



Charter School Performance Summary

Charter School:	La Causa Charter School	Contract Term:	2016-17 to 2020-21
Grade Levels:	K4 – 8	Date:	September 18, 2020
Contract Max FTE:	810	September Enrollment Count:	698

Introduction

MPS follows the principles and standards for contracting, performance evaluation and compliance monitoring established by the *National Association of Charter School Authorizers*. The Charter School Performance Summary rates a school’s performance in three broad areas: **Academic Performance**, **Financial Performance**, and **Organizational Performance**. The performance summary is *one* of the review and evaluation components used as the basis for charter renewal recommendations.

For additional information regarding the contract renewal decision-making process and timeline, see the document, “Charter School Performance Evaluation and Contract Renewal Procedures.”

Performance Ratings

Each of the three performance areas as well as each of the individual performance standards will be given a rating of either:

Met the Standard	Did Not Meet the Standard
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The overall rating for each section and the renewal recommendation is completed via collaboration and consensus by the MPS Charter School Contract Review Team after the team’s review of the School Performance Summary, Application for Renewal, and site visit.

Academic Performance

Academic Performance Standards:		
1	WSAS Reading	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in reading that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
2	WSAS Mathematics	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
3	WSAS English / Language Arts (ELA)	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English / Language Arts (ELA) that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
4	WSAS Writing	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in writing that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
5	WSAS Science	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
6	WSAS Social Studies	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades in all MPS schools.
7	Attendance Rate	Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools.
8	Mobility Rate	Achieve a mobility rate of pupils in Charter School that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools.
9	Stability Rate	Achieve a stability rate of pupils in Charter School that is the same as, or higher than, the stability rate of pupils in corresponding grades in all MPS schools.
10	Promotion Rate Grades 4 and 8	Achieve a percentage of pupils promoted from grades 4 and 8 in Charter School that is the same as, or higher than, the percentage of pupils being promoted from corresponding grades in all MPS schools.
11	AMO	Meet or exceed the state's minimum Annual Measurable Objective (AMO) requirements.
12	ELL WSAS Reading	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in reading that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades and comparable ELL student populations in all MPS schools.
13	ELL WSAS Math	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in mathematics that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades and comparable ELL student populations in all MPS schools.
14	ELL WSAS ELA	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in English Language Arts (ELA) that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades and comparable ELL student populations in all MPS schools.
15	ELL WSAS Writing	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in writing that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades and comparable ELL student populations in all MPS schools.
16	ELL WSAS Science	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in science that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades and comparable ELL student populations in all MPS schools.

17	ELL WSAS Social Studies	Achieve a percentage of pupils in Charter School scoring proficient or advanced on the Wisconsin Student Assessment System (WSAS) tests in social studies that is the same as, or higher than, the percentage of pupils scoring proficient or advanced in corresponding grades and comparable ELL student populations in all MPS schools.
18	Gap Closure	Demonstrate a school average gap closure that meets or exceeds the district target from fall to spring in reading and math as demonstrated by the universal screener.

Objective Measures for Academic Performance:

