

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Multiple stakeholders including parents, teachers, and school staff were involved in the development of the Expanded Learning Opportunities Grant Plan.

Parent/Guardian Input Opportunities:
 Each school site involved parents by holding listening posts and/or conducting surveys to gather input regarding strategies that would best mitigate learning loss and support students. Listening posts were held on different days and times to provide multiple opportunities for input. Several school sites also engaged the English Learner Advisory Committee (ELAC) to gather input from parents of English learners. As needed, interpreters were provided for parent meetings.

Parents/guardians were asked 3 questions during the information gathering sessions:

1. What gaps have you observed in your child’s learning - academic and social?
2. What support would you like to see offered to address gaps and support students?
3. How would you like to receive information regarding the services that will be provided to mitigate learning loss?

Staff Input Opportunities:

Student performance over the past year was shared during staff meetings and grade level Professional Learning Community (PLC) meetings to determine how to address student needs during the upcoming school year. Current data was reviewed as well as evidence-based strategies to address learning loss during the 2021-22 school year.

Administrators also met with classified staff and teamsters, which included secretaries, clerks, Instructional Intervention Aides, School Aides, Library Media Clerks, cafeteria workers, and custodians to discuss strategies and gather input regarding programs that could be offered to support students during the 2021-22 school year.

School sites engaged the Instructional Leadership Team (ILT) to synthesize information gathered from all stakeholder groups. The ILT reviewed student performance data, stakeholder input, and current research on best practices to mitigate learning loss. School site ILTs aligned planning and strategies for expanded learning opportunities with the school Single Plan for Student Achievement (SPSA) as well as the proposed goals and actions for the new Local Control Accountability Plan (LCAP) - see attached graphic.

The district analyzed and synthesized all school site planning and stakeholder input to develop the Expanded Learning Opportunities Grant Plan described below.

A description of how students will be identified and the needs of students will be assessed.

Students in need of academic, social-emotional, and other integrated supports will be assessed and progress monitored throughout the year to identify individual targeted needs. The District will look at the whole child through the lens of a Multi-Tiered Systems of Support (MTSS) - a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students academically, behaviorally, and social-emotionally.

Academics:

At the beginning of each year, every child in the P-BVUSD district participates in the beginning of the year diagnostic assessments to determine areas of strength and need. P-BVUSD uses a variety of assessments to measure student learning to determine if students need further targeted interventions and support. These assessments include:

- STAR Reading and Math - Universal screener to assess overall performance and mastery of standards in both ELA and math
- Acadience - Universal screener to assess the acquisition of early literacy skills
- 95 Percent Group PASI and PSI - Diagnostic screener to assess phonemic and phonological skill acquisition
- Interim Assessments - Formative assessments to show mastery of the Common Core State Standards and guide instructional planning
- English Language Proficiency Assessment for California (ELPAC) - California's summative assessment used to determine the English language proficiency of students whose primary language is not English. The ELPAC also helps inform proper educational placements and helps teachers provide support in listening, speaking, reading, and writing in English

- Read 180 Reading Inventory & Phonics Inventory – Universal screener used to assess junior high school students for reading comprehension, decoding skills, and letter/word recognition to identify students in need of additional phonics, fluency, and reading comprehension support

Additional Strategies to Identify Students Needing Additional Support:

- Common Formative Assessments - Teacher created assessments to progress monitor learning in all subject areas
- Student Success Teams (SST) Meetings - Collaborative meetings with teachers, administrators, support staff, and families to intervene early and design a support system for students having difficulty in the general education classroom
- School-Wide Information System (SWIS) – Universal screening system that captures behavior data to inform the Positive Behavior Interventions and Supports (PBIS) team. SWIS summarizes school-wide behavior data for decision making, intervention, and progress monitoring purposes

Social-emotional Learning:

Students with social-emotional needs are assessed through teacher and staff observational data and identified through teacher and/or administrator referrals. Students are also identified through the Student Success Team process as well as parent requests for additional social-emotional student support. An additional layer of support includes systematic web-based monitoring of student internet activity by the Information Security and Technology (IST) Department. If student internet activity triggers an alert, the IST department issues an immediate referral to the school site or social worker team. The social worker team, which was newly formed this year, is also researching social-emotional curriculum and survey tools to implement during the 2021-22 school year to assist in the assessment and identification of students in need of social-emotion support.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Effective communication will be the key component in collaborating with families to mitigate and close learning gaps. Outreach will be conducted through written communication, phone calls, meetings, and progress monitoring.

If 15 percent or more of the students enrolled in a school speak a single primary language other than English, written communication informing parents and guardians of the opportunities for additional support will be provided in the native language. Oral interpreters will also be available to support parents during meetings in a variety of languages to the extent practical. The District will provide multiple methods to notify families of additional learning opportunities offered for students. Communication strategies will include:

- Beginning of the Year Orientation - Information will be shared regarding available options for instructional support and how students qualify for additional learning loss mitigation opportunities.

