ESSER III SURVEY

Presented to the PGUSD School Board at a Meeting on Thursday, October 28th, 2021

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On October 6th, 2021 an email was sent to PGUSD stakeholder groups through the Catapult e-mail system in order to gather input regarding how to best utilize ESSER III funds. On a broad level, these funds are to be used to address student academic, social emotional, and mental health needs, as well as to address learning gaps that were outlined in a previous district report (see the Equity, Learning Loss, and Student Outcomes Report). The California Department of Education requires that school districts, or local education agencies (LEAs) "engage in meaningful consultation with specified stakeholders," including students, families, administrators, teachers, and district staff to help make decisions about how to best carry out the intent of the legislation while taking into consideration the unique needs of the local learning community. The results from this survey, teacher surveys, student focus group interviews, as well as input from the English Learner Advisory Committee, School Site Council and site leadership teams helped to guide the decision-making process involved in crafting the ESSER III plan. This brief report summarizes the results of ESSER III Survey, which closed on October 15th, 2021.

Survey Questions

A broad range of stakeholders (students, parents, teachers, administrators, and general staff) were given a brief description of the purpose of the survey, which was to gather input on how to best utilize one-time funds to address learning recovery needs related to the pandemic. The stakeholders were asked to respond to four prompts. The slightly reworded prompts are listed below:

1. With what stakeholder group are you affiliated?

2. What high needs student group, if any, do you represent?

3. What are the highest priority needs related to learning recovery? (respondents could select 5 items, given a list of 9 pre-determined needs and an option for "other')

4. Please share comments about other potential options pertinent to use of the ESSER III funds (respondents supplied answers in a text box).

Survey Findings

312 individuals participated in the survey, which was open for a period of 11 days. The respondents represented a cross-section of stakeholder groups.
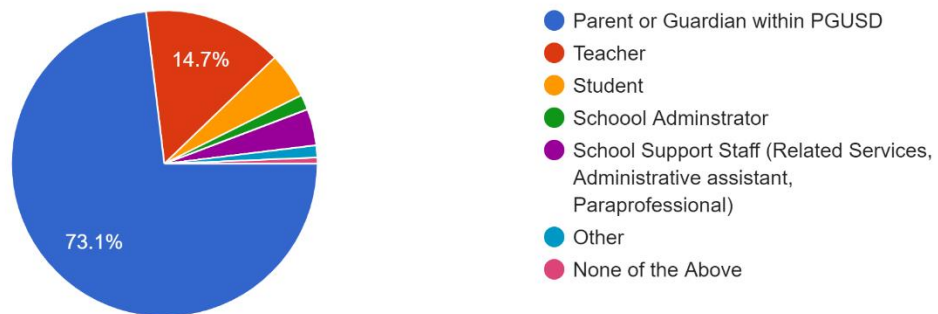
Question 1: *With what stakeholder group are you affiliated?*

A majority (73%) of respondents were parents. Teachers comprised the second largest sample of respondents (15%). The breakdown of respondent groups is represented in the chart below (see Figure 1).

Figure 1

PGUSD ESSER III Stakeholder Group Representation

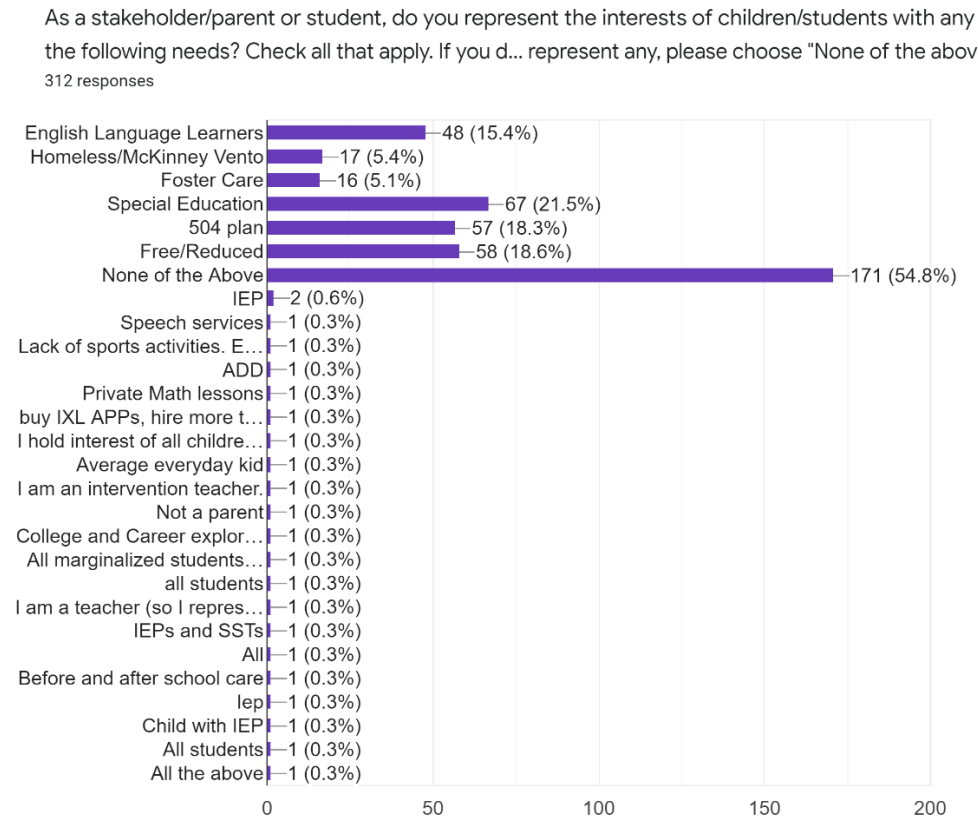Please select a stakeholder group that best describes you.
312 responses

