

**St. Paul School District  
Student Investment Account Application  
April 2020**

**Part One: General Information**

St. Paul School District  
20449 Main St. NE  
St. Paul, OR 97137  
Superintendent/ES: Principal Joe Wehrli  
MS/HS Principal: Patrick Schrader

**Part Two: Narrative**

St. Paul School District is located in St. Paul, Oregon. The district has one elementary school for grades K-6 and one combined middle/high school for grades seven through 12. Current enrollment is 287 students. Current demographic data indicates the following:

- 0% American Indian/Alaska Native
- 0% Asian
- 0% Black/African American
- 35.5% Hispanic/Latino
- .003% Multiracial
- 0% Native Hawaiian/Pacific Islander
- 64% White

Oregon State School Report Card data from 2019 indicates the following:

- 33% Ever English Learners
- 10% Students with Disabilities
- 9% Mobile Students
- 43% Free/Reduced Lunch
- 85% K-2 Regular Attenders
- 64% ELA Grade 3 Students Meeting State Grade-Level Expectations
- Grades 3-8 Individual Student Progress: 57.5% in ELA; 68% in math
- 73% Grade 8 Mathematics - Students Meeting State Grade-Level Expectations
- 95% Grade 9 On-Track to Graduate
- 100% Grade 12 On-Time Graduation

In December of 2019, the district completed its Continuous Improvement Plan (CIP). During the CIP needs assessment process, the following strengths were identified:

- Students are regularly attending school district-wide
- District-wide, discipline referrals and suspensions are well below state average
- Graduation rate is above 95%

In addition, the district identified the following challenges:

- There is a need for increased stakeholder engagement among traditionally underserved populations
- Foundational skills in reading and math continue to improve, but require continued focus

Current district initiatives include:

- By the end of the 2019-2020 school year, 100% of staff district-wide will be SIOP trained
- Teachers in grades 7-12 will utilize common writing instructional strategies and Socratic Seminars across content areas
- A mentoring program matching at-risks students with staff in grades 7-12 has been established
- RTI, ECRI, and an SEL curriculum are being implemented in grades K-6

The district is particularly proud of its 100% graduation rate, high individual student progress percentage for all populations, and 96% attendance rate district-wide.

In the district's three-year Student Investment Account (SIA) plan, funds will be used to address the following needs:

- 1.0 FTE School Counselor PK-12
- .5 FTE Art Teacher 7-12
- CTE Expansion/Support PK-12
- SEL Curriculum/PD
- Campus Security Upgrades
- .25 FTE College and Career Readiness Advisor

These needs align with the two purposes of the law (meeting student's mental and behavioral health needs and reducing disparities and increasing academic achievement).

### **Part Three: Community Engagement and Input**

#### **Overview of Community Engagement**

The district took a multi-pronged approach when engaging the community around the continuous improvement plan process and subsequent application for SIA funds. The following table demonstrates who was engaged, how often and in what manner:

Who Was Engaged	How Often	What Manner
Parents/Community	2x per year	Online Surveys
Students	2x per year	Online Survey
Staff	2x per year	Online Survey, Empathy Interview

The district ensured that staff and focal students groups and their families were engaged by:

Group	How Engagement Was Ensured
Secondary Teachers	Principal-led empathy interview regarding current strengths and opportunities.
Secondary Teachers	Principal-led empathy interview regarding SIA staff input followed by online survey ranking priorities
Elementary Teachers	Teacher leader-led empathy interview regarding SIA staff input followed by online survey ranking priorities
Low SES students	School-wide survey
Students of Color	School-wide survey
Students of Color	School-wide survey disaggregated
ELD Students	School-wide survey
SPED Students	School-wide survey disaggregated
SPED Students	School-wide survey disaggregated
Parents District-Wide	Fall Parent survey

Parents District-Wide	Spring Parent Survey
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**Key information collected during the community engagement sessions:**

Priorities for parents and staff included increased mental/emotional health services and program implementation. In addition, both parents, staff, and students all expressed a need for expanding elective course offerings especially in the areas of art and CTE. Staff expressed a need for upgrading security features such as CCTV cameras, increased lighting, and secure door systems on the exterior.

During the community engagement process, the district partnered with the following organizations: K-12 Parents, St. Paul School Board, St. Paul Education Association, and St. Paul Booster Club.

