

Special Education Local Plan Area (SELPA) Local Plan

SELPA Pomona Unified School District

Fiscal Year 2024-25

## **LOCAL PLAN**

### **Section A: Contacts and Certifications**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

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## Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW* SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
- Local Plan Section B
  - Certifications 1, 3, 4 and 5 are required
  - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
- Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
  - Certifications 2, 3, 4 and 5 are required
  - Attachments I-V are required
  - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
- Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
  - Certifications 2, 3, 4 and 5 are required
  - Attachments I and VI are required
  - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA

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A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

|                          |   |                         |  |
|--------------------------|---|-------------------------|--|
| SELPA Name               | <input type="text" value="Pomona Unified School District"/> |                         |  |
| Street Address           | <input type="text" value="24150 Sunset Crossing Rd"/>       | Zip Code                | <input type="text" value="91765"/>       |
| City                     | <input type="text" value="Diamond Bar"/>                    | County                  | <input type="text" value="Los Angeles"/> |
| Mailing Address          | <input type="text" value="24150 Sunset Crossing Rd"/>       |                         |  |
| City                     | <input type="text" value="Diamond Bar"/>                    | Zip Code                | <input type="text" value="91765"/>       |
| Administrator First Name | <input type="text" value="Claudia"/>                        | Administrator Last Name | <input type="text" value="Ruiz"/>        |
| Administrator Title      | <input type="text" value="SELPA Director"/>                 |                         |  |
| Administrator's Email    | <input type="text" value="claudia.ruiz@pusd.org"/>          |                         |  |
| Telephone                | <input type="text" value="(909) 397-4800"/>                 | Extension               | <input type="text"/>                     |

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

|                            |   |          |                                    |
|----------------------------|---|----------|------------------------------------|
| Administrative Entity Name | <input type="text" value="Pomona Unified School District"/> |          |                                    |
| Street Address             | <input type="text" value="800 S. Garey Ave"/>               | Zip Code | <input type="text" value="91766"/> |

Section A: Contacts and Certifications

SELPA

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|                    |  |           |  |
|--------------------|--|-----------|--|
| City               | <input type="text" value="Pomona"/>                  | County    | <input type="text" value="Los Angeles"/> |
| Contact First Name | <input type="text" value="Darren"/>                  | Last Name | <input type="text" value="Knowles"/>     |
| Contact Title      | <input type="text" value="Superintendent"/>          |           |  |
| Email              | <input type="text" value="darren.knowles@pusd.org"/> |           |  |
| Telephone          | <input type="text" value="(909) 397-4800"/>          | Extension | <input type="text"/>                     |

**Special Education Local Plan Area Review Requirements**

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes    No    N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on:

N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA

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COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

**Add COE**

**Delete COE**

**Public Hearing Requirements**

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date

SELPA Public Hearing Date

**Submitting the Local Plan to the California Department of Education**

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

Section A: Contacts and Certifications

SELPA  Fiscal Year

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

| Add | Agency     | First and Last Name | Title                   | Section   |
|-----|------------|---------------------|-------------------------|-----------|
| -   | Pomona USD | Claudia Ruiz        | Administrator-Spec. Ed. | All       |
| -   | Pomona USD | Marlo Yep-Vaughan   | Administrator-Spec. Ed. | All       |
| -   | Pomona USD | Lilia Fuentes       | Administrator-Gen. Ed.  | All       |
| -   | Pomona USD | Sandra Garcia       | Administrator-Spec. Ed. | Section D |
| -   | Pomona USD | Rosa Hernandez      | CAC                     | All       |

Section A: Contacts and Certifications

SELPA

Fiscal Year

| Add                      | Agency     | First and Last Name | Title             | Section     |
|--------------------------|------------|---------------------|-------------------|-------------|
| <input type="checkbox"/> | Pomona USD | Denise Stelly       | Other             | All         |
| <input type="checkbox"/> | Pomona USD | Valarie Bennett     | Other             | All         |
| <input type="checkbox"/> | Pomona USD | Jose Marquez        | Other             | All         |
| <input type="checkbox"/> | Pomona USD | Carine Van          | Other             | Section D   |
| <input type="checkbox"/> | Pomona USD | Erendira Urista     | Teacher-Spec. Ed. | All         |
| <input type="checkbox"/> | Pomona USD | Lalith Abeysekera   | Teacher-Spec. Ed. | Attachments |
| <input type="checkbox"/> | Pomona USD | Gabriela Linares    | Parent            | All         |
| <input type="checkbox"/> | Pomona USD | Maria Gonzalez      | Parent            | All         |
| <input type="checkbox"/> | Pomona USD | Dellanira Marquez   | Parent            | All         |

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)  
 Number Submitted
- Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)  
 Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

Section A: Contacts and Certifications

SELPA Pomona Unified School District

Fiscal Year 2024-25

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STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.



Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 1**

**Local Plan Section B: Governance and Administration**

**IMPORTANT:** Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

- Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

- Yes     No    (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

- Yes     No    (If the answer is "NO," please include comments.)

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

SELPA Administrator

Date

\*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Fiscal Year

**Certification 2**

**Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan**

**IMPORTANT:** Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA     Multiple LEA SELPA     COE Joined SELPA

Yes     No (If the answer is "NO," please include comments.)

Yes     No (If the answer is "NO," please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

Section A: Contacts and Certifications

SELPA

Fiscal Year

\*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan Certification 3

**SELPA** Pomona Unified School District

**Fiscal Year** 202 4-2 5

**Certification 3: County Office of Education**

**IMPORTANT:** Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan section(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

Cert 3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes  No

Cert 3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to EC Section 56140(b).

Yes  No

If "Yes," the COE must enter comments and recommendations here:

The local plan sections submitted meet all applicable requirements of state/federal law.

Cert 3-3. Special Education Local Plan Area Governance Structure

The COE certifies the SELPA is a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

Special Education Local Plan Area (SELPA) Local Plan Certification 3

**SELPA** Pomona Unified School District

**Fiscal Year** 2024-25

Cert 3-4. The COE ensures the SELPA submitting the Local Plan meets one of the following conditions:

Single-LEA SELPA

The COE ensures the Single LEA SELPA has established a written procedure for the ongoing review of programs conducted, and procedures utilized under the Local Plan, and a mechanism for correcting any identified problem related to the regionalized service to local programs, including, but limited to, all of the services identified in California Education Code (EC) 56195.7(c). EC sections 56027, 56195, 56195.7(c) and (j)(1), and 56205; OR

Multiple LEA SELPA or COE joined SELPA

The COE ensures the Multiple LEA SELPA or COE joined SELPA has a written agreement entered into by entities participating in the Local Plan that includes a provision for ongoing review of programs conducted, and procedures utilized, under the Local Plan, and a mechanism for correcting any identified problem. EC 56195.1 and 56195.7

Yes  No

Cert 3-5. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Yes  No

Web address where the SELPA Local Plan, including all sections, is posted.

[https://proudtobe.pusd.org/apps/pages/selpa\\_NEWS](https://proudtobe.pusd.org/apps/pages/selpa_NEWS)

**Authorized Signature**

Debra Duardo, M.S.W., Ed.D

COE Superintendent

6-20-2024

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

**SELPA** Pomona Unified School District

**Fiscal Year** 2024-25

**Certification 4: Community Advisory Committee**

**IMPORTANT:** Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and Section E: Annual Service Plan.

**Cert 4-1. Community Advisory Committee Participation**

The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan. The process involved a schedule of regular consultations regarding policy and budget development. California *Education Code* sections 56194 and 56205(a)(12)(E).