- Parent or Guardian within PGUSD
- Teacher
- Student
- School Adminstrator
- School Support Staff (Related Services, Administrative assistant, Paraprofessional)
- Other
- None of the Above

14.7%

73.1%

Question 2: *What high needs student group, if any, do you represent?*

CDE guidelines for the ESSER III Expenditure Plan stipulate that each LEA must include input from stakeholders who represent the interest of several classifications of students, including: students with disabilities, English learners, homeless and foster youth, and other traditionally marginalized populations. Responses to this survey question provide important data that reinforces earlier survey data indicating that traditionally marginalized classifications of students have been represented, if not prioritized, in the process of drafting the ESSER III plan. A graph of the student classifications represented by respondents in the survey can be seen below (see Figure 2).

Figure 2

Breakdown of Student Classifications Represented in the Survey

As a stakeholder/parent or student, do you represent the interests of children/students with any the following needs? Check all that apply. If you d... represent any, please choose "None of the abov
312 responses

Question 3: *What are the highest priority needs related to learning recovery?*

Survey respondents were directed to select five items from a pre-determined list of interventions and supports that reflected input from prior survey data, as well as recommendations of the CDE. Two respondents pointed out an error in the technical functioning of survey instrument in relation to this question; these two respondents were only allowed to check 1 box—not 5, as the question prompted. The data suggests that this glitch may have been limited to a very small number of respondents. Despite the problems, however, this survey item yielded helpful feedback. For instance, it was clear that "social emotional learning opportunities, such as counseling, mental health, wellness resources for students, staff, and families" was a top priority (60% of respondents). Delivering interventions and providing small group instruction was also identified as a priority. The list of priorities is provided below (see Table 1).

Table 1

Learning Recovery Priorities

Priority	Number	%
• Provide Social emotional learning opportunities such as counseling, mental health, wellness resources for students, staff and families	187	59.9
• Deliver Interventions for students and provide small group instruction	175	56.1
• Facilities (air, quality and safety)	130	41.7
• Implement key components of Reading, Language Arts and Math	123	39.4
• Add instructional support staff for ELs, Intervention or Special Education	120	38.5
• Provide summer learning opportunities	91	29.2
• Extend instructional learning time by providing tutoring or providing extra instructional days	82	26.3
• Create acceleration opportunities, during holiday breaks, summer, or other times	76	24.4
• Technology (connectivity, hardware, software)	73	23.4

Question 4: *Please share comments about other potential options pertinent to use of the ESSER III funds.*

Survey respondents were given an opportunity to provide written feedback regarding potential uses of ESSER III funds. Approximately 1/3 of the respondents chose to reply to this prompt. The statements were divided into data segments and coded for frequency using NVivo qualitative coding software. The coding process revealed that providing social emotional learning supports was the most commonly recommended use of the available funds. Respondents also saw student physical health and outdoor educational activities as a priority. The data spoke to the need to maintain academic rigor while providing extra support for struggling students in reading, writing, and math. Respondents also saw a need to maintain positive and dynamic learning environments by providing opportunities for students to engage in fun social activities while also learning about topics like anti-bullying and anti-racism. Continued support for music and the arts was another theme that emerged as a priority. Many of the statements that respondents provided were "sentiment" statement that did not directly address the prompt. These statements were coded as positive, negative, moderately positive, and moderately negative, as can be seen on the list below (see Figure 3).

Figure 3

ESSER III Suggested Uses