



## ***SPECTRUM SCHOOLS***

### **ANNUAL SCORECARD REPORT**

#### **PUBLISHED WINTER 2026 for FY25**

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**2021-2022 VOA-MN SCHOOL SITE VISIT DATES:** November 17, 2021, and March 30, 2022

**2022-2023 VOA-MN SCHOOL SITE VISIT DATES:** October 18, 2022 (HS), December 6, 2022 (MS), and March 28, 2023 (both campuses)

**2023-2024 VOA-MN SCHOOL SITE VISIT DATES:** October 26, 2023 (HS), and November 2, 2023 (MS)

**2024-2025 VOA-MN SCHOOL SITE VISIT DATES:** December 17, 2024 (both campuses), and April 17, 2025

**2025-2026 VOA-MN SCHOOL SITE VISIT DATES:** November 19-20, 2025

**2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES:** September 23, 2021, and April 28, 2022

**2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES:** August 18, 2022, and May 18, 2023

**2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES:** September 28, 2023; April 24, 2024

**2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATES:** January 23, 2025; May 29, 2025

### **Volunteers of America of Minnesota Accountability Plan**

According to Minnesota Statute 124E.01, subd.1, *The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.* 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.

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

50% weighting: Academic Program (statutory purposes, including primary purpose)

20% 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.

Renewal contract length is based on an average of school's performance over the term of the contract. Renewal decisions for a three-year or five-year contract term will be based on two and four fiscal years of data respectively.

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?
- **Financial Sustainability** – Does the School Exhibit Strong Financial Health?
- **Board Governance & Management/Operations** - Is the organization effective and well run?

In addition to VOA-MN defined "performance standards," a charter school must also be meeting their statutory purposes which are measured as part of Academic Performance Oversight.

**REPORT PURPOSE:** The Annual School "Scorecard" Report is the VOA-MN Authorizing Program's official communication to the school on performance meeting statutory purposes and VOA-MN Performance Standards. The report is comprised of three sections aligned to the three essential questions that guide our authorizer oversight and charter school accountability plan.

## **SECTION ONE**

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

All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Data from state assessments and 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 Comprehensive Achievement and Civic Readiness requirements and additional statutory purposes are also measured in the Learning program section.

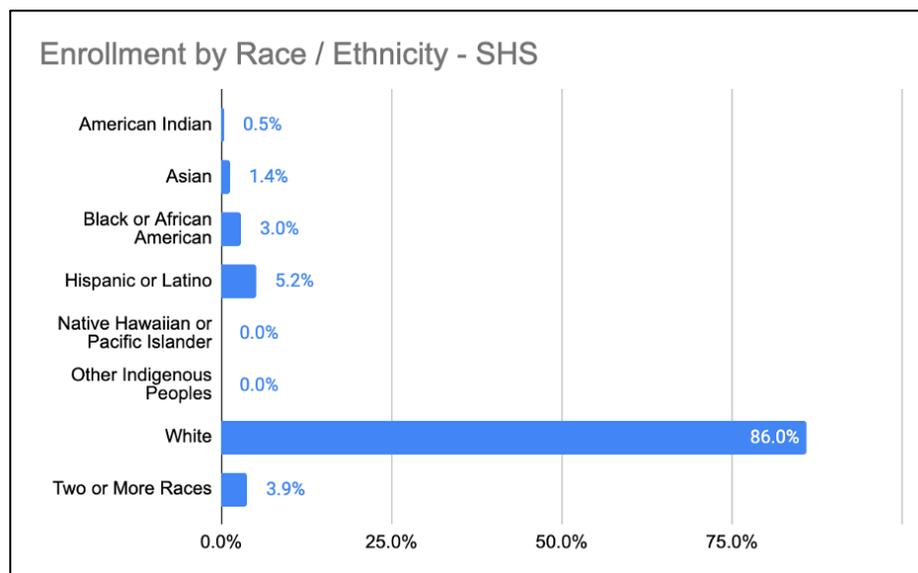
The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The report serves as a single annual source of academic program and performance information for all of our VOA-MN operational charter schools. The report contains 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 during the contract term.

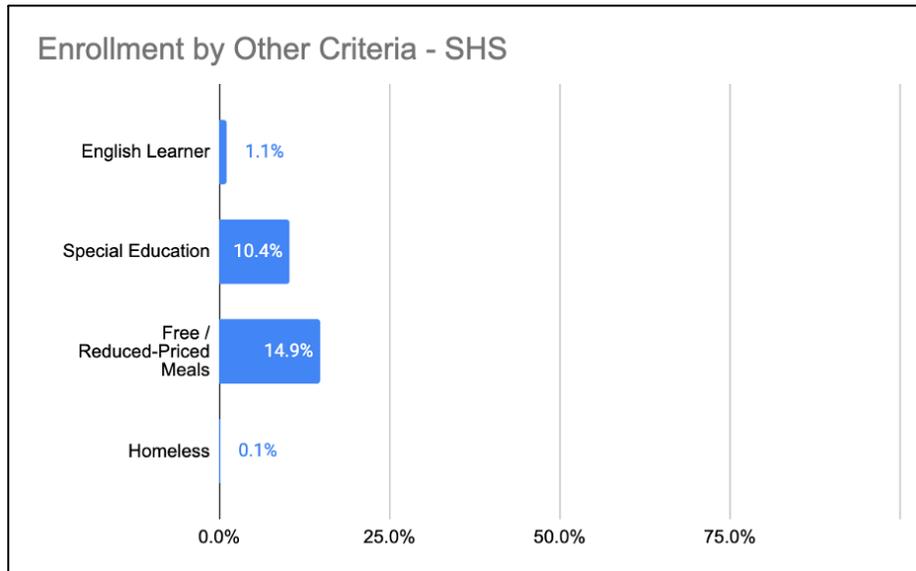
The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school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

### SCHOOL STATUTORY PURPOSES:

- ❑ **PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.  
PERFORMANCE STANDARDS / EXPECTATIONS: VOA-MN Academic Performance Standards 1-3.  
MEASURE: MCA exams and locally determined supplemental data based on nationally normed assessments.  
REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.
  
- ❑ **STATUTORY PURPOSE II (MS 124E.01):** Increase quality learning opportunities for all students.  
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 5. Locally determined, board approved annually.  
MEASURE: Locally determined, board approved annually.  
REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.
  
- ❑ **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 § 120B.11 (Comprehensive Achievement and Civic Readiness), applicable to high school students. Specifically, all racial and economic achievement gaps between students are closed; all students are ready for career and college; all students graduate from high school.  
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 6. Locally determined, board approved annually.  
MEASURE / GOALS: locally determined, board approved annually for each of the outcomes.  
REPORTING: Element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.



**Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)**



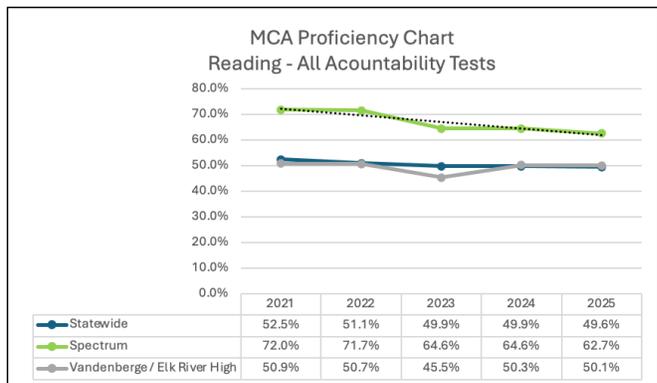
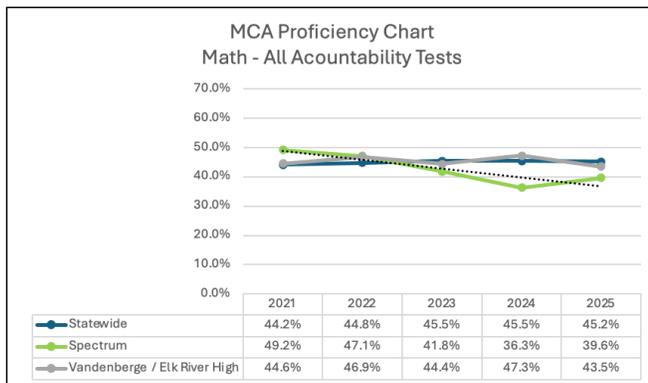
**Figure 2– Enrollment by Other Criteria**

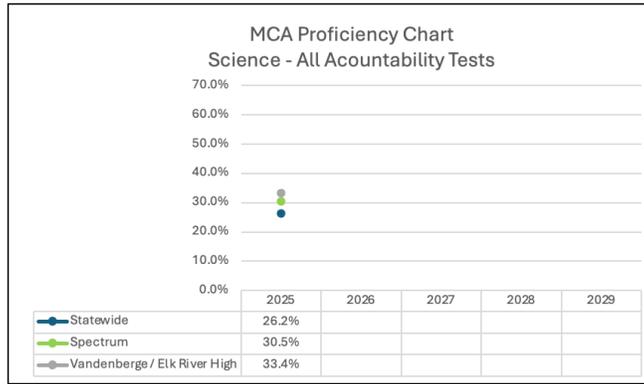
**Academic Performance Standard 1** - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. A school may also use a nationally normed exam as a supplemental indicator.

