Participation

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Economy Roars Back

• In Sept, the U.S. unemployment rate fell to 4.8% from 5.2%

• California’s unemployment rate remains unchanged at 7.5%

• California state revenues continue robust growth; the big three taxes (personal income, sales and use, and corporate) all above forecast for the month and year.

• Sept 2021 General Fund revenues 40% higher than 2021-22 State Budget estimates; 27.5% higher YTD

• The Administration is going to have lots of options for the January proposed budget!
**ERMHS Timeline**

**October**
- Initial Level 2 per service rate set
- Preliminary Level 2 SEIS Service Count #1
- Level 2 Annual Mental Health Plan Due Nov. 1
- Level 3 Site-Based Annual Mental Health Plan & Budget Due Nov. 1
- Preliminary Level 2 SEIS Service Count #2

**November**
- Preliminary Level 2 SEIS Service Count #3

**December**
- Final Level 2 SEIS Service Count*

**By May**
- Finding of Sufficiency determines final rates and funding percentages
## Tale of Two State Budget Gifts

### Dispute Prevention Funds (RS 6536)

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount to Charter SELPA</td>
<td>$3,676,743</td>
</tr>
<tr>
<td>Basis of Allocation</td>
<td>SWDs ages 3-22; greater of 2019 or 2020 counts</td>
</tr>
<tr>
<td>At least 80% allocated to LEAs</td>
<td>Estimates (100%) posted <a href="#">here</a></td>
</tr>
<tr>
<td>Distribution of Funds</td>
<td>Quarterly expenditure reports &amp; distribution</td>
</tr>
<tr>
<td>Dispute Prevention Plan</td>
<td>Due 10/31/2021</td>
</tr>
<tr>
<td>Who drafts the plan?</td>
<td>Charter SELPA</td>
</tr>
<tr>
<td>LEA Support</td>
<td>Ongoing through September 2023</td>
</tr>
<tr>
<td>Encumbrance Period</td>
<td>7/1/2021 to 6/30/2023</td>
</tr>
<tr>
<td>Matching Requirement</td>
<td>No</td>
</tr>
<tr>
<td>Program Reporting</td>
<td>10/1/2023</td>
</tr>
</tbody>
</table>

### Learning Recovery Funds (RS 6537)

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount to Charter SELPA</td>
<td>$16,545,343</td>
</tr>
<tr>
<td>Basis of Allocation</td>
<td>SWDs ages 3-22; greater of 2019 or 2020 counts</td>
</tr>
<tr>
<td>Allocation of Funds</td>
<td>Estimates (100%) posted <a href="#">here</a></td>
</tr>
<tr>
<td>Distribution of Funds</td>
<td>Quarterly expenditure reports &amp; distribution</td>
</tr>
<tr>
<td>Learning Recovery Plan</td>
<td>Due 10/25/2021</td>
</tr>
<tr>
<td>Who drafts the plan?</td>
<td>Your LEA</td>
</tr>
<tr>
<td>LEA Support</td>
<td>Ongoing through September 2023</td>
</tr>
<tr>
<td>Encumbrance Period</td>
<td>7/1/2021 to 6/30/2023</td>
</tr>
<tr>
<td>Matching Requirement</td>
<td>Yes, but not really</td>
</tr>
<tr>
<td>Program Reporting</td>
<td>10/1/2023</td>
</tr>
</tbody>
</table>
Fiscal Update

- For SpEd Pandemic Dispute Prevention & Learning Recovery
  - Recalculating partner by partner funding eligibility based on opt-outs
  - Periodic expenditure reporting triggers cash flow
  - Fiscal Portal expenditure template released in Nov – Payment Dec 31
  - Three more reporting periods in 2022

- Annual Mental Health Plan submission templates available in the Fiscal Portal

- SELPA should have budgets for all continuing Level 3 NPS/RTC placements from 20-21 and any potential new placements... **Have you submitted yours to the Fiscal Portal?**

- Federal
  - The Senate Appropriations Committee released a bill that would significantly increase federal funding under IDEA for FY 2022, matching the House and President’s proposal.
  - The bill will need to be approved by the Appropriations Subcommittee on December 3, 2021.
  - Federal FY 2022 appropriations will apply to the California 2022-23 state budget.
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OSERS Return to School Roadmap: Development and Implementation of IEPs in the Least Restrictive Environment Under the Individuals with Disabilities Education Act

- **Purpose**: To support the full implementation of IDEA requirements as schools focus on reopening efforts.

