

**Public Comment
ESSER Grant Stakeholder Input**

The intent and purpose of the American Rescue Plan (ARP) of 2021, Elementary and Secondary School Emergency Relief funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. We are asking all stakeholders (families, community members, and employees) to complete a short survey to help the district determine what to prioritize with the potential ESSER funds.

Stakeholder engagement and consultation to develop and finalize our use of funds and safe return to in-person instruction plans consisted of gathering input from all required stakeholder groups through:

- Community survey posted on the district website in September of 2021.
- Community survey was also emailed to all stakeholders with notice of posting on the website.
- A public presentation and public comment were made at the school board meeting on September 22, 2021.
- A public presentation and public comment were made at the district superintendent cabinet on January 27, 2022.
- A public presentation and public comment were made at the school board meeting on July 14, 2022.

1. Stakeholders by Category.

- LEA administrator (including special education administrator) - 10
- Teacher - 6
- Principal or school leader - 10
- Other school personnel - 4
- Student - 5
- Parent/Family member - 10
- Civil rights organizations (including disability rights organizations) - 2
- Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. - 3
- Other stakeholder - 7

2. Number of Stakeholders by District/Campus

- Vista Del Futuro - 24
- Burnham Wood (Da Vinici, Howard Burnham and/or Linguistic) - 33

3. What do you believe are the highest priority needs for the remainder of the 2020-2021 school year and for the 2021-2022 school year related to the impact of the COVID-19 pandemic?

- Academic 56
- Social 17
- Emotional 15
- Mental Health 19

4. Beyond the traditional school day, which types of programs do you believe our school should consider to accelerate student learning? Please select all that apply.

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- Tutoring 49
 - After school programs 29
 - Summer learning programs 38
 - Blended learning 2
- 5. When addressing the needs of students with disabilities, second language learners, students with dyslexia or special populations resulting from the loss of services related to COVID-19, we recognize there are many possible supports. Of the four options listed below, what should we prioritize? Please select one.**
- Supports to implement compensatory services 6
 - Direct supports to parents 0
 - Training for teachers and staff 50
 - Training to parents 1
- 6. In order to address the impact of COVID-19 and any learning loss, beyond academics, what should be the district's other top 3 priorities?**
- Social, emotional and mental health needs of students
- 7. Would you like to include a suggestion for the district to consider as it plans for use of the ESSER funds to address any learning loss and COVID-19 recovery?**
- Tutoring
 - Counseling
- 8. Do you have any additional information you would like to share with us?**
- Changes in guidance related to COVID continue to occur. The district is working with campuses to align practices accordingly. Additional training and communication continue to be needed.