- Yes  No (If the answer is "NO," please include comments.)
- N/A (Section D and/or Section E submissions)

**Cert 4-2. Community Advisory Committee Review Timeline**

The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

- Yes  No (If the answer is "NO," please include comments.)
- N/A (Section D and/or Section E submissions)

**Cert 4-3. Community Advisory Committee Comments**

The CAC provided written comments to the SELPA regarding this Local Plan submission.

- Yes  No (If the answer is "NO," please include comments.)
- N/A (Section D and/or Section E submissions)

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

**Authorized Signature**

Rosa Hernandez

CAC Chairperson

Jun 6, 2024

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Pomona Unified School District

Fiscal Year 2024-25

### Certification 5: Local Educational Agency

**IMPORTANT:** Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA Pomona Unified School District

#### Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

#### Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

[https://proudtobe.pusd.org/apps/pages/selpa\\_NEWS](https://proudtobe.pusd.org/apps/pages/selpa_NEWS)



Special Education Local Plan Area (SELPA) Local Plan Certification 5

**SELPA** Pomona Unified School District

**Fiscal Year** 2024-25

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during the current fiscal year, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

**Authorized Signature**

**Darren Knowles**

LEA Superintendent/Chief Administrator

Date

## **LOCAL PLAN**

### **Section B: Governance and Administration**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

SELPA

Fiscal Year

## B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

### Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

### Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The Governing Board of the Pomona Unified School District elects to operate as a single district SELPA, and as such, it is the governing body of this Plan and is solely responsible for the development and approval of policies governing this Local Plan for special education. The District offers comprehensive education for more than 22,000 pupils. As such, the District meets size and scope requirements to operate as a single district Special Education Local Plan Area (SELPA). The District has the responsibility to assure access to special education and services for all eligible individuals with disabilities residing in the geographical area served by the District. To ensure there are regional program opportunities for students with low incidence disabilities and emotional disturbance, the District works with other SELPAs and agencies in the region.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Pomona Unified School District SELPA is a single district Special Education Local Plan Area; therefore, the District's governing board is the sole policy making entity for the SELPA. The Pomona SELPA has more than 20,000 pupils and offers the full continuum of special education programs and services. Approval of the Local Plan for Special Education, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the governing board. The oversight and operations of the Pomona SELPA will be shared by administrators of the District. The SELPA Director gives regular reports to the District governing board relating to the operation of the SELPA. The SELPA shall include all school sites located within the District, and will serve all eligible individuals with exceptional needs residing within the District, or attending its programs under some other authorization.

The Pomona SELPA has the responsibility to assure access to special education and services for all eligible individuals with disabilities residing in the geographical area served by the

Section B: Governance and Administration

SELPA Pomona Unified School District

Fiscal Year 2024-25

District.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

POLICY

The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9, and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members of the Community Advisory Committee.

PROCEDURE

The Local Plan shall be developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators, with participation by parent members of the community advisory committee.

AMENDMENTS TO THE PERMANENT SECTIONS OF THE LOCAL PLAN

Changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the Pomona SELPA Board of Education.

The Pomona Unified Board of Education may adopt amendments to the permanent portion of the Local Plan on an "interim" basis not to exceed one calendar year. The policy would become permanent subsequent to approval by the State Board of Education. Otherwise, local plans need to be amended only when there is a change in federal or state law or regulation, there is a new interpretation by the court, or there is an official finding of noncompliance with federal or state law. Amendments approved in this manner shall become permanent upon subsequent approval by the Pomona SELPA Board of Education and the State Board of Education.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

REGIONALIZED SERVICES - LOS ANGELES COUNTY OFFICE OF EDUCATION

The Pomona Unified School District SELPA receives funding from the State for the Local Plan

Area. The District coordinates and provides services within the District using these resources, local contributions, and federal funds allocated for Special Education. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District, students who are granted interdistrict transfers, and students attending charter schools sponsored by the District. The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. The District will coordinate with the Los Angeles County Office of Education for those students who require regionalized services offered outside the District, or to provide other necessary and appropriate services not available in the District.

“Regionalized services” does not mean that every service and placement required for students with disabilities must be available at each site. The concept of regionalized service is to ensure that, even for those services that are less frequently needed, the services will be available within the District or region at District expense. It further means that the District is responsible to provide those services required by a child’s Individual Education Program (IEP).

The District has elected to provide some special education services in regionalized settings, for example, for students with autism or other severe disabilities requiring more intensive or low incidence services. Regionalized services are those services only provided at selected sites within the District. Transportation is provided for any such student to receive those services who is not on an interdistrict transfer at the parent request, or attending a charter school.

**SPECIAL EDUCATION ADMINISTRATORS and SUPPORT STAFF**

Program Administrators, Program Specialists, and a Workability Coordinator are employed and serve under the direction of the Director of Special Education. District Administrators and Principals work in close coordination with the Department of Special Education to support the delivery of special education services.

Special education administrative and support staff provide the following services:

- Observe, consult with, and assist special education teachers and support staff.
- Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
- Assist with staff development, program development and innovation of special methods, programs, and approaches.
- Provide coordination, consultation, and program development in one or more specialized areas of expertise.
- Participate in and/or conduct IEP team meetings, as necessary.
- Assist in mediation, due process hearings, and compliance proceedings by providing

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expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the District.

- Assist in developing training for parents and members of the Community Advisory Committee.
- Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents.
- Assist as liaison to various community agencies.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes       No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

COMMUNITY ADVISORY COMMITTEE (CAC) (EC 56205(a)(12)(c)):  
POLICY

The Community Advisory Committee (CAC) for the Pomona SELPA has been established. The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in schools, students and adults with disabilities, general and special education teachers, other school personnel, representatives of public and private agencies and persons concerned with the needs of individuals with exceptional needs. The majority of the committee is composed of parents of students enrolled in the schools within the Local Plan Area and at least a majority of such parents shall be parents of students with exceptional needs.

The CAC shall have regularly scheduled meetings not less than five times per year. All meetings of the committee shall be held according to law and the Brown Act. The SELPA Director/Designee will present the CAC's input to the Superintendent or designee for consideration.

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA. In addition, information will be posted on the District/SELPA web

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page and in any other location required by law.

The CAC shall adopt bylaws, subject to approval by the Superintendent, consistent with legal requirements and the advisory role of the CAC.

The Responsibilities of the Community Advisory Committee include:

- a). Advise in the development, amendment, and review of the Local Plan. The entity shall review and consider comments from the community advisory committee.
- b). Recommend annual priorities to be addressed by the plan.
- c). Assist in parent and public education and in recruiting parents who may contribute to the implementation of the Local Plan.
- d). Encourage community involvement in the development and review of the Local Plan.
- e). Support activities on behalf of individuals with exceptional needs.
- f). Assist in parent awareness of the importance of regular school attendance.
- g). Support community involvement in the LCAP parent advisory committee to encourage the inclusion of parents of individual with exceptional needs to the extent these pupils also fall within one or more of the following definitions: eligible for free or reduced-price meals, foster youth, pupils of limited English proficiency. (Education Code sections 42238.01; 52063.)
- h). Certification of CAC involvement in the development, amendment, and review of applicable sections of the Local Plan as required by law.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

LOCAL PLAN DEVELOPMENT

POLICY

The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9, and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members of the Community Advisory Committee.

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PROCEDURE

The Local Plan shall be developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators, with participation by parent members of the community advisory committee.

AMENDMENTS TO THE PERMANENT SECTIONS OF THE LOCAL PLAN

Changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the Pomona SELPA Board of Education.

The Pomona Unified Board of Education may adopt amendments to the permanent portion of the Local Plan on an "interim" basis not to exceed one calendar year. The policy would become permanent subsequent to approval by the State Board of Education. Otherwise, local plans need to be amended only when there is a change in federal or state law or regulation, there is a new interpretation by the court, or there is an official finding of noncompliance with federal or state law. Amendments approved in this manner shall become permanent upon subsequent approval by the Pomona SELPA Board of Education and the State Board of Education.