	<b>2: Meets</b> - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
<b>X</b>	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - School’s average proficiency rate is less than the average performance of students in schools they might otherwise attend.

**Data Source:** Minnesota Department of Education

**Analysis:** Spectrum High School is currently outperforming the combined comparison school, Vandenberg Middle School and Elk River High School, in reading.



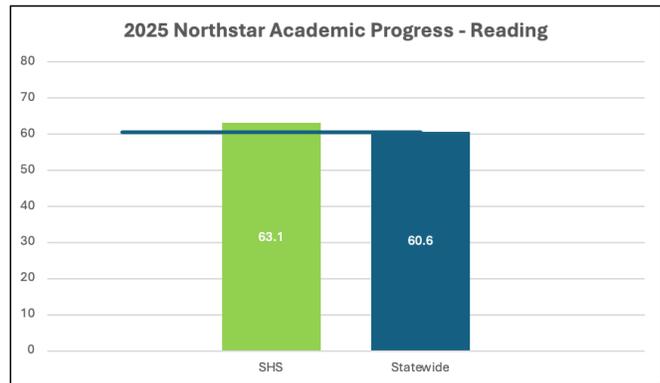
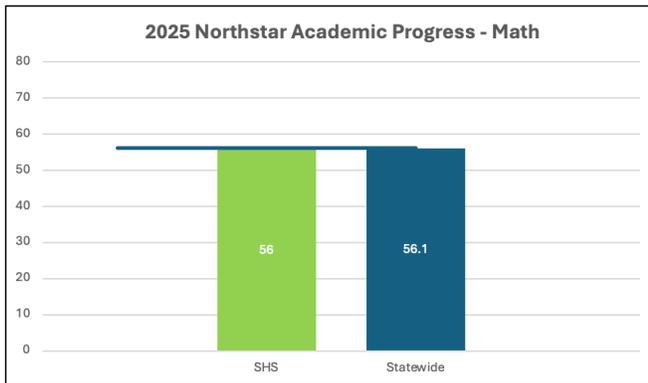


**Academic Performance Standard 2** - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the combined statewide average was 56.1% in math and 60.6% in reading.)

	<b>2: Meets</b> - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
X	<b>1: Partially Meets</b> - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
	<b>0: Does Not Meet</b> - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.

**Data Source:** North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.

**Analysis:** The school's achievement level (improved + maintained) was 56.0% for math and 63.1% for reading.

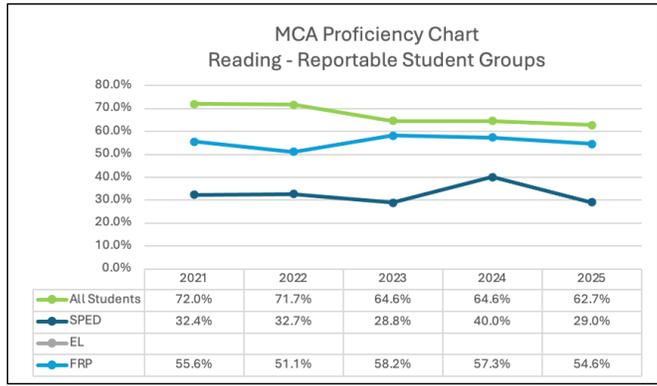
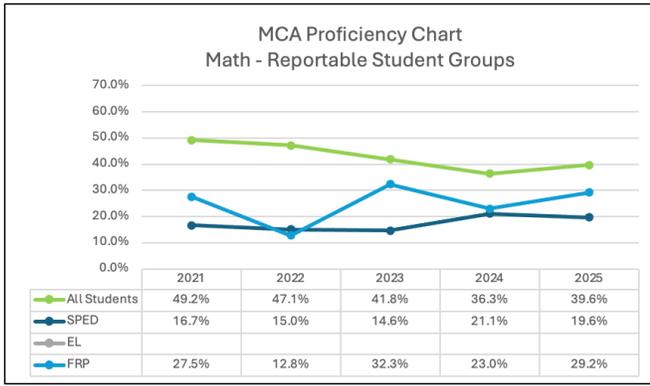


**Academic Performance Standard 3** - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded CACR Standard: all racial and economic achievement gaps between students are closed.

	<b>2: Meets</b> - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
X	<b>1: Partially Meets</b> - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced.
	<b>0: Does Not Meet</b> - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased.

**Data Source:** Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.

**Analysis:** Spectrum High School reduced the achievement gap in one out of four possible areas. (Free and Reduced math)



**Academic Performance Standard 4** - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving the learning, achievement, and success of all students.

<b>X</b>	<b>2: Meets</b> - The school has adopted and followed a school-wide, data-driven professional development plan.
	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - The school has not adopted a school-wide professional development plan.

**Data Source:** School Annual Report

**Analysis:** SHS has implemented a school-wide, data-driven professional development plan for the 2024-2025 school year. 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.

1. Teachers will participate in district level training during designated non-student contact workshop days prior to the start of the school year. This training will focus on district initiatives aligned to the Spectrum Instructional Framework. Focus areas for the 2024/2025 school year are as follows:
  - Determination of a Guaranteed and Viable Curriculum (Essential Standards & Vertical Alignment)
  - Continued Development of a Multi-tiered System of Support (MTSS)
  - Continued Development of District Wide Assessment System
2. Teachers will engage in district level professional development on scheduled District Professional Development Workshops within the scheduled school year. Guided by the Spectrum Review Phases of Teaching and Learning document, 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.

**Academic Performance Standard 5** - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).

<b>X</b>	<b>2: Meets</b> - The school has a plan and is meeting their additional statutory purposes.
	<b>1: Partially Meets</b> - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	<b>0: Does Not Meet</b> - The school does not have a plan for meeting their additional statutory purposes and measuring progress.

**Data Source:** School Annual Report

**Analysis:** 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 2024-2025, Spectrum offered 25 C@SH (College at Spectrum High) concurrent enrollment classes on campus in partnership with Anoka Ramsey Community College, Central Lakes College, Pine Technical and Community College, and the University of Minnesota, Twin Cities.

**Academic Performance Standard 6** - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

<b>X</b>	<b>2: Meets</b> - The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	<b>1: Partially Meets</b> - The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.
	<b>0: Does Not Meet</b> - The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

**Data Source:** School Annual Report / CACR Summary Report

**Analysis:**

**Goal #1 All Students are Ready for Career and College**

Prior to graduation, 90% of students at Spectrum High School graduating in May 2025 will demonstrate readiness for post-high school studies and careers by meeting one of the three following benchmarks; 65% of students at Spectrum High School graduating in May 2025 will demonstrate readiness for post-high school studies and careers by meeting two of the three following benchmarks:

1. Demonstrating college and career readiness on the American College Test (ACT) by meeting or exceeding the readiness for college level coursework in all four areas (English Composition, Algebra, Reading, Science) as measured on the ACT;
2. Demonstrating college readiness by successfully completing one or more AP or C@SH course;
3. Students attending Spectrum from grade 9 through grade 12 will demonstrate career readiness by earning a passing grade in College and Career Readiness I, II, and III (or equivalent) courses.

