

This document is an extract of a larger publication.

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Educational Innovations

A. The XQ The Super School Project (XQ Project)¹⁶ is a non-profit organization that supports the need for a fundamental change to the educational model in order to better prepare our children to succeed in a changing world. The organization is interested in assisting the educational community to develop a new model for high school education. They sponsored a bottom-up, collaborative effort involving several hundred professionals from various professions to create 13 Knowledge Modules that layout a framework for designing a school that empowers and supports students through key transitions in high school and beyond.

We noted three major elements in our discussion with XQ Project executives:

1. Move from the Carnegie Unit model (time based) to a knowledge based model, where students are promoted as they demonstrate knowledge of the subject matter.¹⁷
2. Recognition that people learn differently (e.g., visual or auditory learners), and teaching methods need to be developed to accommodate various types of learning.
3. Focus teaching on growth mindset rather than fixed mindset¹⁸.

The XQ Project put out an open call for proposals in September 2015 and the organization was overwhelmed by the number of positive responses. They received over one thousand proposals to establish new schools or programs within existing schools aligned with the Knowledge Modules. The organization engaged in a rigorous review and selection process. Ten awards were made with five going to traditional schools and five going to charter schools in September 2016. The phenomenal response highlights the strong desire on the part of educators to implement changes.

The XQ Project sees the need for a community of practice to showcase lessons learned from the participants and to make those lessons available to the educational community. Discovering what works and what doesn't, and sharing that information. Collaborating with peers within the educational community will lead to improved curricula, methodologies, instructional tools, and

¹⁶ [Online] Available: <https://xqsuperschool.org/whoware>

¹⁷ Students should be grouped by ability, not age or grade level, on a class-by-class basis. For example, a school may only offer Algebra I to 10th graders or above. Under an ability model, a 9th grader that is advanced in mathematics and ready for Algebra I can take the class.

¹⁸ Carol Dweck, PhD, Psychologist, Stanford University has pioneered research on mindset. [Online] Available: <https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>

Here is a condensed definition:

Fixed Mindset assumes that character, intelligence, and creative ability are static givens. Here success is the affirmation of that inherent intelligence, and striving for success and avoiding failure are a way of maintaining the sense of being intelligent or skilled.

Growth Mindset thrives on challenge and assumes that abilities can be developed through dedication and hard work. Here success is a love of learning and a resilience that is essential for growth and accomplishment.

practices. These actions will deliver deeper learning that will better prepare them for success in their future.

B. The Long Beach College Promise (The Promise)¹⁹ extends the promise of a college education to every student in the Long Beach Unified School District (LBUSD) in order to create a more vibrant community. The Promise is a partnership between LBUSD, Long Beach City College (LBCC), California State University, Long Beach (CSULB), and the City of Long Beach. The intent is to create a culture of college expectation, increase college readiness, and improve graduation rates.

LBUSD took advantage of funding from the James Irvine Foundation, as one of nine pilot districts under the Foundation's "California Linked Learning District Initiative" launched in 2009. This initiative sought to help California school districts develop and implement plans for expanding the Linked Learning approach in their high schools. This program centers on Career Pathway standards which specify learning goals in 58 career pathways organized around 15 industry sectors.²⁰ The Career Pathway program is intended to prepare students for jobs in emerging and growing industry sectors in the local or regional economy.

The LBUSD has dedicated staff assigned to the Career Pathway program. The accomplishments of this small staff are very impressive. They coordinate with their counterparts in LBCC and CSULB to select the Career Pathways of interest to students and formulate the course curricula. The program includes outreach activities to middle school parents and students.

The LBUSD makes this specialized instruction available at multiple locations within the district. This approach ensures that all students have the opportunity to attend a school of their choice, and are not prohibited by transportation issues.

The LBUSD has demonstrated that it is possible to change the educational system. This is made more impressive by the fact that LBUSD is California's third largest school district, with approximately 80,000 students²¹. A key factor to success is the dedication and commitment of the teachers and administrators. Another significant advantage for LBUSD is the long tenure and commitment from their superintendent who has served in the position since 2002.

