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Submission ID 58512 Received for Appendix A: Initial Application Form

1 message

noreply@madisonk12wius.myenotice.com <noreply@madisonk12wius.myenotice.com>Fri, Aug 14, 2026 at
6:11 PM

To: tjmccray@madison.k12.wi.us



You've got a new form submission!

Appendix A: Initial Application Form**Submission Date:** 8/14/2026 6:11 PM**Name of Organization:** One City Schools, Inc. #2**Year Founded:** 2014**Name of Primary
Applicant - First Name:** Kaleem**Name of Primary
Applicant - Last Name:** Caire**Telephone:** 6085312128**Email Address:** kaleem@onecityschools.org**Do you currently
operate a school?:** Yes**Is your school::** Conversion**If you selected
conversion, what type of
conversion school
would you propose?:** Converting from one authorizer to another

Is your charter school a virtual school?: No

Where exactly would the school be located?: [1707 W. Broadway, Monona, Wisconsin 53713](#) (on the Border of Madison/Monona)

What academic school year would the school first open?: 2028-2029

Are you applying for a charter with any other authorizers this year?: Yes

We have submitted an application to reauthorize One City Preparatory Academy for another five-year contract with the Universities of Wisconsin Office of Educational Opportunity as our current contract, which began in 2022-23, expires on June 30, 2027. We applied to extend the contract from 2027-28 through

List the authorizer(s) you are applying with.: 2031-32. The Director of the OEO knows we are applying for OCPA to be a charter of MMSD, and is supportive. Their process for deciding on our contract is one month (April 30, 2027) after the deadline for MMSD's Board of Education to approve a contract with One City (March 30, 2027). If MMSD approves our contract, then OEO would discontinue our application with them.

Have you applied for authorization of this concept to any authorizer before?: Yes

Describe the current charter School Proposal Committee (Proposal Development Team and/or Planning Group) and any supporting partners.: One City Schools, Inc. has convened a Charter School Proposal Committee to lead the conversion of One City Elementary School from authorization by the Universities of Wisconsin Office of Educational Opportunity to authorization by the Madison Metropolitan School District Board of Education. The Committee is chaired by Kaleem Caire, Founder and Chief Executive Officer of One City Schools, Inc. COMMITTEE MEMBERS Kaleem Caire: Founder and Chief Executive Officer, One City Schools, Inc., Committee Chair. Founded One City in 2014 and has led the organization through the authorization and opening of One City Preschool, One City Elementary School, and One City Preparatory Academy. Gail Wiseman: Chief of Staff, External Relations, and Interim Chief People Officer, One City Schools, Inc.

Lead coordinator for the application and primary staff liaison to the District. Scott Haumerson: Chief Financial Officer, One City Schools, Inc. Maria Dyslin: Chief Academic Officer, One City Schools, Inc. Carl Hampton: VP of Government Relations and Policy, One City Schools, Inc. Natalia Navarro: Chief Operating Officer, One City Schools, Inc. Ayodeji Ogunniyi: Director/Principal, One City Preparatory Academy. James Howard: Chair, One City Schools, Inc. Board of Directors. Shante Hawkins: Parent of a currently enrolled One City Preparatory Academy scholar who is a resident of the Madison Metropolitan School District. Kane McDermott: Classroom teacher, One City Preparatory Academy. Current resumes for each Committee member are being compiled and will be submitted with the Original Proposal.

SUPPORTING PARTNERS AND DISCLOSED AFFILIATIONS One City discloses the following affiliated entities to ensure the District has a complete picture of the organization from the outset: One City Schools Foundation, a 501(c)(3) that raises funds in support of the schools; One City Advocates, Inc., a 501(c)(4) that engages in public policy advocacy and is legally and operationally separate from school operations; and the One City Broadway property entities, which own and manage the Pleasant T. Rowland Campus facility and 13.5 acres of grounds. If MMSD's Board authorizes One City Preparatory Academy as an instrumentality charter school, One City will structure the relationships among these entities as District counsel deems appropriate, including a clear separation of advocacy activity from the operation of a District school. Educational and community partners supporting the school include: EL Education (for K-8 only); the Wisconsin Center for Education Research and the UW Evaluation Collaborative at the University of Wisconsin–Madison, which have conducted an independent longitudinal evaluation of One City since 2019 and issued its most recent report in July 2025; the University of Wisconsin–Madison, Edgewood College, Wisconsin Association of Independent Colleges and Universities, and Madison College, with whom One City partners to prepare teachers, paraprofessionals, and nursing students; the University of Florida Literacy Institute (UFLI) and Project Read for teacher and tutor training, and scholar

literacy development; Root To Rise and Big Brothers Big Sisters of Dane County for in-school mentoring; Families and Schools Together (FAST) for family engagement; Own It, Inc., a resource for homeownership and wealth-building education for our One City families and staff; and the Boys and Girls Clubs of Dane County, whose Taft Street club adjoins One City's Fisher Street site. One City intends for the Madison Metropolitan School District to become the Committee's most important partner in this process. We are requesting the full allocation of consultative hours available under Policy 10000, and we will participate in every consultation session the District offers.

Statement of proposed school Propose: One City Preparatory Academy already exists. It has served Madison children since 2022 as a tuition-free public charter school authorized by the Universities of Wisconsin Office of Educational Opportunity. We are not proposing a new school, but a change in who authorizes, oversees, and stands behind the school our families already chose. We propose this conversion because One City and the Madison Metropolitan School District serve the same children and share a mission, and because partnering, rather than competing or being seen to compete, better serves our scholars, families, and community. In 2025-26, 94% of One City's scholars were children of color, 70% lived in economically disadvantaged households, and 81% lived within MMSD boundaries (Source: 2025 Third Friday of September Pupil Count and PowerSchool). The Office of Educational Opportunity opened a door when no other was open and gave our founding families a school that would not otherwise exist. That partnership did exactly what it was created to do. What has changed is the opportunity before us: a proven school, a shared mission, and a District ready to build together. Authorization by MMSD would place our scholars fully inside the system their neighbors attend, give them the District's capacity a few miles away, and advance our founders' dream of working with MMSD to improve outcomes for all Madison students. We have always wanted to partner with MMSD rather than sit adjacent to it. Instrumentality status would make One City Preparatory Academy unambiguously a Madison public school: operated in partnership with One City Schools, Inc., accountable to

the Madison Board of Education, staffed by District employees, and collaboratively integrated into District special education, student services, transportation, nutrition, data, and professional learning infrastructure. It would also give MMSD the practices and partnerships that have made One City Elementary and Preparatory Academy leaders in academic growth in Wisconsin and Dane County, with student populations that have not traditionally achieved such outcomes. This is a win for MMSD, One City, and the City of Madison.

HOW THE SCHOOL DIFFERS FROM EXISTING DISTRICT SCHOOLS

One City Preparatory Academy brings the District four things it does not operate at scale. First, a two-generation model. One City works closely with parents and extends wraparound support to our scholars' families. Family programming, adult learning, and household support are built into the school, not bolted onto it. Second, substantially more instructional time. One City Preparatory Academy has operated a longer instructional day and school year than the traditional calendar, the single most underutilized best practice in American public education, used for years with the students for whom it matters most. We have had to suspend it beginning in 2026-27 due to resource constraints; MMSD could bring it back if the desire and resources are there. Third, a Community Ecosystem Network. One City coordinates academic, health, enrichment, mentoring, business, and civic partners around each scholar as a designed system, not a set of referrals. MMSD would gain our world-class tutoring and tutor training model, which aligns fully with the literacy model our teachers use daily, our Anji Play model in 4K, and our integrated partnerships and advocacy support. Fourth, an extended literacy practice where reading is taught, and interventions are provided, through the middle school grade. Through Project Read AI and the UFLI Upper Midwest Training Hub, One City supports thousands of classrooms and educators across Wisconsin, the Midwest, and beyond. That is District-scale capacity within a small charter school.

