



ONE CITY
SCHOOLS

Grades 1 to 6

Expansion Business Plan

December 7, 2018

"Until many more...minority students...are very successful educationally, it will be virtually impossible to integrate our society's institutions completely, especially at leadership levels. Without such progress, the United States also will continue to be unable to draw on the full range of talents in our population during an era when the value of an educated citizenry has never been greater."

"Reaching the Top," The College Board (1999)

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Executive Summary

Access to clean, drinkable water and healthy food. Climate change. Energy Alternatives. Innovations in STEM and Social Enterprise. Urban and rural poverty. Economic and population health disparities. Global and local leadership and political conflicts. World peace.

Children who can read, love to learn and can work effectively with others will be best prepared to address these issues, lead happy lives and raise happy and healthy families as adults.

One City Schools, Incorporated is a Madison, Wisconsin-based nonprofit developer and operator of high-quality educational opportunities for young children. that is dedicated to cultivating healthy, happy, thoughtful, and resourceful children who have the capacity and commitment to empower others and change the world, their families and communities for the better. With this in mind, **our mission is to prepare young children for success in school and life, and ensure they are on track to succeed in a rigorous educational program in high school.**

We work to achieve our aims through a two-generation community impact approach to cultivating healthy and successful children. We provide affordable, accessible, and high-quality preschools for young children. We also work hand-in-hand with parents and the broader community to ensure our little ones have the fundamental capacity to succeed in school and life from cradle to career, and become the innovators and effective leaders we will need in the future.

With this proposal, we are seeking to add grades 1 through 6 to our existing One City Senior Preschool, which currently serves children in four-year old (4K) and 5-year old (5K) kindergarten. If approved by the University of Wisconsin System, we will officially change our name from One City Senior Preschool (OCSP) to One City Expeditionary Elementary School (OCEES), and the school will be located in South Madison.

OCEES will increase educational equity and opportunity by ensuring that children of color, children living in poverty, and other children attending our preschool will acquire the fundamental knowledge, skills, learning behaviors and cultural exposure necessary to advance successfully through 6th grade and beyond.

- OCEES will offer the Expeditionary Learning (EL) curriculum to children in grades 5K through 6, and will continue to offer its AnjiPlay program as well through our partnership with EL Education, Incorporated and AnjiPlay World, Incorporated. EL will serve as our core curriculum and while AnjiPlay will support the experiential learning that our children will engage in. We will also continue using the Eureka Math program as our core math curriculum for children in all grades. Our curriculum will emphasize cognitive growth, literacy development, collaboration, STEM learning and the development of important knowledge and skills that children will need to succeed in school and life now and in the future.
- Through our partnership with Families and Schools Together and the One City FAST program, along with our Parent Committee and generous support from the Greater Madison community, One City will continue to serve as a village that strengthens, supports and reinforces strong

relationships among our families, teachers, children and school community, for the benefit of our region's kids.

- Through our partnerships with EL Education, AnjiPlay World, Edgewood College, University of Wisconsin-Madison, other higher education institutions, health organizations, employers, community partners and volunteers, we will develop and disseminate best practices, put others' best practices into action, generate and disseminate research on early childhood education, and demonstrate how local leaders and educators can marshal broad support and catalyze a community to come together – as One City – and take action to empower ALL children for the future...and have fun doing it.

There will be no children left behind in this city – One City. We hope you enjoy reading this proposal. Onward!

Application Information Sheet

Date: November 30, 2018

Organization Name: One City Schools, Incorporated

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Organization EIN#: 47-1490574

Organization Mission:

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Proposal Objective: Expanding One City's Senior Preschool to an Elementary School, Grades 1 to 6

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Board of Directors:

Name and Title	Employer
Carola Gaines, Health Educator	Quartz/Unity Health Insurance
Rev. Marcus Allen, PhD, Pastor	Mount Zion Baptist Church
Gordon Derzon, Retired President & CEO	UW Hospitals and Clinics (now UW Health)
Jodie Pope, Student Support Advisor	Madison College
Lynn McDonald, Retired Professor and Founder	UW-Madison and Families & Schools Together
Robert Beckman, President & CEO	Wicab, Inc.
Bethe Bonk, Mental Health Therapist	Pathways to Wellness Community Clinic
Joseph Krupp, Owner (Chair)	Prime Urban Properties
Kaleem Caire, CEO	One City Schools
Noble Wray, Retired Police Chief	Madison Police Department

Section A: About One City Schools, Inc.

One City Schools, Incorporated is a Madison, Wisconsin-based nonprofit developer and operator of high-quality educational opportunities for young children. Our mission is to prepare young children for success in school and life, and ensure they are on track to succeed in a rigorous educational program in high school. Our vision is of a Greater Madison where all children are prepared to contribute and succeed as adults.

We currently operate two schools: One City Junior Preschool (OCJP) and One City Senior Preschool (OCSP). Our Junior Preschool is an accredited, independent, nonpublic early learning center serving children ages 1 to 3 while our Senior Preschool is a new tuition-free public charter school serving children in grades 4k and kindergarten (5K).

We presently enroll 28 children in our Junior Preschool with 42 children on our wait list. We also enroll 63 children in our Senior Preschool with 38 children in 4K and 25 children in 5K. Both schools offer year-round and extended day education programs. Our Senior Preschool is currently in session for 234 days during the year compared to 180 days for traditional public and private schools.

OCEES's school day begins at 8:15am and ends at 5pm, with before school beginning at 6:45am and after school running from 5pm to 6pm. In August 2017, 89% of children enrolled in our 4K program entered school kindergarten-ready. In August 2018, 94% of our children entered school kindergarten-ready. We strongly believe that a strong curriculum that is on the cutting edge of preschool to grade 12 education will help prepare and position our children for lifelong success.

Section B: Establishing the Need

1. Educational Philosophy

OCEES's educational philosophy is grounded in the belief that early childhood should be a time for children to grow, learn, explore, discover and make sense of the world around them while experiencing joy through free play, hands on learning, investigative thinking and structured activities with adults and other children. It is also important that children are cared for and nurtured by patient and loving adults who provide appropriate levels of structure, discipline, guided learning, and safety and security. Early childhood education should offer all of these things to young children. It should also be responsive to the reality that young children bring a broad range of skills, abilities, habits and culture into classrooms, and that each child will grow and develop at their own pace.

Learning in group settings like One City Senior Preschool should take place in a safe, secure and nurturing environment where children are inspired to freely explore the world around them. Children should also have teachers who understand how to effectively lead a classroom, facilitate learning and development among young children, and set appropriate boundaries for discipline and behavior. The curriculum teachers use should support their efforts to guide and enrich the development of young children, while ensuring they are optimally prepared for success in kindergarten and beyond.

OCEES also believes it is important to teach young children in an open classroom learning environment where the emphasis isn't on rote instruction, but on the quality and consistency of the engagement young children experience with a particular task, either determined by them or by an adult. The curriculum, classroom teacher, parents and volunteers should all work in tandem to address the development of the whole child, including their social emotional, physical, cognitive, language, literacy, mathematics and other areas involving the exploration of science, technology and social studies. Teachers should have a planned schedule and lesson plans for children every day, have a predictable daily routine and schedule, and should construct their classrooms according to the ideas, issues and topics children are learning about and are interested in. Parents should be given appropriate information to help their children learn, grow and develop at home, and should know what their children are learning at school. Classroom volunteers and organizational partners should bolster the curriculum of the school by addressing the individual needs, interests and aspirations of children, their teachers and the school overall.

To help children thrive academically starting in kindergarten, learning must go beyond memorizing facts, completing worksheets and learning how to perform basic tasks. Emphasis should be placed on helping children develop the foundational knowledge, skills and behaviors they will need to solve problems, create new ideas, improve upon existing ones and apply what they have learned in new situations. The depth of understanding children will acquire can lead to a greater love for learning, an ability to develop innovative solutions to problems and the capacity to create new knowledge.

For schools to succeed at manifesting these achievement characteristics and social behaviors among all members of the school community, they must have a strong values-driven environment combined with a culture of accountability for academic and personal excellence that is accepted by all stakeholders. Their leaders must understand the harmonious relationship and interconnectedness between school governance and leadership, teaching and learning, parent and community engagement, and young children. When participants in each of these domains reflect high expectations and high engagement, effectively work towards common goals with each other, and put the learner first, young children will grow and achieve to high levels. Conversely, the success of young children is undermined when these attributes and relationships are weak or do not exist.

2. Evaluating the Landscape

TARGET AREA SOUTH MADISON (53713 ZIP CODE)						
2016-17 Race/ Ethnicity	2016-17 Number of Students Tested	Change Since 2013-14	2016-17 Number of Students Reading at Grade Level	Change Since 2013-14	2016-17 % of Students Reading at Grade Level	Change since 2013-14
Black	198	- 13	18	- 6	9 %	- 2 %
Latino	392	+ 126	58	+ 42	15 %	+ 9 %
Asian	87	+ 44	17	- 26	20 %	- 13 %
White	486	+ 50	332	- 114	66 %	+ 4 %

OCEES will be located in South Madison where the majority of children perform below grade level in public elementary schools serving the area. According to the Madison Metropolitan School District's MAP (Measures of Academic Progress) scores of children attending their elementary schools during the 2016-17 school year, 1,726 of 2,082 Black children (83%) in MMSD were reading below grade level (in grades 3 through 5). In the four elementary schools serving children residing in South Madison, fewer than 25% of students of color were reading at grade level in third, fourth

and fifth grade combined on the state's Forward exam.

The chart on page 4 shows the reading results for children on the Wisconsin Forward exam for the 2016-17 school year in grades 3 – 5 at Glendale, Leopold, Lincoln and Randall Elementary Schools in Madison. While Latino students realized significant academic improvement in MMSD's South Side elementary schools between 2014 and 2017, the performance of Black and Asian students declined while the performance of White students remained relatively flat. Only 9% of Black children, 15% of Latino children and 20% of Asian children were reading at grade level in these schools.¹ Also, longitudinal data provided by the Madison Metropolitan School District on the performance of children on the school system's quarterly Measures of Academic Progress (MAP) assessment, show that Black and Latino children tend to start out one year behind their white peers in school and then fall further behind as they progress through each succeeding grade level.

With 80% or more of Black, Asian and Latino children in Madison at severe risk of failing to succeed during their primary and secondary education, there is no way Madison or Dane County will ever significantly reduce racial disparities in education and employment between people of color and their white peers. People of color and those growing up in poverty will continue to struggle to keep pace and compete for advanced education and job opportunities as adults. Our country and the Greater Madison community has lost at least one generation of Black and Latino children to school failure already; our nation and our community cannot afford to lose another. These issues demonstrate why our community must focus earlier on the education and preparation of its children to ensure they begin school with the basic knowledge, skills, habits, behaviors and passion for learning that they will need to succeed in grade school and beyond.

3. School and Community Input

Between November 28, 2017 and February 28, 2018, One City hosted five 90-minute meetings with its parents to develop One City's parent-driven Parent Committee. It was during these meetings (on November 28 and December 12, 2018 and January 9, 23 and February 28, 2019) that parents requested that we add grades 1 to 6 to our existing Senior Preschool to ensure their children could continue their education in our school.

After consulting with others in the community, including our colleagues at the Madison Metropolitan School District, our Board of Directors decided at its May 5, 2018 annual retreat to build on our unique preschool by adding a public elementary school program that will offer an extension of our innovative curriculum and two-generation family-serving school design. This school will give us the opportunity to accomplish three important objectives:

1. Offer children the opportunity to continue their education in our project-based learning model that emphasizes "deep learning", mastery of knowledge and skills, character development and high-quality student work through critical thinking, design thinking, complex problem solving, collaboration and extended learning expeditions.
2. Reduce Dane County's persistent school achievement gap between children of color and their peers by providing One City students with an intellectually stimulating, meaningful and inspiring education that cultivates the type of skills they will need to flourish in the future.
3. Engage in longitudinal research and evaluation that enables us to track the success of our children from preschool through high school, and beyond, and inform the field of early childhood and K-12 education.

We have engaged several elected and appointed officials, such as Department of Children and Families (DCF) Secretary Eloise Anderson, Department of Workforce Development Secretary Ray Allen, County Executive Joe Parisi, Wisconsin Assembly representative and Dane County Board member Sheila Stubbs, and many others about the expansion of our program. County Executive Parisi and Representative Stubbs both attended our November 19th event along with other community leaders, and expressed their strong support for our expansion.

We also held several one-on-one meetings with One City contributors, organizational and community partners, and community leaders to secure their feedback about our plans to add grades 1 to 6. Additionally, we talked with parents of children currently enrolled in our public charter school about it as well and hosted a major event at our school on November 19, 2018 with our key stakeholders to announce our plans. All expressed support for our plans to add grades 1 through 6. In fact, several parents who enrolled their children in One City would not do unless we demonstrated our commitment to add a full elementary school program to our school. Likewise, a number of parents who showed strong interest in our Senior Preschool decided not to enroll because they wanted their kindergarteners to continue in their school through elementary school. This is a significant reason why our kindergarten did not reach full enrollment.

4. Student Recruitment and Retention

We will recruit students through a number of strategies:

- A. Existing Student Body:** To support the growth of our school from grades 1 through 6, we will recruit children and families who are currently enrolled in our 4K and 5K classrooms. We will keep families apprised of our expansion plans as the UWSA makes its decision on our proposal and the process continues to unfold in the spring 2018. Going forward, we will look to our

existing student body as our core base for recruiting new and existing students as we grow at least one grade each year. We will also involve our current parents in our enrollment (and staff) recruitment efforts.

- B. Online Presence & Partnerships:** We will use our One City website, email marketing system (Constant Contact), and Facebook, Twitter and Instagram pages to recruit new students, and keep the community and our existing families informed and excited about our progress. Our Facebook page membership has increased from 2,772 members in January 2018 to 3,149 as of November 16, 2018, and our email system has 7,988 live contacts that we reach out to. We use our social media pages to raise awareness, expand support, communicate progress, announce activities and events, promote small-donor fundraising campaigns, and inspire people. Our website and email marketing system are used to recruit students, staff, and provide the community with a way to learn basic information about our school, and to get involved by volunteering time, talent and/or contributing financially. We will promote our grade level expansion using all of these online media sources.
- C. Neighborhood Marketing:** Our CEO, Preschool Director, Director of Family and Community Initiatives and other team members, staff and volunteers will serve as “school recruiters”, going door-to-door in target neighborhoods in the 53713, 53711 and 53705 zip codes to inform adults, families and business owners about the opportunity to enroll children in One City. We will concentrate our grassroots efforts on a 5-mile radius of the preschool. School recruiters will be dressed in a One City uniform (either a polo shirt, suit jacket/tie, or jacket, each showing the OCEES emblem) and will visit homes in two-person teams. Since winning approval of our charter in February 2018, we have established partnerships with Bram’s Addition Apartments and Maple Glen Apartment owners, as well as the Southdale Neighborhood apartment owners. Each have committed to provide us with keys to their facilities to go door-to-door to share information about One City with their families. We are working to establish similar relationships with landlords in our immediate service area as the majority of low-income and families of color rent their housing in South Madison. More than 80% of African Americans and Latinos that live in the 14.02 census tract of South Madison (One City’s immediate neighborhood) are renters.
- D. Popular Media:** OCEES will allocate resources to market its schools on the radio during the peak student recruitment season in two phases. Phase I will commence in February 2018 and Phase 2 advertising will take place between June and August if our enrollment or waiting list goals haven’t been reached. To defray costs, OCEES will enlist the support of popular radio personalities for feature interviews, spotlights, and PSAs featuring OCEES’s leadership to promote the school. We will also consider taking out bus ads as well. A recent front-page article titled “[Working the Achievement Gap](#)” in The Capital Times Newspaper (October 31, 2018) and a feature story on our founder, Kaleem Caire, in the July 25, 2018 edition of The Capital Times titled “[Pursuing his Passion: Kaleem Caire works to combat educational inequity with new charter](#)” have highlighted our efforts.²
- E.** Finally, OCEES will host an annual community event that engages its school community with the Greater Madison community in a day of fun, competitive events for families, and will serve as a resource to parents whose children do not attend OCEES by inviting them to participate in its Destination Planning workshops.

One City will also continue to promote the success of its children and team to the broader public. In just three years, One City has established itself as the third most recognized early learning center in Dane County. Only Kids Express Learning Center and Goodman Community Center's preschool have a greater membership on Facebook, and their programs have been around for at least two decades. We have effectively used social media, paid radio, earned media (television and print) and community engagement activities and events to publicize One City in the community.

We will also continue to issue our annual progress report to the community, and will maintain our Gold rating for transparency with GuideStar, the world leader in providing publicly accessible financial and organizational information about nonprofit organizations around worldwide. Each of these strategies will help us maintain a strong position in education in the Greater Madison community and serve as positive reference points for parents as they consider One City for their child.

Section C: Educational Plan

1. Elementary School Curriculum

A. Student Learning Standards

One City Expeditionary Elementary School selected the Expeditionary Learning Model, created by EL Education of New York, NY, as its core education program for grades 1 through 6, in part, because of EL Education's commitment to improve outcomes for all students in all school settings through 21st century learning standards and strategies. EL Education's whole-school reform model combines a highly detailed, interdisciplinary curriculum that focuses on active learning, teamwork and character education with effective training and coaching for teachers and school leaders. One City Senior Preschool, our existing public charter school authorized by UWSA, is currently implementing EL as its core education program in kindergarten (while continuing to use AnjiPlay as the core of its 4K program and key elements of it in kindergarten).

EL Education, a non-profit education organization, provides a proven curricular foundation with significant support and training for teachers and staff. They are not a charter management organization (CMO). Instead, they work in partnership K-12 public schools, public charter schools and school districts across the United States to cultivate, nurture and inspire academic success among school-aged children. With their new mission focused on providing equitable access to inspiring and transformational educational experiences in high quality public schools, they place a particular emphasis on serving students in schools where a minimum of 40% of students are low-income.

We are also excited to partner with EL Education because of the role they play in promoting, supporting and providing research and best practices in teaching and learning that can be implemented in traditional public schools, as well as public charter schools. Many EL Education public charter schools have resulted in public/private partnerships at the state and district level to support success for all students. For example, in Kenosha, Wisconsin the positive impact of an EL Education charter school, Harborside Academy, has resulted in a partnership with

Kenosha Unified School District to provide school improvement services to support six Title I elementary schools. In the state of New York, successful charter and district partnerships in Rochester, Buffalo and New York City have resulted in a state partnership through which EL Education constructed and provided Common Core State Standards (CCSS) curriculum and professional development to over 100,000 teachers in order to support implementation of EL Education's ELA curriculum first available through EngageNY.

We have chosen EL Education because it creates learning environments that are inclusive, respect diversity, and promote equity by creating learning experiences that are:

- ACTIVE... by learning as scientists, urban planners, historians and activists who investigate real community problems and collaborate with peers to develop creative, actionable solutions;
- CHALLENGING...by pushing and supporting students to believe that they can create work where excellence and high-quality projects and thinking is expected;
- MEANINGFUL...by applying students' skills and knowledge to address real life issues in order to make positive changes in their communities, thereby establishing relevance and purpose to their efforts;
- PUBLIC...by formally presenting, displaying, critiquing, research projects that reflect high order of analyzing data; and
- COLLABORATIVE...by forging learning communities of school leaders, students, teachers, and families who build trust and experience joy by meeting rigorous expectations for quality work, achievement, and behavior.

EL Education's CCSS curricula is available free of charge to any school, district or individual through EL Education's Common Core Success online resource <http://commoncoresuccess.ELEducation.org>. EL's curricula is also available through the Engage New York site <https://www.engageny.org>).

Additionally, the EL Education model is recognized as one of the Nation's most innovative and successful educational design models.³ In "Credentialed" EL Education schools⁴, most of which are located in urban settings and serve high proportions of low-income and minority children, students showed dramatic improvement in the high-stakes tests used in their districts. The EL Education model transforms curriculum, instruction, assessment, and school culture and makes academic success possible for all students, including "at-risk" students, namely students from racial minority and low-income groups that have historically underperformed in comparison.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

For the past 25 years, across 30 states, 150 network schools, and 50,000 students, EL Education has developed positive school cultures and achieved strong academic outcomes with their

proven curriculum and whole school education model. The model is guided by three Dimensions of Student Achievement: Mastery of knowledge and skills, Character and High-Quality Student Work.⁵

EL's Dimensions of Student Achievement

EL Education strategically plans and assesses schools throughout their partnership with the goal of becoming a “Credentialed EL School,” which distinguishes schools as having produced great results in each dimension of student achievement through the EL Core Practices. In order to become credentialed, schools are evaluated using two different methods. First, schools need to reach a select benchmarked score on EL’s Implementation Review, which is comprised of 26 rubrics that measure the level of a subset of the Core Practices. Then, schools need to collect and present a Credentialing Portfolio that outlines a multi-year body of quantitative and qualitative evidence confirming continual progress in each dimension of student achievement as follows:

- ❑ **Mastery of Knowledge and Skills:** Students demonstrate a deep understanding within a discipline of study, transfer knowledge to meaningful tasks, think critically about complex ideas and perspectives, and communicate effectively while expressing their ideas through writing, speaking, and a variety of media.
- ❑ **Character:** Character is guided by school norms that are developed collaboratively by teachers, students and the broader school community. These norms become habits that are practiced and reinforced through daily routines and regular rituals that focus on positive character-building traits, building healthy mindsets for life success (initiative, responsibility, perseverance, collaboration), developing habits that define ethical people (empathy, integrity, respect, compassion), and contributing personally to a better world (through service and citizenship).
- ❑ **High Quality Work:** Students engage in complex work that prepares them to demonstrate higher order thinking and multiple perspectives, and accurate and highly executed craftsmanship, while producing authentic work that connects to real world issues. Students also learn to use creative thinking and their voice to make positive contributions to their school, neighborhood, peer groups and the broader community where they live.

EL's Design Principles

EL Education Schools are guided by the following Design Principles:

1. **The Primacy of Self-Discovery:** Learning happens best when emotion, challenge and the requisite support work in tandem. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline and significant achievement. A teacher’s primary task is to help students overcome their fears and discover that they can do more than they think they can.

2. **The Having of Wonderful Ideas:** Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment and time to make sense of what they've observed.
3. **The Responsibility for Learning:** Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.
4. **Empathy and Caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.
5. **Success and Failure:** All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard and to learn to turn disabilities into opportunities.
6. **Collaboration and Competition:** Individual development and group development are integrated so that the value of friendship, trust and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.
7. **Diversity and Inclusion:** Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.
8. **The Natural World:** A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.
9. **Solitude and Reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.
10. **Service and Compassion:** We are a Crew, not passengers. Students and teachers are strengthened by acts of consequential service to others. One of an EL Education school's primary functions is to cultivate within students, the attitudes and skills to learn from and be of service to others.

Character Development

At the core of the EL model lies an explicit focus on character development that is reflected throughout daily learning activities, and around the building with all school community members. EL schools utilize a practice and philosophy of *Crew* where everyone is thinking and working to support the team all day long. Each Crew member supports and pushes each other in school and life, and takes responsibility for the well-being of everyone in the school community.⁶

“Crew is a ritual, a coming together, and the creation of a close-knit student community. An integral part of the EL Education model, each school in our network brings students together in a consistent and supportive group. Crew is a place where character education, adventure, and team building are intentional, assuring success for all students. It’s a structure that fosters a sense of belonging within students, and a place where they can be their best selves while lifting up their peers to achieve more than they think possible.”

Crew involves all adults as well, with teachers and staff forming Crews, along with parents who are actively engaged in the supporting the school, its children and its overall mission in the community. “Crew means pulling together, thinking together and supporting each other to do things bigger and better than we all thought possible (Jon Mann, Mountain Region Director, EL Education).”⁷

One City will implement a system to actively teach, assess and report on students’ habits of scholarship for both performance and relationships. The habits of relationships will be topics for both Crew and community meetings with students, teachers and families, as well as professional development sessions with school staff. One City’s assessment will be based upon EL Education’s “Essential Qualities of Character” listed below. Current research shows that these assessable qualities of character positively impact students’ academic achievement.⁸

Essential Qualities of Character	Common Words or Phrases
Perseverance	Persistence, Tenacity, Grit
Collaboration (Compassion)	Teamwork; We are Crew, not passengers
Effort (Craftsmanship)	Growth Mindset, Determination, Willpower, Zest
Responsibility	Initiative, Focus, Self-Discipline

B. Curriculum Example and Structure (provided by EL Education team)⁹

It is 10:15 a.m. on Wednesday, and first-graders Kristina, Elvin, and Omar are hard at work building together. Over the past few weeks in their module lessons, they have spent time every day immersed in *The Most Magnificent Thing*, a rich and complex text about a girl who creates a scooter, which their teacher Ms. Sanchez reads aloud. Now, later in the morning during Labs, Ms. Sanchez helps them learn about tools, and the students work and talk together about how to use various tools and materials to try out designs.

More than a month into this module, Kristina, Elvin, and Omar are collaborating on a “magnificent thing” for their classroom—a lovely box, decorated with their original design, that will hold colored pencils for the class to use. Once the box is complete, each of them will write a paragraph, explaining how they built the magnificent thing and how to use it—and now that they are comfortable with the letters and sounds of written language and can encode them, the first graders are ready for this final supported task.

Down the hall, fourth-graders Nathan, Sergei, and Alma are working just as hard. Over many weeks, their teacher Ms. Henderson has immersed her students in a study of animal defenses and what it takes for animals to survive and thrive. She has helped her students successfully read complex texts about the topic. During her second hour of content-based literacy instruction, the Additional Language and Literacy Block, she also has ensured that students read a lot on their own about animal defenses, and she has made sure her students received much-needed explicit skills instruction and practice.

Ms. Henderson has facilitated intense conversations among her fourth-graders about what might happen to specific animals without their defenses. Dividing the students into small, heterogeneous groups, Ms. Henderson facilitated as her fourth-graders researched three specific animals. Then she gave them specific instruction on narrative writing. Now Nathan, Sergei, and Alma are about to craft choose-your-own-adventure stories about how armadillos use natural defenses to survive and thrive. And during science time, they are digging in to explore the internal and external structures of plants and animals, and how they function. Kristina, Elvin, and Omar; Nathan, Sergei, and Alma; and all their elementary classmates have been beneficiaries of EL Education’s K-5 Language Arts curriculum. Their engagement, perseverance, and mastery are a snapshot of the realized goals for all children that underlie this comprehensive literacy curriculum.

Kindergarten to 2nd Grade Language Arts Curriculum
Each module in grades K-2 is comprised of two one-hour blocks of content-based literacy (Module Lessons and K-2 Labs) and a third hour of structured phonics (K-2 Reading Foundations Skills Block). Together, these three hours of curriculum teach and formally assess all strands of the Language Arts standards for each grade level.
Kindergarten to 2nd Grade Reading Foundations Skills Block
The K-2 Skills Block uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behaviors related to the types of letter-sound connections students are able to make as they learn to read and write.
3rd to 5th Grade Language Arts Curriculum
Each module in grades 3-5 is comprised of two one-hour blocks of content-based literacy instruction (Module Lessons and the Additional Language and Literacy Block). Together, these two hours of curriculum teach and formally assess all strands of the Language Arts standards for each grade level.
6th Grade Language Arts Curriculum
EL’s 6 th grade language arts program is comprised of six modules. Each module is approximately 8 weeks of instruction broken into 3 units. The "module-at-a-glance" chart gives the big picture, breaking down the module into a detailed week-by-week view. It shows

how the module unfolds, the focus of each week of instruction, and where the six assessments and the performance task occur. Each unit is made up of a sequence of between 5-20 lessons. The “unit-at-a-glance” chart breaks down each unit into its lessons, to show how the curriculum is organized in terms of standards addressed, supporting targets, ongoing assessment, and protocols. It also indicates which lessons include the mid-unit and end-of-unit assessments.

How is the Curriculum Structured?

Our K-5 curriculum offers either two or three hours of literacy instruction per day, depending on the grade level. The Grades K-2 curriculum offers two hours per day of content-based literacy (*module lessons* and *K-2 Labs*) plus one hour of structured phonics (*K-2 Reading Foundations Skills Block*). All together, these three hours of curriculum are considered comprehensive, meaning that they explicitly teach and formally assess all strands and standards of the Common Core English language arts (ELA) standards for each grade level.

The Grades 3-5 curriculum offers two hours of content-based literacy instruction per day (*module lessons* and the *Additional Language and Literacy [ALL] Block*), with an additional optional companion Life Science Module, which accompanies Module 2 for a third hour of instruction lasting eight to nine weeks. With or without the *Life Science module*, the two hours of content-based literacy are considered comprehensive.

At the heart of the curriculum, at all grade levels, are the hour-long module lessons. Grades K-5 include four modules and grade 6 includes six models, which together, span a full school year. The modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

C. Student Achievement

In 2013, EL Education hired the highly respected Mathematica Policy Research organization to conduct a rigorous independent evaluation of a subset of its schools. Mathematica found that students in “EL Credentialed” schools outperformed their same age-same grade peers in others school on annual state-sponsored student achievement exams in reading/English language arts (ELA) and math.¹⁰ Specifically, Mathematica found that:

- ❑ **In reading**, EL students experience positive impacts that are approximately equal in magnitude to an extra five months of learning growth after two years (.11 standard deviations) or an extra seven months of learning growth after three years (.16 standard deviations).
- ❑ **In math**, EL students experience positive impacts equal to about an extra three months of learning growth after two years (.09 standard deviations) or 10 months of extra learning growth after three years (.29 standard deviations).

Seventy-two percent (72%) of the students in the five schools that Mathematica evaluated in Washington, DC and New York City lived in low-income households and 19% were enrolled in

special education.¹¹ Additionally, children attending the EL schools that One City is working with as we establish our grade 1 to 6 elementary school program have consistently outperformed most traditional and chartered public schools in their communities (See below: Two Rivers, Polaris Charter Academy in Chicago, IL and Two Rivers and Capital City Public Charter Schools in Washington, DC).

Note: Mathematica is presently conducting a second evaluation to assess the impact of EL Education's Common Core State Standards curriculum and professional development model on novice English Language Arts teachers in grades 4-8. Funded by a U.S. Department of Education Investing in Innovation (i3) grant, the study includes 72 schools in 18 districts across the country. Using classroom observations, teacher surveys, and student scores on state assessments, Mathematica's evaluation focuses on the one-year and two-year impacts on novice teachers and their students.¹²

D. One City's Relationship with EL Education

One City Schools, Incorporated and its Senior Preschool has been accepted to participate in the EL Partnership Development Process (PDP) to enter the EL Network. EL Education is seeking approximately 8-10 public schools (district and charter) in select locations across the United States to engage in multi-year, school transformation partnerships beginning in SY2019-20. These partnerships are designed to raise student achievement through the strategic implementation of EL Education's framework for teaching and learning. One City has received high marks of support from EL's leadership during its PDP phase and has worked closely with EL Education's leadership to draft this plan for increasing the grades of our existing charter school from grades 1 to 6.

One City's principal and teachers have visited and trained at five EL Partner Schools in **Denver, CO** ([Fox Creek Elementary School](#)), **Chicago, IL** ([Polaris Charter Academy](#)), **Washington, DC** ([Two Rivers Public Charter School](#)), **Arbor Vitae, WI** ([Arbor Vitae-Woodruff Elementary School](#)), **Kenosha, WI** ([Wilson Elementary School](#)). They have also attended EL's National Conference and have participated in more than 100 hours of professional development since our August 2018, when we closed our school for two weeks to train our team and begin our journey with EL as the core curriculum of our Senior Preschool (and now Elementary School).

2. Methods of Instruction

EL Education's approach to curriculum promotes both challenge and joy in learning. It encourages educators to use, adapt, or design curricula that allow all students to grapple with demanding, standards-based content and meaningful tasks and produce high-quality work. EL shares a belief with One City, that curricula should elevate student collaboration, voice, thinking, and reflection; should reflect a commitment to developing character; and should empower students to contribute to a more just and equitable world.

In the Curriculum domain, EL Education provides guidance for schools and teachers who are choosing, adapting, or enhancing a published curriculum and for those who are designing their own.

A. Core Practices in This Domain

- Choosing, Adapting, and Enhancing Curricula
- Mapping Knowledge, Skills, and Habits of Character
- Supporting College and Career Readiness
- Supporting Global Citizenship
- Supporting Social, Emotional, and Physical Wellness
- Designing Case Studies
- Incorporating Fieldwork, Experts, and Service Learning
- Designing Projects and Products
- Designing Learning Expeditions

B. Learning Expeditions

Expeditions are the signature of ELs Education curricular structure that take multiple, powerful elements of the EL model and join them together. They make standards come alive for students, where challenges are meaningful, and projects are authentic. They also instill in students a love of learning independently and in teams, with their peers and others. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. One City's students will learn that it is the content of their character and the quality of their work that will lead to success in life.

One City's curricula will be integrated around Learning Expeditions, although for the first few years these may be mini-Learning Expeditions based upon the EL Education Comprehensive Literacy Modules which One City began implementing this fall with our Kindergarteners in our public charter Senior Preschool.

Learning Expeditions are used to deliver and reinforce specific skills and content while engaging students in meaningful work that integrates literacy with science, social studies, and the arts, providing a coherent framework through which Common Core standards will be taught. They also focus on building literacy skills, particularly in reading and writing informational text and writing from evidence. They involve students in original research, critical thinking, and problem solving, and they build character along with academic skills.

Each grade will take part in several Learning Expeditions each year that are 6 to 12 weeks long. Expeditions will conclude with a summative project, presentation or other culminating event that synthesizes student's learning and demands the application of content skills. Expeditions utilize:

- Project-based learning, organized around guiding questions that address a problem or explore an issue that is relevant to the local community
- Immersion activities to build student interest and engagement, including multiple pedagogical strategies to scaffold student understanding and development such as a small, flexible grouping, direct instruction, modeling, independent work, student self-reflection, and high-quality work products developed over time

- Significant projects, activities, and fieldwork that incorporate learning goals and are developed over time
- Community resources highlighting the expertise of local authors, experts, and community leaders who bring to life the history and culture of Elgin and Illinois
- Meaningful community service through service learning
- Showcases, portfolios, and/or exhibitions through which students present their work and what they have learned to an audience of parents, peers, teachers, community members, and professionals

All Learning Expeditions include a final project that contributes to the students' community and addresses a recognized need. The presentation of the final project is shared with the public. By drawing on students' natural inclination to contribute to society, One City's students will be motivated to work thoughtfully and achieve at higher levels. Research supports this outcome, indicating that student achievement is more closely tied to intrinsic, rather than extrinsic, motivation.¹³ This is especially true for English language learners¹⁴; and children from under-resources (low-income) homes and those with learning disabilities. approaches that make learning personally meaningful.¹⁵ To review a video documented example of a Learning Expedition, follow this link: <https://vimeo.com/channels/inspiringexcellence>.