¹⁹ [Online] Available: <http://www.longbeachcollegepromise.org/>

²⁰ The LBUSD implemented Career Pathways under the California Partnership Academies (CPA) program and Career Technical Education (CTE) Standards. The CPA program was implemented by the state Board of Education (Education Code sec. 54690) and provides for a school-within-a-school with academies that integrate academics with career technical education, business partnerships, mentoring, and internships. Education Code Section 51226 provides legal authority to develop the CTE standards and framework.

²¹ California Department of Education, [Online] Available: <http://www.cde.ca.gov/ds/sd/cb/ceflargesmallldist.asp>

C. The UCLA Community School²² operates several K-12 schools in partnership with the Los Angeles Unified School System. The goal is to develop, study, share, and advance innovative best practices. In our opinion, this partnership is beneficial to both the attending K-12 school students and UCLA's staff and students.

UCLA Community School seeks to impart four core competencies in their students²³:

- Self-directed, passionate learner
- Mastery of academic content and skills
- Bi-literate, bi-lingual, and multi-cultural
- Active and critical participant in society

Executives at UCLA Community School informed us about their mission to teach, research, and deliver service. Their teachers are fortunate to have the resources of UCLA's Graduate School of Education & Information Studies at their disposal. At these community schools, students choose their area of study and benefit from UCLA alumni who provide mentoring. All seniors participate in an internship program. We were informed by senior administrators that 99% of the UCLA Community School graduates are college-eligible, with 77% going on to attend college.

The senior administrators at UCLA Community School firmly believe that neighborhood schools are successful because they involve parents and local businesses to help support and inspire students in their educational journey.

III METHODOLOGY

This committee would like to express its gratitude for the openness and cooperative attitudes of the people and organizations that enabled the preparation of this report. We are also very impressed with the dedication that all these parties have to creating a better learning environment and providing every child the opportunity to be ready for success in their future.

1. Interviews.

- Long Beach Unified School District, Career Pathways
- United Teachers Los Angeles
- XQ The Super School Project
- California Charter Schools Association
- UCLA Community School
- Former member of the Los Angeles Unified School District Board of Education

2. Research Conducted.

²² [Online] Available: <https://cs.gseis.ucla.edu/>

²³ UCLA Graduate School of Education & Information Studies, A Vision in Practice, <https://cs.gseis.ucla.edu/about/>

- California Education Code
 - California Department of Education website
 - The individual websites of each organization we interviewed
3. Literature
- Newspaper articles
 - Articles from various educational websites

IV FINDINGS

The integration of academics, skills training, and real-world perspective is a sound approach to providing a deeper level of learning and sparking a student’s interest in education. A significant investment has been made by LBUSD, UCLA Community School, and XQ Super School to develop new programs/approaches. It is the opinion of the CGJ that these programs are effectively delivering improved results. These results should be shared among the Unified School Districts (USDs) and replicated where appropriate.

These are the findings of the Schools of the Future committee.

1. California Assembly Bill AB790 recognized a need for innovative approaches to educational transformation. The Bill seeks innovation to lead to successful outcomes for our students, families, communities, and local and state economies. The Bill also recognizes that economic growth is dependent upon a career-ready workforce, and the need to improve graduation rates, close achievement and opportunity gaps, and prepare students for living-wage careers and/or a variety of postsecondary learning experiences. The Los Angeles County Strategic Plan for Economic Development (2016-2020) outlines objectives to achieve such innovation.
2. The Los Angeles County Strategic Plan for Economic Development (2016-2020) calls for the identification of models of high-quality, collaborative, inclusive, engaging, and innovative schools. It also envisions extension of best practices throughout all districts and schools.
3. The LBUSD Career Pathways and UCLA Community School programs have enhanced academic training with elements of vocational training and integrated real-world experience through internships and mentoring. The City of Long Beach fully supports The Promise and covers the first year of tuition at Long Beach City College. The UCLA Community School provides UCLA students attending the School of Education with the opportunity to practice new techniques and methods of delivering instruction. These educational programs focus on student “choice” in order to spark each child’s interest and curiosity, and challenge them to grow, learn, and thrive.