HISTORY WITH AUTHORIZERS

The Office of Educational Opportunity (OEO) first authorized One City in 2018 and reauthorized it for five years in 2023. One City Preparatory Academy was authorized in 2022 and is undergoing reauthorization, with a decision

expected in April 2027. Before that, One City's leadership met with MMSD Superintendent Jennifer Cheatham, but we didn't have sufficient support to advance our proposal for an MMSD-authorized charter. We are returning because circumstances, leadership, evidence, and relationships have changed, and because Superintendent Gothard and Mr. Caire have concluded that partnership serves Madison's children better than parallel operation. The OEO is aware of and supportive of One City pursuing charter school status with MMSD. WHAT ONE CITY AND MADISON GAIN, STATED PLAINLY It would be less than candid to call this a one-way benefit. One City would gain special education and student services capacity we cannot build alone; back-office, transportation, and nutrition infrastructure; and a funding structure that lets our leadership focus on instruction rather than raising millions a year to keep the doors open. MMSD would also gain some measure of property tax relief, and recapture state and federal funds

Statement of proposed VISION One City Prep Academy exists so that every
school Vision: child who walks through its doors leaves 8th grade ready to succeed in a rigorous college and career preparatory program in high schools. We believe children rise to the expectations adults hold for them, that families are partners rather than audiences, and that a school is strongest when it is woven into its community. One City Schools' mission is to cultivate future leaders for our community and the world, while seeding a new model of public education that ensures children and teens are on track to succeed in a college or career preparatory program. One City Prep Academy carries out that mission in grades 6 to 8, and holds itself to four measurable commitments: (1) that our scholars achieve annual academic growth that places the school among Wisconsin's highest-growth middle schools; (2) that the gap between our scholars' grade-level proficiency and the statewide average narrows year over year; (3) that our scholars have early exposure to learning opportunities about college and careers starting in 6th grade, and (4) that every scholar's family is a participating partner in their learning. Each is verifiable: growth against the Wisconsin Department of Public Instruction (DPI) School Report Card growth percentile; proficiency using Forward Exam and interim assessment results,

disaggregated by student group; and family partnership , measured by participation data. We propose these as the substance of the accountability provisions in a charter contract and welcome the District setting the bar. Our philosophy rests on four commitments. Children need more time on task than the traditional calendar provides, so we have extended the school day and year (until 2026-27 due to resource constraints). Children learn most durably when learning is purposeful, so instruction is organized around extended, standards-aligned learning expeditions that culminate in real work for real audiences. Early literacy is not one subject among many but the gateway to every other subject, so we teach reading using structured, evidence-aligned methods, and we intervene early and intensively through fifth grade. And children do not learn well when the adults around them are struggling, so we work directly with families and households. The model draws on the science of reading and the structured literacy research underpinning the University of Florida Literacy Institute (UFLI) approach, for which One City operates the Upper Midwest Training Hub; on the extended learning time literature showing gains concentrated among students furthest from grade level; on EL Education's evidence base for project-based, standards-aligned learning expeditions; on Teach Like A Champion's classroom management and character development standards; on an engaging STEM program built on external partnerships; a world-class tutoring program in reading and mathematics; and on two-generation intervention research in early childhood and family engagement, including the FAST family engagement model. One City's own model has been the subject of an independent longitudinal study by the University of Wisconsin-Madison Center for Education Research and UW Evaluation Collaborative. Its July 2025 report, based on interviews with scholars and parents conducted between March 2024 and January 2025, is available now and will be submitted with the Original Proposal. We are not asking the District to take our word for the model; we are asking it to review the independent evaluation. EVIDENCE THE MODEL WORKS, AND WHERE IT DOES NOT YET One City Prep Academy has earned two consecutive Exceeds Expectations ratings on the DPI School Report Card.

Its academic growth places it near the 99th percentile among all Wisconsin elementary schools, with a student body of more than 90 percent children of color. We also want to name the harder part of the record ourselves. Single-year proficiency rates remain well below state averages. We do not explain that away, and we would not want the Board to hear it first from someone else. Five conditions bear on it: (a) our scholars' academic starting point when they enroll; (b) attendance and tardiness rates, shaped in part by our inability to provide transportation for families who cannot; (c) high rates of family mobility; (d) difficulty retaining our most experienced educators, who are regularly outcompeted on pay and benefits by neighboring districts; and (e) a revenue structure that requires us to raise roughly \$5 million each year, much of it during the school year, which prevents the kind of upfront investment a school needs to make before students arrive. We raise these not as explanations but because three of them are precisely what District authorization would address. MMSD already provides transportation. District compensation and benefits would let us compete for the educators we currently lose and give MMSD access to the highly effective educators we currently employ.

Proposed School NAME OF SCHOOL One City Preparatory Academy.

Logistics: We propose retaining the name families and the community know, subject to any naming convention the District requires. YEARS OF OPERATION One City Prep Academy has operated continuously since 2022 under authorization from the Universities of Wisconsin Office of Educational Opportunity. One City requests a five-year initial charter term as an instrumentality charter school of MMSD, preferably commencing in 2027-2028. Because this is a conversion of an operating school rather than a start-up, no planning year is needed. Transition work, including authorizer transition, employment transition, and systems integration, would be completed in the year before the first chartered year, with District staff. GRADES SERVED Grades 6 to 8 PROJECTED ENROLLMENT One City Prep Academy budgets enrollment at two levels. At full projection, the level at which we budget expenses, the school enrolls a maximum of 48 scholars in each grade level, 6 to 8, for a total of 144. At 85 percent of projection, the level at which we

budget revenue, it enrolls 41 in each of grades 6 through 8, a total of 123. We budget revenue conservatively and staff to the lower figure while planning expenses at full enrollment, so the school absorbs scholar mobility and any lag between projected and counted enrollment. WHY THE TWO FIGURES DIFFER, AND WHY DISTRICT AUTHORIZATION CHANGES IT As an independent charter school, One City commits to staffing and most other costs before the year begins but receives state aid in four payments tied to different enrollment figures: September on enrollment projected to the Department of Public Instruction just after opening, December on the third-Friday-of-September count, and February and June on the second-Friday-of-January count. When projections exceed the actual count, the state recovers the difference from the following payment. The practical effect is that a school our size bears the full risk of enrollment variation after the costs are committed. That is why we budget two figures rather than one, and it is one of the more consequential differences District authorization would make: One City would plan enrollment on the same basis as every other MMSD school. LENGTH OF SCHOOL DAY AND YEAR During 2025-26, One City Prep Academy operated a school year from September 1 to the third Friday in July and a school day from 8:00 a.m. to 4:30 p.m., with fee-based programming from 7:00 to 7:50 a.m. and 4:30 to 5:30 p.m. Beginning in 2026-27, the school year runs September 1, 2026 to June 11, 2027, and the school day 8:00 a.m. to 3:30 p.m., Monday through Friday, with no early-release days. Fee-based programming continues, one hour before school and two hours after. We want MMSD to understand why. The extended day and year were funded entirely by philanthropy and were not sustainable for us to carry alone, so we reduced them to a length comparable to most Wisconsin public schools. This is a concrete example of what the current funding structure asks One City to give up, and one reason we seek District authorization. We still regard extended learning time as valuable, particularly for scholars furthest from grade level, and would welcome restoring it if MMSD sees value in it. We can also deliver a high-quality program within a standard calendar. We raise it now because it is a genuine design question for the partnership and an

early agenda item with District leadership. FACILITY One City Prep Academy is housed completely at our Pleasant T. Rowland Leadership Campus, [1707 W. Broadway, Madison, WI 53713](#), a 157,000-square-foot building on 13.5 acres, owned outright with no lease. The property carries New Markets Tax Credit obligations, for which One City makes annual contributions escrowed in accounts maintained to cover those payments.

How will your school increase educational equity, incubate innovations, and/or increase the use of underutilized best educational practices?: ONE CITY AS A DEMONSTRATION PUBLIC SCHOOL One City Preparatory Academy was designed from the outset as a demonstration public school, a commitment embedded in our founding documents in 2014, before we enrolled a single scholar. The model works like a teaching hospital: innovations are developed and piloted in real classrooms, documented, and shared with other schools at no cost. A small school can do this in ways a large district cannot. We can design, test, and refine an approach within a single school year, and abandon one that does not work without disrupting thirty schools. What we cannot do alone is scale a proven practice. That takes a district, and MMSD has already scaled one of ours. INCREASING EDUCATIONAL EQUITY In 2025-26, 94 percent of One City scholars were children of color, 70 percent lived in economically disadvantaged households, and 17 percent received special education services. This is not incidental to the design; it is the design. Enrollment is open, tuition-free, and filled by blind lottery when applications exceed seats. We deliberately recruit in South Madison neighborhoods where families have had the fewest good options. We test every innovation with the young people Madison has struggled longest to serve, which makes the findings useful. In practice, equity means giving scholars the time and support they actually need. Our Prep Year program creates a deliberate bridge between the middle grades and high school for scholars not yet ready for a college- and career-preparatory course load, pairing a personalized learning plan with targeted instruction in literacy and mathematics, daily social-emotional learning, and advisory. OCPA has earned two consecutive Exceeds Expectations ratings from the Wisconsin Department of Public Instruction, and its academic growth places it near the 99th percentile among Wisconsin middle schools. For a school four years old serving the

