**Instructions for Completing this Community Impact Assessment Template for New (Start-Up and Conversion) Affiliated Charter Schools**

Per the *LAUSD Policy and Procedures for Charter Schools*, “To assist in the determination whether the proposed new charter school is demonstrably likely or unlikely to serve the interests of the entire community in which the school proposes to locate, the petitioner must submit a Community Impact Assessment as part of its charter petition application. The Community Impact Assessment will be based on an analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education’s website, etc.) and on evidence of community engagement and outreach. Petitioners shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment.”

**Please review the instructions and template carefully to complete the Community Impact Assessment (as part of the New Affiliated Petition application for consideration by the LAUSD Board of Education).**

As part of the petitioner’s digital submission of the new affiliated charter school petition application, please create a folder titled “TAB 6- Community Impact Assessment” for start-up affiliated schools or “TAB 11 - Community Impact Assessment” for conversion affiliated schools and include this completed template the folder. Within this folder, create separate subfolders to store evidence corresponding to each section of the Community Impact Assessment and title each subfolder accordingly (e.g., “Section 1 Evidence”, “Section 2 Evidence”, etc.). Please ensure that all pieces of evidence included in each subfolder are clearly labeled with a unique file name.

In all sections below, there are spaces to include a narrative response to a question, as well as a separate area to list all evidence supporting the assertions in the narrative response.

In the **Evidence** table for each section below, list each source of evidence on a separate row with a corresponding number in the “Citation” column. Each row should include the following:

* **File Name:** The name of the file as it appears in the evidence folder on the flash drive
* **Description of Evidence:** A brief description of the evidence.

\*Please note that some sources of evidence (e.g., CA School Dashboard data) may be updated by a third party. For this reason, a link to a time-stamped copy of the data (e.g., print out, screen shot, etc.) is preferable to a URL address of the original source.

Within the Narrative response(s) of each section below, please clearly cite the specific evidence supporting each statement asserted by the petitioner using the number(s) from the “Citation” column in the Evidence table. If a statement is supported by more than one piece of evidence listed in the Evidence table, include all citation numbers, separated by commas. If a piece of evidence supports statement in multiple sections, please list the evidence in only one section’s Evidence table and refer to that citation number in each Narrative response as appropriate.

For example:

*[Statement asserted by the petitioner]* (1.2). *[Statement asserted by the petitioner]* (1.1, 2.6, and 5.3).

Types of evidence that may be provided as part of the Community Impact Assessment include, but are not limited to, emails and other correspondence, CA Dashboard reports, demographic data, maps, multilingual notices/flyers, presentation materials, meeting agendas, sign-in sheets, survey results, etc.

If there are more than 10 pieces of evidence for a particular section, please insert additional rows in the Evidence table for that section and number the citation item(s) accordingly (e.g., 1.11, 1.12, 1.13, etc.).

Please note that “**community**” and “**identified geographical area**” are defined as follows in the *LAUSD Policy and Procedures for Charter Schools*:

“For purposes of this Policy and Procedures, a ‘community’ includes families and individuals who reside, work, and/or serve in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the proposed new charter school. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Thus, petitioners will consider the existing District and charter schools operating within the Community of Schools and three-mile radius.”

Please ensure that the terms used in the narrative response sections below are consistent with the definitions above and other applicable sections of the *LAUSD Policy and Procedures for Charter Schools*.

Note: This document is subject to change.

For additional reference, please review the *LAUSD Policy and Procedures for Charter Schools*.

**COMMUNITY IMPACT ASSESSMENT TEMPLATE**

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| **GENERAL INFORMATION** | |
| Name of Proposed Charter School (Include current name if submitting as a conversion affiliated charter school.) |  |
| Proposed location (street address, city, and zip code) |  |
| LAUSD Community of Schools |  |
| LAUSD Board District |  |
| LAUSD Local District |  |
| Grade Levels Requested |  |
| Enrollment Capacity by the last year of the term (as reflected in the petition)  (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) |  |