4. On January 11, 2017, the California State Board of Education approved implementation of the California School Dashboard²⁴ (Dashboard) starting in the 2017-18 school year. This Dashboard is intended to improve accountability within the educational system. The Dashboard consists of a color-coded five-by-five grid intended to assist in identifying strengths, weaknesses, and areas in need of improvement. These state level indicators are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner progress, suspension rates, and absenteeism. One subject matter expert expressed a desire to see this tool used like a Consumer Report. The color coded layout can “highlight the good,” and inform administrators, teachers, and parents where improvement is needed.
5. The Dashboard includes local indicators for use by local districts.
6. Educators are professionals dedicated to the classroom and to their students. They are also stakeholders who should have a voice and participate in development of local curricula and instructional methods. To attract and retain the best talent, educators need: Career development; Peer-to-peer collaboration; and Professional internships with community and industry partners to gain practical knowledge that will enrich and enable them to deliver a deeper level of instruction.
7. The neighborhood school is an institution which acts as an “anchor of society,” and provides the opportunity to integrate parents into the educational process. It should also reach out to local organizations for mentoring and internship opportunities to enrich the learning process and better enable every child to learn and become an engaged and productive member of society. Localization can lead to a better tailoring of curricula based on community priorities and unique needs of students including those who have challenging family and social circumstances. In coordination with local economic development commissions, there could be better alignment between business development and educational/career development.
8. While student test scores are an important measure of performance, they do not fully portray a teacher’s level of success or the development of a student’s growth mindset. Factors of teacher effectiveness that are not currently measured include:²⁵ Developing a thirst for knowledge; developing good study habits; achieving high scores in subjects of interest; imparting a tenacity to enroll in and complete a post-secondary education; and imparting a social consciousness and a desire to participate in community affairs.

24 California Dept of Education News Release #17-5, January 11, 2017,
[Online] Available: <http://www.cde.ca.gov/nr/ne/yr17/yr17rel05.asp>

25 Tracking Indicators of Graduation and Postsecondary Readiness, Ali Korkmaz, Long Beach Unified School District, California, Alison Gros, St. Bernard Parish Public Schools, Louisiana, Mary Lumetta, St. Bernard Parish Public Schools, Louisiana, Ashley Pierson, Education Northwest, Portland, Oregon, Center for Education Policy Research at Harvard University, not dated, sdp.cepr.harvard.edu/files/cepr-sdp/files/tracking_ccr_indicators.pdf

9. Parent engagement is a critical element in tailoring local curricula and instructional methods. Parents need to be actively engaged: informing themselves of school activities; becoming involved at school; and participating in the decision-making process to improve the learning environment
10. There is inequity within the educational system with respect to student experiences. For instance, fourth graders take California History. Yet, only a small percentage of schools will take their 4th graders to one of the California Missions to experience that part of our history. Replicating this best practice can have a profound impact on a young child.
11. Implementing change within the educational system necessitates some degree of flexibility and adaptability. Requirements within the Education Code and other education Acts may present a barrier to traditional public schools taking full advantage of some of the current successes of the programs discussed in this report. Strong leadership and full engagement of all stakeholders (administrators, educators, politicians, unions, local business, parents, and students) is needed to implement change to the current operations and culture. More than one interviewee indicated that transformational change in the educational model may require substantial political and civil will.
12. The Department of Consumer & Business Affairs has a program titled Life Smarts, which is a program designed to teach high school consumer skills. The program focuses on five key topic areas; consumer rights and responsibilities, technology, health and safety, personal finance, and the environment.
13. Proposition 51 was approved by the California voters in November 2016 and it makes available \$9 billion in bonds; \$3 billion for the construction of new school facilities, \$500 million for providing school facilities for charter schools, \$3 billion for the modernization of school facilities, \$500 million for providing facilities for career technical education programs, and \$2 billion for acquiring, constructing, renovating, and equipping community college facilities.