**Result: Goal Met**

68% met or exceeded the college readiness score in English, Math, Reading and Science.

100% of graduates successfully completed College and Career Readiness I, II, and III.

78% of graduates successfully completed one or more PSEO, AP, or C@SH course.

70% of graduates successfully completed both #1 and #2.

**Goal #2 All Students Graduate from High School**

The 4-year graduation rate for Spectrum High School students as determined by the Minnesota Department of Education will be maintained at 90% or above.

**Result: Goal Met**

The 2023 graduation rate was 92.9%.

**Goal #3 All Students Prepared to be Lifelong Learners**

95% of Spectrum 2025 graduates will complete their Student Profile Portfolio (as part of their Senior Capstone course) with the inclusion of a minimum of two artifacts in each of the following competency categories:

#5 - Authentic Learner

#6 - Innovative and Creative Problem Solver

#7 - Mindful Decision Maker

**Result: Goal Met**

Data indicates that 95% of students successfully completed their Capstone Portfolio with at least two artifacts in categories 5, 6, and 7 of the Spectrum Student Profile.

**SECTION TWO**

**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 will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations. VOA-MN’s school financial standards/expectations are scored below.

<b>Financial Standard 1</b> - The School maintains a balanced budget (not including a board-approved General Fund balance spend down).	
<b>X</b>	<b>2: Meets</b> - Surplus position
	<b>1: Partially Meets</b> - N/A
	<b>0: Does Not Meet</b> - Deficit position
<b>Data Source:</b> Original and revised budgets, annual financial audit report, monthly income statements.	
<b>Analysis:</b> The school’s original FY 2025 budget was approved in June 2024 with a projected surplus of \$12,678 based on 905 ADM. The budget was revised in March 2025 with a decrease in enrollment to 881 ADM and reflecting a surplus of \$0. The school ended FY 2025 with 889 ADM and a surplus of \$17,493.	
Overall, the school board and school leaders have maintained a balanced budget.	

<b>Financial Standard 2</b> - The school is compliant with state and federal financial reporting deadlines and laws (including the proper use of public funds) and the submission of financial items on the VOA-MN Annual Submissions Calendar, excluding the financial audit covered in Standard Three.	
<b>X</b>	<b>2: Meets</b> - 2 = Never missed

	<b>1: Partially Meets</b> – Missed one time
	<b>0: Does Not Meet</b> - Missed > 1 time
<b>Data Source:</b> Preliminary UFARS data, ADM report, final UFARS data.	
<b>Analysis:</b> The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2025.	

<b>Financial Standard 3</b> - The School’s financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.	
<b>X</b>	<b>2: Meets</b> - Submitted
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - Not submitted
<b>Data Source:</b> Email and attached MDE documentation from the School confirming the submission of the audit report.	
<b>Analysis:</b> The school submitted its financial audit to the MDE by December 31, 2025.	

<b>Financial Standard 4</b> - Schools are expected to have audits that are free of all findings. (If the school receives a legal compliance finding for late payment of bills that is also uncovered in the financial analyst’s review of the check registers, it will be rated in Standard Four and noted in Standard Five.)	
<b>X</b>	<b>2: Meets</b> – No findings
	<b>1: Partially Meets</b> - 1 or more “significant deficiency” finding(s)
	<b>0: Does Not Meet</b> - 1 or more “material weakness” or legal compliance finding(s)
<b>Data Source:</b> The School’s financial audit report.	
<b>Analysis:</b> The school’s FY 2025 financial audit contained no findings.	

<b>Financial Standard 5</b> - The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments. The school reports late payments in the monthly financial reports. Data	
<b>X</b>	<b>2: Meets</b> - Never late
	<b>1: Partially Meets</b> - Late 1-2 times
	<b>0: Does Not Meet</b> - Late > 3 times
<b>Data Source:</b> Monthly check registers, cash flow projections, board meeting agendas and minutes.	
<b>Analysis:</b> The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2025.	

<b>Financial Standard 6</b> - 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. Monthly financials 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. (The school is responsible for including a description for each item on the check register and an explanation for any check sequence gaps.)	
<b>X</b>	<b>2: Meets</b> - Never missed
	<b>1: Partially Meets</b> - Missed 1-2 times
	<b>0: Does Not Meet</b> - Missed > 2 times
<b>Data Source:</b> Board packets.	
<b>Analysis:</b> The school consistently provided all required monthly financial reports to VOA-MN and the board in FY 2025. The school reviews all financial reports in detail at regularly scheduled finance committee meetings and the board is updated prior to approving them at the board meetings.	

<b>Financial Standard 7</b> - 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 holdbacks.	
<b>X</b>	<b>2: Meets</b> - 20% or >
	<b>1: Partially Meets</b> -15-20%
	<b>0: Does Not Meet</b> - < 15%

**Data Source:** The school’s General Fund balance policy, monthly financial reports, board meeting agendas and minutes.

**Analysis:** The table below contains the history of the school’s General Fund balance/SOD calculation:

**FOUR YEAR FUND BALANCE HISTORY**

	<b>FY 2022</b>	<b>FY 2023</b>	<b>FY 2024</b>	<b>FY 2025</b>
<b>Fund Balance Amount</b>	\$2,695,389	\$2,961,463	\$3,029,218	\$3,046,711
<b>Fund Balance Percent</b>	27.93%	27%	27%	23.5%

As the table above indicates, the school’s General Fund balance has been above the VOA-MN standard of 20% over the past four years ending FY 2025 at 23.5%. This meets the school’s target that is included in the school’s Financial Policies policy which states:

*It will be the policy of Spectrum High School 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: (Prior Year Audited General Fund Balance + Current Year General Fund Surplus of Revenues less Expenditures) / (Total Current Year General Fund Expenditures).*

**Financial Standard 8 - The School Board has a finance committee that meets regularly to review financial reports.**

<b>X</b>	<b>2: Meets</b> - 8-12 meetings/year
	<b>1: Partially Meets</b> -5-7 meetings/year
	<b>0: Does Not Meet</b> - 0-4 meetings/year

**Data Source:** Board meeting agendas and minutes.

**Analysis:** The school has a finance committee that met eleven times in FY 2025 to review financial information. The minutes of these meetings are on the school’s website and are exemplary.

**Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.**

<b>X</b>	<b>2: Meets</b> - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee.
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee.

**Data Source:** Query school board members, board meeting agendas and minutes.

**Analysis:** All finance committee members received training on January 17, 2025 and February 14, 2025 on their roles and responsibilities.

**Financial Standard 10 - The school is not in Statutory Operating Debt (SOD).**

<b>X</b>	<b>2: Meets</b> - The school is not in SOD
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> – The school is in SOD

**Data Source:** The School’s budget, board meeting agendas and minutes, financial audit.

**Analysis:** The school is not in Statutory Operating Debt.

**SECTION THREE**  
**SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?**

**PART ONE: SCHOOL BOARD GOVERNANCE**

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 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 monitors school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. VOA-MN’s school board governance standards are scored below.

<b>Governance Standard 1</b> - The board of directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute.	
<b>X</b>	<b>2: Meets</b> - The board structure meets bylaws and state statute.
	<b>1: Partially Meets</b> - The board did not meet requirements for the entire fiscal year.
	<b>0: Does Not Meet</b> - The board’s structure does not meet bylaws and/or state statute.
<b>Data Source:</b> School Annual Report, School Website, Bylaws	
<b>Analysis:</b> The school met this standard. The Board structure meets bylaws and state statute.	

<b>Governance Standard 2</b> - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.	
<b>X</b>	<b>2: Meets</b> - The board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	<b>1: Partially Meets</b> - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

	<b>0: Does Not Meet</b> - The board does not implement a plan to ensure board members have the necessary knowledge.
	<b>Data Source:</b> The school submits a completed Board Roster Table twice a year that includes information confirming that new board members received orientation. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30.
	<b>Analysis:</b> The school met this standard. The Board had a training plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. A board development plan/training plan has been submitted to VOA-MN.

