

# TAB 1

# **Discussion: Maximizing Efficiency and Effectiveness in Task Forces and Committees**

## 11.4.25 - Board Discussion on Resolution-Created Task Forces & Committees

### Context and Objective:

Since 2013, nearly 15 board resolution-created task forces, committees and groups (hereafter “groups”) have been created with varying degrees of organization, efficiency, and impact to student outcomes. Today’s discussion aims to address and guide next steps on the future of these groups, utilizing ideas from a withdrawn resolution, “Time is Money: Maximizing Efficiency and Effectiveness in Task Forces and Committees” as well as materials from the Independent Analysis Unit (IAU) and District Staff..

### Useful Materials (attached):

1. Resolution: “Time is Money: Maximizing Efficiency and Effectiveness in Task Forces and Committees”
2. IAU Memo: Comments on Res 004-25/26 “Maximizing Efficiency and Effectiveness in Task Forces and Committees”
3. Task Forces and Committees Established via Board Resolution

### Board Discussion:

Pulse Check - Thumbs up / Thumbs down (if any are not unanimous we can discuss):

1. Do we think it’s important that staff use their time efficiently and effectively? (Resolve 1)
2. Do we want clear outcomes, tasks and decision-making processes for each group? (Resolve 1)
3. Do we think it’s important that all groups created by a board resolution have a staff lead? (Resolve 2)
4. Do we want an annual review of progress from these groups? (Resolve 3 & 4)

Discussion Questions:

1. What, if anything, concerns us about eliminating or consolidating duplicative and/or inactive groups? How can we solve these concerns? (Resolve 1)
2. What, if anything, concerns us about having sunseting timelines? How can we solve these concerns? (Resolve 1)
3. What, if anything, concerns us about consolidating the two culture task forces? How can we solve these concerns? (Resolve 6)
4. What, if anything, concerns us about district staff making a recommendation on eliminating, consolidating, refining or ending the existing groups? Do we want a board approval process on this (i.e. staff recommends and the board votes whether or not to adopt staff recommendation)? If not, how can we solve these concerns? (Resolve 5)
5. What else would be important to discuss on this topic?

Possible next steps (to be revised during discussion):

1. As part of the revision to board rules, incorporate process and descriptions of the types of groups that may be created by board resolutions to guide future resolutions, utilizing considerations from IAU memo (Spring-Summer 2026)
2. Encourage staff (if “direct,” bring resolution back to board meeting for vote) to bring recommendations on existing groups to a board meeting for action (Spring 2026 and annually)

## **Resolution**

Ms. Ortiz Franklin, Mr. Nick Melvoin – Time Is Money:  
Maximizing Efficiency and Effectiveness in Task Forces and  
Committees (Res-004-25/26) (Withdrawn September 16, 2025)

Ms. Ortiz Franklin, Mr. Nick Melvoin – Time Is Money: Maximizing Efficiency and Effectiveness in Task Forces and Committees (Res-004-25/26) (Withdrawn September 16, 2025)

Whereas, The Los Angeles Unified School District aims to achieve audacious goals for student achievement and wellness with finite resources, including time, funding and demands on personnel;

Whereas, The District is committed to advancing and balancing pillars of the Strategic Plan, including Pillar 3: Engagement and Collaboration through authentic engagement with families, communities, and educational partners and Pillar 4: Operational Effectiveness, encompassing data-driven decision-making and sustainable budgeting;

Whereas, Various resolutions by the Governing Board of the Los Angeles Unified School District have called for task forces or committees to solve a problem or advise on an issue of importance to the Board, almost always without a sunseting date or final task to demonstrate completion;

Whereas, At Board direction, District staff prepare, convene and navigate the diverse perspectives of the various task forces and committees on a regular basis, resulting in countless hours of staff time, with little demonstrated evidence of positive impact on student achievement and Board goals;

Whereas, Multiple task forces have been convened to address overlapping topics such as school safety without a consistent process for coordination, and the District currently lacks a consistent structure for sunseting task forces and advisory committees, resulting in several remaining active indefinitely without formal evaluation or final outcomes;

Whereas, Decision-making authority is not always clear, for example the Arts Justice Advisory Committee has been interpreted to exclude District staff as the lead convener, and the Black Student Achievement Plan Steering Committee has spent many hours debating how decisions should be made; and

Whereas, To promote efficiency and accountability, it is essential to establish time-bound and outcome-focused parameters for these bodies and an LAUSD staff member as the lead who will report back to the board as indicated in the resolves below; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to the efficient and effective use of staff time, Los Angeles Unified School District resources and student-focused priorities by:

