

Section 12: Family and Community Involvement (1300 Words)

1. Describe the specific role to date of the parents/guardians and community members involved in developing the proposed school. Describe and provide evidence of how the school has assessed and built parent/guardian and community demand for the proposed school.
2. Describe how the school will engage parents/guardians in the life of the school and share how this plan will be culturally inclusive. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe in detail any commitments or volunteer activities the school will seek from or offer to parents/guardians.
3. Describe the community resources that will be available to students and families. Describe any existing and/or anticipated partnerships or contractual relationships the school has or will have with community-based organizations, including those that serve culturally-specific populations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment 8**, existing evidence of support from intended students, families and/or community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Section 12: Family and Community Involvement

| Topic | Ranking | | | | |
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| | Does Not Meet | Partially Meets | Meets | Exceeds | N/A |
| <p>Family and Community Assessment and Engagement to Date</p> | <p>The applicant has provided little or no description and/or evidence of the specific role to date of the parents/guardians and community members involved in developing the proposed school and/or any other evidence of parent/guardian and community support for the proposed charter school.</p> <p>The applicant has provided little or no evidence that the school has assessed and built parent/guardian and community demand for the proposed school and/or little to no description how the school will engage families and community members from the time that the school is approved through opening.</p> | <p>The applicant has described and provided evidence on the role to date of the parents/guardians and community members involved in developing the proposed school and has mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement (Attachment 8).</p> <p>The applicant has demonstrated some assessment of parent/guardian and community demand for the proposed school, though its description of how the school will engage families and community members from the time that the school is approved through opening has limited outreach strategies, and the nature of family and community engagement is unclear.</p> | <p>The applicant has described and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school (Attachment 8).</p> <p>The applicant demonstrates that the school has assessed and built parent/guardian and community demand for the proposed school and describes how the school will engage families and community members from the time that the school is approved through opening.</p> | <p>The applicant has articulately described, in detail, and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school (Attachment 8).</p> <p>The applicant convincingly demonstrates that the school has assessed and built strong parent/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.</p> | |

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| Topic | Ranking | | | | |
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| | Does Not Meet | Partially Meets | Meets | Exceeds | N/A |
| <i>Family Engagement and Cultural Inclusiveness (Ongoing)</i> | There is little or no description of how the school will engage parents/guardians in the life of the school and/or how this plan will be culturally inclusive. There are little or no plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and/or a description of any commitments or volunteer activities the school will seek from or offer to parents/guardians. | There is a description of how the school will engage parents/guardians in the life of the school, though it is limited in its description of cultural inclusiveness. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and the description of any commitments or volunteer activities the school will seek from or offer to parents/guardians has limited evidence of activities and/or plans for involvement. | There is a description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. There is a plan for building family-school partnerships that strengthen support for learning and encourage parental involvement and a detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians. | There is a sophisticated and high level description of how the school will engage parents/guardians in the life of the school and how this plan will be culturally inclusive. The plan for building family-school partnerships that strengthen support for learning and encourage parental involvement is realistic, strong and aligned with the detailed description of any commitments or volunteer activities the school will seek from or offer to parents/guardians. | |

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| | Does Not Meet | Partially Meets | Meets | Exceeds | N/A |
| Community Resources/Contractual and other Partnerships | There is little or no description of the community resources that will be available to students and families, of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is little or no evidence of support from intended community partners. | There is a partial description of the community resources that will be available to students and families, any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is minimal evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided. | There is a description of the community resources that will be available to students and families. There is a description of any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided. | There is a thorough and convincing description of the community resources that will be available to students and families, and any existing and anticipated partnerships the school has or will have with community organizations, businesses, or other educational institutions, and the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. There is compelling and diverse evidence of support that spans various intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts have been provided. | |
| Overall | Overall, the applicant has not demonstrated an understanding of genuine, culturally inclusive family and community engagement. | Overall, the applicant has demonstrated a limited understanding of culturally inclusive family and community engagement. | Overall, the applicant has demonstrated an understanding of genuine, culturally inclusive family and community engagement. | Overall, the applicant has clearly and convincingly demonstrated a thorough understanding of genuine, meaningful culturally inclusive family and community engagement and has strong potential for sustained family and community involvement. | |