

LOS ANGELES COUNTY PLAN FOR EXPELLED STUDENTS

2021

A description of educational services under
California Education Code Section 48926

Prepared by



Los Angeles County Office of Education

Serving Students ■ Supporting Communities ■ Leading Educators



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Office of Education**

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Los Angeles County Plan for Expelled Pupils

(Education Code Section 48926)

Prepared by:

Division of Student Support Services
Division of Pupil Services
Division of Student Programs

Los Angeles County Office of Education

Los Angeles County Plan for Expelled Pupils

Los Angeles County Office of Education

and

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Alhambra Unified School District	Los Nietos School District
Antelope Valley Union High School District	Lowell Joint School District
Arcadia Unified School District	Lynwood Unified School District
Azusa Unified School District	Manhattan Beach Unified School District
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Bellflower Unified School District	Mountain View School District
Beverly Hills Unified School District	Newhall School District
Bonita Unified School District	Norwalk-La Mirada Unified School District
Burbank Unified School District	Palmdale School District
Castaic Union School District	Palos Verdes Peninsula Unified School District
Centinela Valley Union High School District	Paramount Unified School District
Charter Oak Unified School District	Pasadena Unified School District
Claremont Unified School District	Pomona Unified School District
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Culver City Unified School District	Rowland Unified School District
Downey Unified School District	San Gabriel Unified School District
Duarte Unified School District	San Marino Unified School District
East Whittier City School District	Santa Monica-Malibu Unified School District
Eastside Union School District	Saugus Union School District
El Monte City School District	South Pasadena Unified School District
El Monte Union High School District	South Whittier School District
El Rancho Unified School District	Sulphur Springs Union School District
El Segundo Unified School District	Temple City Unified School District
Garvey School District	Torrance Unified School District
Glendale Unified School District	Valle Lindo School District
Glendora Unified School District	Walnut Valley Unified School District
Gorman School District	West Covina Unified School District
Hacienda-La Puente Unified School District	Westside Union School District
Hawthorne School District	Whittier City School District
Hermosa Beach City School	Whittier Union High School District
Hughes-Elizabeth Lakes Union School District	William S. Hart Union High School District
Inglewood Unified School District	Wilsona School District
Keppel Union School District	Wiseburn Unified School District
La Cañada Unified School District	
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Las Virgenes Unified School District	
Lawndale School District	
Lennox School District	
Little Lake City School District	

Los Angeles County Plan for Expelled Pupils

Table of Contents

Introduction	1
Profile: Los Angeles County Office of Education	2
LACOE Vision Statement	2
Educational Alternatives for Expelled Pupils	4
District Operated Programs	5
County Operated Programs	5
Educational Service Gaps and Strategies	7
Alternative Placements for Pupils Who Fail to Meet the Terms and Conditions of Their Rehabilitation Plan.....	10

Appendix

- California Education Code, Section 48915(d)
- California Education Code, Section 48915(f)
- California Education Code, Section 48915.01
- California Education Code, Section 48916.1
- California Education Code, Section 48926
- District Operated Community Day School Programs
- County Community Schools Operated by the Los Angeles County Office of Education

Los Angeles County Plan for Expelled Pupils (Education Code Section 48926)

Introduction

The Los Angeles County Superintendent of Schools, in conjunction with the superintendents of the school districts within the county, have developed the following county-wide plan for providing educational services to expelled pupils within the county pursuant to California Education Code, Section 48926. In addressing the needs of all expelled pupils, the countywide plan shall:

- enumerate existing educational alternatives for expelled pupils;
- identify gaps in educational services to expelled pupils;
- identify strategies for filling those gaps in services; and,
- identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Section 48916.1 provides that at the time an expulsion of a pupil is ordered, the governing board shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any educational program provided pursuant to this section may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

To address the needs of expelled pupils, a number of alternative education programs have been developed by local school districts and the Los Angeles County Office of Education to provide continuing educational opportunities.

