

## Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Minnesota Education Grant System](#) (MEGS). You can copy your responses from this template into MEGS.

If your district or charter does not utilize Every Student Succeeds Act (ESSA) funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to [CACR.MDE@state.mn.us](mailto:CACR.MDE@state.mn.us).

**District or Charter Name:** *1000-70 Perpich Center For Arts Education*

**CACR Contact Name:** *Rebecca Richards Bullen*

**CACR Contact Title:** *Principal*

**CACR Contact Email:** *Rebecca.bullen@pcae.k12.mn.us*

**CACR Contact Phone Number:** *763-279-4262*

### Annual Public Meeting

**These annual public meetings are to be held in the fall of each school year.**

**CACR Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners: We will include on our website, location to be determined. We will also share out in our family newsletter and through our Board Notes, AHS Monthly Report.

### Survey(s) of Staff, Students, and Families

**CACR Requirement:** Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families.

From our 2025 Accreditation process and survey of stakeholders: Survey data reveals several key insights into areas where Perpich excels and opportunities for improvement:

- **Strong Teacher-Student Interactions:** Teachers are consistently described as "respectful," "supportive," and "collaborative," fostering meaningful relationships that positively impact students. Educators reported that 85% of their efforts focus on building relationships with learners.

- Student Engagement in Learning Activities: Students highlight engagement in activities like "thinking," "working with others," and "completing challenging work," reflecting a creative and collaborative curriculum.
- Positive Family-Staff Interactions: Families describe their interactions with staff as "respectful" and "supportive," emphasizing the effectiveness of newsletters and conferences for communication.
- Volunteer Opportunities and Community Involvement: Families value opportunities to volunteer and feel encouraged to contribute their time and talents.
- Inclusion in Decision-Making: Families express moderate to low satisfaction with their involvement in decision-making, with fewer than 50% feeling their input is valued. Similarly, only 45% of teachers reported working closely with stakeholders to support learners.
- Access to Resources for Home Support: Families and students cite insufficient access to curriculum materials and online tools, making it difficult to support learning at home. One parent noted, "I struggle to know how to help my child because I don't know what's expected of them."
- Communication about Changes: Stakeholders highlight inconsistent and unclear communication about policy updates and changes. A family member stated, "Changes to policies often feel sudden, and we don't always understand the reasoning."

## Goals and Results

### All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p>Although Perpich does not enroll kindergarten students, we continue to strengthen transition readiness for incoming 11th graders.</p> <p>Developing programming with intention to increase readiness for academic and artistic success, through an extended Orientation &amp; Conditions of Belonging program, peer mentorship, advisory programming, and strengthening Student Support Team processes.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>Surveys from extended orientation and first-quarter feedback indicated students reporting readiness, citing community-building, clarity of expectations, and stronger early connections with adults and peer leaders.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> N/A (no kindergarten enrollment)</p>

## Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established Spart goal for 2024-25 School Year.</p> <p><b>SMART Goal 1: Increase Graduation Rates and Academic Support</b></p> <p>Providing regular in-class support from Learning Center staff to assist struggling students with tutoring and alternate learning models. Identifying underachieving students through weekly Student Support Team meetings, and implementing personalized learning plans with teacher collaboration. Ensuring 100% of struggling students receive academic interventions and additional support by teachers.</p> <p><b>SMART Goal 2: Improve Family and Teacher Collaboration</b></p> <p>Ensuring 100% of students have at least one communication or meeting with their families regarding academic progress and support. Collaborating with special education staff to ensure 100% of students who require accommodations or modifications receive them consistently across subjects. Supporting teachers in implementing culturally responsive teaching and accommodations.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>Perpich reduced the academic support gap for students requiring additional learning supports by ensuring:</p> <p>100% of identified students receive documented interventions through SST, Learning Center, or teacher-provided supports.</p> <p>Students will demonstrate improved academic standing, measured by:</p> <p>100% course completion rates reduced missing work improved semester grades Family engagement increases, with 95% of families receiving at least one documented academic progress communication each semester.</p> <p>Accreditation and survey data highlight strong systems for support:</p> <ul style="list-style-type: none"> <li>• Weekly Student Support Team meetings</li> <li>• Increased use of Learning Center tutoring</li> <li>• Increased teacher-to-family communication</li> <li>• Extended Orientation strengthens early connection and belonging (protective factor for academic success)</li> </ul>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