- 8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

DISTRIBUTION OF FEDERAL AND STATE FUNDS

All federal and state special education funds shall be allocated to the SELPA and used pursuant to the annual budget and service plan. Any changes to the allocation of federal and state special education funds shall be made by the Pomona SELPA.

The Pomona Unified School District is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for administrative functions such as, but not limited to:

- Receipt and distribution of special education funds to district accounts for the operation of special education programs and services;
- Receipt and distribution of special education funds to accounts exclusively designed for SELPA use;
- The employment of necessary staff to support SELPA functions.

RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS



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The Pomona SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Assistant Superintendent, Chief Business Officer is responsible for ensuring that the funds are distributed in accordance with the Budget Plan and used to promote FAPE or coordinated early intervention services. The Annual Budget Plan shall be reviewed and approved by the Pomona Unified School District Board of Education.

#### MONITORING THE USE OF SPECIAL EDUCATION FUNDS

The Assistant Superintendent, Chief Business Officer is responsible for monitoring on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

Funds allocated for special education programs shall be used for services and placement for students with disabilities, in order to provide them with a FAPE. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system.

#### PREPARATION OF PROGRAM AND FISCAL REPORTS

The Special Education Department in coordination with the Business Services Office, shall be responsible for preparing all program and fiscal reports required of the SELPA by the California Department of Education.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

#### INTERAGENCY AGREEMENTS

Other public agencies are also responsible for the provision of services to some students with disabilities and their families. The Pomona SELPA participates with Los Angeles County of Education (LACOE) to ensure that eligible special education students receive appropriate related services from designated agencies as outlined in their Individualized Education Programs.

Interagency Agreements outline how students access services, define service delivery, case

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management and fiscal responsibility. Interagency agreements are developed and maintained when necessary and appropriate.

All Interagency Agreements are signed and monitored by the SELPA Director. The SELPA Director shall monitor the statutory timelines to ensure that services are provided without delays and services are delivered consistent with the interagency Agreements. When another agency fails to provide the service in accordance with the IEP, the Superintendent/designee shall ensure that the District provides the service.

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process: *[EC 56205(a)(12)(D)(i)]*

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: *[EC 56205(a)(12)(D)(i)]*

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: *[EC 56205(a)(12)(D)(i)]*

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: *[EC 56205(a)(12)(D)(ii)(I)]*

The Pomona Unified School District has the responsibility to assure access to special education and services for all eligible individuals with disabilities residing in the geographical area served by the District. As its own Administrative Unit (AU) for the Pomona SELPA shall be responsible for administrative functions such as, the employment of necessary staff to support SELPA functions.

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The Pomona Unified School District SELPA Board of Education shall:

- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the District by approving the Local Plan, enter into an agreement with other agencies participating in the plan, for the purpose of delivery of regional services and programs.
- Be responsible for employment of all SELPA staff and using District adopted employment and evaluation procedures

The responsibilities of the Superintendent/Designee of the Pomona SELPA shall be to:

- Review the efficacy of resource allocations such as personnel, facilities, and equipment
- Delegate the responsibilities to the Assistant Superintendent of Educational Services and the Director of Special Education

The Director of Special Education is directly responsible for the daily operation of the District’s special education programs and services. The Director reports directly to, and is evaluated by the Assistant Superintendent of Educational Services. The responsibilities of the Director of Special Education of the Pomona SELPA shall be to:

- Recruit, train and provide guidance for specialized staff operating programs and implementing IEP’s
- Develop/maintain a staffing plan within the budget framework
- Provide instructional leadership in the development of quality programs and services that align with the District’s strategic plan and students’ IEP’s
- Provide technical assistance to school site administrators on IEP development and implementation, compliance and due process issues
- Provide directions, supervision, and evaluation to program supervisors and support staff directly assigned to the special education office

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

**DISTRIBUTION OF FEDERAL AND STATE FUNDS**

All federal and state special education funds shall be allocated to the District for distribution according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of federal and state special education funds shall be made by the District.

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The governing board of Pomona Unified School District agrees that students with disabilities will be provided with appropriate special education services. The District shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Director of Special Education is responsible to ensure that the funds are distributed in accordance with the Budget Plan.

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The Pomona Unified School District is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for administrative functions such as, the receipt and distribution of special education funds to district accounts for the operation of special education programs and services.

Responsibilities of Local School Board Members

Pomona SELPA Board of Education shall:

- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the District
- Approve the Local Plan, enter into an agreement with other agencies participating in the plan, for the purpose of delivery of regional services and programs.
- Review and approve revisions of the PUSD SELPA Local Plan for Special Education.
- Participate in the governance of the District! SELPA through its designated representative, the Director of Special Education.
- Approve all policies related to special education necessary to implement EC Part 30, Sections 5600 through 56885, special Education programs et al., and EC selection provisions not included in Part 30 and governing specific areas of special education.
- Approve the SELPA Annual Budget Plan.
- Review and approve the SELPA-wide annual service and budget plans and any subsequent modifications.

Responsibilities of the Superintendent

The Superintendent is the chief administrative officer of the school district. In this capacity, the Superintendent is responsible to develop and administer procedures that implement the Board's policies. The Superintendent delegates the responsibilities to the Director of Special Education and Assistant Superintendent. Services are coordinated with other Departments through weekly Superintendent's Cabinet meetings with all other Assistant Superintendents,

the Deputy Superintendent, and the Superintendent.

#### Responsibilities of the Director of Special Education

As a single district Local Plan Area, the Pomona Unified School District is the Responsible Local Agency (RLA) for the Local Plan. The District is also the employer of all administrative personnel responsible for implementing the Local Plan. The Director of Special Education is responsible for day-to-day operation of the special education programs. The Director of Special Education is responsible to implement the Local Plan including the following services and operations:

- Oversight of Programs
- Administration of the Local Plan.
- Management of the system for identification and assessment.
- Management of the system for procedural safeguards.
- Management of staff development and parent education activities.
- Management of curriculum development and alignment with the core curriculum.
- Management of a system of internal program review, evaluation, and accountability
- Management of a system of data collection and management.
- Management agreements.
- Management of services with community agencies.
- Management of services to licensed children's facilities and foster family homes.
- Preparation and transmission of required reports.
- Logistical support of the Community Advisory Committee.
- Coordination of transportation services for students with disabilities.
- Coordination of career, vocational, and transition services.
- Assurance of full educational opportunity.
- Fiscal administration and the allocation of state and federal funds.
- Direct program and instructional support.

Responsibilities of Special Education Administrators and Support Staff

Administrators and Support Staff are employed and serve under the direction of the Director of Special Education. District Administrators and Principals work in close coordination with the Department of Special Education to support the delivery of special education services.

Special education administrative and support staff provide the following services:

- Observe, consult with, and assist special education teachers and support staff.
- Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
- Assist with staff development, program development and innovation of special methods, programs, and approaches.
- Provide coordination, consultation, and program development in one or more specialized areas of expertise.
- Participate in and/or conduct IEP team meetings, as necessary.
- Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the District.
- Assist in developing training for parents and members of the Community Advisory Committee.
- Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents.
- Assist as liaison to various community agencies.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The Director of Special Education is responsible for monitoring on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

- For the costs of special education and related services and supplementary aids and services

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provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.

- To develop and implement a fully integrated and coordinated services system.