Profile

The Los Angeles County Office of Education (LACOE) is the nation's largest regional education agency. Los Angeles County, the most populous county in the nation, has over 10 million residents, including about 1.4 million students in 80 public school districts. Our largest district, Los Angeles Unified School District, has an enrollment of 440,365 students, while our smallest, Gorman School District, has 74 students. Our countywide service area encompasses 88 cities and 4,084 square miles.

LACOE is a premier provider of integrated, educational programs and services from birth to adulthood in a richly diverse and multicultural global environment.

LACOE uses a variety of service delivery systems to eliminate the educational barriers associated with poverty and racial divisiveness in education, enabling students to exceed state and national standards. These services include universal, quality, early childhood education, effective data driven programs for all students, and state of the art technical assistance.

LACOE organizes its infrastructure to provide leadership in creating unique, nationally recognized models in education, including models for innovative staff development and training. LACOE earns the public's confidence by: making the school the hub of the community, making the most efficient use of financial resources, bridging the "digital divide" in technology access and content, and developing collaborative partnerships for students, parents, and community. LACOE embraces a culture of diversity that promotes an inclusive, prosperous learning and workplace environment.

Division of Student Programs

The Division of Student Programs (DSP) serves approximately 3,000 students throughout Los Angeles County. DSP provides instructional and educational services in a variety of settings, including 2 juvenile hall schools, 5 camp schools, 5 County Community Schools, 5 independent study programs, and 2 specialized high schools. All school sites are WASC accredited offer Common Core curriculum and a variety of supplemental services intended to address the learning needs of individual students. Additionally, school personnel work closely with the Probation Department and the Department of Mental Health to provide comprehensive educational services for all students. The mission of the Division of Student Programs is to ensure student success by providing quality academic programs, supported by an organizational culture that is focused on data and Professional Learning Communities. DSP is responsible for the placement and services for expelled students who are referred to LACOE.

Division of Pupil Services

The Division of Pupil Services (DPS) supports the Principal Administrative Units (PAUs) in the implementation of programs and initiatives to facilitate the academic, emotional, mental, social, and physical health of all students. This support is provided through professional development and the collaborative efforts of staff members in the Camps Assessment Unit, Compliance Support Services, Health Services, Neglected/Delinquent and Homeless youth services, as well as Counseling, Nursing and Aftercare Services. The mission of the Division of Pupil Services is to meet the academic, social, emotional, and physical needs of the students we serve in LACOE's Educational Programs.

Division of Student Support Services

The Division of Student Support Services (SSS) serves school districts and LACOE programs, by providing technical assistance in the areas of student discipline, pupil records, custody of minors, education support for students experiencing homelessness or in foster care, compulsory attendance and truancy reduction, counseling and mental health, school violence reduction, safe school planning, emergency response and crisis intervention, health services, expanded learning and alcohol, tobacco and drug intervention and prevention. SSS is responsible for handling expulsion appeals to the county board of education of students expelled from the school districts, and providing support for students, parents, and school districts who are participating in the expulsion appeal process.

Educational Alternatives for Expelled Pupils

School districts located within Los Angeles County provide a number of options for expelled pupils, depending on the specific violation of Sections 48900, 48900.2, 48900.3, 48900.4 and 48900.7 of the California Education Code. The alternative education program to which an expelled pupil may be assigned is preceded by a decision of the local governing board which may provide for one of the following expulsion orders which describes the students' educational placement:

1. Suspended enforcement of the expulsion order with placement on the same school campus [EC § 48917 (a)];
2. Suspended enforcement of the expulsion order with placement on a different school campus within the district or a district alternative program such as school or continuation high school programs [EC § 48917(a)];
3. Expulsion with a referral to a District Community Day School program, if available [EC § 48660]; or,
4. Expulsion with a referral to a County Community School or other appropriate programs operated by the Los Angeles County Office of Education [EC § 1981(c)].

A pupil who is expelled for violation for an act listed in subdivision (c) of EC § 48915 (mandatory expulsion section), shall be assigned to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any education program provided may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.

District Operated Programs

The range of alternative programs currently offered by school districts throughout Los Angeles County includes the following options:

- Community Day Schools;
- Independent Study (offered in conjunction with a classroom option);
- Opportunity School/Class;
- Continuation High School;
- Charter School;
- Adult Education Programs; and,
- Special Education.