- Provides clarification that, regardless of the COVID-19 pandemic, or mode of instruction, children with disabilities are entitled to FAPE.
Development and Implementation of IEPs in the Least Restrictive Environment Under the Individuals with Disabilities Education Act

• The FAQ format addresses topics across the following:
  ✓ Timelines
  ✓ Ensuring implementation of initial evaluation and reevaluation procedures
  ✓ Determining eligibility for special education and related services
  ✓ Providing the full array of special education and related services students with disabilities (SWDs) need to receive a Free and Appropriate Education (FAPE)
Development and Implementation of IEPs in the Least Restrictive Environment Under the Individuals with Disabilities Education Act

• Highlights
  • (Q. B-3). Yes. LEAs may continue to hold IEP Team meetings virtually. Schools are encouraged to work collaboratively to determine when meetings should be held virtually v. in-person.
  • (Q. C-8) Yes. The IEP Team and group of knowledgeable persons making educational placement decisions are responsible for addressing the school–related health needs of students with a disabilities in the context of COVID-19.
  • (Q. D-2) Yes. An IEP team may revise the measurable annual IEP goals to reflect a decline in the child’s knowledge and skills resulting from the disruption in instruction as a result of the COVID-19 pandemic.
A Diverse team of stakeholders met from December 2020 to July 2021 to make recommendations to improve the process for developing individualized education programs (IEPs).

The IEP process:

- ...is more than just a form.
- ...is focused on improving student outcomes.
- ...is dependent on systematic training and supports for all IEP team members.
- ...reinforces the state’s priorities.
- ...must be strengths-driven and student-centered.
- ...must be designed to increase transparency for families and educators.
- ...must support the successful inclusion of students with IEPs in general education.

https://www.scoe.net/divisions/ed_services/workgroup_reports/
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Alternate Pathways to a HS Diploma

Workgroup Recommendations:

- A newly defined high school alternate diploma-pathway exclusively for students with significant cognitive disabilities, that allows high school diploma attainment through meeting state minimum course requirements using California’s Alternate Achievement Standards.

- Equitable access across all California LEAs to an existing diploma-pathway option that only requires meeting the minimum state standards for graduation and not additional local requirements.

- A significant increase in statewide guidance, training, and technical assistance, to allow greater access for students with disabilities to all existing traditional high school courses and pathways, with the expectation that most students will meet all state and local high school graduation requirements.

Next Steps:
Reports are currently in the legislature.
Reports are being presented to ACSE on October 27th.
Participation

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Reminder: NPS Monitoring Requirement

- Beginning in the 2020–21 school year, an LEA that enters into a master contract with an NPS/RTC is required to conduct site visits:
  - 1) Before the initial placement AND
  - 2) At least one onsite monitoring visit during each school year.

- The monitoring visit shall include, but is not limited to:
  - A review of services provided to the pupil through the ISA,
  - A review of progress on the student’s goals,
  - A review of progress on the BIP (if applicable),
  - An observation of the student during instruction AND
  - A walkthrough of the facility.

- California Education Code Section 56366.1 (e)(3)(A) and (B)
- [https://www.cde.ca.gov/sp/se/ds/npsleaonsitevisit.asp](https://www.cde.ca.gov/sp/se/ds/npsleaonsitevisit.asp)
Findings of the monitoring visit must be submitted to the CDE within 60 days of the visit.

