3.1 COMMUNITY OUTREACH AND ENGAGEMENT

RPOSD recognizes the importance of robust and inclusive community engagement that actively seeks input from the public, especially those in high and very high need areas who have been historically underrepresented in decision-making. By engaging a diverse range of community members when identifying, prioritizing, programming and designing parks and recreation projects, public agencies and their partners can encourage increased levels of community trust and help to ensure that they deliver community-driven and supported projects.

In order to qualify for funding, Measure A applicants must conduct community outreach and engagement that meets the minimum requirements outlined in Section 3.1.1 with the intent to: 1) to ensure that communities throughout the County are aware of, and can help determine, spending priorities for Measure A-funded projects; and 2) to facilitate a transparent process by which agencies report how previous year's funds were spent. The requirements outlined in Section 3.1.1 are *minimum* requirements, and all applicants are encouraged to conduct robust outreach and engagement that goes above and beyond these requirements.

To support the practice of robust and meaningful community engagement, RPOSD will provide applicants with Technical Assistance and training on best practices for conducting outreach and engagement. Through the Technical Assistance Program, RPOSD will also establish partnerships with consultants and community-based organizations who can assist cities with their outreach and engagement efforts. To help offset the cost of facilitating outreach and engagement, agencies may advance up to 30 percent of their annual allocation funds, not to exceed $20,000, to apply to community engagement processes. See Section X for policies and guidelines regarding advancing of funds.
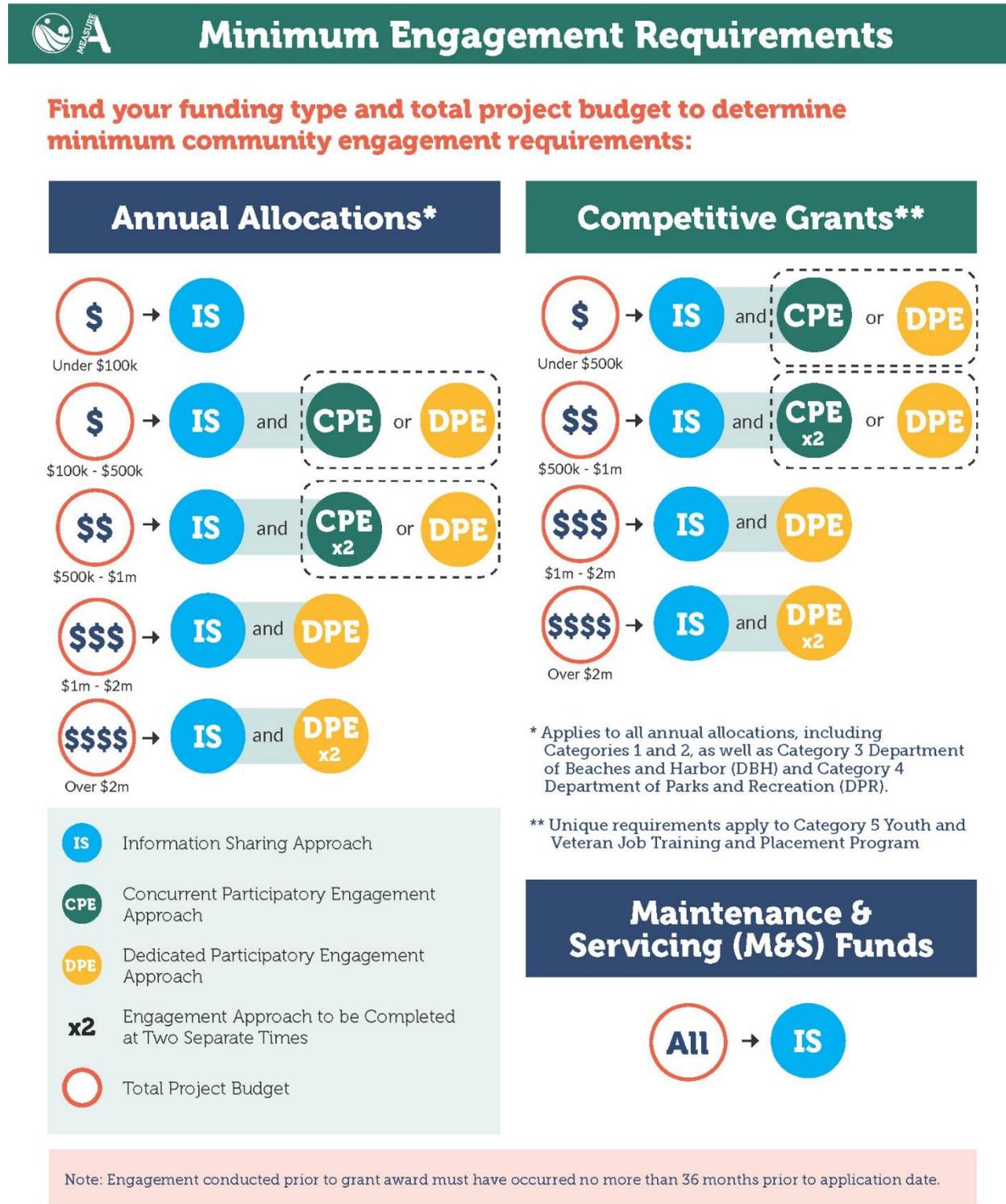
3.1.1 MINIMUM ENGAGEMENT REQUIREMENTS