If a school district is unable to provide a suitable program or if the expelled pupil fails to meet the terms and conditions of his or her rehabilitation plan or if the student continues to pose a danger to other district pupils, as determined by the governing board, the district may refer the expelled pupil to the Los Angeles County Office of Education for possible placement in a program operated by the Division of Student Programs (DSP).

County Operated Programs

The Los Angeles County Office of Education currently provides a variety of alternative education programs that are designed to help pupils:

- take a renewed interest in school and learning;
- recover credits and get back on track for graduation, attend school consistently; and,
- set and attain academic and career goals.

Specifically, these programs are designed to serve:

- Students who are having trouble at home or school;
- Homeless and Foster Children and Youth;
- Students who are on probation or students who need to work full-time to support themselves and/or their families; and,
- Students who have been expelled and for whom a district operated education program is not available.

Programs designed to serve the above identified pupil populations include those operated by the LACOE Division of Student Programs (DSP) include:

- County Community Schools;
- Independent Study (operated in conjunction with a classroom option)

As previously stated, *at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided for the pupil subject to the expulsion order.* For districts that may be unable to provide *pupils who commit serious behavior violations* with an alternative program that meets the restrictive requirements of California Education Code Section 48915 (d) (see appendix), selected county programs may provide viable options.

It is anticipated that the majority of expelled pupils who are referred to the county office for placement in an alternative program will be assigned to a *County Community School program*. County Community Schools operated by the county are designed to provide interventions for middle school students in grade 8, and high school students, grades 9 to 12.

Educational Service Gaps and Strategies to Address Service Gaps

Section 48926 of the California Education Code provides that each county superintendent of schools in counties that operate community schools pursuant to Section 1980: ... *shall develop a plan for providing education services to all expelled pupils in that county. One of the required elements of the plan is to identify gaps in educational services to expelled pupils, and strategies for filling those service gaps.*

To address this element and identify additional service needs to expelled pupils, a survey of all school districts in Los Angeles County was conducted (see appendix: AB 922 District Questionnaire).

As a result of that survey, the following service gaps were identified, including a discussion of each issue along with a proposed strategy:

Service Gap 1 – Access and engagement in distance learning

Discussion: Although four districts reported that students fared better in distance learning settings, twenty-four districts expressed the shift to distance learning as a significant challenge in meeting the needs of expelled students. Due to students attending school online, lack of access to technology or a reliable internet, ability to turn cameras off during class, or teaching methods not being adapted to online delivery were reported as significant barriers to engaging students.

Proposed Strategy: LACOE developed an initiative to help close the digital divide with the distribution of just over 48,000 devices and more than 32,000 hotspots to students in need in 55 districts. Acting on a proposal from LACOE, the Los Angeles County Board of Supervisors in October 2020 allocated \$12.5 million in federal coronavirus relief funds for technology and internet connectivity needed by students to successfully participate in distance learning. The Board of Supervisors later allocated additional funding for the effort, making available a total of \$17.2 million. The funding not only enabled the purchase of devices and hotspots, but also supports internet service plans for families through Dec. 30, 2021. The need will continue even when campuses re-open as schools are likely to continue physical distancing and adopt hybrid learning models. It is recommended that schools continue to allocate state and federal relief funds to securing technology resources to support in-person, hybrid, and distance learning models, including a shift between all three models.

To address engagement, promote the incorporation of social-emotional learning throughout the curriculum and provide professional development, and social-emotional support, for teachers in order to build capacity and adapt teaching strategies for distance learning, with strategic plans in place that address hybrid learning environments.

Service Gap 2 – Access to counseling and mental health resources

Discussion: Seven districts reported discipline issues stemming from behavioral challenges and a lack of mental health and counseling resources as a service gap, including lack of online options for counseling or lack of capacity at the school site level (counselors/school based mental health).