C. Summary of a First Grade Expedition at an EL Elementary school in the Northeast US.

The Farms and Food learning expedition brought first-grade students outside of the school to do research in their local community to better understand how food gets from the farm to the table. For the first part of the expedition, students addressed the state's life science standards through a class case study of an apple orchard and small-group case studies of various kinds of farms. Their fieldwork and expert visitors involved them in interviewing and data collection and their class farm book project honed their skills in nonfiction writing, reading, and illustrating.

During the second part of the expedition, the class covered state standards in communities, economics, and nutrition with case studies on migrant farmworkers and healthy food access. A healthy food calendar project required students to practice their skills in word processing and standard English conventions. Throughout the expedition, teachers wove the arts, service learning, and social justice together with academic content to help these urban students understand and care about their environment and healthy eating.¹⁶

D. EL Case Studies

In the EL Education model, the term "case study" means two things. First, it is an approach to research: using a narrowed topic as a window into big ideas and concepts. This kind of case study is usually incorporated into projects and learning expeditions. Second, a case study can be a structure itself, outside of a project or learning expedition—a focused investigation that does not require (as a project does) a culminating product.

Sometimes, EL Education uses the term "case study" exactly as it is applied in the fields of law, business, or medicine, to refer to an investigation of a unique person, place, institution, or event (e.g., a study of inventors, including a case study of Thomas Edison; a study of race in

America, including a case study of race in 1960s Milwaukee). Other times, EL uses the term more loosely, to refer to a narrowed subtopic that allows students to focus their research on a particular category (e.g., the topic of birds narrowed to a case study of owls; a study of the Civil War, narrowed to a case study of children in the war), or to compare different perspectives (e.g., historical and current, local and international, scientific and historical, literary and real-life). In both uses, a case study helps students focus their research and become experts on a specific topic before they generalize their learning to broader concepts and content. Case studies are typically, but not always, 2 to 6 weeks in duration.

E. Instruction

EL Education promotes instruction that is alive with discovery, inquiry, critical thinking, problem solving and collaboration. Teachers talk less. Students talk and think more. Lessons challenge, engage and empower students with complex issues, text and problems. They lift up big disciplinary ideas and give students practice with the tools and skills professionals use in the real world as they create high-quality work. Teachers differentiate instruction and empower all students to be self-directed, independent learners.

F. Core Practices in This Domain

- Planning Effective Lessons
- Delivering Effective Lessons
- Planning for and Supporting High-Quality Student Work
- Teaching Reading across the Disciplines
- Teaching Writing across the Disciplines
- Teaching Mathematics
- Teaching Science
- Teaching Social Studies
- Teaching in and through the Arts
- Differentiating Instruction
- Teaching English Language Learners

G. Lesson Planning

Lessons are the building blocks of all curricular structures in the EL Education model. Whether planning a single lesson or a series of lessons, teachers attend to how the lessons sit in the larger arc of curriculum. They carefully craft a beginning, middle, and end, regardless of lesson type. By attending to each lesson with care, teachers ensure that all students are challenged, engaged, and empowered and can transfer their understanding to new contexts. They also give students opportunities to develop and demonstrate Habits of Character.

Effective lesson planning begins with crafting clear standards-based learning targets in student-friendly language. Teachers plan strategies that ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking and leadership. Thoughtful lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.

H. Lesson Delivery

Teachers engage students in meaningful and productive work throughout the class period. When delivering lessons, teachers create purpose and build curiosity for students. They use classroom management techniques that promote equity and create a respectful, active, collaborative and growth-oriented culture. They make time to confer with students and are aware of each student's level of understanding and participation. Teachers use practices that ensure all students grapple with challenging content. Teachers foster character by building positive relationships with students and inspiring each student to develop craftsmanship, perseverance, collaborative skills and responsibility for learning. They promote critical thinking by asking that students make connections, perceive patterns and relationships, understand diverse perspectives, supply evidence for inferences and conclusions, and generalize to the big ideas of the discipline studied.

I. High Quality Work

The EL Education model compels students to produce high-quality work that demonstrates complexity, craftsmanship and authenticity. Teachers plan deeply to support students in creating products that demonstrate these qualities. They support students to create products for audiences beyond teachers and parents (e.g., a whole-class scientific study of a local pond, resulting in a water-quality report for the city board of health). Creating real work for real audiences motivates students to meet standards and engage in revision. In the process, they develop perseverance and realize that they can do more than they thought possible.

To create a culture of excellence, EL teachers have high expectations for all students and support all students with the scaffolding and equitable opportunities they need to achieve excellence. Students analyze models of excellence— student work and professional work—and use those models to build criteria for excellence in that genre of work. They receive targeted feedback from teachers, experts, and peers based on established criteria and revise their work through multiple drafts.

Teachers and school leaders analyze student work samples, task descriptors and rubrics in professional learning to develop a common understanding of how to build complex, engaging tasks and how to support students to achieve high-quality work and meet standards.

J. Teaching Reading

In the EL Education model, teachers in all subjects and grade levels teach reading so that students build knowledge of the world and make sense of content by reading, thinking, talking and writing about compelling topics. Teachers also provide many opportunities for students to read for joy, to satisfy innate curiosity, to revel in the pleasure of creative language, and to be transformed by interaction with other readers and writers.

Teachers challenge students to collaboratively and independently grapple with complex informational and literary texts. Teachers differentiate lessons to enable all students to

comprehend a variety of grade-level texts, including primary sources, informational articles, literature, poetry, data sets, and real-world texts like speeches and informational graphics. Teachers also provide texts at students' independent reading level, both for group or independent research (on the class topic of study) and for pleasure (on any topic of their choice).

Teachers immerse students in reading for understanding and in lessons that require thinking, talking and writing about text so that students develop the habit of supporting their claims with evidence when they speak and write. Content area teachers support students to read the formats and types of texts typical of their content (e.g., science articles, data sets) and to use domain-specific and academic vocabulary.

Across the grade levels, teachers focus on age-appropriate reading skills. For example, in primary grades, teachers balance content-based literacy and structured phonics lessons. At the secondary level, teachers of mathematics, science, history, technology, and the arts explicitly teach and support students to be strong readers of text within their discipline.

K. Teaching Writing

In the EL Education model, writing is taught across the curriculum in K–12 classrooms. Teachers provide many opportunities for students to write for multiple purposes: to express their thoughts and feelings, to tell stories, to demonstrate understanding, to reflect on learning, to communicate ideas and to develop and polish the craft of writing. Students write to learn (as a way of putting their emerging thinking on paper). They also learn to write, revise and polish authentic pieces in varied genres for audiences beyond the teacher. Teachers develop and teach a common language for the process of writing and the elements of good writing. They use consistent practices for teaching and assessing writing, which enable children to grow with the process from one grade to the next without being confused about what processes they are asked to learn with from year-to-year.

L. Teaching Mathematics

In the EL Education model, mathematics is taught in stand-alone mathematics classes. Whenever possible, it is also integrated into other subjects, projects, case studies and learning expeditions.

Teachers in all disciplines and grade levels model mathematical passion and courage by addressing gaps in their own mathematical understanding, explicitly exploring the mathematical dimensions of their discipline and modeling mathematical thinking. Teachers support all students to think like mathematicians and cultivate mathematical habits of mind, including curiosity, risk taking, perseverance, valuing evidence, precision, and craftsmanship. All students are prepared to engage in high level mathematics classes, because such classes often function as gateways to access other classes and courses at the secondary level and in college.

Mathematical thinking and learning are showcased and discussed throughout the building. Teachers choose challenging curriculum and generative problems that will enable students to

discover the mathematical concepts behind algorithms and procedures. They engage students by asking them to grapple with complex problems independently and to discuss and critique each other's strategies. Students learn to reason abstractly and quantitatively, to model real-world situations mathematically, and to construct and critique mathematical arguments.

Teachers deepen students' conceptual understanding by equipping them to solve unfamiliar and complex problems. Deep conceptual understanding leads to mathematical fluency in which students are able to apply numeracy in various, more complex contexts. Teachers support students to build on foundational facts—vocabulary, algorithms, formulas, and number facts (such as times tables)—as one part of mathematical fluency. Students learn to use technology strategically in problem solving.

Eureka Math:

Eureka Math was created by Great Minds, Inc., an organization created by math experts and New York City math teachers to facilitate and supporting math teaching and learning in grades pre-K through 12. Eureka Math connects math to the real world in ways that take the fear out of math and build students confidence, helping them achieve true understanding lesson by lesson and year after year.¹⁷ It provides free instructional resources, curriculum and assessment tools for 4K and above. One City will utilize Eureka's lessons, academic standards and professional development to ensure that our children are getting the very best introduction to mathematics in preschool and kindergarten.

The Eureka Math curriculum sequence that One City will use at the PK-5 level is *A Story of Units*. This curriculum provides a clearly sequenced and comprehensive educational program. Coupled with effective and replicable professional development, *A Story of Units* provides New York teachers with the knowledge and tools necessary to implement the important instructional shifts required by the Common Core State Standards.

Pre-Kindergarten (4K)
Pre-Kindergarten mathematics will focus children on (1) developing an understanding of whole numbers using concrete materials, including concepts of correspondence, counting, cardinality, and comparison; and (2) describing shapes in their environment. 4K covers the following modules:
Module 1: Numbers to 5
Module 2: Two-Dimensional and Three-Dimensional Shapes
Module 3: Counting to Answer Questions of How Many
Module 4: Comparison of Length, Weight, and Capacity
Module 5: Numerals to 5, Addition and Subtraction Stories, Counting to 20
Kindergarten
Kindergarten mathematics will focus children on (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. Kindergarten covers the following modules:
Module 1: Numbers to 10
Module 2: Two-Dimensional and Three-Dimensional Shapes
Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
Module 4: Number Pairs, Addition and Subtraction to 10
Module 5: Numbers 10–20 and Counting to 100
Module 6: Analyzing, Comparing, and Composing Shapes

First Grade
<p>First Grade mathematics will focus children on (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. First grade covers the following modules:</p> <p>Module 1: Sums and Differences to 10 Module 2: Introduction to Place Value Through Addition and Subtraction Within 20 Module 3: Ordering and Comparing Length Measurements as Numbers Module 4: Place Value, Comparison, Addition and Subtraction to 40 Module 5: Identifying, Composing, and Partitioning Shapes Module 6: Place Value, Comparison, Addition and Subtraction to 100</p>
Second Grade
<p>Second Grade mathematics will focus children on (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. Second grade covers the following modules.</p> <p>Module 1: Sums and Differences to 100 Module 2: Addition and Subtraction of Length Units Module 3: Place Value, Counting, and Comparison of Numbers to 1000 Module 4: Addition and Subtraction Within 200 with Word Problems to 100 Module 5: Addition and Subtraction Within 1000 with Word Problems to 100 Module 6: Foundations of Multiplication and Division Module 7: Problem Solving with Length, Money, and Data Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes</p>
Third Grade
<p>Third Grade mathematics will focus children on (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes. Third grade covers the following modules:</p> <p>Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10 Module 2: Place Value and Problem Solving with Units of Measure Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10 Module 4: Multiplication and Area Module 5: Fractions as Numbers on the Number Line Module 6: Collecting and Displaying Data Module 7: Geometry and Measurement Word Problems</p>
Fourth Grade
<p>Fourth grade mathematics will focus children on (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. Fourth grade covers the following modules:</p> <p>Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction Module 2: Unit Conversions and Problem Solving with Metric Measurement Module 3: Multi-Digit Multiplication and Division Module 4: Angle Measure and Plane Figures Module 5: Fraction Equivalence, Ordering, and Operations Module 6: Decimal Fractions Module 7: Exploring Multiplication</p>

Fifth Grade
Fifth grade mathematics will focus children on (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. Fifth grade covers the following modules:
Module 1: Place Value and Decimal Fractions
Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
Module 3: Addition and Subtraction of Fractions
Module 4: Multiplication and Division of Fractions and Decimal Fractions
Module 5: Addition and Multiplication with Volume and Area
Module 6: Problem Solving with the Coordinate Plane
Sixth Grade
Sixth grade mathematics will focus children on (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Sixth grade covers the following modules:
Module 1: Ratios and Unit Rates
Module 2: Arithmetic Operations Including Dividing by a Fraction
Module 3: Rational Numbers
Module 4: Expressions and Equations
Module 5: Area, Surface Area, and Volume Problems
Module 6: Statistics

M. Teaching Science

In the EL Education model, teachers prioritize students’ understanding of enduring science concepts so that they can apply that understanding to the modern world. Teachers view science as a way to develop students’ capacity to interpret the natural world critically and to engage productively in it. Teachers support students to read, write, think and work as scientists do. They use learning expeditions, case studies, projects, problem-based content, collaboration with professional scientists and engineers; along with interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school or broader community.

Teachers reinforce the connections among science, mathematics, engineering, and technology as they lift up enduring ideas that cut across these disciplines. They cultivate scientific thinking and disciplinary skills in close reading, questioning, experimenting, using data, and communicating scientifically. Students learn to be logical, accurate, insightful, and unbiased when supporting statements with reliable scientific evidence. In addition, because appreciation and stewardship of the natural world is part of the EL Education model, teachers address environmental literacy as part of the science curriculum at all levels.

N. Teaching Social Studies

In the EL Education model, teachers of social studies prioritize students' understanding of enduring concepts so that they can apply that understanding to the modern world. Teachers view social studies as a way to develop students' capacity to interpret their world critically and to engage productively in it. Teachers support students to read, write, think and work as social scientists do. They use learning expeditions, case studies, projects, problem-based content, collaborating with social science professionals, and interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school community or broader community.

Teachers help students understand the big picture and timeline of history through survey-type lessons but emphasize historical frameworks, trends and concepts rather than memorization of myriad facts and details. By focusing on big ideas, teachers support students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures. Whenever possible, teachers choose strategic points to step out of survey mode and dive deep into case studies (often on local topics), during which students can engage in research and work as social scientists. Teachers also cultivate historical thinking and disciplinary skills such as close reading, questioning, using data and communicating as social scientists do.

O. Teaching in and through the Arts

In the EL Education model, arts are celebrated as a central aspect of learning and life. Schools teach art as an academic discipline and also in core academic subjects, where it engages students in problem solving, planning and perseverance. They celebrate the unique capacity of the arts to express truth, beauty, and joy.

Student exhibitions of learning feature the arts along with other subjects. Schools are filled with student artwork, which is displayed in a way that honors the work. Artistic performances are points of pride for the school. Arts are often used as a window into disciplinary content in other academic subjects (e.g., ancient Greek architecture as an entry point to ancient Greek civilization, protest songs as a case study when learning about the civil rights movement). The arts also provide opportunities to explore diverse cultures, perspectives, and regions of the world.

The visual and performing arts are taught using the same effective instructional practices that are used in other disciplines, and all students have access to professional artists and professional exhibitions and performances. Ideally, specialists in visual and performance arts are on the school staff. If they are not, classroom teachers use professional art educators and artists whenever possible to support high-caliber artistic learning. Teachers and students analyze professional and student-created work models as the basis for understanding what excellence looks like and sounds like in the particular form. Through critique and revision, students render works of art that demonstrate complexity, craftsmanship, and authenticity.

The arts build school culture and student character by emphasizing risk-taking, creativity and a quest for beauty and meaning. Teachers invite students to make artistic choices and design

opportunities for students to make independent decisions that are purposeful and meaningful. Students work through diverse arts traditions to reshape the arts, the world, and themselves.

P. Differentiating instruction

In the EL Education model, differentiation is a philosophical belief and an instructional approach through which teachers proactively plan instruction to capitalize on students' varied assets and meet students' varied needs based upon ongoing assessment. Teachers differentiate for students with disabilities, for advanced learners, for English language learners (see above: Teaching English Language Learners) and for students whose differences are not formally evaluated but have been identified through informal learning and interest inventories.

In whole group general education instruction, teachers use flexible groupings of students and design respectful tasks that allow for different approaches to the same goals. Teachers build a culture that honors diverse assets and needs and holds all students accountable to the same long-term learning targets, putting equity at the center of the school's commitment and vision. At the same time, general education teachers make accommodations and modifications for students who have identified exceptionalities and collaborate with a team of school professionals to provide additional supports or extensions.

Q. Supporting English Language Learners

One City expects that by the third year of operation, approximately 20% of our student body will be students who speak English as a Second Language. One City's philosophy is that students who speak a language other than English are an asset, not a deficiency or an obstacle to our school. OCEES will seek to continue to foster students' native languages while also ensuring that students become fully literate in English, which will be OCEES's primary language of instruction.

Incoming students whose parent(s)/guardian(s) report that the home language is one other than English will be referred to the ELL teacher for baseline assessments. If the student is determined to need ELL support, the ELL teacher will work with the student's classroom teachers to formulate an individualized learning plan that outlines specific goals, strategies, and assessments to ensure that the student makes adequate progress in his/her English language development at OCEES. This individualized learning plan will include how Anji Play, Expeditionary Learning, Eureka math and other core elements of our school curricula and program can be used to help English Language Learners meet their language acquisition goals. The ELL teacher will implement this process for years one and two, with the support of the Director of Teaching and Learning and his/her colleagues.

Five additional strategies will be used at OCEES to meet the needs of ELL students:

1. **Volunteer Education Partners.** OCEES will use volunteer reading partners to help OCEESs students, including ELL children, develop strong literacy and math skills. To the extent possible, we will recruit volunteers who are fluent in English and the first language spoken by the child to help them make progress in their home language, the language they are learning and the tasks and activities they are engaged in.

2. **Inclusion.** OCEES understands that ELL students at all age levels benefit from interacting with native English speakers in the classroom and socially. Because of this, all OCEESs ELL students will spend their entire day in the same regular 4K or 5K classroom with their peers.
3. **Professional Development.** All teachers will receive on-going professional development in best practices for working with ELL students. OCEES aims to hire at least one other teacher besides the ELL teacher who holds a license in English as a Second Language instruction and has significant and successful experiences teaching English Language Learners. Much of this professional development will be peer-to-peer with the ELL experts on staff teaching their colleagues successful classroom practices for ELL students.
4. **First Language Development.** One of the major findings reported in *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth (2006)*, was that “oral proficiency and literacy in the first language can be used to facilitate literacy development in English.” This assertion is based on substantial research that has shown that continued development of the first language is critical to the development of the second language. The same applies for young children as well.

It is critical that children who speak English as a second language continue their acquisition of their first language as well. Without this continued development of the first language, ELL students will reach a ceiling of English language acquisition that is likely not an academic level of attainment. For native Spanish speakers, this continued level of development in Spanish will take place through reading, writing, and learning the alphabet, vocabulary and other language-driven activities in Spanish and English. With the support of the ELL teachers, school staff will create native language development plans on a case by case basis for students whose native language is not Spanish or English.

5. **Bilingual Classrooms.** OCEES is very interested in establishing a track of Spanish bilingual classrooms at its school. It has not yet been worked this into its plan but will once the leadership team is comfortable that One City will be able to attract and hire a sufficient number of bilingual teachers to lead its bilingual classrooms. OCEES can be a vehicle to get non-Spanish speaking children of color into bilingual ed.
6. **Cultural Awareness and Value.** OCEES recognizes that language and culture are intrinsically related. OCEES will foster an environment

3. Resources and Instructional Materials

One City will use the following resources and materials to facilitate and support learning in our elementary school:

- [Literacy](#) (click hyperlink)
 - ELA EL Education K-6 Modules and Labs - Content-Based Literacy
 - ELA K-2 Foundational Literacy Skills - Foundations of Literacy Development
- [Mathematics](#) (click hyperlink)
 - Eureka Math
 - Integrated in Kinder through grade 6 EL Expeditions.
- [Science and Social Studies](#)

- EL Education staff would work with the faculty of One City to develop Learning Expeditions based off the WI State Standards for Science and Social Studies.

4. Assessing Student Learning (Grades 1 through 6)

One City will follow the Wisconsin's Academic Standards, which incorporate the Common Core State Standards in Reading, ELA, math, sciences and technology, health and physical education the arts and WIDA English Language Development Standards.

One City and EL Education believe that assessment practices should motivate students to become leaders of their own learning. Students track their progress toward standards-based learning targets, set goals, and reflect on growth and challenges. Students and teachers regularly analyze quantitative and qualitative data that include assessments, reflections, and student work and use those data to inform goals and instruction. Students regularly present evidence of their achievement and growth through student-led family conferences, passage presentations, and celebrations of learning.

Core Practices in This Domain

- Cultivating a Culture of Engagement and Achievement
- Crafting and Using Learning Targets
- Checking for Understanding in Daily Instruction
- Using Assessments to Boost Student Achievement
- Communicating Student Achievement

One City Expeditionary Elementary School will administer the following summative (annual), interim (benchmark) and formative (daily/weekly) assessments to identify, monitor and support students' learning. One City will also use a suite of federal and state-approved assessments to evaluate and support the progress of students with special learning needs.

A. Summative Formal Assessments and Benchmarks

❑ Wisconsin Forward Exam (Grades 3 to 6):¹⁸

- During the 2015-16 school year, Wisconsin rolled out a new assessment called the Wisconsin Forward Exam. The Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year at:
 - grades 3-8 in English Language Arts (ELA) and mathematics,
 - grades 4 and 8 in Science and,
 - grades 4, 8, and 10 in Social Studies.
- Accommodations and supports for students with disabilities and/or English language learners are built into the system so that the progress of students can be accurately measured.

- The Forward Exam is a high quality, research-based, and affordable assessment that meets Wisconsin's expectations. It is a customized assessment with innovative item types that includes test items reviewed and approved by Wisconsin educators.
- at the outset of our first year, we will establish yearly benchmarks for percent proficiency achievement in ELA and Mathematics

❑ **Phonological Awareness Literacy Screener (PALS) Assessment (4K – Grade 2):**

- PALS offers schools a way to identify students who perform below grade-level expectations in several important literacy fundamentals, and thus are at risk of reading difficulties and delays. As a diagnostic tool, PALS-K can be used to assess what students already know about the English writing system and what they need to learn to become readers.
- PALS measures students' early literacy in the following seven (7) areas:
 - Phonological Awareness: rhyme awareness and beginning sound awareness
 - Literacy Skills: alphabet knowledge, letter sounds, spelling, concept of word, and word recognition in isolation

❑ **NWEA Measures of Academic Progress (MAP) Assessment (Grades 3 to 6):**

- Built on the stable RIT scale, MAP adaptive assessments measure growth over time, independent of grade level. MAP is aligned to state standards and the Common Core, yielding deep insight into student placement, proficiency, instructional needs as well as the effectiveness of programs. In addition to interim Reading, Mathematics, and Language Usage assessments, your MAP license includes five End-of-Course Mathematics tests for measuring student understanding of specific content after a year of instruction.
- One City will also use MAP for Science, an adaptive assessment covering two realms of science content: General Science and Concepts and Processes.
- After initial assessment we will set yearly benchmarks mapping backward from 60% or higher of all students meeting yearly growth goals.

❑ **ACCESS English Language Learners (ELL) Assessment:¹⁹**

- ACCESS measures students' academic English language and annual progress in skills development in four language domains: Listening, Speaking, Reading, Writing.
- Federal and state laws require that students identified as English Learners (ELs) be assessed annually to determine their level of English language proficiency (ELP) and ensure that they are progressing in achieving full English proficiency. This includes students who receive special education services.
- In addition to meeting these statutory accountability requirements, the annual ELP assessment can be effectively used for planning and instructional purposes. It serves as the single most psychometrically valid and reliable measure of a student's ELP.

One City will adhere to all assessment requirements mandated by the Wisconsin Department of Public Instruction, within the required testing window. We will use our assessments to monitor the progress of students towards meeting the state standards.

Note on PALS and MAP: One City will administer PALS two times per year (Fall, Spring) for children in grades PK – 2 and MAP three times per year (fall, winter, spring). Data from these assessments will be used as growth measures to document students’ reading and math achievement as well as inform our Tier 1 instruction. The data for reading and math will be used by grade-level teams in the fall, winter, and spring as a screening tool for Response to Intervention (RTI) within our Multi-Tiered System of Supports, Interventions and Acceleration (MTSSIA). Teachers will also use the MAP data to form flexible groupings in the classroom for leveled readers. The Principal and Leadership Team will analyze MAP scores shortly after receipt of the results to identify areas of concern that will need additional attention.

B. Formative Curriculum-based Assessments

❑ Backwards Planning for Assessment:

In the K-5 Language Arts curriculum the sequences of skills in the lessons have been carefully designed so that they work together to help students learn. As a whole, the curriculum is a system that benefits students while also providing support to teachers that helps them grow as professionals.

Backward design means planning with the end in mind and assessing all along the way. The guiding principle of backward design is straightforward. Designers must consider three questions:

- “At the end of a sequence of instruction, what will students know and be able to do?”
- “What will proficiency look and sound like?”
- “How will we know when students are proficient?”

An essential aspect of backward planning is assessment. In the module lessons, assessments have been built in to reflect the key literacy learning that students have been acquiring in the lessons. In the K-2 Skills Block, formative assessments happen weekly, so that teachers can group students for precise skill instruction.

In both module lessons and the K-2 Skills Block, daily lessons suggest specific “ongoing assessment.” And although the K-2 Labs and 3-5 ALL Block (each of which are a second hour of content-based literacy instruction) do not include formal assessments (these happen only in the module lessons), they do provide rich opportunities for observing student work and data collection. All of the assessments give teachers valuable information to use, both in working with the lessons and in grouping and emphasis for Labs and the ALL Block.

❑ EL Skills Block:

The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students are able to make as they learn to read and write. As such, the block is meant to ensure that, by the end of grade 2, students acquire the depth of skills they need in the Reading Foundations standards to navigate grade-level text independently. The lessons and assessments explicitly address the Reading

Foundations standards, as well as some Language standards associated with spelling and letter formation.

Like EL's Module Lessons and K-2 Labs, the K-2 Reading Foundations Skills Block is divided into four modules that span a full school year. The first module is 6 weeks long and the remaining three modules are eight weeks. Each module includes five-day "cycles," with four days focused on repeated instructional practices and one day on assessment and goal setting. Each module includes a Flex Week to be used at the teacher's discretion.

Each lesson in the Skills Block is one-hour long and divided into two major chunks:

- 15-20 minutes: Whole group instruction
- 40-45 minutes: Differentiated small group instruction (including independent work time)

Module Pacing Considerations

- **Flex Week:** All modules include a Flex Week to be used at the teacher's discretion. Considerations might include: scheduling challenges (e.g., holidays, teacher work days, etc.) and students' needs (e.g., re-teaching).
- **Benchmark Assessments** will be administered at the discretion of the teacher or principal. The Beginning-of-the-Year Benchmarks will be administered before instruction begins. Benchmark results are particularly important for teachers to use as they plan for Differentiated Small Group instruction.

❑ **Eureka Math:**

One City will use a combination of formative math assessments provided by Eureka Math and its "A Story of Lessons" curriculum, and teacher-developed classroom assessments that cross multiple subject areas and are tied to our students' learning expeditions.

C. Assessments Linked to Expeditions

After the first few years, teachers will create their own Learning Expeditions. Each grade will complete three to four Learning Expeditions each year. Teachers will use multiple pedagogical strategies to support student understanding and development, including facilitation of small group instruction, direct instruction, modeling, independent or group work, student self-reflection, and individual pacing. Expeditions will conclude with a summative project, presentation or other culminating event that synthesizes student's learning and demands the application of content skills.

To assess student work within a Learning Expedition, teachers will use standards-based grading rubrics, collecting student work samples that demonstrate the student's progress toward meeting the specific standards. This type of assessment helps to measure how effectively teachers are building students' domain-specific content knowledge. Because at-risk students often start school with less of this type of knowledge, it is critical that it be taught intentionally, and students' mastery of skill be measured routinely. Assessment tools within expeditions may include:

- Teacher observation, including, but not limited to: student contributions to group discussions, work habits, engagement, mastery of skills and knowledge appropriate to the expedition, use of vocabulary and new ideas.
- Expedition-based projects such as writing projects, work displays and performance tasks. These projects will be assessed using a standards-based rubric. Each expedition will include multiple opportunities for assessment, including a classroom-wide culminating project that will allow each student to be part of a presentation of some sort that will summarize the learning that was undertaken by the class.

D. Student Portfolios

Students at One City will create summative and reflective portfolios that will accompany them through their time at the school and will be used to measure and report their academic progress over time. Portfolios will include student work and assessment data along with other requirements defined by each grade level team, such as student, teacher, and parent reflections on particular pieces of work, projects, photographs, digital representations of work, or write-ups of performances or tasks. With teacher support, students will create and add to portfolios throughout their enrollment at One City, selecting work samples that highlight their progress toward meeting standards and goals defined by One City. A sample portfolio for a fourth-grade student might include summative math assessments, standardized test scores, a chart showing progress in reading fluency, work samples selected by both the student and teacher that demonstrate mastery of Common Core State Standards, and other relevant standards, and student reflections that note progress toward self-selected goals.

Students will play a key role in the management of their portfolios, not only by selecting the work to be included, but also by using the portfolios to identify academic and nonacademic goals for themselves and reflecting on their progress towards meeting those goals. Students will prepare and conduct Student- Led Conferences (SLCs) (aka parent-teacher conferences) twice each year, where they will share products they are proud of, discuss projects that interested them, and identify individual goals for the upcoming year.

In grades five and eight, members of the community will be invited to the student-led conferences for “Portfolio Passages.” Portfolios give students, teachers, and parents rich data on students’ progress in acquiring the content mastery, ownership of learning, and problem-solving ability that will put them on the path to college. In addition to these presentations, elements from different classes’ portfolios will be displayed on occasion to give the school community a sense of the breadth of work completed within an expedition or classroom.

E. Student Performance Standards

Students at One City will be evaluated in all subject areas using a common set of performance standards. The standards will form the basis for both graded classroom assignments and standards-based report cards. Standards-based report cards will detail student performance related to Wisconsin Academic Standards and the Common Core State Standards, and other essential standards being addressed at that time. One City will implement the following performance standards:

- **Mastery (4):** Student demonstrates complete understanding of the knowledge and skills outlined within a content standard without additional support, and is able to perform. content-related skills without significant errors. Student can apply the knowledge and skills outlined in multiple contexts.
- **Proficient (3):** Student demonstrates a complete understanding of the skills and knowledge outlined within a content standard with minimal assistance, and perform tasks and skills with few errors.
- **Developing (2):** Student demonstrate a basic understanding of the skills and knowledge outlined within a content standard, and requires some support to complete content-related skills.
- **Below Basic (1):** Student demonstrates little or no understanding of the skills and knowledge outlined within a content standard. Student is unable to complete work toward this content standard without significant instructional support or without significant errors.

5. Subjects taught by the School

One City's school year will be divided into three trimesters annually: (1) September to January, (2) January to June and (3) June to July.

During the first two academic trimesters, One City's educational program will engage students in an age and grade level-appropriate education in the following subject areas in grades 4K through Grade 6:

- ☐ Reading/English Language Arts (ELA)
- ☐ Mathematics
- ☐ Science and Technology (physical, biological and physiological sciences)
- ☐ Humanities and Social Studies
- ☐ Civics (current events, history, government, law, economics, geography and service learning)
- ☐ Creative and Performing Arts
- ☐ Creative Design and Engineering
- ☐ Computing
- ☐ Sports and Physical Education

Learning Strategies and Instructional Practices: We will provide our students with appropriate academic challenge, field experiences and learning supports that enhance and advance their cognitive, intellectual and social-emotional growth, as well as their curiosity, knowledge, skills and abilities.

- ☐ **Four-year old Kindergarten (4K):** AnjiPlay Outdoor Experience, AnjiPlay Play Stories, AnjiPlay Play Sharing and Physical Education (covered in our previous charter application with UWSA)

- ❑ **Five-year old Kindergarten (5K):** CREW Circle, Eureka Math, EL Module Block, EL Labs Block, EL Skills Block, EL Expeditions, Art, Music, and Physical Education
- ❑ **Grades 1 through 6:** CREW Circle, Eureka Math, EL Module Block, EL Labs Block, EL Skills Block, EL Expeditions, Art, Music, Physical Education

Third Semester Educational Program

One City's third trimester will focus more exclusively on community learning expeditions. We will provide our students with greater opportunities to engage in hands-on, field-based experiences in science and agriculture, music and the arts, design arts and engineering (AnjiPlay, etc.) and co-curricular sports programming.

Students will engage in several field expeditions to expand upon what they learned during the first two semester of the school year, and as preparation for what they will learn during the next school year. For example, children will go fishing on a county lake, and to the fish hatchery in Madison, to learn about the life cycle of a fish, the practice of fishing and the role fish have played in Wisconsin's native communities, economy and outdoor recreation. They will explore Wisconsin's caves, rivers, farmlands, lakes and glaciers. They will learn to swim, and will reflect on the history and practice of swimming together to deepen their knowledge of the sport/fitness activity. Note: Many urban children grow up believing that Black people don't swim. Our children will learn that the opposite is true. Brief lessons from books like, "Black Splash: The History of African American Swimmers" will accompany their experience learning to swim.²⁰ All lessons will be age appropriate for our students and will involve a combination of experience teachers, coaches and volunteers, as necessary.

To prevent a "summer slide" in learning and provide greater opportunities for cognitive, intellectual and content area growth, we will continue to offer a skills block for reading/English language arts (ELA) and math during the summer. However, this time will be limited to two hours per day and will engage all children at their level of ability to help them advance educationally. We will utilize more volunteers during this period of the day, to provide added instructional support for on-on-one and small-group learning. Each One City student will have a summer learning plan prepared for them by their regular classroom teacher, with input from their parents. This summer learning plan will include a combination of learning and exploration activities students will engage in at school and at home.

6. Promotion Requirements

The various assessments which are used to gauge student growth will serve to identify areas in which students need more support as well as areas in which students have achieved grade-level proficiency or higher in reading/language arts, math and other subject areas. The interventions provided in response to assessment results ensure that students will be prepared at key grade transitions.

On rare occasions, it may be evident to the student, parents, and teachers that a student has not made adequate progress during the year and that more time is needed to meet certain academic

goals as measured by assessments including MAP, portfolios assessments, and teacher or program based assessments. When this occurs, a student will be invited to remain at a grade level and join a new Crew. One City recognizes that retention can be difficult for students and parents and will work aggressively and proactively to support struggling students at risk for retentions. RTI (Response to Intervention) interventions, including small group and one on one remediation, peer review and feedback, differentiated instruction, and supports for English language learners and special needs students are some of the ways in which One City will meet the needs of challenged students.

A. Guiding Beliefs about Student Promotion

One City and EL Education believe that assessment practices should motivate students to become leaders of their own learning. Students will track their progress toward standards-based learning targets, set goals and reflect on growth and challenges. Students and teachers will regularly analyze quantitative and qualitative data that include assessments, reflections and student work and use this data to inform goals and instruction. Students will regularly present evidence of their achievement and growth through student-led family conferences, passage presentations and celebrations of learning.