- Eliminating or consolidating duplicative and/or inactive task forces and committees

- Clarifying the outcomes, tasks and decision-making process of each task force and committee, including that these entities consider the cost of program rollout and/or staff positions when making recommendations to the Board
- Adding end dates or annual board approval to continue these bodies

Resolved further, That any task force, committee, and/or advisory/work group established by Board Resolution that does not have a District lead (District employee) shall identify one within 30 days;

Resolved further, That all task forces and advisory committees established through Board resolution shall be reviewed annually, and automatically sunset after two years unless formally extended through Board action, and shall not be extended beyond a total of three years;

Resolved further, That each task force and committee, led by its designated District sponsor, must annually provide the Board with a report (oral or written) on the effectiveness and efficiency of the taskforce/committee including the impact on District resources and staff time, and progress towards intended outcomes;

Resolved further, That the District will present its first update on task force and committee elimination, consolidation, task-refinement and end dates at a Committee of the Whole by the first quarter of 2026; and, be it finally

Resolved, That at a minimum, this update should consolidate the School Culture Climate and Safety Task Force and the Safe Schools Task Force, and that this resolution shall not govern committees and task forces created by the Board President, Superintendent, or labor union contracts.

# Existing Committees

Table 1. Examples of Past Task Forces and Committees Created Pursuant to Board Resolution

Task Force/Committee	Primary Purpose
Options Programs/Alternative Education Task Force (Resolution from 09/09/03)	Develop a comprehensive report of the prevailing state of and provide recommendations on ways to improve Options Programs/Alternative Education in the District
Work-Based Learning Committee (Resolution from 08/30/11)	Develop guidelines for students in the District, pursuant to Education Code 51706.1; examine best practices in developing the District’s guidelines that focus on principles pursuant to AB 2211, Section 51760.1; report back to the Board on the status of the Work-Based Initiative within 90 days and annually thereafter
Asthma Awareness Task Force (Res 089-13/14)	Review District operations (maintenance, procurement, etc.) in order to identify, make recommendations, and ultimately eliminate known asthma triggers with a goal of reducing asthma-related school absences by children and staff in the 2014-15 school year
Records Retention and Destruction Policy Task Force (Res 016-14/15)	Review the Records Retention and Destruction Policy and provide recommendations to the Board at the January 2015 COW regarding exceptions to the policy, designation of emails and hard-copy records for archiving, capability and limitation of the e-discovery software
Attendance Task Force (as envisioned by the Independent Financial Review Panel) (Res 001-17/18)	Increase LAUSD’s attendance rate to the statewide average through the creation of a task force of school, city law enforcement, and judicial representatives to focus on improving attendance at the poorest attended schools and grades
AANPHI AMEMSA Steering Committee (Res-044-18/19)	Issue specific recommendations to the Board in May of 2020 and continue to meet through successful implementation of the resolution, which called for formally recognizing, affirming, and advancing educational equity and inclusion for AANHPI and AMEMSA students across LAUSD
State Seal of Civic Engagement Advisory Group (Res 016-20/21)	Develop local criteria to award the Seal of Civic Engagement, based on the California Board of Education approved criteria, to be implemented beginning in the 2021-22 school year.
“Clean Energy” Task Force (Res-018-19/20)	Develop an implementation plan for LAUSD to achieve 100% clean, renewable energy in its electricity sector by 2030 and in all energy sectors, including heating, ventilation, air conditioning, cooking, and transportation, by 2040
Climate Literacy Task Force (Res-016-21/22)	Convene and organize all other related working groups called for by previous initiatives and resolutions that will coordinate resources and support that are focused on school greening, gardening, outdoor education, and clean energy efforts

Table 2. Advisory Committee of Deaf and Hard of Hearing

<b>Resolution</b>	Restructure Deaf and Hard of Hearing Education (Res-029-21/22)
<b>Primary Purpose</b>	Provide input and help develop process for the recruitment, hiring, training, and retention of qualified Deaf and Hard of Hearing education professionals
<b>Date Established</b>	February 2023
<b>Meeting Frequency</b>	3 times per year
<b>Dept./Staff Lead</b>	Alesha Haase, Administrator of Instruction Janette Duran, Coordinator, Deaf Education
<b>Members</b>	Deaf Education Program Specialists, Human Resources, Personnel Commission, Teachers (classroom and itinerant), Administrator Special Education, Early Childhood, Higher Education Professors
<b>Status</b>	Active
<b>Progress Towards Goal(s)</b>	We continue to collaborate as an Advisory with Human Resources and the Personnel Commission to identify strategies and pathways for recruiting, training, and retaining staff.
<b>Recommendation</b>	Continue until an actionable deaf educator recruitment, training and retention plan that clearly identifies the roles and responsibilities of each stakeholder group is developed and memorialized