**Self-Assessment of Community Engagement**

Focal Group	Quality and Nature of Engagement	Barriers
Families of poverty	Students who participate in the free and reduced lunch program participated in the student surveys.	It was difficult to curate responses from participating students due to confidentiality issues.
Parents who primarily speak Spanish	Both parent surveys were translated to Spanish and made available to parents who speak Spanish only.	Participation was low because some families do not have reliable access to the internet. A computer station was set up at both the elementary and secondary schools, but some parents declined to take it even after being given the information in Spanish.
Families of students with disabilities	Parents of students with disabilities likely participated in both parent surveys.	While we were able to identify responses made by students with disabilities on the student survey, the parent survey was anonymous so unless they stated so in the comments, it was impossible to identify which responses were made by parents with students who have disabilities.
Students in grades 7-12	Student survey	Absenteeism affected response rate
Students of color	Student survey	Some students chose not to respond to the demographic question about race/ethnicity

		and some students who are not of color may have responded that they were so the response rate may be artificially higher or lower than what we calculated.
Students with disabilities	Student survey	Some students may have had difficulty with reading comprehension and expression when responding to the survey. Time could be set aside in the interventions classes for these students to take future surveys with the assistance of staff.
Students of poverty	Student survey	Confidentiality issues led to difficulties in identifying respondents who are living in poverty.
Students who are emerging English speakers	Student survey	Student survey was not translated into Spanish so ELD students may have had trouble accurately responding to survey questions. In the future, time can be set aside in their ELD classes for surveys so their ELD teacher can assist.
Licensed staff	Staff survey, empathy interviews	Some staff may have felt uncomfortable sharing their opinions.

In the future, the district will cultivate relationships and partnerships with the St. Paul Rodeo Association, St. Paul Parish, and St. Paul City Council.

The following resources could enhance the district's engagement efforts:

- Enlist students to engage families
- Increased dissemination of information regarding the purpose of community engagement efforts, in plain English (no edu-speak)
- Added opportunities and locations for stakeholders to provide feedback (ex. city council or school board meeting)
- Requests for engagement and feedback sent out in non-digital formats (ex. with the water bill)

### Who was Engaged?

Select all of the community members / groups you engaged for this process:

- ✓ Students of color
- ✓ Students with disabilities
- ✓ Students who are emerging bilinguals
- ✓ Students navigating poverty, homelessness, and foster care
- ✓ Families of students of color
- ✓ Families of students with disabilities
- ✓ Families of students who are emerging bilinguals
- ✓ Families of students navigating poverty, homelessness, and foster care
- ✓ Licensed staff (administrators, teachers, counselors, etc.)
- ☐ Classified staff (paraprofessionals, bus drivers, office support, etc.)
- ☐ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ☐ Tribal members (adults and youth)
- ☐ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ☐ Business community
- ☐ Community leaders
- ☐ Other \_\_\_\_\_

### **How did you engage your community?**

Select all of the strategies / activities you deployed to engage your community:

- ✓ Survey(s) or other engagement applications (i.e. Thought Exchange)
- ☐ In-person forum(s)
- ☐ Focus group(s)
- ✓ Roundtable discussion
- ☐ Community group meeting
- ✓ Website
- ☐ Email messages
- ☐ Newsletters
- ☐ Social media
- ✓ School board meeting
- ✓ Partnering with unions
- ☐ Partnering with community based partners
- ☐ Partnering with faith based organizations

- ☐ Partnering with business
- ☒ Other: Group empathy interviews

### Evidence of Engagement (see Appendix A)

Focal Group	Artifact	Why Selected
Secondary Students (grades 7-12)	Student Survey - Whole Student Body	We had an 89% participation rate in response to the survey so it provides an accurate overview of students' opinions.
Secondary Students of Color	Student Survey	We had a 94% participation rate in response to the survey so it provides an accurate overview of what is important to this group. Results show deviation from results of the whole student body survey.
Secondary Students with Disabilities	Student Survey	We had a 100% participation rate and many of the responses were unique from the responses from the other focal groups so it gives us an interesting glimpse of the concerns of this group.
Licensed staff	Survey Responses Themes	These themes were curated from the teachers' responses to an earlier staff survey and were used as the basis for empathy interviews between administrators and staff. They represent the teachers' perceptions of needs in order of priority.
Parents K-12	Parent Survey	The survey covered all four areas of concern for the SIA grant and parents were able to rank their priorities. They were also able to respond to three open-ended questions which gave us more insight into their perceptions of the district's needs.