In the EL Education model, student achievement is communicated in traditional ways (e.g. report cards) and in ways that allow students to take the lead in speaking about their own learning. Leaders and teachers create structures and procedures that support students to create, maintain, and present portfolios demonstrating growth and achievement during student-led conferences, passage presentations, and celebrations of learning. They also implement standards-based grading systems that communicate academic outcomes relative to specific required standards and, separately, outcomes on Habits of Scholarship. Teachers involve students in the dialogue about assessment and communicating achievement. Students can articulate what they have learned and speak to their own strengths, struggles, goals, processes of learning, and preparation for college and career success.

B. Implementing Standards-Based Grading

- (1) Teachers will determine grades that describe students' current proficiency in relation to specific standards. For example, they may use a 1 to 4-point scale, with "1" meaning a student "does not meet the standard" and "4" meaning a student "exceeds the standard." Recent evidence takes precedence over older evidence so that students' grades reflect what students know and can do now, rather than an average of their proficiency over time (as represented by a percentage).
- (2) Teachers within subject-area departments or grade levels will compare and calibrate their grading practices to ensure they are using grades to objectively describe students' mastery of knowledge and skills, rather than to motivate future efforts or punish past failures.
- (3) Teachers will communicate long-term learning targets to students and families at the outset of instruction. Over the course of the school year, they will provide students with multiple opportunities to demonstrate progress toward long-term learning targets. Beginning in first

grade, students will learn how to articulate how their grades reflect their proficiency against the learning targets, rather than against the subjective judgments of their teachers.

- (4) One City's school leaders and teachers will develop uniform grading practices that ensure schoolwide consistency in grading. They will communicate these practices to students and families through school documents and timely electronic and verbal communications.
- (5) Teachers will determine grades for academic learning targets separate from scores for Habits of Scholarship. Success in both areas is considered promotion and grading policies.

C. Communicating about Habits of Scholarship

- (1) Leaders and teachers will collaborate to create a coherent and consistent system for collecting evidence of students' Habits of Scholarship.
 - Teachers will assess Habits of Scholarship (e.g., perseverance, collaboration).
 - Teachers will use evidence of homework completion, meeting deadlines and prompt attendance to support Habits of Scholarship grades.
 - Teachers and school leaders will develop rubrics and guidance documents to ensure that all teachers assess Habits of Scholarship fairly and consistently.
- (2) Leaders and teachers will provide guidance to students and their family members to recognize the relationship between Habits of Scholarship and academic achievement.
 - Leaders, teachers and students will track this correlation over time and share it with students' families.
 - Students will set goals and write action plans to improve their Habits of Scholarship in order to improve their academic achievement.
- (3) Teachers will report student proficiency on Habits of Scholarship in multiple ways.
 - Habits of Scholarship will be communicated on progress reports, separately from academic grades.
 - Students will share, and provide evidence of, their progress on Habits of Scholarship in student led-conferences and passage presentations.
 - Leaders and teachers will recognize Habits of Scholarship in school awards, community circles, and other public acknowledgements.

D. Communicating Achievement on Report Cards and Transcripts

- (1) Teachers will report progress toward specific standards-aligned learning targets, not just letter grades.
- (2) Leaders and teachers will ensure that students and families understand the connection between classroom grading policies and school reporting practices.

- This information will be included in family handbooks and family education/information sessions.
- For children in grades 4 and above, teachers will ask students to track and record their own progress toward meeting learning targets during class time. Grades reported at the end of term should not be a surprise to students.
- Teachers will communicate concerns about student progress to students and families along the way, so that students, families, and teachers can intervene appropriately. However, this communication will always be delivered in a positive manner, and in a way that inspires student's confidence in pursuing excellence and success through their work.

(3) School leaders will create a succinct document that explains how student grades are derived and what they mean. This document will be share with parents, one city's evaluators (University of Wisconsin-Madison) and with other entities that parents ask the school to share this information with.

E. Communicating Achievement through Celebrations of Learning

- (1) Leaders and teachers will organize grade-level or school-wide events to celebrate the learning of all students. These will take place at the end of learning expeditions, units, school semesters and for other special occasions where students achieve success in school, at home or in the community.
- (2) Teachers invite families, community members, and school partners to serve as an authentic audience for celebrations of learning.
- (3) Teachers prepare students to serve as docents and presenters of their own learning and create protocols that enable family members to ask questions about student work, interact with students and teachers, and honor One City's mission.

F. Communicating Achievement through Portfolios

Leaders and teachers collaborate to create a system for documenting student work across subject areas in portfolios.

- Teachers will define the purpose and organizing structure of student's portfolios (e.g., by school subject, dimension of achievement or learning target).
- Teachers will determine what is included in portfolios that provides sufficient context for students' work (e.g., a table of contents, reflections, resume, section overviews, assignment rubrics showing learning targets).
- Teachers will determine what student work will be included, how pieces will be selected, and whether to include multiple drafts, self-reflections or feedback from teachers. They will create a checklist or other guidance documents to help students create quality portfolios for presentation.
- Teachers will determine whether to include service learning logs and/or reflections on Habits of Character.

G. Communicating Achievement through Student-Led Conferences

- (1) School leaders will schedule time three times per year for student-led conferences, where students will communicate their learning progress to family members or other caregivers. Student-led conferences will address all EL Education's Dimensions of Student Achievement: mastery of knowledge and skills, character, and high-quality student work.
- (2) Leaders and teachers will support families to understand the structure, purpose and expectations of student-led conferences. They will communicate the schedule in advance and help families understand the roles and responsibilities of teachers, students and parents during the conference.
- (3) Teachers or Crew leaders will support students in preparing for conferences (often during Crew) by doing the following:
 - Creating classroom systems for archiving student work,
 - Supporting students in selecting work for their portfolios,
 - Supporting students in naming and being able to demonstrate what they have learned,
 - Supporting students to reflect on and articulate their progress, to identify areas for growth, and to set aspirational and achievable goals, and
 - Making time for students to prepare for and practice their student-led conference presentation, with attention to criteria such as eye contact, clear articulation, and presenting evidence to support their claims about learning.

H. Communicating Achievement through Passage Presentations

- (1) Leaders and teachers will create passage presentation structures in which students present their readiness to move forward to the next level of their educational journey (e.g., from elementary to middle school, middle to high school, high school to college).
- (2) Leaders and teachers will determine the purpose and objectives of passage presentations. Depending on the grade level of the passage and the school's mission, they will identify what students will focus on in their presentation (e.g., work that demonstrates proficiency in core subjects; artistic, athletic, or technical accomplishments; service and leadership; growth in Habits of Character).
- (3) Teachers and leaders formulate a rubric and other guidance documents that convey the vision of student success in a passage presentation through the following actions:
 - Determining whom the authentic audience for passage presentations will include (e.g., community members, board members, Crew mates),
 - Determining how passage presentations will be structured and what will be assessed, and
 - Determining how and when students will prepare for passage presentations and how information will be communicated to families.

(4) Teachers support students to prepare for passage presentations well in advance of the event (often during Crew) by doing the following:

- Supporting students to analyze their own portfolios and to identify quality evidence that demonstrates progress toward academic and character learning targets and readiness for passage,
- Helping students select and reflect on student work to showcase in their passage presentation,
- Making time for students to practice and receive feedback on presentation skills such as eye contact, effective communication of ideas, use of technology, and presenting evidence to support their statements

7. Support for Learning

A. School Culture

The leadership, faculty and staff of One City will walk-the-talk. They will understand their role in establishing a positive, welcoming and achievement oriented preschool culture for young children. They will embrace the importance of engaging and involving parents, volunteers and community partners in the learning and development of our students. They will also dedicate themselves to ensuring that One City provides a safe, secure and high-quality learning environment, along with planned learning experiences and activities that help children advance socially, emotionally, cognitively, physically and educationally. One City will accomplish these things through:

1. a vibrant school culture that reflects our values every day,
2. a staff team that wants the best for children, and believes in going the distance to help them succeed;
3. a relentless focus on high quality teaching and leadership in an elementary school setting;
4. a quality, research-based curriculum that provides children with experiences to grow personally and educationally from grades 4K through 6;
5. an emphasis on creative and project-based learning that combines individual exploration and accomplishment, with completing tasks and activities with peers, family members and other adults;
6. an environment that reinforces positive behavior and promotes kindness, love and care for one another, and that builds upon these attributes through strong relationships among children, between children and their teachers, and between parents, families, teachers, administrators and the school community;
7. data-driven decision making that informs classroom set-up, the selection of equipment and materials, structured learning activities and projects, professional development of staff, school partnerships and experiential learning at home and school;
8. a strong commitment to engaging and involving parents in the growth, development and education of their children at school, and ensuring that healthy, effective and constructive two-way communication is established and maintained between school staff, parents and others who will be a part of One City's school community;
9. a vibrant, safe and team-oriented learning environment and school culture; and

10. a high-quality network of support at school, at home, and in the community for our children, parents, team members and volunteers.

B. Building a Strong School Culture through Expeditionary Learning

The EL Education model fosters and celebrates students' academic growth and character development as inseparable. Members of the school community live up to the spirit of EL Education's Design Principles on a daily basis and create a school climate characterized by physical and emotional safety, joy in learning, kindness, and positive leadership. All adults in the school communicate clear expectations for student character based on the school's Habits of Character and model those values in their own practice and interactions. Policies and practices encourage students to become effective learners and ethical people who contribute to a better world. This means leaders, teachers, and students value diversity and work to create a community that is equitable, inclusive, and committed to social justice.

The EL Education model fosters and celebrates students' character development by building a culture in which students and staff work together to become effective learners and ethical people who contribute to a better world. Schools establish Habits of Character—qualities that include respect, responsibility, courage and kindness — and model and discuss them every day. The school is suffused by a spirit of Crew: students and staff work together as a team to sustain a learning community where everyone belongs and can succeed.

Our OCS Habits of Character are founded in the expectation that all students and staff at One City Schools will make the commitment that I can be safe. I can be kind. I can be respectful. These habits of character will be practiced by all OCS stakeholders in classrooms, spaces of transition, outdoor spaces, administrative spaces, and any out of the building expeditions. The commitment to the OCS Habits of Character should be visible by actions of OCS students and staff, heard in the voice and common language of all OCS students and staff, and felt by all OCS students and staff. The OCS Habits of Character should be physically visible in all classrooms, transition spaces, administrative spaces, and outdoor spaces. The OCS Habits of Character should be taught, practiced, and reinforced during Crew times, and then practiced and reinforced in all others parts of the OCS learning day.

At One City, every day will begin with a Crew meeting. To be a member of the "Crew" means to pitch in to help each other, to step up and take responsibility for everyone's well-being around you. As Crew members, students and teachers are active participants in their learning, not passive "passengers."

As an EL Education school, One City's school culture is be planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become Crew. The structure of Crew allows for relationship building, academic progress monitoring, and character development. Each classroom constitutes a Crew, with Crew meetings held each morning. At Crew meetings students lead activities for greeting, sharing, and appreciating each other before the academic activities start.

Crew allows students to build positive connections with their peers and with their Crew leader(teacher). Students are introduced to the Habits of Scholarship from the first day of school; the Habits will serve as the foundation for academic work as well as behavior. At our daily Crew meetings, and weekly school wide community meetings our Habits of Scholarship will be discussed, studied, and celebrated. The Habits are: Courage and Curiosity, which go towards being an explorer; Respect and Responsibility which are traits of a good steward; and Craftsmanship and Perseverance which reflect the growth mindset. These form the foundation of our culture and will establish a climate where students and adults are committed to quality work and citizenship. One City will implement structures and traditions of an EL Education school, including Crew, community meetings, exhibitions of student work, student-led conferences, and service learning.

One City will encourage and welcome students of every background to our school. English language learners will see their language and culture studied and celebrated. Special education students will be participating members of Crew and every other aspect of One City as well. At-risk students will thrive with our active learning approach and many layers of support to ensure they do not fall behind their peers. One City's rituals and routines will ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated.

The foundation of a successful EL Education school is a community that brings out the best in students, families, and staff. This is reflected in our mission statement: At One City, students and teachers will reach their highest potential through active exploratory learning and social responsibility. Our Habits of Scholarship underscore our mission. One City will celebrate both student academic growth and character development. Our teachers and school leaders will communicate clear expectations for student character and model those values in their own practice. Our policies and practices will encourage students to take responsibility for learning, to demonstrate empathy and caring, and to be stewards of their school and community.

One City's Habits of Scholarship will be celebrated throughout the day, and will serve as the guidelines for addressing exemplary behavior and academic work. For example, at One City's weekly community meetings, we will celebrate our habits of scholarship and recognize "star" students and staff who exemplify--or demonstrate a superior expression of--a specific habit. These "stars" will have been nominated by their teachers and peers.

One City's Habits of Scholarship will be expressed into statements of how these habits will be exemplified in the classrooms ("I statements"). The leadership, staff, and students reflect on successes as well as challenges by referring to the behaviors associated with each habit. Students will choose one habit on which to focus, and reflect on their own progress. A student or staff member can be nominated for special recognition of having exemplified a certain habit, and that recognition is celebrated in Crew and community meetings. When challenges occur, discussions will also be held in terms of how the Habits of Scholarship can help improve academic achievement and social progress.

The habits are taught and discussed in age appropriate ways starting in kindergarten. For example:

Courage

- I accept my fears yet keep trying.
- I stand up for others even if it is unpopular.
- I take risks in my work in order to learn.

Perseverance

- I keep going even when I'm tired or something is hard.
- I have patience and do what I can to help my Crew move forward.
- I strive to do good work.

Responsibility

- I do what I am supposed to do and accept consequences for my actions.
- I make choices with others in mind.
- I always try and do my best work.

Curiosity

- I can ask questions and find answers for myself.
- I can ask questions and find collaborative solutions.
- I can ask questions that help me grow as a learner.

Craftsmanship

- I create products that show attention to detail and that are aesthetically pleasing.
- I revise my work multiple times to create high quality work products.
- I can assess how well my best efforts meet expectations.

Respect

- I work cooperatively with others.
- I take care of resources and materials and act as a steward of our community.

One City is committed to maintaining a learning environment where everyone can reach his and her full potential. Our school is based upon mutual respect and a shared set of values about the importance of education. Therefore, everyone will be expected to fulfill the following responsibilities, and to respect the rights of others.

Crew Members have the Right...	
<ul style="list-style-type: none">• To be shown respect	<ul style="list-style-type: none">• To show respect to others in word and deed
<ul style="list-style-type: none">• To be heard	<ul style="list-style-type: none">• To speak at appropriate times, in an appropriate manner, and to listen patiently to others
<ul style="list-style-type: none">• To be taught by a caring and competent teacher	<ul style="list-style-type: none">• To be prompt and prepared each day
<ul style="list-style-type: none">• To disagree with others	<ul style="list-style-type: none">• To resolve all conflicts peacefully and quickly
<ul style="list-style-type: none">• To experience the joy of learning	<ul style="list-style-type: none">• To strive for excellence, and to persevere in the face of challenges

Community Meetings: One of the community-building structures at One City will be a weekly community meeting, which will be a time when all students and faculty members come together. Parents will be invited. It is an important opportunity for communication and

celebration. At One City, the weekly community meetings will contain some or all of the following:

- **Acknowledgments:** Each community meeting will have an opportunity for staff and students to acknowledge examples of greatness that have occurred.
- **Announcements:** This section of the community meeting will provide an opportunity to announce upcoming events, fieldwork, service projects, assessments and deadlines. We will also announce birthdays, special accomplishments and recognize student successes.
- **Letter from the Community:** There may be a letter from the community that is read aloud. The letter may be from a past student, a visitor, a staff member, a student, or another member of the community.
- **Character Recognition:** Students and staff who demonstrate extraordinary character traits for their service to others will be recognized during this time.
- **Celebration of Learning:** A Crew may give a brief overview of the learning that is taking place in a particular field of study.
- **Fun:** The whole school community may participate in a game or contest as participants or supporters.

A great deal of thought, research, and practice has gone into designing the EL Education model which will be adapted to One City's learning environment. While some of the practices described below may look different from a traditional elementary school classroom, they have proven effective in EL Education schools across the country, including those in urban areas. Professional development for teachers includes a significant focus on school culture, and teachers will be trained and supported in the successful implementation of its founding practices.

Other Program Components that will Inform our Culture:

Our classroom spaces will be flexible. One City's classrooms and work areas will be arranged to help students collaborate in small groups. For our Senior Preschool, we worked with NaturalPod of Burnaby, British Columbia, Canada to design classrooms that allow for individual and group learning, and project exploration and completion. Consistent with our current practice, a section in each classroom will be set aside for whole group meetings, which is essential to building a supportive community of learners or Crew within the EL Education model.

Conversation among students will be central to learning at One City. We believe that deep learning takes place when children challenge each another, ask questions, share ideas and build on one another's knowledge through verbal interactions and collaborating with one another – not just through teacher instruction. At certain times during the day, children will leave their seats to gather materials, consult with one another and review project-related information that teachers and students will place around the classroom and on the classroom's walls.

We will use primary data sources as much as possible. We believe children can learn by using authentic resources and materials. Although all students will have access to textbooks, students will more often gather information from non-fiction and fiction trade books, publications, the

Internet, and experts, practitioners and leaders in the field or subject that they are studying. By reading literature and exploring primary sources, children gain information-gathering skills that they use to independently problem-solve and conduct research in the real world. Classrooms will be stocked with books in English and Spanish. Conducting interviews and having conversations with experts will also inform the density, accuracy and overall quality of the work our children produce.

Revising work will become a habit. Students at One City will not be finished with a piece of work until they complete multiple drafts. This expectation reaches across grades and disciplines. Improving on work again and again is common practice in an EL Education school.

Teachers guide students from draft to draft. Students will collaborate to assess the work of their peers. Rubrics will set high standards for finished work and will guide students as they strive to produce work that meets One City's high standards.

We will encourage internal rather than external rewards. We will not typically reward our students with prizes when they succeed. Instead, we will offer specific praise, encouragement and a school culture that fosters and celebrates student achievement. We believe that if children only experience extrinsic rewards, they learn to work only for those rewards, and do not connect their learning to the outside world. We also believe that the purpose of learning is to interact thoughtfully and powerfully in the world, as children and as adults. To this end, we will strive to help children make these connections.

Learning will be public and collaborative. Student work at One City will often be assessed by their peers. Students will read their writing out aloud, solicit comments and present project drafts for formal peer critiques. We will do public work just like in the real world. Having an authentic audience will keep us on our toes, supporting quality work with high standards.

Service and character development will be a part of our curriculum. We will focus on character and service, as well as academics. Quality academic work will be mirrored by the quality of the ways in which we treat one another, our community and our environment. Students will be encouraged to be honest, respectful, determined, creative, and responsible. Every morning, each Crew will hold a morning meeting. Crew members will check-in with each other in terms of character and academic progress. If there are problems with courtesy, behavior, tolerance, or responsibility in the group, those problems are often addressed in this setting.

C. Longer School Day

- ☐ OCEES will begin with a before-school program that runs from 6:45am to 8:00am Monday through Friday. A fee will be assessed to parents who sign their children up for before-school.
- ☐ The actual instructional school day will begin at 8:15am each day and end at 5:00pm Tuesday through Friday.

- ❑ Monday will be early release day, with school beginning at 8:15am and ending at 1:30pm.
- ❑ OCEES will offer co-curricular academies in sports, creative and performing arts, STEM and writing for 60-to-90 minutes during the regular instructional day. These programs will have a curriculum, lesson plans and assessments for children to complete.
- ❑ OCEES will offer an optional 30-minute period for after school, to allow parents more time to leave work and pick-up their children. Students will have free-time during this period, supervised by adults. A fee will be assessed to parents who sign their children up for after school.
- ❑ During the Summer enrichment trimester, all students will participate in community-based Expedition projects and Anji Play curriculum.

D. Structure of the School Day

At One City, we are focused on closing the achievement gap by making high quality education available to all learners in Dane County. We believe that providing a high-quality education includes taking a multi-generational approach to serving our students' and families' needs. To best serve the needs of our hard-working, mostly low-income families, it is important for One City to provide optional before and after school care, in addition to a longer instructional day.

2019-2020 DRAFT SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST GRADE	8:15-9:00AM BREAKFAST/CREW	8:15-9:00AM BREAKFAST/CREW	8:15-9:00AM BREAKFAST/CREW	8:15-9:00AM BREAKFAST/CREW	8:15-9:00AM BREAKFAST/CREW
	8:45-10:45AM EL-ELA	9:00-10:30AM EUREKA MATH	9:00-10:30AM EUREKA MATH	9:00-10:30AM EUREKA MATH	9:00-10:30AM EUREKA MATH
	10:45AM-12:00PM EUREKA MATH	10:30AM-12:30PM EL-ELA	10:30AM-12:30PM EL-ELA	10:30AM-12:30PM EL-ELA	10:30AM-12:30PM EL-ELA
	12:00-1:00PM LUNCH/ANJI PLAY	12:30-1:45PM LUNCH/ANJI PLAY	12:30-1:45PM LUNCH/ANJI PLAY	12:30-1:45PM LUNCH/ANJI PLAY	12:30-1:45PM LUNCH/ANJI PLAY
	1:00-1:45PM EXPEDITIONS	1:45-2:45PM EL-ELA	1:45-2:45PM EL-ELA	1:45-2:45PM EL-ELA	1:45-2:45PM EL-ELA
	1:45-1:55PM CREW	2:45-3:30PM SOCIAL STUDIES	2:45-3:30PM SCIENCE	2:45-3:30PM SOCIAL STUDIES	2:45-3:30PM SCIENCE
	1:55-4:00PM EARLY RELEASE/ ADULT CREW & TEACHER PROFESSIONAL DEVELOPMENT	3:30PM-4:45PM ACADEMY/SPECIALS	3:30-4:45PM EXPEDITIONS	3:30PM-4:45PM ACADEMY/SPECIALS	3:30-4:45PM EXPEDITIONS
		4:45-5:00PM CREW	4:45-5:00PM CREW	4:45-5:00PM CREW	4:45-5:00PM CREW

As we shared in our public charter application for One City Senior Preschool, our elementary school will operate a longer school day and longer school year. One City believes that longer school days and longer school years benefit children, particularly children who are at risk of falling behind academically, when the school program and teachers are effective. It also benefits families, particularly families with limited incomes, who struggle to find or afford high quality summer school options for their young children during times that they have to work.

These components have been requested from our families in feedback sessions and we want the school's design to be responsive to their needs. It is also the reason we have a longer school year. Not only does it provide a steady and consistently safe educational environment for the students we serve, but it helps combat loss of skills or a decline in skills over an extended break.

E. Typical Day for 1st Grade OCEES Teacher

A first-grade teacher at One City would begin the work day at 7:30am, 30 minutes before students arrive. This time is devoted to planning. At least two mornings per week are designated as classroom prep time, with the other mornings determined by One City for grade-level planning, data-sharing, vertical articulation, etc.

At 8:15am, the teachers work with the school's chef and floating teaching assistant to set-up breakfast at each table where students are sitting. After students eat, the teacher facilitates the daily Crew Meeting, giving students opportunities to share both personal successes and concerns, as well as discussion stemming from the day's big idea. The teacher uses the big idea as a transition into the goals for the day's EL module work. This includes collaborative conversations about the day's big idea related to the module of study.

From 9am to 9:30am, the teacher introduces the math problem of the day. This teacher-created math problem embeds content vocabulary from the module into a practical application using grade-level math skills. Students work on the problem-of-the-day collaboratively or individually. The problem is then discussed and shared during the math block in the afternoon. Students will have their snack at this time.

Then, at 9:30am, the one-hour math block begins as the teacher and students finish and discuss the math problem of the day. Teachers use the Eureka Math curriculum to teach both the whole class and small groups. The Eureka math curriculum will be accessed in both English and Spanish, and language support will be provided by the classroom teacher and aide. Students requiring math support through an IEP/504 will receive minutes delivered by the Special Education teacher.

From 10:30am until 12:30pm, students work on the Literacy aspects of their continuing module of study with the Module Lessons (one hour) and Literacy Labs (one hour) from the EL Education Literacy Curriculum. During the Learning Lab time, which is the hands-on, exploratory portion of the Literacy Curriculum, students engage in up to five types of labs (progressive): Explore, Engineer, Create, Imagine, Research. Push-in can be provided for ELL students, as well as IEP students requiring reading support minutes during the Learning Labs.

Early in each module, the teacher builds background knowledge necessary for success and understanding. This includes read-alouds, shared reading, guided reading, podcasts and videos. As the module progresses, close reading, writing, and researching become more primary focuses, with differentiation for language and learning level provided by the classroom teaching assistant and Special Education teacher. Since each module is thematic, encompassing literacy, social studies, and science, the 2-hour block before lunch is highly cross-curricular, involving literacy skills relating to both fiction and non-fiction reading and writing across content areas.

Lunch and recess are held between 12:30 and 1:45 pm. The teacher has this time to herself/himself. The teaching assistant supervises lunch in the classroom and rotates supervision at recess with other teaching assistants.

After our first graders return from recess, from 1:45 to 2:45, the third hour of the EL Education Literacy curriculum continues with the Reading Foundations Skills Block (RFS) which focuses on the letter-sound patterns of the English language, automaticity, etc. In this block, the teacher spends 15-20 minutes with the whole group. The students then spend the next 40-45 mins in differentiated small groups based on strengths and needs. The RFS block is another good time for ELL and Special Ed to deliver targeted support.

At 2:45pm, the teacher will transition students to engage in cross-categorical studies in social studies and science. This 90-minute block will be devoted to more hands-on activities encompassed in the mini-expedition, and will include social studies and science experiments, as well as period service learning, outdoor education and presentations.

From 3:30-4:00pm, teachers will assist the Academies/Specials staff with transitioning their students to those activities. Teachers will then work on readying their classroom for the next day before wrapping-up to leave for the day. The teacher's day will end at 4pm each day, including Monday's early release day.

F. Typical Day for a First Grade Student

At 8:15am, a typical One City first grade student, Juan, is seated in his classroom ready for the day to begin. His teacher Mrs. Castro greets students in English and Spanish. Mrs. Castro is bilingual endorsed in Spanish and has several English learner students in her Transitional Bilingual Education classroom. Mrs. Castro takes attendance while students begin "Pre-Crew" activities.

On the screen on the wall of the classroom are photos of different tools and separate photos of people who might use the tools. While students are eating, Mrs. Castro prompts the students, "Do they know the names of the tools and who uses them?" repeating the question in Spanish. Juan and his tablemates "collaboratively converse" about what they think the tools are and what they do and who uses them--both the English and Spanish words for the tools are exchanged and discussed.

By 8:45am, Juan is seated on the carpet in a community circle as Mrs. Castro facilitates the daily Crew meeting, giving Juan and his classmates opportunities to share both personal successes and concerns especially as they relate to the Habits of Scholarship, as well as discussion stemming from the day's big idea.

From 9:00 – 9:30am Juan works with a partner or a small group on the math problem of the day. This teacher-created math problem embeds content vocabulary from the module into a practical application using grade-level math skills. The teacher provides a brief summary of the problem in English and Spanish. Juan moves to a table with the teacher assistant and other students who are discussing the problem in Spanish.

At 9:30am, the one-hour math block begins as the teacher and students finish and discuss the math problem of the day. Teachers use the Eureka Math curriculum to teach to both the whole class and small groups. The Eureka math curriculum will be delivered in both English and Spanish, additional language support will be provided by the classroom teacher and aide. Some students use Eureka's Spanish language workbooks. Students requiring math support through an IEP/504 will receive minutes delivered by the Special Education teacher.

At 10:30am, Juan and his classmates transition to their English Language Arts block. They listen intently as Mrs. Castro picks up where she left off yesterday in the story of *The Most Magnificent Thing*. Mrs. Castro translates *La Cosa Más Magnífica* into Spanish at the end of each page as she deems necessary. Mrs. Castro uses a close read-aloud guide to conduct a session in English and Spanish that invites students to analyze and discuss the rich literary text. What might be a magnificent thing? What sorts of Habits of Character (such as perseverance) does the girl in the story need to make such a thing? The students stand to sing a song about wheels (tying the story and the labs together).

Juan and his group-mates move to the literacy labs where they work together to do a series of design challenges that give them hands-on experience with collaborative problem solving (e.g., how does a vice work). During the literacy lab time, which is the hands-on, exploratory portion of the Literacy Curriculum, students engage in up to five types of labs (progressive): Explore, Engineer, Create, Imagine, Research. The time passes quickly for Juan as he engages with his peers, talking with both native English and Spanish speakers, on the problem of the day. He asks a few questions of the teacher in Spanish and later shares his thinking with the teaching assistant when she stops by to check on his group's project. Lunch and AnjiPlay/recess are held between 12:30 and 1:45 pm. The teaching assistant supervises lunch in the classroom and rotates supervision of students' engagement in AnjiPlay with other teaching assistants.

At 1:45pm, Juan and his classmates' third hour of the EL Education Literacy curriculum continues with the Reading Foundations Skills Block (students work on the letter-sound patterns of language, automaticity, etc.) In this block, the teacher spends 15-20 minutes with the whole group. The students then spend the next 40-45 minutes in differentiated small groups based on strengths and needs. Various Spanish language books on the topics being studied (tools, in this case) are available. Juan is choosing between *Handy Manny: Herramientas para Juguetes* and *Ve, perro. Ve!* Juan's group for this block includes native Spanish speakers and Mrs.

Castro works with them in Spanish to help them build fluency and automaticity to strengthen their reading comprehension and skills. The RFS block is another good time for ELL and Special Ed push in.

At 2:45pm, Juan and his classmates move on to study how issues covered in the language arts material relate to real world situations that are taking place in the community today. Mrs. Castro weaves in historical and periodic contexts to provide students with a foundation from which to organize their ideas and opinions.

At 3:30pm, Juan and his peers help organize things in the classroom before they move on to participate in martial arts with Mr. Charles Dean and his staff. After 60 minutes preparing to test for his white belt, he and his friends get ready to transition to their closing “Crew” at the end of the day. At 5pm, Juan’s father picked him up from school at dismissal time.

G. Longer School Year

One City Expeditionary Elementary School (OCEES)
School Year Start and End Dates (2019-20 to 2023-24)

Semesters	2019-20		2020-21		2021-22		2022-23		2023-24	
	Starts	Ends	Starts	Ends	Starts	Ends	Starts	Ends	Starts	Ends
First Semester (19 weeks)	September 3, 2019	January 24, 2019	September 1, 2020	January 22, 2021	September 2, 2021	January 28, 2022	September 6, 2022	January 27, 2023	September 5, 2023	January 26, 2024
Second Semester (18 weeks)	January 27, 2020	June 5, 2020	January 25, 2021	June 4, 2021	January 24, 2022	June 3, 2022	January 30, 2023	June 9, 2023	January 29, 2024	June 7, 2024
First Intersession (1 week)	June 8, 2020	June 12, 2020	June 7, 2021	June 11, 2021	June 6, 2022	June 10, 2022	June 12, 2023	June 16, 2023	June 10, 2024	June 14, 2024
Third Semester (7 weeks)	June 15, 2020	July 31, 2020	June 14, 2021	July 30, 2021	June 13, 2022	July 29, 2022	June 19, 2023	August 4, 2023	June 17, 2024	August 2, 2024
Second Intersession (4-5 weeks)	August 3, 2018	September 4, 2020	August 2, 2021	September 3, 2021	August 1, 2022	September 2, 2022	August 7, 2023	September 1, 2023	August 5, 2024	August 30, 2024

Note: The number of weeks account for one week off for winter and spring break, and days off for holidays, semester transition preparation and teacher professional development.

- ☐ OCEES will operate its school over three- trimesters and a total of 219 days of school each academic year, 39 more days (6 additional weeks) than the number of days children enrolled in the Madison Metropolitan School District, and the other 15 school districts, attend school annually.
- ☐ The dates school will be in and out of session (minus holidays and monthly professional development days) during the 2019-20 school year:
 - Fall Trimester: September 3, 2019 to January 24, 2020 (19 weeks)
 - Spring Trimester: January 27, 2020 to June 5, 2020 (18 weeks)
 - First Intersession (School Closed): June 8 – 12, 2020 (1 week)
 - Summer Trimester: June 15, 2020 to July 31, 2020 (7 weeks)
 - Second Intersession (School Closed, except for Administrative Services): August 3 – September 4, 2020 (dates depend on when the Madison Metropolitan School District begin the 2020-21 school year) (5 weeks)
- ☐ Three Student Led Conferences (SLCs): November 2018, February 2018 and May 2018
- ☐ August 24 – September 4, 2020 (Professional Development, New staff orientation, and new school year preparations and Crew building; however, dates are subject to change)

Longer School Day

- ❑ OCEES will begin with a before-school program that runs from 6:45am to 8:00am Monday through Friday. A fee will be assessed to parents who sign their children up for before-school.
- ❑ The actual instructional school day will begin at 8:15am each day and end at 5:00pm Tuesday through Friday.
- ❑ Monday will be early release day, with school beginning at 8:15am and ending at 1:30pm.
- ❑ OCEES will offer co-curricular academies in sports, creative and performing arts, STEM and writing for 60-to-90 minutes during the regular instructional day. These programs will have a curriculum, lesson plans and assessments for children to complete.
- ❑ OCEES will offer an optional 30-minute period for after school, to allow parents more time to leave work and pick-up their children. Students will have free-time during this period, supervised by adults. A fee will be assessed to parents who sign their children up for after school.
- During the Summer enrichment trimester, all students will participate in community-based Expedition projects and Anji Play curriculum.

One City hopes to negotiate with the University of Wisconsin System Administration (UWSA) and Wisconsin Department of Public Instruction (DPI) to ensure that OCEES' longer school day and longer school year is funded with adequate state per pupil aid. We also intend to engage the Wisconsin Department of Children and Families about ideas to support the extended day part of our program as well. Before and after-school will be optional for families, and will be a service that parents will pay for.

H. Family Engagement

One City's plan for engaging families in its school is multi-faceted. Our four goals, and related objectives and activities are listed below.

Goal 1: Communication: Multiple and different ways to communicate to our families with an effort to match their preferences:

- **Strategies/Tools:** Emails, face-to-face, phone calls, social media, monthly newsletters, survey monkey, hand-outs, family resource calendar and REMIND group text service
 - **Measuring results:** Via REMIND text service, 98-100% successful text message delivery with 85-100% showing "reviewed & received" within first 10 minutes.
 - **Measuring results:** monthly newsletter, via Constant Contacts, shows at least a 55% "open rate" from parents who view info provided vs 25% industry standard

- **Strategies/Tools:** Families are engaged in an authentic manner and time is made to develop meaningful conversations:
 - **Measuring results:** Monthly parent meetings allow time for parents/families to interact with one another for 30+ minutes over chef-provided dinner before the start as well as after meetings.
 - **Measuring results:** Families have opportunities to communicate and engage more at quarterly special events / family fun nights.
 - **Measuring results:** Families are invited to participate in a dedicated, eight-week cycle of F.A.S.T. (Families and Schools Together) to garner more meaningful conversations in a smaller setting amongst each other.

Goal 2: Family Needs & Feedback Input: Opportunities for regular feedback is encouraged with a system in place for family feedback. Family input is acknowledged and used to inform program planning & policies.