V RECOMMENDATIONS

1. The County of Los Angeles Board of Supervisors should formally identify the Los Angeles County Office of Education as the lead organization responsible to implement and maintain the California School Dashboard within the County.
2. The Los Angeles County Office of Education should form a task force to focus on the local indicators to include within the Dashboard. This task force should include representatives from those Unified School Districts (USD's) known to be implementing leading edge programs and those with exceptional student performance, local educational experts knowledgeable in state and County operations, and educational advocates who are knowledgeable and focused on open communications.

3. The Los Angeles County Office of Education should develop an ‘Experience Map’ that identifies recommended types of engagement activity, and include performance in the local indicators. For example, all 4th graders study California history. A school would obtain a top rating for 4th grade history if they visit a California mission.
4. The Los Angeles County Office of Education should actively monitor the Dashboard with the following goals; inform USD’s, educators, and parents of best practices within the County, and implement a community of practice to share successes. This forum should promote the exchange of information and practices and enable each USD to determine those best practices which can be brought into their own district to improve student learning.
5. The County of Los Angeles Board of Supervisors should aid teachers in acquiring real-world experiences by instructing all County departments to make a certain number of compensated internships (summer position or long-term sabbatical) available to teachers within the County. For example: Department of Public Health could offer positions associated with environmental science; Department of Child and Family Services could offer positions associated with sociology and psychology; and Department of Public Works could offer positions in engineering.
6. The County of Los Angeles Board of Supervisors should provide teachers working within the County free access to all County museums to encourage their attendance and enable them to share their experiences with their students, and/or help them arrange potential field trips.
7. The Los Angeles County Office of Education should foster collaborative relationships with industry partners and County agencies to encourage establishment of internships for students and teachers and announce openings on their website or publish links.
8. The Los Angeles County Office of Education should, in coordination with the Department of Consumer & Business Affairs, inform the USD’s about Life Smarts program and encourage them to bring the course to their campuses. This is a course that could be offered either after school, on the weekends, or during the summer break.
9. The Los Angeles County Office of Education should investigate the establishment of a formal community of volunteers who could provide life-skills education (including teaching the Life Smarts program) and mentoring of students, similar to the services offered to small businesses by the Service Corps of Retired Executives.
10. The County of Los Angeles Board of Supervisors should request a prioritized listing of projects under the five categories of funding available under Proposition 51 from the USD’s, with new facilities or any modifications or upgrades focused on enhancing learning.
11. The Los Angeles County Office of Education should identify various ways to monetize school property to support implementation of changes as described in this report. For example, renting out parking lots and play fields for events like farmers markets or renting auditoriums for local events. Revenues from these rental activities should be specifically earmarked for implementing educational improvement projects.

VI REQUIRED RESPONSES

California Penal Code Sections 933(c) and 933.05 require a written response to all recommendations contained in this report. Such responses shall be made no later than ninety (90) days after the Civil Grand Jury publishes its report (files it with the Clerk of the Court). Responses shall be made in accord with Penal Code Sections 933.05 (a) and (b).

All responses to the recommendations of the 2016-2017 Civil Grand Jury must be submitted on or before September 30, 2017, to:

Presiding Judge
Los Angeles County Superior Court
Clara Shortridge Foltz Criminal Justice Center
210 West Temple Street
Eleventh Floor – Room 11-506
Los Angeles, CA 90012

Responses are required from:

Responding Agency	Recommendations
County of Los Angeles Board of Supervisors	4.1, 4.5, 4.6, 4.10
Los Angeles County Office of Education	4.2, 4.3, 4.4, 4.7, 4.8, 4.9, 4.11

VII ACRONYMS

CGJ 2016-2017 Los Angeles County Civil Grand Jury
CSULB California State University, Long Beach
LBCC Long Beach City College
LBUSD Long Beach Unified School District
UCLA University of California, Los Angeles
USD Unified School District

VIII COMMITTEE MEMBERS

Gloria Garfinkel Co-Chair
Thomas Kearney Co-Chair
Hilda Dallal
Marilyn Gelfand

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POLLING PLACE HOST FACILITIES



Alice Beener **Chair**
Dorothy Brown
Patrick Lyons

POLLING PLACE HOST FACILITIES

I SUMMARY

Polling place facilities help our neighborhoods; businesses and residences that host a polling place provide a very valuable service to our communities. Members of the 2016-2017 Los Angeles County Civil Grand Jury (CGJ) discovered polling place hosts earn \$25.00 for the use of their home or business; this amount has not increased in over 30 years.