Table 3. Arts Advisory Council

<b>Resolution</b>	Arts Justice: Access and Equity Across Disciplines and the District (Res-028-21/22)
<b>Primary Purpose</b>	Analyze data gathered, inform decision making, and provide an annual update to the Board on Arts Justice progress based on qualitative and quantitative student data
<b>Date Established</b>	May 10, 2022
<b>Meeting Frequency</b>	Monthly
<b>Dept./Staff Lead</b>	Division of Instruction, Arts Education Branch - District Admin staff (AEB) serves only as advisory not a council member
<b>Members</b>	2 students, 6 certificated arts teachers, 3 arts partners, 3 parents, no District representatives
<b>Status</b>	Active

<b>Progress Towards Goal(s)</b>	<ul style="list-style-type: none"> <li>• <b>Established Periodic Updates:</b> District staff provides Council regular progress reports and timelines on equity-based arts initiatives.</li> <li>• <b>Enhanced Collaboration with District Administration:</b> The District and Council collaboratively develop and plan agendas for public-facing meetings.</li> </ul>
<b>Recommendation</b>	Amend resolution to include District representation in the Council and revisit or sunset the resolution in the 2028-29 school year.

Table 4. Safe Schools Task Force

<b>Resolution</b>	Safeguarding Our Schools (Res-030-17/18)
<b>Primary Purpose</b>	Review, evaluate, and make recommendations to improve the effectiveness of District-wide strategy, safety and security plans and policies
<b>Date Established</b>	March 2018
<b>Meeting Frequency</b>	Quarterly meetings every school year since establishment (exclusive of 2019-2022)
<b>Dept./Staff Lead</b>	Andres E. Chait
<b>Members</b>	Operations, Office of Emergency Management, Los Angeles School Police, Mental Health, Facilities, ITS, Principals, Assistant Principals, Certificated and Classified Staff, External Law Enforcement, Classified and Certificated Labor Partners, Parent, Students, and Community Members and Organizations
<b>Status</b>	Active
<b>Progress Towards Goal(s)</b>	<ul style="list-style-type: none"> <li>• Earlier communication regarding gun safety awareness - in October in addition to June</li> <li>• 95% of elementary schools have secured entryways installed</li> <li>• Safe Gun Storage letters added to the Parent Student Handbook</li> <li>• LASAR fully implemented</li> <li>• Every School Safe Safety Training Modules fully implemented</li> </ul>
<b>Recommendation</b>	Combine the Safe Schools Task Force with the Schoolwide Positive Behavior and Intervention Task Force and transition the combined body into an advisory council

Table 5. School-wide Positive Behavior Intervention and Support (SWPBIS) Task Force

<b>Resolution</b>	2013 School Discipline Policy and School Climate Bill of Rights (May 2013)
<b>Primary Purpose</b>	Resolution expanded the oversight of the SWPBIS Task Force established pursuant to BUL-3638.0 in May 2007
<b>Date Established</b>	March 2007 (originally formed with the adoption of the Discipline Foundation Policy: School-Wide Positive Behavior Support)
<b>Meeting Frequency</b>	Ongoing (meets to review implementation progress, policy updates, and training efforts across divisions)
<b>Dept./Staff Lead</b>	Positive Behavior Intervention Support/RP and Division of School Operations
<b>Members</b>	Operations, Special Education, Student Support and Attendance Services, Student Mental Health and Wellness, teachers, school site administrators, students, parents, and community partners
<b>Status</b>	Active: continues to guide implementation of PBIS, Restorative Practices, and Multi-Tiered Systems of Support (MTSS) for behavior and climate
<b>Progress Towards Goal(s)</b>	Developed and distributed PBIS implementation tools (2008 Resource Manual, 2017 updated manual), coordinated districtwide RJ training, supported Every School Safe modules (Creating Welcoming Environments, De-Escalation, and Restorative Practices)
<b>Recommendation</b>	Transition this task force into an advisory council that serves as the official body of record and assumes the purpose, goals, and responsibilities of the Safe Schools Task Force; this advisory council would be charged with advising on all safety- and school-climate-related matters moving forward

Table 6. Integrated Pest Management (IPM) Development Team

<b>Resolution</b>	Chartered by the School Safety and Campus Environment Committee (March 1999)
<b>Primary Purpose</b>	To support the District's goal of Integrated Pest Management, providing the safest and lowest risk approach to control pest problems while protecting people, property and the environment
<b>Date Established</b>	March 23, 1999
<b>Meeting Frequency</b>	Monthly (second Friday of each month)
<b>Dept./Staff Lead</b>	Richard Avendano, IPM Program Coordinator