- **Strategies/Tools:** Survey monkeys are utilized quite often to garner input and ideas.
 - **Measuring results:** Parent feedback is shared with staff, when applicable, for immediate follow-up.
- **Strategies/Tools:** Monthly parent meetings are scheduled in advance throughout the school year.
 - **Measuring results:** Parent meetings will become parent-led, per suggestion from parents.
 - **Measuring results:** Parent Advisory Committee was formed to represent parents of One City and, when applicable, to provide feedback at One City Board Meetings.

Goal 3: Collaborative Activities with Families: Built-in opportunities are provided for families (and staff) to learn, socialize and form lasting relationships with one another.

- **Strategies/Tools:** F.A.S.T. (Families And Schools Together) is offered to 8-10 One City families at a time during an eight-week cycle that encourages individual family bonding time as well as building relationships with other families participating in the same co-hort.
 - **Measuring results:** (32) families have participated in FAST since the internationally-acclaimed family engagement program has been offered at One City. (26) families have attended at least six out of eight sessions and (18) families who have “graduated” from program are still enrolled at One City, including (10) fathers.
 - **Measuring results:** Per post-survey results, parents have expressed joy in interacting with other families and having a confidential space to talk about common parenting issues. In addition, families are feeling more connected, confident and communicate more at our school.

- **Strategies/Tools:** Special events / Quarterly Family Fun nights encourages ALL to attend and socialize.

Goal 4: Community Resource and Family Support: Partnerships are established with public agencies and private entities to support linkages to comprehensive services for families

- **Strategies/Tools:** Community Resource & Family fun calendar – is created and provided monthly after researching for job opportunities & no/low cost fun activities families can partake in.
 - **Measuring results:** Partnering with Urban League of Greater Madison gives our families opportunities to learn of job openings and trainings available.
 - **Measuring results:** Partnering with Downtown Madison Rotary to provide dinner & transportation afforded many of our families to experience “Concerts on the Square” for the very first time.
- **Strategies/Tools:** One City “Family Perks” thru Abenity, Inc – a partnership to assist our families with discounts to movies, parks, grocery stores, hotel stays, museums, car rental and more.
 - **Measuring results:** A parent utilized the Abenity discount program to save \$5000 off a new car she was purchasing.
 - **Measuring results:** A family took advantage of an Abenity discount for a Wisconsin Dells water park adventure. The discount made their family trip more accessible and enjoyable for their children.

I. Community Participation

Like One City’s Senior Preschool (OCSP), OCEES will be located in South Madison. OCEES will begin its 2019-20 academic year by offering grades 4k through 1 in its currently location, 2012 Fisher Street. The facility serves as the home of One City Schools, its independent Junior Preschool and its public charter Senior Preschool.

One City currently leases the facility from Forward Community Investments (FCI) of Madison, but will close on the purchase of the facility from FCI in December 2018. At that point, One City will own its property.

Section D: Management Plan

1. Founding and Leadership

A. Profile of the Founding Group

Kaleem Caire is an accomplished trailblazer, social entrepreneur and national leader in K-12 education reform, economic and workforce development and community transformation. He is the founder and chief executive officer of One City Early Learning Centers, a 21st century preschool aimed at eliminating the racial achievement gap at its core. Kaleem was born and

raised in Madison and is a fifth generation Madisonian. He grew up on Madison's South Side and attended Franklin Elementary (76-77), St. James School (77-84), Cherokee Middle (84-85) and West High Schools (85-89). He is also a 2000 graduate of University of Wisconsin-Madison with a Bachelor of Science degree in education and holds a certificate in nonprofit management from Harvard Business School.

Prior to developing One City, Kaleem served as President & CEO of the Urban League of Greater Madison in Madison, WI where he successfully implemented several new education and workforce training programs, initiatives and partnerships, and catalyzed the Greater Madison community to address persistent racial disparities in education and employment during his tenure. Prior to the Urban League, Kaleem was co-founder and CEO of Next Generation Education Foundation, a Bowie, Maryland based nonprofit organization that addresses the educational and career development needs of young men. Kaleem has also held executive leadership positions with Target Corporation, Fight For Children of Washington, DC, and the Black Alliance for Educational Options (BAEO). Prior to BAEO, Kaleem served as project director with the Wisconsin Center for Academically Talented Youth (WCATY), educational consultant with the Wisconsin Department of Public Instruction and Madison (WI) Metropolitan School District, and director of national initiatives with the American Education Reform Council.

In 1997-98, Kaleem served on the Madison (WI) Metropolitan School District's Equity & Diversity Panel, advising the superintendent on the District's plans to improve student achievement, and served on Wisconsin's Comprehensive School Reform team. In 2001, he commissioned the nation's first comprehensive study on High School Graduation Rates in the United States, which has helped shift the nation focus from dropouts to graduates when measuring high school productivity. In 2002, Kaleem was appointed to the Independent Rules Panel that advised the U.S. Secretary of Education on the evaluation of No Child Left Behind. In 2003, he guided the establishment of the District of Columbia Public Charter School Association and the passage of unprecedented federal legislation that has since provided more than \$600 million to the District of Columbia for public school reform, charter schools, and the nation's first federally funded private school scholarship program for children from low-income families. In 2009, Kaleem was appointed to serve as an expert Reviewer for President Barack Obama's \$3.5 billion Race to the Top education reform initiative.

Kaleem's advocacy and efforts also inspired the creation of the University of Wisconsin-Madison's PEOPLE Program and its Information Technology Academy, Madison's Nuestro Mundo Bilingual Charter School and the School of Hope Tutoring Program. He also assisted with the development of the Florida-based Hispanic Council of Reform and Educational Options, DC Public Charter School Association, and DC Opportunity Scholarship Program. In the area of school development, Kaleem has been directly involved with the proposal, planning, development and governance of several public charter schools in Madison and Washington, DC, namely Madison Preparatory Academy for Young Men and Women (Madison), Hyde Leadership Public Charter School (Washington, DC), the MET: Big Picture Company Schools (Providence, RI) and Two Rivers Public Charter School (Washington, DC), among others.

In 2004, Kaleem assisted world famous music producer Quincy Jones and his Listen Up Foundation with strategic planning for their international We Are The Future campaign and free

public concert in Rome, Italy. In 2005, he led Rockin' the Corps, a free concert in Southern California attended by 45,000 U.S. Marines, their families, and celebrity guests. He returned home to Madison, Wisconsin in 2010 to spearhead much needed changes and opportunities in the Greater Madison community through his work at the Urban League.

Kaleem's writings and commentary has appeared in several national newspapers and magazines, including The Capital Times, The Economist, Education Next, Education Week, The New Republic, The New York Times, The Wall Street Journal, USA Today, The Washington Post and The Wisconsin State Journal. He has also been featured on popular talk shows such as Fox's Hannity and Colmes and BET's Lead Story.

In 2001, Kaleem was the youngest recipient of the City of Madison, Wisconsin's Martin Luther King, Jr. Humanitarian Award and Urban League of Greater Madison's Whitney Young, Jr. Award. In 2008, Kaleem was selected as one of the first recipients of his alma mater's Forward Under Forty Award, was invited to give the first Distinguished Alumni Lecture in 2009 by the University of Wisconsin Alumni Association and in 2012 received the Commitment Award from the Niagara Foundation for Peace & Dialogue. He is listed in Who's Who in America (2007) and Who's Who in the World (2010). He has received numerous other awards and citations for his work in education, workforce and community development.

Kaleem earned a Bachelor of Science degree in education from the University of Wisconsin-Madison in 2000 and a certificate in nonprofit management from Harvard Business School in 2012. He has been married to Lisa Peyton-Caire for 25 years and together they have five wonderful and talented children, three young men and two young women ages 24, 22, 19, 15 and 10.

Bryan Grau was hired in May 2018 to serve as the principal of One City's public charter Senior Preschool, chartered by the University of Wisconsin System. He will also serve as the principal of One City's Expeditionary Elementary School (OCEES).

Bryan has been a licensed educator for more than 30 years. Prior to One City, he served as an assistant principal at Madison's La Follette High School. Prior to La Follette, he served as the principal of Willow Glen Elementary School in San Jose, California, assistant principal of Gunderson High School in San Jose, a high school social studies teacher at Madison La Follette, a middle school teacher at Madison's Sherman Middle School, and a first-grade teacher and a bilingual elementary teacher for grades 1 to 5 with the Los Angeles Unified School District.

Bryan is also the founder and developer of Nuestro Mundo Community School, a dual-language immersion (Spanish/English) public charter school operated by the Madison Metropolitan School District that serves children in grades K - 5. He was also an architect of MMSD's popular district-wide Dual Language Immersion (DLI) Program.

From 2006 to 2009, Bryan served on the Board of Directors of the Wisconsin State Charter School Association. He also served as co-chairperson for the Education Committee of Latinos United for Change and Advancement (LUChA).

Bryan was born and raised in Racine, Wisconsin. He earned his Bachelor of Science in Social Studies Teaching, and a Master of Science in Curriculum and Instruction, and Multicultural and Bilingual Education from the University of Wisconsin-Madison. He also received an Elementary Teaching Certificate from University of Wisconsin-Parkside in Kenosha, an English as a Second Language (ESL) certification from UW-Madison and his Administrator's License from Edgewood College. Grau is currently enrolled in the Doctorate in Education program at Edgewood College. Bryan and his wife Hilda Guzman-Grau have five children and reside in Madison.

Marlo Mielke was selected to serve as One City's founding Center Director in April 2015. She provides the day-to-day leadership of the preschool, which is determined to eliminate Madison's achievement gap at its core – during a child's first years of life, and to ensure they are ready to succeed in grade school when they reach kindergarten.

Marlo has more than 20 years of experience working with children ages birth to 18, including seven years as the owner and operate of a family childcare business and 10 years as a director of early childhood learning centers. Prior to One City, Marlo served as the director of Agape Christian Preschool in Mount Horeb, Wisconsin, an accredited nonprofit preschool that served 110 children, from August 2012 to June 2015. While leading Agape, Marlo also worked with the Mount Horeb School District to help establish their four-year old kindergarten program. She has also successfully led childcare centers through the rigorous National Association for the Education of Young Children (NAEYC) accreditation process and state childcare licensing.

Prior to Agape, Marlo held various positions in the field of early childhood education over the last 20 years: Center Director at Bright Horizons in Madison, Wisconsin, Child Development Center Director at WL Hutcherson YMCA in Broken Arrow, Oklahoma, Children's Director at Heritage United Methodist Church in Broken Arrow, and as a licensed family childcare provider serving children ages six weeks to 12 years old in Oklahoma and Stevens Point, Wisconsin. Prior to her career in early childhood education, Marlo worked as a computer services clerk with Kraft Foods in Madison, Wisconsin.

Marlo was raised on Madison's East side and is a 1990 graduate of Madison East High School. She attended preschool as a toddler in the same preschool facility where One City is currently located. She holds a bachelor's degree in education with an emphasis on early childhood and special education from Edgewood College in Madison, and a master's degree in School Administration from Oral Roberts University in Tulsa, Oklahoma. She completed her administrative internship at Rhoades Elementary School in Broken Arrow, Oklahoma. Marlo currently resides in Sun Prairie, Wisconsin with four of her five children. Her oldest daughter Alexis attends college in Texas.

Vivek Ramakrishnan was a co-developer of One City Early Learning Centers, where he worked closely with One City's founder Kaleem Caire on the development of the business plan for the preschool. Currently, Vivek is an award winning 12th grade math and personal finance teacher with Freedom Preparatory Academy Charter Schools and Teach For America in Memphis, Tennessee.

As a high school student, Vivek founded Pass it On Soccer, a nonprofit organization

that collected soccer balls and cleats to send to charitable organizations in Africa. The organization sought to make soccer equipment available to organizations and people using the sport as a vehicle for social change. In 2014, Vivek took his goals a step further by partnering with the Abato Foundation Uganda to launch the Mpigi Soccer Field Project. Together, he and a fellow student at Columbia University raised and managed a \$21,500 budget for the construction and long-term maintenance of the field. In July of 2014 he managed construction on the ground in Uganda, where the field continues to serve as a community resource and is managed by a team of volunteers.

Vivek earned his bachelor's degree in economics from Columbia College, Columbia University in the City of New York. While at Columbia, he served as Vice President of Policy on the Columbia College Student Council and as an Auxiliary Police Officer with the New York Police Department. He is a graduate of West High School in Madison, coaches the Freedom Preparatory Academy soccer program and has been a nationally ranked table tennis player.

B. Key Personnel

Marilyn Ruffin has joined One City in July 2017 as our Director of Family and Community Initiatives. In this role, she has led our effort to complete the full implementation of the awarding winning [Families and Schools Together, Inc. \(FAST\)](#) program at One City's Junior and Senior Preschools. She is also responsible for school admissions and registration, developing partnerships that open doors to awesome opportunities for One City's families and children, and with leading One City's community outreach and engagement efforts.

A native of St. Louis, Missouri, Marilyn has lived in the Madison area with her husband Jerry for the last 27 years. She is a former electrical engineer, project manager and business executive with U.S. Cellular, the fifth largest wireless telecommunications company in the United States. She held various roles there from 2000 to 2014 before making a career change to education. Prior to U.S. Cellular, Marilyn worked as an engineer and product planner in sales and marketing with TDS Telecom and Alliant Energy.

Marilyn is currently an elected member of the Sun Prairie (WI) School Board - actually the first African American elected to serve in this capacity in Sun Prairie's history. She has also served as a substitute teacher in the Madison Metropolitan and Sun Prairie School Districts, and has volunteered her leadership and expertise with several important community boards and organizations in both cities. Together with Jerry, Marilyn has raised three accomplished children.

Nicholas A. Curran, CPA, CNAP is the founder and CEO of Numbers 4 Nonprofits, a financial management and accounting firm based in Madison, Wisconsin. Nick and N4N serve as One City's Chief Financial Officer (CFO) on a contractual basis. Nick has been involved in public accounting since 1998. He began working with nonprofits as an external auditor with Williams Young LLC (now Wipfli LLP) in 2000. In 2005, he shifted his focus to provide specialized accounting services to nonprofit organizations. He leads the N4N team in preparing nonprofits for annual audits, assisting with annual budgeting, creating forward-focused financial projections, and offering vital outside perspective. Nick is active in AICPA, WICPA, Downtown

Madison Rotary, and Tocqueville Society of United Way of Dane County. He was recognized in In Business magazine's 40 Under 40 and was part of the 2014 Leadership Greater Madison class. He enjoys spending time with family & friends, traveling, and cheering on the Packers and Badgers. He also holds a bachelor's degree in Accounting and Marketing from the University of Wisconsin-Oshkosh and is a certified public accountant, and is widely respected in his field.

Carol Spoehr, One City's Senior Lead Teacher and Director of Curriculum, has been in education for more than 30 years, holding various teacher, teacher-leader and school leadership roles during that time. She holds a Bachelor of Science in education from the University of Wisconsin-Madison and a Master of Education with a concentration on teacher professional development, from the University of Wisconsin-La Crosse. Carol has also served on the Board of Directors of the Wisconsin Early Childhood Association (WECA), the representative association for daycares and preschools in Wisconsin. Carol's deep knowledge of One City's curriculum and assessments, including Teaching Strategies GOLD and PALS, provides One City teachers an incredible resource in their professional development.

Jessica Tormey, VP for Public Engagement, comes to One City with an impactful career of experiences within the upper echelon of Wisconsin's public sector. Most recent the Vice President for University Relations and Chief of Staff at the UW System, Jessica provided key leadership and strategic vision to establish top priorities and activities for the Offices of the President and University Relations. This includes leading the design and execution of messaging and branding relating to media and legislative outreach. Jessica's extensive skill set allows her to develop a broad, strategic public-facing strategy for One City's fundraising and public relations efforts that are key to the organization's expansion.

C. Implementation Plan

Over the course of preparing and establishing One City Senior Preschool for its inaugural year, several key hires and preparatory activities for the opening of a charter have already been completed. These include hiring key personnel who were not part of the founding team, development of curriculum and purchasing assessments, creation of key policies (related to discipline, attendance, etc.), instructional hires, etc.

With expansion beyond the initial grades, a few key areas will have to be addressed over the course of implementation: student recruitment, staff hiring and facility renovation. All three of these areas are covered in further depth in their respective sections of this proposal. However, a broad overview of student recruitment and staff hiring timelines on an annual basis for each school year is below:

- February 2018
 - Begin marketing OCEES to families/students for the 2019-20 school year
 - Hold first Job Fair
 - Staff search begins
- March - May
 - Begin enrolling students for the 2019-20 school year (March 1 to March 30)
 - Hold Open House and Information Sessions for prospective families

- Interviews for staff positions begin, first offers extended
- Continue public outreach and marketing campaign to reach prospective families in the community
- Hold public admissions lottery, if necessary
- June - July
 - Enrollment continues, if necessary
- August
 - Student and Parent Orientations for 2019-20
 - Staff Professional Development for 2019-20

2. Staffing Plan

A. Staffing Levels

One City's staffing levels are modulated to the needs of the age group. At present, all One City 4K and 5K classrooms are staffed by both a lead teacher and an assistant teacher. The student-to-teacher ratio at One City will be a maximum 9:1 in 4K and 11:1 in 5K. OCEESs staffing plan is designed to ensure the preschool meets its obligation and commitment to produce high levels of student achievement and success, to ensure the school stays in sound financial health and maintains compliance with local, state, and federal employment laws and regulations, and that its students, staff, faculty and parents are adequately supported in their respective roles.

Most fundamentally, a disproportionate cross section of students from the communities we serve systematically enter Kindergarten with significant academic and socioemotional gaps in school readiness. As an organization whose mission focuses on addressing these gaps particularly in early childhood, One City's two-teacher model in these grades is a reflection of our deep commitment to unabashedly resource our student's instructional needs at the beginning of their educational trajectories. One City will continue its two teachers in every classroom model for its first graders as well. However, beginning in 2nd grade and extending through 6th grade, One City will employ a more traditional model of assigning one lead teacher per classroom.

One City will continue to employ several support personnel to ensure that additional support for students' instructional, behavioral or other needs are readily met, including a School Nurse and a Special Education Coordinator. The special education coordinator will oversee provision of special education services to students in all grades, oftentimes through contract with CESA 2. Operational staffing levels will continue to be adjusted to support the growing enrollment of students.

B. Teacher Quality

One City Expeditionary Elementary (OCEES) will make every attempt to recruit and develop Highly Qualified teachers with appropriate teacher credentials and demonstrated successful experiences teaching culturally and linguistically diverse urban students. Our Highly Qualified teachers will either hold a regular license for their assignment or meet the following criteria while working under a stipulated license or permit:

1. Hold a major or minor in the subject(s) he or she teaches or has passed the WI Praxis II exam required for the license need for the assignment;
2. Is enrolled in an approved program that the educator can complete in no more than 3 school years; and
3. Is receiving high quality professional development and intense supervision and mentoring from the district while teaching.
4. We will also seek teachers who are certified in English as a Second Language (ESL/ELL).

If teachers must be hired who are not Highly Qualified, i.e. any teacher assigned to teach core academic subjects who is not fully licensed for their assignment and who does not meet all three criteria (above) while working under the stipulated license or permit; including teachers in special education, bilingual programs, elementary education and those who teach English as a second language not fully licensed in these license areas, who are reported as they may teach core academic subjects, then OCEES will implement the following supports:

- Collaborate with institutions of higher education to offer flexible licensure programs in areas of need or to meet the requirement for a major or minor.
- Provide financial assistance and information about licensure programs at institutions of higher education in this state, WI approved alternative education programs or other on-line programs through institutions of higher education upon hiring educators who need an emergency license or permit, including the American Boards and Charter School licensing.
- Provide release time so that teachers can complete course work when evening or weekend courses are not available.
- Provide or help teachers find tutoring to facilitate passing all Praxis tests required for licensure.
- Purchase study guides for Praxis tests.
- Monitor teacher progress in gaining admission to and progress toward completing an approved program.

OCEES will comply with all DPI reporting requirements including:

- The “Highly Qualified Teacher Plan” (PI-9550-IIC)
- For educators who are “not highly qualified” OCEES will also submit the “Highly Qualified Teacher Plan-Final Report” (PI-9550-IIC3).
- OCEES will describe our plan for providing technical assistance to educators who are “not highly qualified” in our district/school.

In addition, OCEES will:

- Provide a New Teacher Orientation to the OCES mission, vision, EL Curriculum/Instruction model, introduction to Community stakeholders and resources, and an opportunity to meet the OCES families
- Follow the Educator Effectiveness teacher evaluation framework training and reporting as outlined in DPI requirements (<https://dpi.wi.gov/ee>).
- Implement EL Education supported school leadership practices that cultivate a positive, professional culture, promote shared leadership, and ensure high quality instruction. For example, in EL Schools:

- School leaders cultivate a professional culture among adults that parallels the empowering culture they foster for students. School leaders build trust so that educators can take risks, show vulnerability, and explore new practices that lead to increased student achievement. School leaders support this growth-oriented and impact-focused professional collaboration by creating professional communities where adults bring their whole selves to work and where they continually improve their ability to work productively with each other. This means leaders invite and facilitate honest, direct feedback, and, when needed, candid and courageous conversations. They prioritize growth more than the status quo and implement an asset-based orientation toward all members of the school community. School leaders embody the school's values and exemplify the positive and professional character they want all staff to demonstrate. Leaders foster an environment where all staff members feel safe, valued, and productive in a culture that respectfully challenges them to do more than they think possible.
- School leaders cultivate a collaborative, dynamic effort toward a common vision for teaching and learning. Thus, in addition to creating the conditions for all staff to learn, school leaders create the conditions for all staff to lead. Leaders articulate and uphold clear decision-making processes, as well as roles and responsibilities for decisions that impact the learning community. Leaders strategically build the leadership capacity of others; they set up structures for staff and other members of the school community to take responsibility for school improvement efforts and empower these individuals to lead the work. High-functioning, data-informed, impact-oriented teams of educators drive improvement across the school.
- School leaders support teachers to use curriculum, instruction, and assessment practices that meet high standards for student achievement, including required district and/or state frameworks. School leaders engage teachers in a collaborative process for curriculum mapping that identifies assessments associated with standards-based learning targets. School leaders allocate the resources teachers need to provide the materials, accommodations, interventions, and extensions that ensure all students can and do access the curriculum. After putting adequate plans and resources in place, school leaders carefully and consistently monitor implementation of agreed-upon curriculum, instruction, and assessment through frequent classroom visits and feedback to teachers. Supervision and evaluation structures are designed to support teacher growth and learning while also maintaining high expectations for follow-through and instructional effectiveness.

Additionally, OCEES' teachers will receive 8 scheduled days to accommodate on-site and off-site professional development, including 12 days of additional professional development for teachers and administrators (i.e. summer institutes, off-site professional development, early release days, visits to exemplary schools, etc.).

During our 275 minutes of weekly professional development time students participate in our Specials and Extra-curricular Academies. The students are accompanied to their academy by an

assistant teacher and then instructed by a community expert. Academies offered at OCS include: Art, Drumming, Dance, Singing, Martial Arts, Soccer, and Fitness. Students also experience time with the local librarian one a month during staff professional development.

3. Governance Structure

A. Board of Directors

As in our first year of operation as an independent public charter school, our Board of Directors will continue to provide oversight and direction of the organization. One City's governance board includes influential leaders in business, education, philanthropy, community and economic development, and civic leadership. Most importantly, as we have done to this point, One City will continue to ensure parent representation on the Board. At least two parents will serve as a voting member on One City's Board of Directors, and the Board will also invite the leader of One City's Parent Committee to serve as an ex-officio member of the Board.

The Board meets bi-monthly, six times per year on the 4th Tuesday of the following months: (January, March, May, July, September and November). We hold our annual Board Retreat and Annual Meeting in May.

One City's Board includes three committees: (1) Finance, (2) Fundraising and Special Events, and (3) Programs and Operations. One City's committees are comprised of Board members, community representatives and parents from our school. Additionally, certain staff members attend both committee and general body meetings of the Board. This includes the Principal, Preschool Director, Director of Operations and Strategy, VP of Public Engagement and Director and Family and Community Initiatives.

Fundamentally, the Board has five primary functions:

1. Ensure financial resources are sufficient and managed effectively
 - a. approve an annual budget
 - b. monitor budget implementation through regular review of financial reports
 - c. conduct annual review of financial policies
 - d. oversee an independent annual audit by a qualified CPA
 - e. help raise financial resources
2. Ensure effective organizational operations
 - a. oversee the development of One City's strategic plan
 - b. Monitor progress on the plan and adjust as needed to ensure goals are met
 - c. Perform annual review of the organization's Board and its performance
 - d. Adhere to the guidelines outlined in the CEO/Board Governance Agreement
3. Ensure programs and services of One City remain effective
 - a. Review programs and services periodically to ensure alignment with vision
 - b. Monitor goals, functions and charter of the School Operations Committee

- c. Monitor organizational progress towards operational and instructional intended outcomes
 - d. Ensure regular evaluation of program and necessary recommendations
- 4. Support and evaluate the leader of the organization
 - a. Recruit, hire One City's CEO and approve his/her compensation
 - b. Foster of a climate of open communication with regular and constructive feedback
 - c. Support the CEO in addressing challenges related to the mission
 - d. Annually evaluate the performance of the CEO in accordance with established policy
- 5. Establish and maintain a positive community presence for One City Schools
 - a. serve as liaison to the community for the organization
 - b. advocate for the educational needs of all children in Dane County to achieve our vision
 - c. represent One City professionally and ethically in all community interactions

B. Fiduciary Responsibility

Fiduciary responsibility and transparency are key to One City's long-term viability. One City will seek opportunities to view and review finances so that any and all stakeholders are able to understand our finances at any point in time. One City has a highly qualified team overseeing finances in a variety of ways, ensuring that all stakeholders' lens' are made part of the accountability equation.

Examples of fiduciary responsibility are evidenced through action by the Board of Directors. In addition to bi-monthly meetings where finances are discussed in significant detail to the full Board, the Board also has a Finance Committee that meets the month between Board meetings. The Finance is Chaired by a Bob Beckman, who is an experienced and successful business owner as well as a Certified Public Accountant. In addition, the Board President, Donna Moreland, as well as the Co-Chair of the Capital Campaign Committee, Joe Krupp, another business owner with significant financial acumen, also serves on the Board. CEO Kaleem Caire is a non-voting member.

The Board has acquired the services of Nick Curran, who serves as Chief Financial Officer. Nick is the CEO of Numbers 4 Nonprofits (N\$N), a company he created. One City has had an extremely positive experience with Nick and his team, recognizing their strong communications skills and willingness to be available to the Board and One City staff as well as to provide strong and direct advice and feedback.

Nick is also a member of Finance Committee. Nick and the Finance Chair work closely to keep adequate and timely oversight over resources, and ensuring the CEO, other members of the Committee, as well as the greater Board are informed of financial decisions.

In addition, One City contracts with Wegner CPA's for auditing purposes. Wegner is widely regarded for its professional tax and audit services. Auditing will occur on an annual basis will use GAP accounting as required of all public entities.

As One City has developed, more strategies have been developed to ensure One City's finances are healthy, transparent and indisputable. As for any developing business, these organizational efforts have become solid over time as a bigger more permanent staff has been hired. For example, Vivek, the Operations Manager, now assists the CEO with credit card billing, receipts, and reimbursements on a weekly basis. Likewise, Finance Chair Bob Beckman review and receipts and disbursements on a weekly basis. This allows consistent and active review of all finances and also provides a mechanism for others, such as Board members, to be able to review and understand finances almost as quickly as they occur. Mechanisms to ensure fiduciary responsibility in a professional and public manner are now solidly in place. While refinement will likely continue, One City is confident in the oversight of its finances.

This fiduciary responsibility extends to understanding the importance of generating and maintaining resources over a sustained period of time. Several approaches are being utilized to ensure this is successful. First, two Board members are actively engaged in developing resources, Joe Krupp and Gordon Derzon. Both have decades of fundraising experience and are well known among communities and people of philanthropy. Both worked on the first campaign to acquire resources to open the early childcare center as well as k4 and K5 opening this year. They have worked closely with Kaleem Caire, CEO, to analyze funding needs and to develop adequate plans to fulfill them. Joe and Gordon have agreed to continue and increase fundraising efforts in order to expand the school.

In addition, One City utilizes a funding and tracking program, E-Tapestry. This program allows for donations to be tracked in a variety of methods so that One City has an up to date analysis of resources and over time. The program also allows forecasting and strategies to ask donors for additional support (such as monthly, annually or one-time donations) organized by type of donor, such as individual, business or foundation.

In October 2018, an additional staff was hired to dedicate a significant portion of time to fundraising. Staff will serve as a liaison to the Board Campaign Co-Chairs and the CEO so that there is a significantly more organized fundraising approach then what One City was able to manage in the first fundraising phase. Despite not having dedicated staff when One City was created and when it moved to charter status in 2018, revenues raised were healthy, due, in part to the active community presence of CEO as well as community leaders and organizations who were willing to take a risk. Now, with a dedicated fundraiser and with strong initial results with One City's first three years in terms of parental satisfaction and student achievement, we believe we will be able to grow our resources and bring new donors to bear.

One City recognizes the responsibility that comes with resources, and especially now that it has public charter status. We will make sure that we continue to use the strong expertise on our Board, our Accountants, our regulating bodies (DPI and the UWSA) to ensure public and private resources and manages with full transparency and incredible care.

4. Student Policies and Procedures

A. Student Enrollment Policies

One City will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

One City is required to give preference for enrollment to pupils enrolled in the prior year and their siblings. In the event that the capacity of the schools is insufficient to accept all pupils who apply for the following year, One City will hold a lottery no later than 30 days prior to the start of the school year.

In the event placement of your child is not available, your child may be placed on a waiting list. The earliest possible enrollment date will be given to you. There will be no fee to place your child on our waiting list. However, parents will be given 2 business days from the date we notify them to select the opening that is available. After 2 business days, the seat will be offered to another child.

Parents interested in enrolling their child will be given a tour and an opportunity to discuss questions with the Center Director. Enrollment of each child will be based upon available space.

Parents must complete and sign the following forms, prior to the student's first day of attendance:

1. Copy of child's Birth Certificate
2. Proof of residence (Lease document, property tax bill, utility bill, insurance bill or WI Driver's License)
3. Copy of child's Student Immunization records
4. New Student Registration Form
6. General Information Form
7. Fall School Assignment Release Form
8. Photo Release Consent Form
9. Parent and School Partnership Agreement
10. Getting to Know your Child
11. Child Health Report – Child Care Centers
12. Childcare Enrollment Form
13. Health History and Emergency Care Plan
14. Child Enrollment Form (expanded)
15. Home Language Form
16. ACH Form
17. Free and Reduced Form

B. IDEA / Special Education Compliance

Students with disabilities who qualify for an Individualized Education Plan (IEP) will receive services within the One City Elementary School. Depending upon the location indicated on a student's IEP, some services will be provided within the general education setting while other services will be provided in the special education setting (i.e. resource room). Services will be provided by appropriately qualified professionals (i.e. special education teacher) or additional One City Elementary School staff members (i.e. special education or instructional para professionals) who work directly with and are guided by the special education teacher. Related services, such as speech, occupational, and /or physical therapy, will be contracted through CESA #2. Related services will be provided at One City Elementary School as indicated in the students' IEPs. Students will receive special education services and supports based on the evaluation process and qualifying needs.

One City Elementary School will provide special education and school nursing services. One City Elementary School will contract with CESA #2 to provide related services such as speech, occupational, therapy along with any other additional related services that are needed.

One City Elementary School will annually screen all students from ages 12 months through 60 months using the Ages and Stages Questionnaire – 3 (ASQ-3). For grades 1-6, One City Elementary School will use summative assessments (PALS, Forward Exam, MAP Testing, ACCESS ELL Assessments, Teaching Strategies Gold – 4K – 3rd grade) in addition to on-going and formative assessments to monitor student knowledge, understanding and progress of academic skills.

All students, whether with or without a disability, will be part of the One City Elementary School learning community. One City Elementary School staff will focus on building positive relationships and mutual respect. When student behaviors become chronic, dangerous and disruptive, One City Elementary School will initiate a meeting with the student's family to discuss behaviors and consequences. The Restorative Practices approach will be used in both a proactive and responsive manner to build and strengthen positive relationships among students, peers and teachers. In addition, the Zones of Regulation will be used in each classroom to provide tools to support their emotions.

For students who require Section 504 plans under the Rehabilitation Act, the appropriate team, including the student's parents, will determine if a special education evaluation is needed or if only a Section 504 plan is required. If the team deems necessary, a special education evaluation will be completed. For those students who do require a special education evaluation, a Section 504 plan will be written to ensure the student who has a disability under the law and is attending school receives accommodations that ensure their academic success and access to the general education learning environment.

Parents of students who are associated with IDEA and/or Section 504 of the Rehabilitation Act of 1973 will be given their Parental Right and Procedural Safeguards annually in writing. In addition, at the IEP and/or Section 504 team meetings, parents will be reminded that they can

request an IEP or Section 504 meeting at any throughout the IEP year as stated in the Parental Right and Procedural Safeguard material.

One City Elementary School follows the Department of Public Instruction complaint protocols. Once One City Elementary School is notified of a complaint, we will respond by proposing a resolution of the complaint and by agreeing with the parents who are filing the complaint to voluntarily engage in mediation. In addition, One City Elementary School will identify a complaint manager to help assist in the dispute resolution process.

One City Elementary School will use the OASYS, LLC online system for writing and maintaining IEP's and Section 504 plans. Each trimester, progress reports will be shared with parents regarding the progress the students are making toward their goals.

Once One City Elementary School is notified by DPI that non-compliance corrections are needed, One City Elementary School will correct any non-compliance concerns as soon as possible and no later than one year from the date that DPI notified One City Elementary School in writing.

Section E: Facilities Plan

1. Facilities

A. Planned Renovation to Existing Facility

Like One City's Senior Preschool (OCEES), OCEES will be located in South Madison. OCEES will begin its 2019-20 academic year by offering grades 4k through 1 in its currently location, 2012 Fisher Street. The facility serves as the home of One City Schools, its independent Junior Preschool and its public charter Senior Preschool.

One City currently leases the facility from Forward Community Investments (FCI) of Madison, but will close on the purchase of the facility from FCI in December 2018. At that point, One City will own its property.

While we continue to move forward with plans to renovate the lower level of our existing facility in the summer 2018 to add additional classroom space, we are engaging in a thorough search for potential interim spaces to ensure our students needs are best met via the most viable facility for the education.

B. Identification of a Site for Elementary School

We are currently in discussions with several potential site locations for both interim and long-term facility solutions. We are working with the City of Madison's Planning Department to identify vacant, viable properties for our elementary school in South Madison. We are also in very promising conversations with two prominent local organizations about a collaborative redevelopment partnership that would provide adequate, interim and ideal permanent space for the growth of our elementary school through grade 6. We cannot give details yet as all

parties are not prepared to share these developments publicly. However, we commit to maximal transparency with the UW System as these discussions progress.