As shown on Figure 3-3, two metrics are used to determine engagement requirements: award type and total project budget. Each award type (annual allocation or competitive grant) contains project budget size brackets, with each bracket having a specific set of engagement requirements. In general, the larger the budget, the more intensive the engagement requirement. When identifying engagement requirements, applicants should first identify the appropriate award type and then find the applicable project budget size bracket. The required approaches to engagement are described in detail in Section 3.1.2.

Engagement requirements do not mandate when the engagement must occur, as long as it occurs no more than 36 months before the application date or is included within the project scope for future completion. Engagement occurring after the grant award must be implemented according to the reported scope and timeline on the community engagement plan (see Section 3.1.3). As a general rule, the community should be engaged each time critical decisions must be made or when notable changes to the project's scope occur. This may include, but is not limited to:

+ At the onset of the project
+ During design phases
+ During construction

FIGURE 3-1. MINIMUM ENGAGEMENT REQUIREMENTS

Minimum Engagement Requirements

Find your funding type and total project budget to determine minimum community engagement requirements:

Annual Allocations*

$ → IS
Under $100k

$ → IS and CPE or DPE
$100k - $500k

$$ → IS and CPE x2 or DPE
$500k - $1m

$$$ → IS and DPE
$1m - $2m

$$$$ → IS and DPE x2
Over $2m

Competitive Grants**

$ → IS and CPE or DPE
Under $500k

$$ → IS and CPE x2 or DPE
$500k - $1m

$$$ → IS and DPE
$1m - $2m

$$$$ → IS and DPE x2
Over $2m

* Applies to all annual allocations, including Categories 1 and 2, as well as Category 3 Department of Beaches and Harbor (DBH) and Category 4 Department of Parks and Recreation (DPR).

** Unique requirements apply to Category 5 Youth and Veteran Job Training and Placement Program

Legend:

IS — Information Sharing Approach

CPE — Concurrent Participatory Engagement Approach

DPE — Dedicated Participatory Engagement Approach

x2 — Engagement Approach to be Completed at Two Separate Times

○ — Total Project Budget

Maintenance & Servicing (M&S) Funds

All → IS

Note: Engagement conducted prior to grant award must have occurred no more than 36 months prior to application date.

Although the timing is not specified, some projects are required to engage the community at least two times, as indicated by the "x2" symbol on Figure 3-3. Changes to project budgets may trigger additional engagement requirements if the updated budget falls into a different bracket. RPOSD may withhold reimbursements until appropriate engagement has been conducted.

All applicants are required to submit a community engagement plan as part of their application. The community engagement plan should describe all outreach and engagement conducted and/or describe all plans to engage the community in the future. Supporting documentation is required of all applicants. Additional information on supporting documentation and evaluation of engagement can be found in Section 3.1.3.

3.1.1.1 ANNUAL ALLOCATIONS

This section applies to engagement requirements for annual allocations to individual jurisdictions under the Community-Based Park Investment Program and the Neighborhood Parks, Healthy Communities & Urban Green Program. It also applies to annual allocations to the Department of Beaches and Harbors, Department of Parks and Recreation, and County Cultural Facilities Grant Program identified in funding Categories 3 and 4.

There are five project budget brackets for annual allocation funds: under $100,000; between $100,000 and $500,000; between $500,000 and $1,000,000; between $1,000,000 and $2,000,000; and over $2,000,000. The required approach to community engagement is determined by total project budget, not the total available allocation.

For example, if an agency receives an annual allocation of $150,000 and has plans to fund three different projects with budgets of $50,000 each, the required engagement is based on the $50,000 project budget. Engagement must be conducted for each project, however, t avoid fatiguing community members, engagement efforts may be combined for projects with concurrent timelines, as long as there is equal opportunity to learn about and discuss each of the projects being funded.

The stated requirements do not apply to projects addressing infrastructure improvements that are required by law to ensure health, safety, and/or accessibility. These types of projects should not be avoided, regardless of community input. Therefore, the Information Sharing engagement approach is the minimum engagement requirement, regardless of the project budget. Applicants will be required to submit documentation to describe the specific legal mandate and how the project will bring a site into legal compliance. For projects that involve mandated infrastructure improvements *and* capital improvements that include the development of new amenities or acquisition of land, all agencies/organizations must follow the standard engagement requirements shown in Figure 3-3 and described throughout this section.

3.1.1.2 M&S ALLOCATIONS

The 2016 Parks Needs Assessment identified approximately $12 billion in deferred maintenance needs throughout the County. RPOSD recognizes the urgency in addressing these needs, many of which pose as potential threats to health and safety. In an effort to expedite the process of improving existing park conditions, agencies are given greater leniency in expending M&S funds without seeking community

support. The minimum engagement requirement for Maintenance and Servicing projects is Information Sharing, regardless of allocation amount. The frequency of Information Sharing should be consistent with the scale of the project. See section 3.1.2 for best practices for information sharing.

