

**Charter School Proposal to Milwaukee Public Schools
La Causa Charter School – Appendix A**

1) The name of the person who is seeking to establish/~~renew- this~~ a charter school.

~~David A. Espinoza, former CEO and President, La Causa, Inc.,~~ George A. Torres, ~~current~~ CEO & ~~and~~ President of La Causa Inc.

2) The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided.

~~Ms. Maria Ayala-Smith is the Director of Education of La Causa Charter School. She had been the principal of the school from August of 2010 to June of 2013 and is currently the Director of Education. She will conduct and direct the day-to-day management and operations activities of the school. In her role as Director of Education, she will provide leadership in the areas of curriculum and instruction, supervise school administrators, teachers and other school staff, and oversee services to students and families. Mrs. Yolanda Valdes is the Principal of La Causa Charter School. She had been the principal of the school since August of 2018. She conducts and directs the day-to-day management and operations activities of the school. In her role as Principal, she provides leadership in the areas of curriculum and instruction, supervises school administrators, teachers and other school staff, and oversee services to students and families.~~ She will work in cooperation with the school's Academic Leadership Committee and the La Causa, Inc. Board of Directors, and ~~report directly to be supervised and accountable to~~ the President and CEO

3) A description of the educational program of the school.

La Causa Charter School ~~is authorized for enrollment of 810 will serve 820~~ children in grades K4 through 8th grade. The educational program of our charter school will ~~be consistent with address~~ the Milwaukee Public Schools Strategic Plan ~~following by developing~~ an educational program that ~~will~~ reflects high standards for the achievement of every student. Through a ~~curriculum~~ framework that is aligned with ~~Wisconsin~~ the Department of Instruction (DPI) and ~~best educational practices~~ state standards and assessments and MPS accountability standards, instructional plans are constantly being adjusted to assure that students are prepared to meet and/or exceed state ~~standards and local and the MPS 4th and 8th grade academic performance benchmarks. -promotion requirements.~~

~~Our La Causa Charter~~ School uses the flexibility afforded by its charter status to utilize a variety of teaching, learning, and assessment strategies designed to promote measurable improvements in student achievement ~~as well as and the achievement of the charter school~~ MPS and DPI and ~~state~~ standards for learning and development. As a result of students' educational experiences in the bilingual developmental program ~~at La Causa Charter School~~, students leaving the 8th grade are bilingual in Spanish and English. All 8th grade students are well prepared to meet the challenges of a high school education, post-secondary educational experiences, and the demands of entry-level employment opportunities. Family satisfaction ~~with La Causa Charter School~~ is measured by surveys, parents' continued enrollment of their children ~~in La Causa Charter School~~, and family involvement in a variety of home, school, and community education-related activities.

~~La Causa Charter School is a community of learners.~~ Children, parents, teachers, administrators, staff, and other stakeholders in the school community all value learning as a critical societal goal for improving the quality of life for all members of the community and participate in teaching and learning activities that help the school to grow as a high achieving learning community. The La Causa Charter School design incorporates ~~two~~ unique strategies ~~to for~~ helping all ~~of its~~ students ~~to~~ achieve academic success, high levels of learning. While all ~~children students~~ in the district are eligible to attend La Causa Charter School, ~~we it is are located located in in~~ a predominantly Hispanic neighborhood, ~~and thus those~~ thus attracting families families are that are excited attracted to by our bilingual programs. - To meet that need, ~~we La Causa Charter School~~ provides a challenging, ~~D~~developmental ~~B~~bilingual program for students in grades K4 through grade 8. All students enrolled in this program learn to speak, read, write, and become academically proficient in two languages, English and Spanish. Also, in 2017-18, we proudly added a comprehensive “Dual Language” program that now enables non-Spanish speaking students to learn Spanish as a second language. The implementation of this program was born from a strong desire and request from many families that were third and fourth generation Hispanics that have assimilated to their surroundings and lost some or never acquired their native language skills, thus now do not have the skill needed to pass it along to their children and would now like to re-engage with the culture/roots.