### Strategies and Activities for Engaging Focal Student Populations and their Families

<b>Focal Group</b> (Name Focal Group)	<b>Strategies/Why</b>	<b>Activities/Why</b>
Students who are English language learners and their families. Students from racial or ethnic groups that have historically experienced academic disparities	To increase participation, overcome language barriers, and to close the technology gap among parents and students who are English language learners we provided alternative ways for parents to respond to the survey, it was translated into Spanish, and translators were available if needed.	The Spanish version of the survey was sent to parents via email and the link was posted on the district website to provide an opportunity for Spanish speaking parents who have technology available to them to complete the survey. During fall conferences, parents were directed to the library to use district computers to respond to the survey, with a translator if needed to assist those parents without access to computers or smartphones at home.

#### **Strategies and Activities for Engaging Staff**

<b>Strategy/Why</b>	<b>Activity/Why</b>
<p>The district set aside several late start Wednesdays during which time staff were engaged in a variety of ways. Late start Wednesdays were chosen because all staff were in attendance so participation levels would be high. Also, it allowed time for staff to discuss among themselves their thoughts and feelings, provided time to complete surveys, and made it possible for administrators to discuss staff priorities.</p> <p>Survey to determine staff perceptions of district needs.</p>	<p>Several activities were used to collect staff feedback, such as a survey using Google Forms because it allowed opinions to be collected easily in a format that was anonymous and user-friendly. In addition, teachers and administrators engaged in empathy interviews and roundtable discussions to come to consensus concerning their shared goals and vision. Lastly, teachers were asked to complete another Google Form ranking priorities that had been previously identified, again easily and anonymously.</p>

#### **Collecting and Using Input**

Through the community and staff engagement process, the district learned the following:

- There is a consensus among stakeholders that students' mental/emotional health needs are not being addressed to the degree desired.
- Students' opportunities for a well-rounded education are limited due to the absence of a visual arts program and narrow CTE offerings.
- The exterior security features of the campus need improvement.



Part Four: Data Analysis  
**Data Sources** (G.D. p. 16)

<b>Data Source</b>	<b>How Data Informs Equity Based Decision Making</b>
Online parent survey	This survey contained both quantitative data in the form of priority ranking and qualitative data in the form of open ended questions about the strengths and needs of the district from the parent perspective. Because questions were divided into the four allowable use categories of the grant, it was easy to determine which items were of the highest priority for parents. The open-ended responses supplemented that information by allowing parents to elaborate on their choices. We were able to eliminate two of the focus areas when comparing this survey to the feedback given by staff and students.
Student surveys	This survey also gave us qualitative and quantitative data regarding the concerns of students. We compared that data to the parent and staff surveys to determine overlapping priorities and areas of need. We also disaggregated the data into more narrow focus groups such as students with disabilities, English language learners, and students of color allowing us to compare their responses to the student body as a whole so that we could see how their concerns may differ from the general population of the school.
Staff surveys and discussions	Like the other two data sources, this information was both qualitative and quantitative in the form of surveys and discussion/empathy interviews. Because we had data sources that were both anonymous and in-person, we were able to capture a broad picture of the staff's feelings about the district's strengths and weaknesses in the four focus areas. We were again able to compare their responses to parents and students to identify commonalities and gain perspective.

**Part Five: SIA Plan**

**Student Investment Account Outcomes**

<b>Outcome #1</b>	Meet students' physical safety and mental and behavioral health needs.
<b>Outcome #2</b>	Expand availability and student participation in well-rounded learning opportunities.

**Student Investment Account Strategies**

<b>Strategy #1</b>	Improve student access to mental health services and expand district social-emotional learning programs. Hire full-time mental health counselor and expand SEL curriculum for grades PK-12 to address students' mental health needs. Currently the district partners with George Fox University to provide counseling services to students district-wide for a limited number of hours two days per week. By hiring a dedicated student counselor, available five days a week during school hours, students' needs can be met more effectively. In addition, the counselor can assist teachers and administrators in expanding and implementing the district SEL curricula. Students will report an increased sense of belonging, emotional safety, and positive mental health.
<b>Strategy #2</b>	Increase quantity and variety of student learning opportunities. By hiring a half-time art teacher and expanding PK-12 CTE Programs we can provide more well-rounded learning options for our students. Our district provides rich experiences for students in the areas of music, agriculture, and business, but we are lacking instructional opportunities in the area of visual arts. With the addition of an art teacher, we will be able to offer students painting, drawing, and ceramics classes. In addition to providing a more well-rounded education for students, research has shown that arts education positively impacts school climate, attendance, and societal tolerance. Also, stakeholders have acknowledged the need for additional 21st Century skills such as computer science, health, and trade occupations. By expanding the offerings district-wide, all students will be provided with a more well-rounded education and secondary students will be increasingly college and career ready upon graduation. Hiring a .25 college and career readiness advisor will assist students and staff in implementing and assuring students' access to new programs.
<b>Strategy #3</b>	Increase physical safety of students and district employees. By improving the lighting for outbuildings, installing more secure doors, and expanding interior and installing exterior CCTV cameras on both campuses, the safety of all persons and security of personal property will be improved.