Proposed Strategy: The Division of Student Support Services conducts formal training for school districts and LACOE schools in Positive Behavior Interventions & Support (PBIS), a school-wide discipline framework that helps to reduce suspensions and expulsions. The framework assists

school districts in identifying strategies to reduce the number of discipline issues, but also promotes a positive school climate. Included in the framework are Restorative Practices, a strategy that creates opportunities for victims, offenders and others to discuss the offense and develop resolutions. Counseling programs that included therapeutic counseling, attendance interventions, drug education, mental health interventions, behavior interventions that include parent education for ADD/ADHD, bipolar syndrome, and the use of medications, group counseling strategies, and the utilization of social work interns have proven helpful to school districts.

Seven school districts operate Alternative Education centers that include counseling, credit recovery, mentoring, job training, Career Technical Education courses such as fashion design and auto mechanics, foreign language courses, and community college courses.

The Los Angeles Unified School District employs AB 922 Counselors who ensure the appropriate educational placement of expelled students, provide case management, monitor social behavior and academic progress, and consult and collaborate with school staff and community agencies.

Service Gap 3: Transportation to and Lack of Alternative Placement Programs for Expelled Students

Discussion: Seven school districts reported that transportation to alternative programs was an obstacle for students that have been expelled, and particularly for students with IEPs. One school district, located in a rural area, and six in an urban area did not have any alternative education placements in the immediate area and lacked local options.

Proposed Strategy: If a LACOE school is not available in the immediate area, it is recommended that local school districts enter into a Memorandum of Understanding (MOU) with neighboring school districts. Another strategy mentioned by districts was to offer online, blended courses (a combination of online and traditional instruction) as an alternative placement for expelled students.

Education Code 48915 (a)(1) Circumstances for recommending and ordering expulsion, states that the principal or superintendent of schools shall recommend expulsion for serious infractions unless it is determined that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct. Education Code 48900.5, Limitations on imposing suspension, states that Suspension, shall be imposed only when other means of correction fail to bring about proper conduct. Education Code 48917, Suspending enforcement of expulsion order, provides that district governing boards may suspend the enforcement of an expulsion order for a period of not more than one calendar year, and assign a student to school, class or program that is deemed appropriate to the rehabilitation of the pupil.

Other means of correction, and suspended enforcement of an expulsion order to allow students to remain in the school district in an alternative placement should first be considered, in particular for students in grades Kindergarten through five, rather than expulsion.

Examples of alternative means of correction and rehabilitation include referrals to the school psychologist or counselor for case management and counseling, study teams to develop an individualized behavior plan, referral for a comprehensive psychosocial or psycho educational assessment, enrollment in an anger management program, participation in a restorative justice program, community service, or enrollment in after-school programs that expose students to positive activities and behaviors.

It is recommended that local school districts implement programs such as Positive Behaviors Interventions and Support (PBIS), Restorative Practices, and others. When implemented with fidelity, these proven programs can successfully address a variety of student behaviors and needs. When other means of correction and alternative placements within the school district have been exhausted, local school districts could then enter into a Memorandum of Understanding (MOU) with neighboring school districts. LACOE's Division of Student Programs could support districts by providing its expertise in the establishment of such consortiums between school districts.

Alternative Placements for Pupils who Fail to Meet the Terms and Conditions of their Rehabilitation Plan or who Pose a Danger to Others

California Education Code, Section 48926 requires the county-wide plan to *further identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.*

In Los Angeles County, expelled pupils who are unsuccessful in a district operated community day school and/or who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils may be referred to a County Community School or other appropriate alternative program operated by the county office of education.

Options for students who fail to meet the terms and conditions of their rehabilitation plan may, in select cases, include referral and placement in a juvenile hall setting or juvenile camp or in select cases, a transfer to a program operated by an adjacent county office of education.

Currently, the Los Angeles County Office of Education does not have any formal agreements with adjacent county offices of education.

Contract for Alternative Services

To further address the requirements of Section 48926 of the California Education Code, and to ensure that an educational program is provided for all expelled pupils, referred to and accepted by the County, the Division of Student Programs (DSP) will enter into a contract with each participating school district to identify agreed-to responsibilities for serving expelled pupils, including those served in both regular and special education programs. A plan to address any identified service gaps will be included in the contract.