Met the Standard	Did Not Meet the Standard
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Standard	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20
1. WSAS Reading	WSAS Reading is combined with WSAS English Language Arts (ELA).			
2. WSAS Mathematics	NO School = 10.8% District = 15.9%	NO School = 14.3% District = 16.5%	NO School = 13.6% District = 16.6%	NA Due to COVID-19 School Closures
3. WSAS English/Language Arts (ELA)	NO School = 16.1% District = 20.9%	NO School = 18.1% District = 19.6%	NO School = 16.6% District = 19.0%	NA Due to COVID-19 School Closures
4. WSAS Writing	WSAS Writing is combined with WSAS English Language Arts (ELA).			
5. WSAS Science	NO School = 19.4% District = 21.2%	YES School = 27.2% District = 22.4%	NO School = 18.9% District = 23.0%	NA Due to COVID-19 School Closures
6. WSAS Social Studies	NO School = 15.6% District = 24.0%	NO School = 25.3% District = 25.9%	YES School = 25.1% District = 25.0%	NA Due to COVID-19 School Closures
7. Attendance Rate	YES School = 93.4% District = 91.1%	YES School = 93.4% District = 90.6%	YES School = 92.4% District = 90.2%	YES School = 92.4% District = 90.9%
8. Mobility Rate	YES School = 1.8% District = 11.3%	YES School = 4.4% District = 10.2%	YES School = 2.2% District = 9.8%	YES School = 4.0% District = 8.8%
9. Stability Rate	YES School = 91.5% District = 77.4%	YES School = 88.7% District = 80.0%	YES School = 85.8% District = 79.7%	YES School = 92.0% District = 88.3%
10. 4 th and 8 th Grade Promotion	4th Grade: YES School = 100% District = 99.6% 8th Grade: YES School = 100% District = 99.7%	4th Grade: YES School = 100% District = 99.6% 8th Grade: YES School = 100% District = 99.7%	4th Grade: YES School = 100% District = 99.6% 8th Grade: YES School = 100% District = 99.7%	4th Grade: YES School = 100% District = 99.9% 8th Grade: YES School = 100% District = 99.8%
11. AMO	AMO is no longer calculated.			
12. ELL WSAS Reading	WSAS Reading is combined with WSAS English Language Arts (ELA).			
13. ELL WSAS Math	NO School = 5.5% District = 8.0%	YES School = 9.7% District = 8.3%	NO School = 5.6% District = 7.2%	NA Due to COVID-19 School Closures

14. ELL WSAS ELA	NO School = 3.1% District = 6.1%	YES School = 4.7% District = 4.7%	YES School = 6.3% District = 4.8%	NA Due to COVID-19 School Closures
15. ELL WSAS Writing	WSAS Writing is combined with WSAS English Language Arts (ELA).			
16. ELL WSAS Science	YES School = 13.8% District = 8.0%	YES School = 14.1% District = 8.3%	YES School = 12.1% District = 8.8%	NA Due to COVID-19 School Closures
17. ELL WSAS Social Studies	NO School = 3.4% District = 9.3%	YES School = 11.8% District = 11.3%	YES School = 16.5% District = 11.9%	NA Due to COVID-19 School Closures
18. Gap Closure (district goal = -10%)	YES Reading = -26.3% Math = -28.0%	YES Reading = -11.8% Math = -14.1%	YES Reading = -12.3% Math = -10.5%	NA Due to COVID-19 School Closures
Percentage of Standards Met by Year	46% MET 54% DID NOT MEET	77% MET 23% DID NOT MEET	70% MET 30% DID NOT MEET	100% MET 0% DID NOT MEET

School's Comments to Academic Performance Measures:

(Schools may respond to performance measures, submit additional information, and/or address areas of strength and/or challenge identified in the Academic Performance section. Additionally, schools should include statements and evidence reflecting areas of improvement related to Academic Performance.)

To effectively improve student success in reading, we identified the areas of strength and weakness that directly or indirectly impact reading achievement. The most glaring issue we found was that the balanced literacy framework was not embraced or understood by all teachers and the reading curriculum was outdated. We purchased the McGraw-Hill literacy curriculum which is based on the balanced literacy framework. This curriculum is scripted which supports our new teachers in teaching it with fidelity.

The teachers were trained on using the curriculum during the initial adoption. There was a series of five professional development sessions that were differentiated for teachers according to grade levels. The curriculum training was coupled with extensive year-long professional development on the balanced literacy framework. We then adopted a large selection of leveled books from Fountas & Pinnell to be used during guided reading. Teachers were trained on how to administer running records, group students according to their reading comprehension levels, and identify the areas in reading where individual students struggled the most, then address those areas through specific reading strategies. We transitioned to the new curriculum in the middle of the 2018-2019 school year. It is not unusual to see a slight dip in student performance during a transition year.

We also addressed language acquisition by adopting a 50/50 dual language model. With this model, students learn to read and write in Spanish and English simultaneously. Therefore, literacy is taught in Spanish for one week and English the next week, and so on. All materials including leveled books are available in both languages. Assessments are conducted in the targeted language. In order to balance and optimize language acquisition, social studies instruction is taught in Spanish, while math and science are taught in English.

The next crucial factor identified as impacting student achievement has been the lack of consistent native-language models as teachers. We have succeeded in providing our students with native Spanish-speakers and native-English speakers as dictated by our dual language program. Native-Spanish speaking teachers teach those subjects that are primarily taught in Spanish, and native-English speaking teachers teach those subjects that are primarily taught in English.