<b>Members</b>	15 members (3 vacancies)
<b>Status</b>	Anticipated November 18 Board Action to consider nominations for IPM committee vacancies. The District is updating the IPM Policy and Procedures Manual, which remains in draft form.
<b>Progress Towards Goal(s)</b>	The District continues to share and publicly post monthly service calls and use of approved pesticides, and has collaborated with labor partners and LA County to identify nominations for vacancies. A revised manual has been drafted and will be shared with all IPM Team members to provide feedback.
<b>Recommendation</b>	Fill vacancies to allow Board's committee to meet 10-person quorum in order to provide input on the District's proposed revisions to IPM Policy and Procedures Manual

# **Independent Analysis Unit Memo**

**INTEROFFICE CORRESPONDENCE**  
Los Angeles Unified School District  
Independent Analysis Unit

**INFORMATIVE**

**TO:** Members, Board of Education **DATE:** October 31, 2025

**FROM:** Andrew Thomas, Director, Independent Analysis Unit

**SUBJECT:** Comments on Res 004-25/26 “Maximizing Efficiency and Effectiveness in Task Forces and Committees”

## Purpose

This memo provides research-based best practices for Board-created task forces, advisory committees, and working groups, informed by the September 16, 2025 discussion of Resolution 004-25/26 (“Maximizing Efficiency and Effectiveness in Task Forces and Committees”) in the regular meeting of the LAUSD Board of Education. The resolution raised important questions about accountability, efficient and effective use of District resources, and community engagement, particularly regarding how to balance operational efficiency and effectiveness with equity and authentic stakeholder voice.

To assist the Board in considering the resolution, the IAU reviewed research on effective school board governance and advisory committees.<sup>1</sup> Findings align with both the resolution’s efficiency-focused reforms and equity-centered concerns raised during public discussion: effective advisory committees require clear accountability structures *and* sufficient time and authority to build trust and produce meaningful recommendations.

## Key Finding

Research and professional best practices support a **differentiated, typology-based approach** rather than uniform rules for all advisory bodies with community participation. Different types of advisory committees or task forces serve different purposes and require appropriate governance structures, timelines, and evaluation criteria.

## BACKGROUND

Resolution 004-25/26 identified legitimate concerns about advisory committees and task forces that the Board has created:

- Task forces or other advisory bodies often lack clear outcomes, decision-making authority, or sunset provisions
- District staff time and resources are stretched supporting numerous overlapping groups
- Coordination between similar committees (e.g., multiple safety-focused bodies) is inconsistent

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<sup>1</sup> This memo draws on research from California School Boards Association, National School Boards Association, Academic Impressions (a higher education trade association), and peer-reviewed studies on advisory committee effectiveness, sunset provisions, and equitable community engagement. References available upon request.

- Impact on student achievement and Board goals is difficult to measure

Board discussion also surfaced concerns such as:

- One-size-fits-all sunset and review provisions may disproportionately affect committees focused on equity and historically marginalized populations
- Rigid timelines may undermine relationship-building work essential to authentic community engagement
- Some committees are intentionally designed to be community-led and requiring staff leads may undermine this intent

Research-based best practices include:

- Distinguishing between types of advisory bodies, such as standing committees, ad hoc committees, and advisory bodies (definitions provided below)
  - Incorporating sunset provisions that are either fixed in time or contingent on measurable outcomes or discrete tasks
  - Outlining diversity and inclusion standards for member composition
  - Providing training and capacity-building resources for participants
  - Establishing clear communication protocols and mechanisms for how the advisory body reports its outcomes with the Board or District
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## RECOMMENDED FRAMEWORK

### I. Decision Criteria Before Creating or Continuing Advisory Bodies

Before creating a needed or desired advisory body, and in assessing whether existing advisory bodies should continue in their current form or be combined with other bodies, the Board should consider:

1. Whether a *Board committee* does or should exist to perform similar functions (e.g. standing school climate, student discipline, or safety committee)
2. Whether a *mandated advisory committee* does or should include the functions contemplated in an existing or new advisory body (e.g. if the Board desired increased community engagement or oversight of special education, could the Community Advisory Committee (CAC) serve that purpose?)

### II. Committee Typology

In evaluating an existing advisory body or making the decision to create a new one, research suggests a productive approach would be for the Board to explicitly identify the type of body being evaluated or created. Table 1 shows types of advisory bodies with community participation that exist in the District.

