setting. Spectrum has developed an innovative college program referred to as C@SH that allows Spectrum students to earn their Associate of Arts degree, concurrent with their high school diploma, while remaining entirely on Spectrum's high school campus. All C@SH classes are taught by Spectrum staff certified through the respective colleges.

In 2022-2023, Spectrum had 24 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 2022-2023 included College Writing and Critical Reading, Wellness for Life, Wellness for Life Lab, College Algebra 1, College Algebra 2 and Trigonometry, Calculus1, 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.

The Class of 2023 had 36 graduates earn 40 college credits each and collectively the class earned 3,017 college credits over the course of their high school career. This is equivalent to a savings of approximately \$1,350,000 in college tuition (based on the average public college per credit tuition). Four seniors completed all of the curriculum requirements (45 credits) within specific goal areas to earn the Minnesota Transfer Curriculum concurrent with their high school diploma. Eighteen seniors earned an Associate of Arts degree (60 plus credits) concurrent with their high school diploma. The Class of 2023 has much to celebrate!

## **AVID**

2022-2023 was Spectrum's ninth 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.

2022-2023 was the last year for Spectrum offering the AVID elective course at the high school. Instead of a specific course, Spectrum was preparing the way to incorporate many of the AVID strategies and coursework into the College and Career Readiness (CCR) courses. All students take CCR I, II, and III courses during their time at Spectrum. This is a somewhat innovative way to implement AVID, known as school-wide AVID, where all students and teachers take ownership and incorporate AVID strategies for student success and preparation for college and career.

## **AWARDS**

Spectrum received all three Volunteers of America awards for the 2021-2022 school year (acknowledged in the summer of 2023), recognizing excellence in Finances, Academics, and Governance.

## **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.

RtI is implemented during Sting Time 2-3 days a week. Teachers request students to attend their session based on need. Students are also able to request a teacher for extra help.

## **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 (in grades 6-12). It includes a project, a paper, and a presentation, which takes place in the fall of each year. Students choose a service project area for which they have a passion. They then develop that passion by connecting with an outside organization to provide a service that helps to increase understanding, bring recognition, or raise funds. While students speak to the challenge and hard work that goes into the experience, it often leads to building confidence and helping them to see the world in a different way, as part of a larger community.

## **CITIZENSHIP AND SERVICE**

### **SERVICE LEARNING/COMMUNITY OUTREACH PLAN**

As a reflection of Spectrum's mission and vision, students graduate from Spectrum equipped with the knowledge, skills, and attributes to positively impact the world around them. As students prepare for their college and career experiences it is crucial that they have an understanding of their role as a responsible, engaged citizen within the communities to which they belong.

The Spectrum Citizenship Curriculum is designed to facilitate this understanding. It provides opportunities for students to establish an awareness that choosing to live philanthropically by giving of their time, talent, and treasure, through active service and critical thinking, they help to meet the needs of others and find solutions to society's biggest challenges. Ultimately, their efforts support the common good of the community as a whole. The alignment of the Citizenship Curriculum begins in grades 6-8 with an understanding of Community and the roles members play within it. In grade six the Citizenship unit is implemented in the Life Skills course, in grade seven, in Health, and in grade eight it lands in the Digital Tech course. Within these courses, students will be introduced to a community need and have the opportunity to help meet that need through service activities. This foundational understanding and actions prepare students to continue their journey as a citizen from a more individual perspective as they move into high school.

At the high school level, Citizenship units begin to center more on the students' personal response to their role as a citizen. Students are led to consider community needs, their personal passions, and how the combination of these could lead to college and career choices. In College and Career Readiness I, II, and III, students explore philanthropy and the impact it has on the community as a whole. In collaboration with their peers, students begin to see themselves as philanthropists while planning their own service activities based on personal interests. The development of this perspective and the practice of facilitating a service activity prepares students for the Senior Capstone course taken their senior year.

The Senior Capstone Legacy experience is a graduation requirement for all Spectrum students. It serves as the culminating experience of the Citizenship Curriculum. This experience allows students to realize themselves as philanthropists. By establishing a partnership with a community organization within an area of interest and potential career choice, students explore possible service activities that might help meet the needs of the community members that the organization serves. Taking the lead in planning, implementing, and reflecting on the service activity, students are able to gain an understanding of their own capacity for service leadership.

Citizenship and service at Spectrum go hand in hand. With a commitment to service, community partnership is part of Spectrum's identity. Providing opportunities for Spectrum students to understand their personal capacity as citizens and leaders in the community is highly valued and is asserted as part of the Spectrum belief statement. Through the completion of the aligned Citizenship Curriculum, students graduate from Spectrum with the competency to become responsible, engaged global citizens, equipped with the knowledge, skills, and attributes to positively impact the world around them.

LET'S MAKE A DIFFERENCE  
*Together*



## 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. Spectrum monitors the market carefully (public, private, and home school). Spectrum also monitors trends and patterns in enrollment and adjusts internal strategies, as needed.

While staffing continues to be challenging in the education market, Spectrum works diligently in filling employment needs with quality individuals who will help to maintain and build on the school's positive culture. Spectrum works to maintain competitive salaries and benefits, while also providing a positive work environment.

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 to leave campus. Spectrum will continue to seek creative solutions offering additional benefits to students choosing to remain on campus for C@SH courses. In addition, Spectrum will continue to seek C@SH course options that meet the needs of students choosing to remain on campus.

## FUTURE PLANS

The future is bright for Spectrum as enrollment continues to grow (toward a capacity of 1,000 students). The following items are examples of areas on which the school is focusing as administration works with staff, families, and the School Board to best prepare for the road ahead.

- Expanding C@SH offerings - especially in elective areas where students are seeking college credits while remaining on the high school campus.
- Continue 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 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 2022-2023 school year, this included building a new 120 stall parking lot on the high school campus. In 2023-2024, this will include building a new high school PE field. In addition, Spectrum will be working with the City for approvals of a field house and a performing arts center. Current plans have these structures being completed by summer of 2024. At the athletic complex, long term plans include a bus garage, a paved track, and additional fields.