population it serves, we believe that is the most important number in this application. WHAT THE DEMONSTRATION MODEL HAS ALREADY PRODUCED FOR MMSD This is not a promise. It has already happened, more than once. EL Education. One City opened in 2018-19 as the first EL Education network school in Dane County. After connecting with EL Education through its work with One City, MMSD voted unanimously in April 2022 to adopt the curriculum across all 31 of its elementary schools, a \$5.6 million investment. A small charter school piloted it; the District scaled it. Project Read AI. Co-developed with One City and tested in our classrooms starting in 2024 under a research partnership funded by Ascendium, this AI reading tutor is now used in about 5,000 Wisconsin classrooms. As of October 2025, 118 MMSD teachers were using it, and Midvale Elementary had adopted it schoolwide. UFLI. One City serves as the University of Florida Literacy Institute's Upper Midwest Training Hub, training Wisconsin educators and community volunteers in the science of reading, and hosted the region's first Pop-Up Reading Academy in March 2026. The four-day educator workweek. We piloted it in 2022-23 and discontinued it because our teachers concluded the fifth day with scholars mattered more. A demonstration school that publishes only what worked is not a demonstration school. RESEARCH INFRASTRUCTURE UW-Madison's Wisconsin Center for Education Research conducted a five-year longitudinal evaluation of the One City model, funded by a \$1 million Wisconsin Partnership Program grant and reported most recently in July 2025. The District can review the findings before deciding. WHAT WE PROPOSE We propose that the charter contract name what One City is expected to test, document, and deliver to the District, with annual reporting to the Board on what we tried, what worked, and what did not: the Prep Year bridge model; the Scholars Academy intervention model; foundational literacy instruction in the middle grades; the two-generation family model, including FAST; the volunteer literacy tutoring program; and extended learning time, which we operated for years and would restore with District support. District staff would be welcome in our building as observers and co-designers. WHAT WE ASK OF THE DISTRICT IN RETURN Innovation is not costless,

and it does not move in one direction. We seek access to District special education and student services expertise, professional learning, data infrastructure, and operational systems a school our size cannot build alone. Neither side of this exchange is charity. It is how a district and a small school make each other better, and it is what we propose to put in writing.

Describe the proposed school governance council.: One City recognizes that authorization by MMSD entails substantive governance changes, not merely formal ones. One City Preparatory Academy is today governed by the Board of Directors of One City Schools, Inc., the nonprofit that holds the charter. Under District authorization that changes: the Board of Education would hold the charter, and the school governance council would be an advisory and stewardship body operating under Board policy and the charter contract, not a competing board. We will work with MMSD leadership and the Board of Education to settle the structure, and the description below is our proposal, not a precondition. **PROPOSED COMPOSITION** We propose a Governance Council of eleven to thirteen members: the school principal; two parents or guardians of enrolled scholars; two teachers at the school; and six to eight directors of One City Schools, Inc. We propose that parent members be elected by the school's families and teacher members selected by the school's instructional staff, so that both seats carry a constituency rather than an appointment. Members would serve staggered terms so that no more than a minority of seats turn over in any year, and the Council would meet monthly, consistent with the Board's current cadence. This structure is an extension of practice rather than a departure from it. Two seats on the current One City Schools Board are designated for and held by parents of enrolled scholars, placing families inside the governing body rather than adjacent to it. **PROPOSED AUTHORITY** The Council would advise on the education program, wraparound supports, athletics, and partnerships; on the school improvement plan and annual goals; on the school budget within the allocation established by the District; and on principal selection consistent with District processes. It would review academic, attendance, discipline, and family engagement data on a set cycle; steward the school's mission and the fidelity of its instructional model; serve as the standing forum for

family voice; and deliver the annual demonstration-school report to the Board of Education on what One City tested, what worked, and what did not. The Council would not employ staff, would not hold the charter, and would not exercise authority reserved to the Board of Education or the Superintendent. We state this plainly because ambiguity on this point has caused difficulty in other charter relationships, and we have no interest in creating it here.

RELATIONSHIP TO THE ONE CITY SCHOOLS BOARD OF DIRECTORS One City Schools, Inc. would continue as a nonprofit with its own Board of Directors because it operates One City Preschool and other programs outside this charter. The precise relationship between that Board and a District-chartered school, including the roles of the One City Schools Foundation, One City Advocates, and the One City Broadway property entities, requires careful structuring. We would want District counsel and leadership involved from the beginning rather than at the end. We are prepared to accept whatever separation the District requires, including a clear and documented wall between One City Advocates' policy advocacy and the operation of a District school, and to have that separation written into the charter contract rather than left to practice.

ACCOUNTABILITY AND TRANSPARENCY The Council would operate under Wisconsin open meetings requirements as applicable; post agendas and minutes publicly; maintain a conflict-of-interest policy consistent with District policy; and report to the Board of Education on the schedule the charter contract establishes. These are current practices, not new commitments. The One City Schools Board met eleven times in regular session during 2025-26, monthly, under the Wisconsin Open Meetings Law, with agendas noticed in advance and minutes approved at the following meeting. A quorum was present, and business was lawfully transacted at every meeting. Directors serve staggered three-year terms, file annual conflict-of-interest disclosures, recuse themselves from any real or perceived conflict, and complete an annual self-assessment of collective expertise across seven domains, administered through the BoardOnTrack governance platform, which the Board uses to set its recruitment priorities. Board materials are public at www.onecityschools.org under "Board Meetings."

GOVERNANCE TRACK RECORD One City has governed a public charter school for eight years under an external authorizer, including annual reporting, independent financial audits, an external longitudinal evaluation, annual comprehensive authorizer reviews, and a charter renewal review. Where our authorizer identified governance deficiencies, we corrected them and the corrections held in subsequent reviews. We are not new to accountability, and we are not new to being told where we fall short. We propose to be accountable to Madison.

Describe the school leadership structure.: One City proposes to preserve the leadership structure that has produced the school's growth results, adapted to District employment and reporting expectations under instrumentality status.

SCHOOL LEADERSHIP The Principal of One City Prep Academy holds instructional and operational leadership of the school, supervises school-based staff, leads the school improvement plan, and is accountable for academic outcomes, culture, and family engagement. Under instrumentality status the Principal would be an MMSD employee. One City requests that principal selection be a joint process — a District-run selection with meaningful One City participation on the panel — and we would want that mechanism written into the charter contract rather than left to practice. The Principal is supported by One City's character coach and instructional coach, student services and special education team, and a corps of trained volunteer tutors. Instructional coaching is a deliberate investment in our model rather than an add-on, and it is the mechanism by which the extended day and the literacy practice actually reach classrooms.

REPORTING RELATIONSHIP The Principal would report to the District administrator designated by the Superintendent, consistent with the reporting structure for other MMSD instrumentality charter schools, and would work with the Governance Council in an advisory relationship as described above. One City is not asking for an exemption from District supervision. We are asking that supervision be paired with the operational latitude the charter is meant to provide.

ORGANIZATIONAL SUPPORT One City Schools, Inc. would continue to provide organizational-level support in areas where it holds capability the school benefits from, subject to what the District determines is

appropriate under instrumentality status. This is one of the substantive items we would want on the agenda in early consultation: which functions transfer to the District, which remain with One City Schools, Inc., and how the boundary is documented. LEADERSHIP CONTINUITY THROUGH TRANSITION Conversion should be invisible to a child. Our commitment is that scholars return to the same building, the same teachers, and the same instructional program. Achieving that requires early and detailed work with District Human Resources on the employment transition of school-based staff, licensure verification, and the treatment of existing agreements. We would like to begin that work in the first consultation session rather than the last.