- Parent-Teacher Conferences - To communicate with parents regarding a student's present needs based on data analysis and the support that will be provided to mitigate learning loss.
- Back to School Night – An informational parent night held at the beginning of each school year. Schoolwide strategies will be shared with parents at this time.
- District Level Committees - Information will be shared during the District Advisory Committee (DAC), the District English Learner Advisory Committee (DELAC), and the Title I Parent Subcommittee.
- School Site Meetings - Information will be shared during the school English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Club meetings.
- Parent Square Platform - This platform allows schools and the district to share messages electronically via text message or email, which the platform can translate into multiple languages.
- Parent Letters - School and district notification letters will be provided to parents regarding opportunities and recommended supports to meet student needs.
- At-Risk Progress Monitoring Meetings – Meetings held to support continued discussion regarding progress and strategies to support students.
- Progress Reports – Academic reports sent regularly to parents/guardians to share student progress throughout the quarter and determine how the learning loss mitigation strategies are working for students.

A description of the LEA's plan to provide supplemental instruction and support.

Students in need of academic, social-emotional, and other integrated support will be assessed and progress monitored throughout the year to identify individual targeted needs. As requested by stakeholders, schools will look at the whole child through the lens of a Multi-Tiered System of Support (MTSS). Each of the P-BVUSD twenty-five (25) school sites will provide Positive Behavior Interventions and Supports (PBIS), which creates a positive, engaging school climate and culture to support social-emotional and academic learning. PBIS is an evidence-based three-tiered framework to improve and integrate all data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students can succeed.

P-BVUSD will provide targeted and intensive support that complements the regular education program to address student needs for academic and social-emotional support. This plan was designed with stakeholder input to address supplemental instruction and support strategies funded with Expanded Learning Opportunity Grant funds (listed below). The strategies developed have been collaboratively and thoughtfully designed to meet the needs of all students.

Students with disabilities will receive services that are outlined in the Individualized Education Plan (IEP). Students with IEPs will receive additional support from the targeted interventions and activities outlined in this plan as well as through existing health and behavioral partnerships. Medi-Cal is billed for students receiving services from speech pathologists, occupational therapists, psychologists, and Educational Related Mental Health Services (ERMHS). These partners will continue to help provide access, equity and compliment the supports outlined in a student's IEP.

P-BVUSD will mitigate learning loss for all students with the implementation of the Expanded Learning Opportunities Plan outlined below.

1. Extending instructional learning time in addition to what is required for the school year by increasing instruction:

- The District will offer a comprehensive and robust 4-week Summer School program that provides access and equity to all students addressing learning loss in reading and math. Instruction will be differentiated and integrated through all content areas. In addition, students will have opportunities to solve real-world problems through learning and applying critical thinking skills and STEM project-based learning activities.
- School sites will provide extended instructional learning time before school, during lunch, and after school through tutoring services provided by teachers and supported by instructional aides and community partners such as CSUB.
- School sites will offer expanded reading through the use of balanced literacy and guided reading using specialized texts to meet student needs.
- Math skills intervention programs will be provided within the school day focused on mathematical conceptual understanding.
- Instructional Intervention Aides and School Aides will provide additional small group instruction throughout the day and as a support to the before and after school tutoring programs.
- Junior High Schools will engage and equip incoming 7th-grade students with organization skills, planning strategies, and familiarity with digital platforms before starting the school year.

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning support:

P-BVUSD will work to close the learning gaps by accelerating progress through expanding and enhancing instructional learning programs with additional reading intervention programs, tutoring, increased small group instruction, expanded instruction of mini-lessons targeting specific skill areas, providing after school support programs, and offering intensive programs to build and solidify math conceptual knowledge and skills. Materials along with professional development for learning recovery programs will be provided to support teachers as they work with students during intervention opportunities. Instructional Services staff as well as expert consultants in a variety of fields, will utilize research and evidence-based strategies to assist site administrators in training teachers in strong Tier 1 (core) instruction to support the diverse needs of all students.

Professional development will be provided to support the certificated and classified staff. Several professional development opportunities to support teaching and student learning will be offered in the following areas:

- Focused Tier 1 Instructional Support (Reading & Math)
- Universal Design of Learning (UDL)
- Balanced Literacy & Guided Reading (Using Leveled Readers)
- Deconstructing Standards to Strengthen Instructional Delivery
- Targeted Skill Mini-Lessons
- Using Data to Guide Instruction
- School Re-entry Social-Emotional Strategies
- Trauma-Informed Care
- STEM for Intervention & Enrichment

Schools in P-BVUSD are oftentimes the neighborhood community center for resources. Schools will support families and provide resources for academics, behavior, technology, and nutrition. Schools will engage families with activities to increase communication and build strong partnerships for student success. Activities include:

- Coffee with the Principal
- Doughnuts with Dads
- Morning with Mom
- Student Success Team Meetings
- Math and Science Evenings
- Family Literacy Nights
- Parent Project 180
- Parent Institute for Quality Education (PIQE)
- Latino Family Literacy
- Parent Training Opportunities

3. Integrated student supports to address other barriers to learning:

The District plan for identifying students in need of social-emotional support includes the implementation of the Positive Behavior Support and Intervention framework within a Trauma-Informed Care context. Through the Tier 1 system, students will be explicitly taught school-wide behavior expectations and provided with differentiated behavioral instructional strategies by school staff for minor behaviors.