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| **SECTION 1:**  **IDENTIFICATION of the COMMUNITY for the PROPOSED CHARTER SCHOOL** | | | |
| **NARRATIVE** | | | |
| a. In the space below, identify and describe the community in which the proposed charter school will be located. (Ensure that the identified geographical area in this description is consistent with all other location-related provisions in the petition). | | | |
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| b. In the space below, identify all public schools (District and charter) operating (currently providing public education to students) in the identified geographical area that serve any of the same grade levels to be served by the proposed new charter school. Include every school (District and charter) in the community – confer with the District (Charter Schools Division) regarding list of schools. | | | |
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| **EVIDENCE TABLE**  **(add additional rows as needed)** | | | |
| **Citation** | **File Name** | **Link (optional)** | **Description of Evidence** |
| 1.1 |  |  |  |
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| **SECTION 2:**  **FACILITIES PLAN** | | | |
| **NARRATIVE** | | | |
| In the space below, describe the facilities plan for the proposed charter school including, but not limited to, the steps the petitioner has taken to research facilities within the proposed community, how the facilities plan serves the interests of the entire community, and which facilities, in the proposed community, the petitioner is exploring to use. Please explain how the petitioner’s facilities plan complies with District facilities requirements and the Facilities section of *LAUSD Policy and Procedures for Charter Schools* (page 71). | | | |
|  | | | |
| **EVIDENCE TABLE** | | | |
| **Citation** | **File Name** | **Link (optional)** | **Description of Evidence** |
| 2.1 |  |  |  |
| 2.2 |  |  |  |
| 2.3 |  |  |  |
| 2.4 |  |  |  |
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| **SECTION 3:**  **EVIDENCE of COMMUNITY ENGAGEMENT** | | | |
| **NARRATIVE** | | | |
| a. In the space below, describe and provide documented evidence of transparent, inclusive, and active community engagement activities within the target community (i.e. the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*, that the petitioner proposes to serve) in which the proposed new charter school seeks to locate. The petitioner shall include all, but are not limited to, the below stakeholder groups in its community engagement efforts. Please describe and provide evidence of community engagement with at minimum, each of the following stakeholder groups:   * Parents in the community * Existing public schools (include every school (District and charter) in the community – confer with the District (CSD) regarding list of schools) * Neighborhood councils * Community-based organizations * Elected representatives * Local District and Community of Schools leadership * LAUSD Board of Education member(s) | | | |
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| b. In the space below, describe how various communications media have been used to reach diverse constituencies and provide a record of outreach efforts and audiences reached. Please provide a record of outreach efforts and audiences reached (e.g. multilingual notices, materials, meeting agendas, sign-in sheets, survey results, etc.) in the Evidence Table below. | | | |
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| c. In the space below, please provide a summary of the responses received from stakeholders. Include in the Evidence Table below, publicly disclosable information/documentation of the stakeholders’ responses (to the extent possible) which will be shared with the LAUSD Board. | | | |
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| **EVIDENCE TABLE**  **(add additional rows as needed)** | | | |
| **Citation** | **File Name** | **Link (optional)** | **Description of Evidence** |
| 3.1 |  |  |  |
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| **SECTION 4:**  **ASSESSMENT of DUPLICATION of PROGRAMS** | | | | |
| **NARRATIVE** | | | | |
| a. In the space below, provide a list of the programmatic offerings provided by the public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school. Discuss the research conducted to identify these program offerings and cite all sources used for the information described herein. | | | | |
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| b. In the rows below, provide brief descriptions of the program offerings of the proposed charter school. (Ensure that these descriptions are consistent with the description of the instructional program included in the petition). | | | | |
| **PROGRAM OFFERINGS**  **(add additional rows as needed)** | | | | |
| **Program Offering** | | | | **Description** |
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| c. In the space below, discuss the extent to which the proposed instructional program presented in the petition would or would not duplicate the current program offerings by public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school, described in section 5a. above. | | | | |
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| **EVIDENCE TABLE**  **(add additional rows as needed)** | | | | |
| **Citation** | **File Name** | **Link (optional)** | **Description of Evidence** | |
| 5.1 |  |  |  | |
| 5.2 |  |  |  | |
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| **SECTION 5:**  **CONSIDERATION of ACADEMIC PERFORMANCE** | | | |
| **NARRATIVE** | | | |
| In the space below, discuss the current academic performance levels of existing public schools (District and charter) within the target community which serve any of the same grade levels to be served by the proposed charter school.  The petitioner may include consideration of how the current academic performance levels of such existing public schools are relevant factors for students and families exercising educational choice, and whether a new charter school is justified to meet the academic needs of students the charter school proposes to serve and to support increased student achievement in the target community. | | | |
|  | | | |
| **EVIDENCE TABLE**  **(add additional rows as needed)** | | | |
| **Citation** | **File Name** | **Link (optional)** | **Description of Evidence** |
| 6.1 |  |  |  |
| 6.2 |  |  |  |
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In the *Current Measurements of School Wide Academic Performance in the Community* table below, provide the most recent performance data, as indicated on the California School Dashboard, for all public schools (District and charter) serving any of the same grade levels to be served by the proposed charter school within the target community.