Anticipated attendance area: One City Preparatory Academy's present geographic area: attendance boundary extends statewide. Any child residing anywhere in Wisconsin can attend our school. One City currently serves families from 35 zip codes, extending as far as Beloit and Reedsburg, Wisconsin. As an instrumentality of MMSD, 81% of students who attend our charter schools currently reside in MMSD and would be eligible to attend without needing an open-enrollment application. Enrollment is open, tuition-free, and non-selective, with admission by blind lottery when applications exceed available seats. The school does not test, screen, or select for admission, and it does not counsel students out. We want to be explicit about that last point, because it is the question most often and most fairly asked of a middle school reporting exceptional academic growth. We would need to discuss with MMSD how it wants to address the enrollment of our current scholars who reside outside its attendance boundaries. PRIMARY ATTENDANCE AREA The school's primary attendance area will be the boundaries of the Madison Metropolitan School District, with recruitment efforts that extend district-wide and are not confined to a particular neighborhood, alongside concentrated outreach in South Madison, including the Broadway, Bridge-Lake Point, Burr Oak, Park Street, Bram's Addition, and Fisher Street neighborhoods and the surrounding corridor. One City's current scholars reside in every zip code that comprises the boundaries of MMSD. ARTICULATION FROM ONE CITY ELEMENTARY SCHOOL A substantial share of One

City Preparatory Academy scholars come directly from One City Elementary School, and the two schools share the Pleasant T. Rowland Campus. We propose that the charter contracts establish an explicit articulation pathway giving One City Elementary School fifth-graders priority admission into grade 6 at One City Preparatory Academy, so that families who choose One City in 4K are not asked to re-enter a lottery in grade 5. Continuity from 4K through grade 8 is a substantial part of what these families chose, and we would want it protected in the contract rather than left to practice. CURRENTLY ENROLLED NON-RESIDENT FAMILIES A number of currently enrolled scholars reside outside MMSD boundaries, as is permitted under the school's present statewide authorization. One City has an obligation to those families. We ask the District to work with us on a mechanism, such as open enrollment, pre-existing, or another approach the District prefers, that allows a young person already enrolled at One City Preparatory Academy to finish grade 8 here. This matters more acutely in a middle school than in an elementary school, because a scholar displaced in grade 7 loses both a school and a cohort at the age when both matter most. We recognize this is the District's decision to make, and we raise it now so we can work together to determine a solution, if any. PRIORITY AND LOTTERY STRUCTURE Subject to District policy, One City proposes an enrollment structure with priority for scholars completing grade 5 at One City Elementary School, for siblings of currently enrolled scholars, and for children of One City school staff, with all remaining seats filled by blind lottery among MMSD residents. We would defer to the District on the permissible structure and would welcome guidance in consultation. DISTRICT-WIDE ACCESS One City Preparatory Academy would be open to any MMSD-resident family, from any part of the District, on the same terms.

Primary student demographics you anticipate serving: One City Preparatory Academy anticipates serving substantially the same population it serves today, because it will be serving substantially the same young people. RACE AND ETHNICITY Approximately 91 percent of currently enrolled scholars are young people of color, with Black scholars the largest group, followed by Latino and multiracial scholars. This composition reflects the neighborhoods the school serves and the

families who have chosen it. ECONOMIC STATUS A substantial majority of OCPA scholars come from economically disadvantaged households. The September 2025 DPI pupil count shows 70 percent of One City scholars residing in under-resourced households eligible for free and reduced-price lunch. We note candidly that publicly reported economic disadvantage rates understate the population One City actually serves, and we will provide the District with our internal direct-certification and household data so that any comparison to District-wide rates is made on the same basis. MULTILINGUAL LEARNERS One City currently serves seven multilingual learners whose families' primary languages are principally Spanish and French. The school provides language support and translation for family communication and conferences. We name a live challenge here. DPI's 2024-25 ESEA comprehensive monitoring review documented turnover in our English Learner Teacher/Coordinator position and the difficulty a school our size faces maintaining continuity for a small EL population, and recommended broader participation in the CESA 2 consortium. We have carried that recommendation into our planning. It also illustrates scale: a district with established EL staffing, licensure pipelines, and program models can serve a small number of adolescents better than a single school recruiting for a single dually certified position. District EL capacity directly benefits these families. SCHOLARS WITH DISABILITIES Approximately 17 percent of One City scholars receive special education services. We do not screen for or discourage enrollment on the basis of disability. We serve these scholars in compliance and with care, and the state has verified it. On February 4, 2026, DPI conducted an on-site validation visit to independently verify the accuracy of One City's Reading Drives Achievement: Procedural Compliance Self-Assessment. Reviewing a random sample of student records across five compliance areas, Evaluation, IEP Implementation, Discipline, Shortened School Day, and IEP, DPI found our self-assessment reliable in all five. DPI's narrative identified a strong evaluation-to-IEP pipeline, student self-advocacy developed at an early age, strong internal controls, a proactively redesigned family-centered IEP process, and the absence of shortened school days as a

practice, reflecting our commitment that every scholar has full daily access to instruction. Even so, special education capacity is where a school of roughly two hundred scholars is most constrained, and it is a principal reason we seek District authorization. Access to MMSD's special education expertise, related services, evaluation capacity, and staffing depth would directly and immediately enhance what we can offer these scholars and their families. We are not asking the District to fix a compliance problem. We are asking it to help us extend what our team already does well. A NOTE ON SCHOLAR MOBILITY Middle school enrollment is more mobile than elementary enrollment, and OCPA is a young school still building its grade cohorts. We will provide the District with complete enrollment, retention, and mobility data by year and grade, because we would rather the District evaluate our growth results with full knowledge of who was in the building than form an impression from a headline percentile. ANTICIPATED CHANGES UNDER MMSD AUTHORIZATION If enrollment is limited to MMSD residents, we anticipate the share of economically disadvantaged scholars and scholars of color would remain steady or increase slightly, given the neighborhoods from which we draw. We do not anticipate any change that would move the school away from the population it was created to serve, and we would propose that the charter contract commit us to serving a population demographically representative of, or more economically disadvantaged than, the District as a whole. DATA Complete disaggregated enrollment, demographic, attendance, discipline, and achievement data by student group are available through WISEdash and directly from One City, and will be submitted with the Original Proposal. The DPI validation correspondence and the 2024-25 ESEA comprehensive monitoring report are available to the District upon request.

Describe the Committee's vision and beliefs around the role of families in the school.: One City was founded on the belief that you cannot educate a child well while treating that child's family as a bystander. Family engagement is not a program at One City Prep Academy. It is a structural feature of the school's design, and families most often name it when researchers ask what is different here. WHAT WE BELIEVE Families are the first and most durable educators in a child's life, and the school's job is to be

a genuine partner rather than an institution that issues instructions. Engagement has to be built into the school day, the calendar, and the staffing model, because engagement that depends on parents having spare time and transportation will systematically exclude the families who most need to be included. And a school that supports the adults in a household, with adult learning, connection to services, and a path to stability, produces better outcomes for children than one that does not. HOW THIS SHOWS UP IN PRACTICE One City operates a two-generation model in which family programming is designed alongside the instructional program. More than 200 One City families have completed the FAST program, an evidence-based nine-week course in which families participate in structured weekly sessions together, since 2018. Parent Success Academies connect families to outside resources and support. Our Parent Council, led by parents, publishes a monthly family calendar, brings family priorities directly to school leadership, and gives parents real voice in school decisions. Teachers make home visits and relationship-building contact at the start of each year, and translation and interpretation ensure language is not a barrier to participation. Beginning in 2026-27, One City will launch a Parent Reading Academy, teaching families the same structured literacy practices their children receive in classrooms so that reading instruction continues at the kitchen table. Support extends past the school day. Through the "Own It" homeownership initiative, One City's first nineteen families became homeowners, completing a sixteen-week financial literacy course and receiving up to \$19,000 toward down payments, with thirty-two realtors signed on as ambassadors. We describe it because it illustrates what two-generation work means: a school that takes seriously the conditions under which a family lives, not only the hours a child is in the building. WHAT THE STATE FOUND In its 2024-25 ESEA comprehensive monitoring review, DPI formally commended One City for the depth and level of partnership opportunities and support provided for families, naming FAST, the Parent Success Academies, the Parent Council, the presence of parents on our Board, and the two-generation model. DPI singled out "Own It" as particularly noteworthy and commendable. Family engagement

was one of only two commendations in the review.

WHAT FAMILIES SAY The UW-Madison's Wisconsin Center for Education Research interviewed 29 scholars and 12 parents between March 2024 and January 2025 and published its findings in July 2025. Families described a school where multiple cultures and languages are celebrated, where teachers affirm scholars' identities and build individualized accommodations, and where they are known by name and treated as partners in decisions about their children. One grandmother called the school "a great soul." The same report identified where we fall short, including timeliness of communication and the range of extracurricular offerings, and we are working on both. We will submit the report with the Original Proposal and encourage District staff to speak with One City families directly during the review.