Preparation of program and fiscal reports

The Division of Special Education and the in coordination with Educational Services and the Business Office, shall be responsible for preparing all program and fiscal reports required of the SELPA by the state.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

**LOW INCIDENCE EQUIPMENT AND SERVICES**

Low Incidence funds provided by the state allow for the purchase of specialized books, materials, and equipment, necessary to access the instruction and education setting. Low Incidence Disabilities are defined as deaf/hard of hearing, blind/visually impaired, orthopedic impairment and/or multiply handicapped. The District Low Incidence Committee is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds. These guidelines are in keeping with the legal requirements specified in California Education Code [EC 56136; EC 56320(g); EC56345(a)(7)] Department of Education Code Guidelines for each low incidence disability (EC 56136); and procedures provided in the annual Low Incidence Funding Update (Director, Special Education Division, CDE)].

In addition, the District will adhere to State mandates and guidelines regarding the appropriate use of these funds and monitor how these funds are allocated and prioritized within the District. Low Incidence funds are one source of funding. Since it is possible that there may not be sufficient funds for all eligible requests, it may be necessary to establish priorities to facilitate the decision-making process under this circumstance, to ensure proper low incidence services and placement.

**GUIDELINES**

**Least Restrictive Environment:** The District, through the Local Plan, has provided assurance to the State that specialized equipment and services are distributed within the District in a manner that minimizes the necessity to service pupils in isolated sites and maximizes the opportunities to serve pupils in the least restrictive environment.

**Appropriate, Cost Effective Technology:** The Committee will only purchase technology that the

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student has been projected to be able to use, either through a borrowed or rented device, or the projection of an expert in the low incidence disability.

Supplement, Not Supplant: The Low Incidence fund is designed to support the District in its effort to ensure appropriate specialized items are available for an eligible student. These funds cannot be used to supplant (replace) funding for books, materials, equipment and services provided to students through the base educational program, or to furnish classrooms. In addition, this fund cannot be considered the only resource to make necessary items available to students with low incidence disabilities.

Examples of other avenues of funding to be considered include:

- Site/classroom budgets
- Textbook funds
- Instructional materials funds
- General fund
- American Printing House for Federal Quota materials for the blind
- Community service organizations

**Policies, Procedures, and Programs**

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)**

Policy/Procedure Number:

Document Title:



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Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes  No

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**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):  
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes  No

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**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

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**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes  No

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**8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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**9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes  No

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**10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes  No

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**11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)**

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

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**12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes  No

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**13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

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**14. Personnel Qualifications; EC 56205(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

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**16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team

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determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes  No

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**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes  No

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**18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**

Policy/Procedure Number:

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Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

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**20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes  No

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**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

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**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)**



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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes  No

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**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes  No

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**Administration of Regionalized Operations and Services**

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:

Document Location:

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Description:

The SELPA Director assumes overall management responsibility for implementation of the Local Plan and reports directly to the Assistant Superintendent. The SELPA Director develops the annual budget and service plan, allocates resources, monitors the use of state, federal and local funds for special education programs. The SELPA Director serves as liaison to public and private agencies, including the Community Advisory Committee and monitors compliance of state and federal law. The Director, Program Administrators and Program Specialists ensure that the local plan is carried out at the district and site levels supporting students with disabilities.

2. Coordinated system of identification and assessment:

Document Title:

SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures

Document Location:

SELPA Office, SEIS Document Library, Special Education Webpage

Description:

It shall be the policy of this LEA in accordance with “Child Find (20 USC 1412 (a) (3))” that all children with disabilities residing in the SELPA region, including children with disabilities who are homeless or wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. Child Find letters are sent home annually to all students/families in Private schools. In addition, students are reviewed by Student Study Teams to identify accommodations and/or the potential need for assessment by the Special Education Team.

3. Coordinated system of procedural safeguards:

Document Title:

SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures

Document Location:

SELPA Office, SEIS Document Library, Special Education Webpage

The SELPA Director ensures that parents receive the Notice of Procedural Safeguards and Parents’ Rights at all stages of the IEP process (initial evaluation, annual review, triennial review, PWN, due

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Description:

4. Coordinated system of staff development and parent and guardian education:

Document Title:

Document Location:

Description:

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:

Document Location:

Description:

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:

Document Location:

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Description:

The local plan shall be adopted by the District Board and is the basis for the operation and administration of special education programs. Pomona Unified School District will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law, and the provisions of the California Education Code, Part 30.

The Superintendent/Designee shall review proposed policies, review the efficiency and effectiveness of resource allocations such as personnel, facilities, and equipment, ensure compliance with state and federal requirements, review planning documents and annual reports related to present and future services and programs of the Local Plan.

7. Coordinated system of data collection and management:

Document Title:

SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures

Document Location:

SELPA Office, SEIS Document Library, Special Education Webpage

Description:

The SELPA Director shall coordinate with the district's Accountability Department regarding the system for data collection management of the State accountability for special education and act as Designee to the Superintendent regarding the management of State Accountability reviews.

8. Coordination of interagency agreements:

Document Title:

SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures

Document Location:

SELPA Office, SEIS Document Library, Special Education Webpage

Description:

Other public agencies are also responsible for the provision of services to some students with disabilities and their families. The Pomona SELPA participates with the Los Angeles County Office of Education (LACOE) to ensure eligible special education students receive appropriate related services from designated agencies as outlined in their Individualized Education Program. Interagency Agreements outline how students access services, define services delivery, case management, and fiscal responsibilities. Interagency agreements are

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developed and maintained when necessary and appropriate.  
The SELPA Director or Designee will serve as the liaison to the Regional Center, California Children's Services, and other public and private agencies to coordinate services for SWD.

9. Coordination of services to medical facilities:

Document Title: SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures  
Document Location: SELPA Office, SEIS Document Library, Special Education Webpage  
Description: This SELPA/LEA does not coordinate services to medical facilities within the geographic boundaries at this time.

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title: SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures  
Document Location: SELPA Office, SEIS Document Library, Special Education Webpage  
Description: The SELPA Director, Special Education Administrators, Program Specialists work with the Child Welfare and Attendance, Foster Youth Liaison for the District and County office of education, to ensure services are provided to students who reside within the District boundaries that are in foster care or licensed children's institutes.

11. Preparation and transmission of required special education local plan area reports:

Document Title: SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures  
Document Location: SELPA Office, SEIS Document Library, Special Education Webpage  
Description: SELPA Director shall work with Fiscal and Human Resources to review and develop the annual budget and service plan for the District. The annual budget and service plan are reviewed, at least annually by the Business Services Department, Special Education Director, CAC, and Superintendent's Cabinet. All policies implemented in the single district SELPA are developed consistent with the district Administrative

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12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

13. Coordination of transportation services for individuals with exceptional needs:

Document Title:

Document Location:

Description:

14. Coordination of career and vocational education and transition services:

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|                    |  |
|--------------------|--|
| Document Title:    | SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures   |
| Document Location: | SELPA Office, SEIS Document Library, Special Education Webpage   |
| Description:       | <p>At the initial, annual, or triennial IEP that is developed for a student with a disability just before the student turns age 16, the IEP must develop an individual transition plans as part of the IEP. The individual transition plan must set forth the following:</p> <ol style="list-style-type: none"><li>1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and</li><li>2. The transition services needed to assist the child in reaching these goals.</li></ol> <p>The District must ensure that the student’s preferences and interests are considered by the IEP Team. There is an emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life. Additionally, the Adult Transition Program (APT) is designed for students between the ages of eighteen and twenty-two who have developmental disabilities and have completed 4 years of high school to provide community training, independent living skills, vocational skills, and functional academics.</p> |

15. Assurance of full educational opportunity:

|                    |  |
|--------------------|--|
| Document Title:    | SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures   |
| Document Location: | SELPA Office, SEIS Document Library, Special Education Webpage   |
| Description:       | <p>The Pomona SELPA ensures that a continuum of program options is available to meet the need of students with disabilities. The IEP team’s determination of appropriate program placement, related services needed, and curriculum options to be offered is based upon the unique needs of the disabled pupil rather than the label describing the disabling condition or the availability of the program. It shall be the policy of the Pomona SELPA that all pupils with disabilities have access to the variety of educational programs and services available to non disabled pupils including nonacademic and extracurricular services and activities.</p> <p>A full range of program options is provided by Pomona SELPA. The</p> |

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appropriate placement for a student is determined by the IEP team based on the student's unique needs and not on the student's disability category.