Appendix

California Education Code
Section 48915 (d)

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

California Education Code
Section 48915 (f)

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d).

Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

California Education Code
Section 48915.01

If the governing board of a school district has established a community day school pursuant to Section 48661 on the same site as a comprehensive middle, junior, or senior high school, or at any elementary school, the governing board does not have to meet the condition in paragraph (2) of subdivision (d) of Section 48915 when the board, pursuant to subdivision (f) of Section 48915, refers a pupil to a program of study and that program of study is at the community day school. All the other conditions of subdivision (d) of Section 48915 are applicable to the referral as required by subdivision (f) of Section 48915.

California Education Code

Section 48916.1

(a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

(b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools. (c) Any educational program provided pursuant to subdivision (b) shall not be situated within or on the grounds of the school from which the pupil was expelled.

(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) shall not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. The subdivision, as it relates to the separation of pupils by grade levels does not apply to community day schools offering instruction in any of the kindergarten and grades 1 to 8 inclusive, and established in accordance with Section 48660.

(e) (1) Each school district shall maintain the following data:

(A) The number of pupils recommended for expulsion.

(B) The grounds for each recommended expulsion.

(C) Whether the pupil was subsequently expelled.

(D) Whether the expulsion order was suspended.

(E) The type of referral made after the expulsion.

(F) The disposition of the pupil after the end of the period of expulsion.

(2) The Superintendent may require a school district to report this data as part of the coordinated compliance review. If a school district does not report outcome data as required by this subdivision, the Superintendent may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the Superintendent shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

(f) If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a county superintendent of schools in another county to provide education services for the district's expelled pupils.

California Education Code
Section 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the county board of education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th thereafter.

District Operated Community Day School Programs

District	School	Grades Served
Antelope Valley Union High	Phoenix High Community Day	9-12
Bellflower Unified	Bellflower Alternative Education Center	7-12
Burbank Unified	Burbank USD Community Day	7-12
Centinela Valley Union High	South Bay Academy Community Day	9-12
Charter Oak Unified	Bridges Community Day	K-12
Claremont Unified	Claremont Community Day	7-12
Compton Unified	Compton Community Day High	9-12
Compton Unified	Compton Community Day Middle	6-8
Eastside Union Elementary	Eastside Academy/Transitional Learning Center	K-8
El Monte Union High	El Monte Union High School Community Day	9-12
Glendale Unified	Jewel City Community Day	7-10
Hacienda la Puente Unified	Valley Community Day	7-12
Keppel Union Elementary	Desert View Community Day	K-8
Lancaster Elementary	Crossroads Community Day	7-12
Long Beach Unified	Select Community Day (Secondary)	7-12
Los Angeles Unified	Aggeler Community Day	7-12
Los Angeles Unified	CDS Elementary	K-6
Los Angeles Unified	CDS Secondary	7-9
Los Angeles Unified	Dorothy V. Johnson Community Day	7-12
Los Angeles Unified	Jack London Community Day	9-12
Los Angeles Unified	Richard A. Alonzo Community Day	7-12
Los Angeles Unified	Tri-C Community Day	7-12
Los Angeles Unified	William J. Johnston Community Day	7-12
Lynwood Unified	Lynwood Community Day	7-12
Monrovia Unified	Quest Academy Community Day	7-12
Montebello Unified	Montebello Community Day	7-12
Palmdale Elementary	Oak Tree Community Day	K-8
Paramount Unified	Paramount Unified Community Day	7-12
Pomona Unified	Pomona Community Day	7-12
Redondo Beach Unified	Redondo Beach Learning Academy	9-12
Rowland Unified	Rowland Unified Community Day	7-12
Torrance Unified	Gene Drevno Community Day	7-12
Westside Union Elementary	Westside Academy	K-8
Whittier City Elementary	Whittier Area Community Day	6-8
Wilsona Elementary	Wilsona Achievement Academy	1-8