Document can be found at: [https://www.cde.ca.gov/sp/se/ds/documents/leaonsitemonitoring.pdf](https://www.cde.ca.gov/sp/se/ds/documents/leaonsitemonitoring.pdf)

When this document is complete, email to the Nonpublic Schools Unit at: npsa@cde.ca.gov.
CDE recently released an FAQ on AB 130 related to SWD
https://www.cde.ca.gov/sp/se/ac/ab130faq.asp

Questions include:

• What are the changes to independent study that have occurred through Assembly Bill (AB) 130?
• Is independent study available for students with disabilities (SWD)?
• Are there any changes through AB 130 specific to special education?
• What should I do if I think independent study is right for my child or if my child is in quarantine? What are the steps?
• Is independent study a change of placement for a special education student?
• Can the local educational agency and parent/guardian agree to make a change in placement via an IEP amendment?
• Are students required to complete work independently to qualify for independent study?
• If a parent/guardian of a student with special needs requests independent study, may a local educational agency make an offer of FAPE without considering whether FAPE can be provided via the independent study program?
• What are the options when a parent/guardian and the local educational agency disagree about a student’s placement?
• Is independent study available for preschoolers or 18–22-year-olds receiving special education supports and services?
Participation

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SELPA Updates
CEO Council Approved the following on October 14, 2021:

1. Revision of CEO Policy 27:
   **Charter School Closures and Exits**
   Added language to include SELPA internal timeline notification of February 1st for upcoming fiscal year for LEAs that wish to transition from the SELPA. This is a proactive approach to manage potential SELPA allocation plan impact and SELPA resource allocation i.e. staffing.

2. Allocation Plan Revisions:
   - **Partner Definition Revision**
     Added language to account for charter organizational partners that dissolve and become single LEA status regarding org. partner benefits i.e. admin fee and expansion application.
   - **RTC Room and Board Daily Reimbursement Rate**
     Language added to Allocation Plan’s ERMHS - Description of Level 3 Funding Formula to address a maximum daily room and board reimbursement rate.

   **Effective October 15, 2021, the maximum daily room and board reimbursement is limited to the current monthly revenue rate for short-term residential therapeutic programs published by the State of California multiplied by 12 then divided by 365.**
   *For 21-22 this is a max rate of $480/day.*

SEIS E-Signature Feature

SEIS-Sign introduced as a free service during Pandemic
SEIS announced $1/pupil in system per year beginning 7/1/21
Charter SELPA has paid through 6/30/22
Annual Opt-In for 2022-23 forward for charters wishing to use this feature
Will bring info to May 22 CEO Council re: process
RECEIVER HAS FILED A MOTION RECOMMENDING PAYMENT OF THE EL DORADO CHARTER SELPA’S CLAIM IN THE TOTAL AMOUNT OF $6,669,860.

HEARING SCHEDULED FOR OCTOBER 15TH ON THIS MOTION IN SAN DIEGO SUPERIOR COURT.

WILL HAVE MORE INFORMATION AFTER HEARING REGARDING NEXT STEPS, TIMELINE, ETC.
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SELPA Staffing Updates

Amy Ferguson
Program Assistant
New to the SELPA

TBD
Bay Area Program Specialist
New to the SELPA

Vacant Positions:
Charter Program Director &
Program Technicians (2)
Participation

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Alternative ELPAC Updates

2021–22 Alternate ELPAC Milestones

- November 1–February 15: Field Test
- Spring 2022: Standard Setting
- May 2022: Proposed threshold to the SBE
- Summer 2022: Student Score Report release
- July 2022: Initial Alternate ELPAC launch

"Alt for All" guidance
Guidance for IEP teams on eligibility
Alternative ELPAC Updates

Resource for Test Administrators and Teachers

2021 Alternate ELPAC
Getting to know the Task Types

When will the Alternate ELPAC launch?
The Alternate English Language Proficiency Assessments for California (Alt. ELPAC) will launch on November 1, 2021, and will be administered through February 15, 2022. The Alt. ELPAC assesses the four domains of Listening, Reading, Speaking, and Writing in an integrated manner. These four domains are assessed via students’ individually preferred receptive and expressive mode of communication.