~~The second unique strategy that~~ Another important part of our curriculum involves our La Causa Charter School uses to promote high levels of achievement for all students is our Fine Arts, Science, and Vocational Education Technology (FAVE) program curriculum (FAST). ~~These is courses program~~ revolves around project-based learning that ~~essentially~~ creates an environment that naturally allows students to be more active and engaged in their own learning process. Programs within our “Careers in Technology” such as Robotics, Project Lead the Way, LAUNCH Lab, and Computer Science courses ~~all~~ expose our students to intellectually challenging situations that, once successfully achieved, allow our students to build basic yet vital foundations that attain tremendous boosts ~~in~~ confidence and prepare and provides exposure to some non-traditional career paths that they may never explored. Our ~~FAVE ST~~ program provides ~~our~~ students with an opportunity to be innovative life-long learners and opens the door to more meaningful curriculum. These courses, combined with our Fine Arts, such which as includes Physical Education/Health, ~~Video Production~~, Music, and Art help our students explore subjects at greater depth and aid in the with development ing-of critical thinking skills. Students are given opportunities to utilize background knowledge and researching abilities to become independent learners. ~~through the process of idea development and improvement~~

Our open enrollment policy admits all students, including students with special educational needs, interested in attending a school with a bilingual/multicultural and Fine Arts, Science and Technology focus. Special Needs students are taught according to IDEA regulations, including the development of individual educational plans with the involvement of family members, and the use of teachers specifically credentialed to serve students with special needs. ~~The use of Developmental Bilingual education model, allows the school to provide a wide range of challenging educational experiences for all students by providing opportunities to learn that include a focus on core academics (reading, language arts, science, mathematics, social studies, civics), English and Spanish language acquisition, music and fine arts, science and technology.~~

The Dual Language Program is a framework that focuses on students becoming bilingual and biliterate. Students learn simultaneous in English and Spanish through our 50/50 model. Learning to read and write in Spanish and English daily, acquiring math concepts and skills in English with math vocabulary being bridged to Spanish daily and developing critical thinking skills as they learn Social Studies concepts in Spanish and Science concepts in English, will lead to balanced bilingualism for all students.

~~The Developmental Bilingual education program uses the skills and talents of fully bilingual licensed teachers and teacher assistants who are trained in the delivery of effective bilingual instruction. Teaching staff include English as a Second Language (ESL) teachers lead by an ESL Coach. The Developmental Bilingual educational program model enables all children enrolled, regardless of language and educational background, to participate fully in challenging and meaningful learning activities that incorporate the language, culture, and heritage of each student into learning activities. Our Dual Language Program is unique in that native language-speaking teachers in Spanish and English deliver instruction, serve as authentic language models and implement specific second language acquisition strategies to all students. For the intermediate grade levels where the Dual Language Program is yet to roll-up to, ESL teachers support English Learners through a push-in or pull-out model. ESL teachers co-teach with classroom teachers as needed by the level of English acquisition of the students they serve. The Dual Language Program enables students who are native English speakers to enroll in the program through the end of First Grade. Native Spanish-speaking students can enroll and participate fully in the dual Language Program.~~

Every child is provided a variety of ways in which they as individual learners can achieve successful learning outcomes. All students are assumed to have “talents and gifts” and families and teachers are encouraged and supported in their efforts to help children identify their gifts, talents, strengths, and special interest areas. Students have access to opportunities to learn and growth-promoting experiences that allow them to fully explore and realize their talents. An in house Data Analyst is responsible for constantly monitoring student academic performance and then provides the school leadership as well as teachers important information that is then used to help develop individual student learning strategies. Students are assessed in both Spanish and English to determine if they have mastered the needed language skills, academic content, and bilingual language development as outlined in our outcomes. - Frequent and on-going collection and review of student data enable all students to receive educational supports based upon their individual needs and, as a result, ensures that all students attain at a minimum, basic level proficiencies in all subject areas. , Students requiring additional support to achieve mastery of the state, local, and school-based standards of learning, receive tutoring and other extended learning support tailored to their needs, as needed.