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Boys Republic Monrovia CCS	(626) 357-6249	(562) 469-4381	128 East Palm St. Monrovia 91016			
Jonas Salk CCS	(310) 970-9910	(562) 469-4381	14600 Cerise Ave. Hawthorne 90250		Adrian Gonzalez - Pacheco	
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Tri-Community CCS	(310) 635-4531	(562) 469-4381	12721 S. Willowbrook Ave. Compton 90222			
Valley IS	(818) 896-7776	(562) 469-4381	11243 Glenoaks Bl., Suite 5 Pacoima 91331			
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JUVENILE HALL PAUs						
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CENTRAL Central School	(323) 225-4362 Ext 7143 direct	(562) 469-4358	1605 Eastlake Ave. Los Angeles 90033	Michael Massa, Ed.D.	Chien-yi Yang	Maria Garcia
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CAMP SCHOOL PAUs						
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Rockey, Glenn School	(909) 599-8435	(562) 469-4356	1900 N. Sycamore Canyon Rd. San Dimas 91750		Gilbert Gaytan	
SANTA MONICA MTNS. Campus Kilpatrick	(661) 723-1155 ext 224	(562) 469-4380	5300 W Avenue I Lancaster, CA 93536	Ruben Carranza		Glenda Sharp
Scott, Joseph School - Currently Closed	(661) 296-8444 Ext 7813 direct	(562) 469-4359	28700 N. Bouquet Canyon Rd. Santa Clarita 91390			

COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS QUESTIONNAIRE – SUMMARY OF DATA January 25, 2021

Introduction

The section includes an overview of the themes generated by the AB 922 survey. The survey was provided via email to all school district superintendents, many of whom delegated completion of the survey to the director of student support services, supervisor of child welfare and attendance, or director of alternative education of each of the districts. All 80 school districts completed the survey.

Suspended enforcement of the expulsion

In order to facilitate the participation of an expelled student in programs located within the school district, school districts are required to suspend the enforcement of the expulsion order. The student must comply with all stipulations of the expulsion order related to behavior, attendance, and participation in rehabilitation programs such as counseling. Failure to comply with the expulsion order stipulations could trigger a full expulsion and removal from the district's program. A referral to a LACOE County Community School would be an alternative placement for such students.

Current Educational Alternatives Available

Community Day Schools

Districts use both their own community day schools (CDS) and LACOE County Community School (CCS) programs as placements for expelled students. District CDS programs cannot be located on or adjacent to a district K-12 educational program.

- Twenty nine out of eighty districts reported that they operate a district CDS: seven schools for grades K-5, twenty-one schools for grades 6-8, forty-two schools for grades 9-12.
- Nineteen out of eighty districts reported that they use a LACOE CCS program: three schools for grades K-5, fourteen schools for grades 6-8, fifteen schools for grades 9-12.

Opportunity Programs

Some districts operate opportunity programs, minimum day programs housed on K-12 sites, as an alternative for expelled students.

- District Opportunity Programs: Grades K-5 (2 district), 6-8 (14 districts), or 9-12 (9 districts).

Continuation High Schools

Continuation high schools were used by nine districts for expelled students.

Charter Schools

Four districts use the Opportunities for Learning Charter School, one district uses Options for Youth Charter School, one district uses Learning Works Charter, one district uses West Covina Learning Academy, and one district uses School of Extended Options.

Independent Study Programs

Districts that did not have any other alternative programs referred students to their own independent study program. LACOE independent study programs are also available.

- District Independent Study (IS): Grades K-5 (28 districts), 6-8 (41 districts), 9-12 (36 districts). Although these programs are available as an alternative, districts noted that they rarely use IS as an alternative for suspension or expulsion.

Other Alternative Programs

Districts also included the following as alternatives for expelled students:

- Work with neighboring districts
- Home instruction (determined by IEP)
- Home Hospital
- Alternative placement in neighboring district

Have these strategies/services been successful? If not, what were the obstacles or gaps?

Thirty-seven districts surveyed felt that the available alternative programs were successful. Thirty-five responded with either a not applicable due to lack of expulsions, lack of placement options or other challenge, and four left the answer blank.