#### Student Investment Account Activities

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level Year 1
1	Hire 1.0 FTE School Counselor PK-12	1	x	x	x	76,380	236,083	111, 2xx	High
2	Hire .5 FTE Art Teacher 7-12	2	x	x	x	43,580	134,700	111, 2xx	High
3	Art program support	2	x	x	x	2,000	6,000	3xx, 4xx	High
4	Expand/Support PK-	2	x	x	x	40,000	120,000	3xx, 4xx	High

	12 CTE Programs								
5	Expand/Support SEL Curriculum PK-12	1	x	x	x	40,000	120,000	3xx, 4xx	High
6	Upgrade campus security features (lighting, cameras, etc.)	3	x			20,000	20,000	3xx, 4xx	Mid
7	Hire .25 FTE College & Career Readiness Advisor	2	x	x	x	22,448	76,996	111, 2xx	Low
8	College and career program development supplies and support	2	x	x	x	17,211.60	50,000	3xx,4xx	Low

### Priorities

During the first year of SIA funding, the district expects to put its focus, resources and energy in the following:

- Students' physical safety, social-emotional, and mental health needs
- Increasing students' equitable access to well-rounded learning opportunities

The district considers both of the above to be of the highest priority because both areas are directly connected to improved student outcomes in terms of achievement, attendance, and life beyond graduation. In the second year of its SIA plan, the district anticipates these to continue as the highest priority because it will take multiple years of implementation to ensure these initiatives are successful and sustainable. It is possible priorities may shift due to student interest/needs, staffing issues, or community priorities.

### Budget

See Attached

### Equity Lens or Tool

The district used Oregon's Education Equity Lens to determine priorities, strategies, and activities in light of responses we collected from parents, staff, and students belonging to traditionally underserved populations.

### Appendix A

**Artifact 1**

St. Paul School District Middle/High School Whole Student Body Survey Responses			
Outcome One: Meet students' physical safety and mental and behavioral health needs.			
Survey Question	Student Responses		
In the past 12 months, have you felt concerned about your physical safety at school?	Seldom/Never 82%	Sometimes/Often 17%	Always <.01%
Do you agree or disagree with this statement? "My mental health needs are being met at school".	Strongly Agree/Disagree 38%	Neutral 40%	Strongly Disagree/Disagree 19%
Do you know students who are scared to come to school?	Yes 8%	No 92%	
Are the buildings and grounds around the school in good condition?	Yes 73%	No 27%	
Outcome Two: Expand availability and student participation in well-rounded learning opportunities.			
Survey Question	Student Responses		
Do you agree or disagree with this statement? "Students who need extra support get it in the classroom instead of in special classes".	Strongly Agree/Agree 42%	Neutral 46.5%	Strongly Disagree/Disagree 17%

Are there classes you would like to take, but can't because of other classes you have to take?	Yes 56%	Sometimes 19%	No/NA 24%
Which types of electives would you like to see be added to the schedule? Pick your top three.	1st Choice: Art (Painting/Drawing/Ceramics etc.) 59%	2nd Choice: CTE (Robotics, Mechanics, Computers, etc.) 49%	3rd Choice: Other Liberal Arts Electives (Law, Psychology, Public Speaking, etc.) 46.5%

## Artifact 2

St. Paul School District Middle/High School Students of Color Survey Responses			
Outcome One: Meet students' physical safety and mental and behavioral health needs.			
Survey Question	Student Responses		
In the past 12 months, have you felt concerned about your physical safety at school?	Seldom/Never 82%	Sometimes/Often 16%	Always 2%
Do you agree or disagree with this statement? "My mental health needs are being met at school".	Strongly Agree/Agree 24%	Neutral 55%	Strongly Disagree/Disagree 20%
Do you know students who are scared to come to school?	Yes 8%	No 92%	
Are the buildings and grounds around the school in good condition?	Yes 71.5%	No 28.5%	
Outcome Two: Expand availability and student participation in well-rounded learning opportunities.			