Who can Administer the Alternate ELPAC?
The Alt. ELPAC is administered to students who by way of the ELP Plan, has been determined to be eligible to take the Alt. ELPAC. A trained test examiner familiar with the student (e.g., the student’s teacher) facilitates the testing.

Resource for Parents

Starting Smarter
You are the expert on your child. Over the course of a school year, you receive a lot of information about how your child is performing that can be combined to give you a more complete picture of your child’s progress. In addition to report card grades and class tests, you can use the ELPAC score reports to better understand your child’s progress in learning English to start a conversation with your child’s teacher about how to even better support learning at home.
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Special Education Data Stewardship
Fatal Certification Errors have Returned

**CERT 167/168 SPED Records triggering this error** are 5-Year-old kindergarten student that is currently reported in CALPADS as in Preschool Program Setting.

- To avoid the CERT 167 and CERT 168 error, any student that is 5 years old (or older) and in Kindergarten (or higher), MUST have 14.31c selected, along with a Percent IN.

  - To Correct:
    - Submit transaction with correct setting to CALPADS
    - Amendment dated prior to Census Day completed on Current Annual Review Plan and submitted. Resource provided on this process.

**CERT 132 - All current enrollment should be entered into CALPADS.** Records that are triggering this error are students identified as an active SPED Student but does have not had a SPED record submitted under your LEA/District. This error can also be associated with late meetings your CALPADS Accountability/Monitoring Report

  - How to correct:
    - Adopt the students most recent plan review either by transferring a SEIS Record or through the Initial CALPADS affirm Process and submit to CALPADS.
FALL 1 Milestones

Suggested Milestones

**Fall 1 Timeline**

- **Now – 10/6**
  - Complete student profile data population in local SIS. Complete SWD data population in SEDS. Obtain SSIDs for new students in CALPADS

- **Now – 10/22**
  - Submit and post SENR, SINF, SPRG, SELA, SPED, & SSRV records. Review validation errors and reconcile as needed

- **10/25 – 11/5**
  - Resolve certification errors, anomalies. Review snapshot reports and update records as needed

- **11/8 – 11/12**
  - Send reports to local data stewards, site leaders and administrators for approval

- **11/15 – 12/17**
  - LEA approval- Required

- **11/18 – 1/28**
  - Amendment Window-SELPA Approval Required

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Fall 1 - Advanced Reports and Certification v1.0 - September 14, 2021
As part of procedural compliance with the Individuals with Disabilities Education Act (IDEA) the CDE completed a data analysis of SWD data in CALPADS on October 8\textsuperscript{th}.

LEAs were informed that based on the data submitted to CALPADS, they had students who were waiting in excess of the 60-day timeline for an initial determination of eligibility under the IDEA and had student with IEPs that had not been reviewed and updated annually as required.
CDE Monitoring - Overdue Initials and IEPs

For many LEAs this came as a surprise....

The CDE pulls the monitoring information from CALPADS, not SEIS.

- SPED data needs to be submitted to CALPADS on a regular basis to keep the students CALPADS record up to date (Submitting your transactions from SEIS to CALPADS).
- To submit SPED data to CALPADS the student needs to have current academic year enrollment in CALPADS, not just the SIS.
- Your CALPADS monitoring is populated when a SWD is enrolled in your LEA in CALPADS. This includes students that were supposed to return the following year.
- CERT132 is triggered when a SWD is enrolled in your LEA and your LEA has not submitted an IEP transaction for the student.

This was a "Catch-22", especially at the beginning of the school year. This may be a conversation within your LEA about the importance of having current enrollment in CALPADS at all times.
What should you do now?