- Fourteen school districts did not have any expulsions during the past 2019-2020 school year, while three other districts said they rarely expel. One district has prevented expulsions for the last six years.
- Challenges related to distance learning environment such include student engagement and supervision (12), adapting online teaching strategies (5) access to technology (7), lack of access to resources such as counseling, mental health, drug/alcohol rehabilitation services (7), distance from the community and lack of transportation (7 responses), and limited local options particular for students with IEPs or in elementary (10 responses) were the service gaps most frequently mentioned by the school districts that completed the survey.

Comments on Service Gap 1: Access and engagement in the distance learning environment

Although four districts reported that students fared better in distance learning settings, twenty-four districts expressed the shift to distance learning as a significant challenge in meeting the needs of expelled students. Due to students attending school online, challenges with motivation occurred as students either did not have access to technology or a reliable internet, turned their camera off during class, or had trouble engaging with the material due to the teaching methods not being adapted to online delivery were significant barriers to engaging students.

Comments on Service Gap 2: Access to counseling and mental health resources

Seven districts reported access to mental health and counseling as a gap, including lack of online options for counseling or lack of capacity at the school site level (counselors/school based mental health).

Comments on Service Gap 3: Transportation to and Lack of Alternative Placement Programs for Expelled Students

Seven school districts felt that transportation to alternative programs was an obstacle for students that have been expelled. One school district, located in a rural area, and six in an urban area did not have any alternative education placements in the immediate area and lacked local options.

Suggestions or strategies for filling any service gaps which limit the ability to ensure the availability of educational services for expelled students

School district personnel shared the following suggestions and strategies:

- Focus on increasing other means of correction instead of expulsion
- LACOE to offer more support with alternative programs for smaller districts who cannot maintain their own alternative programs due to low numbers.
- Designated funding to operate an opportunity program to have additional staff to support working with this population of students.
- Adapt teaching to student learning styles, provide high quality professional learning for adapting teaching strategies for distance learning, and offer advanced courses including AP or honors. Expelled students have to relinquish these types of courses.
- Increase funding and partnership for increased mental health support/crisis counseling

- Increase and embed social emotional learning throughout the curriculum
- Develop clear referral process as well as transition strategies and case management to ensure student re-entry back into school from alternative programming.
- Allow high needs students/students with IEPs to remain on campus to receive additional support and services during school closures.
- Increase county community school locations throughout county, including elementary, in areas where local options are scarce, possibly modeled after a SELPA, cost-sharing agreement between districts.
- Hiring well-qualified, trauma-informed staff that place a strong emphasis on social emotional learning.
- A LACOE Liaison that could provide updates on student progress.
- Service gaps during distance learning are addressed by identifying the student’s barriers to accessing technology, internet connectivity, and engagement with the following general action plans: following up with students with 3 or more absences in a week; daily/weekly check-in meetings with students, coordinating with District, specialized support staff as needed; conducting Student Engagement Team (SET) meetings via Zoom
- AB 922 Counselor and support staff to identify and address the barriers to the student/family’s commitment to regular engagement to distance learning; and referring student/family to District/community services as needed
- Pursue meaningful partnerships with local workforce investment board and other stakeholders to create opportunities for youth to gain valuable work experience, including at-promise youth and students experiencing educational and social challenges.
- Build positive relationships with families and caregivers, build capacity of parents/caregivers to support social emotional learning, regularly communicate with the student, assign staff to maintain contact with struggling students.
- Consider partnerships with neighboring County Offices of Education (San Bernardino/Ventura/Orange) to support bordering school districts with placement options

Alternative placements for students who fail to meet the terms and conditions of the expulsion rehabilitation plan or pose a danger to other district students as determined by the governing board

The following responses indicate what referral strategies districts use when a student has failed to meet the conditions of their expulsion order or pose a danger to other district students that would necessitate a transfer to another program:

- Thirteen districts refer students to LACOE programs.
- One district refers students to LACOE programs or placed in group homes or camps, when appropriate.
- One district refers students to LACOE programs, Boys Republic, Valley Alternate High School, or their Independent Study Program.
- One district refers students to LACOE programs, Opportunities for Learning or K12.
- One district refers students to Opportunities for Learning.
- Four districts enroll students in independent study.
- Two districts allow students to remain at CDS until requirements are completed.
- One district uses a Virtual online program.
- One district refers students to independent study or to Del Norte ROP.
- One district refers students to Bellflower Alternative Education Center.
- One district refers students to Margett Pathway Academy.
- One district refers students to Sunburst Academy.
- Four districts transfer the student to another school within their school district, or to a neighboring school district.