II BACKGROUND

To volunteer your residence or business as a polling place the facility must have:

- A minimum square footage of 400 square feet (20 feet x 20 feet)
- Sufficient parking
- Access ramps and handicap parking
- An enclosed area with adequate lighting and heating
- One to two tables with four to six chairs
- An electric outlet for the Precinct Ballot Reader
- A location available between the hours of 6:00 am to 9:30 pm

Each facility must also provide heating, electricity, and restroom facilities for poll workers.¹

On February 23, 2017 two CGJ members went to the office of the County of Los Angeles Registrar-Recorder/County Clerk (the Registrar) and met with staff responsible for supervising poll workers. The staff did extensive research of Los Angeles County ordinances and state statutes. They could not find any documentation relevant to required payments to polling place hosts.

On October 24, 2006 the Chief Administrative Officer (CAO) reviewed and approved the CGJ's October 17, 2006 request to increase the daily stipend for both Civil and Criminal Grand Juries. In addition to supporting the stipend increase, the CAO also acknowledged the need to undertake a systemic review of all the County's stipend-based organizations. This was done to ensure that an effective process is in place to address future requests for adjustments to the amount or frequency of stipends.²

¹ <http://lavote.net/home/voting-elections/pollworker/polling-place-information>

² County of Los Angeles Chief Administrative Office memo, Approval of Ordinance Change Authorizing Increase to Civil and Criminal Grand Jury Daily Reimbursement Allowance, dated January 30, 2007

III METHODOLOGY

- Two Civil Grand Jury members conducted a telephone interview with a staff member at the Registrar's office.
- On February 23, 2017 two Civil Grand Jury members went to the Registrar's office in Norwalk.
- On April 21, 2017 VGJ members had a telephone interview with upper management of the San Francisco Department of Elections.

IV FINDINGS

1. Los Angeles County pays only \$25.00 to polling place hosts.
2. San Francisco pays as much as \$180.00 to polling place hosts.³
3. Though it was stated in the CAO's memo dated January 30, 2007, the CGJ has discovered that they have not put in place a process to periodically review the County's polling place host stipend.

V RECOMMENDATIONS

The 2016-2017 Civil Grand Jury recommends that:

1. The BOS should increase the stipend paid to polling place hosts from \$25.00 to \$150.00.
2. The BOS should implement the recommended action by the CAO to create a policy to periodically review the stipend for polling place hosts.

VI REQUIRED RESPONSES

California Penal Code Section 933(c) and 933.05 require a written response to all recommendations contained in this report. Responses shall be made no later than ninety (90) Days after the Civil Grand Jury publish its report and file it with the Clerk of the Court. Responses shall be made in accord with Penal Code Sections 933.05(a) and (b). All responses to the recommendations of the 2016-2017 Civil Grand jury must be submitted on or before September 30, 2017 to:

³ <http://sfgov.org/elections/host-polling-place>

Presiding Judge
Los Angeles County Superior Court.
Clara Shortridge Foltz Criminal Justice Center
210 West Temple Street, Eleventh Floor-Rom 11-506
Los Angeles, CA 90012
Responses are required from:

Responding Agency	Recommendations
Board of Supervisors	5.1, 5.2

VII ACRONYMS

CAO County of Los Angeles Chief Administrative Office
CGJ 2016-2017 Los Angeles County Civil Grand Jury
Registrar County of Los Angeles Registrar-Recorder/County Clerk

VIII COMMITTEE MEMBERS

Alice Beener Chair
Dorothy Brown
Patrick Lyons

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NEIGHBORHOODS AT RISK FROM TOXINS



Henry C. Guerrero Chair
Douglas Benedict
Thomas Kearney
Sharon Muravez

NEIGHBORHOODS AT RISK FROM TOXINS

I SUMMARY

Living in Southern California, we are all as vulnerable as “Canaries in the Coal Mine.” Recent catastrophic events involving contamination from toxins in Los Angeles County (the County) neighborhoods have been widely reported in the public media and greatly raised public awareness. The Civil Grand Jury (CGJ) conducted this investigation to identify why some neighborhoods are so vulnerable and how government agencies respond to communities affected by dangerous toxins.