<b>Governance Standard 3</b> - The board adheres to an orientation process for bringing on new members.	
X	<b>2: Meets</b> - The board adheres to a thorough process for the orientation of new board members.
	<b>1: Partially Meets</b> - The board has a process for the orientation of new board members, but it is not consistently followed.
	<b>0: Does Not Meet</b> - The board does not have a membership orientation process for new board members.
	<b>Data Source:</b> Board Minutes, Interview, Board Development Plan and/or Board Training Plan, Interview
	<b>Analysis:</b> The school met this standard. The Board adheres to a thorough process for the orientation of new board members.

<b>Governance Standard 4</b> - 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.	
X	<b>2: Meets</b> - All board members comply with Minnesota law regarding board training requirements.
	<b>1: Partially Meets</b> - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	<b>0: Does Not Meet</b> - More than one board member did not fully comply with Minnesota law regarding board training requirements.
	<b>Data Source:</b> Annual Report, School Website, Board Minutes and Documents
	<b>Analysis:</b> The school met this standard. The school provided evidence that all ongoing and new board members received required training on page 8 of the school's Annual Report.

<b>Governance Standard 5</b> - The board of directors completes a self-evaluation each year.	
X	<b>2: Meets</b> - The board completes a formal self-evaluation each year.
	<b>1: Partially Meets</b> - The board competes informal self-evaluations during one or more board meeting(s).
	<b>0: Does Not Meet</b> – The board did not complete a self-evaluation.
<b>Data Source:</b> Board Minutes, Board Development Committee Minutes	
<b>Analysis:</b> The school met this standard. The Board completed a formal self-evaluation in June 2025, and discussed the results at the July 24, 2025 board meeting.	

<b>Governance Standard 6</b> - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings.	
X	<b>2: Meets</b> - The board has no infractions of MN Open Meeting Law.
	<b>1: Partially Meets</b> - The board has 1 infraction of MN Open Meeting Law.
	<b>0: Does Not Meet</b> - The board has 2 or more infractions of MN Open Meeting Law.
<b>Data Source:</b> Monthly Logs of Meeting Minutes, Meeting Minutes, Interview	
<b>Analysis:</b> The school met this standard. The Board was compliant with MN Open Meeting Law. The date, time, and location of all meetings are listed on the website. Links for agendas and up-to-date minutes are on the school’s website. An opportunity for the public to address the Board is provided during all Board meetings. Meetings are held in person.	

<b>Governance Standard 7</b> - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	<b>2: Meets</b> - Bylaws are consistent with state law and the board reviews them regularly.
	<b>1: Partially Meets</b> - Bylaws are consistent with state statute but are not reviewed regularly.
	<b>0: Does Not Meet</b> - Bylaws are inconsistent with state statute.
<b>Data Source:</b> School Website, Board Minutes, Bylaws, Interview	
<b>Analysis:</b> The school met this standard. Bylaws are consistent with state law and the board reviewed them at the December 19, 2024 board meeting.	

<b>Governance Standard 8</b> - The Board of Directors adheres to board member election requirements set forth by state statute.	
X	<b>2: Meets</b> - All requirements were met.
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - Election requirements were not met.
<b>Data Source:</b> Board Minutes, Bylaws, Board Policies, Interview	
<b>Analysis:</b> The school met this standard. The Board of Directors adhered to board member election requirements set forth by state statute. The election was held more than 30 days after the election was announced and occurred on a day when the school was in session.	
<ol style="list-style-type: none"> <li>1. Election Date: April 28-May 2, 2025</li> <li>2. Date of Election Announcement: March 25, 2025</li> <li>3. Was the election held on a day school was in session? Yes</li> </ol>	

<b>Governance Standard 9</b> - 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.	
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X	<b>2: Meets</b> - The board completed a formal evaluation of the school leader including all aspects of the job description.
	<b>1: Partially Meets</b> - The board completed an evaluation of the school leader but not on all aspects of the job description.
	<b>0: Does Not Meet</b> - The board did not complete an annual evaluation of the school leader.
<b>Data Source:</b> Annual Report, Board Minutes, Committee Minutes, Board Documentation	
<b>Analysis:</b> The school met this standard. The Board conducted an evaluation of the school leader at the March 27, 2025 board meeting.	

<b>Governance Standard 10</b> - The board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2).	
X	<b>2: Meets</b> - 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.
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - A professional development plan for the non-licensed individual(s) was not documented in the school's annual report.
<b>Data Source:</b> Annual Report, Board Minutes, Board Chair Communication.	
<b>Analysis:</b> The school met this standard. Dan DeBruyn is a licensed administrator.	

<b>Governance Standard 11</b> - The board of directors monitors the organization's adherence to school board policies.	
X	<b>2: Meets</b> - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	<b>1: Partially Meets</b> - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	<b>0: Does Not Meet</b> - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
<b>Data Source:</b> Board Meeting Minutes, Interview	
<b>Analysis:</b> The school met this standard. Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies, such as ensuring the school follows policies on data practices, admissions and enrollment, annual evaluation of the executive director, and a series of governance and personnel policies (e.g., 214, 412, 427, 532, 616).	

<b>Governance Standard 12</b> - The board of directors provides ongoing oversight of school academic performance.	
X	<b>2: Meets</b> - Meeting minutes include evidence of regular oversight of school academic performance.
	<b>1: Partially Meets</b> - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	<b>0: Does Not Meet</b> - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
<b>Data Source:</b> Board Meeting Minutes	
<p><b>Analysis:</b> The school met this standard. The board minutes provide specific evidence of regular meetings where the school reviewed academics: July, October, November, December, February, May and June. Plus, the Director's report and/or agenda always includes reference to the school's academic goals.</p> <p>Some academic performance data shared include:</p> <ul style="list-style-type: none"> <li>• Earth Science Curriculum</li> <li>• FastBridge</li> <li>• CACR goals</li> <li>• Astronomy curriculum</li> <li>• School improvement committee notes</li> <li>• Climate survey questions and results</li> <li>• Trimester schedule</li> <li>• School improvement team</li> </ul>	

<b>Governance Standard 13</b> - The school maintains a high level of parent, teacher and student satisfaction rates based on school-conducted surveys and student/faculty retention rates.	
X	<b>2: Meets</b> - 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.
	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - 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.
<b>Data Source:</b> School Annual Report, Board Minutes, School Data, Interview	
<p>The school met this standard.</p> <ol style="list-style-type: none"> <li>1. A recalculation of licensed staff retention, accounting for positions eliminated during the transition from semesters to trimesters between FY25 and FY26, shows that 84–85% of licensed staff returned. This exceeds the 80% standard, compared to the original annual report figure of 78.3% (54 of 69 positions).</li> <li>2. Student retention rate was 91%.</li> <li>3. Parent survey satisfaction rate was 90%.</li> </ol>	

<b>Governance Standard 14:</b> Board documents are distributed to all board members and VOA-MN at least 3 days prior to a board meeting.	
	<b>2: Meets</b> - Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.
X	<b>1: Partially Meets</b> - Board documents were not distributed to all Board members and VOA-MN one or two times.
	<b>0: Does Not Meet</b> - Board documents were not distributed to all Board and VOA-MN members three or more times.
<b>Data Source:</b> Monthly Board Minute Review Logs, Board Chair Statement	

**Analysis:** The school partially met this standard. VOA-MN records show Board documents were distributed late to VOA-MN during the following months:

- February - received 2 days prior
- May - received 2 days prior

**Governance Standard 15** - 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.

**X 2: Meets** - 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.

**1: Partially Meets** - 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.

**0: Does Not Meet** - Information is incomplete in the binder or on the school's website.

**Data Source:** School Website, Board Documents Binder

**Analysis:** The school met this standard. Board documents are organized and stored in the school's office. A review of the school's website demonstrated that the statutory requirements for posting board-related information was present.

**Governance Standard 16** - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.

**X 2: Meets** - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.

**1: Partially Meets** - The board has a policy review calendar/plan but policies were not regularly reviewed.

**0: Does Not Meet** - The board did not have a calendar/plan for policy review and/or reviewed just a few policies during the year.

**Data Source:** School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview

**Analysis:** The school met this standard. The Board had a thorough policy review calendar and reviewed policies as a regular component of regular board meetings. Policies have been reviewed at the following meetings: August, September, October, November, December, January, February, and May.