C. Vision for One City's New Facility

One City is dedicated to establishing our Expeditionary Elementary School in South Madison, preferably in the 53713 zip code. This would provide parents whose children will attend 4K and 5K at our Fisher Street location with the continuity of an elementary educational experience within the South Madison community. We envision this facility serving as not just a base for our elementary school operations, but a catalyst for our students' ability to innovate, dream and attain the education that they so fully deserve.

One City Charter School Space Needs			Assumption of Classroom Size
Space	#	SF	Notes
-12 classrooms	12	0	classrooms from each grade wanted to combine into one big classroom, they
- Multipurpose rooms	2	0	1.5x classroom size
- Teacher meeting and working space	1	500	Conference room size. JB estimate
- Half-classrooms for special services	3	0	For special services: SPED, Speech, OT/PT spaces
- Sensory room	1	0	3/4 classroom
- Art, Music	1	0	1 classroom (for both?)
- Nurse office	1	250	JB estimate
- Office space for principle/admin team	1	1,000	JB estimate
- Kitchen / food prep	1	500	JB estimate
- Entrance with front desk	1	500	JB estimate
- Gym	1	4,000	City to get top range)
- Conference space	1	1,500	to get top range)
Subtotal @		8,250	
Circulation	30%	2,475	Rule of thumb: 25% - 40%
TOTAL SF		10,725	
Additional Space Needs Not Included			
- Outside play space			
- Number of parking spaces (employees / visitors?)			

2. Fundraising and Finance

One City's budget demonstrates a need to raise significant private funding in our first two years to support our operating expenses, including our excess food and kitchen costs beyond what we will receive in reimbursement through the federally supported School Lunch and Child and Adult Care Nutrition Programs. This reflects the significant fixed costs associated with the first years of establishing an independent charter school, but the attached 5-year budget also illustrates aggressive economies of scale over each year of operation. Although there are no dollar amounts

listed next to Individuals, we still plan to raise funds from individual donors. Our emphasis with our budget was to present a budget that met the needs of our children, families and school, while also presenting a financial plan that was sustainable and hopefully scalable in the future. We did not leave out any critical costs. The area where we expect to raise funds from individuals will be helping our families to cover the cost of the extended day part of our program (before and after school).

LINE 8: Fundraising							
Competitive Grants							
Individuals grants	-	-	-	-	-		
Corporate/business grants (Snacks)	13,972	18,790	28,426	38,062	38,062		
Foundation/trust grants (Food)	29,478	40,040	61,179	82,736	83,564	Excess Food Costs Below	
Foundation - General	150,000	50,000	50,000	50,000	50,000		
Foundation - Walton Planning Grant	-	-	-	-	-		
Charter School Growth Fund	200,000	150,000					
TOTAL: Competitive Grants	393,451	258,830	139,605	170,799	171,626		
Private Contributions							
Individual contribution	412,000	480,000	300,000	-	-	100%	
Corporate contribution	200,000	200,000	100,000	50,000	100,000	100%	
CUNA Mutual Foundation (Startup)	-	-	-	-	-		
Foundation contribution	100,000	50,000	50,000	50,000	50,000	100%	
Special event contribution	-	-	-	-	-	100%	
TOTAL: Contributions	712,000	730,000	450,000	100,000	150,000		
TOTAL: Line 8	1,105,451	988,830	589,605	270,799	321,626	8. Fundraising	
PER PUPIL REVENUE: Line 8	7,086	6,339	2,498	857	1,018		
LINE 9: Activity Fees							
Activity Fees							
Supplemental program fees	-	-	-	-	-		
Field trip fees	5,800	7,800	11,800	15,800	15,800	\$50/student annually	
Sales							
Cost of Breakfast and Lunch	126,220	171,441	261,953	354,258	357,801		
Less NSLP reimbursement	96,741	131,401	200,774	271,522	274,237		
One City to Subsidize Annually	29,478	40,040	61,179	82,736	83,564	Fundraising	
Required uniform sales	-	-	-	-	-	Collect 50% from parents	
School store sales	-	-	-	-	-		
Parent Committee/Fundraising Events	5,800	7,800	11,800	15,800	15,800	\$50/student annually	
TOTAL: Line 9	41,078	55,640	84,779	114,336	115,164	9. Activity Fees	
PER PUPIL REVENUE: Line 9	\$1,755	\$2,378	\$2,395	\$2,412	\$2,430		

3. Budget Workbook

Our Budget Workbook is attached to this proposal.

Section F: Student Demographics

The following chart breaks down projected maximum student enrollment by grade and year of the charter expansion. We plan to add a maximum of 40 students in first grade in 2019-20 and grow to a maximum of 316 students by 2023-24.

Students - By Grade	2019-20	2020-21	2021-22	2022-23	2023-24
4 Years Old Kindergarten (5K)	38.00	38.00	38.00	38.00	38.00
5 Years Old Kindergarten (4K)	38.00	38.00	38.00	38.00	38.00
1st Grade	40.00	40.00	40.00	40.00	40.00
2nd Grade	-	40.00	40.00	40.00	40.00
3rd Grade	-	-	40.00	40.00	40.00
4th Grade	-	-	40.00	40.00	40.00
5th Grade	-	-	-	40.00	40.00
6th Grade	-	-	-	40.00	40.00
Students - Totals and Growth					
Students	116	156	236	316	316
Student Increase	-	40	80	80	-

In our first year of operation as an independent charter school, One City has been fortunate to enjoy a racial, ethnic and socio-economic student cross-section as rich as the diversity of the South Madison community we belong to. With a total of 63 students across 4K and 5K, One City's student enrollment approximately breaks down as follows:

- Racial/ethnic demographics
 - 67% Black
 - 14% Hispanic
 - 5% White
 - 2% Asian
 - 13% Multi-Racial
- Gender demographics
 - 48% Female
 - 52% Male
- Socioeconomic demographics
 - 52% Free and Reduced-Price Lunch

As One City Elementary school is built out, we are committed to recruiting, reaching and serving a diverse population of families that reflect the demographics of immediate neighborhoods that we serve.

¹ Data – Measures of Academic Progress (MAP) provided by the Madison Metropolitan School District, website: <https://public.tableau.com/profile/bo.mccready#!/vizhome/MAPResults2015-16/MAPResultsWithSchool>

² Working the Achievement Gap (The Capital Times Newspaper, October 31, 2018) https://madison.com/ct/news/local/education/working-on-the-achievement-gap/article_669f412d-d4fc-58b1-ae0c-

-
- [1008b8979a2d.html](#) and Pursuing his Passion: Kaleem Caire works to combat educational inequity with new charter” have highlighted our efforts. (The Capital Times, July 25, 2018) https://madison.com/ct/news/local/education/pursuing-his-passion-kaleem-caire-works-to-combat-educational-inequity/article_d679e6a2-eccb-54b9-84f8-484eb432cd71.html
- ³ EL Education Series Overview by EdReports.org and Public Consulting Group, Inc.: <https://www.edreports.org/reports/overview/expeditionary-learning-2016>
- ⁴ EL Education’s Curriculum Receives the Highest Ever K-5 ELA Score (March 6, 2018); <https://eleducation.org/news/el-educations-curriculum-receives-the-highest-ever-k-5-ela-score>
- ⁵ EL Education’s Approach: The Dimension of Learning - <https://eleducation.org/who-we-are/our-approach>
- ⁶ Description of Crew in EL: <https://eleducation.org/who-we-are/Crew-culture>
- ⁷ We are Crew, Not Passengers: <https://eleducation.org/who-we-are/Crew-culture>
- ⁸ Farrington, Camille, et.al. Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance. Chicago: University of Chicago Consortium of Chicago School Research, June 2012.
- ⁹ EL K-5 Language Arts Curriculum: https://curriculum.eleducation.org/sites/default/files/curriculumtools_k-5languageartsguidancedocument_061617.pdf
- ¹⁰ Performance of Students in EL Credentialed Schools: <https://eleducation.org/impact/by-the-numbers>
- ¹¹ Mathematica Policy Research Education Brief: Evaluation of Expeditionary Learning Middle Schools, September 2013.
- ¹² Mathematica Policy Research: EL Education Schools and Teacher Professional Development, <https://www.mathematica-mpr.com/our-publications-and-findings/projects/el-education-schools-and-teacher-professional-development>
- ¹³ Lepper, Mark, Corpus, Jennifer Henderlong and Iyengar, Sheena (2005). Intrinsic and Extrinsic Motivational Orientations in the Classroom: Age Differences and Academic Correlates. *Journal of Educational Psychology*, 97(2), 184-196.
- ¹⁴ Griffiths, Carol (2008). Strategies and good language learners. In C. Griffiths (Ed.), *Lessons from Good Language Learners* (pp.83-98). Cambridge: Cambridge University Press.
- ¹⁵ Eisenman, Laura (2007). Self-Determination Interventions: Building a Foundation for School Completion. *Journal of Remedial and Special Education*, 28(1), pp. 2-8.
- ¹⁶ Farm to Foods Snapshot: Model Expedition by EL Education, Inc.
- ¹⁷ Great Minds: A new curriculum for a new day, <https://greatminds.org/math/about-eureka>
- ¹⁸ Wisconsin Forward Exam: <https://dpi.wi.gov/assessment/forward>
- ¹⁹ ACCESS for ELLs: <https://dpi.wi.gov/assessment/ell>
- ²⁰ Pitts, Lee and Bruce Wigo. Black Splash: The History of African Americans in Swimming. Fort Lauderdale, FL: The International Swimming Hall of Fame, 2007 and <http://www.diversityinaquatics.com/profiles/blogs/black-swimming-history-explored-during-international-aquatic-hist>

Table of Contents

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One City Expeditionary Elementary School Budget Plan

Worksheet	Description	Print
<u>Reports:</u>		
Contents	Describes layout of sections and worksheets within this budget	YES
Five-Year Forecast	Financial projections for next 5 years (includes diagram)	YES
Five-Year Expenses	Expense analysis over 5 years (includes diagrams)	YES
Two Year Cash Flow	Cash flow projections for next 2 years (includes diagram)	YES
Two Year Components of Inc, Exp	Analysis of next 2 operating years (includes diagrams)	YES
Two Year Core & Sup Programs	Categorical detail of core and supplemental programs during two operating years	YES
<u>Revenue Worksheets:</u>		
State UWSA/DPI Funding	Detail behind funding from the local government	YES
Fed Entitlements	Detail behind funding from the Federal entitlements	YES
Fed Programs	Detail behind funding from the Federal programs, including NSLP and E-Rate	YES
Other Funding	Detail behind funding from contributions, grants, activity fees, and investment	YES
<u>Expense Worksheets:</u>		
Personnel	Detail behind salaries, benefits, taxes, and other staff related costs	YES
Students	Detail behind direct student materials, services, and other costs	YES
Occupancy	Detail behind occupancy costs, services, and debt service	YES
Office	Detail behind office materials and services	YES
General / Business	Detail behind general/business services, and other costs	YES
<u>PCSB Reports:</u>		
5 Yr Forecast	Five-Year forecast, in One City format	YES
PY Budget	Planning year budget, in One City format	YES
Y1 Budget	Operating year one budget, in One City format	YES
Y2 Budget	Operating year two budget, in One City format	YES
Cash Flow	Cash flow forecast for planning year and operating year one, in One City format	YES
Capital Budget	Capital budget, in One City format	YES
<u>Appendices:</u>		
Student Population	Detailed assumptions behind student demographics	YES!
Version History	Version history of this budget	RARELY
5 Yr Detail	Account level detail of five-year forecast	RARELY
<u>Auxiliary:</u>		
CF Detail	Account level detail of cash flow forecast	NEVER
Act Map	One City Chart of Accounts and mapping to WI Charter School accounts	NEVER
Class Map	One City Class Map	NEVER
Cash Flow Timing	One City cash flow timing formats	NEVER

UWSA Application: Five-Year Forecast
One City Expeditionary Elementary School Budget Plan

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Five-Year Forecast					
INCOME	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
TOTAL NUMBER OF CENTERS	1	1	1	1	1
Per Pupil Charter Payments from UWSA/DPI	1,206,075	2,190,285	3,223,256	3,805,168	3,898,394
DPI Charter School Planning & Implementation Grant	68,712	65,180	47,656	43,963	-
Federal Entitlements	65,800	87,800	131,800	175,800	175,800
Charter School Facilities Allowance	-	-	-	-	-
Before School and Extended Day Program (Cost to Parents)	-	-	-	-	-
City, County, State-DCF (Wisconsin Shares Subsidy)	-	-	-	-	-
Other Government Funding/Grants	72,556	98,551	150,581	203,641	205,678
Fundraising (Including Elementary School Start-up Costs)	1,105,451	988,830	589,605	270,799	321,626
Activity Fees	11,600	15,600	23,600	31,600	31,600
Loans	-	-	-	-	-
Other Income	-	-	-	-	-
TOTAL INCOME	2,530,194	3,446,246	4,166,498	4,530,971	4,633,098
% of Total Income that's from Fundraising	43.7%	28.7%	14.2%	6.0%	6.9%
EXPENSES	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Personnel Salaries and Benefits	1,798,363	2,496,270	3,060,573	3,279,840	3,373,380
Direct Student Costs	279,938	357,801	497,912	619,794	615,812
Parent Engagement Program Expenses	24,710	29,505	32,375	35,221	35,392
Occupancy Expenses	86,500	159,732	160,561	161,399	162,245
Office Expenses	137,095	171,733	178,331	193,474	197,693
General Expenses	112,000	137,441	144,971	149,653	154,039
Contingency	24,139	33,230	40,423	44,042	45,032
TOTAL EXPENSES	2,462,745	3,385,712	4,115,146	4,483,421	4,583,592
EXCESS / (DEFICIT)	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Excess / (Deficit)	67,449	60,534	51,352	47,549	49,506
Reserve Fund	250,000	310,534	361,886	409,435	458,941
MAJOR ASSUMPTIONS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Student Enrollment	116	156	236	316	316
Facility Size (4 Classrooms)	5,733	8,673	11,613	11,613	11,613
Average Square Feet / Classroom	1,433	2,168	2,903	2,903	2,903
Number of Lead Classroom Teachers (FTE)	6.0	10.0	14.0	16.0	16.0
Number of Assistant Teachers (FTE)	6.0	8.0	10.0	10.0	11.0
Average Lead Teacher Salary w/o bonus (FTE)	46,578	48,569	50,951	51,367	51,880
Average Assistant Teacher Comp w/o bonus (FTE)	30,600	30,906	31,215	31,527	31,842
Average Student/Teacher Ratio (Grades 4K, 5K, 1)	10.0	10.0	10.0	10.0	10.0
Average Student/Teacher Ratio (Grades 2,3,4,5,6)	-	15.0	15.0	15.0	15.0
COST PER STUDENT	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Student Enrollment	116	156	236	316	316
Per-Pupil Income (Excludes Federal Food Program Funding)	11,557	15,021	14,418	12,737	12,893
Private Grants & Donations Income Per-Pupil	7,086	6,339	2,498	857	1,018
Per-Pupil Expenditures (Includes Food Costs, Chef Salary, Kitchen)	21,231	21,703	17,437	14,188	14,505
Personnel Salaries and Benefits	15,503	16,002	12,969	10,379	10,675
Direct Student Costs	2,413	2,294	2,110	1,961	1,949
Occupancy Costs (Creating separate Capital Budget for Capital Campaign)	746	1,024	680	511	513
COST OF CAPITAL	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Mortgage Loan Payments	28,800	28,800	28,800	28,800	28,800
Mortgage Loan Interests	-	-	-	-	-

UWSA Application: Year 1 (2019-20)

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One City Expeditionary Elementary School Budget Plan

		Column A	Column D
REVENUES		School	% of Income
1	Per Pupil Charter Payments	1,206,075	40.6%
2	DPI Start-up and Implementation Grant	68,712	2.3%
3	Per Pupil Facilities Allowance	-	0.0%
4	Federal Entitlements	65,800	2.2%
5	City, County, State-DCF (Wisconsin Shares)	198,011	6.7%
6	Other Government Funding/Grants	72,556	2.4%
7	Total Public Funding	1,611,154	54.3%
8	Fundraising	1,105,451	37.2%
9	One City Parents (Before and After School Fees)	240,731	8.1%
10	Activity Fees	11,600	0.4%
11	Loans	-	0.0%
12	Other Business/Investment Income	-	0.0%
13	Total Non-Public Funding	1,357,782	45.7%
14			
15	TOTAL REVENUES	\$2,968,936	100.0%
16			
EXPENSES		School	% of Expenses
18	Personnel Salaries and Benefits		
19	School Leadership and Family Support Salaries	366,212	14.9%
20	Teachers Salaries	651,840	26.5%
	Extended Day Staffing Salaries	57,834	
21	Business/Operations Salaries	79,589	3.2%
22	Facilities Management Salaries	14,280	0.6%
23	Other Staff Salaries	56,702	2.3%
24	Employee Benefits	437,908	17.8%
25	Contracted Support and Substitute Teachers	49,123	2.0%
26	Staff Training and Development Costs	84,875	3.4%
27	Subtotal: Personnel Costs	1,798,363	73.0%
28			
29	Direct Student Costs		
30	Reading Materials and Instructional Supports	2,900	0.1%
31	SuperKids Reading Program (Donated to One City)	-	0.0%
32	Curriculum: EL Education, Anji Play and GOLD Assessment	27,905	1.1%
33	Student Supplies and Materials	18,952	0.8%
34	Computers and Classroom Technology	5,112	0.2%
35	Classroom Furnishings and Supplies	6,000	0.2%
36	Student Assessment Materials	5,050	0.2%
37	Contracted Student Services	71,559	2.9%
38	Transportation: Staff and Field Trips	10,440	0.4%
39	Transportation: From Home to School and Back Home	-	0.0%
40	Food Service	126,220	5.1%
41	Miscellaneous Student Costs **	5,800	0.2%
42	Subtotal: Direct Student Costs	279,938	11.4%

UWSA Application: Year 1 (2019-20)

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One City Expeditionary Elementary School Budget Plan

43			
44	Parent Engagement Program Expenses		
45	One City Parent Committee	2,400	0.1%
48	Families and Schools Together (FAST) Program	16,310	0.7%
49	Annual FAST Conference and Training	3,000	0.1%
50	Family Transportation: School Events and Activities (Taxi)	3,000	0.1%
51	Subtotal: Occupancy Expenses	24,710	1.0%
52			
53	Occupancy Expenses		0.0%
54	Mortgage/Rent	-	0.0%
55	Purchase the Facility from Forward Community Investments	-	0.0%
56	Mortgage Principal Payments	28,800	1.2%
57	Mortgage Interest Payments	-	0.0%
58	Commercial Kitchen Equipment, Appliances and Maintenance	2,900	0.1%
59	Building Maintenance and Repairs	6,000	0.2%
60	Renovation/Leasehold Improvements	-	0.0%
61	Utilities	24,000	1.0%
62	Janitorial Supplies	800	0.0%
63	Contracted Building Services	24,000	1.0%
64	Subtotal: Occupancy Expenses	86,500	3.5%
65			
66	Office Expenses		
67	Office Supplies and Materials	7,371	0.3%
68	Office Furnishings and Equipment	1,600	0.1%
69	Office Equipment Rental and Maintenance	3,708	0.2%
70	Telephone/Telecommunications	6,600	0.3%
71	Legal, Accounting and Payroll Services	102,156	4.1%
72	Printing and Copying	11,600	0.5%
73	Postage and Shipping	4,060	0.2%
74	Subtotal: Office Expenses	137,095	5.6%
75			
76	General Expenses		
77	Insurance	15,000	0.6%
78	Marketing, Advertising and Events	70,500	
79	Transportation: Staff	26,500	1.1%
80	Authorizer Fee (to University of Wisconsin System)	-	0.0%
81	Other General Expense	-	0.0%
82	Subtotal: General Expenses	112,000	4.5%
83			
84	Contingency	24,139	1.0%
85			
86	TOTAL EXPENSES	2,462,745	100.0%
87			
88	EXCESS (OR DEFICIENCY)		
89			

UWSA Application: Year 1 (2019-20)

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One City Expeditionary Elementary School Budget Plan

90 Excess (or deficit) retained by school

\$506,191

91

92 ASSUMPTIONS

93 Student Enrollment 116

94 Facility Size (square footage) 4,263

95 Average Teacher Salary 46,578

96 Student/Teacher Ratio 10.0

97 Per Pupil Expenditure 21,231

**** Explain in the Notes section all "Miscellaneous" costs which exceed \$25,000.**

NOTES:

UWSA Application: Year 2 (2020-21)

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One City Expeditionary Elementary School Budget Plan

		Column A	Column D
REVENUES		School	% of Income
1	Per Pupil Charter Payments	2,190,285	53.8%
2	DPI Start-up and Implementation Grant	65,180	1.6%
3	Per Pupil Facilities Allowance	-	0.0%
4	Federal Entitlements	87,800	2.2%
5	City, State and Local	281,315	6.9%
6	Other Government Funding/Grants	98,551	2.4%
7	Total Public Funding	2,723,131	66.9%
8	Fundraising	988,830	24.3%
9	One City Parents (Before and After School Fees)	343,289	8.4%
10	Activity Fees	15,600	0.4%
11	Loans	-	0.0%
12	Other Busines/Investment Income	-	0.0%
13	Total Non-Public Funding	1,347,719	33.1%
14			
15	TOTAL REVENUES	\$4,070,849	100.0%
16			
EXPENSES		School	% of Expenses
18	Personnel Salaries and Benefits		
19	School Leadership and Family Support Salaries	357,813	10.6%
20	Teachers Salaries	1,078,236	31.9%
	Extended Day Staffing Salaries	102,917	
21	Business/Operations Salaries	116,049	3.4%
22	Facilities Management Salaries	28,846	0.9%
23	Other Staff Salaries	85,714	2.5%
24	Employee Benefits	600,257	17.8%
25	Contracted Support and Substitute Teachers	68,314	2.0%
26	Staff Training and Development Costs	58,125	1.7%
27	Subtotal: Personnel Costs	2,496,270	73.9%
28			
29	Direct Student Costs		
30	Reading Materials and Instructional Supports	3,900	0.1%
31	SuperKids Reading Program (Donated to One City)	-	0.0%
32	Curriculum: EL Education, Anji Play and GOLD Assesement	18,192	0.5%
33	Student Supplies and Materials	26,042	0.8%
34	Computers and Classroom Technology	9,840	0.3%
35	Classroom Furnishings and Supplies	28,500	0.8%
36	Student Assessment Materials	6,868	0.2%
37	Contracted Student Services	72,402	2.1%
38	Transportation: Staff and Field Trips	14,180	0.4%
39	Transportation: From Home to School and Back Home	-	0.0%
40	Food Service	171,441	5.1%
41	Miscellaneous Student Costs **	6,435	0.2%
42	Subtotal: Direct Student Costs	357,801	10.6%

UWSA Application: Year 2 (2020-21)

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One City Expeditionary Elementary School Budget Plan

43			
44	Parent Engagement Program Expenses		
45	One City Parent Committee	4,920	0.1%
48	Families and Schools Together (FAST) Program	17,060	0.5%
49	Annual FAST Conference and Training	3,025	0.1%
50	Family Transportation: School Events and Activities (Taxi)	4,500	0.1%
51	Subtotal: Occupancy Expenses	29,505	0.9%
52			
53	Occupancy Expenses		0.0%
54	Mortgage/Rent	-	0.0%
55	Purchase the Facility from Forward Community Investments	-	0.0%
56	Mortgage Principal Payments	28,800	0.9%
57	Mortgage Interest Payments	-	0.0%
58	Commercial Kitchen Equipment, Appliances and Maintenance	14,472	0.4%
59	Building Maintenance and Repairs	18,180	0.5%
60	Renovation/Leasehold Improvements	-	0.0%
61	Utilities	48,480	1.4%
62	Janitorial Supplies	1,800	0.1%
63	Contracted Building Services	48,000	1.4%
64	Subtotal: Occupancy Expenses	159,732	4.7%
65			
66	Office Expenses		
67	Office Supplies and Materials	8,800	0.3%
68	Office Furnishings and Equipment	5,607	0.2%
69	Office Equipment Rental and Maintenance	7,638	0.2%
70	Telephone/Telecommunications	10,290	0.3%
71	Legal, Accounting and Payroll Services	118,128	3.5%
72	Printing and Copying	15,756	0.5%
73	Postage and Shipping	5,515	0.2%
74	Subtotal: Office Expenses	171,733	5.1%
75			
76	General Expenses		
77	Insurance	39,769	1.2%
78	Marketing, Advertising and Events	71,917	2.1%
79	Transportation: Staff	25,755	0.8%
80	Authorizer Fee (to University of Wisconsin System)	-	0.0%
81	Other General Expense	-	0.0%
82	Subtotal: General Expenses	137,441	4.1%
83			
84	Contingency	24,139	0.7%
85			
86	TOTAL EXPENSES	3,376,621	100.0%
87			
88	EXCESS (OR DEFICIENCY)		
89			

UWSA Application: Year 2 (2020-21)

11/30/18

One City Expeditionary Elementary School Budget Plan

90 Excess (or deficit) retained by school

\$694,228

91

92 ASSUMPTIONS

93 Student Enrollment 116

94 Facility Size (square footage) 5,733

95 Average Teacher Salary 48,569

96 Student/Teacher Ratio 10.0

97 Per Pupil Expenditure 21,703

*** Explain in the Notes section all "Miscellaneous" costs which exceed \$25,000.*

NOTES:

Student Population (SY2019 - 24)

11/30/18

One City Expeditionary Elementary School Budget Plan

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
Classrooms							
Students/Classroom	Add 1 Grade	Add 2 Grades	Add 2 Grades	Add 1 Grade	Add 0 Grades		
4 Years Old Kindergarten (4K)	19.00	19.00	19.00	19.00	19.00		15% attrition rate
5 Years Old Kindergarten (5K)	19.00	19.00	19.00	19.00	19.00		
1st Grade	20.00	20.00	20.00	20.00	20.00		
2nd Grade	-	20.00	20.00	20.00	20.00		
3rd Grade	-	20.00	20.00	20.00	20.00		
4th Grade	-	-	20.00	20.00	20.00		
5th Grade	-	-	20.00	20.00	20.00		
6th Grade	-	-	-	20.00	20.00		
Classrooms							
4 Years Old Kindergarten (4K)	2.0	2.0	2.0	2.0	2.0		
5 Years Old Kindergarten (5K)	2.0	2.0	2.0	2.0	2.0		
1st Grade	2.0	2.0	2.0	2.0	2.0		
2nd Grade	-	2.0	2.0	2.0	2.0		
3rd Grade	-	2.0	2.0	2.0	2.0		
4th Grade	-	-	2.0	2.0	2.0		
5th Grade	-	-	2.0	2.0	2.0		
6th Grade	-	-	-	2.0	2.0		
Classrooms Totals							
Total Classrooms	6	10	14	16	16		
New Classrooms	2	4	4	2	-		
Growth	1.00	1.67	1.40	1.14	1.00		

Lead Classroom Teachers							
Students - By Grade							
4 Years Old Kindergarten (5K)	2.00	2.00	2.00	2.00	2.00		
5 Years Old Kindergarten (4K)	2.00	2.00	2.00	2.00	2.00		
1st Grade	2.00	2.00	2.00	2.00	2.00		
2nd Grade	-	2.00	2.00	2.00	2.00		
3rd Grade	-	2.00	2.00	2.00	2.00		
4th Grade	-	-	2.00	2.00	2.00		
5th Grade	-	-	2.00	2.00	2.00		
6th Grade	-	-	-	2.00	2.00		
Total Number of Asst Teachers	6.00	10.00	14.00	16.00	16.00		

Assistant Classroom Teachers							
Students - By Grade							
4 Years Old Kindergarten (5K)	2.00	2.00	2.00	2.00	2.00		
5 Years Old Kindergarten (4K)	2.00	2.00	2.00	2.00	2.00		
1st Grade	2.00	2.00	2.00	2.00	2.00		
2nd Grade	-	1.00	1.00	1.00	1.00		
3rd Grade	-	1.00	1.00	1.00	1.00		
4th Grade	-	-	1.00	1.00	1.00		
5th Grade	-	-	1.00	1.00	1.00		
6th Grade	-	-	-	1.00	1.00		
Total Number of Asst Teachers	6.00	8.00	10.00	11.00	11.00		

Student Support / Special Education Support Assistants							
Students - By Grade							
4 Years Old Kindergarten (5K)	0.50	0.50	0.50	0.50	0.50		
5 Years Old Kindergarten (4K)	0.50	0.50	0.50	0.50	0.50		
1st Grade	1.00	1.00	1.00	1.00	1.00		

Student Population (SY2019 - 24)

11/30/18

One City Expeditionary Elementary School Budget Plan

2nd Grade	-	1.00	1.00	1.00	1.00
3rd Grade	-	1.00	1.00	1.00	1.00
4th Grade	-	-	1.00	1.00	1.00
5th Grade	-	-	1.00	1.00	1.00
6th Grade	-	-	-	1.00	1.00
Total Number of Asst Teachers	2.00	4.00	6.00	7.00	7.00

Students					
Students - By Grade					
4 Years Old Kindergarten (5K)	38.00	38.00	38.00	38.00	38.00
5 Years Old Kindergarten (4K)	38.00	38.00	38.00	38.00	38.00
1st Grade	40.00	40.00	40.00	40.00	40.00
2nd Grade	-	40.00	40.00	40.00	40.00
3rd Grade	-	-	40.00	40.00	40.00
4th Grade	-	-	40.00	40.00	40.00
5th Grade	-	-	-	40.00	40.00
6th Grade	-	-	-	40.00	40.00
Students - Totals and Growth					
Students	116	156	236	316	316
Student Incr	-	40	80	80	-
Student Growth	-	1.00	1.51	1.34	1.00
Student Growth & Inflation	-	1.00	1.53	1.37	1.26
% of Students in Junior Preschool	19%	25%	18%	14%	14%

Special Ed Students						
Eligible Students (all)	116	156	236	316	316	20%
Level 1	17	23	35	47	47	75%
Level 2	5	6	9	13	13	20%
Level 3	1	2	2	3	3	5%
Level 4	-	-	-	-	-	0%
	23	31	46	63	63	100%

LEP/NEP Students					
Percent - LEP/NEP	15%	15%	15%	15%	15%
Total - LEP/NEP Students	17	23	35	47	47

Federal Funding Eligible Students					
Title I Percent	51%	51%	51%	51%	51%
Title I Students	59	80	120	161	161
NSLP - Free Students	40%	40%	40%	40%	40%
NSLP - Reduced Students	11%	11%	11%	11%	11%
E-Rate Discount	90%	90%	90%	90%	90%

# of Students: Summer/Third Semester (Not Optional)					
Summer/Third Semester	116	156	236	316	316

# of Students: Before School Care (Optional)					
Before School Students	35	47	71	95	95

# of Students: Extended Day (Not Optional)					
After School Students	116	156	236	316	316

UWSA-DPI Revenue

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled:

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
Variables	Projected						
Funding Per Pupil (4K @ 60%)	5,171	5,298	5,428	5,561	5,697	102.5%	
Funding Per Pupil (5K to 6th Grade)	8,619	8,830	9,047	9,268	9,495		
LINE 1: Per Pupil Charter Payments							
Per-Pupil							
Preschool (PS)							
Grades 4K -5K:						1.00 Weight	
Students (4K)	38	38	38	38	38		
Students (5K)	38	38	38	38	38		
1st Grade	40	40	40	40	40		
2nd Grade	-	40	40	40	40		
3rd Grade	-	40	40	40	40		
4th Grade	-	-	40	40	40		
5th Grade	-	-	40	40	40		
6th Grade	-	-	-	40	40		
- Total One City Students	116	196	276	316	316		
- Income/Student	6,301	5,983	5,926	6,007	6,154		
Total Preschool Revenue	\$868,795	\$1,596,494	\$2,359,328	\$2,787,858	\$2,856,160		
Special Education Funding							
TOTAL: Special Education	30,000	30,735	31,488	32,259	33,050	102.0% Est. from DPI (conservative)	
English as a Second Language							
LEP/NEP:						0.58 LEP/NEP	
- Students	17	23	35	47	47		
- Income/Student	200	205	210	215	220		
TOTAL LEP/NEP:	3,480	4,795	7,431	10,194	10,444	Est. (conservative)	
Extended Day Program (Per Pupil Income)							
# of Days of Extended Day Program	219	219	219	219	219	UWSA/DPI 101.0%	
Third Semester:							
- 4K Students	38	38	38	38	38		
- Daily Income 4K Students	36,783	37,684	38,608	39,554	40,523		
- 5K to Grade 6 Students	78	158	238	278	278		
- Daily Income 5K to Grade 6 Students	125,837	261,146	403,010	482,276	494,092		
TOTAL Third Semester:	162,621	298,831	441,618	521,830	534,615		
Summer/Third Semester (Per Pupil Income)							
Summer Semester Weeks	6	6	6	6	6	UWSA/DPI 101.0%	
Summer Semester Days	39	39	39	39	39	6 weeks instead of 9 weeks	
Third Semester:							
- 4K Students	38	38	38	38	38		
- Daily Income 4K Students	31,933	32,716	33,517	34,338	35,180	Assum 75% of Daily \$Per Pupil Rate	
- 5K to Grade 6 Students	78	158	238	278	278		
- Daily Income 5K to Grade 6 Students	109,246	226,714	349,874	418,688	428,946	Assum 75% of Daily \$Per Pupil Rate	
TOTAL Third Semester:	141,179	259,430	383,391	453,027	464,126	Assum 75% of Daily \$Per Pupil Rate	
TOTAL: Line 1	\$1,206,075	\$2,190,285	\$3,223,256	\$3,805,168	\$3,898,394	1. Per Pupil Payment	

UWSA-DPI Revenue

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled:

LINE 2: DPI Start-up and Implementation Grant					
Grant Amount (Remainder of \$500K from 5-year Grant)					
- Annually	68,712	65,180	47,656	43,963	-
- Income/Student	592	333	173	139	-
Start-up and Implementation Funding	68,712	65,180	47,656	43,963	-
Additional Grant Funds for 1 to 6 grade	-	-	-	-	- Possible +\$150K but not included
TOTAL: Line 2					
	68,712	65,180	47,656	43,963	- 2. Start-up Funding
LINE 3: Per Pupil Facilities Allowance					
Facilities Allowance					
- Students	116	196	276	316	316
- Income/Student	-	-	-	-	-
Facility Funding	-	-	-	-	-
TOTAL: Line 3					
	-	-	-	-	- 3. Facilities Allowance
TOTAL: UWSA/DPI Revenue					
	\$1,274,787	\$2,255,465	\$3,270,912	\$3,849,131	\$3,898,394
PER PUPIL REVENUE					
	\$10,990	\$11,507	\$11,851	\$12,181	\$12,337
END					