## All Students Ready for Career and College

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p><b>SMART Goal: Increase Career Readiness and Post-Graduation Planning</b></p> <p>Student Support Team meetings to discuss and support each student’s post-graduation goals, providing guidance on career, college, or apprenticeship pathways.</p> <p>Special education team collaboration with teachers to ensure students with IEPs are receiving the appropriate support in post-graduation planning.</p> <p>Family engagement through regular communication and meetings to support students in career readiness, financial planning, and college application processes.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>By June 2025, 100% of students participated in at least one structured college/career preparation experience, such as:</p> <p>College &amp; Career Day portfolio development mock interviews artist statements &amp; résumés counselor-led postsecondary planning sessions visits from industry professionals</p> <p>100% of seniors completed an updated postsecondary plan through Naviance or equivalent, including applications, essays, auditions, or career preparation steps.</p> <p>Accreditation recognition highlighted Perpich’s work on:</p> <ul style="list-style-type: none"> <li>• College &amp; Career Day redesign</li> <li>• Structured advising</li> <li>• Creative career exploration</li> <li>• Arts-integrated academic pathways</li> <li>• Improved student support systems that ensure students stay on track</li> <li>• Increased family communication related to postsecondary planning</li> </ul>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal – ongoing commitment)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal – ongoing commitment)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

## All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2024-25 School Year.</p> <p><b>SMART Goal 1: Maintain 100% On-Time Graduation Rate for All Students</b></p> <p>Regular Student Support Team meetings to assess student needs, track progress, and provide tailored interventions.</p> <p>Follow-up on interim reports to identify and support students who may be at risk of falling behind academically.</p> <p>Special education team support to ensure accommodations and modifications are in place for students who require them.</p> <p>Ongoing collaboration with families to ensure they are informed and engaged in their student’s academic progress and any necessary support interventions.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>Maintain graduation rate through continued SST oversight, teacher collaboration, family engagement, and targeted supports.</p> <p>Students identified at-risk receive coordinated interventions</p> <p>Increased the percentage of students reporting strong Conditions of Belonging, leveraging extended orientation, peer leaders, student ambassadors, and community-building programming.</p> <p>Accreditation highlighted:</p> <ul style="list-style-type: none"> <li>• Strong student support systems</li> <li>• High-quality student–teacher relationships</li> <li>• Focus on belonging</li> <li>• Effective early-warning and intervention systems</li> <li>• A 100% graduation rate for the past year</li> </ul>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> N/A (no 12<sup>th</sup> grade enrollment)</p>

## All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
<p><b>SMART Goal 1 – Growth in Lifelong Learning Skills</b></p> <p>90% of Perpich students will demonstrate measurable growth in key lifelong learning competencies (perseverance, self-advocacy, collaboration, and reflection) as evidenced through survey reflections, portfolio reviews, and Conditions of Belonging survey results.</p> <p><b>SMART Goal 2 – Engagement &amp; Ownership of Learning</b></p> <p>95% of students will actively engage in a minimum of three learning ownership activities (portfolio checkpoints, student-led critiques, or postsecondary planning sessions) demonstrating increased responsibility and independence as lifelong learners.</p>	<p>Provide the result for the 2024-25 School Year that directly ties back to the established goal.</p> <p>School counselor meets with all 11th and 12th graders individually-to develop personalized postsecondary plans and next-step action items.</p> <p>Case manager meets with assigned students and collaborates with teachers to monitor progress, ensure accommodations, and build self-advocacy and executive functioning skills.</p> <p>Extended orientation and structured advisory lessons teach foundational lifelong learning habits such as planning, organization, reflection, and problem-solving.</p> <p>Arts and academic coursework integrate reflection, critique, and self-assessment to foster perseverance, creativity, and independence.</p> <p>SST and Learning Center services provide targeted academic and social-emotional support to ensure all students stay on track, w/teachers.</p> <p>Schoolwide college and career preparation- College &amp; Career Day, artist statements, resumes, and portfolio development-helps students articulate their strengths, goals, and future direction.</p> <p>Student leadership opportunities (ambassadors, peer facilitators, hosts) strengthen communication, collaboration, and ownership of learning</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (multi-year goal)</p> <p><input type="checkbox"/> Goal Not Met (multi-year goal)</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