FAMILY VOICE IN GOVERNANCE Two seats on the One City Schools, Inc. Board of Directors are designated for and held by parents of enrolled scholars. Under District authorization, two parent or guardian seats on the school Governance Council would be elected by the school's families, as described in the Governance section, so that family representation carries a constituency rather than an appointment. Family voice at One City is not a suggestion box. It is a seat at the table where decisions are made.

WHAT DISTRICT AUTHORIZATION WOULD ADD Two things would improve immediately. Families who move between One City and other Madison schools, as many do over the course of a child's education, would stay inside one system, with records, services, and supports following the child rather than restarting. And District translation, family engagement, and community school capacity would extend the reach of what a small organization can staff on its own.

Describe your Curriculum vision.: One City Preparatory Academy's curriculum vision is that scholars in grades 6 through 8 read, write, and reason at a level that opens doors, and that they do so through work demanding enough to be worth doing and public enough to be worth doing well.

CORE CURRICULUM OCPA is an EL Education affiliate school and implements the EL Education curriculum and school model: a standards-aligned, project-based program organized around extended learning expeditions in which scholars investigate a compelling

question over several weeks and produce high-quality work for a real audience. Expeditions in the middle grades are deliberately interdisciplinary, integrating art, music, and STEM with core content through units such as Stories of Human Rights, the Harlem Renaissance, and Plastic Pollution. The curriculum is aligned to Wisconsin Academic Standards. LITERACY IN THE MIDDLE GRADES Scholars who arrive below grade level in reading receive explicit, structured intervention rather than being asked to compensate while the work gets harder. Foundational reading is among the least well-served needs in American secondary education; most middle schools are not staffed or trained to teach it. One City operates the UFLI Upper Midwest Training Hub and, through Project Read AI, supports early-literacy instruction in more than five thousand Wisconsin classrooms. We apply that expertise to our own scholars, so a thirteen-year-old who needs phonics instruction receives it from educators trained to deliver it, alongside grade-level text and content rather than instead of it. MATHEMATICS, SCIENCE, AND SOCIAL STUDIES Mathematics emphasizes conceptual understanding alongside procedural fluency, with structured intervention for scholars below grade level and acceleration pathways for scholars ready for high school coursework. Science and social studies are addressed through interdisciplinary units grounded in EL module topics rather than taught as isolated blocks. Units bring in practicing scientists and historians and include field work at community sites, so scholars encounter the actual work of a discipline. ACADEMIES: ART, MUSIC, PHYSICAL EDUCATION, AND STEM Every scholar has access to art, music, physical education, and STEM through a sequenced Academies structure aligned to Wisconsin standards; in grades 6 through 8 these are specialty pathways scholars select and attend daily by semester. They satisfy DPI physical education requirements at every grade band. CHARACTER, WELLNESS, AND COMMUNICATION Our Habits of Character are named, taught, practiced, and assessed on a grade-by-grade continuum aligned to CASEL competencies. The framework builds skills scholars need to become ethical people, effective learners, and leaders in their community. Personal wellness, teamwork, and communication are treated as academic content

because they determine whether academic content becomes usable. This is not a soft-skills program bolted onto a curriculum; it is part of what scholars are assessed on. PREP YEAR Prep Year is a structural bridge into secondary education for scholars not yet ready for a college and career preparatory course load. It pairs a personalized learning plan for every scholar with general and specialized instruction in literacy and mathematics, daily social-emotional learning, and advisory. It cultivates the reasoning and self-regulation high school demands while closing the specific gaps a scholar carries, and it is One City's alternative to the false choice between social promotion and retention.

EARLY COLLEGE AND CAREER PATHWAYS One City connects scholars to postsecondary and workforce pathways earlier than is typical, with Madison College, Edgewood College, and UW-Madison. In the middle grades this means exposure, mentoring, and pathway awareness rather than credit-bearing coursework. Under District authorization we would want these aligned with MMSD's own early college and career programming rather than run as a parallel system, and we would want to discuss how OCPA scholars articulate into Madison high school pathways.

CURRICULUM AND DISTRICT ALIGNMENT One City recognizes that MMSD has adopted curricular resources and instructional expectations across its schools, and that curricular autonomy is a matter for negotiation rather than assumption. Our position is that the EL Education model is the school: it is what our families chose and what the growth results rest on, and we would seek to preserve it. We note that MMSD adopted EL Education across its 31 elementary schools in April 2022, so scholars arriving at OCPA from District elementary schools already know this curriculum. We would want to understand the District's adopted secondary resources in detail during consultation and identify where alignment is straightforward, where a waiver is required, and where One City should adopt District practice because it is better. We approach this as a question to work through together, not a line to hold.

Describe your Instructional Design strategies.: EXTENDED LEARNING TIME OCPA's foundational design decision is time. A longer instructional day and a year-round calendar of approximately 199 instructional days meant scholars arriving in grade 6

below grade level were not asked to close that distance on the same clock as scholars who arrived ahead. This structural feature is significantly responsible for the school's growth results. We disclose plainly that both were reduced for 2026-27 because philanthropic funding could not sustain them. Restoring extended learning time is what we would most want District authorization to make possible, and it is a design question we would want on the agenda early rather than late. LEARNING EXPEDITIONS AND PUBLIC WORK Instruction is organized around extended, standards-aligned expeditions culminating in high-quality work presented to authentic audiences. Scholars revise repeatedly toward a standard of craftsmanship. The purpose is not activity; it is the expectation that a thirteen-year-old can produce work worth showing to the public, and the change in a young person's self-concept when they discover that is true. Middle-grades teachers hold common planning time with Academy teachers so that art, music, and STEM are planned into expeditions rather than scheduled around them. COMMON INSTRUCTIONAL FRAMEWORK Teach Like a Champion gives our educators a shared instructional language and a common set of high-leverage practices, phased across the year: classroom structures first (Strong Start, Tight Transitions, What to Do, Threshold), then engagement and rigor (Cold Call, No Opt Out, Wait Time, Right is Right, Show Me, Stretch It, Ratio, Habits of Discussion, Culture of Error). We assess fidelity rather than usage, examining adherence to the steps, consistency, quality of delivery, and scholar response through a classroom culture walkthrough rubric that rates belonging and emotional safety alongside routines. CREW AND ADVISORY Every scholar belongs to a crew led by an adult who knows them well and follows them over time. In a middle school, this is the difference between a young person being supported and a young person being processed. No scholar at OCPA is anonymous in the building. SMALL GROUPS AND INTENSIVE INTERVENTION Classes are capped at twenty-four and are typically smaller. Scholars needing intensive support receive it in very small groups, including the Scholars Academy structure of twelve scholars with two teachers. Grouping is fluid and driven by assessment data rather than fixed. Scholars falling

below the 25th percentile on universal screening are candidates for Tier 2, with diagnostic assessment matching intervention to identified need and a Student Study Team convening when concerns persist. DATA-DRIVEN INSTRUCTION Educators use interim assessment and progress-monitoring data on a set cycle to identify scholars needing intervention, adjust grouping, and evaluate whether instruction is working. One City participates in state assessment and reporting and publicly holds itself to the DPI growth measure. Access to MMSD's data infrastructure and assessment expertise is a concrete gain we anticipate from District authorization. INSTRUCTIONAL COACHING AND PROFESSIONAL LEARNING One City staffs instructional coaching deliberately and protects collaboration time within the calendar. Coaching runs through practice labs, video study, peer observation of model classrooms, walkthroughs, and analysis of scholar work. Expeditionary instruction is a demanding craft and it does not survive without coaching. This is also, candidly, an area where a small organization has limits, and where District professional learning capacity would materially deepen what our educators can access. TWO-GENERATION INTEGRATION Family programming is scheduled and staffed alongside the instructional program rather than run as an evening add-on, so participation does not depend on a family having spare capacity. In the middle grades this includes scholar-led conferences, in which scholars present their own work and progress rather than being discussed in the third person. TRANSITION AND READINESS Grade 8 at OCPA is explicitly designed to prepare scholars for a college- or career-preparatory high school program: course readiness, study habits, self-advocacy, and pathway awareness. Under District authorization, we want this work aligned with MMSD high school expectations so our scholars arrive genuinely prepared for Madison high schools, not just prepared in the abstract. MULTILINGUAL LEARNERS AND SCHOLARS WITH DISABILITIES Multilingual learners receive language development support integrated with content instruction. We serve scholars with disabilities in the least restrictive environment appropriate to their IEPs, with services delivered in inclusive settings wherever possible. We state again that special education

capacity is a genuine constraint at our scale and a principal reason we are seeking this partnership.