Federal Entitlements Revenue

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
LINE 4: Federal Entitlements							
Elementary and Secondary Schools Education Act							
Students							
# Students	116	156	236	316	316		
# Title I Students	59	80	120	161	161		
# NEP/LEP Students	17	23	35	47	47		
Per Pupil							
Title IA	-	-	-	-	-		101%
Title II, Part A	-	-	-	-	-		101%
Title II, Part D	-	-	-	-	-		101%
Title III	-	-	-	-	-		101% If >\$10,000
Title IV	-	-	-	-	-		101%
Title V, Part A (Title I <=69.86%)	-	-	-	-	-		101%
Title V, Part A (Title I > 69.86%)	-	-	-	-	-		101%
Grants:							
Title I	63,800	85,800	129,800	173,800	173,800		50% Conservative
Title II, Part A	2,000	2,000	2,000	2,000	2,000		Conservative
Title II, Part D	-	-	-	-	-		
Title III	-	-	-	-	-		10,000 If >\$10,000
Title IV	-	-	-	-	-		
Title V, Part A	-	-	-	-	-		
TOTAL - Title I	65,800	87,800	131,800	175,800	175,800		
TOTAL: Line 4	\$65,800	\$87,800	\$131,800	\$175,800	\$175,800	4. Federal Entitlements	
PER PUPIL REVENUE: Line 4	\$567	\$563	\$558	\$556	\$556		
END							

Federal Programs Revenue

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
LINE 5: Other Government Funding/Grants							
Competitive Federal Grants							
21st century clc	-	-	-	-	-		
Comprehensive school reform	-	-	-	-	-		
Educational technology	-	-	-	-	-		
IDEA VI-B Handicapped	-	-	-	-	-		
Learn and Serve America	-	-	-	-	-		
Other competitive fed grants	-	-	-	-	-		
TOTAL: Competitive Federal Grants	-	-	-	-	-		
National School Lunch, Breakfast and After School Snack Programs							
Rates (Using 2017-18 Reimbursement rates for 2018-19)							
<u>Lunch Rates</u>	Using "less than 60% of Free and Reduced Lunch Eligible Rates"						
- Paid	0.31	0.31	0.32	0.32	0.32	101%	
- Reduced	2.83	2.86	2.89	2.92	2.94	101%	
- Free	3.23	3.26	3.29	3.33	3.36	101%	
<u>Breakfast Rates</u>							
- Paid	0.30	0.30	0.31	0.31	0.31	101%	
- Reduced	1.45	1.46	1.48	1.49	1.51	101%	
- Free	1.75	1.77	1.79	1.80	1.82	101%	
<u>Snack Rates</u>							
- Paid	0.08	0.08	0.08	0.08	0.08	101%	
- Reduced	0.44	0.44	0.45	0.45	0.46	101%	
- Free	0.88	0.89	0.90	0.91	0.92	101%	
STUDENTS							
<u>Daily Lunches</u>							
- Total lunches	116	156	236	316	316	100% required	
- Paid	46	62	94	126	126	40%	
- Reduced	23	31	47	63	63	20%	
- Free	46	62	94	126	126	40%	
<u>Daily Breakfasts</u>							
- Total breakfasts	116	156	236	316	316	100% required	
- Paid	46	62	94	126	126	40%	
- Reduced	23	31	47	63	63	20%	
- Free	46	62	94	126	126	40%	
<u>Snack Rates</u>							
- Total breakfasts	116	156	236	316	316	100% required	
- Paid	46	62	94	126	126	40%	
- Reduced	23	31	47	63	63	20%	
- Free	46	62	94	126	126	40%	
DAILY							
NSLP Income - Lunch	230	312	477	645	652		
NSLP Income - Breakfast	129	175	267	361	365		
NSLP Income - Snack	55	74	114	154	155		
NSLP Income - Lunch and Breakfast	359	487	744	1,007	1,017		

Federal Programs Revenue

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

ANNUAL						
Annual - Lunch	53,799	73,074	111,654	150,998	152,508	
Annual - Breakfast	30,130	40,925	62,531	84,565	85,411	
Annual - Snack	12,812	17,402	26,590	35,959	36,319	
NSLP Annual\$	96,741	131,401	200,774	271,522	274,237	234 Days/Year
E-Rate						
E-Rate Discounts	90%	90%	90%	90%	90%	
Land Line costs	-	-	-	-	-	
Land Line discounts	-	-	-	-	-	
Mobile phone costs	-	-	-	-	-	
Mobile phone discounts	-	-	-	-	-	
Connectivity Hardware Discount	-	-	-	-	-	
TOTAL E-Rate Discounts	-	-	-	-	-	
TOTAL: Line 5 (assumes 75% income)	\$72,556	\$98,551	\$150,581	\$203,641	\$205,678	5. Other Government Funding
PER PUPIL REVENUE: Line 5	\$625	\$632	\$638	\$644	\$651	
END						

City/County/State-DCF

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
LINE 6: City/County/State-DCF Revenue							
Low-Income Students (200% and below)							
Students							
# Students	116	156	236	316	316		
200% of Poverty or Below	59	80	120	161	161	51% WI-DCF	
# of Children in 5K to 6th Grade	78	118	198	278	278		
200% of Poverty or Below	40	60	101	142	142	51% WI-DCF	
# of Children in 4K	38	38	38	38	38		
200% of Poverty or Below	19	19	19	19	19	51% WI-DCF	
Revenue Sources							
Wisconsin Shares Program (With Incomes below 200% of Poverty)						65% WI-DCF	
Days of Enrollment (3 semesters)	219	219	219	219	219	103% 180 + 39	
Weeks of Enrollment (3 semesters)	45	45	45	45	45		
Daily Fee: Early Start	25.00	25.00	25.00	25.00	25.00	1.25	6:45am - 8am
Daily Fee: After School 4K	130.00	130.00	130.00	130.00	130.00	5.75	11:45am - 5:30pm
Daily Fee: After School 5K	50.00	50.00	50.00	50.00	50.00	2.00	3:30pm - 5:30pm
Before School - Early Start	12,978	17,453	26,404	35,354	35,354	1.25	6:45am - 8am
After School - 5K	151,263	228,834	383,976	539,118	539,118	2.00	3:30pm - 5:30pm
After School - 4K	28,343	28,343	28,343	28,343	28,343	5.75	11:45am - 5:30pm
Total Wisconsin Shares	192,585	274,631	438,724	602,816	602,816		
YoungStar 25% Differential	48,146	68,658	109,681	150,704	150,704	0.25 WI-DCF	
Other State Funds	-	-	-	-	-	State	
Other Local Funds	-	-	-	-	-	City-County	
TOTAL: Line 6	240,731	343,289	548,405	753,520	753,520	6. City/County/State-DCF	
PER PUPIL REVENUE: Line 6	7,435	10,602	16,937	23,271	23,271		
LINE 7: One City Parents for Before and Extended Day							
One City Parents (With Incomes above 200% of Poverty)						65% Parents	
Days of Enrollment (3 semesters)	219	219	219	219	219	103% 180 + 39	
Weeks of Enrollment (3 semesters)	45	45	45	45	45		
Daily Fee: Early Start	25.00	25.00	25.00	25.00	25.00	1.25	6:45am - 8am
Daily Fee: After School 4K	130.00	130.00	130.00	130.00	130.00	5.75	11:45am - 5:30pm
Daily Fee: After School 5K	50.00	50.00	50.00	50.00	50.00	2.00	3:30pm - 5:30pm
Before School - Early Start	25,448	34,223	51,773	69,323	69,323	1.25	6:45am - 8am
After School - 4K	145,332	219,861	368,919	517,977	517,977	2.00	3:30pm - 5:30pm
After School - 5K	27,232	27,232	27,232	27,232	27,232	5.75	11:45am - 5:30pm
Total One City Parents	198,011	281,315	447,923	614,531	614,531		
TOTAL: Line 7	198,011	281,315	447,923	614,531	614,531	7. One City Parents	
PER PUPIL REVENUE: Line 7	3,347	3,536	3,722	3,813	3,813		
END							

Fundraising, Activity, and Investment Revenue

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
LINE 8: Fundraising							
Competitive Grants							
Individuals grants	-	-	-	-	-		
Corporate/business grants (Snacks)	13,972	18,790	28,426	38,062	38,062		
Foundation/trust grants (Food)	29,478	40,040	61,179	82,736	83,564		Excess Food Costs Below
Foundation - General	150,000	50,000	50,000	50,000	50,000		
Foundation - Walton Planning Grant	-	-	-	-	-		
Charter School Growth Fund	200,000	150,000					
TOTAL: Competitive Grants	393,451	258,830	139,605	170,799	171,626		
Private Contributions							
Individual contribution	412,000	480,000	300,000	-	-	100%	
Corporate contribution	200,000	200,000	100,000	50,000	100,000	100%	
CUNA Mutual Foundation (Startup)	-	-	-	-	-		
Foundation contribution	100,000	50,000	50,000	50,000	50,000	100%	
Special event contribution	-	-	-	-	-	100%	
TOTAL: Contributions	712,000	730,000	450,000	100,000	150,000		
TOTAL: Line 8	1,105,451	988,830	589,605	270,799	321,626	8. Fundraising	
PER PUPIL REVENUE: Line 8	7,086	6,339	2,498	857	1,018		

LINE 9: Activity Fees							
Activity Fees							
Supplemental program fees	-	-	-	-	-		
Field trip fees	5,800	7,800	11,800	15,800	15,800		\$50/student annually
Sales							
Cost of Breakfast and Lunch	126,220	171,441	261,953	354,258	357,801		
Less NSLP reimbursement	96,741	131,401	200,774	271,522	274,237		
One City to Subsidize Annually	29,478	40,040	61,179	82,736	83,564	Fundraising	
Required uniform sales	-	-	-	-	-		Collect 50% from parents
School store sales	-	-	-	-	-		
Parent Committee/Fundraising Events	5,800	7,800	11,800	15,800	15,800		\$50/student annually
TOTAL: Line 9	41,078	55,640	84,779	114,336	115,164	9. Activity Fees	
PER PUPIL REVENUE: Line 9	\$1,755	\$2,378	\$2,395	\$2,412	\$2,430		

LINE 10: Other Income							
Investment Income							
Interest-savings/short-term inv	-	-	-	-	-	-	-
Dividends & interest-securities	-	-	-	-	-	-	-
Gross rents revenue	-	-	-	-	-	-	-
Related rental cost	-	-	-	-	-	-	-
Other investment income	-	-	-	-	-	-	-
Security sales - gross	-	-	-	-	-	-	-
Security sales cost	-	-	-	-	-	-	-

Fundraising, Activity, and Investment Revenue

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Reconciled: TRUE

Unrealized gains/losses	-	-	-	-	-	-	-
Business Income							
Other asset sales - gross	-	-	-	-	-	-	-
Other asset sales cost	-	-	-	-	-	-	-
Non-program sales	-	-	-	-	-	-	-
Cost of non-program sales	-	-	-	-	-	-	-
Advertising revenues	-	-	-	-	-	-	-
Affiliate revenue-other entity	-	-	-	-	-	-	-
Miscellaneous revenue	-	-	-	-	-	-	-
TOTAL: Line 10	-	-	-	-	-	10. Other Income	
PER PUPIL REVENUE: Line 10	-	-	-	-	-		
END							

Personnel Salaries and Benefits
One City Expeditionary Elementary School Budget Plan

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Reconciled: TRUE

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
Variables							
Infl	101%						
Compounded Inflation	1.00	1.02	1.04	1.06	1.08		
SalaryInfl	101.0%						
School Days (2 of 3 semesters)	234						
LINE 11: School Leadership and Family Support Salaries							
Administrative Salaries							
President & CEO	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks		Closed Christmas to New Years
- Salary	100,000	101,000	102,010	103,030	104,060		incr by salary inflation
- Signing Bonus	-	-	-	-	-		13 weeks = June 1 to Aug 31
- Performance Bonus (plan)	-	-	-	-	-		
- FTE (PD)	0.81	0.75	0.82	0.86	0.86		% charged to Elementary
President & CEO Compensation	80,556	75,750	83,592	88,471	89,356		
Preschool Director	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks		
- Salary	87,000	87,870	88,749	89,636	90,533		incr by salary inflation
- Signing Bonus	-	-	-	-	-		
- Performance Bonus (plan)	-	-	-	-	-		max
- FTE (PD)	0.19	0.25	0.18	0.14	0.14		% charged to Elementary
Preschool Director Compensation	16,917	21,968	16,024	12,666	12,793		
Principal	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks		
- Salary	106,050	107,111	108,182	109,263	110,356		incr by salary inflation
- Signing Bonus	-	-	-	-	-		
- Performance Bonus (plan)	-	-	-	-	-		
- FTE (PD)	1.00	1.00	1.00	1.00	1.00		% charged to Elementary
Principal Compensation	106,050	107,111	108,182	109,263	110,356		
VP of Public Engagement & Advancement	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks		
- Salary	90,000	90,900	91,809	92,727	93,654		incr by salary inflation
- Signing Bonus	-	-	-	-	-		
- Performance Bonus (plan)	-	-	-	-	-		
- FTE (PD)	0.81	0.75	0.82	0.86	0.86		% charged to Elementary
VP of Public Engage & Adv Compensation	72,500	68,175	75,232	79,624	80,421		
Teacher and Family Support Salaries							
Dir of Family & Comm Initiatives	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks		
- Salary	63,000	63,630	64,266	64,909	65,558		incr by salary inflation
- Signing Bonus	-	-	-	-	-		
- Performance Bonus (plan)	-	-	-	-	-		max
- FTE (PD)	0.81	0.75	0.82	0.86	0.86		% charged to Elementary
Dir of Fam & Comm Compensation	50,750	47,723	52,663	55,737	56,294		
Sr. Teacher & Curriculum Coordinator	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks		
- Salary	48,960	49,450	49,944	50,444	50,948		incr by salary inflation
- Signing Bonus	-	-	-	-	-		none
- Performance Bonus (plan)	-	-	-	-	-		% charged to Elementary
- FTE (PD)	0.81	0.75	1.17	1.15	1.13		1.0 at OCSP & .17 at OCJP
Sr. Teacher & Curr Coord Compensation	39,440	37,087	58,435	58,010	57,571		
Total Management FTEs	4.4	4.3	4.8	4.9	4.8		
New Management FTEs	-	(0.2)	0.6	0.1	(0.0)		
Total Management Compensation	366,212	357,813	394,127	403,772	406,791		
Total Salaries (w/out incentives)	366,212	357,813	394,127	403,772	406,791		

Personnel Salaries and Benefits

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Reconciled: TRUE

Average Management Salary	82,916	84,191	81,958	82,955	83,920	
- Signing Bonuses	-	-	-	-	-	
- Performance Bonuses	-	-	-	-	-	
Total Bonus Package (line 23)	-	-	-	-	-	
- FTE (PD)	4.4	4.3	4.8	4.9	4.8	
TOTAL: Line 11	366,212	357,813	394,127	403,772	406,791	11. School Leadership

LINE 12: Teacher Salaries						
Lead Classroom Teachers:						
Lead Classroom Teachers:	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (Allows 10 and 12 month contracts)	48,960	49,450	49,944	50,444	50,948	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	max
- Classrooms	6.0	10.0	14.0	16.0	16.0	
- FTE (PD)	6.0	10.0	14.0	16.0	16.0	
Total Lead Teachers Compensation:	293,760	494,496	699,217	807,097	815,168	
Specials Teachers						
Art Teacher:	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (Allows 10 and 12 month contracts)	48,960	49,450	49,944	50,444	50,948	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	max
- Classrooms	1.0	1.0	1.0	1.0	1.0	
- FTE (PD)	1.0	1.0	1.0	1.0	1.0	
Total Art Teacher Compensation:	48,960	49,450	49,944	50,444	50,948	
Music Teacher:	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (Allows 10 and 12 month contracts)	48,960	49,450	49,944	50,444	50,948	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	max
- Classrooms	-	1.0	1.0	1.0	1.0	
- FTE (PD)	-	1.0	1.0	1.0	1.0	
Total Music Teacher Compensation:	-	49,450	49,944	50,444	50,948	
Physical Education Teacher:	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (Allows 10 and 12 month contracts)	48,960	49,450	49,944	50,444	50,948	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	max
- Classrooms	-	1.0	1.0	1.0	1.0	
- FTE (PD)	-	1.0	1.0	1.0	1.0	
Total Phy Ed Teacher Compensation:	-	49,450	49,944	50,444	50,948	
Total Specials Teachers Compensation	48,960	148,349	149,832	151,331	152,844	
Assistant Classroom Teachers						
Assistant Classroom Teachers:	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (12 month employment)	30,600	30,906	31,215	31,527	31,842	incr by salary inflation
- Signing Bonus	-	-	-	-	-	applied % Perf Bonus
- Performance Bonus (plan)	-	-	-	-	-	max
- Classrooms	6.0	8.0	10.0	11.0	11.0	For Student Support
- FTE (PD)	6.0	8.0	10.0	10.0	11.0	
Asst Classroom Teachers compensation	183,600	247,248	312,151	315,272	350,267	
TOTAL: Core Teacher compensation	477,360	741,744	1,011,368	1,122,369	1,165,435	

Personnel Salaries and Benefits
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Support Teachers						
Social Worker	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (12 month contract)	-	-	48,000	48,480	48,965	incr by salary inflation
- Signing Bonus	-	-	-	-	-	none
- Performance Bonus (plan)	-	-	-	-	-	none
- FTE (PD)	0.81	0.75	0.82	0.86	0.86	% charged to Elementary
Social Worker Compensation		-	39,333	41,630	42,046	
ESL/Dual Language Teachers (Float):	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (Allows 10 and 12 month contracts)	51,000	51,510	52,025	52,545	53,071	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	max
- FTE (PD)	1.0	1.0	1.0	1.0	1.0	Support ESL Students
ESL Teachers Compensation	51,000	51,510	52,025	52,545	53,071	
Special Ed Coordinator:	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (12 month contract)	63,000	63,630	64,266	64,909	65,558	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	Lead Special Ed Office
- FTE (PD)	1.0	1.0	1.0	1.0	1.0	Oversee Support Teachers
Special Ed Coordinator salary	63,000	63,630	64,266	64,909	65,558	
Special Ed Teachers:	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (12 month contract)	55,000	55,550	56,106	56,667	57,233	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	
- FTE (PD)	-	1.0	1.0	1.0	1.0	Support Special Needs Children
Special Ed Teachers salaries	-	55,550	56,106	56,667	57,233	
TOTAL: Additional Teacher Salaries	114,000	170,690	211,730	215,750	217,908	not include summer
Total Lead & Support Teacher FTEs	9.8	16.8	20.8	22.9	22.9	
New Lead & Support Teacher FTEs	-	6.9	4.1	2.0	-	
Total Overall Lead/Support Teacher Comp	456,720	813,535	1,060,780	1,174,178	1,185,919	with salaries & bonuses
Total Salaries (w/out incentives)	456,720	813,535	1,060,780	1,174,178	1,185,919	
Average Lead Teacher Salary	46,578	48,569	50,951	51,367	51,880	w/o salaries & bonuses
Total Assistant Teacher PTEs	6.0	8.0	10.0	10.0	11.0	
New Assistant Teacher PTEs	-	2.0	2.0	-	1.0	
Total Overall Assist Teacher Compensation	183,600	247,248	312,151	315,272	350,267	with salaries & bonuses
Total Salaries (w/out incentives)	183,600	247,248	312,151	315,272	350,267	
Average Assistant Teacher Salary	30,600	30,906	31,215	31,527	31,842	w/o salaries & bonuses
- Total Signing Bonuses	-	-	-	-	-	
- Total Performance Bonuses	-	-	-	-	-	
Summer Teaching Interns:	12 weeks	12 weeks	12 weeks	12 weeks	12 weeks	
- Salary	5,760	5,818	5,876	5,935	5,994	constant
- Summer LTE	2.0	3.0	4.0	4.0	4.0	
Summer Teaching Interns Compensation	11,520	17,453	23,503	23,738	23,976	
TOTAL: Line 12	651,840	1,078,236	1,396,434	1,513,188	1,560,162	12. Teachers Salaries
LINE 13: Extended Day Staffing (3:00pm - 6:00pm Tuesday - Friday)(1:00pm - 6:00pm on Monday)						
Extended Day Program Manager	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	Reception/Front Desk
- Salary	16,524	16,689	16,856	17,025	17,195	incr by salary inflation
- PTE (21 hrs per week)	1.00	2.00	2.00	2.00	2.00	Admin at 2 school sites
Extended Day Coordinator Compensation	16,524	33,378	33,712	34,049	34,390	
Extended Day Academies Coordinators	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary	13,770	13,908	14,047	14,187	14,329	incr by salary inflation

Personnel Salaries and Benefits

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- PTE (21 hrs per week)	3.00	5.00	7.00	8.00	8.00	% charged to Elementary
Extended Day Academies Teacher Comp	41,310	69,539	98,327	113,498	114,633	
TOTAL: Line 13	57,834	102,917	132,040	147,547	149,023	12. Teachers Salaries

LINE 14: Business/Operations Salaries						
Front Office						
Administrative Manager	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	Reception/Front Desk
- Salary	40,800	41,208	41,620	42,036	42,457	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	
- FTE	0.81	1.75	1.82	1.86	1.86	Admin at 2 school sites
Administ Manager Compensation	32,867	72,114	75,725	78,133	78,914	
Finance, Operations						
Director of Operations & Strategy	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary	58,000	58,580	59,166	59,757	60,355	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	
- FTE	0.81	0.75	0.82	0.86	0.86	% charged to Elementary
Dir of Finance & Ops Comp	46,722	43,935	48,483	51,313	51,827	
Human Resource Manager	<i>Duties will be covered by service contract with QTI Human Resources</i>					
- Salary	-	-	-	-	-	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	
- FTE	-	-	-	-	-	
HR Manager Compensation	-	-	-	-	-	
Grants & Development Manager	<i>Duties will be covered by One City CEO, Contractors and Board of Directors</i>					
- Salary	-	-	-	-	-	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	
- FTE	-	-	-	-	-	
Grants & Compliance Comp	-	-	-	-	-	
IT & Communications Manager	<i>Duties will be covered by service contract with DANEet and Atlas Designs</i>					
- Salary	-	-	-	-	-	incr by salary inflation
- Signing Bonus	-	-	-	-	-	
- Performance Bonus (plan)	-	-	-	-	-	
- FTE	-	-	-	-	-	
IT & Comm Manager Comp	-	-	-	-	-	
Total Ops FTEs	1.6	2.5	2.6	2.7	2.7	
New Ops FTEs	-	0.9	0.1	0.1	-	
Total Ops Compensation	79,589	116,049	124,209	129,446	130,741	
Total Salaries (w/out incentives)	-	-	-	-	-	
Average Ops Salary	-	-	-	-	-	
- Signing Bonus (/FTE)	-	-	-	-	-	
- Performance Bonus (/FTE)	-	-	-	-	-	
Total Bonus Package (line 23)	-	-	-	-	-	
TOTAL: Line 13	79,589	116,049	124,209	129,446	130,741	13. Business/Operations Salaries

LINE 15: Facilities Management Salaries						
Custodial Salaries						
Facilities Manager:	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (PTE)	28,560	28,846	29,134	29,425	29,720	incr by salary inflation

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- PTE	0.5	1.0	1.0	1.0	1.0	
Facilities/Maintenance/Custodial Salaries	14,280	28,846	29,134	29,425	29,720	Assumes 2-Site Contracts YR2
TOTAL: Line 14	14,280	28,846	29,134	29,425	29,720	14. Facilities Management Salaries

LINE 16: Other Staff Salaries						
Supplemental Program Salaries						
School Nurse	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary	49,980	49,980	49,980	49,980	49,980	incr by salary inflation
- FTE (PD)	0.29	0.29	0.29	0.29	0.29	% charged to Elementary
School Nurse Compensation	14,244	14,244	14,244	14,244	14,244	
Volunteer Coordinator	<i>Duties will be covered by a Volunteer in collaboration with our Director of Family/Comm Init.</i>					
- Salary	-	-	-	-	-	incr by salary inflation
- FTE (PD)	-	-	-	-	-	
Volunteer Coord Compensation	-	-	-	-	-	
Auxilliary Staff:						
Food Service: Chef	51 weeks	51 weeks	51 weeks	51 weeks	51 weeks	
- Salary (75% of salary)	28,305	28,588	28,874	29,163	29,454	incr by salary inflation
- FTE	1.5	2.5	3.0	3.0	3.0	
Food Service: Chef	42,458	71,470	86,622	87,488	88,363	
Total Other Staff FTEs	1.8	2.8	3.3	3.3	3.3	
New Other Staff FTEs	-	1.0	0.5	-	-	
Total Other Staff Compensation	56,702	85,714	100,866	101,732	102,607	
TOTAL: Line 15	56,702	85,714	100,866	101,732	102,607	15. Other Staff Salaries

STAFF TOTALS						
Total Staff FTE	22.83	33.50	40.77	42.94	43.92	
Total Teaching Staff (FTE)	15.81	24.75	30.82	32.86	33.86	
New Staff FTE	22.83	8.94	6.07	2.04	1.00	
Total Staff PTE /LTE	12.50	19.00	24.00	25.00	26.00	
Total Teaching Staff (PTE)	8.00	11.00	14.00	14.00	15.00	
New Staff PTE/LTE	12.50	3.00	3.00	-	1.00	
Total Staff FTE/PTE/LTE	21.83	31.50	38.27	40.44	41.42	
PD Staff	22.83	33.50	40.77	42.94	43.92	(Prof Development Req'd)
TOTAL STAFF SALARIES	1,226,457	1,769,574	2,176,809	2,325,111	2,379,044	

LINE 17: Employee Benefits						
Retirement/Pension Plan						
Eligible FTE Staff	100%	100%	100%	100%	100%	constant
Eligible Staff, WRS	50%	50%	50%	50%	50%	constant
Retirement contrib (WRS)	24,898	40,086	54,586	61,188	61,792	5.9% One City/State
Eligible Staff, Non-WRS	50%	50%	50%	50%	50%	constant
Retirement contrib (401K)	28,807	32,175	35,692	36,622	36,928	5.9% One City
(Note: +1.1% to compensate for lower rate of return than WRS)						
TOTAL: Retirement Plan	53,706	72,261	90,279	97,810	98,720	
Health Insurance (FTE eligible Only)						
Monthly Employer Contribution - Single Plan	500	525	551	579	608	Incr by 5.0% annually
- Projected Percent of Subscribers	60%	60%	60%	60%	60%	constant
- Total Employer Contribution - Single	96,600	126,630	161,805	178,965	192,201	
Monthly Employer Contribution - Family Plan	800	840	882	926	972	
- Projected Percent of Subscribers	40%	40%	40%	40%	40%	

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- Total Employer Contribution - Family	103,040	135,072	172,592	190,896	205,015	
Health insurance	199,640	261,702	334,397	369,861	397,216	
Cafeteria Plan, Disability Insurance						
Life insurance	4,415	6,370	7,837	8,370	8,565	100% Incr by Inflation
Short-term disability	-	-	-	-	-	0% Employee Choice/Paid
Long-term disability	9,057	13,068	16,075	17,170	17,568	85% Incr by Inflation
Cafeteria Plan, Startup	-	-	-	-	-	
Cafeteria Plan: /Staff	-	-	-	-	-	Incr by Inflation
Section 125 plan	-	-	-	-	-	
TOTAL: Cafeteria/Disability	13,472	19,438	23,911	25,540	26,133	
Payroll Taxes						
Social Security	76,040	109,714	134,962	144,157	147,501	6.20%
Medicare	17,784	25,659	31,564	33,714	34,496	1.45%
State Unemployment Tax	55,191	79,631	97,956	104,630	107,057	4.50%
Federal Unemployment Tax	7,359	10,617	13,061	13,951	14,274	0.60%
Workers' Comp Insurance	14,717	21,235	26,122	27,901	28,549	1.20% Code 8869
TOTAL: Payroll Taxes	171,091	246,856	303,665	324,353	331,877	
TOTAL: Line 16	437,908	600,257	752,252	817,564	853,945	16. Employee Benefits

LINE 18: Contracted Support and Substitute Teachers						
Contracted Support						
IT Consultant	5,370	7,320	7,320	7,320	7,320	DaneNet & Atlas Des.
School Leadership Coach (for Director)	-	-	-	-	-	
Board Training & Development	2,500	2,500	2,500	2,500	2,500	
Other	-	-	-	-	-	
TOTALS: Contracted Support	7,870	9,820	9,820	9,820	9,820	
Substitute Teachers						
Substitutes:	\$18.00/hr					18 Hourly Reate
Daily Wage (short-term)	180	182	184	185	187	Sal Infl 101%
- # of Sub Days	158	248	308	329	339	7 days/teacher
Daily Wage (long-term)	180	182	184	185	187	
- # of Sub Days	71	74	92	99	102	35 days for 10% of teachers
Substitutes salaries	41,253	58,494	73,567	79,219	82,446	
TOTAL: Line 17	49,123	68,314	83,387	89,039	92,266	17. Contracted Support and Subs

LINE 19: Staff Development Costs						
Staff Development	250	250	253	255	258	incr by inflation
Professional Development Staff	22	32	38	40	41	
Staff development (non-travel)	5,458	7,875	9,662	10,314	10,670	
Staff Recruiting	400	404	408	412	416	incr by inflation
Staff recruiting	9,133	9,225	9,317	9,410	9,504	
Staff Background Checks	80	81	82	82	83	incr by inflation
Staff background checks	1,747	2,545	3,123	3,334	3,448	
Staff Meals:	200	202	204	206	208	incr by inflation
Staff meals, events, & awards	4,367	6,363	7,807	8,334	8,621	
Expeditionary Learning (EL Education)						
New Teacher Training & Induction (100%)	12,000	12,000	12,000	12,000	12,000	
Ongoing Teacher Training and Education (100%)	35,000	15,000	15,000	15,000	15,000	

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Site Visits (To Other EL Schools) (100%)	5,000	2,500	2,500	2,500	2,500	
Admin Training and Conferences (100%)	5,500	5,500	5,500	5,500	5,500	incr by inflation
Total EL Education Costs (PD)	57,500	35,000	35,000	35,000	35,000	
AnjiPlay Curriculum						
New Teacher Training & Induction (75%)	12,000	12,000	2,000	2,000	2,000	\$4,000 per staff in Anji, China
Ongoing Teacher Training and Education (75%)	9,000	9,000	9,000	9,000	9,000	On-site training in Madison
Admin Training and Conferences (75%)	6,375	2,125	2,125	2,125	2,125	
	27,375	23,125	13,125	13,125	13,125	
SuperKids Reading Program PD & Support	-	-	-	-	-	Donated by Pleasant Rowland
Eureka Math PD & Support	-	-	-	-	-	Materials are free to all schools
Educator Effectiveness Platform	-	-	-	-	-	
TOTAL: Line 18	84,875	58,125	48,125	48,125	48,125	18. Staff Development Costs

LINE 20: CONTINGENCY (Multiple)						
Expenses on this worksheet	1,798,363	2,496,270	3,060,573	3,279,840	3,373,380	
Contingency provisions	17,984	24,963	30,606	32,798	33,734	1%

ANALYSIS						
Personnel Salaries and Benefits Expense	1,816,346	2,521,233	3,091,179	3,312,638	3,407,114	Includes contingency prov.
Total Income	2,530,194	3,446,246	4,166,498	4,530,971	4,633,098	
Total Income Utilization	71.8%	73.2%	74.2%	73.1%	73.5%	Goal: 75.0%

END						
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Direct Student Costs

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled:

TRUE

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
Students	116	156	236	316	316		
New Students	-	40	80	80	-		
Classrooms	6	10	14	16	16		
New Classrooms	-	4	4	2	-		
Teachers	9.8	16.8	20.8	22.9	22.9		
New Teachers	9.8	6.9	4.1	2.0	-		
Assistant Teachers	6.0	8.0	10.0	10.0	11.0		
New Assistant Teachers	6.0	2.0	2.0	-	1.0		

LINE 20: Reading Materials and Instructional Supports

Materials: /Stu	-	-	-	-	-	Incr by Inflation	
General Reading Materials	2,900	3,900	5,900	7,900	7,900	\$25 per student	
TOTAL: Line 20	2,900	3,900	5,900	7,900	7,900	20. Reading/Support Materials	

LINE 21: SuperKids Reading Program

Textbooks: /Stu	-	-	-	-	-	Incr by Inflation	
SuperKids Reading/Curricular Materials	-	-	-	-	-	Donated by Pleasant Rowland	
<i>All SuperKids Reading Program training and materials have been donated by Rowland Reading Foundation.</i>							
TOTAL: Line 21	-	-	-	-	-	21. SuperKids Reading Program	

LINE 22: Curriculum Materials and Assessments

						104% Incr by Inflation	
Teaching Strategies - Creative Curriculum	-	-	-	-	-	Purchase Kindergarten Curriculum	
Teaching Strategies GOLD Unit Cost	21.95	22.83	23.74	24.69	25.68	Per Student Assessment Costs	
Teaching Strategies GOLD Total Cost	1,668	1,735	1,804	1,876	1,952	Annual Assessment Subscription	
PALS Unit Cost	7.25	7.54	7.84	8.16	8.48	PALS Premier Package 4K to 2nd grade	
PALS Reading/Literacy Assessment	2,523	3,529	3,670	3,817	3,969	PALS Premier Package 4K to 2nd grade	
MAP Unit Cost	15.00	15.60	16.22	16.87	17.55	Administered to 3-6 grade only	
MAP Assessment	-	-	1,298	2,700	2,808	Administered to 3-6 grade only	
Other Student Assessments Unit Costs	10.00	10.40	10.82	11.25	11.70		
Other Student Assessments	1,160	1,622	2,553	3,555	3,697		
AnjiPlay Materials (Indoor/Outdoor) (75%)	22,500	11,250	22,500	11,250	22,500	Storage, Materials and Supplies	
TOTAL: Line 22	27,905	18,192	31,883	23,258	34,989	122. Creative Curriculum	

LINE 23: Student Supplies

Supplies: /Classroom	250	253	255	258	260	Incr by Inflation	
Student supplies	1,500	2,525	3,570	4,121	4,162		
Snacks: /Stu/Day	0.55	0.56	0.56	0.57	0.57	Incr by Inflation	
Student snacks (non-catered)	13,972	18,790	28,426	38,062	38,062		
Uniforms: /Stu	30.00	30.30	30.60	30.91	31.22	Incr by Inflation	
Student T-Shirts	3,480	4,727	7,222	9,767	9,865		
TOTAL: Line 23	18,952	26,042	39,219	51,951	52,090	23. Student Supplies	

LINE 24: Computers and Classroom Technology

Computer Lab	-	-	-	-	-		
Computers in Library	-	-	-	-	-		
Teacher computer (Lease from Apple, Inc.)	5,112	8,340	10,740	13,200	13,200	36-Month Lease @\$385/month	
Teacher computer replacements	-	-	-	-	-	Replacement covered in lease above	
Interactive white board	-	-	-	-	-	Will get donated	
Projectors/camera/scanners/mic's	-	1,500	-	1,500	-	2 servers/add or replace 1 every 3 yrs	