3.1.1.3   ACQUISITION-ONLY GRANTS

Acquisition-only projects may be funded from annual allocations or competitive grants and often involve complex real estate negotiations that may or may not lead to a successful acquisition. These projects may need to approach community engagement with unique considerations such as confidentiality, urgency, and other legal parameters.

Applicants for acquisition-only projects are not required to conduct engagement during the negotiation stage but must implement Information Sharing and Concurrent Engagement approaches, according to the requirements shown on Figure 3-3, as the acquisition moves through the public approval process. Although early engagement is not required for acquisition-only projects, gaining early community support could, in some cases, positively influence acquisitions. Applicants should carefully consider the project dynamics and engage the community as early as possible.

During early Information Sharing, in cases where the parcel(s) of land must be kept confidential during the acquisition stage, it is acceptable to share a general location along with the total acreage, anticipated acquisition cost, and projected project plans. Any acquisition project that also includes the development of land, facilities, or amenities must adhere to the community engagement requirements shown on Figure 3-3 and described throughout this section.

3.1.1.4   COMPETITIVE GRANTS

This section applies to competitive grant programs in Categories 3 and 4, but not to acquisition-only projects as described in Section 3.1.1.3.

There are four project budget brackets for competitive grants: under $500,000; between $500,000 and $1,000,000; between $1,000,000 and $2,000,000; and over $2,000,000. The required approach to community engagement is determined by the total project budget, not the grant award size.

For example, if a grant recipient applies for a grant award in the amount $750,000 for a project with a total budget of $5 million, the recipient must follow the engagement requirements that coincide with the over $2,000,000 bracket. Changes to project scope and budget may trigger additional engagement requirements if the project budget changes brackets. RPOSD may withhold reimbursements until appropriate engagement has been conducted.

As shown on Figure 3-3, projects with larger budgets require engagement multiple times throughout the duration of the project. Where the "x2" symbol is shown, the associated engagement must be conducted at least twice throughout the course of the project. Acceptable engagement has been conducted within 36 months of the application date, or will be conducted as part of the project. All engagement conducted prior to the grant award is also held to the requirements.

Youth and Veteran Job Training and Placement Grant Program

Funding for youth and veteran job training and placement is often most needed by organizations that have limited resources, high demand for services, and often lengthy waitlists. These organizations need to take unique approaches to outreach and engagement in order to avoid misleading potential participants regarding the availability of services.

Applicants for Youth and Veteran Job Training and Placement grants must fulfill Information Sharing community engagement requirements, regardless of project budget. Organizations are expected to continuously conduct outreach to promote programs and resources, especially among high and very high need study areas. In lieu of stringent engagement requirements, Youth and Veteran Job Training and Placement grant scoring criteria closely evaluates the quality of program benefits provided to the intended populations and emphasizes the importance of community partnerships in developing appropriate programs, resources, and services. In cases where these grant funds are utilized to implement park projects, the community engagement requirements for general competitive grants described in Section 3.1.1.4 will apply.

Language Access Requirements

Considering cultural and linguistic sensitivities when conducing outreach and engagement encourages participation from groups of people who typically face barriers to entry and are less likely to be involved in collaborative public processes. To ensure truly inclusive practices, all outreach and engagement conducted for Measure A funded projects must adhere to the language access requirements described in this section. Table 1 identifies the required levels of translation and interpretation services based on the percentage of linguistically isolated populations speaking a given language within a given Study Area.

Detailed methodology for identifying isolated languages is described in Appendix A. Each study area should refer to Appendix A to identify its specific language isolation and Tier requirements.

Table 1. Language Access Tiers and Requirements

TIER 1	**15% or more** of the population is linguistically isolated for any given language	Workshops and any in-person meetings must provide consecutive or simultaneous interpretation services. In addition, all written materials must be translated including, outreach materials, signage, agendas, and all other printed meeting materials.
TIER 2	**5-14.99%** of the population is linguistically isolated for any given language	Key written materials must be translated, including all printed meeting materials and at least one form of outreach. Workshops and any in-person meetings must provide consecutive or simultaneous interpretation services only if a specific request is received.
TIER 3	**1-4.99%** of the population is linguistically isolated for any given language	It is recommended (but not required) that outreach materials and printed meeting materials be translated.

3.1.2   ENGAGEMENT APPROACHES

This section contains guidelines for outreach and engagement and provides a baseline standard for best practices. Through the Technical Assistance Program, all Measure A enrollees will have the opportunity to receive hands-on training, personalized mentoring, and community partnerships to encourage robust engagement and support organizational capacity-building. Some trainings and other aspects of technical assistance may be mandatory. Applicants are expected to adhere to the best practices outlined in this section and throughout the TAP resources. Additional information regarding the Technical Assistance Program can be found in Section X.