Some of the policies reviewed include:

- Data practices
- Admissions and Enrollment Policy
- 214, 412, 427, 532, 616
- 401, 402, 410, 501, 502, 516
- 507, 508, 516, 520, 903
- 531, 902, 907

## SECTION PART TWO: SCHOOL MANAGEMENT AND 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. Authorizer standards for school management and operations are scored below.

**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.

<b>X</b>	<b>2: Meets</b> - 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.
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	<b>1: Partially Meets</b> - 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.
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	<b>0: Does Not Meet</b> - Mission and vision are not used to guide school’s decision-making.
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**Data Source:** Annual school site visits, annual submission calendar document review, discussions with school leadership

**Analysis:**

SCHOOL MISSION: 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.

SCHOOL VISION:

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.

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.

Goal #3: Spectrum will meet or exceed all academic contract goals with its authorizer, Volunteers of America - MN. This includes meeting its Comprehensive Achievement and Civic Readiness requirements of closing the achievement gap for identified student groups and ensuring all students graduate on time and college and career ready.

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.

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.

DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION:

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

The school is in its fifth year of its strategic plan, which may result in revisions to vision/mission.

**M/O Standard 2** - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.

<b>X</b>	<b>2: Meets</b> - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
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	<b>1: Partially Meets</b> - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
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	<b>0: Does Not Meet</b> - The school does not have a plan for service learning. School does not engage in service.
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**Data Source:** Annual school site visits, annual submission calendar, document review, discussions with school leadership

**Analysis:**

BRIEF DESCRIPTION OF SCHOOL’S SERVICE-LEARNING PLAN: Service-Learning ties to the school’s Citizenship aspect of the Learner Profile and is now incorporated into a course in each grade level: 2025-26 implemented a new course named Foundations for Success for grades 5-8. Grade 6 Rough Start Rescue, grade 7 Environmental challenges, and grade 8 Global awareness. Grade 9-10 work with Sherburn County to help clean county parks, collaborate with Ronald McDonald House on drives, and collaborate with Grief Connection.

In high school, service-learning is embedded into College and Career Readiness (9-10), and Advisory / Capstone Prep (11 and 12) based on making community connections, student profiles, and building a professional portfolio (web-based platform).

**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).

<b>X</b>	<b>2: Meets</b> - The school can provide evidence that it complies with health and safety requirements for public schools.
	<b>1: Partially Meets</b> - The school is making progress approaching standard.
	<b>0: Does Not Meet</b> - The school could not provide evidence of compliance with health and safety requirements for public schools.

**Data Source:** Annual school site visits, annual submission calendar, document review, discussions with school leadership

**Analysis:**

Faculty have received required back-to-school training on health and safety procedures.  Yes  No

List of present school year back-to-school health and safety related professional development training:

- Bloodborne Pathogens Training
- Policy #514 [Bullying Prevention Policy - Website](#)
- Reporting Workplace Injury Training
- Alice Training (Alert, Lockdown, Inform, Counter, Evacuate)
- Policy #413 [Harassment and Violence Policy- Website](#)
- Policy #522 [Title IX Sex Nondiscrimination Policy- Website](#)

School provides evidence of incorporating facility design elements, technology, and modifications in classroom practices and policies aligned to ADA requirements.  Yes  No

School provides evidence that educational opportunities, extracurricular activities, and facilities are open and accessible to all students.  Yes  No

School complies with MS 121A.035 – Crisis Management Policy.  Yes  No

Policy #806 - [Crisis Management Policy- Website](#)

Number of fire drills completed previous school year: five. (req. five annually)

Number of lockdown/safety drills completed previous school year: five. (req. five annually)

Number of tornado drills completed previous school year: one. (req. one annually)

Number of bus evacuation drills completed previous school year: one. (req. one annually)

Designated Crisis Management Team members: David Turner, EMT; Mark Leland, HS Principal; Greg Heinecke, MS Principal; Dan DeBruyn, Executive Director; Josh Nyquist, Operations Manager; Jeremy Johnson, Facilities Director; Patty Jorris, Human Resource Manager

Classrooms & shared spaces contain evacuation plans / procedures.  Yes  No

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: Front Office

School complies with MS 299F.47 - School Inspections.  Yes  No

Date of most recent facility inspection by fire department: August 2, 2023 (must be a minimum of every three years)

[Fire Inspection Report](#)

School maintains a log of all visitors.  Yes  No

Location of visitor log: Front Office

School complies with MS 144.29 Health Records; Children of School Age.  Yes  No

Responsible employee: Jessica Lingbeek - Lead Health and Attendance Clerk

School complies with MS 121A.15 - Health Standards; Immunizations; School Children.  Yes  No

Designated responsible employee: Jessica Lingbeek – Lead Health and Attendance Clerk

School Nurse and License Number: N/A

License # N/A

Frequency of school visits: N/A

School complies with MS 121A.21 and 121A.22 (1,000 pupils) – Administration of Drugs and Medicine.

Yes  No  NA

Designated responsible health aid/employee: Jessica Lingbeek – Lead Health and Attendance Clerk

School Nurse License # N/A

Authorizer representative verified that the school has a system by which to record and store medicine and medical supplies.

School complies with MS 121A.21 – School Health Services (if applicable).  Yes  No  NA

The school contracts with a licensed school nurse or organization.  Yes  No  NA

Name/Organization: N/A The school will hire a school nurse for next year when the school is at or above 1,000.

School has a designated 504 Coordinator:

504 Coordinator Name & Position: Josh Nyquist, Operations Manager

The school has a process to ensure that student accommodations are consistent with 504 Plans.  Yes  No

Number of enrolled students during the 2025-2026 school year on a 504 plan: 68

**M/O Standard 4** - The School complies with state and federal laws pertaining to data collection, storage, distribution, and privacy. (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA), and Contract Article 8).

<b>X</b>	<b>2: Meets</b> - The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following state and federal data practices policies and privacy laws.
	<b>1: Partially Meets</b> - The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with state and federal data practices policies and privacy laws.
	<b>0: Does Not Meet</b> - The school does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There has been two or more incidence of noncompliance with federal data practices law and the Minnesota Data Practices Act.

**Data Source:** annual school site visits, annual submission calendar, document review, discussions with school leadership.

**Analysis:**

School Appointed DPA Responsible Authority (RA): Tony Brunt, Board Secretary

School Appointed DPA Designated Authority (DA): Mark Leland, High School Principal; Greg Heinecke, Middle School Principal; Christy Siegel, Admissions/Middle School Office Manager 6th-8th Grade; Betsy Chaffin, Office Manager 5th Grade; Stephanie Kobes, Lead School Counselor; Patty Jorris, Human Resources/Office Manager; Kirsten Tuckey, Executive Administrative Assistant.

School Data Practices Compliance Official (DPCO): Dan DeBruyn, Executive Director

APPLICABLE BOARD POLICIES: (Titles and Numbers)

Policy# 210.1 - [Conflict of Interest Policy - Website](#)

Policy# 209 - [Director's Code of Conduct - Website](#)

Policy# 212.1 - [Board Development Team Policy - Website](#)

Policy# 250 - [Finance Committee Description - Website](#)

Board minutes contain evidence of board appointment of RA/DA/DPCO?  Yes  No

The last board approval of the Data Practices Policy took place at the September 25, 2025 School Board Meeting.

Approved Minutes: [Minutes-School.Board-09.25.25-APPROVED.docx](#) Item IX (RA, DA, and DPCO referred to in policy 722. Changes are approved annually.

Updated annually - Policy #722 [Data Practices Policy - Members of the Public - Website](#)  
(Updated at the September 25, 2025 School Board Meeting)

Authorizer representative verified that the school has a data retention plan:  Yes  No

Date of board approval: March 17, 2016 / Policy #515 - [Record Retention and Destruction Policy - Website](#)

Date of Historical Society Approval: March 17, 2016

Board Amended: June 18, 2020 Board approved a revised version in July 2019. Confirmation of approval unable to be found. The current version will be sent to the Historical Society for review and approval.