16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title: SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures

Document Location: SELPA Office, SEIS Document Library, Special Education Webpage

**DISTRIBUTION OF FEDERAL AND STATE FUNDS**

All federal and state special education funds shall be allocated to the SELPA and used pursuant to the annual budget and service plan. Any changes to the allocation of federal and state special education funds shall be made by the Pomona SELPA.

**RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS**

The Pomona SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Assistant Superintendent, Chief Business Officer is responsible for ensuring that the funds are distributed in accordance with the Budget Plan and used to promote FAPE or coordinated early intervention services. The Annual Budget Plan shall be reviewed and approved by the Pomona Unified School District Board of Education.

**MONITORING THE USE OF SPECIAL EDUCATION FUNDS**

The Assistant Superintendent, Chief Business Officer is responsible for monitoring on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

Funds allocated for special education programs shall be used for services and placement for students with disabilities, in order to provide them with a FAPE. Federal funds under Part B of IDEA may be used for the following activities:



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1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system.

**PREPARATION OF PROGRAM AND FISCAL REPORTS**

The Special Education Department in coordination with the Business Office, shall be responsible for preparing all program

**ANNUAL BUDGET PLAN**

The Pomona SELPA shall adopt an Annual Budget Plan at a public hearing for which written notice has been provided to members of the staff, parents and general public by posting said notice at each school located within the local plan area at least 15 days prior to the hearing.

The Annual Budget Plan shall describe the distribution of funds for the purpose of providing for SELPA administrative costs; special education services to students with disabilities; support of students with disabilities in general education classrooms and environments; regionalized operations and services; and the provision of services to all students with disabilities residing within the local plan area between the ages of birth and twenty-one, inclusive.

The Pomona Unified School District Board of Education agrees to review and approve the SELPA-wide annual service and budget plans and any subsequent modifications.

17. Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

Document Title: SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures

Document Location: SELPA Office, SEIS Document Library, Special Education Webpage

In order to improve the educational results of students with disabilities,

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all students who require special education services shall have access to the same curriculum as students without disabilities. Special education instructional personnel shall participate in professional learning opportunities provided as a direct instructional program support by program specialists and other district or external agency experts/specialists.

The Educational Services Department and other relevant District departments coordinate professional learning opportunities as a direct support for staff who provide instruction to general education and special education students. Professional learning opportunities may include coaching, workshops, training etc. to support academic instruction and positive behavior interventions and supports.

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures

Document Location:

SELPA Office, SEIS Document Library, Special Education Webpage

Description:

Infant/Toddler Early Start Program delivers services to eligible infants-toddlers through a variety of options. Early intervention services are provided in natural environments including home and community settings in which children without disabilities participate. (34 CFR 303.12 (b)) Based on the child's assessed developmental needs and the families concerns and priorities as determined by each child's Individualized Family Service Plan (IFSP) team. Home-based services are offered once or twice a week for children from birth through two (2) years of age as specified by the IFSP Team.

Children are referred for assessment from Early Start Program (the infant toddler program) either through the SBCUSD program or through the services facilitated by the Inland Regional Center. Additionally, children are referred for assessment by their parent, physicians, social workers, private preschools, State Preschools, Head Start, or Child Development Centers. Referrals for assessment must be processed with an assessment plan, procedural safeguards and a prior written notice to the parent for signed permission within 15 days of receipt of the referral.

Children are assessed through a multidisciplinary approach. The child is

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to be assessed in all areas of suspected disability. When standardized tests are considered invalid for children between three and five years, alternative means, including scales, instruments, observations and interviews shall be used as specified in the assessment plan. Upon receipt of the signed assessment plan from the parent, the IEP team has sixty (60) days to complete the assessment and hold the IEP meeting. Preschool students are found to be eligible based on the criteria under Title 5 CCR 3030 and 3031.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:

Description:

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report card.

4). If the IEP team determines from a multi-disciplinary assessment that your child has an educationally- relevant disability per the federal regulations and s/he requires special education services to benefit from his educational program, then s/he has the right to a Free and Appropriate Public Education (FAPE). Further, his/her education must be provided in the Least Restrictive Environment (LRE), in a setting that resembles a typical classroom program as much as possible.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title: SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures

Document Location: SELPA Office, SEIS Document Library, Special Education Webpage

When a student is to be assessed for special education, the parents/guardians shall receive a notice that includes a written explanation of all the procedural safeguards under the Individuals with Disabilities Education Act and the rights and procedures contained in Education Code 56500-56508. This notice shall include information on the procedures for requesting an informal meeting, mediation conference, or due process hearing, including timelines for completing each process. A copy of the Notice of Procedural Safeguards and Parents' Rights is provided to parents/guardians and referred to at each IEP meeting.

When a parent has a concern about their child's education, it is important that they contact the child's teacher or administrator to discuss any problems. This informal conversation is encouraged and often solves the problem and helps to maintain open communication. If the district is unable to resolve your concerns through informal means, parents may file a compliance complaint with either the LEA, or the CDE.

If the concern is related to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, the provision of a FAPE to the child, or a dispute over the availability of an appropriate program for the child, the parent may file a

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due process hearing complaint (described below). The LEA also has the right to file a due process hearing complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, the provision of a FAPE to a child, or a dispute over the availability of an appropriate program for a child.

Compliance complaints allege a violation of the law under the IDEA or California special education law. The complaint must: (1) be in writing; (2) contain a statement that the LEA has violated a law or regulation under the IDEA or California Education Code counterparts; (3) contain the facts which support the allegation; (4) contain a signature and contact information of the complainant; and (5) if alleging a violation against a single child, must contain: (a) the name and address of the child (or available contact information for a homeless child); (b) the name of the school the child is attending; (c) a description of the nature of the problem and facts relating to the problem; and (d) a proposed resolution to the extent known.

District/LEA Level Compliance Complaint: The Pomona Unified School District SELPA encourages parents to file any complaint regarding special education issues directly with your LEA in order for the LEA to quickly address your concerns in an informal and efficient manner. The LEA has established confidential procedures for the filing of these complaints and will meet with parents to investigate the complaint in a timely manner and attempt to resolve any concerns. The district compliance officer will assist in resolving any complaint of discrimination against the district, its employees or contractors, and students. The compliance officer is also able to assist in preparing a parent's complaint in writing and to provide the information required by law. The district compliance officer will refer parent to other agencies responsible for the investigation and resolution of complaints when appropriate.

State Level Compliance Complaint: Any individual or organization may file a compliance complaint alleging a violation of any IDEA or state law requirement by the LEA, CDE, or any other public agency. The Compliance Officer is also able to assist parents in preparing their complaint in writing and to provide the information required by law. The Compliance Officer will refer parents to other agencies responsible for the investigation and resolution of complaints when appropriate. Complaints should be filed with the CDE Compliance Unit: California Department of Education, Special Education Division, Procedural Safeguards Referral Service.

Compliance complaints filed with the CDE must be filed within one year.

from the date parent knew or had reason to know of the facts that were the basis for the complaint.