- Hold your Eligibility and Plan Reviews on time.
- Upload CALPADS Transaction from SEIS to CALPADS continuously.
- Use CALPADS in tandem with SEIS to ensure the SWD Record within your LEA is Correct, Compliant and Complete.
- Use the CALPADS Accountability/Monitoring Reports (16.7/16.8). This what CDE is looking at. If it doesn't match what is in SEIS...investigate.
- Need assistance reach out to your SELPA Program Technician.
SERVICE TRACKING IS BECOMING PART OF CDE MONITORING!!!

As the state is moving toward fully mandating service tracking it is recommended, not required, that LEAs begin using SEIS Service Tracker.

Benefits of using SEIS Service tracker
- It is provided by the SELPA to all LEAs
- The service tracker permission can be bulk added to all users
- Tracking Services within the same system as the IEP
- Conformation that the correct provider type is delivering the appropriate services
- Ensuring services are delivered in a timely manner and flag expired services (late IEP)
- Simplified monitoring of delivered services
SEIS Updates

SEIS User accounts can now be linked!
• Log in one time and toggle between all user accounts.
• Accounts can be linked at the District or SELPA level.

Shared Calendar Events
• At the Admin level (Site, District, SELPA), calendar events can be created and shared. Add an event and select the User Levels that the event applies to. The event will be added to the calendar for all users within the selected user levels.

Statewide Assessments – SBAC and ELPAC Updates
• The accommodations and designated supports have been updated for SBAC and ELPAC.
Resources/Events
• Guidance around AB 130 & AB 167
• Collaboration from County Offices across the state, including El Dorado County Office of Education

• Includes:
  • Overview Guidance
  • Attendance & Tiered Re-Engagement
  • Special Populations
  • Parent Communication
  • Policy & Compliance
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The link & directions for use can be found on this document in the 
**SEIS Document Library**

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**IEE Assessors List**

This list of assessors is not an exhaustive list but is intended to support the LEA with compiling their own board adopted list of Independent Educational Evaluation (IEE) assessors. The assessors on this list are not recommendations of the SELPA; rather, they are assessors throughout the state that are currently offering assessments. Please feel free to use your own recommendations or consider parent suggestions. If you choose to include an assessor from this list on your LEA's board adopted list, please verify the assessor is still offering assessments and their rates. It is strongly encouraged to reference the SELPA's IEE guidelines when an IEE request is received.

**How to use the IEE Assessor List:**

1. Filter for the assessors in the correct region and area of assessment.
2. Review an assessor's details to ensure they meet the LEA's board adopted policy criteria (i.e., cost, distance, assessment format, credentials).
3. Create a list of assessors that meet the criteria by copying and pasting onto the LEA's letterhead.
4. Send this list to the parents/guardians, along with the following resources found in this Packet:
   1. IEE Cover Letter
IEE Assessors List

- 60+ assessors across the state
- Sort by area of assessment & region
- Includes contact information, cost, and whether virtual is an option
# Learning Loss and Dispute Prevention Ideas Worth Sharing

## Student Population Served (mark all that apply)
- Middle, Highschool

## When and for how long will you provide these strategies (time duration, short-term or long-term, IEP aligned, summer or other school only or during school day, on going?)

1. At Magnolia Public Schools, our SPED teams review the Criterion Referenced MAPE, MAP and EL PAC testing results to assist in determining which students with IEP’s and 504 Plans have not gained educational benefit from the Distance Learning Program. Specifically, we look at goal progress, academic criteria in math and social-emotional impact on learning. We compare the current achievement data to the data for student functioning prior to the school closures. The students whose academic functioning has decreased in ELA and/or Mathematics will receive a strategic intervention using small group support and the IG, 1 on 1+ program. We selected the IG program after reviewing the data to determine that it addresses individualized, systematic support in all subject areas, follows a scope and sequence for standards-based learning, allows for embedded accommodations and additional activities and funds for Project-Based Learning activities. Some small groups will be held on Weds. Our minimum day for PD’s and for students with more intensive need we will hold special classes during our Saturday school program. The IG program allows for obtaining baseline data on all students, embeds accommodations into the students’ interactions and provides opportunities for review where needed. The data is kept in real-time and specific skills for remediation are identified. Additionally, IG is being used in our General Education classrooms and has a Project Based Learning component. Our SPED and Gen Ed teachers are collaborating with the support of our “Teachers on Special Assignment” to implement across subject area project-based learning activities to support students’ mastery of the instruction. Progress monitoring meetings will take place with the school’s SPED team to determine each students progress and modify the implementation of the additional support to ameliorate the impact of learning loss on our students academic performance.