P-BVUSD social workers will collaborate with site leadership teams to support the needs of all students including students with disabilities, English learners, foster & homeless youth, students at risk of abuse, neglect & exploitation, disengaged students, students with truancy concerns, and students performing below grade level. District social workers will also collaborate and coordinate a continuum of support and services with the Special Services Center for students on an IEP. Social workers will provide the following services and support:

- Home visits
- Phone Contacts
- Parent Support
- Student Engagement Support
- SEL Support
- PBIS Support
- Case Management (community-based interventions and support coordination)

Students who exhibit major behaviors will receive evidence-based interventions with the Behavior Intervention Assistant (elementary) or Intervention Counselors (junior high school). If appropriate, a wellness referral will be made to the Tier 2 team for additional services. If needed, a student support plan will be developed. The Tier 2 team will facilitate progress monitoring, fidelity checks, and differentiated intervention when needed. If social-emotional or behavioral difficulties are not remedied, a referral to the Tier 3 team will be made. A district

social worker will conduct an intake that will include data collection methods of records review, interviews, observations, and a screening tool. If barriers to learning are validated by the data, a student support plan will be developed which includes an individualized SMART Goal, evidence-based intensive intervention (Individual Counseling, Wrap Support, 504 Plan). Data collection will be ongoing and the Tier 3 team will facilitate progress monitoring, fidelity checks, and differentiated interventions if needed.

Other Integrated Student Supports:

The District will provide the expanded service of an after-hours support helpline for both students and families. This support allows students to call in for help with homework or technology. Parents will also be able to continue to use this resource for help with student technology or to connect a parent with a teacher to help with grade-level content. Students and families can also use the support helpline to request a call from a social worker. Parents and students are able to access this after-hours support via phone or Zoom.

4. Additional academic services for students through assessment:

Progress monitoring and assessments will be used to ensure students are identified to receive additional academic services and support to close gaps and mitigate learning loss. Teachers will use a variety of assessment measures to monitor students as mentioned previously and included again below:

STAR Reading and Math - Universal screener to assess overall performance and mastery of standards in both ELA and math.

- Acadience – Universal screener to assess the acquisition of early literacy skills
- 95 Percent Group PASI and PSI - Diagnostic screener to assess phonemic and phonological skill acquisition
- Interim Assessments - Formative assessments to show mastery of the Common Core State Standards and guide instructional planning
- English Language Proficiency Assessment for California (ELPAC) - California's summative assessment used to determine the English language proficiency of students whose primary language is not English. The ELPAC also helps inform proper educational placements and helps teachers provide support in listening, speaking, reading, and writing in English
- Read 180 Reading Inventory & Phonics Inventory – Universal screener used to assess junior high school students for reading comprehension, decoding skills, letter & word recognition to identify students in need of additional phonics, fluency, and reading comprehension support

5. Professional development for all staff in Trauma-Informed Care

The MTSS Coordinator and social workers will be providing professional development to all staff on Trauma-Informed Practices. The training will include:

- Understanding the different categories and types of trauma and a working definition
- Understanding how trauma relates to brain function and development
- Understanding how trauma relates to human behavior
- Understanding the intersectionality of trauma on human development

- Understanding the Substance Abuse and Mental Health Services Administration’s (SAMHSA) approach to Trauma-Informed Care
- Understanding the Six Principles of Trauma-Informed Care
- Applying a Trauma-Informed Multi-Tiered Systems of Support framework

Expenditure Plan

The following table provides the LEA’s expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$7,175,000.00	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$2,125,000.00	
Integrated student supports to address other barriers to learning	685,163.00	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility	0	
Additional academic services for students	\$1,240,000.00	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$500,000.00	
Total Funds to implement the Strategies	\$11,725,163.00	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The District is coordinating the Expanded Learning Opportunity Grant funds with other federal Elementary and Secondary School Emergency Relief Funds by starting with determining the needs of our students. Teams are working collaboratively to develop and propose the most effective actions to meet those student needs and develop a timeline to implement the actions with the fidelity they deserve. All action plans include a means of measuring the success of the proposed actions within the plans, with the understanding that the District may need to pivot plans and services as the needs of our students change. Finally, the fiscal services staff reviews the allowable uses and time restrictions of the funding sources to determine how to best fund the plans, taking into consideration not just the Expanded Learning Opportunity Grant funds and Elementary and Secondary School Emergency Relief Funds, but also our supplemental and concentration grant funds and other federal and state categorical grants in the planning.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Instructional Services - Strategic Planning 2021-22