Survey Question	Student Responses		
Do you agree or disagree with this statement? "Students who need extra support get it in the classroom instead of in special classes".	Strongly Agree/Agree 31%	Neutral 39%	Strongly Disagree/Disagree 28.5%
Are there classes you would like to take, but can't because of other classes you have to take?	Yes 55%	Sometimes 14%	No/NA 31%
Which types of electives would you like to see be added to the schedule? Pick your top three.	1st Choice: Art (Painting/Drawing/Ceramics etc.) 63%	2nd Choice: Other Liberal Arts Electives (Law, Psychology, Public Speaking, etc.) 41%	3rd Choice: CTE (Robotics, Mechanics, Computers, etc.) 37%

### Artifact 3

St. Paul School District Middle/High School IEP/504 Student Survey Responses			
Outcome One: Meet students' physical safety and mental and behavioral health needs.			
Survey Question	Student Responses		
In the past 12 months, have you felt concerned about your physical safety at school?	Seldom/Never 67%	Sometimes/Often 33%	Always 0%

Do you agree or disagree with this statement? "My mental health needs are being met at school".	Strongly Agree/Agree 20%	Neutral 60%	Strongly Disagree/Disagree 20%
Do you know students who are scared to come to school?	Yes 33%	No 77%	
Are the buildings and grounds around the school in good condition?	Yes 60%	No 40%	

**Outcome Two: Expand availability and student participation in well-rounded learning opportunities.**

Survey Question	Student Responses		
Do you agree or disagree with this statement? "Students who need extra support get it in the classroom instead of in special classes".	Strongly Agree/Agree 26.6%	Neutral 46.6%	Strongly Disagree/Disagree 26%
Are there classes you would like to take, but can't because of other classes you have to take?	Yes 67%	Sometimes 13%	No/NA 20%
Which types of electives would you like to see be added to the schedule? Pick your top three.	1st Choice Tie: Art (Painting/Drawing/Ceramics etc.) 67%	2nd Choice Tie: CTE (Robotics, Mechanics, Computers, etc.) 67%	3rd Choice: Other Liberal Arts Electives (Law, Psychology, Public Speaking, etc.) 33%

**Artifact 4**

**SIA Staff Survey Common Themes**

**Increasing Instructional Time**

Suggestion	Number of Responses
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Lengthen school day/year	9
Summer School	3
Buy teacher's prep time	2

#### **Addressing Students' Health & Safety Needs**

<b>Suggestion</b>	<b>Number of Responses</b>
Expanded SEL curriculum	6
Full-time counselor	5
Security/Environment (cameras, lighting, cardlock doors, HVAC repair)	5
Drug/Alcohol/Cybersecurity education for parents & students	3
Free physicals for students	1

#### **Reducing Class Size**

<b>Suggestion</b>	<b>Number of Responses</b>
Hire new ES teacher to eliminate blends at the ES	6
Add electives/content teachers	3

#### **Well-Rounded Learning Experiences**

<b>Suggestion</b>	<b>Number of Responses</b>
Add electives	7
Professional development in SIOP/culturally responsive curriculum	2





Asian	0.00%	0								
Black or African American	0.00%	0								
Hispanic or Latino	20.41%	10								
Native Hawaiian or Pacific Islander	0.00%	0								
White or Caucasian	61.22%	30								
Two or more races	2.04%	1								
Prefer not to answer	16.33%	8								
	Answered	<b>49</b>								
	Skipped	<b>0</b>								
Q3. Increasing Instructional Time										
	Lowest Priority		Mid-low Priority		Mid-High Priority		Highest Priority		Total	Weighted Average
Adding days to the school year	61.22%	30	24.49%	12	12.24%	6	2.04%	1	49	1.55
Making the school day longer	73.91%	34	17.39%	8	6.52%	3	2.17%	1	46	1.37
Providing after school programs (other than sports)	14.58%	7	33.33%	16	31.25%	15	20.83%	10	48	2.58
Providing before school programs	45.83%	22	29.17%	14	16.67%	8	8.33%	4	48	1.88
Providing summer school	30.61%	15	34.69%	17	24.49%	12	10.20%	5	49	2.14
									Answered	<b>49</b>
									Skipped	<b>0</b>
Q4. Student Health and Safety										
	Lowest Priority		Mid-low Priority		Mid-High Priority		Highest Priority		Total	Weighted Average
Hiring a full-time mental health counselor	6.25%	3	20.83%	10	35.42%	17	37.50%	18	48	3.04
Expanding Social-Emotional Learning Programs	14.29%	7	20.41%	10	38.78%	19	26.53%	13	49	2.78
Increasing nursing/health services	18.37%	9	36.73%	18	32.65%	16	12.24%	6	49	2.39
Improving outside lighting and security	24.49%	12	30.61%	15	16.33%	8	28.57%	14	49	2.49
									Answered	<b>49</b>