Information Sharing (IS)

The intent of the Information Sharing approach is to educate and inform community members of potential and ongoing projects, facility needs and challenges, funding opportunities, and available programs and services. This approach is most effective when implemented along with participatory engagement, not in place of. This approach may also be appropriate for lower-cost projects, which often include maintenance on existing park assets which are deemed essential and often mandated by law, to ensure public health and safety. This approach is required for all award types and budgets and should generally be conducted at each critical stage of a project, as noted in Section 3.1.1.

The IS approach requires applicants to utilize a minimum of three different types of outreach methods, which should be appropriate in scale and type to the particular community being served. Outreach methods refers to the specific way information is disseminated to the community in order to educate them or invite them to engage in further discussions. Acceptable outreach methods include but are not limited to: email blasts, social media, newsletters, publication on a website, distribution of flyers or other printed materials, local and regional print media, local radio and television, door-to-door canvassing, and phone banking. Utilizing any combination of the aforementioned methods will satisfy minimum requirements. Outreach materials should include the Measure A and/or RPOSD logo and other associated branding tools such as slogans and hashtags. Digital files will be available to all grantees.

Applicants will be required to provide supporting documentation to demonstrate which outreach methods were utilized and to identify approximately how many people were reached. RPOSD may require applicants demonstrating unsatisfactory outreach and information sharing to conduct additional outreach and receive additional Technical Assistance before reimbursements will be issued.

Concurrent Participatory Engagement (CPE)

Participatory approaches to engagement seek to build strong, sustainable, authentic partnerships with impacted communities by enabling them to identify their needs and priorities and inform project decisions. The CPE approach allows agencies the flexibility to discuss Measure A funded projects and plans in conjunction with other public meetings or events. This may include but is not limited to: meetings scheduled around community plans, regularly scheduled council and/or commission meetings, or special community events that aim to engage the community and solicit feedback pertaining to spending priorities within a Study Area.

The CPE approach to engagement should occur during the stage(s) of the project which allows community input to be incorporated into project plans to the greatest extent possible. Input that cannot be feasibly incorporated into project plans must be explained to the community in a public forum. CPE for competitive grant awards in the Medium project budget bracket must conduct at a minimum of two CPE events (see Figure 3-3).

Dedicated Participatory Engagement (DPE)

Similar to CPE approach, the DPE approach seeks to build strong, sustainable, authentic partnerships with impacted communities by enabling them to identify their needs and priorities and inform project decisions. However, the DPE approach provides less flexibility and requires that all engagement meetings, workshops, or events be dedicated to discussing project(s) with Measure A funding needs. Unlike the CPE approach, these events must focus entirely on parks and open space projects, plans, or priorities and may not include agenda items that do not pertain to specific projects, plans, or priorities. This is intended to provide more time and focus to allow for robust participation without agenda-based time constraints that may occur in CPE. Examples of acceptable DPE include but are not limited to: pubic workshops or meetings, design charrettes, collective design/visioning, community mapping, model making, and participatory budgeting.

Similar to CPE, the DPE approach to engagement should occur during the stage(s) of the project which allows community input to be incorporated into project plans to the greatest extent possible. Input that cannot be feasibly incorporated into project or plans must be explained to the community in a public forum. DPE for competitive grant awards in the Jumbo project budget bracket must conduct at a minimum of two DPE events (see Figure 3-3).

3.1.3   EVALUATION OF ENGAGEMENT

All applicants are required to submit a community engagement plan as part of their application package. The community engagement plan should describe all outreach and engagement conducted and/or describe all future plans to engage the community. The engagement plan must include the following information to show that minimum requirements have been fulfilled:

+   Dates, frequency, and methods used to share information
+   Scope of planned and/or conducted activities
+   Outcomes reached
+   Language access verification
+   Detailed budget

For engagement that has been completed prior to the application date (no more than 36 months), applicants must submit all supporting documentation at the time of the application. For applicants planning to conduct engagement after the application date (according to submitted engagement plan scope and schedule), supporting documentation must be submitted in order to receive reimbursements. Documentation must support the submitted engagement plan, project scope and schedule. Acceptable supporting documentation includes: vendor invoices, outreach flyers, media ads, and other graphics; sign-in sheets; photos; activity sheets; public comment cards; meeting minutes, staff reports, and other summary documents.

RPOSD may request additional documentation within 4 weeks of submission and may require additional engagement if deemed necessary. Program managers or other District staff may attend randomly selected engagement meetings. Failure to implement the engagement plan as stated could result in a delay of reimbursements and may impact status of good standing with RPOSD. RPOSD may require grantees to attend periodic trainings to improve best practices in outreach and engagement.

Competitive Evaluation Scoring

In all competitive grant programs, applicants will be eligible to receive points for demonstrating robust engagement that goes beyond the minimum requirements outlined in this document. The degree to which applicants are able to score these points will be determined by the quality of engagement according to the guidelines described below. Detailed scoring rubrics for competitive grant evaluation can be found in Section X.