A summer school program also allows students to stay on track with their learning targets. Teaching and learning activities are aligned with state and local standards and school-identified learning goals; ~~that and~~ respond to individual student learning plans and needs. Students are not socially promoted but rather every student ~~does~~ receives the time and support resources needed to successfully achieve their learning goals, leading to timely grade promotion and graduation.

~~Staff also includes any combination of teacher assistants, ESL teachers, a librarian, specialized teachers for science, technology, music, and art, a Social Worker, a Student Services Specialist, an educational Psychologist, and a Family and Community Engagement Specialist. All staff receive on-going training on skills needed in a multicultural, bilingual educational environment that will help them learn to effectively incorporate the cultural and linguistic backgrounds of all learners into student development and learning goals and activities. Every bilingual classroom has a fully licensed bilingual teacher. Staff also includes any combination of teacher assistants, ESL teachers, a librarian, specialized teachers for science, technology, music, and art, two school counselors, academic coaches, a social worker, and the services of an educational psychologist. All staff receives on-going training on skills needed in a multicultural, bilingual educational environment that will help them learn to effectively incorporate the cultural and linguistic backgrounds of all learners into student development and learning goals and activities.~~

On-going high quality professional development opportunities help promote continuous improvement in teacher skills in classroom management and instruction, and enhanced roles for teachers within the schooling community, including leadership roles. Teachers play a leadership role in the implementation of the school's educational program, in the development and implementation of on-going school improvement strategies, and in their own professional development.

Teacher effectiveness is measured and assessed on an on-going basis and is measured in large part by the academic growth and success of their students. Teachers have opportunities both to work individually and in partnership with other teachers. Because teachers are provided with ~~all~~ ~~of~~ the resources needed to support high levels of instruction and student learning in a bilingual educational environment, teachers are expected to accept responsibility for the failure of their students. Based on evaluations, teachers must develop plans along with their evaluator that improve their practice and learning outcomes for their students. Plans for improvement are then monitored closely and teachers are rewarded and/or redirected for their progress or lack, thereof.

Professional development occurs on a regular basis ~~both in and outside of the classroom~~. It is developed in response to needs identified through review of individual student learning plans, student assessments, performance data, teacher evaluations, teacher requests, and teacher improvement plans. Mentoring and coaching by master teachers and peer teachers is also included into all professional development programs. School schedules include scheduled time to work independently and with other teachers on problem-solving, curriculum development, planning, skill-building, and other teaching/learning improvement activities. Teachers receive training and support for working effectively with ~~the culturally and linguistically~~ diverse families and familiarize themselves with their student's communities ~~in order to~~ utilize them as part of the learning community.

Parents play an integral role in their students' academic success. - Parents have access to bilingual services and supports that enable them to be strong and effective in their role as parents and effective partners with the school. Parents will: Serve as equal partners in positions of leadership and decision-making in school governance activities,

- Participate in the family entry interview and inventory process to provide important information about their children and families to the school so that- their children are placed in the appropriate program
- Ensure that their children are prepared for and attend school every day,
- Seek help from the school and other service providers so that they can adequately meet the many needs of their families, including nutrition, health, safety, and for before and after school care,
- Work closely with the school to identify parent's needs for and participate in parenting education and other parent training/development/learning activities,
- Work in partnership with their children's teachers to support their children's learning in the classroom, in the schooling environment, and at home,
- Work in partnership with the school, their children's teachers, and administration to positively manage student behavior,
- Participate in Parent/Teacher conferences with their children's teachers to receive and share information about their children's educational progress, and
- Receive and initiate regular communications from and to the school about educational and schooling concerns.

~~The La Causa Charter~~ School leadership develops strong partnerships with area businesses and individual members of the community who have an interest in supporting partnering with the school to provide resources and expertise designed to help the school meet its educational and development goals. Members of the community are recruited and appointed to serve on the School Governance Council. ~~Staff La Causa Charter School~~ collaborates and coordinates services and activities with the community in support of students, families, and school staff. Business partnerships are developed to provide students with internships and career exploration opportunities.