Authorizer representative verified that Student academic records are filed in a separate locked cabinet.

Yes  No Location: All student records are kept online in a limited access shared drive.

Authorizer representative verified that Student / Employee legal records are filed in a separate locked cabinet.

Yes  No Location: All student records are kept in a limited access shared drive and employee records are in the Human Resources office.

Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet.

Yes  No Location: All student records are kept in Infinite Campus and employee records are in the Human Resources office.

School verified that only designated school employees have access to files containing student/employee records.

Yes  No Only HR and Director have access to employee files. Student records are all electronic with limited access.

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process.

Yes  No  Partial (in the employee handbook that they have to sign that they have read annually)  
See M/O Standards 9 and 10.

School has a board approved Data Request Policy/Procedures.  Yes  No

School policy name(s) and number(s):

- Policy #406 - [Data Practices Policy - Data Subjects - Website](#)
- Policy #722 - [Data Practices Policy - Members of the Public - Website](#)

Authorizer representative verified that the school maintains a detailed register/log of all data requests.

Yes  No  Partial

The school has only had one data request since July 1, 2025.

**M/O Standard 5** - 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.

<b>X</b>	<b>2: Meets</b> - 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.
	<b>1: Partially Meets</b> - The school is making progress approaching standard.
	<b>0: Does Not Meet</b> - 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.

**Data Source:** Annual school site visits, annual submission calendar document review, discussions with school leadership

**Analysis:**

Description of school plan for student/parent engagement and supporting evidence:

The School Improvement Team/Comprehensive Achievement and Civic Readiness Committee includes parents, teachers, and a student. Parents have access to student Schoology and Infinite Campus pages with information on assignments and grades. Email notices go out to parents about student missing assignments. Parent-Teacher conferences are held three times per year (once each trimester). Informational meetings are offered throughout the year that provide information about AVID, activities and athletics, C@SH classes, college tuition resources, colleges across the country, enlisting in the military, and the Elk River Police Department.

Spectrum offers Students Council, National Honor Society, and National Junior Honor Society, as well as several other leadership groups for students to participate in. The school has put in place a therapy dog program to support mental health initiatives. Parents are encouraged to volunteer in the various volunteer areas available at the school. Volunteer registration is completed online through the school's Volunteer Hub program and parents can sign up to volunteer in areas that meet their interests.

The school continues to invite and welcome the community to several programs which are offered throughout the year. These annual programs include the Veterans Day program, theater productions (fall play and spring musical), band and choir concerts that are offered in the winter and spring, as well as all of the sporting events that are held on campus and off campus at the Spectrum Athletic Complex.

Evidence suggests that the school maintains and distributes annually a [Student & Family Handbook](#).  Yes  No

**M/O Standard 6** - Evidence suggests that the schoolteachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.

<b>X</b>	<b>2: Meets</b> - Evidence suggests that the school has established a uniform system to ensure that the schoolteachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.
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	<b>1: Partially Meets</b> - The school leadership provided some examples of how he/she provides oversight that schoolteachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.
	<b>0: Does Not Meet</b> - The school does not have a system established to ensure that schoolteachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.
<b>Data Source:</b> Annual school site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b> Designated employees: Jill Johnson (Instructional Program Manager) Alexis Hahn (school counselor 5-8 and DAC)	
Most recent curriculum standards alignment review for language arts: new curriculum selection 2024-2025, implementation 2026-27. Most recent curriculum standards alignment review for math: new curriculum selection 2023-2024, implementation 2024-25. Most recent curriculum standards alignment review for science: high school new curriculum selection 2024-2025, implementation 2026-27. Middle school new curriculum selection 2024-2025, implementation 2025-26. Most recent curriculum standards alignment review for social studies: new curriculum selection 2025-2026, implementation 2026-27.	
Curriculum and Instruction Policy # 601 At SHS, state standards drive curriculum development and review.	
Management requires that lesson plans and student learning targets are aligned to the state standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <li>Description of school requirement as provided by the school: Spectrum teachers are expected to continually align their teaching to the state standards and to make sure all are covered within their scope and sequence and curriculum maps. Spectrum is continually refining its curriculum maps and content scope and sequence through the development of common course units, learning progressions, and assessments to ensure that state standards are clearly identified and met. Teacher content area teams (across all grade levels 5-12) meet monthly and work toward vertical alignment of curriculum across grade levels. They work on scope and sequence, including the correct level of instructional rigor at each grade level and eliminating any gaps or overlaps of state standards. Lesson plans/Units are required to contain standards-based learning targets and proficiency scales, as well as have the targets posted on the board. SHS Teaching and Learning Essential Elements state this requirement.</li> </ul>	
The school has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <li>Description of school plan provided by the school: Baseline is the curriculum tied to state standards. Title One Coordinator / Data Coach (Jill Murphy) helps teachers unpack Fastbridge data. Formative assessments are standards-based (classroom level) and include the process of working with Jill to unpack the assessments (especially language arts, math, and science), so the teacher is tracking student proficiency. A goal of the data coach position is to help SHS improve MCA math scores in 2025-2026. For language arts, the school identifies at-risk students and uses data to plan tier two interventions and utilizing the Capti-Read Basix assessment tool and progress monitoring as part of the Read Act. PLC work is guided by Du Four Model: What do you want students to know and be able to do, how do you know if they know them, what do you do if you don't know them, what do you do if they already know it. Professional development is tied to Du Four and TDE Plan (Teacher Development and Evaluation).</li> </ul>	
The school is implementing an "arena style" for all testing, including MCAs, and new 12 weeks of MCA prep.	
The school has a comprehensive assessment calendar to ensure all assessments are covered.	

<b>M/O Standard 7 - The school employs highly qualified, appropriately licensed teachers.</b>	
X	<b>2: Meets</b> - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - The school has had multiple license infractions.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b> The authorizer verified that the school employs highly qualified, appropriately licensed teachers as part of the submission calendar and during the school site visit.	

HR master salary and wage spreadsheet that includes license area, FF #, years of experience, degree level, and date of expiration. Licensure renewal is tracked. Teacher Tony Brunt monitors that teachers are getting the necessary PD for renewal and works with teachers with expiring licenses to ensure they are able to successfully renew. Annually on July 1, the school works with teachers to get them the necessary permissions to teach the coursework they have been assigned for the upcoming school year.

<b>M/O Standard 8</b> - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
<b>X</b>	<b>2: Meets</b> - Meets all criteria and is adhered to.
	<b>1: Partially Meets</b> - Meets some of the criteria, but no evidence that process is followed.
	<b>0: Does Not Meet</b> - School has not adopted a teacher evaluation process.
<b>Data Source:</b> The teacher evaluation plan submitted to VOA-MN by September 1	
<b>Analysis:</b> The school shared a Kim Marshal handout of the six domains – Planning and Preparation, Classroom Management, Delivery of Instruction, Monitoring -Assessment-Follow-up, Family and Community Outreach (teacher/family communications and contributions to the SHS family), Professional Responsibilities (are you taking care of needed paperwork/grading, punctuality, and contributions to the SAT process). The first four domains are observable and are most often the focus for habits.  All teachers are observed multiple times per year (mini and many) and all unannounced for genuine authenticity and feedback. Phase I, Phase II (Kim Marshalls domains), and Phase III+. Observations are by school leader, curriculum coordinator, and instructional coach.  School really pushes for the mid-year review (December – January) with a longer debrief and discussion of the progress meeting the habit(s).	

<b>M/O Standard 9</b> - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.	
<b>X</b>	<b>2: Meets</b> - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b> School Evidence Provided for Authorizer Review:  Background Check Policy #404 - <a href="#">Background Check Policy - Website</a>  Frequency of background checks on volunteers: Every 4 years  Frequency of background checks on employees: Every 4 years  <i>The school is encouraged to review the teacher discipline inquiry system before teacher hires.</i>	

<b>M/O Standard 10</b> - The school meets / maintains its enrollment goals.	
<b>X</b>	<b>2: Meets</b> - The school could provide evidence that it is meeting its annual student enrollment goals.
	<b>1: Partially Meets</b> – N/A
	<b>0: Does Not Meet</b> - The school is not meeting its student enrollment goals.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b>	

Number of students (head count) served in current year: 977. 960 is the realistic goal.

