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.

1. **Stakeholders by Category.**
   - LEA administrator (including special education administrator) - 7
   - Teacher - 1
   - Principal or school leader -1
   - Other school personnel - 1
   - Student - 2
   - Parent/Family member - 5
   - Civil rights organizations (including disability rights organizations) -
   - 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. - 1
   - Other stakeholder - 2

2. **Number of Stakeholders by District/Campus**
   - Vista Del Futuro - 14
   - Burnham Wood (Da Vinici, Howard Burnham and/or Linguistic) - 14
   - Other - 1

3. **From your perspective, what are the top issues currently facing students and our school during the COVID-19 pandemic?**
   - Tutoring she was online and her learning decreased. Now she is back face to face and she needs tutoring.
   - After school program because not everyone is going back to work to give the support to the parents due to them needing the support.
   - Transportation could be an option.
   - #1 Learning loss
   - We have a space issue
   - Because of testing we need tutoring
   - Teachers need to be trained
   - Social emotional learning is needed
   - Summer programs to catch up – help to pay for those programs
   - Bilingual program is a big need. It is hard to bring them up because of virtual.
   - Social emotional mental health counseling for students.
   - Ventilation could be an issue
   - Cafeteria and equipment to keep our children safe. All of the kids go there throughout the day.

- Companion students feeling behind. The access to the teacher is limited. Especially related to testing and AP tests.
- Program to assist parents to support tutoring and help their kids to address learning loss.
- Technology support for the parents to better use the technology.
- Families need access to the technology. Every child has a device. We need to increase the connection to that device.
- PreK did much better than others because we brought them back sooner than the others.
- It was not just that people were virtual. It caused absenteeism. Some students dropped out.
- EL were most effected especially online. They do not get to practice and hear English spoken throughout the day.
- At Risk and Special Ed are groups as the parents may not have been able to support them. When we got them here we saw improvements, and some said they should have stayed in person.
- Special education services and supports are needed.
- Social and emotional learning for all populations are an issue.
- Teaching skills to teach online class is different that in person. We had to move to online quickly. Investment on how to teach remote is different.
- Remote instruction may still be a need as families are still concerned about the pandemic.
- Virtual classes with teachers who just do virtual classes.
- Need for space to keep students and staff spaced according to CDC guidelines.
- Healthy living and fitness to assist staff and students in making healthy decisions after pandemic.

4. **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? Please select all that apply.**
   - Academic – general agreement that academic was the most important thing

5. **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.**
   - Tutoring - general agreement of the group
   - After school programs – this could help families
   - Summer learning programs – support for summer programs would be helpful

6. **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 (LEA Name) prioritize? Please select one.**
   - Best practice research using things proven to work.
   - Staff training and quality training will drive student.
   - Aligned training to instruction.

- Parents need to be more involved in helping students have better standards and self-discipline. Training and support for the parents to support students.

7. **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 – General agreement of the group as the top priority.

8. **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?**
   - Money to train parents.
   - Parent engagement to help support students.
   - Tutoring has to be well funded.

9. **Do you have any additional information you would like to share with us?**
   - No additional input provided