4) The methods the school will use to enable students to attain the educational goals under 118.01 (see the following):

- Every student and their family will participate in ~~surveys~~ that identify the needs of the students.
- Learning goals and standards and the high expectations for student development and learning will be clearly explained articulated to students and their families using the student handbook, regular communication with parents ~~in a language and form~~ that is easily understood, parent teacher conferences, and school events.
- The school organization ~~holds consistently expresses to~~ all students to high expectations for achievement, learning, and development, ~~and acts accordingly.~~
- The school ~~culture organization~~ provides a respectful, caring, and nurturing environment for all students, families, and colleagues; along with a -at all times, and the schooling environment that is will be orderly and peaceful.
- A project-based curriculum- incorporates on-going opportunities for students to:
 - engage in research-based learning (using technology, book/publication-based, and other information resources),
 - learn to use a variety of problem-solving methods,

- design and execute ~~scientific-based educational~~ experiments and projects, including designing and conducting surveys and other data-gathering activities, analyzing information and data, and developing and presenting oral, visual, and written reports
- Engage in collaborative and independent learning activities.
- Smart Boards, Clever Touch monitors, and computers ~~in the classroom and labs~~ provide all students with opportunities to develop skills and knowledge about new and changing technology computer science, learn how to use various software programs, learn to conduct research and information gathering, and opportunities to practice and that -enhances reinforce classroom learning and supports weak skill areas.
- ~~A Developmental Bilingual education instructional program provides practice in both English/Spanish in all subject areas, ensuring that Spanish dominant students have access to the same challenging and meaningful learning opportunities that English dominant students have, leading all students, regardless of language background, to high performance levels. The Dual Language Program in K4 through fourth grade provides instruction in both English and Spanish within a 50/50 language allocation model. Reading and writing is taught in both languages, math and science are taught in English with vocabulary bridged to Spanish, while social studies is taught in Spanish and vocabulary is bridged to English. Students in grades fifth through eighth continue to learn in a Developmental Bilingual Program.~~
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- ~~The school uses proven, research-based bilingual reading, writing, and language arts programs in the bilingual program in all grades. Reading, writing, and language arts learning are integrated into all areas of study so that children have reading, writing, and language arts experiences throughout the day. All grades consist of one 90 minute block per day of reading, writing, and language arts and science/social studies instruction. Grades 3 through 8, reading instruction in the bilingual classrooms are taught two weeks in English and two weeks in Spanish. The school uses proven, research-based instructional strategies for second language learners in reading, writing, and language arts. Reading, writing, and language arts is integrated in all curricular areas throughout the day. All instruction takes place within four 90-minute blocks per day in the following content areas: reading, writing, and language arts; math; science/social studies and FAST classes, which include classes in Careers in Technology. All instruction in grades K4 through fourth grade is within the Dual Language Program framework. Literacy instruction happens in both English and Spanish daily.~~
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- ~~Learning objectives incorporate hands-on and community service learning projects for students in all grades. Learning objectives are driven by Wisconsin Academic Standards.~~
- Field-trips, multicultural events and activities, and school celebrations include families and the larger community, reinforcing learning and important educational values promoted by families and the school.
- School-to-career exploration and development activities in partnership with parents, community-based organizations, and businesses are provided to all students.
- Student government and leadership development activities and opportunities provide students with hands-on opportunities to learn about and participate in leadership and other civic duties.
- ~~Lower grades teachers K4-K5 teachers~~ use a variety of research-based-successful early childhood learning models and practices that have proven to enhance learning outcomes in the early grades, including but not limited to:

- Looping in the lower grades provides benefits to the students, teachers, and parents because of the stability and continuity in teaching and learning experiences during the early schooling years.
- The use of developmentally appropriate practices ensure that learning activities are appropriate to children's stages of growth, development, and learning and that also reflect appropriate cultural messages and standards for development and learning.
- A research-based focus on early language and literacy development for bilingual language learners. This aspect of the educational program uses a holistic approach that includes well-trained early childhood bilingual education teachers, high quality reading materials and literature, reading circles, phonics, phonemic awareness, early writing activities, extensive opportunities for students to practice their reading skills using a variety of learning to read strategies, and abundant opportunities for students to learn and practice their oral language skills. The early childhood bilingual reading and language development program uses best practices in bilingual education to ensure that students are on track to develop academic-level language proficiency in two languages. Close attention is paid to students struggling to master early language and literacy concepts and skills and students will be targeted with appropriate additional support and services.
- Smaller class sizes in the primary grades improve student development and learning outcomes.
- In the elementary and middle school years (grades 4-8), successful elementary and middle school development and learning experiences are promoted ~~through the~~ using e the of best educational practices for elementary- and middle school-~~age~~ students:
 - Learning goals and performance standards are clearly explained articulated and students learn how to assess their own work against the learning goals and performance standards. Students continue to expand their responsibility for their own learning.
 - Teachers and parents expect high quality work from students and are provided the necessary supports to enable all students to produce high quality work.
 - Teachers are trained and the school provides an appropriate reading and language arts curriculum for elementary and middle school students that supports a high level of reading and language arts proficiency for students in a developmental bilingual education program. Struggling readers in the elementary and middle school are identified and provided with additional resources to attain and surpass grade level skills. Reading and language arts will be integrated into all areas of the elementary and middle school curriculum.
 - ~~All students are prepared to take algebra by the 8th grade and accelerated mathematics opportunities are available to all students. Our goal is for students to take algebra by 8th grade. High achieving students receive differentiated instruction, thus ensuring mastery of above grade level skills.~~
 - Students begin their preparation for participation in advanced placement programs and courses in all subject areas during the middle school grades.
 - Students and their families are provided support and help in opportunities to exploring e different high school options. They also are provided with opportunities to begin planning for college and other postsecondary education experiences and ~~will~~ have opportunities to visit local college campuses and camps.
 - ~~Teachers have expert knowledge in their subject area and knowledge and understanding of child development, teaching, and learning as relates specifically to preadolescent and~~

~~adolescent children. These teachers receive on-going professional development opportunities in their areas of concentration and interest, targeting effective strategies and techniques for working with middle-school students. Teachers are expected to be experts in their subject area and to command knowledge and understanding of child development, implementation of best practice strategies in student engagement and assessment and a willingness to bond with their students. Our teachers receive on-going professional development as it relates to increasing student learning and student achievement.~~

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- ~~○ The middle school has created a personalized environment that supports each student's intellectual, ethical, social, and physical development.~~
- Students are provided opportunities to explore a rich variety of topics and interests ~~in~~ **order** to develop their identities, discover and demonstrate their own competencies, and plan for their futures.
- The school provides age-appropriate extracurricular activities through our "After School Program" so that **all** students can explore and participate in a variety of fun and interesting activities outside of the classroom including sports related activities.
- The use of block scheduling provides more concentrated time for deeper learning, fewer daily transitions, , choices for teachers to make around how they deliver instruction, opportunities for teachers to spend more time getting to know and understand the learning styles and needs of a fewer number of students, increased opportunities for teachers to engage in professional development and planning independently and in collaboration with their colleagues. Students are provided opportunities to explore a rich variety of topics and interests to develop their identities, discover and demonstrate their own competencies, and plan for their futures
- ~~Attention is paid to transition issues as children prepare to transition between key grade levels. Support for transitioning between key grade levels will focus on family readiness and children's academic and social/emotional readiness to move forward in their educational program:~~
 - ~~○ Transition activities focus on preparing families and their children as they move out of child care experiences for their 4K and 5K schooling experiences; familiarizing families with the expectations for their involvement in schooling related activities and their child's development and learning across the preschool and primary grade years, and; ensuring that teachers have the information they need to create challenge and continuity for each child in their learning experience during those early years.~~
 - ~~○ Attention to transition issues also focus on children's transitions from grade 3 to grade 4, ensuring that children are ready to transition from a learning to read focus to a reading to learn focus in their learning programs.~~
 - ~~○ Attention to transition issues focus on children's transitions from the elementary program (grade 4) into the middle school program, with a focus on ensuring that 4th graders are prepared to meet the district promotion standards and that they are academically and socially and emotionally ready for the increased academic requirements of the middle school program.~~
 - Attention to transition issues for 8th graders is focus on preparing them to meet the 8th grade promotion standards and for their transition to high school. The school provides age-appropriate extracurricular activities through our "After School Program" so that students

can explore and participate in a variety of fun and interesting activities outside of the classroom including sports related activities.