The CGJ found that communities *disproportionately burdened* by multiple sources of pollution are primarily of color, have low incomes and are under-served by environmental regulation enforcement,¹ although risk to toxic exposure cuts across all levels of society and income. Recent events reported in county newspapers include:

- Lead contamination in the community of Boyle Heights
- Excessive levels of methane gas in Porter Ranch
- Toxic hexavalent-chromium in the City of Paramount
- Petroleum related volatiles near the University of Southern California
- Continuation of some of the worst air quality in the nation² throughout the entire Los Angeles region

We heard from community based organizations and environmental professionals and learned how challenging it is for citizens to navigate their way through a fragmented structure of governmental agencies. This structure makes it almost insurmountable to mobilize authorities into action in a timely manner.

Although there are many examples of pollution sources, the largest detrimental effects can be traced to four source types: (1) extensive oil fields extracting petroleum throughout the County, (2) the development and expansion of the Ports of Los Angeles and Long Beach and the associated distribution network carrying goods from the ports to much of the nation, (3) a

¹ Su, Jason G., et. al, An Index for Assessing Demographic Inequities in Cumulative Environmental Hazards with Application to Los Angeles, CA., *Environmental Science and Technology*. 2009:43. 7626-7634

² Mark Gold, Stephanie Pincetl and Felicia, 2015 Environmental Report Card for Los Angeles County, UCLA Institute of the Environment and Sustainability, P32

freeway transit system shared by personal cars and trucks, and (4) industrial growth that lacked environmental regulation and oversight.

The CGJ recognizes the need for industry and strong economic growth to improve our quality of life and advance social progress. At the same time, public health and safety must be our highest priority. High risk neighborhoods are readily identifiable based on data measurement;³ they typically do not receive fair treatment with respect to enforcement of environmental laws to protect them equitably, that is, do not receive environmental justice. Quantifiable targets to remove or reduce toxins are the first step to achieving environmental justice.

The CGJ in support of the County Strategic Plan Goal – Support the Wellness of Our Communities and Prioritize Environmental Health Oversight submits this report that developed into three primary issues.

1. The location of hazardous facilities in the County, such as hazardous waste sites and industrial facilities are located primarily in low-income communities of color.⁴
2. Public health must be a priority. Health risk enforcement requires the expanded role and authority for public health analysis in the permitting process of land-use planning, zoning, business license, and building permits.
3. Environmental justice community based organizations are a rich repository of local knowledge; their voices must be heard.

³ CalEnviroScreen California Communities Environmental Health Screening Tool: from CalEPA

⁴ Bowen, William. “Environmental Justice through Research-Based Decision-Making.” New York: Garland, 2001. For specific data to support: Su, Jason G., etc. all. “An Index for Assessing Demographic Inequities in Cumulative Environmental Hazards with Application to Los Angeles, CA. *Environmental Science and Technology*. 2009:43. 7626-7634. Web. 12 July 2010. <http://pubs.acs.org/doi/pdfplus/10.1021/es901041p>