Direct Student Costs

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

TOTAL: Line 24	5,112	9,840	10,740	14,700	13,200	24. Classroom Technology
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LINE 25: Classroom Furnishings and Supplies						
Consumables: /New Classroom	1,000	1,000	1,000	1,000	1,000	Incr by Inflation
Classroom furn & equip	6,000	10,000	14,000	16,000	-	Set-up new EL Classrooms
Art Room	-	3,500	3,500	3,500	3,500	
Music Room	-	7,500	7,500	7,500	5,000	
Maker Space (EL/AnjiPlay Creative Design)	-	7,500	7,500	7,500	7,500	
TOTAL: Line 25	6,000	28,500	32,500	34,500	16,000	25. Classroom Furnishings & Supplies

LINE 26: Special Needs Student Assess Materials						
Assessment/ Student	125.00	126.25	127.51	128.79	130.08	Incr by Inflation
Spec Needs Stu assessment materials	5,050	6,868	10,380	14,218	14,360	
TOTAL: Line 26	5,050	6,868	10,380	14,218	14,360	26. Student Assessment Materials

LINE 27: Contracted Student Services						
SpEd Income	30,000	30,735	31,488	32,259	33,050	
Less SpEd Staff	63,000	63,630	64,266	64,909	65,558	
Contracted Support for Special Education	25,000	25,250	25,503	25,758	26,015	
Special ed fees	58,000	58,145	58,281	58,407	58,523	
Academies Contractors / Hour	45.00	45.00	45.00	45.00	45.00	102%
Hours per day of Academies	1.5	1.5	1.5	1.5	1.5	
Days of Academies / Year (4 days/week)	172	172	172	172	172	44 weeks
Academies Contractors	11,610	11,610	11,610	11,610	11,610	
Buss Pass: /Stu (Req. for Homeless Students)	56.00	56.56	57.13	57.70	58.27	102%
Transportation	1,949	2,647	4,044	5,470	5,524	
TOTAL: Line 27	71,559	72,402	73,935	75,487	75,658	27. Contracted Student Services

LINE 28: Transportation: Field Trips and External Learning Experiences						
Trip cost / stu	15.0	15.2	15.3	15.5	15.6	Incr by Inflation
Trips / stu	6	6	6	6	6	
Student travel / field trips	10,440	14,180	21,667	29,302	29,595	Incr by students, inflation
TOTAL: Line 28	10,440	14,180	21,667	29,302	29,595	28. Transportation: Field Trips

LINE 29: Transportation: To and From School						
Vehicles (Buy/Lease XLT Van/Bus)	2	2	2	2	2	Leaving this in as a placeholder for future consideration.
Monthly Vehicle Payments	-	-	-	-	-	
Vehicle Insurance	-	-	-	-	-	
Drivers	2	2	2	2	2	
Driver Salary/Wage	-	-	-	-	-	Incr by Inflation
Driving Assistant	2	2	2	2	2	
Driver Assistant Salary/Wage	-	-	-	-	-	Incr by Inflation
Registration/Fees	-	-	-	-	-	
Gasoline	-	-	-	-	-	Estimated \$220/van/week
Maintenance	-	-	-	-	-	
TOTAL: Line 29	-	-	-	-	-	29. Transportation-School/Home

LINE 30: Food Service						
Cost/Lunch	3.10	3.13	3.16	3.19	3.23	Incr by Inflation
Annual lunch count	27,144	36,504	55,224	73,944	73,944	
Total - Annual lunch	84,146	114,294	174,635	236,172	238,534	
Cost/breakfast	1.55	1.57	1.58	1.60	1.61	Incr by Inflation
Annual breakfast count	27,144	36,504	55,224	73,944	73,944	
Total - Annual breakfast	42,073	57,147	87,318	118,086	119,267	

Direct Student Costs

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

Food service fees	126,220	171,441	261,953	354,258	357,801	Incr by students, inflation
TOTAL: Line 30	126,220	171,441	261,953	354,258	357,801	30. Food Service

LINE 31: Miscellaneous Student Costs **						
Recruiting / new stu	50.00	55.00	55.00	60.00	60.00	Incr by Inflation
Student recruiting	5,800	6,435	9,735	14,220	14,220	Recruiting New/Retaining Existing Stu
Stipend: /stu	-	-	-	-	-	Incr by Inflation
Student scholarships/stipends	-	-	-	-	-	
Other: /stu	-	-	-	-	-	Incr by Inflation
Other student expenses - Oasis/MJ Care	-	-	-	-	-	
TOTAL: Line 31	5,800	6,435	9,735	14,220	14,220	31. Miscellaneous Student Costs

LINE 32: CONTINGENCY (Multiple)						
Expenses on this worksheet	279,938	357,801	497,912	619,794	615,812	
Contingency provisions	2,799	3,578	4,979	6,198	6,158	1%

ANALYSIS						
Direct Student Expenses	282,737	361,379	502,891	625,992	621,970	Includes contingency prov.
Total Income	2,530,194	3,446,246	4,166,498	4,530,971	4,633,098	
Total Income Utilization	11.2%	10.5%	12.1%	13.8%	13.4%	

END						
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Parent Engagement Program

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled:

TRUE

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
Students	116	156	236	316	316		
New Students	-	40	80	80	-		
Classrooms	6	10	14	16	16		
New Classrooms	-	4	4	2	-		
Teachers	9.8	16.8	20.8	22.9	22.9		
New Teachers	9.8	6.9	4.1	2.0	-		
Assistant Teachers	6.0	8.0	10.0	10.0	11.0		
New Assistant Teachers	6.0	2.0	2.0	-	1.0		

LINE 20: One City Parent Committee and Orientation							
Budget: /Month	200.00	205.00	210.00	215.00	220.00	Incr by Inflation	
Monthly Meetings and Activities	2,400	4,920	5,040	5,160	5,280	YR2 increases to 2 school sites	
(First Year/Large Family Welcome Orientation)							
TOTAL: Line 20	2,400	4,920	5,040	5,160	5,280	20. Monthly Meetings and Activities	

LINE 21: Families and Schools Together (FAST) Program							
# of Eight-week Cohorts	3	6	6	6	6	Incr by Inflation	
FAST For Elementary Program Training	4,295	4,295	4,295	4,295	4,295		
FAST For Elementary Site Evaluation	1,000	1,000	1,000	1,000	1,000		
FAST Licensing Fee	550	550	550	550	550		
Technical Assistance/Intern Supervision	825	825	825	825	825		
Annual Certification/Recertification	2,250	2,250	2,250	2,250	2,250		
Custom Support and Consultation	2,500	2,500	2,500	2,500	2,500		
Beverage and Gift Basket - Family Graduation	150	300	300	300	300		
FAST Program Materials	1,740	2,340	3,540	4,740	4,740		
Family Perks Program by Abenity Group	3,000	3,000	3,000	3,000	3,000		
TOTAL: Line 21	16,310	17,060	18,260	19,460	19,460	21. FAST Program	

LINE 22: Annual FAST Conference & Training							
Textbooks: /Stu						104% Incr by Inflation	
Travel and Lodging	2,500	2,525	2,550	2,576	2,602	Purchase Kindergarten Curriculum	
Conference Fee	500	500	525	525	550	Per Child Cost	
TOTAL: Line 22	3,000	3,025	3,075	3,101	3,152	122. FAST Conference and Training	

LINE 28: Family Transportation: Cab Rides Home from Special Events							
Trip cost / family / month	25.00	25.00	25.00	25.00	25.00	Incr by Inflation	
Trips / family / month	2	3	4	5	5		
Family Transportation: Cab Rides	3,000	4,500	6,000	7,500	7,500	Incr by students, inflation	
Bus Passes (Req. for Homeless Families)	2,688	4,032	5,376	6,720	6,720	\$56 per bus car x 12 months	
TOTAL: Line 28	3,000	4,500	6,000	7,500	7,500	28. Family Transportation	

LINE 32: CONTINGENCY (Multiple)							
Expenses on this worksheet	24,710	29,505	32,375	35,221	35,392		
Contingency provisions	247	295	324	352	354	1%	

ANALYSIS							
Parent Engagement Expenses	24,957	29,800	32,699	35,573	35,745	Includes contingency prov.	
Total Income	2,530,194	3,446,246	4,166,498	4,530,971	4,633,098		
Total Income Utilization	1.0%	0.9%	0.8%	0.8%	0.8%		

Parent Engagement Program

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled:

TRUE

END

Occupancy Expenses

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
LINE 33: Mortgage/Rent							
Move AFTER year #:	-	-	-	-	-		
Estimate							
Students	116	156	236	316	316		
SF / Stu	35	35	35	35	35		
SF Required	4,060	5,460	8,260	11,060	11,060		
SF Available	4,263	5,733	8,673	11,613	11,613	1.05	
Final year at current SF	-	-	-	-	-		
Facility Size	5,733	8,673	11,613	11,613	11,613		
Facility Utilization	71%	63%	71%	95%	95%		
Annual \$ / SF	-	-	-	-	-	Incr by Inflation	
Rent, parking, other occupancy	-	-	-	-	-	\$/SF x Facility Size	
% Facility Funding	0%	0%	0%	0%	0%		
Rent: / Month	-	-	-	-	-		
Real estate taxes	-	-	-	-	-		
Supplemental space	-	-	-	-	-		
TOTAL: Line 33	-	-	-	-	-	33. Mortgage/Rent	
LINE 34: Purchase Facility							
Purchase Facility from FCI	-	-	-	-	-	Forward Community Investments	
TOTAL: Line 34	-	-	-	-	-	34. Mortgage Principal Payments	
LINE 35: Mortgage Principal Payments							
Mortgage principal pmts	28,800	28,800	28,800	28,800	28,800	Assumes \$2,400 monthly payment	
TOTAL: Line 35	28,800	28,800	28,800	28,800	28,800	35. Mortgage Principal Payments	
LINE 36: Mortgage Interest Payments							
Mortgage interest payments	-	-	-	-	-		
TOTAL: Line 36	-	-	-	-	-	36. Mortgage Interest Payments	
LINE 37: Commercial Kitchen Equipment, Appliances and Maintenance							
Equipment & Appliances	500	7,200	7,272	7,345	7,418	\$200/month at 2 sites	
Maintenance & Supplies	2,400	7,272	7,345	7,418	7,492	\$200/month at 2 school sites	
TOTAL: Line 37	2,900	14,472	14,617	14,763	14,911	37. Building Maint. & Repairs	
LINE 38: Building Maintenance and Repairs							

Occupancy Expenses

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

Monthly Allowance	500	1,515	1,530	1,545	1,561	At 2 school sites
Maintenance and repairs	6,000	18,180	18,362	18,545	18,731	101%
TOTAL: Line 38	6,000	18,180	18,362	18,545	18,731	38. Building Maintenance and Repairs

LINE 39: Renovation/Leasehold Improvements						
Leasehold Improvements	-	-	-	-	-	4% of rent
Facility Consulting Fees	-	-	-	-	-	
Installing Building Security System	-	-	-	-	-	
Install Digital Phone System	-	-	-	-	-	
Lay Cable for Technology	-	-	-	-	-	one time expense
TOTAL: Line 39	-	-	-	-	-	39. Renovation/Leasehold Improv.

LINE 40: Utilities						
Gas/Elec/Water/Waste/Snow	24,000	48,480	48,965	49,454	49,949	101% 50% of costs
						2nd year at 2 school sites
TOTAL: Line 40	24,000	48,480	48,965	49,454	49,949	40. Utilities

LINE 41: Janitorial Supplies						
Monthly Allowance	150	152	153	155	156	
Janitorial supplies	800	1,800	1,818	1,836	1,855	101% of rent
TOTAL: Line 41	800	1,800	1,818	1,836	1,855	41. Janitorial Supplies

LINE 42: Contracted Building Services						
Months / year	12	12	12	12	12	
Contracted Cleaning services	24,000	48,000	48,000	48,000	48,000	\$2,000 monthly
Building Security fees	-	-	-	-	-	\$0 monthly
TOTAL: Line 42	24,000	48,000	48,000	48,000	48,000	42. Contracted Building Services

LINE 43: CONTINGENCY (Multiple)						
Expenses on this worksheet	86,500	159,732	160,561	161,399	162,245	w/o leasehold improvements
Contingency provisions	865	1,597	1,606	1,614	1,622	1%

ANALYSIS						
Occupancy Expenses	87,365	161,329	162,167	163,013	163,867	Includes contingency prov.
Facility Funding Utilization	-	-	-	-	-	Goal: 100%
Total Income	2,530,194	3,446,246	4,166,498	4,530,971	4,633,098	
Total Income Utilization	3.5%	4.7%	3.9%	3.6%	3.5%	

END

Office Expenses

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled:

TRUE

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
Staff	15.8	24.8	30.8	32.9	33.9		
New Staff	7.0	8.9	6.1	2.0	1.0		

LINE 44: Office Supplies and Materials							
Office supplies - Office	5,000	5,050	5,101	5,152	5,203		
Supplies / Stf	150	152	153	155	156	Incr by Inflation	
Office supplies - Staff	2,371	3,750	4,716	5,078	5,285		
Donated Materials & Supplies	-	-	-	-	-		
TOTAL: Line 44	7,371	8,800	9,816	10,230	10,488	44. Office Supplies and Materials	

LINE 45: Office Furnishings and Equipment							
Furniture / New Staff	250	250	250	250	250	Incr by Inflation	
Office furn. & equip	1,000	1,000	2,100	1,000	1,000	Already have new office furniture	
Computer / New Staff	-	1	1	1	1	Incr by Inflation	
New Staff	-	1	1	1	1		
Office computers	-	1	1	1	1		
ProCare Child Care/Attendance System	600	606	612	618	624	Estimate of 1-time cost	
Office Computers and Phone Setup	-	4,000	-	-	-	Estimate of 1-time cost	
TOTAL: Line 45	1,600	5,607	2,713	1,619	1,625	45. Office Furnishings and Equipment	

LINE 46: Office Equipment Rental and Maintenance							
Copier lease, paper & maint/ Mth	309	318	328	338	348	103% Gordon Flesch Company	
Number of Copiers	1	2	2	2	2		
Equipment rent & maintenance	3,708	7,638	7,868	8,104	8,347		
TOTAL: Line 46	3,708	7,638	7,868	8,104	8,347	46. Office Equip Rental & Maintenance	

LINE 47: Telephone/Telecommunications							
Telecom / Month	300	600	618	637	656	103% Charter Spectrum	
Telephone & telecommunications	3,600	7,200	7,416	7,638	7,868		
Staff with mobile phones	5.0	5.0	5.0	5.0	5.0	105% Management Team Only	
Mobile plan / Month	50.00	51.50	53.05	54.64	56.28	Incr by Inflation	
Mobile phones	3,000	3,090	3,183	3,278	3,377		
TOTAL: Line 47	6,600	10,290	10,599	10,917	11,244	47. Telephone/Telecommunications	

LINE 48: Legal, Accounting, Student Data Records and Payroll Services							
Legal fees	30,000	20,000	20,000	20,000	20,000		
Accounting	35,693	37,478	39,351	41,319	43,385	105% 75% of Total Costs	
Auditing	13,000	13,390	13,792	14,205	14,632	103%	
Human Resources BackOffice Contract	19,868	28,665	34,823	36,804	37,695		
PowerSchool Student Data System	3,595	18,595	7,190	7,190	7,190	Student Records System \$35/team member x 26 payrolls	
TOTAL: Line 48	102,156	118,128	115,156	119,518	122,902	48. Legal, Accounting & Payroll Serv.	

Office Expenses

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled:

TRUE

LINE 49: Printing and Copying

Printing & duplication	11,600	15,756	23,836	31,916	31,916	Incr by students x \$100ea./Infl.
TOTAL: Line 49	11,600	15,756	23,836	31,916	31,916	49. Printing and Copying

LINE 50: Postage and Shipping

Postage, shipping, delivery	4,060	5,515	8,343	11,171	11,171	Incr by students, inflation
TOTAL: Line 50	4,060	5,515	8,343	11,171	11,171	50. Postage and Shipping

LINE 51: CONTINGENCY (Multiple)

Expenses on this worksheet	137,095	171,733	178,331	193,474	197,693	
Contingency provisions	1,371	1,717	1,783	1,935	1,977	1%

ANALYSIS

Office Expenses	138,466	173,451	180,114	195,409	199,670	Includes contingency prov.
Total Income	2,530,194	3,446,246	4,166,498	4,530,971	4,633,098	
Total Income Utilization	5.5%	5.0%	4.3%	4.3%	4.3%	

END

General Expenses

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

Description	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	Calc	Comment
LINE 52: Insurance							
							West Bend/Travelers Insurance
Business insurance	15,000	39,769	42,175	44,726	47,432	5%	Incr for students, inflation
							Assumes 2 sites SY20-21 beyond
TOTAL: Line 52	15,000	39,769	42,175	44,726	47,432	52. Insurance	

LINE 53: Marketing, Advertising and Events							
Marketing and Advertising	20,000	20,402	20,812	21,230	21,657	1%	Incr for students, inflation
Fundraising	10,500	10,711	10,926	11,146	11,370	101%	
Special Events	40,000	40,804	41,624	42,461	43,314		
TOTAL: Line 53	70,500	71,917	73,363	74,837	76,341	53. Insurance	

LINE 54: Transportation: Staff							
Travel: / staff	500	505	510	515	520		Incr by Inflation
Staff travel (non-development)	26,500	25,755	29,433	30,089	30,265		
TOTAL: Line 54	26,500	25,755	29,433	30,089	30,265	54. Transportation-Staff	

LINE 55: Authorizer Fee (UWSA)							
Authorizer fees (UWSA)	-	-	-	-	-	3.00%	\$0 out per UWSA
TOTAL: Line 55	-	-	-	-	-	55. UWSA Admin Fee	

LINE 56: Other General Expense							
Fundraising fees	-	-	-	-	-		
Other professional fees	-	-	-	-	-		
Donated services	-	-	-	-	-		
Fees and licenses	-	-	-	-	-		
Loss/theft of asset	-	-	-	-	-		
Bad debts, pledges	-	-	-	-	-		
Cash over/short	-	-	-	-	-		
Depreciation expense	-	-	-	-	-		
Other expenses	-	-	-	-	-		
TOTAL: Line 56	-	-	-	-	-	56. Other General Expense	

LINE 57: CONTINGENCY (Multiple)							
Expenses on this worksheet	112,000	137,441	144,971	149,653	154,039		
Contingency provisions	1,120	1,374	1,450	1,497	1,540	1%	

ANALYSIS							
General Expenses	113,120	138,815	146,420	151,149	155,579	Includes contingency prov.	

General Expenses

11/30/18

One City Expeditionary Elementary School Budget Plan

Reconciled: TRUE

Total Income	2,530,194	3,446,246	4,166,498	4,530,971	4,633,098	
Total Income Utilization	4.5%	4.0%	3.5%	3.3%	3.4%	

END

EXPANSION PROPOSAL EVALUATION REVIEWER GUIDE

Please consider the major elements of the proposal as outlined below and evaluate the application for expansion based on how well the applicant has responded in a meaningful and informative manner about how the proposed expanded charter school will be operated.

OEO's rubric model does not use a numeric rating system, instead reliance is placed on each reviewer's qualitative assessment and summary judgment of the elements within each section and final recommendation based on the overall merit and quality of the proposal and additional information. Information gleaned from applicant interviews, requests for clarification and committee discussions should also be considered when making a final recommendation. Therefore, reviewers should delay decision on their final overall recommendation until the applicant interviews and committee discussions have concluded. The Expansion Proposal Evaluation Rubric requires a final *evaluation summary* based on the merits of the proposal itself. However, the final overall recommendation should be delayed until the conclusion of the entire evaluation process.

Process to be followed to incorporate reviewer evaluations and final recommendation:

- All reviewers will be expected to make a summary judgment based on the merits of the proposal itself using the Expansion Proposal Evaluation Rubric. Additionally, at the conclusion of the entire process, all reviewers will be expected to provide a final overall recommendation which incorporates their summary judgment of the written proposal as well as information gleaned from applicant interviews and committee discussions.
- If the Evaluation Committee decides that additional clarification is necessary, the Associate Director shall secure the requested information from the applicant and forward to the Evaluation Committee prior to submission of final recommendations to the OEO.
- After receiving recommendations from the Evaluation Committee, the Associate Director shall review the results and make a summary recommendation to the UW System President. The President shall be informed in a summary fashion about the program, substantive basis for the recommendation and a timeline for potential implementation of the charter, if applicable.
- To the greatest extent possible, Evaluation Committee members should strive to reach consensus on a final recommendation of whether a proposal should or should not be approved for authorization. If consensus cannot be reached the Associate Director will review recommendations and rationales from each reviewer and determine the summary recommendation to be made to the UW System President. The Evaluation Committee will be notified of the Associate Director's recommendation.
- If a recommendation for authorization is accepted, then contract negotiations will commence.

Expansion Proposal Evaluation Rubric

Name of Proposed School:	One City Schools, Inc.
Proposed Location of School:	Madison WI
Date:	February 8th, 2019
Name of Reviewer:	

FINAL OVERALL RECOMMENDATION *(complete this at the conclusion of the entire process by electronically highlighting your final recommendation)*

- **Accept for further consideration of authorization**
- Deny
- Resubmit in the future with modifications for further consideration

[Handwritten signature] 2/9/19

Please use this rubric to guide your assessment of the Expansion Proposal.

The last page provides space to make your summary judgement of the proposal.

Each section presents criteria for a response that meets the application requirement; these criteria should guide the overall rating for the individual sections.

The Strengths and Concerns boxes at the end of each section provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, so please be specific and focused in your comments.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the expanded school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue and readiness to open and operate a quality charter school.

1. School Design Key Questions:

The school must have a clear mission and an overall purpose for the expanded educational program that meets the needs of students as well as satisfies the authorizing priorities of the OEO.

Does the proposal satisfy this standard? Is the design of the expanded school program grounded in research? Does it have unique aspects that will bring a new educational offering to students?

Evaluation Criteria:

A response that meets the standard will:

1. Provide the name of the proposed charter school. (1-2) MEETS
2. Provide the name(s), address(s), telephone number(s), and email address(s) of the organization or individuals submitting the application to create a charter school. (3) MEETS
3. Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will serve, the number of expected students per grade, and the expected number of students per class. (1; 69) MEETS
4. State the mission and vision for the school expansion. (1-6) Partial
5. State the core beliefs driving the expansion. (1-6) Partial
6. Explain the specific research or demonstrated best practices that supports the school's plan. (9-27) PARTIAL
7. Note the unique aspects of the school and explain why the community needs this school. (4-6) MEETS
8. Characterize the school culture desired for the school and how this culture will be established. (39-52) Partial
9. Describe the major aspects of the strategic plan and provide a timeline for implementation. (57-58) MEETS

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	x	

Identify strengths or concerns (use as much space as needed.)

Strengths:	Directly addresses educational equity. Seeks to serve historically marginalized students.
Concerns/Questions:	What is the mission statement for the school? What are the values statements of the school? What characteristics of Expeditionary Learning Pedagogy make it a good fit for the mission, values and students of One City?

2. Governance and Leadership

The expanded school will need an effective governance structure that has capacity to effectively oversee the expansion. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to effectively oversee the expanded charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender and race) would be of concern?

Evaluation Criteria: A response that meets the standard will:

1. Identify the organization and individuals involved in the development of the school. (3; 52-56) MEETS
2. Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to implement the proposed expansion. (52-56; 61) PARTIAL
3. Describe the board that will lead the expanded school. (3; 61) MEETS
4. State the general duties of board members. (61-62) MEETS
5. Explain how the governance of the school will embody principles of democratic management, including but not limited to parental participation. (61-62; 50) MEETS
6. Explain how the school will operate in terms of lines of authority and responsibility. (52-62)
7. Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school. (52-57)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	x	

Identify strengths or concerns (use as much space as needed.)

Strengths:	Successful organizers and leaders
Concerns/Questions:	How many board members have direct education experience? What is the experience level of the staff? Most of the curriculum design appears to be "canned" or off the shelf. What skills do the leadership and staff of One City have in designing learning experiences?

3. Community and Family Engagement

For any school to maintain long term viability it must incorporate family and community involvement, be responsive to the community, and work in partnership with other community entities. Does the expansion proposal satisfy this standard?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the community the school will serve. (4-7)
2. Explain how the community and parents have been involved in developing the expanded school. (1-2; 4-7;50-52)
3. Explain how the community and parents will be involved in the operation of the expanded school. (1-2;4-7;50-52)
4. Describe community partnerships the school will have or hopes to have. (1-2; 52)

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	Extensive efforts to connect with community through social media and face to face events. Student achievement showcases involve parents and families.
Concerns/Questions:	In what ways will student learning be directly connected with the community? i.e. service projects, etc. What resources are needed to support this additional function of the school?

4. Marketing, Recruiting, and Admissions

For an expanded school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? By state law, charter schools are public schools that must be open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the marketing program that will be used to inform the community about the school. (7-9) MEETS
2. Explain how students will be recruited for the program. (7-9) MEETS
3. Describe the means by which the school will achieve a racial and ethnic balance among its pupils. (4-9; 69) PARTIAL
4. Describe admission policies and practices to be used to enroll students the first year of expansion and succeeding years. (64) MEETS
5. Describe strategies to be employed when, and if, more students apply for admission than there are seats available. (64) MEETS

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	Seeks to be inclusive and diverse.
Concerns/Questions:	Access based on location to school (no plan to serve students from throughout city)



5. Faculty and Staff

High quality school programs are based on effective staff recruitment and on-going staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria:

A response that meets the standard will:

1. Identify how staff will be recruited and how the school will ensure the quality of the workforce. (58-61)
2. Describe how the faculty and staff education and training programs will support the achievement of overall objectives. (58-61)
3. Describe how the work environment will foster learning and continuous improvement for both staff and students. (58-61)
4. Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction. (58-61)

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	x	

Identify strengths or concerns (use as much space as needed.)

Strengths:	rich Staff / student ratio
Concerns/Questions:	What model/s will be used for professional development and capacity building? How is that model suited to the needs and strengths of this learning community? What specific practices will leadership use to foster a professional learning community?

6. Curriculum and Instruction

High quality schools have integrated models of curriculum and instruction. From what is described in the expansion proposal, have the applicants developed a curriculum that will meet the needs of students? Does the applicant cite research support for the curriculum? Is the mission reflected in the educational program?

Evaluation Criteria:

A response that meets the standard will present a curriculum plan that:

1. Describes the educational program of the school. (9-38) MEETS
2. Identifies the content of the instructional program. (9-38) MEETS
3. Characterizes the instructional methodology to be utilized by school staff. (9-38) MEETS
4. Explains how chosen instructional content and methodology will achieve the school's objectives. (9-38) Partial
5. Describes the research that supports this approach to educating children. (9-38) Partial
6. Describes the program design, methods and strategies for serving students with disabilities and for complying with all related federal laws and regulations. (9-38; 65) Partial
7. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations. (26) Meets

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	x	

Identify strengths or concerns (use as much space as needed.)

Strengths:	Expeditionary Learning model is robust
Concerns/Questions:	<ul style="list-style-type: none"> ● ELL services seem and Special Education services seem similar to other schools--yet these are areas of significant gaps in other schools. What will One City do <i>differently</i> with these students to reduce/e.miniate these gaps? ● How does the adopted (Expeditionary Learning) curriculum meet the strengths and needs of the students? ● What is the capacity of staff to develop curriculum specific to One City students? ● What is the plan for implementation of educational technology?

7. Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Does the proposal provide a model of accountability that will be generally accepted by the public and does the assessment plan incorporate the testing standards required by state law? Does the proposal describe how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the standards on which the educational program will be based. (9-38) MEETS
2. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined. (9-38) MEETS
3. Define how the results of the educational program will be assessed. (28-38) MEETS
4. Describe the student achievement goals that will be met during the first five years of operation. (9-38) MEETS
5. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject. (44-50) MEETS

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	Portfolios are an important first step
Concerns/Questions:	Is there an authentic audience for student work? i.e. can student work be for consumption / value beyond school? see: Authentic Intellectual Work

8. Educational Support Processes

High quality schools have an educational program that includes a well-defined plan of operation; understood by educators, students and families alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the goals of the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the proposal describe a clear plan for meeting the broad spectrum of educational needs of special education students and dual language learners?

Evaluation Criteria:

A response that meets the standard will:

1. Describe how key processes for design and delivery of the educational program will be managed. (9-28)

partial

2. Describe how instructional content and methodology will be continuously improved. (16-27)

partial

3. Identify the procedures for school discipline, suspension, and potential removal of a student from the program. (39-40)

meets the standard

4. Identify key student services and how they will be managed.

Partial

5. Describe how key processes that support daily operations will be managed. (64-65)

Meets

6. Describe the special education program to be provided, pupil identification, development of IEP's, delivery of special education and related services and program financing. (65) MEETS

7. A clear description of how the school will ensure that students with disabilities will have an equal opportunity to attend the charter school. (64-65) MEETS

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	x	

Identify strengths or concerns (use as much space as needed.)

Strengths:	
Concerns/Questions:	<ul style="list-style-type: none"> • who will manage student services for what students? • are there intentional structures, supports or process (beyond planning time) for teachers to collaborate and receive formative feedback on lesson plans

	<ul style="list-style-type: none">• what educational expertise can the CEO lend to the leadership of lesson planning?• what policies, training and data systems will be used to ensure equitable disciplinary policies?
--	--

9. Business and Financial Operations

High quality schools have solid fiscal plans and sound management strategies. Do the personnel have the expertise to properly manage the financial affairs of the expanded school? Is the business plan suggested in the proposal realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and has the planning team given due consideration to all major elements of a business plan including marketing, student recruitment strategies and fundraising strategies? Has the planning team identified a space where the expanded student population will be served? Does the organization have sufficient assets to lease/purchase and operate a site?

Evaluation Criteria:

A response that meets the standard will:

1. Identify the individuals and their level of expertise who were involved in developing the school's financial plan. (52-56)
2. Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school. (52-56; 62-64)
3. Identify how capital required to plan and open the expanded school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required. (67)
4. Identify the potential site of the school, how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation. (66-67)
5. Provide a description of the school facility, or proposed facility and its layout including the number and size of classrooms, common areas, and recreational space and the level of accessibility for disabled students and staff. (67)
6. Describe the transportation arrangements made for the charter school students and/or the consideration given to how the school will ensure equal access if transportation is not provided. (Charter schools, by law, are not required to provide transportation).
7. Provide revenue and expenditure budgets for the first three years of operation. (attachment)
8. Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for program operation. (attachment)
9. Show how the budget addresses the unique aspects of the school. (attachment)
10. Present a plan for raising funds needed beyond the per-pupil allocation provided under state law. (67-68; attachment)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed.)

Strengths:	
Concerns/Questions:	

Expansion Proposal Evaluation Summary

Please use your assessment of the nine criteria to make an evaluative judgment of the proposal below.

(Electronically highlight your decision)

Proposal is acceptable and should be given further consideration for potential expansion.

- Superior-This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for all students, especially those that are traditionally underserved.
- Satisfactory - The proposal is sufficiently well developed.

Proposal is not acceptable and should not be given further consideration for expansion. *Use the space below to indicate rationale. (can choose more than one in this category)*

- Unsatisfactory - The proposal requires extensive work and the planning group should reevaluate its goals for the program.
- Does not fit within the OEO's chartering priorities.
- The proposal is lacking research to support the program design.

Rationale:

Proposal has potential but additional information and work is required. *(Use the space provided to specify area requiring revision).*

- Needs Work - The proposal lacks in completeness and should be returned for further work to be submitted at a later date for further consideration.

Revisions Needed:

Strengths

- Team has significant organizational and leadership experience
- Fills an important need

Needs Additional Work / Clarification

- Lacking clear theoretical model
 - The primary proposed Interventions: longer school days, year round school does not directly address the problems of schooling for marginalized populations.
 - What is the overall pedagogy? How does it fit the context (students, community, staff)? Expeditionary Learning is a pedagogy-- (how) does it fit? What capacity does the school have to adapt this pedagogy to its needs? How will the effectiveness of the curriculum be assessed?
- Discipline, Special Ed, ELL are all generic plans
 - Do not adequately address potential for inequity

EXPANSION PROPOSAL EVALUATION REVIEWER GUIDE

Please consider the major elements of the proposal as outlined below and evaluate the application for expansion based on how well the applicant has responded in a meaningful and informative manner about how the proposed expanded charter school will be operated.

OEO's rubric model does not use a numeric rating system, instead reliance is placed on each reviewer's qualitative assessment and summary judgment of the elements within each section and final recommendation based on the overall merit and quality of the proposal and additional information. Information gleaned from applicant interviews, requests for clarification and committee discussions should also be considered when making a final recommendation. Therefore, reviewers should delay decision on their final overall recommendation until the applicant interviews and committee discussions have concluded. The Expansion Proposal Evaluation Rubric requires a final *evaluation summary* based on the merits of the proposal itself. However, the final overall recommendation should be delayed until the conclusion of the entire evaluation process.

Process to be followed to incorporate reviewer evaluations and final recommendation:

- All reviewers will be expected to make a summary judgment based on the merits of the proposal itself using the Expansion Proposal Evaluation Rubric. Additionally, at the conclusion of the entire process, all reviewers will be expected to provide a final overall recommendation which incorporates their summary judgment of the written proposal as well as information gleaned from applicant interviews and committee discussions.
- If the Evaluation Committee decides that additional clarification is necessary, the Associate Director shall secure the requested information from the applicant and forward to the Evaluation Committee prior to submission of final recommendations to the OEO.
- After receiving recommendations from the Evaluation Committee, the Associate Director shall review the results and make a summary recommendation to the UW System President. The President shall be informed in a summary fashion about the program, substantive basis for the recommendation and a timeline for potential implementation of the charter, if applicable.
- To the greatest extent possible, Evaluation Committee members should strive to reach consensus on a final recommendation of whether a proposal should or should not be approved for authorization. If consensus cannot be reached the Associate Director will review recommendations and rationales from each reviewer and determine the summary recommendation to be made to the UW System President. The Evaluation Committee will be notified of the Associate Director's recommendation.
- If a recommendation for authorization is accepted, then contract negotiations will commence.

Expansion Proposal Evaluation Rubric

Name of Proposed School:	One City Schools inc
Proposed Location of School:	Madison, Wisconsin
Date:	1/5/2019 and 2/8/19
Name of Reviewer:	

FINAL OVERALL RECOMMENDATION (*complete this at the conclusion of the entire process by electronically highlighting your final recommendation*)

- **Accept for further consideration of authorization**
- Deny
- Resubmit in the future with modifications for further consideration

Please use this rubric to guide your assessment of the Expansion Proposal.

The last page provides space to make your summary judgement of the proposal.

Each section presents criteria for a response that meets the application requirement; these criteria should guide the overall rating for the individual sections.

The Strengths and Concerns boxes at the end of each section provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, so please be specific and focused in your comments.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the expanded school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue and readiness to open and operate a quality charter school.