As a promising practice for improving student achievement supporting individuals with exceptional needs, the implementation of the Learning Loss Recovery program will continue on an ongoing basis, at least until June of 2024 or until all students are at grade and age expectancy in ELA and Mathematics.

2. The schools who have piloted the ILC program with students attending Saturday school during the Spring of 2021 and those who participated over the summer have found the teachers agree the program is user friendly. The students are provided immediate feedback which has resulted in fewer continued misunderstandings and more positive reinforcement of students’ successes. For the students who have been able to participate, the potential for continued improvement in learning is evident.

## Spreadsheet of 22 responses from Charter Partners on Learning Loss and Dispute Prevention Resolution

https://bit.ly/3pBf5eN
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Administrators Toolkit

Provides School Leadership Teams with an at-a-glance collection of pertinent resources needed to develop a Special Education program. Reviews the following areas:

• Special Educations Concepts and Statutes
• Child Find Structure
• Thread of Educational Benefit
• Use of data and mitigating barriers to student achievement.

Mental Health Series
with Ricky Robertson

Four Part Series Topics Include: Educator Self-Care, Social Emotional Learning, Trauma Informed Practices, and Restorative Practices

November 4, 2021
January 20, 2022
March 10, 2022
2:00 - 3:30 pm

Develop an understanding of the complexities of English language development (ELD) as it relates to students with moderate/severe disabilities/extensive support needs

Review IEP team considerations for students’ need to take the Alternate ELPAC (Alt-ELPAC)

Explore the California ELD core content connectors & the Alt-ELPAC Blue Print

Drafting linguistically appropriate IEP goals

https://www.icoe.org/selpa/el-swd/training-opportunities

Register here: https://icoe.k12oms.org/1168-205218
CDE Diagnostic Center, Northern California

10/29/21 9:00 AM
Planning and Implementing an Effective Reading Intervention

1/11/22 9:00 AM
ERMHIS Assessment: Examining Your Social-Emotional Data

Register here: https://bit.ly/3jt8KOL
New Professional Learning Webpage

- Streamlined Registration Process
- Create a user profile to access the list of trainings you’ve attended
- View El Dorado County Office of Education/Supporting Inclusive Practices Professional Learning Events
- New webpage design 11/1/21
Upcoming Professional Learning Network Meetings (2021-22)

November
Virtual | 11/17, 10 am to 12:30 pm

December
Virtual | 12/8, 10 am to 12:30 pm

January
Sacramento | 01/19, 10 am to 2:00 pm
Bay Area | 01/20, 10 am to 2:00 pm
Los Angeles | 01/26, 10 am to 2:00 pm
San Diego | 01/27, 10 am to 2:00 pm

February
Virtual | 2/9, 10 am to 12:30 pm

March
Virtual | 3/23, 10 am to 12:30 pm

April
Sacramento | 04/20, 10 am to 2:00 pm
Bay Area | 04/21, 10 am to 2:00 pm
Los Angeles | 04/27, 10 am to 2:00 pm
San Diego | 04/28, 10 am to 2:00 pm

May
Virtual | 5/18, 10 am to 12:30 pm

https://charterselpa.org/partner-services/pln/
Thank you. Stay safe and healthy!

October 27, 2021