The other factor effecting student success is the need for math, science and social studies to be bridged to the language that is not the language of instruction. For example, math and science are taught in English but the vocabulary is bridged to Spanish. Social Studies, which is taught in Spanish, is bridged to English through vocabulary lessons and incorporating English as appropriate in small groups.

Math instruction has been fortified by implementing guided math groups. Teachers assess students and group them according to mastery of math skills. Small group instruction is incorporated daily into the math block. The major

factor impacting math achievement is English language proficiency. By addressing the need for bilingualism through the 50/50 dual language model, we will be able to improve student academic English proficiency. English proficiency has a direct impact on students understanding and ability to solve word problems. Building English capacity from K4 will increase student English language proficiency, thus increasing student ability to successfully navigate word problems.

Science instruction will be positively impacted with the new science series adoption for the 2020-2021 school year. The new curriculum is based on Next Generation Science Standards and is phenomena based. It is designed to build critical thinking, problem-solving, and inquiry skills. It scaffolds questions in order to support student understanding and allows for cross-curricular connections. For example, students delve into literacy by doing tasks to build evidence and arguments and they delve into math as they create graphs and models.

Financial Performance

Financial Performance Standards:

1	Financial Audit	Charter school provides for an annual financial audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	Budget Accounts	Charter school expends and accounts for funds in a manner consistent with the provisions of the charter school contract. Expenditures in any category of the school's annual budget did not deviate by more than 10%, unless mutually agreed upon between MPS and the charter school.
3	Financial Accounting	Charter school expends and accounts for funds in accordance with the federal guidelines set forth in Office of Management and Budget OMB Circular(s), A21, A87, or A122 Circular.
4	Financial Records	Charter school maintains all financial records in compliance with state and federal guidelines and with Generally Accepted Accounting Principles and Standards. Charter school's financial records are consistent with the provisions of the charter school contract.
5	Budget Deficit	When charter school anticipates a revenue shortfall or deficit from operations, or upon request of MPS, charter school submits within 30 days contingency plans for such revenue shortfalls in accordance with provisions of the charter contract. Plans to manage deficits or other contingencies are explained.
6	Financial Reporting	Charter school complies with all the financial reporting as outlined in the charter contract.

Objective Measures for Financial Performance

Met the Standard	Did Not Meet the Standard
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Standard	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20
1. Financial Audit	YES	YES	YES	YES
2. Budget Accounts	YES	YES	YES	YES
3. Financial Accounting	YES	YES	YES	YES
4. Financial Records	YES	YES	YES	YES

5. Budget Deficit	YES	YES	YES	YES
6. Financial Reporting	YES	YES	YES	YES
Percentage of Standards Met by Year	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET

District's Comments to Financial Performance Measures:

Financial Audits:

2016-17 School Year:

- Unmodified opinion on audited financial statements
- No material weaknesses identified
- Unmodified opinion on audited federal awards
- No budget deficit

2017-18 School Year:

- Unmodified opinion on audited financial statements
- No material weaknesses identified
- Unmodified opinion on audited federal awards
- No budget deficit

2018-19 School Year:

- Unmodified opinion on audited financial statements
- No material weaknesses identified
- Unmodified opinion on audited federal awards
- No budget deficit

2019-20 School Year:

- Unmodified opinion on audited financial statements
- No material weaknesses identified
- Unmodified opinion on audited federal awards
- No budget deficit

School's Comments to Financial Performance Measures:

(Schools may respond to performance measures, submit additional information, and/or address areas of strength and/or challenge identified in the Financial Performance section. Additionally, schools should include statements and evidence reflecting areas of improvement related to Financial Performance.)

La Causa strives to ensure that each of its division is financially successful and that contractual obligations are met. La Causa maintains positive cash flow and is committed to providing financial services to support all programs.

Organizational Performance

Organizational Performance Standards:

1	Annual Performance Audit	Charter school provides for an annual performance audit consistent with the provisions of the charter school contract. There are no material, unresolved, and/or repeat findings.
2	Educational Program	Charter school operates the educational program consistent with description contained in the charter school proposal approved by the Milwaukee Board of School Directors and equips all classrooms with all materials, equipment and supplies required to implement the educational program.
3	School Governance	Charter school governance structure and reporting requirements are consistent with provisions of the charter school contract.