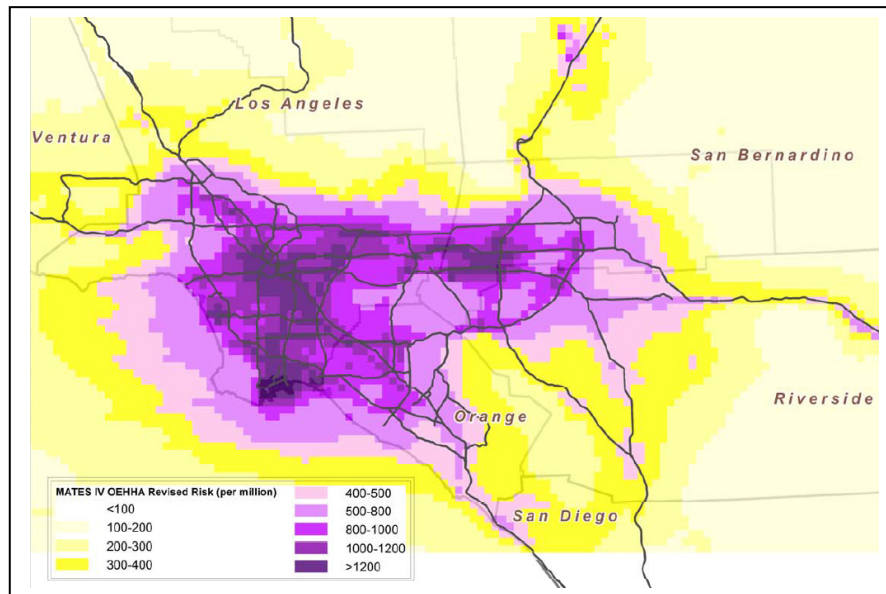
II BACKGROUND

Though risk to toxic exposure cuts across all levels of income, numerous quantitative studies document the evidentiary proof that health risks disproportionately burden communities of color in California.⁵ Liberty Hill Foundation summarizes this work and explains it in the following quote:⁶

“... environmental health disparities in Los Angeles revealed that the location of hazardous facilities, such as hazardous waste sites and industrial facilities reporting to the federal Toxic Release Inventory, are located primarily in low-income communities of color. In fact, Black and Latino residents are more than three times as likely to live close to these hazards as are Anglos...”⁷

Burdened neighborhoods are generally located around industrial facilities and transportation corridors where the higher concentrations of air pollution are found. Figure 1 shows these dense concentrations of air pollution.

Figure 1. MATES-IV Modeled Air Toxics Risk Estimates
(Using Updated OEHHA⁸ Methodology)



⁵ Bowen, William. “Environmental Justice through Research-Based Decision-Making.” New York: Garland, 2001. For specific data to support: Su, Jason G., etc. all. “An Index for Assessing Demographic Inequities in Cumulative Environmental Hazards with Application to Los Angeles, CA. *Environmental Science and Technology*. 2009:43. 7626-7634. Web. 12 July 2010. <http://pubs.acs.org/doi/pdfplus/10.1021/es901041p>

⁶ Extracted from Hidden Hazards, A Call to Action for Healthy, Livable Communities, Liberty Hill Foundation.

⁷ *ibid*

⁸ Office of Environmental Health Hazard Assessment (OEHHA) of the California Environmental Protection Agency

Risks from hazardous industrial facilities and waste sites

The following neighborhoods have recently experienced health risks from hazardous facilities.

Boyle Heights

Since 1922 a lead smelter had operated in the City of Vernon, CA close to Boyle Heights. This operation was transferred to Exide Technologies in 2000 and for decades this smelter operated under temporary permits.⁹ Exide processed an average of 120,000 tons of lead per year, or approximately 11 million batteries per year.¹⁰ Soil testing conducted by the State Department of Toxic Substance Control (DTSC) determined that lead contamination spread up to 1.7 miles away from the facility, encompassing 10,000 properties.¹¹ This area includes residential properties, schools, daycare centers, and parks. It took almost a decade (2008-2016), before the State of California Governor allocated \$176 million for soil testing and remediation.¹² Based on our research it only took State and County agencies about a week to begin significant relief to the community of Porter Ranch compared to years for Boyle Heights.

Maywood

In June 2016 a magnesium fire erupted in Maywood burning 10,000 pounds of the metal in a storage yard because of improper storage and disposal of hazardous material at the site.¹³ The fire created a black dust containing toxic metal particulates of copper, lead, zinc, cadmium, nickel, and chromium resulting in the displacement of three hundred residents.¹⁴ The owner of the facility had no permits from the DTSC and was charged with five felonies.¹⁵