Within sixty (60) days after a complaint is filed, the CDE will: (1) carry out an independent on site investigation, if necessary; (2) give parent the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint; (3) provide the LEA with the opportunity to respond to the complaint, including a proposal to resolve the complaint; (4) provide an opportunity for parent and the LEA to agree voluntarily to engage in mediation; (5) review all relevant information and make an independent determination as to whether the LEA is violating a requirement of the IDEA and/or related State law; and (6) issue a written decision to the parent and the LEA that addresses each allegation in the complaint and contains findings of fact and conclusions, and the reasons for the final decision.

Parties are encouraged to seek resolution of special education disputes through less adversarial processes such as mediation or alternative dispute resolution ("ADR") prior to filing for a due process hearing. Mediation may not be used to delay a parent's right to a due process hearing.

These voluntary prehearing mediation conferences are to be conducted in a non-adversarial atmosphere to resolve issues relating to the identification, assessment, or educational placement of the child, or the provision of a FAPE to the child, to the satisfaction of both parties. Therefore, attorneys or other independent contractors used to provide legal advocacy services may not attend or otherwise participate in the prehearing mediation conferences. This does not prevent either party from consulting an attorney either prior to or following the mediation process nor does this bar a parent of the child in question from participating if the parent is an attorney. The parties may be accompanied and advised by non-attorney representatives at their discretion.

This mediation conference will be scheduled within 15 days and completed within 30 days of the CDE's receipt of your request for mediation, unless both parties agree to an extension. The mediation will be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

If a parent and the LEA resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that: (1) states that all discussions that happened during the mediation process will remain confidential and may not be

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used as evidence in any subsequent due process hearing or civil proceeding; and (2) is signed by both the parent and a representative who has the authority to bind the LEA.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States. Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal or State court.

**Due Process Hearing and Parent/Guardian Rights**

A due process hearing is a formal proceeding presided over by an administrative law judge, which is similar to a court action. The hearing can be initiated by you or the LEA when there is a disagreement over a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child, the provision of a FAPE to a child, or a dispute over the availability of an appropriate program for a child. Requests should be sent to: Office of Administrative Hearings ("OAH").

The request for a due process hearing must be filed within two years from the date the parent knew or had reason to know of the facts that were the basis for the hearing request. This timeline does not apply if parent were prevented from requesting a due process hearing earlier because the LEA: (1) misrepresented that it had resolved the problem which is the basis of the request; or (2) withheld information from parent relating to the information contained in this notice.

A parent's due process hearing complaint must include the following information: (1) child's name; (2) child's address (or, in the case of a homeless child, the available contact information); (3) the name of the school child attends; (4) a description of the problem relating to the proposed initiation or change, including specific facts about the problem; and (5) proposed resolution to the problem to the extent it is known. Parents must provide the LEA with a copy of the request for due process. A parent (or the LEA) may not have a due process hearing until a due process hearing complaint that contains all of the information outlined above is filed.

Within five days OAH must decide if the due process complaint meets the requirements listed above and they will notify the parent and the LEA in writing if it is insufficient. If OAH determines that a due process complaint is insufficient, the party will have the opportunity to file a new

complaint that meets the requirements listed above.

If parent request a due process hearing, within 15 days of receiving the request for due process, the LEA must convene a meeting with the parent, the relevant member(s) of the child's IEP team who have specific knowledge of the facts identified in the due process hearing request, and a LEA representative who has decision-making authority, to discuss a resolution to the issues raised. The meeting will not include the LEA's attorney, unless the parent is accompanied by an attorney.

Except where the parent and the LEA have both agreed, in writing, to waive the resolution process or to use mediation, a parent's failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the parent agrees to participate in a meeting.

If an agreement is reached at the resolution session, the agreement must be memorialized in writing and signed by both the parents and the LEA representative. After signing, both the parents and the LEA have 3 business days to void the agreement. If the LEA has not resolved the due process complaint to the parent's satisfaction within 30 days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur, and the applicable timeline for issuing a final decision begins.

Parents and the LEA may agree, at any time prior to or during the due process hearing to participate in a mediation of the dispute. An impartial mediator will be appointed by OAH at no cost to either party. Mediation extends OAH's timeline to render its decision; however, mediation is not intended to deny or delay your right to a hearing, or any other rights.

If the issues which gave rise to the request for due process are not resolved by the resolution session or mediation, OAH must hold a hearing, reach a final decision on the issues in the case, and send a copy of the decision to the parties within 45 days of the expiration of the resolution period. The hearing must be held at a time and place that is reasonably convenient to the parties.

Any party to a due process hearing has the right to:

- (1) a fair and impartial administrative hearing before a person knowledgeable in laws governing special education and administrative hearings;
- (2) be represented by an attorney or an advocate with knowledge and



training related to the problems of children and youth with disabilities;

- (3) present evidence, written arguments, and oral arguments;
- (4) confront, cross-examine, and require witnesses to be present;
- (5) obtain a written or at your option, electronic verbatim record of the hearing;
- (6) obtain written or at your option, electronic findings of fact and decisions, within 45 days after the expiration of the resolution session time period;
- (7) receive notice from the other party, at least ten days prior to the hearing, that it intends to be represented by an attorney;
- (8) be informed by the other party, at least ten days prior to the hearing, of their issues and their proposed resolutions;
- (9) receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony at least five business days before the hearing;
- (10) have your child present at the hearing;
- (11) have the hearing open or closed to the public;
- (12) have an interpreter provided;
- (13) request an extension of the hearing timeline for good cause; and
- (14) request that your child's school district, the Pomona Unified School District SELPA or OAH provide you with a list of individuals providing legal services or advocacy for children with disabilities.

When parents/guardians disagree with the results of a due process hearing?

The hearing decision is final and binding on both parties. Either party may appeal the decision by filing an appeal in the appropriate court. In a civil action, the records and transcription of the administrative proceedings will be filed with the court. The court may hear additional evidence at the request of either party and must base its decision on the preponderance of the evidence. This appeal must be made within ninety (90) days after the date of the decision of the Administrative Law Judge.

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4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

|                    |   |
|--------------------|---|
| Document Title:    | SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures  |
| Document Location: | SELPA Office, SEIS Document Library, Special Education Webpage  |
| Description:       | <p>The Student Study Team (SST) is a function of the general education program. It is a process of reviewing individual general education student issues pertaining to educational performance, to plan instructional interventions that will be implemented within the general education classroom.</p> <p>Prior to referral to special education, documentation must be provided for the Special Education Team to verify that attempts have been made to meet the student's needs through the appropriate use of interventions, accommodations, modifications, and adaptations to the general education instructional program have been exhausted. A referral for a special education assessment may be completed as a result of information shared at an SST Meeting. All SST's must comply with the District's Child Find obligations, and refer students for a special education assessment if a student is suspected of having a disability.</p> |

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

|                    |   |
|--------------------|---|
| Document Title:    | SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures  |
| Document Location: | SELPA Office, SEIS Document Library, Special Education Webpage  |
|                    | <p>The Pomona SELPA will follow Assembly Bill 1172 that places new requirements on monitoring contracts with nonpublic schools (NPS). The Pomona SELPA will conduct an onsite visit at the NPS before placing a student there if the district does not have any students enrolled at the school at the time of placement. The Pomona SELPA will do conduct at least one onsite monitoring visit each school year at each NPS in which the district has a student attending and with which it maintains a contract with. The district will report the findings resulting from their monitoring</p> |

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visit to the California Department of Education within 60 calendar days of each onsite monitoring visit. The monitoring visit includes, but is not limited to the following:

- 1) A review of services provided to the student through the individual service agreement between the district and the NPS.
- 2) A review of the progress the student is making towards his/her goals as set forth in their individualized education plan and behavior intervention plan, if applicable.
- 3) An observation of the student during instruction.
- 4) A walkthrough of the facility.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

Document Title:

SELPA Local Plan, Pomona SELPA Handbook of Policies and Procedures

Document Location:

SELPA Office, SEIS Document Library, Special Education Webpage

Except for those pupils meeting residency requirements for school attendance specified in Education Code section 48204(a), and notwithstanding any other provision of law, if it is determined by the IEP team that the special education services are required beyond the pupil's 18th birthday, the district of residence responsible for providing special education and related services to pupils between the ages of 18 to 22 years, inclusive, shall be assigned, as follows:

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a. For nonconserved pupils, the last district of residence in effect prior to the pupil's attaining the age of majority shall become and remain as the responsible local education agency, as long as and until the parent or parents relocate to a new district of residence. At that time, the new district of residence shall become the responsible local educational agency.

b. For conserved pupils, the district of residence of the conservator shall attach and remain the responsible local education agency, as long as and until the conservator relocates or a new one is appointed. At that time, the new district of residence shall attach and become the responsible local education agency. (Education Code section 56041.)