4	Parental Involvement	Charter school employs methods to ensure parental involvement consistent with the provisions of the charter school contract.
5	Title I Requirements	Charter school complies with all of the rules and regulations applicable to Title I funding requirements consistent with federal law and the provisions of the charter school contract.
6	Employee Qualifications and Human Resources Provisions	Charter school complies with all state statutes and provisions of the charter school contract relative to the qualifications and hiring of individuals employed in the school. This includes, but is not limited to, ensuring that all instructional staff hold a current and appropriate license or permit issued by the Wisconsin Department of Public Instruction and background screening for both employees and volunteers.
7	Health and Safety	Charter school complies with all district policies and all local, state and federal laws, codes, rules and regulations that apply to public schools pertaining to health and safety consistent with the provisions of the charter school contract.
8	Pupil Admission and Enrollment Policies, and Records Retention	Charter school complies with provisions of the charter school contract regarding admissions requirements, pupil enrollment, racial and ethnic balance, and pupil records retention. Charter school adheres to state and federal laws and contract provisions related to nondiscrimination and statutory requirements, nonsectarian status, and pupil tuition and fees.
9	Special Education Compliance	Charter school complies with all of the requirements of the Individuals with Disabilities in Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. School provides a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, planning educational programs, and implementing placements in accordance with those Acts.
10	Transportation and Nutrition Services	Charter school adheres to all provisions of the charter contract relative to transportation and nutrition services.

Objective Measures for Organizational Performance

Met the Standard	Did Not Meet the Standard
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Standard	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20
1. Annual Performance Audit	YES	YES	YES	Due February 2021
2. Educational Program	YES	YES	YES	YES
3. School Governance	YES	YES	YES	YES
4. Parental Involvement <i>(school provides see note)</i>	YES	YES	YES	YES
5. Title I Requirements	YES	YES	YES	YES
6. Employee Qualifications and Human Resources Provisions	YES	YES	YES	YES
7. Health and Safety	YES	YES	NO	NO

8. Pupil Admission and Enrollment Policies and Records Retention	YES	YES	YES	YES
9. Special Education Compliance	YES	YES	YES	YES
10. Transportation and Nutrition Services	YES	YES	YES	YES
Percentage of Standards Met by Year	100% MET 0% DID NOT MEET	100% MET 0% DID NOT MEET	90% MET 10% DID NOT MEET	90% MET 10% DID NOT MEET

Unmet Organizational Standard	District's Comments to Unmet Organizational Standard	School's Response to Unmet Organizational Standard
Health and Safety (Immunization State Requirement is 99.9%)	<ul style="list-style-type: none"> • 2016-17 school year - 100% compliant • 2017-18 school year - 99.9% compliant • 2018-19 school year - 99.7% compliant • 2019-20 school year- 97.7% compliant 	Several factors have contributed to the slight decline in meeting the immunization standard for the last two school years. The 2019-2020 school year presented a combination of scenarios that hindered reaching 99.9% compliance. Approximately 25% of the students not in compliance enrolled right before or after schools went to virtual learning for the year. The rest of the students' parents did not respond to multiple email messages and/or phone calls made by the School Nurse and/or Administrative Assistant.
District's Comments to Organizational Performance Measures:		
La Causa's performance and compliance audits have been compliant throughout the contract term.		
La Causa has a diverse board of directors that has a positive impact on the students and families of La Causa, Inc.		

School's Comments to Organizational Performance Measures:
<i>(Schools may respond to performance measures, submit additional information, and/or address areas of strength and/or challenge identified in the Organizational Performance section. Additionally, schools should include statements and evidence reflecting areas of improvement related to Organizational Performance.)</i>
To meet the immunization standard, we will incorporate home visits after three attempts via email or phone calls, to the home of parents who do not provide the necessary documentation to be in compliance with the Health and Safety standard.