Engage the Community at an Appropriate Time

Although the most appropriate time to engage the community will vary depending on the project type, it is important to ensure that community members have an opportunity to raise questions and offer suggestions that could influence the outcome of the project. Applicants will be evaluated based on the following requirements and best practices:

+   Participants should be engaged during points in the project that allow them the opportunity to identify issues and needs; conceptualize project scopes; establish project goals; assess constraints, challenges, and opportunities; and to benefit from the project outcomes.
+   Appropriate timing may include but is not limited to: the onset of the project; during design phases; during construction; upon project completion; and through ongoing programming.
+   Engagement must have occurred within 36 months of grant application.
+   As part of the community engagement plan, applicants must report all dates of past or planned outreach and engagement. Changes to a project's scope and schedule may trigger additional engagement requirements.
+   Failure to implement engagement at appropriate stages of the project could result in a delay of reimbursements and may impact status of good standing with RPOSD.

Employ Inclusive Outreach Methods

Inclusive outreach should seek to engage people whose interests are affected by the project plans, particularly those groups who typically experience barriers to participation such as ethnic minorities, non-English speakers, and members of low-income communities. Outreach for all engagement approaches should begin at least two (2) weeks prior to any event or major decision. As mentioned above, outreach methods should be appropriate in scale and type to the particular community being served. Acceptable outreach methods include but are not limited to: door-to-door canvassing, phone banking, mailers, distribution of flyers or other printed materials, local and regional print media, local radio and television, surveys and focus groups, email blasts, online newsletters, and social media. All award recipients must employ a minimum of three outreach methods to fulfill the Information Sharing requirement for all awards, regardless of award type or size.

RPOSD will support outreach efforts through social media and web-based platforms if requested at least 4 weeks prior to requested publish date. Outreach materials must be submitted to RPOSD at least 3 weeks prior to requested publish date. As mentioned, outreach materials should include appropriate RPOSD and Measure A branding such as logos, slogans, and hashtags.

Remove Barriers to Access

To maximize opportunities to engage in the public process, applicants should mindfully remove any practical, financial, or cultural barriers to participation. To reduce practical barriers, applicants should: select locations easy to access by multiple modes of transportation; provide childcare services or kid-friendly engagement activities; provide easy to read wayfinding signs; schedule meetings during weekends or evenings; ensure venues provide ADA accessibility; provide adequate audio-visual devices; and provide refreshments if meetings are scheduled close to traditional meal times.

To avoid financial barriers to participation, applicants should: provide free or reimbursed parking; provide free childcare services or kid-friendly engagement activities; and avoid scheduling meeting during traditional work hours. To avoid cultural barriers to participation, applicants should: provide language translation services (as required); utilize culturally relevant messaging; and partner with community-based organizations who are familiar with the community's cultural sensitivities.

Establish and Leverage Community Partnerships

Establishing and leveraging strong, sustainable, and authentic community partnerships can help to center the perspectives of vulnerable communities; encourage inclusive community-based participation; promote shared decision-making; and support agencies with limited organizational capacity. Community organizations can help public agencies improve their quality of engagement by: developing and implementing appropriate outreach materials and methods, facilitating meetings and events, providing translation services, and by providing direct connections to the community to ensure inclusive representation of local values and goals. Financial assistance to fund engagement services provided by community organizations services may be available through the TAP (see Section X).

Incorporate Community Input into Project Plans

Incorporating community input into project plans is essential to building trust and collaborative relationships between public agencies and the communities they serve. Participants should always have a clear understanding of how their feedback will or will not be incorporated into project development and a general understanding of how policies and regulations may influence the project development. Although there are cases when the utility of community feedback may be hampered by fiscal, legal, or other constraints, applicants should allow participants to:

+ Have the opportunity to provide input regarding the location of facilities or amenities
+ Learn about and/or report deferred maintenance concerns
+ Recommend new facility locations and/or amenities
+ Provide design ideas for recreation features
+ Provide design ideas for softscape features
+ Request programmatic changes

As mentioned, it is critical that participants understand how their feedback will or will not be used for project development. Applicants should avoid raising false hopes and soliciting feedback without intent to consider it during project development. For projects with limited ability to genuinely incorporate community input, applicants should focus the conversations on educating and informing the community to ensure they understand the needs, opportunities, and anticipated outcomes. Applicants are encouraged to partner with community-based organizations to help facilitate difficult conversations around unaligned priorities.

Appendix A: Language Access Methodology and Requirements

The best-available data for determining language needs is U.S. Census 2015 American Community Survey (ACS) Table B16001 "Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over." This table reports population data for 39 languages; however, the table has been discontinued at the census tract level for future census counts. The discontinuation of this data source will cause some isolated languages to be grouped together and classified as broad language categories without identifying specific languages. In some cases, this grouping will ultimately underreport isolated languages and create challenges to identifying translation needs. Although other data sources are available, they are not at the census tract-level which is necessary to determine language isolation at the Study Area-level. To avoid losing this important data, Measure A will continue to use the 2015 ACS data to identify isolated languages. It is assumed that no major demographic changes will occur within the first five years of Measure A implementation, given that demographic shifts occur more gradually over time. The District will reassess appropriate data sources and methodology after the 2020 Census data.