**Table 1.** Typology of Board-Created Advisory Bodies with Community Participation

Committee Type	Typical Role	Membership Composition	Duration	Sunset Provision
A: Standing Advisory	Ongoing policy advice and sustained community engagement	Majority community members (parents, students, stakeholders); staff as non-voting or support	Ongoing (multi-year)	No automatic sunset; annual review, Board must approve any dissolution
B: Ad Hoc Task Force	Time-limited problem-solving or development of recommendations	Mixed (subject experts, stakeholders, staff, community members)	12-24 months	Automatic sunset upon deliverable or deadline; one extension max (Board approval)
C. Working Group	Technical or operational feedback; short-term implementation support	Primarily practitioners/staff/experts; small number of stakeholders if needed	3-9 months	Sunset upon completion of specified technical task
D. Mandated Advisory	Fulfilling statutory requirements and formal input (e.g., compliance)	Defined by statute (often majority parents or affected group members)	Ongoing (per law)	No sunset while statutory duty exists; dissolves/restructures only if law changes

Examples of the above types would be as follows:

- Standing Advisory: Arts Justice Advisory Council, Black Student Achievement Steering Committee
- Ad Hoc Task Force: School Culture, Climate, and Safety Task Force, Safe Schools Task Force, Climate Literacy Task Force
- Working Group: Curriculum review panels, facility planning input groups
- Mandated Advisory: DELAC, SSC, CAC, PAC, CTE Advisory Committee

On an annual basis, the Board should evaluate each type of advisory group in ways that relate to its purpose and type. For example, mandated advisory committees should be assessed on how well they fulfill statutory duties as well as other performance indicators. A non-mandated standing advisory committee might be evaluated in terms of quality of engagement, impact on policy decisions, and stakeholder satisfaction.

### III. Required Governance Elements for Board-Created Advisory Bodies

When creating or reauthorizing any committee, the Board resolution should specify:

1. **Committee Type** (A, B, or C from typology above)
2. **Clear Purpose and Scope**- What specific question(s) or issue(s) will this body address?
3. **Expected Deliverables**- What tangible product or outcome is expected? (e.g., policy recommendations, implementation plan, annual progress report)
4. **Composition Requirements**- Who should be represented? What expertise, lived experience, or stakeholder perspectives are essential? Total size, diversity representation, specific seats/roles, selection/nomination process, and term lengths are all specifications to consider
5. **District Staff Sponsor**- Which district office/staff will provide support, coordination, and institutional knowledge?

6. **Board Liaison-** Which Board member will serve as liaison?
7. **Timeline and Review Schedule**
  - Type A (Standing): Annual review; equity impact assessment required before dissolution
  - Type B (Ad Hoc): Specific end date (max 24 months); one extension permitted via Board action
  - Type C (Working Group): Project timeline with completion milestone
  - Type D (Mandated): Per statutory requirements
8. **Authority-** Clarify authority is advisory vs. decision-making; specify how recommendations will be received and considered by Board/staff
9. **Resource Allocation-** Estimated staff time, budget support, meeting frequency
10. **Equity Considerations-** How will this committee center voices of those most impacted? What barriers to participation will be addressed?
11. **Training and Capacity-Building Resources** – How will the committee orient and onboard new members? What professional development or skill-building is needed (e.g., data literacy, equity frameworks, facilitation skills)? What budget and staff time will be allocated for training activities? Will subject matter experts, facilitators, or consultants be accessible when specialized knowledge is needed?
12. **Reporting and Communication Protocols** – How will committee members communicate between meetings? What tools and platforms will be used? What channels will be used for committee communication? How will reports be made public? Where will the documents be archived and made accessible?

**Clarification on District staff sponsor role:** The staff sponsor ensures the committee has access to data, resources, and decision-makers, but does not set the committee’s agenda or override community voice. Committee chairs and leadership should be community members who set priorities and lead discussions.

## RECOMMENDED NEXT STEPS

1. **Use the inventory of all current Board-created committees** to apply the typology framework (Types A-C)
2. **Complete an assessment** before consolidating or sunseting existing advisory bodies to ensure balance between stakeholder participation and operational goals. In addition to evaluating and identifying overlapping purposes between existing advisory bodies, assess advisory bodies on metrics such as representation and voice, influence on decision-making, and community trust and engagement.
3. **Schedule discussion** (perhaps in Committee of the Whole) to review inventory and discuss specific consolidation recommendations with full context
4. **Adopt Board policy on advisory groups** incorporating the typology and required elements outlined above
5. **Revise standard resolution template** to include all required elements when creating new committees