- The use of block scheduling provides more concentrated time for deeper learning, fewer daily transitions, the ability to implement whole group, small group, and one-on-one instruction daily, opportunities for teachers to bond with students and identify students' learning styles. Block scheduling also increases the facilitation of differentiated professional development. Common plan time facilitates grade level articulation focusing on meeting the diverse academic, social, and emotional needs of the students. Emphasis is placed on both high achieving students as well as struggling learners.

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5) The method by which pupil progress in attaining educational goals under 118.01 will be measured.

Students are provided with learning opportunities to enable them to master the skills and academic content outlined in 118.01, State Educational Goals and Expectations. Specifically, students enrolled in the developmental bilingual program are expected to master basic skills in reading, language arts, and mathematics in two languages. All students, as a result of because of their learning experiences, are expected to develop analytic, critical thinking, and problem solving skills. Students are expected to learn a broad body of scientific knowledge that includes the natural, physical, and biological sciences and technological skills that includes computer science, coding, and programming. Through their learning and practical experiences, develop a deep knowledge, understanding, and appreciation for a healthy lifestyle that includes attention paid to mental health, physical health, hygiene, and nutrition. Students learn about personal and community safety issues and will be familiar with resources in their community that may be helpful in the future. they can call on in times of need.

La Causa Charter School participates in all state and local assessment activities as required, including new assessment measures resulting from Every Student Succeeds Act. To promote good assessment outcomes, all assessment activities will be closely aligned with curriculum and learning goals and the state standards, so that what is measured in the assessments is what children have been taught and have had opportunities to learn to basic, proficient, and advanced levels. Teachers use a variety of assessment strategies to measure student's on-going progress to meeting learning goals. These assessments may be developed by teachers, the school collectively, administrators, consultants, or selected off-the-shelf. Assessment strategies may include such strategies as performance-based assessments, portfolio assessments, assessments that measure English and Spanish language development, and end of course assessments.

6) The governance structure, including the method to be followed by the school to ensure parental involvement.

La Causa Charter School operates using a five-tier governance structure. ~~The~~ La Causa, Inc., a 501 (-c) (3) governed by a Board of Directors, is the contracting authority. The agency President and CEO is responsible for providing leadership in executing and ensuring the school is meeting all ~~of its~~ expected financial, performance, and academic objectives. The day-to-day oversight and supervision of the schools is delegated to the Principal Director of Education.

The Board of Director's Academic Leadership Committee is the advisory committee charged with working with the President and CEO and Principal as well as the Director of Education in helping guide the school's performance.

7) Subject to sub.(7)(a) and (am) and 118.9(1) and 121.02(1)(a)2, the qualifications that must be met by the individuals to be employed in the school.

All teachers hired ~~to teach at La Causa Charter School~~ must meet DPI licensure requirements. ~~In addition, La Causa Charter School allows fully credentialed teachers that are hired with subject area credentials to apply for and obtain the special charter school credential that allows them to teach out of field, if they exhibit special talents and skills and/or can prove their competency to teach in the out of field subject area. As a charter school, La Causa Charter School can hire teachers that hold a bachelor's degree in subject area contingent upon passing a state approved content knowledge exam for that subject area.~~

All agency and school staff are required to undergo health screenings and criminal background checks that are conducted by Milwaukee Public Schools and the agency prior to being hired.

8) The procedures that the school will follow to ensure the health and safety of the pupils.