The "pupils meeting residency requirements for school attendance specified in Education Code Section 48204(a)" exception applies to pupils placed in a licensed children's institution, foster home or family home by the courts; a foster child remaining in his or her school of origin; a student attending school pursuant to an inter-district transfer permit; a student emancipated by the courts; a student living with a caregiver adult; a pupil residing in a state hospital; or a pupil who resides outside the District but whose parent is employed and lives with the pupil within the District's boundaries for at least three days per school week.

Students who do not receive a regular high school diploma, and who had an IEP in place prior to their 19th birthday, may receive education and related services as stated in an IEP until age 22, as follows:

a) Any person who becomes 22 years of age during the months of January to June, inclusive, while participating in a special education program may continue his or her participation in a program for the remainder of the current fiscal year (ending June 30), including any special education extended school year program as stated in the IEP.

b) Any person otherwise eligible to participate in a special education program shall not be allowed to begin a new fiscal year in a program (beginning July 10 if he or she becomes 22 years of age in July, August, or September of that new fiscal year. However, if a person is in a year-round school program, and is completing his or her IEP in a term that extends into the new fiscal year, then the person may complete the term.

c) Any person who becomes 22 years of age during the months of October, November, or December while participating in a special education program pursuant to an IEP shall be terminated from the

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Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

**IMPORTANT:** Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

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**TABLE 1**

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

| Funding Revenue Source           | Amount                                  | Percentage of Total Funding |
|----------------------------------|---|-----------------------------|
| Assembly Bill (AB) 602 State Aid | <input type="text" value="18,364,724"/> | 63.58%                      |
| AB 602 Property Taxes            | <input type="text" value="1,238,065"/>  | 4.29%                       |
| Federal IDEA Part B              | <input type="text" value="5,560,068"/>  | 19.25%                      |
| Federal IDEA Part C              | <input type="text" value="149,400"/>    | 0.52%                       |
| State Infant/Toddler             | <input type="text" value="591,457"/>    | 2.05%                       |
| State Mental Health              | <input type="text" value="1,433,426"/>  | 4.96%                       |
| Federal Mental Health            | <input type="text" value="256,877"/>    | 0.89%                       |
| Other Projected Revenue          | <input type="text" value="1,291,117"/>  | 4.47%                       |
| <b>Total Projected Revenue:</b>  | <b>28,885,134</b>                       | <b>100.00%</b>              |

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.



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**TABLE 2**

**Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)**

**D-4. Total Projected Budget by Object Code**

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

| <b>Object Code</b>                         | <b>Amount</b>                           | <b>Percentage of Total Expenditures</b> |
|--|---|---|
| Object Code 1000—Certificated Salaries     | <input type="text" value="28,448,355"/> | 33.92%                                  |
| Object Code 2000—Classified Salaries       | <input type="text" value="11,369,232"/> | 13.55%                                  |
| Object Code 3000—Employee Benefits         | <input type="text" value="16,710,761"/> | 19.92%                                  |
| Object Code 4000—Supplies                  | <input type="text" value="1,018,162"/>  | 1.21%                                   |
| Object Code 5000—Services and Operations   | <input type="text" value="21,784,057"/> | 25.97%                                  |
| Object Code 6000—Capital Outlay            | <input type="text" value="0"/>          | 0.00%                                   |
| Object Code 7000—Other Outgo and Financing | <input type="text" value="4,545,614"/>  | 5.42%                                   |
| <b>Total Projected Expenditures:</b>       | 83,876,181                              | 100.00%                                 |

**D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code**

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

**D-6. Code 7000—Other Outgo and Financing**

Include a description for the expenditures identified under object code 7000:

7000 include Indirect Cost and Excess Costs payments to other Districts.

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**TABLE 3**

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

| Revenue Source                            | Amount                                  | Percentage of Total Funding |
|---|---|-----------------------------|
| Projected State Special Education Revenue | <input type="text" value="22,833,789"/> | 27.22%                      |
| Projected Federal Revenue                 | <input type="text" value="6,051,345"/>  | 7.21%                       |
| Local Contribution                        | <input type="text" value="54,991,047"/> | 65.56%                      |
| <b>Total Revenue from all Sources:</b>    | 83,876,181                              | 100.00%                     |

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

Pomona Unified is a single-district SELPA, therefore, all revenues are distributed for expenses associated with servicing students with IEP's within our district.

- b.  YES  NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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**TABLE 4**

**Special Education Local Plan Area Expenditures (Items D-10 to D-11)**

**D-10. Regionalized Operations Budget**

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

| Accounting Categories and Codes                | Amount                                  | Percentage of Total |
|--|---|---------------------|
| Object Code 1000—Certificated Salaries         | <input type="text" value="28,448,355"/> | 33.92%              |
| Object Code 2000—Classified Salaries           | <input type="text" value="11,369,232"/> | 13.55%              |
| Object Code 3000—Employee Benefits             | <input type="text" value="16,710,761"/> | 19.92%              |
| Object Code 4000—Supplies                      | <input type="text" value="1,018,162"/>  | 1.21%               |
| Object Code 5000—Services and Operations       | <input type="text" value="21,784,057"/> | 25.97%              |
| Object Code 6000—Capital Outlay                | <input type="text" value="0"/>          | 0.00%               |
| Object Code 7000—Other Outgo and Financing     | <input type="text" value="4,545,614"/>  | 5.42%               |
| <b>Total Projected Operating Expenditures:</b> | <b>83,876,181</b>                       | <b>100.00%</b>      |

**D-11. Object Code 7000 --Other Outgo and Financing Description**

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

7000s include Indirect Costs object 7310 and Excess Costs object 7141.

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**TABLE 5**

**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

**D-12. Defined Goals for Students with LI Disabilities**

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES     NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

**D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities**

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

**D-14. Total Projected Expenditures for Students with LI Disabilities**

Enter the total projected expenditures budgeted for students with LI disabilities.

**D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities**

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

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California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

#### Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

**Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.**

- 330–Specialized Academic Instruction/  
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Specialized Academic Instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he/she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

*Service is Not Currently Provided*

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- 210–Family Training, Counseling, Home Visits (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.

- 220–Medical (Ages 0-2 only)  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided by PUSD, however, the service may be available as needed per the student's Individualized Education Plan.

- 230–Nutrition (Ages 0-2 only)  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided by PUSD, however, the service may be available through regionalized services as needed per the student's Individualized Education Plan.

- 240–Service Coordination (Ages 0-2 only)  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided by PUSD, however, the service may be available as needed per the student's Individualized Education Plan.