Paramount

Metal-finishing facilities in the City of Paramount have emitted very high levels of the cancer-causing toxin, hexavalent chromium (HC) at levels of 350 times the regulatory maximum.¹⁶ HC is a byproduct emitted by chrome platters, metal finishers, and aerospace industry factories and there are 88 industrial metal facilities located in the community.¹⁷ For years, residents have complained of experiencing headaches, nausea, burning throats, and metallic odors and by 2012 South Coast Air Quality Management District (SCAQMD) focused on metal-grinding operations.¹⁸ The Department of Public Health (DPH) on December 1, 2016 ordered the one company emitting high levels of HC to suspend operations until they returned to compliance.¹⁹

⁹ <http://timelines.latimes.com/Exide-technologies-history>

¹⁰ Ibid

¹¹ Barbosa, Tony, Higher levels of Lead in blood of children near Exide plant in Vernon LA, Times, April,8, 2016

¹² Barbosa, Tony, How battery Recycler Contaminated Homes for Decades, LA Times,

¹³ Hamilton, Matt, EPA Cleanup of Magnesium fire site is underway, LA Times, October 18, 2015

¹⁴ Rocha, Veronica, Metal residue removed from homes, LA Times, June 16, 2016

¹⁵ Rocha, Veronica, Owner of Maywood metal recycling facility charged, LA Times, June 15, 2016

¹⁶ Barbosa, Tony, Working to Clear the Air, LA Times, November 8, 2016

¹⁷ Barbosa, Tony, Toxic metal in air spurs alarm, LA Times, November 27, 2016

¹⁸ Ibid

¹⁹ Rangan, Cyrus, Deputy Health Officer, Department of Public Health Directive, December 1, 2016.

Sylmar & Granada Hills

In October 2016 the communities of Sylmar and Granada Hills, near the County's largest landfill, complained of pervasive odor nuisance in their neighborhood. Residents and students at Van Gogh Elementary School were forced to remain indoors.²⁰ SCAQMD has issued over 180 notices of violation for emitting noxious odors and the DPH and the DPM are involved in efforts to control and reduce odors from the landfill.²¹

Risks from Oil Wells, Refineries, and Fuel Distribution

Los Angeles is home to the largest urban oil well fields in the country with thousands of active oil wells that are disturbingly close to homes, schools, churches, and parks.²² According to the California Division of Oil Gas and Geothermal Agency, there are 5,194 active oil and gas wells within 70 oil fields in the County.²³ According to the City of Los Angeles Planning Department, the city alone hosts 1,071 wells.²⁴

The current resurgence in oil production has introduced new extraction techniques from old wells. Only ten percent of oil production is recovered by conventional practices. The rest use "enhanced oil recovery" methods that include the injection of thousands of pounds of surfactants, hydrofluoric acid, and hydrochloric acid in a technique called acidizing.²⁵ Wells will emit chemicals such as benzene, toluene, xylene, formaldehyde, and nitrogen oxides.²⁶

In addition to wells, there exists a vast infrastructure of downstream gasoline and petroleum product refining and transportation that adds to the cumulative stack of industrial pollution sources. The County hosts 10 refineries, two marine ports that handle oil tankers, a rail system for product distribution and fleets of trucks dispensing gasoline, all of which emit chemical and diesel fuel pollutants.²⁷

The following neighborhoods have recently experienced health risks from hazardous conditions related to oil wells, natural gas storage, and refineries.

Wilmington

Wilmington homes, schools and parks are surrounded by oil wells and the Ports of Los Angeles and Long Beach. Parts of Wilmington rank in the top 5% of communities in the County with the

²⁰ Bartholomew, Dana, *la-agencies-crack-down-on-sunshine-canyon-landfill-stench*, LA Daily News, November 5, 2016

²¹ Boyer, Jessica, *Sunshine landfill odors prompt county inquiry*, SCVNews, October 3, 2016

²² Sadd, James & Shamasunder, Bhavna, *Oil Extraction in LA, Drilling Down*, Liberty Hill Foundation, Fall 2015.

²³ P7

²⁴ Ibid

²⁵ Ibid

²⁶ Ibid

²⁷ Ibid

²⁷ California's Oil Refineries, California Energy Commission, <http://www.aqmd.gov/docs/default-source/default-document-library/governing-board/2017-board-retreat-item-3---refinery-rules.pdf?sfvrsn=6>