Present School Year Student Enrollment/Headcount by Grade:

K - N/A 6 - 122  
1 - N/A 7 - 146  
2 - N/A 8 - 143  
3 - N/A 9 - 128  
4 - N/A 10 - 137  
5 - 66 11 - 120  
12 - 115

The school met its expectations for its newest grade (5<sup>th</sup>) enrollment.

Number of students (head count) served in previous year (2024-2025): 926

Number of students (head count) served in second previous year (2023-2024): 871

**M/O Standard 11 - The school institutes a fair and open student admission process that complies with Minnesota law.**

<b>X</b>	<b>2: Meets</b> - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	<b>1: Partially Meets</b> - The school provides evidence of adherence with state laws and guidelines pertaining to student admission with 1-2 findings.
	<b>0: Does Not Meet</b> - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.

**Data Source:** Annual site visits, annual submission calendar document review, discussions with school leadership, website.

**Analysis:**

Admissions Policy #509 - [SHS Admissions and Enrollment Policy - Website / Application](#)

Authorizer Verifies that Student Application Form is Compliant:  Yes  No  Partial

Authorizer representative verified that the school has Tennessee Warnings for enrollment process.  Yes  No  Partial  
The Tennessee Warning is at the bottom of the student application.

- Policy #406 - [Data Practices Policy - Data Subjects - Website](#)
- Policy #722 - [Data Practices Policy - Members of the Public - Website](#)
- [Tennessee Warnings](#) general on website.

*Updated Tennessee Notice for enrollment process sent under separate cover.*

**M/O Standard 12 - The school's employment process complies with state and federal law.**

<b>X</b>	<b>2: Meets</b> - The school provides evidence that its employment process complies with state and federal law.
	<b>1: Partially Meets</b> - The school is making progress meeting standard.
	<b>0: Does Not Meet</b> - The school could not provide evidence that its employment process complies with state and federal law.

**Data Source:** Annual site visits, annual submission calendar document review, discussions with school leadership

**Analysis:**

RELEVANT POLICY NUMBERS:

- Policy #609 - [Religious Expression - Website](#)
- Policy #413 - [Harassment and Violence Policy - Website](#)
- Policy #102 - [Equal Education Opportunities Act Policy - Website](#)
- Policy #522 - [Nondiscrimination Title IX Policy, Grievance Procedure and Process Policy,\(and Title IX Training\) - Website](#)

Authorizer representative verified that the school has Tennessee Warnings for employment process.  Yes  No  Partial  
The Tennessee Warning is item XIX on page 26 of the employee handbook.

Evidence suggests that the school maintains and distributes annually an [Employee Handbook](#)  Yes  No

The school contracts with Kraus Anderson for benefits and assistance with HR. The school hiring process begins with posting, co-review of candidates, interviews with two or more SHS employees, offer of employment, and paperwork onboarding – background

check, onboarding paperwork, at-will employment agreement, and electronic onboarding items like handbook, ALICE and other online trainings, and then onboarding with instructional coach, curriculum director, principals, etc.

MetLife will be the school's contractor for MN Paid Family Leave.

<b>M/O Standard 13 - The school has defined job descriptions and defined evaluation process for all personnel.</b>	
	<b>2: Meets</b> - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
<b>X</b>	<b>1: Partially Meets</b> - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	<b>0: Does Not Meet</b> - The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
<b>Data Source:</b> Annual site visits, annual submission calendar document review, discussions with school leadership	
<b>Analysis:</b> The school is still working to implement non-teaching employee performance evaluations.	
<ul style="list-style-type: none"> <li>● <a href="#">Job Descriptions</a></li> <li>● <a href="#">Teacher Evaluation Plan</a></li> </ul>	

<b>M/O Standard 14 - The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.</b>	
<b>X</b>	<b>2: Meets</b> - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
	<b>1: Partially Meets</b> - 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.
	<b>0: Does Not Meet</b> - The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
<b>Data Source:</b> School site visits, interviews with school faculty, document review.	
<b>Analysis:</b> Teacher starts by choosing an intervention to address the issue. Every other week teachers meet in grade level teams where they can discuss students of concern. If it is a concern that could be special education, they begin interventions and discussions in grade level teams. Each grade level team chair is on the SAT team.	
Brief description of school Child Find/Study Process: The intervention is implemented and documented for 2 weeks. Next, the determination is made whether further interventions need to be implemented or if the student should be referred to the Student Assistance Team (SAT). The teacher submits the SAT referral via Schoology. The Counselor/Principal facilitates the SAT meetings monthly. New referrals, as well as previous referrals, are discussed. The team determines whether further intervention/ follow up is needed or if a 504/SpEd referral is warranted.	
Child Study Team (SAT team) Members: Building Principal, Sped Coordinator, 504 Coordinator and grade level team leaders. Two SAT teams – middle and high school.	
Name of special education teachers & license/file number:	
<ul style="list-style-type: none"> <li>● Corey Brooks - 348778</li> <li>● Aleta Jackson - 1020429</li> <li>● Nancy Moe - 353953</li> <li>● Rebecca Puchtel - 416487</li> <li>● Lauren Rudy - 490815 (Tier 1)</li> <li>● Nikki Woken - 465303</li> </ul>	
Number of special education paraprofessionals: 14 FTE	
Faculty Training Topic(s) and Dates(s):	
<ul style="list-style-type: none"> <li>€ For SpEd Teachers - Due Process/IEP writing, behavior management, and evaluation procedures all were completed the week of August 6-12, 2025</li> </ul>	

- ⊘ For all teachers: Special education accommodations & modifications and overview of special education students and programming on August 20, 2025
- ⊘ Fifth grade received additional “training” / discussion on working with elementary students, and acclimating students coming from all different locations. Formerly with sixth grade students.

School retains the students with disabilities that are enrolled:

Percent of special education students served in 25-26: 10.5% (total number of students served is actually higher than past year)

Percent of special education students served in 24-25: 11.2%

**M/O Standard 15 - The school is not subject to special education investigations by MDE and is not in Corrective Action.**

<b>X</b>	<b>2: Meets</b> - 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.
	<b>1: Partially Meets</b> - The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
	<b>0: Does Not Meet</b> - The school has been the subject of MDE investigations with findings. Findings have not been resolved.

**Data Source:** Annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications.

**Analysis:**

To the authorizer’s knowledge, the school is not subject to special education investigations by MDE and is not in Corrective Action.

If yes,

Isolated incident/complaint:

Program systems complaint:

Resolved: Yes / No

School Evidence for Authorizer Review:

**ROUTINE SPECIAL EDUCATION AUDITS –**

Date of last special education program audit: 20224-2025 School Year

CAP Items: None. Audits came out clean.

Date of last special education financial audit: 2024-2025 School Year

CAP Items: None. Audits came out clean.

Current audit stage: None Pending

**M/O Standard 16 - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).**

<b>X</b>	<b>2: Meets</b> - The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	<b>1: Partially Meets</b> - The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
	<b>0: Does Not Meet</b> - The school could not provide evidence that it 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 faculty.

**Analysis:**

Name of director and organization: Gigi Krause, Indigo Education

Special Education Director License Number: 345228

Council consists of parents and SpEd Coordinator.

FY26 meeting date(s): January 13, 2026 during conferences and with a virtual option

FY25 meeting date(s): March 4, 2025 during conferences to increase participation

FY24 meeting date(s): March 7, 2024

**M/O Standard 17** - The charter school disseminates information about the school's offerings and enrollment procedures in accordance with Minn. Stat. 124E.17. The school documents its dissemination activities in the school's annual report and in their VOA-MN compliance binder.

<b>X</b>	<b>2: Meets</b> - The school could provide evidence of compliance with laws and documentation regarding dissemination of information
	<b>1: Partially Meets</b> - The school could partially provide evidence of compliance with laws and documentation regarding dissemination of information.
	<b>0: Does Not Meet</b> - The school could not provide evidence of compliance with laws and documentation regarding dissemination of information.

**Data Source:** Annual site visits, annual submission calendar document review, discussions with school faculty.

**Analysis:**

Spectrum regularly disseminates information related to the school's offerings and enrollment procedures. In addition to continued availability of this information on the school website, Spectrum disseminates it through direct communication to Spectrum families as well as information and tour nights.