Steps taken to calculate linguistic isolation:

1) Sum the attributes of census tracts' centroids that fall within study area boundaries.
2) For each of the 39 languages, calculate the percentage of residents that speak English "less than very well" against the Study Area's population.[1]
3) Using the ranges defined in Table 1, assign languages to the appropriate Tier. Each Tier identifies appropriate levels of translation and interpretation services based on the percentage of linguistically isolated populations speaking a given language within a given Study Area.

Table 1

TIER 1	**15% OR MORE** of the population is linguistically isolated for any given language	Workshops and any in-person meetings must provide consecutive or simultaneous interpretation services. In addition, all written materials must be translated including, outreach materials, signage, agendas, and all other printed meeting materials.
TIER 2	**5-14.99%** of the population is linguistically isolated for any given language	Key written materials must be translated, including all printed meeting materials and at least one form of outreach. Workshops and any in-person meetings must provide consecutive or simultaneous interpretation services only if a specific request is received.
TIER 3	**1-4.99%** of the population is linguistically isolated for any given language	It is recommended (but not required) that outreach materials and printed meeting materials be translated.

Please refer to Table 2 to identify isolated languages by Study Area.

---

[1] Total residents that speak English "less than very well" for language X in a study area divided by the Study Area's total population.

Table 2

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
81	City of Agoura Hills			Spanish
82	City of Alhambra	Chinese	Spanish	Vietnamese
166	City of Arcadia	Chinese		Spanish; Korean
40	City of Artesia		Spanish	Portuguese; Gujarati; Hindi; Indic; Chinese; Korean; Tagalog
53	City of Avalon / Unincorporated Channel Islands North	Spanish		
175	City of Azusa	Spanish		
54	City of Baldwin Park	Spanish	Chinese	Vietnamese; Tagalog
71	City of Bell	Spanish		
114	City of Bell Gardens	Spanish		
100	City of Bellflower	Spanish		Tagalog
167	City of Beverly Hills		Persian	Spanish; Korean; Hebrew
7	City of Bradbury / Unincorporated Bradbury		Chinese	Spanish
176	City of Burbank		Spanish; Armenian	
101	City of Calabasas			Persian
161	City of Carson		Spanish; Tagalog	
184	City of Cerritos \ Unincorporated Cerritos		Chinese; Korean	Spanish; Tagalog
171	City of Claremont / Unincorporated Claremont			Spanish; Chinese
55	City of Commerce	Spanish		

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
142	City of Compton	Spanish		
93	City of Covina		Spanish	Chinese; Tagalog
56	City of Cudahy	Spanish		
172	City of Culver City			Spanish
157	City of Diamond Bar		Chinese; Korean	Spanish; Tagalog
162	City of Downey	Spanish		
143	City of Duarte		Spanish	Chinese; Tagalog
115	City of El Monte	Spanish	Chinese; Vietnamese	
158	City of El Segundo			Spanish
102	City of Gardena		Spanish	Japanese; Korean; Vietnamese
180	City of Glendale - Northside	Armenian		Spanish; Korean
168	City of Glendale - Southside	Armenian	Spanish	Russian; Korean; Tagalog
144	City of Glendora / Unincorporated Glendora			Spanish
41	City of Hawaiian Gardens	Spanish		
145	City of Hawthorne	Spanish		
128	City of Hermosa Beach			
1	City of Hidden Hills			Chinese
72	City of Huntington Park	Spanish		

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
25	City of Industry	Spanish	Chinese	Korean; Vietnamese; Tagalog
116	City of Inglewood	Spanish		
57	City of Irwindale	Spanish		
117	City of LA Arleta - Pacoima	Spanish		
83	City of LA Baldwin Hills - Leimert - Hyde Park		Spanish	
26	City of LA Bel Air - Beverly Crest/ Unincorporated Hollywood Hills			Spanish; Persian
135	City of LA Boyle Heights	Spanish		
129	City of LA Brentwood - Pacific Palisades			Persian
66	City of La Canada Flintridge		Korean	Armenian; Chinese
58	City of LA Canoga Park - Winnetka	Spanish		Persian; Vietnamese; Tagalog
118	City of LA Central City		Spanish; Korean	Chinese; Japanese
59	City of LA Central City North	Chinese	Spanish	Korean; Cambodian; Vietnamese
152	City of LA Chatsworth - Porter Ranch / Unin. Chatsworth / Unic. Northridge / Unic. Conoga Park / Unic Porter Ranch-Oat Mountain		Spanish	Persian; Korean; Vietnamese
136	City of LA Encino - Tarzana		Persian	Spanish; Russian; Hebrew
164	City of LA Exposition Park - University Park - Vermont Square	Spanish		Chinese; Korean
73	City of LA Granada Hills - Knollwood		Spanish	Armenian; Korean; Tagalog
42	City of La Habra Heights			Spanish; Chinese
43	City of LA Harbor Gateway	Spanish		Japanese; Korean; Vietnamese; Tagalog