Other comments:

- Governing Boards can accept provisionally, but if they continue to pose a threat, sometimes complete their expulsion conditions in a LACOE placement or previous district, if applicable.
- Independent study or full-time virtual learning is all we have available. If the parent refuses IS we do not have anything to offer in our area. We have a need for a full day alternative in the Antelope Valley.
- While IUSD does not operate district CDS programs, they work directly with the pupils and their families to identify alternatives to expulsion, including intra-district transfers to other IUSD schools, and linking them to partner agencies that provide restorative services and diversion strategies as opposed to expulsion or arrest in some cases. IUSD and its partners go through great lengths to avoid expulsion and arrest, focusing instead on the child's responsibility to make things right and to realize and build upon one's personal assets.
- It depends on the direction of the California legislation. Some kids need positive role models, others need mental health help and some need drug addiction help.
- We partner with parents, school, and resources to ensure students are successful.
- If needed, expelled students are typically provided a change of placement from their original interim placement within the District's alternative education options. Moreover, if the student has exhausted the District's options and/or poses an increased risk of danger to pupils and staff, these students are referred to LACOE for placement in a County Community School.
- When appropriate, one district works with the parent to create a home education option.

What are your best practices, at the site and district levels, of behavioral intervention approaches and options used to minimize the number of suspensions leading to expulsions, of expulsions being ordered, and to support students returning from expulsions?

The following are best practices that were shared by the school districts that have minimized the number of suspensions and expulsions, in keeping with EC 48900.5, Other Means of Correction, which encourages alternatives to suspension and expulsion:

- Nine districts use a Multi-Tiered System of Support (MTSS), including Student Study Teams (SSTs), Grade Level Intervention Teams, Behavior Support Plans, Behavior Contracts
- Twenty districts mentioned Counseling: full-time counselors to assist with behavior and social skills, social emotional counseling by counselors and social workers, guidance and student services provided, group counseling and check-in
- Positive Behavior Interventions and Supports (PBIS) is a strategy used by thirty-four school districts
- Leader in Me Program
- Two districts use Second Step curriculum
- Four districts participate in the Capturing Kid's Hearts Program
- Four districts use Trauma Informed Practices
- Restorative Practices is used by 12 school districts
- Restorative Justice Youth Court program
- Alternatives to Suspensions strategies are a part of thirteen school districts
- One district uses Wellness Centers, staffed with behaviorists
- Saturday School is used by two districts
- Community Service is used by two districts
- Peer Mediation
- Mentors for L.I.F.E. Program
- Five districts use mentoring
- Parent Engagement & Support programs
- Consulting, collaborating, and coordinating services with District staff and community agency personnel (e.g., Department of Probation, Department of Children and Family Services, Department of Mental Health, and the Los Angeles County Office of Education).

- Response to Intervention (RTI) is a multi-tiered early intervention and identification system used by six school districts
- Thirty-seven districts use SEL (Social and Emotional Learning)
- Six districts encourage partnerships with families, conferences, interventions, SSTs, and good communication
- School Attendance Review Team (SART)
- School Attendance Review Board (SARB)
- Communicated they have very few expulsions
- Communicated they prevented expulsions for more than six years
- Progressive discipline practices Education Code 48900.5 are emphasized in two districts

In particular, how do these best practices relate to any disproportionate representation of student subgroups in such interventions?

Fourteen districts believe they do not have a disproportionate representation in the number of students being suspended or expelled among their subgroups. Four districts were unaware of the data, and five districts plan to begin to analyze the data this year.

- Positive Behavior Interventions & Support (PBIS) was mentioned districts as a practice that teaches appropriate behavior and instills high expectations in all students and staff.
- The California School Dashboard will assist districts in identifying sub groups in need of support and assistance.