Information and Tour Nights - These events are tailored to prospective families who are considering Spectrum for their students. Families receive information on the educational programs, offerings and enrollment process at Spectrum. Additionally, they hear a presentation from administration and counselors and are encouraged to ask questions. They also receive a tour of the school. In 2024-2025 these events were held on these dates:

- December 10, 2024 - Middle School and High School Information and Tour Night
- January 16, 2025 - Middle School Information and Tour Night
- February 4, 2025 - Middle School and High School Information and Tour Night
- February 25, 2025 - Middle School Information and Tour Night
- April 3, 2025 - 5th Grade Information and Tour Night

Families are also offered opportunities for individual tours by signing up through the website.

**MISCELLANEOUS CHARTER CONTRACT COMPLIANCE ITEMS**

Provisions not included in M/O Standards but required by law or charter contract thus verified by the authorizer annually.  
These items are not included in the annual and renewal evaluations and ratings.

ITEM	CONTRACT PROVISION	YES	NO
<b>I</b>	<b>Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).</b>	X	

School Evidence Provided for Authorizer Review:

Designated employees: Jill Johnson (Instructional Program Manager)  
Alexis Hahn (school counselor 5-8 and DAC)

2025-2026 School Plan for Standardized Assessments:

Authorizer representative was able to verify that the testing calendar is on website per state statute  Yes  No

SCHOOL WEBSITE URL CODE FOR CALENDAR: [Testing Calendar](#) - [Website](#)

Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration  Yes  No

<b>II</b>	<b>Evidence suggests that the Board of Directors maintains at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04 and Article six of the contract – Types and Amounts of Insurance. The School provided the Authorizer with certificates of insurance at least annually (contract Article 6).</b>	X	
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Insurance Policy Renewal Date: 7/1/2025 - [Certificate of Liability Insurance](#)

<b>III</b>	<b>Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).</b>	X	
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School Evidence Provided for Authorizer Review:

Grades Served Present School Year: 5-12

Grades Served Past School Year: 6-12

State Approved Grades: 5-12 Number of Approved School Sites/Buildings: 3 Number of School Sites/Buildings Operated: 3 Evidence Provided by the School for Authorizer Review: walk through of the facility.			
IV	<b>Evidence suggests that the school is non-sectarian in its program, admission policies, and employment practices, and for all other purposes (contract Article 4 and 6).</b>	X	
School Evidence Provided for Authorizer Review:  LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: Policy #509 - <a href="#">SHS Admission and Enrollment Policy - Website</a> <a href="#">Employee Handbook</a> <a href="#">FY26 Annual Charter School Assurances</a>			
V	<b>The school's VOA-MN Compliance Binder is complete (contract Addendum B).</b> <i>NOTE: The school should obtain a copy of their Renewal Notice from the MN Office of the Attorney General and Secretary of State.</i>  Both items viewed electronically at site visit. <a href="#">Attorney General - Active Status</a>	X Moving to electronic	
VI	<b>Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).</b>	X	
Explanation: See M/O Standard 10 above.			
VII	<b>Evidence suggests that the school complies with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education (contract Article 8).</b>	X	
School Evidence Provided for Authorizer Review:  LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: ● Policy# 102 - <a href="#">Equal Education Opportunity Policy - Website</a> ● Policy# 522 - <a href="#">Title IX Sex Nondiscrimination, Grievance Procedure and Process Policy - Website</a>  School Designated Human Resources Person: Patty Jorris – Human Resources & Office Manager EEO Grievance Designee: Patty Jorris – Human Resources & Office Manager School District Human Rights Officer: Patty Jorris – Human Resources & Office Manager			
VIII	<b>Evidence suggests that faculty performance observations and evaluations are conducted according to established policy/manual and consistent with state law, including director evaluation (contract Article 6 and Addendum A).</b>	X	
School Evidence Provided for Authorizer Review: See M/O Standard 13 above.			
IX	<b>A review of extra-curricular activities verifies school compliance with Minn. Stat. 121A.04 ,equal opportunities for members of both sexes to participate in athletics (contract Article 8).</b>	X	
School Evidence Provided for Authorizer Review: Spectrum provides a wide array of extracurricular activities. Current activities (that are active) include 10 girls, 8 boys, and 10 co-ed. Activity list can be found <a href="#">here</a> . 4 of the girls' activities are co-ops that are sponsored by other schools/districts along with 3 of the boys' activities.			
X	<b>Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (121A.40)</b>	X	
Explained in family handbook pgs. 25-32			

<b>School Website Content Requirements</b> <i>(School will walk through website with a during visit to verify compliance)</i>		URL
Provisions not included in M/O Standards but required by law or charter contract, thus verified by authorizer annually.		
a.	Current Annual Report (required components in MS 124E.16, Subd 2)	<a href="#">2024-2025 Annual Report</a>

b.	Comprehensive Achievement and Civic Readiness Report (MS 120B.11)	<a href="#">2024-2025 Annual Report with CACR Report Included</a>
c.	Identity of and contact information for the authorizer (MS 124E.07, Subd 8)	<a href="#">Spectrum High School</a>
d.	Directory information for board <u>and</u> committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)	<a href="#">Board Members</a> <a href="#">Finance Committee</a> <a href="#">SIT/CACR Committee</a>
e.	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	<a href="#">School Board Meeting Minutes</a> <a href="#">Finance Committee Meeting Minutes</a>
f.	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	N/A
g.	Collaborative Agreements (if they exist) (MS 124E.08)	N/A
h.	Wellness Policy/Plan (if applicable) (MS 121A.215)	<a href="#">Policy #533 Wellness Policy</a>
i.	Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	<a href="#">Policy #509 Admissions and Enrollment Policy</a>
j.	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	<a href="#">2025-2026 Testing Calendar</a>
k.	School Bullying Policy (MS 121A.031) Policy 514	<a href="#">Policy #514 Bullying Policy</a>
l.	Policy for group health (if applicable) (MS 124E.12, Subd 5)	<a href="#">Policy #411 Group Health Insurance Policy</a>
m.	Early admission policy (if applicable for admission of kindergarteners and/or first grade students at an earlier age than the age(s) required by statute) (MS 124E.11, Subd. (d))	N/A
n.	PSEO Dissemination of Information (124D.09, Subd 7)	<a href="#">PSEO Enrollment Option</a>
o.	Name, mailing address, bylaws, minutes of board meetings, names of the current board of directors of the affiliated nonprofit building corporation (if exists) (MS 124E.13)	<a href="#">Board of Directors</a>
p.	A link to information on how to obtain an application and application assistance for Minnesota health care programs (MS 256.962. subd. 6)	<a href="#">Minnesota Health Care Program</a>
q.	School's restrictive procedures plan for children with disabilities (if applicable) (MS 125A.0942, subd. 1)	Needs to be posted to school's website

**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. The school's management and operations 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.

### CONTRACT RENEWAL CALCULATION

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 and 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.

	Meets Standard Points 2	Partially Meets Standard Points 1	Does Not Meet Standard Points 0	Total Points	Weight	Percent
Academic	6	3	0	9/12	.50	38%
Finance	20	0	0	20/20	.20	20%
Governance	30	1	0	31/32	.15	15%
Mgmt/Operations	32	1	0	33/34	.15	15%
Grand Total					1.00	88%

<b>CONTRACT RENEWAL CALCULATIONS</b>						
<b>CHARTER CONTRACT TERM: July 1, 2024 - June 30, 2029</b>						
	YR 1 Rating FY24	YR 2 Rating FY25	YR 3 Rating FY26	YR 4 Rating FY27	Average Rating	
ACADEMIC (50%)	25%	38%	%	%	32%	
FINANCE (20%)	20%	20%	%	%	20%	
ORGANIZATION (30%)						
BOARD GOVERNANCE (15%)	13%	15%	%	%	14%	
MANAGEMENT OPERATIONS (15%)	15%	15%	%	%	15%	
TOTAL	73%	88%	%	%	81%	
CUMULATIVE AVERAGE	87%					

**CONTACT INFORMATION:**

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