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
103	City of LA Hollywood - North		Spanish	Russian; Armenian
104	City of LA Hollywood - South	Spanish		Russian; Armenian; Tagalog
137	City of La Mirada		Spanish	Korean; Tagalog
130	City of LA Mission Hills - Panorama City - North Hills	Spanish		Armenian; Tagalog
94	City of LA North Hollywood - Valley Village	Spanish		Russian; Armenian
183	City of LA Northeast Los Angeles - North	Spanish		Chinese; Tagalog
177	City of LA Northeast Los Angeles - South	Spanish	Chinese	
60	City of LA Northridge		Spanish	Chinese; Korean
105	City of LA Palms - Mar Vista - Del Rey		Spanish	Chinese
27	City of La Puente	Spanish		Chinese; Tagalog
95	City of LA Reseda - West Van Nuys	Spanish		Armenian; Persian; Vietnamese; Tagalog
185	City of LA San Pedro / City of LA Port of Los Angeles / Unincorporated La Rambla		Spanish	
84	City of LA Sherman Oaks - Studio City - Toluca Lake - Cahuenga Pass / Unic Universal City			Spanish; Russian
138	City of LA Silver Lake - Echo Park - Elysian Valley	Spanish		Chinese; Tagalog
119	City of LA South Los Angeles	Spanish		
163	City of LA Southeast Los Angeles	Spanish		
169	City of LA Southeast Los Angeles - North	Spanish		
120	City of LA Sun Valley - La Tuna Canyon	Spanish		Armenian; Tagalog

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
139	City of LA Sunland - Tujunga - Lake View Terrace - Shadow Hills		Spanish; Armenian	Korean
96	City of LA Sylmar	Spanish		
61	City of LA Valley Glen - North Sherman Oaks	Spanish		Russian; Armenian
44	City of LA Van Nuys - North Sherman Oaks	Spanish		Armenian
106	City of LA Venice			Spanish
159	City of La Verne / Unincorporated La Verne/ Unincorporated Claremont			Spanish; Chinese
107	City of LA West Adams	Spanish		Korean
146	City of LA West Hills - Woodland Hills \ Unic Conoga Park - West Hills			Spanish; Persian
85	City of LA West Los Angeles			Spanish; Persian; Chinese
67	City of LA Westchester - Playa del Rey / City of LA Los Angeles International Airport			Spanish
147	City of LA Westlake	Spanish	Korean	Tagalog
45	City of LA Westwood / Unincorporated Sawtelle VA Center			Persian; Chinese; Korean
121	City of LA Wilmington - Harbor City / City of LA Port of Los Angeles	Spanish		Korean
68	City of LA Wilshire - Koreatown	Spanish; Korean		Tagalog
108	City of LA Wilshire - West		Spanish	Persian; Korean
153	City of Lakewood / Unincorporated Lakewood		Spanish	Chinese; Korean; Tagalog
69	City of Lancaster - Eastside		Spanish	
122	City of Lancaster - Westside		Spanish	

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
74	City of Lawndale	Spanish		Vietnamese
62	City of Lomita		Spanish	Japanese; Korean; Tagalog
97	City of Long Beach Central		Spanish	Tagalog
165	City of Long Beach East / Unincorporated Long Beach			Spanish
123	City of Long Beach North	Spanish		Cambodian
188	City of Long Beach South		Spanish	Cambodian
154	City of Long Beach West	Spanish		Cambodian; Tagalog
109	City of Lynwood/ Unincorporated Lynwood	Spanish		
75	City of Malibu			
178	City of Manhattan Beach			
76	City of Maywood	Spanish		
77	City of Monrovia		Spanish	Chinese
131	City of Montebello	Spanish		Armenian; Chinese
148	City of Monterey Park	Chinese	Spanish	Japanese; Vietnamese
149	City of Norwalk	Spanish		Chinese; Korean; Tagalog
124	City of Palmdale - Eastside / Unincorporated South Antelope Valley	Spanish		
125	City of Palmdale - Westside		Spanish	
46	City of Palos Verdes Estates			Spanish; Chinese; Japanese

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
140	City of Paramount	Spanish		
132	City of Pasadena - Eastside / Unincorporated Kinneloa Mesa		Spanish	Armenian; Chinese
173	City of Pasadena - Westside		Spanish	Chinese
110	City of Pico Rivera	Spanish		
155	City of Pomona - Northside	Spanish		
150	City of Pomona - Southside	Spanish		Chinese; Vietnamese
170	City of Rancho Palos Verdes			Spanish; Chinese; Japanese; Korean
186	City of Redondo Beach			Spanish
2	City of Rolling Hills			Spanish; Chinese; Japanese; Korean
86	City of Rolling Hills Estates / Unincorporated Westfield			Spanish; Chinese; Japanese; Korean
98	City of Rosemead	Chinese	Spanish; Vietnamese	
156	City of San Dimas / Unincorporated San Dimas			Spanish; Chinese
87	City of San Fernando	Spanish		
111	City of San Gabriel	Chinese	Spanish	Vietnamese
8	City of San Marino	Chinese		Spanish
126	City of Santa Fe Springs	Spanish		Korean
182	City of Santa Monica			Spanish; Chinese
112	City of Sierra Madre			Spanish; Chinese