Each cell of the *Current Measurements of School Wide Academic Performance in the Community* table should include a ***performance level*** at the top of the cell, using either the five colors of the California School Dashboard (Blue, Green, Yellow, Orange, and Red) or, for the English Learner Progress indicator, the five progress levels (Very High, High, Medium, Low, and Very Low), and the corresponding quantitative value to indicate ***status,*** as shown below:

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|  | **ELA**  English Language Arts | **Math**  Mathematics | **ELPI**  English Learner Progress | **CCI**  College/Career | **Chronic Absenteeism** | **Graduation Rate** | **Suspension Rate** |
| **Performance Level**  **Status** | COLOR  (+/- DFS)  Points above or below standard\* | COLOR  (+/- DFS)  Points above or below standard\* | PROGRESS LEVEL  % making progress | COLOR  % prepared | COLOR  % chronically absent | COLOR  % graduated | COLOR  % suspended at least once |

\*For the English Language Arts (ELA) and Mathematics indicators, list the quantitative value denoting *status* as the Distance From Standard (DFS), using a positive value to indicate points *above* standard and a negative value to indicate points *below* standard.

2019 State Average data is provided below as an example of a completed row. Please follow the same format for all applicable schools when completing the *Current Measurements of School Wide Academic Performance in the Community* table.

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| **Existing School Name** | **Academic Performance Indicators** | | | | **Academic Engagement Indicators** | | **Conditions and Climate Indicator** |
| **ELA**  English Language Arts | **Math**  Mathematics | **ELPI**  English Learner Progress | **CCI**  College/Career | **Chronic Absenteeism** | **Graduation Rate** | **Suspension Rate** |
| 2019 State Average | GREEN  -2.5 DFS | ORANGE  -33.5 DFS | Medium  48.3% | YELLOW  44.1% | ORANGE  10.1% | GREEN  85.9% | YELLOW  3.4% |

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| **CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY**  **(add additional rows as needed)** | | | | | | | |
| **Existing School Name** | **Academic Performance Indicators** | | | | **Academic Engagement Indicators** | | **Conditions and Climate Indicator** |
| **ELA**  English Language Arts | **Math**  Mathematics | **ELPI**  English Learner Progress | **CCI**  College/Career | **Chronic Absenteeism** | **Graduation Rate** | **Suspension Rate** |
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| **(OPTIONAL) SECTION 6:**  **ADDITIONAL INFORMATION**  Per the *LAUSD Policy and Procedures for Charter Schools,* ***Petitioners may present additional information for consideration in the Community Impact Assessment, including but not limited to information pertaining to the needs and achievement of historically underserved students (e.g. Foster Youth, English Learners, Socioeconomically Disadvantaged students, etc.), and the proposed allocation of resources and/or investments to improve student outcomes. Petitioners are encouraged to cite and address the District's goals and/or priority areas.*** | | | |
| **NARRATIVE** | | | |
| In the space below, present any additional information for consideration in the Community Impact Assessment, consistent with the italicized language above. | | | |
|  | | | |
| **EVIDENCE TABLE**  **(add additional rows as needed)** | | | |
| **Citation** | **File Name** | **Link (optional)** | **Description of Evidence** |
| 7.1 |  |  |  |
| 7.2 |  |  |  |
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