Parental Involvement:

La Causa Charter School prides itself on involving parents as much as possible in the education of their children. We have traditionally hosted a back to school night where parents and students meet the teacher prior to the first day of school. Parents are in continuous contact with their child's teacher through email and ClassDojo. Our teachers take pictures of their students and post pictures and comments for parents to see throughout the course of the school day. A weekly electronic newsletter is sent home through ClassDojo, email or hard copy (upon request), to keep parents abreast of school events and news. Monthly parent meetings focus on academics as well as valuable topics generated by the parents. Muffins with Mom and Donuts with Dad focus on bringing parents into the classroom to take part in math and reading activities with teachers showing parents how they can support their child's learning at home. On a Saturday morning in December, we celebrate with families by providing breakfast, partaking in games, and hosting a visit from Santa. In April, we celebrate "The Day of the Child" with an evening of dining, games, and performances. Padres Comprometidos is a program that fosters strong connections between Latino parents and their child's school, focusing on building a better understanding of the public-school system in the United States. Parents come to understand the academic requirements needed for college, they develop goals to ensure their child attends college, and they learn how to better promote learning at home. We also host a Spring and Fall Festival where our school community comes together for a night of camaraderie between the families and the staff. Our concerts bring our community together to enjoy our student performances three times a year. We are very proud of the Parental Outreach Program hosted by our K4 teachers, who plan and execute 105 hours of parent involvement throughout the course of the year. Our parents remain very active in their child's learning by actively participating with students who are part of the robotics team and regularly attending field trips as a chaperone.

Exhibits

The following exhibits may be attached, but not limited to, as documented evidence of performance ratings:

1. Appendix A
2. Application for Renewal
3. Pupil Academic Achievement Report (PAAR)
4. Performance and Financial Audits
5. Information from MPS departments regarding Organizational and Financial Performance Standards

Renewal Recommendations

Charter school renewal decisions are based on a thorough analysis of a comprehensive body of objective evidence. Information and data from the following components are used in the renewal decision-making process:

- Charter School Performance Summary –
Academic, Financial and Organizational Performance Standards
- Application for Renewal
- School Site Visit

Overall school performance ratings and renewal recommendation will be made via collaboration and consensus. Following a review and analysis of this information, the MPS Charter School Contract Review Team will recommend one of the following renewal options:

Renewal Options	Eligibility
<p><i>Full-term Renewal</i></p> <p><i>Term of five years</i></p>	<p>To be eligible, schools must be in the last year of the contract term and have achieved the following:</p> <p style="padding-left: 40px;">There is a strong and compelling record of evidence that the school consistently met or exceeded the performance standards in the areas of Academic Performance, Financial Performance, and Organizational Performance.</p> <p><u><i>Guidelines for Recommending Five-Year Renewal:</i></u></p> <ul style="list-style-type: none"> • The Team determines that a school merits <i>Met the Standard</i> ratings in the performance areas. • A school that receives mixed ratings may be recommended for a full five-year renewal term if sufficient additional evidence obtained from the school's Application for Renewal and School Site Visit make this a credible recommendation.
<p><i>Short-term Renewal</i></p> <p><i>Term of up to three years</i></p>	<p>To be eligible, schools must be in the last year of the contract term and have achieved the following:</p> <p style="padding-left: 40px;">There is a strong and compelling record of evidence that the school met or exceeded a considerable number of the performance standards in the areas of Academic Performance, Financial Performance, and Organizational Performance and/or shows continuous, meaningful improvement toward meeting the performance standards.</p> <p><u><i>Guidelines for Recommending Three-Year Renewal:</i></u></p> <ul style="list-style-type: none"> • The Team determines that the school primarily merits <i>Met the Standard</i> ratings or demonstrates continuous and meaningful improvement in the performance areas. • A school that receives mixed ratings may be recommended for a three-year renewal term if evidence obtained from the school's Application for Renewal and School Site Visit make this a credible recommendation.

<i>Non-Renewal / Revocation</i>	<p>The school does not apply for renewal or the school's academic, financial, and/or organizational performance results do not meet defined standards and are deemed unsatisfactory. This would result in a recommendation for non-renewal/revocation.</p> <p><u><i>Guidelines for Recommending Non-Renewal / Revocation:</i></u></p> <ul style="list-style-type: none">• The Team determines that the school primarily merits <i>Did Not Meet the Standard</i> ratings in the performance areas.• A school that receives mixed ratings may be recommended for non-renewal/revocation if evidence obtained from the school's Performance Summary, Application for Renewal, and School Site Visit make this a credible recommendation.
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