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
141	City of Signal Hill		Spanish	Cambodian; Tagalog
78	City of South El Monte/ Unincorporated El Monte/ Unincorporated Whittier Narrows	Spanish		Chinese; Vietnamese
88	City of South Gate	Spanish		
89	City of South Pasadena			Spanish; Chinese; Japanese; Korean
28	City of Temple City	Chinese		Spanish; Vietnamese
174	City of Torrance - North			Spanish; Chinese; Japanese; Korean; Vietnamese
181	City of Torrance - South			Spanish; Chinese; Japanese; Korean
3	City of Vernon / Unincorporated Vernon	Spanish		Chinese
133	City of Walnut	Chinese		Spanish; Korean; Vietnamese; Tagalog
160	City of West Covina		Spanish; Chinese	Vietnamese; Tagalog
90	City of West Hollywood		Russian	Spanish
79	City of Westlake Village			
187	City of Whittier		Spanish	
179	Santa Clarita - North		Spanish	
151	Santa Clarita - South		Spanish	
9	Unincorporated Acton/ Unincorporated South Antelope Valley		Spanish	
10	Unincorporated Agua Dulce-Angeles National Forest-Canyon Country			Spanish
47	Unincorporated Altadena		Spanish	Armenian

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
29	Unincorporated Angeles National Forest		Spanish	
127	Unincorporated Azusa	Spanish		Chinese; Tagalog
50	Unincorporated Bassett-West Puente Valley	Spanish		Chinese; Tagalog
91	Unincorporated Castaic		Spanish	
11	Unincorporated Charter Oak Islands		Spanish	Chinese
12	Unincorporated Compton		Spanish	
5	Unincorporated Covina Islands	Spanish		Chinese
4	Unincorporated Covina-San Dimas		Chinese	Spanish; Gujarati
13	Unincorporated Del Aire	Spanish		Arabic
70	Unincorporated East Los Angeles - Northwest	Spanish		
30	Unincorporated East Los Angeles - Southeast	Spanish		
31	Unincorporated East Rancho Dominguez	Spanish		
32	Unincorporated East San Gabriel/ Unincorporated Arcadia	Chinese	Spanish	Vietnamese
80	Unincorporated Florence-Firestone	Spanish		
99	Unincorporated Hacienda Heights-Whittier		Spanish; Chinese	Korean
34	Unincorporated Hawthorne/ Unincorporated Alondra Park		Spanish; Vietnamese	Chinese; Tagalog
14	Unincorporated La Crescenta - Montrose		Korean	Spanish; Armenian
48	Unincorporated Ladera Heights / View Park - Windsor Hills			Spanish

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
35	Unincorporated Lake Los Angeles\ Unincorp Pearblossom\ Unincorp Liano\ Unincorp Valyermo		Spanish	
15	Unincorporated Lennox	Spanish		
6	Unincorporated Leona Valley/ Unincorp Lake Hughes			
36	Unincorporated Littlerock	Spanish		
16	Unincorporated Malibu			Spanish
63	Unincorporated Marina del Rey			Chinese; Arabic
33	Unincorporated Monrovia		Spanish; Chinese	
17	Unincorporated Northeast Antelope Valley		Spanish	
18	Unincorporated Northwest Antelope Valley			Spanish
51	Unincorporated Pellissier Village-Avocado Heights	Spanish		Chinese; Vietnamese
19	Unincorporated Quartz Hill-Lancaster			Spanish
92	Unincorporated Rowland Heights	Chinese	Spanish	Korean; Tagalog
20	Unincorporated San Jose Hills	Spanish		Chinese
37	Unincorporated San Pasqual/ Unincorporated East Pasadena		Spanish; Chinese	Tagalog
38	Unincorporated Santa Monica Mountains/ Unincorporated Triunfo Canyon			Spanish; Korean
134	Unincorporated South Whittier/ Unincorporated East La Mirada	Spanish		
49	Unincorporated Stevenson/Newhall Ranch			Spanish; Korean
52	Unincorporated Sunrise Village-South San Gabriel-Whittier Narrows	Chinese	Spanish; Vietnamese	Korean; Tagalog

ID	Study Area Name	TIER 1: Language(s) with Isolation of 15% or greater	TIER 2: Language(s) with Isolation of 5 to 14.99%	TIER 3: Langage(s) with Isolation of 1 - 4.99%
64	Unincorporated Topanga Canyon / Topanga			Spanish; Chinese
39	Unincorporated Valinda	Spanish		Chinese; Vietnamese; Tagalog
21	Unincorporated Walnut Park	Spanish		
22	Unincorporated West Athens-Westmont	Spanish		
23	Unincorporated West Carson		Spanish	Japanese; Korean; Tagalog
24	Unincorporated West Rancho Dominguez	Spanish		
65	Unincorporated West Whittier - Los Nietos	Spanish		
113	Unincorporated Willowbrook	Spanish		