Describe the Committee's philosophy around student behavior management.: One City believes that behavior is communication, that adolescents learn to regulate themselves in relationship with adults who know them well, and that a school's discipline system should teach rather than

merely remove. We also believe classrooms must be safe and orderly, and that adults owe every young person an environment in which learning is possible. These are not competing commitments. CORE BELIEFS Relationship precedes correction. Every scholar belongs to a crew and is known well by at least one adult. Expectations are explicit and taught. Scholars are told what is expected, given practice, and given feedback, the way they are taught to write an essay. Consequences are logical, restorative, and instructive. When something goes wrong, the response focuses on repairing harm, understanding what happened, and building the missing skill. Exclusion is a last resort. Removing an adolescent from instruction rarely teaches that adolescent anything, and it disproportionately harms young people public education has already underserved. Nationally, the middle grades are where discipline disparities are widest. OCPA works to minimize exclusionary discipline and monitors its data by student group. Adolescents need agency. Scholars are given real responsibility, real voice, and real chances to decide, because a young person with no legitimate power in a building will find illegitimate ways to exercise some. Families are involved early. They hear from us when things are going well, not only when they are going badly. PRACTICES Character is taught, not posted. Our five Habits of Character, Compassion, Risk, Integrity, Self-Respect, and Persistence (CRISP), are defined in scholar-facing language for every setting of the day: arrival, classroom, hallway and stairway, cafeteria, recess, and dismissal. Expectations are concrete and identical across every adult. We hold ourselves to a measurable standard: at least 80 percent of scholars rated by their teachers at grade level or advanced on each of the five Habits by year's end. We teach behavior through routine, including Threshold, Strong Start, Do Now, checkpoints, and classroom jobs, and restore it through Restorative Circles and classroom reset spaces rather than

removal from instruction. Crew supplies the daily relational architecture: Opening Crew, Restorative Circles, Closing Crew. Classroom practice is anchored in Teach Like a Champion. SLANT, Cold Call, No Opt Out, Equity Sticks, Think-Pair-Share, attention routines, Strong Voice and warm-strict presence, and Precise Directions are named protocols with documented "looks like" and "sounds like" criteria, posted so any adult entering the space can use them. Leaders walk classrooms weekly. Scholars needing more receive tiered support: check-in structures, counseling, mentoring, and skill groups at Tier 2, and individualized behavior plans at Tier 3, built with the family at the table and coordinated with special education services where an IEP is in place. A Character Coach supports character development, and OCPA adds a Behavior Support Specialist in 2026-27. ATHLETICS OCPA fields athletics across the middle grades, competing in the Madison Area Independent Sports League. Participation is earned through four expectations: regular attendance; demonstrated Habits of Character rather than repeated behavior incidents; completion of schoolwork; and consistent effort in class. Eligibility is treated as instruction, not punishment. A scholar at risk of losing it receives notice, a plan, and adult support to regain it, and we contact the family before eligibility is affected, not after. Scholars with an IEP or 504 plan have these expectations applied consistent with their plans, and we review eligibility decisions for disproportionality alongside our other discipline data. ALIGNMENT WITH THE MMSD BEHAVIOR EDUCATION PLAN One City understands the Behavior Education Plan is not waivable, and we are not seeking to waive it. The BEP's emphasis on instruction over exclusion, on restorative response, and on addressing disproportionality is consistent with how OCPA already works. We propose mapping our practice against the BEP during consultation, identifying every point of difference, and adopting District practice where it is stronger. Our Character Development Plan is not a substitute for the BEP; it is how OCPA implements what the BEP expresses. ACCOUNTABILITY OCPA's authorizer has rated the school Satisfactory on student discipline in every year of its charter term. We track behavior incidents, exclusionary discipline, and

attendance by student group, review the data on a regular cycle with school leadership, student services, and the Governance Council, and act when disparities appear. We would submit discipline data, including restraint and seclusion reporting, disaggregated by student group, with the Original Proposal, and would welcome this as an explicit provision in the charter contract.

Describe any partnerships that the school expects to pursue in the first few operating years of the THE MADISON METROPOLITAN SCHOOL DISTRICT The most important partnership OCPA expects to pursue is with the District itself. At the secondary level, what a district provides that a small charter cannot is long and specific: special education and student

contract.: services; counseling and college-and-career advising; athletics and activities; transportation; nutrition; assessment and data infrastructure; professional learning; and defined articulation into Madison high schools. We also want the relationship to run both ways. One City would host District educators and treat the charter as a working laboratory, not a school the District merely oversees. **EARLY COLLEGE AND CAREER PATHWAYS** Exposure to college and careers begins in grade 6, not grade 9. Madison College, Edgewood College, and UW-Madison: campus exposure, mentoring, and pathway development. With District authorization, we would align these with MMSD's early college and career programming rather than run a parallel system. Career advising is staffed and scheduled. Scholars complete one-on-one career interest inventories, and OCPA's Scholar Center houses college and career advising offices alongside Career Academy space. Grade 8 staff guide scholars and families through the high school transition: AVID recruitment and application support, interview preparation, ninth-grade academic planning and course card completion, and family advisement aligning courses with long-term career goals.

EMPLOYER AND WORKFORCE PARTNERS Real workplaces, not simulations. OCPA operates scholar-run enterprises inside the building, including a credit union branch with Summit Credit Union, a school store, and a coffee shop, so scholars hold real jobs with real accountability. Learning expeditions bring practicing professionals into classrooms and take scholars to community application sites. Expanding this employer network across health care, skilled trades, technology,

finance, and public service is work we would want the District to help build. HIGHER EDUCATION AND RESEARCH UW-Madison Wisconsin Center for Education Research and the UW Evaluation Collaborative: independent longitudinal evaluation of the One City model since 2019, most recently reported July 2025. We intend to continue external evaluation under District authorization. UW-Madison Schools of Education and Nursing, Edgewood College, Madison College, and WAICU: preparation and clinical placement of teacher candidates and nursing students, who deliver health education in classrooms and family workshops. These partnerships give One City a pipeline into the profession and connect partners to a high-need clinical setting. University of Florida Literacy Institute: One City operates the UFLI Upper Midwest Training Hub, providing structured literacy training to educators across the region. CURRICULUM AND INSTRUCTION EL Education: OCPA is an affiliate school, with coaching, professional development, and network membership. Open Up Resources supplies mathematics in a Math Workshop model. COMMUNITY, FAMILY, AND THE SCHOLAR ECOSYSTEM One City organizes community partners around scholars rather than assembling them ad hoc, each matched to a defined need. Health and basic needs: Access Community Health Centers, Combat Blindness International, Second Harvest Foodbank, and Goodman Community Center. Mentoring and youth development: Boys and Girls Clubs of Dane County; Big Brothers Big Sisters; Root 2 Rise, which places older students of color as tutor-mentors; and the Madison Alumni Chapter of Kappa Alpha Psi. Arts and athletics: Overture Center, Seeding Equity, Roots and Wings, UW Athletics, First Tee, and the Madison Area Independent Sports League, in which our scholars compete. Family engagement: FAST (Families and Schools Together). Participating OCPA families rated it 9.8 out of 10, with significant pre-to-post gains in parent efficacy and access to community resources. Housing and financial capability: Own It, through which 32 One City families have purchased homes with a \$19,000 down-payment grant. Housing stability is an educational intervention: a child who moves less learns more. PHILANTHROPIC AND FUNDING PARTNERS Since 2014 One City has raised more than \$57 million

philanthropically, the large majority from Dane County donors. This school was built by this community. Supporters include Ascendium Philanthropy, the Pleasant T. Rowland Foundation, the Charter School Growth Fund, the Madison Community Foundation, and Wisconsin DPI charter school grants. One City would continue raising support for programming beyond the base educational program and would work with the District on how those funds are handled and reported. FORMALIZATION Existing partnerships are governed by agreements and memoranda of understanding, which we will inventory and submit with the Original Proposal. Some may require review, amendment, or novation under District authorization, and we want District counsel and Business Services engaged early.