- All teachers are required to participate in the Positive Behavioral Interventions and Support (PBIS) program to promote a positive, proactive, non-violent school environment.
- Parents and school staff share in the implementation of a home-school behavior management program with techniques that will guide appropriate student behaviors and choices that support healthy personal development and promote group learning and interaction.
- The School meets all health and safety standards as set forth by state and district laws and regulations.
- All students receive annual health, vision, and dental screenings and services and will receive vouchers, if available, for free eyeglasses.
- A full time nurse currently works with children who are mildly ill and offers parents classes on health and nutrition.
- There is a security entrance to the school building that is fully staffed during the school day. Visitors to the school must sign in and be admitted through electronically secured doors.
- The school has a full-service kitchen/cafeteria and all students are provided a nutritious breakfast, lunch, and supper.
- Students are provided with activities that address health, nutrition, hygiene, and personal safety to teach children to make good choices for their own health and safety where they can and to know how to access family and community resources when needed to promote their own health and safety.
- Teachers and other school staff are required to complete health and criminal background checks, including pre-employment drug screening, before being hired.
- Parents have access to education programs that support family health and safety.
- The school will works in cooperation with community-based health and safety providers and agencies to address school and community health and safety concerns.
- Students and teachers are trained in peer mediation and conflict resolution skills and students will be active participants in the reduction of conflict in the schooling environment.

- Following guidance from the Department of Public Health, Centers for Disease Control and Prevention, and MPS Reopening Plan, La Causa Charter School has developed health safety protocols to allow for virtual learning. A strong emphasis will be placed on practicing good hygiene which includes wearing a mask, keeping six feet of separation, frequent hand washing and sanitization of the building.

9) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.

~~The majority of s~~Students applying for and being admitted into the program are predominantly of Hispanic heritage ~~students~~ due to the location of the school. However, La Causa Charter School ~~will~~ has always ~~accepted~~ all children regardless of their race, ethnicity, or disability.

Our marketing strategy promotes the school as a warm welcoming program that embraces all culturally and linguistically diverse students with a focus on multicultural education that meets the needs of linguistically diverse student populations and a strong family and community-based involvement and connections. The school attracts families and students who are seeking:

- A bilingual, multicultural education program that has high expectations for the achievement of all students,
- Individualized attention for educationally at-risk students,
- A bright, warm, and welcoming school environment that is clean and well-maintained both in and out, with state of the art technology equipment for students including computers, laptops, tablets, Smart Touch TV's and much more. Fun outdoor space, clean bright classrooms, and safe and comfortable amenities such as air-conditioning ~~Warm, welcoming, and caring environment for students and families,~~ and
- Comprehensive, supportive services for students and their families designed to ensure a successful educational experience for all family members.
- -Because La Causa Inc. is a multi-faceted agency, we are in a unique position to provide ancillary support services to our students and families through our Early Education & Child Center, Crisis Nursery & Respite & Center, and Social Services, as well as other help and support by way of our partnerships with agencies such as United Way, New Threads of Hope, The Bader Foundation, and many others.

10) The requirements for admission to the school.

The school ~~has no does not impose~~ entrance requirements ~~and is inconsistent~~ with all MPS policies and guidelines for student admissions, ~~and expulsions, should they occur, follows MPS policies and guidelines.~~ There are no special eligibility requirements and all students, ~~including s~~Students with special learning needs and disabilities are encouraged to apply. Students will be admitted on a first-come, first-served basis. Once maximum enrollment capacity has been achieved, students are admitted using a lottery system. Siblings of currently attending students receive priority for enrollment under the lottery.

Should we attract students from outside of the City of Milwaukee, they will be added through the Open Enrollment process and/or the 220 program. All students enrolled in our school are recorded in the MPS student data base. We also maintain confidential student records in

accordance with state student records law, section 118.125 of the Wisconsin statutes, and the federal family educational rights and privacy act (FERPA) 20 U.S.C. 123g.

11) The manner in which the annual audits of the financial and programmatic operations of the school will be performed.

La Causa, Inc. has a fully staffed financial department, including a Chief Financial Officer who reports to the President and CEO and is responsible for all financial oversight. The agency also has a Finance and Audit committee that is comprised of members from the agency's Board of Directors. The agency also relies on the financial support and advice of an independent outside audit firm. As such, the organization is well equipped to conduct financial management and oversight of the charter school, including any audits that are required. The school complies with all MPS audits requirements and government auditing standards.

12) The procedures for disciplining pupils.