- 250–Special Instruction (Ages 0-2 only)  *Service is Not Currently Provided*

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

260–Special Education Aide (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

270–Respite Care (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

*Service is Not Currently Provided*

350–Individual and Small Group Instruction       *Service is Not Currently Provided*

415–Speech and Language       *Service is Not Currently Provided*



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Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.

425–Adapted Physical Education  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.

435–Health and Nursing: Specialized Physical Health Care  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.

436–Health and Nursing: Other  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified

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individual pursuant to an IEP when a student has health problems which require nursing. Intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.

445–Assistive Technology

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

450–Occupational Therapy

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

460–Physical Therapy

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include

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adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

*Service is Not Currently Provided*

515–Counseling and Guidance

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

520–Parent Counseling

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.

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525–Social Worker

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program

530–Psychological

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

535–Behavior Intervention

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

540–Day Treatment

*Service is Not Currently Provided*

545–Residential Treatment

*Service is Not Currently Provided*

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610—Specialized Service for Low Incidence Disabilities  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

710—Specialized Deaf and Hard of Hearing  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.

715—Interpreter  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided by PUSD, however, the service may be available as needed per the student's Individualized Education Plan.

720—Audiological  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided by PUSD, however, the service may be available as needed per the student's Individualized Education Plan.

725—Specialized Vision  *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.

730–Orientation and Mobility  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

735–Braille Transcription  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service is not currently provided by PUSD, however, the service may be available as needed per the student's Individualized Education Plan.

740–Specialized Orthopedic  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

745–Reading  *Service is Not Currently Provided*

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

750–Note Taking

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

755–Transcription

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

760–Recreation Service, Including  
Therapeutic Recreation

*Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

820–College Awareness

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

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830–Vocational Assessment, Counseling, Guidance, and Career Assessment

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

840–Career Awareness

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision for self- advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

850–Work Experience Education

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855–Job Coaching

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

860–Mentoring

*Service is Not Currently Provided*



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Provide a detailed description of the services to be provided under this code.

Mentoring students with disabilities in the areas of academic and career development, employment, psychosocial health and quality of life, transition, and life skills.

- 865–Agency Linkages (referral and placement)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).

- 870–Travel and Mobility Training  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

Service is not currently provided by PUSD, however, the service may be available as needed per the student's Individualized Education Plan.

- 890–Other Transition Services  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

- 900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

Section E: Annual Service Plan

SELPA: Pomona Unified School District

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*Service is Not Currently Provided*

Description of the "Other Related Service"

Specialized Autism and Development Delay Service: these services include evidence based practices such as applied behavior and discreet trial interventions; rehabilitative and educational services; adapting curriculum, methods, and learning environment.

Qualifications of the Provider Delivering "Other Related Service"

Teaching Credential with Autism Authorization

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Attachments**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

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LEFT  
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**Attachment I—Local Educational Agency Listing****Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

**To Add or Delete Rows:**

To add or delete table rows, select the "plus" or "minus" buttons below. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

**LEA Membership Changes:**

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

**SELPA County/District/School Codes**

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: Pomona Unified School District

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| Add or Delete Row | County Code | District Code | School Code | Charter Code (if applicable) | LEA Official Name (District, Charter, COE, JPA, and SELPA) | Special Education Director First Name | Special Education Director Last Name | Phone (xxx) xxx-xxxx | Email                 | LEA Status          |
|-------------------|-------------|---------------|-------------|------------------------------|--|---------------------------------------|--------------------------------------|----------------------|-----------------------|---------------------|
| 1                 | xx          | xxxxx         | xxxxxxx     | xxxx                         | Pomona Unified School District                             | Claudia                               | Ruiz                                 | (909) 397-4800       | claudia.ruiz@pusd.org | Previously Reported |

Attachment II

SELPA: Pomona Unified School District

Fiscal Year: 2024-25

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: Pomona Unified School District

Fiscal Year: 2024-25

**Attachment II—Projected Special Education Revenue by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Assembly Bill<br>(AB) 602<br>State Aid | AB 602<br>Property Tax | Federal<br>IDEA<br>Part C | Federal<br>IDEA<br>Part B | State<br>Infant/ Toddler | State<br>Mental<br>Health | Federal<br>Mental<br>Health | Other<br>Revenue | Subtotal          |
|------|--|--|------------------------|---------------------------|---------------------------|--------------------------|---------------------------|-----------------------------|------------------|-------------------|
| 1    | Pomona Unified School District                                   | 18,364,724                             | 1,238,065              | 5,560,068                 | 149,400                   | 591,457                  | 1,433,426                 | 256,877                     | 1,291,117        | 28,885,134        |
|      | <b>Totals:</b>   | <b>18,364,724</b>                      | <b>1,238,065</b>       | <b>5,560,068</b>          | <b>149,400</b>            | <b>591,457</b>           | <b>1,433,426</b>          | <b>256,877</b>              | <b>1,291,117</b> | <b>28,885,134</b> |



Attachment III

SELPA: Pomona Unified School District

Fiscal Year: 2024-25

**Attachment III—Projected Expenditures by Object Code by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | 1000<br>Certificated<br>Salaries | 2000<br>Classified<br>Salaries | 3000<br>Employee<br>Benefits | 4000<br>Supplies | 5000<br>Services and<br>Operations | 6000<br>Capital<br>Outlay | 7000<br>Other Outgo<br>and Financing | Subtotal   |
|------|--|----------------------------------|--------------------------------|------------------------------|------------------|------------------------------------|---------------------------|--------------------------------------|------------|
| 1    | Pomona Unified School District                                   | 28,448,355                       | 11,369,232                     | 16,710,761                   | 1,018,162        | 21,784,057                         | 0                         | 4,545,614                            | 83,876,181 |
|      | <b>Totals:</b>   | 28,448,355                       | 11,369,232                     | 16,710,761                   | 1,018,162        | 21,784,057                         | 0                         | 4,545,614                            | 83,876,181 |

Attachment IV

SELPA: Pomona Unified School District

Fiscal Year: 2024-25

**Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Federal<br>Revenue | Percent of Total<br>Federal<br>Revenue | State<br>Revenue | Percent of Total<br>State Revenue | Local<br>Revenue | Total Federal<br>and State<br>Funding |
|------|--|--------------------|--|------------------|-----------------------------------|------------------|---------------------------------------|
| 1    | Pomona Unified School District                                   | 6,051,345          | 100.00%                                | 22,833,789       | 100.00%                           | 54,991,047       | 28,885,134                            |
|      | <b>Totals:</b>   | 6,051,345          | 100.00%                                | 22,833,789       | 100.00%                           | 54,991,047       | 28,885,134                            |

**Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities**

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

| List | LEA Official Name<br>(District, Charter, COE,<br>JPA, and SELPA) | Total Projected Expenditures<br>by LEA<br>SAS in the Regular Classroom | Total Projected Expenditures<br>by LEA for LI |
|------|--|--|---|
| 1    | Pomona Unified School District                                   | 5,506,776  | 529,115                                       |
|      | <b>Totals:</b>   | <b>5,506,776</b>   | <b>529,115</b>                                |

**Attachment VI  
must be  
completed  
using the CDE  
approved  
Microsoft Excel  
Template**

SELPA:

Fiscal Year:

**Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)**

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

| LEA Name                       | Add or Delete Row | LEA Status      | Impacted SELPA Name | Impacted District, Charter, or School Name | Initiating SELPA Notification Date | SELPA Governing Board Notification Date | COE Notification Date | CDE Notification Date | Agreed Upon Effective Fiscal Year |
|--------------------------------|-------------------|-----------------|---------------------|--|------------------------------------|---|-----------------------|-----------------------|-----------------------------------|
| Pomona Unified School District |                   | Delete This Row |                     |  |                                    |   |                       |                       | <input type="text"/>              |

DO NOT  
DISTRIBUTE