Above and beyond the competencies the District hires staff and administration for, are there additional competencies that the proposed school would need in the hiring process? Retention or the staff evaluation process?: ADDITIONAL COMPETENCIES IN HIRING Character development and behavior management. This is the competency we would most want the District to understand; it is the essence of how One City manages a school. Our behavior program is not a compliance system layered on top of instruction; it is character development, taught explicitly and modeled by adults. Educators must hold a high behavioral bar and a warm relationship at once, and treat a difficult moment with a child as an occasion to build a skill rather than assign a consequence. One City uses Teach Like a Champion, developed by Doug Lemov, as the shared vocabulary for this work: warmth paired with high expectations, positive framing, consistent routines, and emotional constancy. Candidates should expect to be trained, observed, and coached on these techniques, and our leaders must model them: staff culture and scholar culture are the same culture. Structured literacy expertise. Educators must deliver explicit, systematic, evidence-aligned literacy instruction. It is the core of our instructional program and the basis of our statewide reputation. Project-based and expeditionary instruction. Educators must plan and lead extended, standards-aligned expeditions culminating in high-quality public work, a craft distinct from delivering a scripted sequence. Skill in family partnership. Educators must work directly with families in a two-generation model, including home visits, family learning sessions, and sustained two-way communication. Cultural competence and a

demonstrated belief in the capability of every child. Most One City scholars are children of color from households public education has historically underserved; educators who do not hold high expectations for them cannot succeed here. Comfort with coaching and data. Educators are observed, coached, and expected to adjust practice based on evidence, which is frequent and normal here. A NOTE ON THE EXTENDED DAY AND YEAR Should One City return to a longer school day and year, we would need MMSD's willingness and capacity to structure and staff it, with compensation implications scoped early with Human Resources and Business Services. It is a staffing question before a calendar question. RECRUITMENT AND DIVERSITY One City has deliberately built a staff that reflects the scholars it serves, and we regard that as a competency question as much as one of representation. As of July 1, 2026, One City employs 89 team members. Fifty-four, or 60.7%, are people of color: 29.2% Black or African American, 14.6% Hispanic or Latino, 14.6% two or more races, and 2.2% Asian, with 38.2% White. Two-thirds are women and 30% are men, a share of men, and particularly men of color, well above what is typical in early childhood and elementary settings. Ages range from 19 to 68, median 37, so early-career educators work beside veterans. We would want to continue targeted recruitment with District Human Resources and our higher education partners, and the charter contract to preserve One City's ability to recruit into its own pipeline. We raise this as an asset the partnership gains rather than an accommodation it makes: the relationships and reputation One City has built among educators of color in Dane County are something we would bring into the District. RETENTION Retention rests on induction into the instructional model, sustained coaching, protected collaboration time, and a genuine voice for educators in school decisions, including Governance Council seats. DPI's 2024-25 ESEA monitoring review commended One City for a teacher retention rate approaching 96% over recent years. We also report the harder number: staff retention at One City Preparatory Academy was 91% in 2023-24 and 88% in 2024-25, and fell to 55% in 2025-26, a year of major budget and calendar change. Under District authorization, educators would gain

District compensation, benefits, and career pathways, which we expect to strengthen retention rather than weaken it. **EVALUATION** One City uses DPI's educator evaluation (Danielson) framework for teachers and leaders and our own model for other positions, with mid-year and end-of-year reviews. Our CEO meets with 100% of staff each fall to hear what is working and what needs to change, and again in the spring as we plan the next year. We would ask that evaluation criteria reflect our education model so staff are assessed on the work they are asked to do. **THE EMPLOYMENT TRANSITION** The transition of current One City Elementary School staff to District employment is the most operationally significant unresolved issue in this conversion, and the one our educators care about most. It requires early, specific work with MMSD Human Resources on which positions transfer, licensure verification and gaps, compensation under the extended calendar if it is retained, One City's child care discount for staff, and the sequence and timing of communication.

Are there any initial waivers that the Charter School Committee believes they will need at this time?:

If a waiver is needed, please state the item being waived and the reason.: Yes. One City anticipates requesting a limited set of waivers, and we would rather describe the shape of that request now than have the District discover it later.

THE PRINCIPLE WE ARE APPLYING We are asking for latitude only where a District policy would prevent us from delivering what families chose this school for, and where that latitude is tied to a stated element of the mission. We are not asking for general independence, or to be governed differently for its own sake. Where District practice is stronger than ours, we want to adopt it. We will scope every request below in consultation with Teaching and Learning, Human Resources, and Business Services, and submit the final list with the Original Proposal. **ONE YEAR VS. TWO YEAR VETTING PROCESS** MMSD's timeline for considering an application and opening a school is two years. Because One City Preparatory Academy is an existing school and does not need both a planning and implementation year, we ask the Board of Education to consider our application to start as an MMSD charter in

2027–28 instead of 2028–29. **TIME: CALENDAR AND SCHOOL DAY** The most significant request concerns time. We would seek authority to operate an extended year of approximately 199 instructional days, year-round rather than on the District calendar, with an extended instructional day and a weekly early-release structure that protects educator collaboration.

Additional instructional time is the structural feature most responsible for OCPA's growth results for scholars furthest from grade level; protected collaboration time is how expeditionary instruction reaches classrooms. We disclose plainly that One City reduced both the extended day and extended year for 2026–27 because philanthropic funding could not sustain them. That reduction is itself part of our argument for conversion. What we are seeking is not permission to do something unusual today, but authority to restore what the model requires once the funding structure is stable. **STAFFING AND**

SCHEDULING The Prep Year model, crew structures, and intervention groups of twelve scholars with two teachers each require a non-standard staffing configuration, and instructional coaching is staffed deliberately rather than absorbed into administrative roles. We would seek latitude sufficient to sustain these, within the employment framework instrumentality status establishes. **CURRICULUM, COURSE STRUCTURE, AND SCHEDULING** One City would seek to continue the EL Education School Model and its structured literacy practice where these differ from District-adopted secondary resources. MMSD adopted EL Education across 31 elementary schools following One City's elementary pilot; whether comparable overlap exists at the middle grades is a question we would want examined before assuming a waiver is needed. Because expeditions cross subject boundaries and do not map onto standard middle-grades period structures, we would also seek flexibility in course structure and scheduling, scoped with Teaching and Learning. **STUDENT SERVICES, ATHLETICS, AND CO-CURRICULAR**

PROGRAMMING Three smaller requests concern programs central to how scholars experience this school: the One City Tutoring Program in reading and mathematics, retained as it currently operates; One City's middle school athletics program, and our ability

to continue to offer competitive sports through the year;
and the continued service of Hobbs, our therapy dog,
as a member of the Student Services team.

NUTRITION One City would seek to continue its
Healthy Meals Program. Because federal
requirements, rather than District policy, govern school
nutrition, we want the District to tell us which elements
are genuinely waivable before we submit a formal
request. **EMPLOYEE HANDBOOK PROVISIONS**
Certain handbook provisions on posting, transfer,
calendar, preparation time, and professional
development obligations may materially impede the
model. We can't specify these responsibly without
Human Resources at the table, and would rather scope
them jointly than propose them unilaterally.

DEMONSTRATION SCHOOL STATUS One City would
seek to preserve its role as a demonstration school
whose practice is open to other educators. This is the
request we would most want the District to see as
mutual rather than exceptional. **WHAT WE ARE NOT
SEEKING** One City is not seeking waivers of Policy
4400; Policies 4502 B and C, the Behavior Education
Plan; the religious holiday policy; part-time student
contracts; restraint and seclusion requirements; or
child abuse reporting requirements. One City is not
seeking a waiver of the District's ELL Plan, Advanced
Learner Plan, or Special Education Plan. We want to
be explicit about the Behavior Education Plan in
particular, because our Character Development Plan
might be mistaken for a substitute. It is not. It is how
One City implements the commitments the BEP
expresses: instruction over exclusion, restorative
response, and attention to disproportionality. We will
map it against the BEP.