- La Causa Charter School adheres to MPS board policies concerning the expulsion of students.
- ~~The school has developed and implemented a policy for the disciplining of students. The policy is based on the schools values and expectations for student behavior, the discipline process, and consequences for student misbehaviors. Parents and students are informed of the discipline policy and process and have explicit roles in the disciplinary process. La Causa teachers, staff, and students strive to create a caring, cooperative environment where everyone treats each other with respect and dignity. La Causa Charter School employs the MPS Code of Conduct, Rights, Responsibilities and Discipline guidelines. Students are responsible for their own behavior and are expected to abide by the Code of Conduct, as well as by other school and classroom rules that help maintain a positive learning environment.~~
- Students will:
 - Follow all district policies and the rules of their classrooms.
 - Work towards academic achievement by attending school and classes regularly, bringing classroom materials including books, pencils, and paper, and completing all assigned class work.
 - Always communicate respectfully with all staff members.
 - Resolve conflicts and disputes respectfully.
 - Respect the rights and property of others while going to and from school, at all school-related activities, at bus stops, and on buses.
 - Act responsibly with school property and replace or reimburse the school for lost or damaged school property, including books, technology devices and equipment.
 - Refrain from making threats of violence, joking about violence, or starting rumors of violence against the school, staff, or students.
- Teachers, staff, students, and families are trained in peaceful conflict resolution and problem-solving strategies.
- The school has established and maintained a peaceful, caring, and respectful schooling environment for all members of the school community.
- Students and teachers are trained in peer mediation and conflict resolution so that they become active participants in the reduction of conflict in the schooling environment.

13) The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

- Many public school options exist for students in the Southwest region where this charter school is located. Students may choose to apply to any of these schools that they are eligible to attend.
- ~~Once enrollment targets have been achieved, students are assigned to waiting lists and referred back to other charter school/choice/neighborhood school enrollment options in the District~~ Once enrollment targets have been achieved, students are assigned to waiting lists.

14) A description of the school facilities and the types and limits of the liability insurance that the school will carry.

La Causa Charter School- operates ~~out of~~ two campuses, the Kindergarten Academy ~~is~~ located ~~at 809 West Greenfield Ave. on 8th and Greenfield~~ and the Main Campus ~~is~~ located ~~at 1643 South 2nd Street on 2nd and Mitchell~~. The buildings are in full compliance with all applicable building codes and are approved for use as a school ~~and both~~. They are fully handicap accessible ~~to individuals with disabilities~~. The 65,000 sq. ft. Main Campus built in 2001 includes a full production service kitchen, cafeteria, a playground with age appropriate equipment, and a spacious ~~a~~ indoor school gym. A new parking lot was added in 2020 that now provides 52 on-site parking spaces for our employees and visitors. The building is also fully air-conditioned. The Kindergarten Academy is equipped with a service kitchen, cafeteria, and a playground with age appropriate equipment. La Causa Charter School will adhere to all federal, state, and local state laws ~~and MPS board and regulations policies pertaining regarding to~~ health and safety standards as well as ~~and to the State's and MPS's~~ insurance and risk management requirements.

15) The effect of the establishment of the charter school on the liability of the school district.

La Causa Charter School adheres to all applicable ~~local, state, and~~ federal, state, and local laws, ~~codes, rules,~~ and regulations and to the MPS Board's insurance and risk management requirements. La Causa board members and charter school officers comply with the MPS Board's Code of Ethics on ~~and~~ Gifts and Solicitations. No agent, board member, officer, employee, volunteer, contractor or subcontractor ~~of La Causa~~ shall by virtue of their association with La Causa Inc. Charter School be deemed an agent, board member, officer, employee, volunteer, contractor or subcontractor of Milwaukee Public Schools for any purposes whatsoever.

16) Indicate whether the proposed charter school will be an instrumentality or non-instrumentality.

La Causa Charter School is a non-instrumentality school, ~~as such, La Causa Charter School has full carry-over authority.~~

17) School year that the charter status is requested to begin/renew.

La Causa Charter School has been successfully operating since 2003 and is requesting an extension for a five year term beginning in the 2021-2022 school year.

18) Length (1 to 5 years) of contract sought.

La Causa, Inc. respectfully is requesting a 5-year charter extension. school contract.