									Skipped	0
Q5. Well-Rounded Learning Opportunities										
	Lowest Priority		Mid-low Priority		Mid-High Priority		Highest Priority		Total	Weighted Average
Strengthening programs for early literacy at the elementary	18.37%	9	28.57%	14	26.53%	13	26.53%	13	49	2.61
Promoting college and career readiness	2.04%	1	22.45%	11	38.78%	19	36.73%	18	49	3.1
Adding an art program	16.33%	8	36.73%	18	24.49%	12	22.45%	11	49	2.53
Adding family & consumer sciences	16.67%	8	31.25%	15	31.25%	15	20.83%	10	48	2.56
Expanding STEM/CTE programs	8.51%	4	34.04%	16	27.66%	13	29.79%	14	47	2.79
Expanding the music program	31.25%	15	41.67%	20	14.58%	7	12.50%	6	48	2.08
Increasing bilingual education	14.89%	7	42.55%	20	27.66%	13	14.89%	7	47	2.43
Expanding preschool programs	38.78%	19	32.65%	16	18.37%	9	10.20%	5	49	2
Expanding accelerated programs (TAG, AP, etc.)	18.37%	9	28.57%	14	40.82%	20	12.24%	6	49	2.47
Supporting teachers through continued professional development	4.08%	2	22.45%	11	46.94%	23	26.53%	13	49	2.96
Supporting student transitions from elementary school to middle school and middle school to high school	10.20%	5	28.57%	14	40.82%	20	20.41%	10	49	2.71
									Answered	49
									Skipped	0
Q6. Reducing Class Size										
	Lowest Priority		Mid-Low Priority		Mid-High Priority		Highest Priority		Total	Weighted Average
Maintaining low teacher to student ratio	22.45%	11	16.33%	8	38.78%	19	22.45%	11	49	2.84
Increasing classified support staff (i.e. classroom assistants, family liaisons)	18.37%	9	36.73%	18	36.73%	18	8.16%	4	49	2.43
Increasing specialist licensed staff (i.e. counselors, reading or math intervention, instructional coaches, guidance counselors)	14.29%	7	20.41%	10	34.69%	17	30.61%	15	49	3.12

									Answered	49
									Skipped	0
Q7. Please rank each are in order of priority, with 1 being the most important and 4 being the least important to you.										
	1	2	3	4	Total	Score				
Increasing instructional time	14.89%	7	21.28%	10	23.40%	11	40.43%	19	47	2.11
Improving student health and safety	26.09%	12	26.09%	12	34.78%	16	13.04%	6	46	2.65
Well-rounded learning opportunities	42.55%	20	27.66%	13	14.89%	7	14.89%	7	47	2.98
Reducing class size	18.75%	9	25.00%	12	22.92%	11	33.33%	16	48	2.29
									Answered	49
									Skipped	0
Q8. How much of your own culture is represented in the school's curriculum?										
Answer Choices	Responses									
A great deal	30.61%	15								
A lot	26.53%	13								
A moderate amount	22.45%	11								
A little	16.33%	8								
None at all	4.08%	2								
	Answered	49								
	Skipped	0								
Q9. How much respect do you think the teachers have for students of different backgrounds (different races, cultures, religions, genders, etc)?										
Answer Choices	Responses									

A great deal	51.02%	25								
A lot	32.65%	16								
A moderate amount	14.29%	7								
A little	0.00%	0								
None at all	2.04%	1								
	Answered	49								
	Skipped	0								

Q10 What is going well in St. Paul School District?

needs help great sports community programs Good Small class sizes  
 teachers support staff students FFA school nice staff  
 people education feel Class sizes teaching

Q11 What areas/programs/services could we improve?

elective don't students speak need white good songs art water Improve etc  
program language school levels time counselor English  
even learning teaching classes Mental health services sports

Q12 How can we increase academic achievement for students who have historically experienced academic inequities?

know parents class teachers school kids program way  
students learning Provide better support excel tutoring  
struggling work