Using the funding One City wishes to be straightforward with the District
formula set forth by about the status of this response. Policy 10000
Board of Education requires developing the first-year budget in
Policy 10000, and in consultation with the Assistant Superintendent of
consultation with the Business or a designee. That consultation has not yet
Assistant occurred. We are requesting it as an early priority, and
Superintendent of we are treating the figures below as a framework to be
Business or his/her replaced by a jointly developed budget, in MMSD's
designee, provide a budget format, rather than as a proposal to be
budget for the first year evaluated on its numbers. **ONE CITY PREPARATORY
of operation.:** **ACADEMY'S APPROVED SY2026–27 OPERATING
BUDGET** Enrollment – 144 planned in grades 6 to 8,

but budgeted at 122 (85 percent) for revenue purposes, with expenses budgeted at full enrollment. Revenue – Per-pupil charter payments, \$1,742,203 (state base of \$12,797 per pupil at 122 scholars, plus \$175,850 in estimated DPI special education categorical aid). Federal entitlements: \$80,217. Other government funding and grants: \$113,008. Additional DPI funding: \$8,400. Summer school, third semester: \$46,069. Before- and after-school fees: \$52,298. Activity fees: \$49,075. One-time stabilization grant: \$1,000,000. Philanthropic fundraising: \$627,316. Total projected revenue: \$3,718,587. Expenditures – Personnel salaries and benefits: \$2,467,217 (23.7 FTE, including 8 lead classroom teachers, plus part-time and summer staff). Direct student costs: \$477,948. Occupancy: \$162,158. Athletics: \$104,909. General and business: \$102,693. Office: \$95,705. Parent engagement: \$23,620. Contingency: \$33,057. Total projected expenses: \$3,467,306. Projected surplus: \$251,281. THE NUMBER THAT MATTERS MOST One City Preparatory Academy spends approximately \$24,079 per scholar and receives approximately \$14,182 per scholar in public revenue. The difference of roughly \$9,897 per scholar, about \$1.43 million annually, is closed entirely by philanthropy. In SY2026–27 it was closed by a one-time \$1,000,000 stabilization grant and \$627,316 in fundraising. The stabilization grant does not recur. Our own five-year forecast balances only by assuming roughly \$1.5 million in annual fundraising beginning in SY2027–28, or 36 to 40 percent of total income. WHAT WE EXPECT TO CHANGE UNDER INSTRUMENTALITY STATUS Three categories require joint work before this budget means anything. Central administration: The personnel line carries allocated shares of organization-level positions, including the CEO, CFO, Chief Academic Officer, Chief Operating Officer, Chief of Staff and External Relations, and VP of Government Relations and Policy, totaling approximately \$262,000 in salary before benefits and taxes. Most are charged here at roughly 30 percent, One City's share of leadership across three schools. Under instrumentality status, some of these functions would be provided centrally by the District, some would remain with One City Schools, Inc. and fall outside the school budget, and some would not carry

over at all. Drawing that line is the single largest budget question. Program elements beyond the base educational program: The budget includes roughly \$281,000 in costs One City categorizes as innovation and demonstration work, including EL Education implementation (\$40,070), two-generation family engagement (\$75,514), a healthy meals program (\$157,453), extended learning academies, and school uniforms, plus \$41,675 in childcare discounts for staff. Some of these fit within a District school budget, some would continue to be philanthropically funded by One City Schools, Inc., and each needs a decision.

Compensation and services: Our current average lead teacher salary is \$72,429, and our average student support specialist salary is \$50,060. Moving to District compensation structures materially changes the personnel line, and we want that quantified early. The same applies to (a) special education and student services, budgeted at a full cost of \$390,777 against \$175,850 in projected categorical aid; (b) food service, budgeted at \$94,262 plus kitchen staffing; (c) transportation, where One City operates leased vans and contracts EverDriven for scholars experiencing homelessness at an allocated \$81,627 but provides no regular home-to-school routes; and (d) occupancy, which carries no rent, mortgage, or debt service because the school occupies space in a facility held by a One City affiliate.

WHAT WE ARE ASKING FOR We request a working session with Business Services to obtain the District's budget template and the Policy 10000 per-pupil allocation methodology, and to model this school inside the District's structure together. We will provide full access to our budget workbook, three years of audited financial statements, and our five-year forecast. We would rather the District see all of it now than discover any of it later.

What is the proposed location for the school PROPOSED LOCATION One City Schools Pleasant T. Rowland Campus, [1707 W. Broadway, Madison, WI 53713](#). One City Preparatory Academy operates here and proposes to remain. The building is a substantially renovated former commercial facility of approximately 157,000 square feet on 13.5 acres, purpose-fitted for school use, with classrooms, specialist and enrichment spaces, administrative areas, food service, and support space. It sits in South Madison, immediately adjacent to the neighborhoods it serves; a majority of our

(specific address, if available, otherwise a description of the town and any unique features of desired locations)?:

families live and work near this school. However, we do not have a gymnasium that allows for athletic competitions, so we rent space for this from local organizations and municipalities. CAPACITY Fully renovated, the Rowland Campus can accommodate approximately 800 scholars. With the balance of that work completed, it accommodates the projected full enrollment of both One City Elementary School and One City Preparatory Academy, with room remaining. One City Preparatory Academy's design capacity is 144 scholars against a budgeted enrollment of 123. One City is not proposing enrollment growth beyond existing design capacity, and no site beyond those named here is contemplated. We will provide a room-by-room allocation and the remaining renovation scope, schedule, cost, and funding plan on request, and would want responsibility for that work addressed explicitly in the charter contract rather than left to assumption.

OWNERSHIP AND ENCUMBRANCES

The facility is owned by One City Schools affiliates: One City Broadway LLC holds the building and One City Broadway South LLC the grounds. Ownership is currently subject to New Markets Tax Credit financing, which carries compliance and transfer conditions. Those credits reach maturity in three years (March 9, 2029), when One City will own the property free and clear, it becomes a \$35 million asset. Any change in ownership or occupancy structure before then must be examined against the NMTC terms. One City recognizes that a District-chartered school occupying a building held by an affiliate of the operator raises legitimate questions about arm's-length dealing and public funds. We want those questions asked and answered thoroughly rather than assumed away. One City is prepared to obtain an independent fair-market rent opinion, to accept whatever lease terms District counsel and Business Services determine appropriate, to open its property books to District review, and to discuss sale to the District if the Board prefers.

JURISDICTION — STATED DIRECTLY The Rowland Campus sits at the municipal boundary between Madison and Monona, and One City understands the District must determine the jurisdiction and school district of record for this parcel before a charter can be executed. We raise this ourselves, at the first opportunity, because we would rather the Board hear it

from us than discover it in review. One City has no fixed position on how this is resolved. We see several paths and defer to the District on each: confirmation that the parcel falls within MMSD boundaries; a boundary or detachment process with the affected districts and municipalities; a structure in which the District leases or acquires the facility notwithstanding its location; or, if none proves workable, another South Madison site within District boundaries. One City would participate in good faith in whichever path the District chooses, and asks that it be taken up early in consultation, since it bears on nearly every other term of the contract. WHAT WE WOULD ASK THE DISTRICT TO WEIGH The scholars enrolled at OCPA are, in the great majority, MMSD residents. The building was renovated for them, substantially with philanthropic and DPI grant funds raised for that purpose; it is in the neighborhood they live in and where they go to school today. Moving them would be a real cost to real children. We ask only that this be weighed alongside the legal and policy considerations the Board must resolve on its own terms.

If there is a specific address, verify that the location will hold the number of students expected to be enrolled when at capacity.: VERIFICATION Yes. One City Preparatory Academy's design capacity is 144 scholars, and the facility named in the preceding field holds that number. HOW CAPACITY IS CALCULATED The school runs two sections at every grade level: two 6th, two 7th, and two 8th classrooms with 24 scholars each, at the Pleasant T. Rowland Leadership Campus at 1707 W. Broadway. No grade level is projected to exceed its two-section configuration during the five-year enrollment plan. SPACE BEYOND CLASSROOMS Capacity is not only a seat count. In addition to general classrooms, the Rowland Campus provides dedicated space for enrichment instruction across art, music, physical education, and STEM; student and special education services and intervention space; staff training; and family programming. DOCUMENTATION TO BE PROVIDED One City will provide the District with the current certificate of occupancy and permitted occupant load for both buildings; floor plans with room-by-room capacity; the most recent fire, health, and safety inspection reports; documentation of accessibility compliance; and the capacity calculation methodology summarized above. We will assemble this package for the Original Proposal and can provide

the occupancy certificates and capacity calculation earlier on request. AN OPEN INVITATION One City invites District facilities staff to inspect either building at any point during the application and decision-making period, announced or otherwise. We would rather the District verify this itself than take our word for it. A capacity claim on paper is worth less than a walk-through, and we would welcome one. HEADROOM One City is not proposing enrollment growth as part of this conversion, and the five-year enrollment plan operates entirely within existing capacity, so no expansion, construction, or additional site is contemplated. We note only that the Rowland Campus has substantial unused capacity, described in the preceding field, so if the District later identified a need in South Madison that One City could help meet, the constraint would be operating resources rather than square footage. CONDITIONAL NOTE This verification is subject to resolution of the jurisdictional question described in the preceding field. If the District determines that an alternative site within its boundaries is required, One City would work with District facilities staff to identify a South Madison location of comparable capacity and character, and would expect the capacity analysis to be redone for that site.