1. School Design Key Questions:

The school must have a clear mission and an overall purpose for the expanded educational program that meets the needs of students as well as satisfies the authorizing priorities of the OEO.

Does the proposal satisfy this standard? Is the design of the expanded school program grounded in research? Does it have unique aspects that will bring a new educational offering to students?

Evaluation Criteria:

A response that meets the standard will:

1. Provide the name of the proposed charter school. (1-2) Yes
2. Provide the name(s), address(s), telephone number(s), and email address(s) of the organization or individuals submitting the application to create a charter school. (3) Yes
3. Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will serve, the number of expected students per grade, and the expected number of students per class. (1; 69) Yes P.7
4. State the mission and vision for the school expansion. (1-6) p.2 Yes
5. State the core beliefs driving the expansion. (1-6) Yes, implied.
6. Explain the specific research or demonstrated best practices that supports the school's plan. (9-27) Yes
7. Note the unique aspects of the school and explain why the community needs this school. (4-6) Yes
8. Characterize the school culture desired for the school and how this culture will be established. (39-52) Yes
Extended day/year; FAST model, reading/math, project based/EL; positive behavior, Families and Schools Together, Anjilplay
9. Describe the major aspects of the strategic plan and provide a timeline for implementation. (57-58) Yes

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion. ***The document does not follow the rubric and places responsibility on reader to search and find answers.***

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	Clear vision for the expansion. Extended school year vision.
Concerns/Questions:	3. Give consideration to adding the 80 additional students in 2021-2023 in grades 1 & 2 as it will cause less disruption than adding in higher grades. Core beliefs not really articulated but implied in goals.

2. Governance and Leadership

The expanded school will need an effective governance structure that has capacity to effectively oversee the expansion. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to effectively oversee the expanded charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender and race) would be of concern?

Evaluation Criteria: A response that meets the standard will:

1. Identify the organization and individuals involved in the development of the school. (3; 52-56) Yes
2. Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to implement the proposed expansion. (52-56; 61) Yes
3. Describe the board that will lead the expanded school. (3; 61) yes
4. State the general duties of board members. (61-62) Yes
5. Explain how the governance of the school will embody principles of democratic management, including but not limited to parental participation. (61-62; 50) Yes
6. Explain how the school will operate in terms of lines of authority and responsibility. (52-62) Yes
7. Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school. (52-57) Yes

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	2.2 Solid vision and leadership. Following interview, very strong leadership team including school board member attending. Has an active parent advisory committee already functioning. One City’s Instructional Leadership Team (ILT) model envelopes and includes the opportunity for shared staff input within the organization.
Concerns/Questions:	2.3 Limited information about necessary board skill sets. 2.6-2.7: Lines of authority appear to follow the “command and control” model of traditional K-12 management versus a more collaborative/teacher powered model. Advise that all staff play a role in the daily operations of the school with different shared responsibilities.

3. Community and Family Engagement

For any school to maintain long term viability it must incorporate family and community involvement, be responsive to the community, and work in partnership with other community entities. Does the expansion proposal satisfy this standard?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the community the school will serve. (4-7) Yes
2. Explain how the community and parents have been involved in developing the expanded school. (1-2; 4-7;50-52) Yes
3. Explain how the community and parents will be involved in the operation of the expanded school. (1-2;4-7;50-52) Yes
4. Describe community partnerships the school will have or hopes to have. (1-2; 52) Yes

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	3.1: Great description of community to be served. 3.3: Great description of different options for family/community engagement. Will there be a coordinator for all these important connections?
Concerns/Questions:	3.3 Should provide examples of how parents will be involved in its actual operations, e.g. volunteering, field trips, tutoring, recruiting etc.

4. Marketing, Recruiting, and Admissions

For an expanded school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? By state law, charter schools are public schools that must be open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the marketing program that will be used to inform the community about the school. (7-9)
2. Explain how students will be recruited for the program. (7-9) Yes
3. Describe the means by which the school will achieve a racial and ethnic balance among its pupils. (4-9; 69) Yes
4. Describe admission policies and practices to be used to enroll students the first year of expansion and succeeding years. (64) Yes
5. Describe strategies to be employed when, and if, more students apply for admission than there are seats available. (64)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	4.1-2. Excellent efforts at recruiting. 4.3 Demographics commendable.
Concerns/Questions:	4.5 Might point out whether waiting list carries over to the next year.

5. Faculty and Staff

High quality school programs are based on effective staff recruitment and on-going staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria:

A response that meets the standard will:

1. Identify how staff will be recruited and how the school will ensure the quality of the workforce. (58-61) Yes
2. Describe how the faculty and staff education and training programs will support the achievement of overall objectives. (58-61) Yes
3. Describe how the work environment will foster learning and continuous improvement for both staff and students. (58-61) Yes
4. Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction. (58-61) Yes

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	5.1 Excellent staff/student ratio. 5.2: Excellent commitment to staff professional development time allocation.
Concerns/Questions:	5.2 Might review DPI’s highly qualified requirements as they have changed at the Federal level. The current “HQ” expectations and requirements don’t adequately consider the skills required for successful Expeditionary Learning and project based learning models. It isn’t about content as much as it is learning engagement through student strengths and interests. 5.2: There is little indication of professional development on anything other than EL and academics. ADVISE: consider researching latest developments in “neurodiversity” that recognizes most behaviors (positive/negative) are a manifestation of one’s brain functioning. Neurodiveristy explained For example, most kids don’t choose to be hostile or aggressive, they are simply acting on the early learning and other experiences they have come to rely on when confronting challenges be they social or educational. Teaching/responding to neurodiversity can significantly affect learning success of all students including those with disabilities where the brain is often a key factor in NOT meeting “normal” expectations. Along this same line, advise more emphasis on recognizing student strengths and interests as engagement will be much higher. Last but not least, (See curriculum section) One City should consider connecting with the Center for Healthy Minds at UW-Madison, one of the world’s leading institutions in brain and mindfulness

	<p>research and training. This should be included as a priority for staff development and teaching kids self awareness and how to recognize and manage emotions and motivation.</p> <p>5.2-3: Recommend that as the training/PD program is developed, significant remote coaching should be included. This could include videotaping classes from time to time or actually having live interactions with consultants via video.</p>
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6. Curriculum and Instruction

High quality schools have integrated models of curriculum and instruction. From what is described in the expansion proposal, have the applicants developed a curriculum that will meet the needs of students? Does the applicant cite research support for the curriculum? Is the mission reflected in the educational program?

Evaluation Criteria:

A response that meets the standard will present a curriculum plan that:

1. Describes the educational program of the school. (9-38) Yes
2. Identifies the content of the instructional program. (9-38) Yes but....
3. Characterizes the instructional methodology to be utilized by school staff. (9-38) Yes
4. Explains how chosen instructional content and methodology will achieve the school's objectives. (9-38) Yes
5. Describes the research that supports this approach to educating children. (9-38) Yes
6. Describes the program design, methods and strategies for serving students with disabilities and for complying with all related federal laws and regulations. (9-38; 65) Yes but.....
7. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations. (26) Yes

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	6.1: Adopting and implementing the Expeditionary Learning Model is excellent. It fits more into an “inquiry” or discovery model of learning versus the legacy “sit and get model.” It should also allow students to become more independent learners if implemented appropriately.
Concerns/Questions :	6.2: The EL model as described in application is their standard sort of sequence for all students. This may require adaptation to the levels of One City student development and not just assume the units and labs are appropriate for many students delayed in many developmental areas such as vocabulary, reading/language experiences, story telling, letter/sound recognition. Due to many of the delays related to poverty and often times race, the curriculum must be tailored to where the kids “are at” including their experiential prerequisites. This includes social emotional development as the “key” ingredient” to successful learning. 6.2: Despite EL’s incredible success over many years including their attention to “character development” this reviewer believes there should be far more emphasis placed on relationships and social emotional development including teaching self awareness and mindfulness training/practices. The Center for



Healthy Minds at UW-Madison has developed the [“Kindness Curriculum”](#) to help develop such skills in pre-school and early learners. It is free! Perhaps consider in Charter Grant application allocating resources to collaborate on research with the Center for Healthy Minds that could have very significant impact on the entire country. [Mindfulness--Jon Kabat- Zinn](#).

6.6: Again, knowing about and meeting student’s neurodiverse needs can complement our usual efforts at serving students with disabilities. [Neurodiveristy explained](#) and how we are different.

[Special Education is Broken \(Ed Week\)](#)

7. Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Does the proposal provide a model of accountability that will be generally accepted by the public and does the assessment plan incorporate the testing standards required by state law? Does the proposal describe how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the standards on which the educational program will be based. (9-38) Yes
2. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined. (9-38) Yes but....
3. Define how the results of the educational program will be assessed. (28-38) Yes
4. Describe the student achievement goals that will be met during the first five years of operation. (9-38) Yes
5. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject. (44-50) Yes

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	7.1-7.2: Commendable "developmental" goals but don't get overly tied to the State Standards as they are all academic/content driven while the most important is social emotional growth. 7.5: Excellent with year round school.
Concerns/Questions:	7.2: Caution: <i>"Like EL's Module Lessons and K-2 Labs, the K-2 Reading Foundations Skills Block is divided into four modules that span a full school year....." Standards-based report cards will detail student performance related to Wisconsin Academic Standards and the Common Core State Standards, and other essential standards being addressed at that time."</i> ... (pages 30-36). As the EL Modules unfold, it will be critical that staff address student progress as it relates to individual student's neurodiversity and their readiness to undertake new and expanded expectations. It should be far more important that students feel safe/comfortable attempting various tasks when they will often tend to be defensive or resort to other behaviors that mask their sense of inadequacy, lack of confidence or environmental unpredictability. Social/emotional learning/functioning should be the first benchmark teachers use as they help students develop the critical skills and self confidence to take more ownership and control of their own learning over time.

8. Educational Support Processes

High quality schools have an educational program that includes a well-defined plan of operation; understood by educators, students and families alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the goals of the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the proposal describe a clear plan for meeting the broad spectrum of educational needs of special education students and dual language learners?

Evaluation Criteria:

A response that meets the standard will:

1. Describe how key processes for design and delivery of the educational program will be managed. (9-28) Yes
2. Describe how instructional content and methodology will be continuously improved. (16-27) Yes
3. Identify the procedures for school discipline, suspension, and potential removal of a student from the program. (39-40) Yes
4. Identify key student services and how they will be managed. Yes.
5. Describe how key processes that support daily operations will be managed. (64-65) Yes
6. Describe the special education program to be provided, pupil identification, development of IEPs, delivery of special education and related services and program financing. (65) Yes
7. A clear description of how the school will ensure that students with disabilities will have an equal opportunity to attend the charter school. (64-65) Yes

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	8.2: Good detail on implementing EL and sample schedules however, the routine EL sequences will likely require significant adaptations and modifications with the target population.
Concerns/Questions:	8.3: Would like to see more details on how discipline issues will be handled including suspension and expulsion. 8.6-7: In addition to stated services for students with IEP, this Neurodiversity video helps explain how services to all students can be improved.

9. Business and Financial Operations

High quality schools have solid fiscal plans and sound management strategies. Do the personnel have the expertise to properly manage the financial affairs of the expanded school? Is the business plan suggested in the proposal realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and has the planning team given due consideration to all major elements of a business plan including marketing, student recruitment strategies and fundraising strategies? Has the planning team identified a space where the expanded student population will be served? Does the organization have sufficient assets to lease/purchase and operate a site?

Evaluation Criteria:

A response that meets the standard will:

1. Identify the individuals and their level of expertise who were involved in developing the school's financial plan. (52-56) Yes
2. Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school. (52-56; 62-64) Yes
3. Identify how capital required to plan and open the expanded school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required. (67) Yes
4. Identify the potential site of the school, how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation. (66-67) Yes/
development costs pending
5. Provide a description of the school facility, or proposed facility and its layout including the number and size of classrooms, common areas, and recreational space and the level of accessibility for disabled students and staff. (67) Yes
6. Describe the transportation arrangements made for the charter school students and/or the consideration given to how the school will ensure equal access if transportation is not provided. (Charter schools, by law, are not required to provide transportation). Yes; transportation will not be provided.
7. Provide revenue and expenditure budgets for the first three years of operation. (attachment) Yes
8. Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for program operation. (attachment) Yes but...
9. Show how the budget addresses the unique aspects of the school. (attachment) Unsure
10. Present a plan for raising funds needed beyond the per-pupil allocation provided under state law. (67-68; attachment)

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	It is apparent from documents and direct interview with One City team, they have already raised considerable funds and have influential board members who bring many connections to additional funding over time. This might be an area in which the Authorizer seeks and annual update on the status.
Concerns/Questions:	<p>9.3: Funds to be raised are indicated but lacks the specific sources.</p> <p>9.7: How does projected teacher salaries compare with MMSD? Are they competitive? Social Security payments seem low on 1.22 million in salaries. Do public charter schools have to pay unemployment taxes or pay when UC occurs?</p> <p>9.8: Enrollment increases by 40/year until 2021-22 and 2022-23 when it increases by 80 students. Does this mean 40 new students will be added in grade 4 and grade 6 respectively. If so, is it correct that these new students would have no experience in Expeditionary Learning prior to being enrolled? If so, there could be significant challenges since they would not have been exposed to EL, project based learning nor the critical empathetic and compassionate approach used by One City staff.</p>

Expansion Proposal Evaluation Summary

Please use your assessment of the nine criteria to make an evaluative judgment of the proposal below.

(Electronically highlight your decision)

Proposal is acceptable and should be given further consideration for potential expansion.

- Superior-This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for all students, especially those that are traditionally underserved.
- Satisfactory - The proposal is sufficiently well developed.

Proposal is not acceptable and should not be given further consideration for expansion. Use the space below to indicate rationale. (can choose more than one in this category)

- Unsatisfactory - The proposal requires extensive work and the planning group should reevaluate its goals for the program.
- Does not fit within the OEO’s chartering priorities.
- The proposal is lacking research to support the program design.

Rationale:

Proposal has potential but additional information and work is required. (Use the space provided to specify area requiring revision).

- Needs Work - The proposal lacks in completeness and should be returned for further work to be submitted at a later date for further consideration.

Revisions Needed:

Proposal is acceptable and should be given further consideration for potential expansion.

- Superior-This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for all students, especially those that are traditionally underserved

This reviewer believes the One City proposal meets a high standard of excellence and provides a level of innovation that is seldom available to those in poverty and people of Color. I believe this proposals foundational beliefs are those that will provide a learning environment that will facilitate and lead it's students to be well rounded citizens of the future that will have the skills necessary to adapt to the ever changing world and communities in which we live.

The overriding strength of this proposal includes the recognition that one's humanity is life's most important skill. The developers appear to recognize and articulate the importance of nurturing and developing the "whole child." They recognize that education involves far more than just literacy skills and content knowledge. Their approach to "schooling" recognizes and incorporates the critical influence and collaboration of family and community in moulding the attitudes, values, self confidence, trust, empathy, compassion, and gratitude that will drive their curiosity to continue a life of respect, love and learning.

In addition to some of the suggestions made above, here are a few more you may want to consider:

[Lives in the Balance--Ross Green](#) Fostering collaboration and inspiring change

Personal body awareness and effective communication between body, mind, and feelings. An approach of mindful awareness.

[Interoceptive Awareness Skills for Emotion Regulation: Theory and Approach of Mindful Awareness in Body-Oriented Therapy \(MABT\)](#)

[When interoception helps to overcome negative feelings caused by social exclusion](#)

EXPANSION PROPOSAL EVALUATION REVIEWER GUIDE

Please consider the major elements of the proposal as outlined below and evaluate the application for expansion based on how well the applicant has responded in a meaningful and informative manner about how the proposed expanded charter school will be operated.

OEO's rubric model does not use a numeric rating system, instead reliance is placed on each reviewer's qualitative assessment and summary judgment of the elements within each section and final recommendation based on the overall merit and quality of the proposal and additional information. Information gleaned from applicant interviews, requests for clarification and committee discussions should also be considered when making a final recommendation. Therefore, reviewers should delay decision on their final overall recommendation until the applicant interviews and committee discussions have concluded. The Expansion Proposal Evaluation Rubric requires a final *evaluation summary* based on the merits of the proposal itself. However, the final overall recommendation should be delayed until the conclusion of the entire evaluation process.

Process to be followed to incorporate reviewer evaluations and final recommendation:

- All reviewers will be expected to make a summary judgment based on the merits of the proposal itself using the Expansion Proposal Evaluation Rubric. Additionally, at the conclusion of the entire process, all reviewers will be expected to provide a final overall recommendation which incorporates their summary judgment of the written proposal as well as information gleaned from applicant interviews and committee discussions.
- If the Evaluation Committee decides that additional clarification is necessary, the Associate Director shall secure the requested information from the applicant and forward to the Evaluation Committee prior to submission of final recommendations to the OEO.
- After receiving recommendations from the Evaluation Committee, the Associate Director shall review the results and make a summary recommendation to the UW System President. The President shall be informed in a summary fashion about the program, substantive basis for the recommendation and a timeline for potential implementation of the charter, if applicable.
- To the greatest extent possible, Evaluation Committee members should strive to reach consensus on a final recommendation of whether a proposal should or should not be approved for authorization. If consensus cannot be reached the Associate Director will review recommendations and rationales from each reviewer and determine the summary recommendation to be made to the UW System President. The Evaluation Committee will be notified of the Associate Director's recommendation.
- If a recommendation for authorization is accepted, then contract negotiations will commence.

Expansion Proposal Evaluation Rubric

Name of Proposed School:	One City Schools, Inc.
Proposed Location of School:	2012 Fisher Street, Madison, Wisconsin
Date:	1/16/2019
Name of Reviewer:	

FINAL OVERALL RECOMMENDATION (*complete this at the conclusion of the entire process by electronically highlighting your final recommendation*)

- **Accept for further consideration of authorization**
- Deny
- Resubmit in the future with modifications for further consideration

Please use this rubric to guide your assessment of the Expansion Proposal.

The last page provides space to make your summary judgement of the proposal.

Each section presents criteria for a response that meets the application requirement; these criteria should guide the overall rating for the individual sections.

The Strengths and Concerns boxes at the end of each section provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, so please be specific and focused in your comments.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the expanded school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue and readiness to open and operate a quality charter school.

1. School Design Key Questions:

The school must have a clear mission and an overall purpose for the expanded educational program that meets the needs of students as well as satisfies the authorizing priorities of the OEO.

Does the proposal satisfy this standard? Is the design of the expanded school program grounded in research? Does it have unique aspects that will bring a new educational offering to students?

Evaluation Criteria:

A response that meets the standard will:

1. Provide the name of the proposed charter school. (1-2)
2. Provide the name(s), address(s), telephone number(s), and email address(s) of the organization or individuals submitting the application to create a charter school. (3)
3. Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will serve, the number of expected students per grade, and the expected number of students per class. (1; 69)
4. State the mission and vision for the school expansion. (1-6)
5. State the core beliefs driving the expansion. (1-6)
6. Explain the specific research or demonstrated best practices that supports the school's plan. (9-27)
7. Note the unique aspects of the school and explain why the community needs this school. (4-6)
8. Characterize the school culture desired for the school and how this culture will be established. (39-52)
9. Describe the major aspects of the strategic plan and provide a timeline for implementation. (57-58)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	parents requesting the expansion, waitlist, established community "engage in longitudinal research and evaluation" - offer robust partnerships (WEC + CRECE) with UW Madison and MMSD for tracking outcomes for their students strong mission/vision aligned with actions
Concerns/Questions:	

2. Governance and Leadership

The expanded school will need an effective governance structure that has capacity to effectively oversee the expansion. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to effectively oversee the expanded charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender and race) would be of concern?

Evaluation Criteria: A response that meets the standard will:

1. Identify the organization and individuals involved in the development of the school. (3; 52-56)
2. Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to implement the proposed expansion. (52-56; 61)
3. Describe the board that will lead the expanded school. (3; 61)
4. State the general duties of board members. (61-62)
5. Explain how the governance of the school will embody principles of democratic management, including but not limited to parental participation. (61-62; 50)
6. Explain how the school will operate in terms of lines of authority and responsibility. (52-62)
7. Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school. (52-57)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	high level of expertise in fundraising on the board, strong partners for managing organizational tasks clear commitment and deep roots in the community and nationally
Concerns/Questions:	do they have the expertise to anticipate challenges to their educational model?

3. Community and Family Engagement

For any school to maintain long term viability it must incorporate family and community involvement, be responsive to the community, and work in partnership with other community entities. Does the expansion proposal satisfy this standard?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the community the school will serve. (4-7)
2. Explain how the community and parents have been involved in developing the expanded school. (1-2; 4-7;50-52)
3. Explain how the community and parents will be involved in the operation of the expanded school. (1-2;4-7;50-52)
4. Describe community partnerships the school will have or hopes to have. (1-2; 52)

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	2-generation model 2 parents on the governance board FAST program strong connections with the Madison community strong supports for families
Concerns/Questions:	

4. Marketing, Recruiting, and Admissions

For an expanded school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? By state law, charter schools are public schools that must be open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the marketing program that will be used to inform the community about the school. (7-9)
2. Explain how students will be recruited for the program. (7-9)
3. Describe the means by which the school will achieve a racial and ethnic balance among its pupils. (4-9; 69)
4. Describe admission policies and practices to be used to enroll students the first year of expansion and succeeding years. (64)
5. Describe strategies to be employed when, and if, more students apply for admission than there are seats available. (64)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	detailed plan for marketing
Concerns/Questions:	

5. Faculty and Staff

High quality school programs are based on effective staff recruitment and on-going staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria:

A response that meets the standard will:

1. Identify how staff will be recruited and how the school will ensure the quality of the workforce. (58-61)
2. Describe how the faculty and staff education and training programs will support the achievement of overall objectives. (58-61)
3. Describe how the work environment will foster learning and continuous improvement for both staff and students. (58-61)
4. Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction. (58-61)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	support for learning to use EL, connections to Edgewood and possibly UW-Madison preservice teachers in response, identified how they will recruit, focusing on Madison/Milwaukee/Chicago area
Concerns/Questions:	

6. Curriculum and Instruction

High quality schools have integrated models of curriculum and instruction. From what is described in the expansion proposal, have the applicants developed a curriculum that will meet the needs of students? Does the applicant cite research support for the curriculum? Is the mission reflected in the educational program?

Evaluation Criteria:

A response that meets the standard will present a curriculum plan that:

1. Describes the educational program of the school. (9-38)
2. Identifies the content of the instructional program. (9-38)
3. Characterizes the instructional methodology to be utilized by school staff. (9-38)
4. Explains how chosen instructional content and methodology will achieve the school's objectives. (9-38)
5. Describes the research that supports this approach to educating children. (9-38)
6. Describes the program design, methods and strategies for serving students with disabilities and for complying with all related federal laws and regulations. (9-38; 65)
7. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations. (26)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	EL seems to provide them both the structure and flexibility they want
Concerns/Questions:	

7. Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Does the proposal provide a model of accountability that will be generally accepted by the public and does the assessment plan incorporate the testing standards required by state law? Does the proposal describe how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the standards on which the educational program will be based. (9-38)
2. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined. (9-38)
3. Define how the results of the educational program will be assessed. (28-38)
4. Describe the student achievement goals that will be met during the first five years of operation. (9-38)
5. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject. (44-50)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	
Concerns/Questions:	

8. Educational Support Processes

High quality schools have an educational program that includes a well-defined plan of operation; understood by educators, students and families alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the goals of the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the proposal describe a clear plan for meeting the broad spectrum of educational needs of special education students and dual language learners?

Evaluation Criteria:

A response that meets the standard will:

1. Describe how key processes for design and delivery of the educational program will be managed. (9-28)
2. Describe how instructional content and methodology will be continuously improved. (16-27)
3. Identify the procedures for school discipline, suspension, and potential removal of a student from the program. (39-40)
4. Identify key student services and how they will be managed.
5. Describe how key processes that support daily operations will be managed. (64-65)
6. Describe the special education program to be provided, pupil identification, development of IEP's, delivery of special education and related services and program financing. (65)
7. A clear description of how the school will ensure that students with disabilities will have an equal opportunity to attend the charter school. (64-65)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	
Concerns/Questions:	Still need to write key policies Their answer to #3 about school procedures is vague.

9. Business and Financial Operations

High quality schools have solid fiscal plans and sound management strategies. Do the personnel have the expertise to properly manage the financial affairs of the expanded school? Is the business plan suggested in the proposal realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and has the planning team given due consideration to all major elements of a business plan including marketing, student recruitment strategies and fundraising strategies? Has the planning team identified a space where the expanded student population will be served? Does the organization have sufficient assets to lease/purchase and operate a site?

Evaluation Criteria:

A response that meets the standard will:

1. Identify the individuals and their level of expertise who were involved in developing the school's financial plan. (52-56)
2. Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school. (52-56; 62-64)
3. Identify how capital required to plan and open the expanded school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required. (67)
4. Identify the potential site of the school, how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation. (66-67)
5. Provide a description of the school facility, or proposed facility and its layout including the number and size of classrooms, common areas, and recreational space and the level of accessibility for disabled students and staff. (67)
6. Describe the transportation arrangements made for the charter school students and/or the consideration given to how the school will ensure equal access if transportation is not provided. (Charter schools, by law, are not required to provide transportation).
7. Provide revenue and expenditure budgets for the first three years of operation. (attachment)
8. Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for program operation. (attachment)
9. Show how the budget addresses the unique aspects of the school. (attachment)
10. Present a plan for raising funds needed beyond the per-pupil allocation provided under state law. (67-68; attachment)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
x		

Identify strengths or concerns (use as much space as needed.)

Strengths:	The people they have on their board have a lot of expertise in these areas.
Concerns/Questions:	

Expansion Proposal Evaluation Summary

Please use your assessment of the nine criteria to make an evaluative judgment of the proposal below.

(Electronically highlight your decision)

Proposal is acceptable and should be given further consideration for potential expansion.

- Superior-This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for all students, especially those that are traditionally underserved.
- Satisfactory - The proposal is sufficiently well developed.

I have no reservations about recommending they be approved for expansion. They have strong commitments to and from the community, the board, funders, and parents. Their model of birth to 6th grade and engagement of parents is compelling and different from what the district offers.

Proposal is not acceptable and should not be given further consideration for expansion. Use the space below to indicate rationale. (can choose more than one in this category)

- Unsatisfactory - The proposal requires extensive work and the planning group should reevaluate its goals for the program.
- Does not fit within the OEO's chartering priorities.
- The proposal is lacking research to support the program design.

Rationale:

(Previous comments)

Proposal has potential but additional information and work is required. (Use the space provided to specify area requiring revision).

- Needs Work - The proposal lacks in completeness and should be returned for further work to be submitted at a later date for further consideration.

Revisions Needed:

- It's not clear to me why they want/need to expand into elementary school rather than expand on early childhood offerings.
- Their curricular model seems to be a "just do everything". Project-based learning is challenging, and I don't see their contingency plan. What has been learned from Expeditionary Learning in implementing their model? What has been learned from MMSD or other local efforts to do this? Along with this, other than "highly qualified" what is their recruitment strategy?
- They make no references to culturally responsive curriculum or training for educators, or culturally responsive practices generally - or maybe this is in EL? trauma-informed care?

My three questions:

- Connection between curriculum/teachers and kids/community
- Why expand into elementary, and how is this mission aligned with curriculum choices in relevant to the community?
- What is their plan for anticipating challenges to their implementation?

EXPANSION PROPOSAL EVALUATION REVIEWER GUIDE

Please consider the major elements of the proposal as outlined below and evaluate the application for expansion based on how well the applicant has responded in a meaningful and informative manner about how the proposed expanded charter school will be operated.

OEO's rubric model does not use a numeric rating system, instead reliance is placed on each reviewer's qualitative assessment and summary judgment of the elements within each section and final recommendation based on the overall merit and quality of the proposal and additional information. Information gleaned from applicant interviews, requests for clarification and committee discussions should also be considered when making a final recommendation. Therefore, reviewers should delay decision on their final overall recommendation until the applicant interviews and committee discussions have concluded. The Expansion Proposal Evaluation Rubric requires a final *evaluation summary* based on the merits of the proposal itself. However, the final overall recommendation should be delayed until the conclusion of the entire evaluation process.

Process to be followed to incorporate reviewer evaluations and final recommendation:

- All reviewers will be expected to make a summary judgment based on the merits of the proposal itself using the Expansion Proposal Evaluation Rubric. Additionally, at the conclusion of the entire process, all reviewers will be expected to provide a final overall recommendation which incorporates their summary judgment of the written proposal as well as information gleaned from applicant interviews and committee discussions.
- If the Evaluation Committee decides that additional clarification is necessary, the Associate Director shall secure the requested information from the applicant and forward to the Evaluation Committee prior to submission of final recommendations to the OEO.
- After receiving recommendations from the Evaluation Committee, the Associate Director shall review the results and make a summary recommendation to the UW System President. The President shall be informed in a summary fashion about the program, substantive basis for the recommendation and a timeline for potential implementation of the charter, if applicable.
- To the greatest extent possible, Evaluation Committee members should strive to reach consensus on a final recommendation of whether a proposal should or should not be approved for authorization. If consensus cannot be reached the Associate Director will review recommendations and rationales from each reviewer and determine the summary recommendation to be made to the UW System President. The Evaluation Committee will be notified of the Associate Director's recommendation.
- If a recommendation for authorization is accepted, then contract negotiations will commence.

Expansion Proposal Evaluation Rubric

Name of Proposed School:	One City Expeditionary Elementary School (OCEES)
Proposed Location of School:	South Madison, WI
Date:	January 11, 2019
Name of Reviewer:	

FINAL OVERALL RECOMMENDATION (*complete this at the conclusion of the entire process by electronically highlighting your final recommendation*)

- ☐ **Accept for further consideration of authorization**
- ☐ **Deny**
- ☐ **Resubmit in the future with modifications for further consideration**

Please use this rubric to guide your assessment of the Expansion Proposal.

The last page provides space to make your summary judgement of the proposal.

Each section presents criteria for a response that meets the application requirement; these criteria should guide the overall rating for the individual sections.

The Strengths and Concerns boxes at the end of each section provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, so please be specific and focused in your comments.

The following definitions should guide the ratings:

Meets the Standard:

The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the expanded school expects to operate.

Partially Meets the Standard:

The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.

Does Not Meet the Standard:

The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue and readiness to open and operate a quality charter school.

1. School Design Key Questions:

The school must have a clear mission and an overall purpose for the expanded educational program that meets the needs of students as well as satisfies the authorizing priorities of the OEO.

Does the proposal satisfy this standard? Is the design of the expanded school program grounded in research? Does it have unique aspects that will bring a new educational offering to students?

Evaluation Criteria:

A response that meets the standard will:

1. Provide the name of the proposed charter school. (1-2)
2. Provide the name(s), address(s), telephone number(s), and email address(s) of the organization or individuals submitting the application to create a charter school. (3)
3. Describe the student body to be served by the school and, for each of the first five years, indicate the grades the school will serve, the number of expected students per grade, and the expected number of students per class. (1; 69)
4. State the mission and vision for the school expansion. (1-6)
5. State the core beliefs driving the expansion. (1-6)
6. Explain the specific research or demonstrated best practices that supports the school's plan. (9-27)
7. Note the unique aspects of the school and explain why the community needs this school. (4-6)
8. Characterize the school culture desired for the school and how this culture will be established. (39-52)
9. Describe the major aspects of the strategic plan and provide a timeline for implementation. (57-58)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	Very thorough in explaining and presenting the design of the school – was able to get a really good sense of the planner's vision for the school - trying to address equity for underserved populations and has strong donor connections.
Concerns/Questions:	Re Q4 – I would be interested to know more about why they think its important to expand the school in association with their mission and vision? Re Q5 – I would like more specific insight regarding their thoughts and ideas as to what is driving expansion.

	General questions – What makes this school different (curriculum/pedagogy)? How is this going to be implemented and how will the school keep up with parent demand (continuity and consistency)?
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2. Governance and Leadership

The expanded school will need an effective governance structure that has capacity to effectively oversee the expansion. Is there evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to effectively oversee the expanded charter school? Are there clear lines of authority established in the governance structure and are parents allowed the opportunity to participate in governance at the school? Does this application suggest that potential issues of discrimination (disability, gender and race) would be of concern?

Evaluation Criteria: A response that meets the standard will:

1. Identify the organization and individuals involved in the development of the school. (3; 52-56)
2. Describe how this organization and/or these individuals individually and collectively, embody the characteristics, skills, and experience necessary to implement the proposed expansion. (52-56; 61)
3. Describe the board that will lead the expanded school. (3; 61)
4. State the general duties of board members. (61-62)
5. Explain how the governance of the school will embody principles of democratic management, including but not limited to parental participation. (61-62; 50)
6. Explain how the school will operate in terms of lines of authority and responsibility. (52-62)
7. Identify the position(s) and the level of expertise of the individual(s) responsible for managing the school. (52-57)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	The leadership and board provide a range of expertise and educational background.
Concerns/Questions:	Governance and leadership seemed to operate "top-down" – a few questions regarding the governance and leadership's boards ability to do the work and put theory into practice. How are they anticipating challenges? How much influence and can they anticipate capacity or make informed decisions? How is power distributed across the governance and leadership?

3. Community and Family Engagement

For any school to maintain long term viability it must incorporate family and community involvement, be responsive to the community, and work in partnership with other community entities. Does the expansion proposal satisfy this standard?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the community the school will serve. (4-7)
2. Explain how the community and parents have been involved in developing the expanded school. (1-2; 4-7;50-52)
3. Explain how the community and parents will be involved in the operation of the expanded school. (1-2;4-7;50-52)
4. Describe community partnerships the school will have or hopes to have. (1-2; 52)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	Demonstration of strong partnerships in the community.
Concerns/Questions:	<p>How will One City involve parents and continue to be engaged in the community?</p> <p>Are they considering the actual, energy and commitment it takes to build community and relationships?</p> <p>What do those partnership consist of and how do those impact the current school and the expansion?</p>

4. Marketing, Recruiting, and Admissions

For an expanded school to recruit students, it must have a viable marketing and recruitment plan. Does the application satisfy this standard? By state law, charter schools are public schools that must be open to all students. Does the school have an appropriate plan to admit students without discrimination? Do the plans meet state and federal requirements?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the marketing program that will be used to inform the community about the school. (7-9)
2. Explain how students will be recruited for the program. (7-9)
3. Describe the means by which the school will achieve a racial and ethnic balance among its pupils. (4-9; 69)
4. Describe admission policies and practices to be used to enroll students the first year of expansion and succeeding years. (64)
5. Describe strategies to be employed when, and if, more students apply for admission than there are seats available. (64)

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	Really strong and straightforward section. Very well organized and thought out.
Concerns/Questions:	

5. Faculty and Staff

High quality school programs are based on effective staff recruitment and on-going staff development. Have the developers effectively addressed these concerns? Does the plan provide a mechanism to recruit licensed faculty members and obtain licensure for those members not immediately meeting the requirement?

Evaluation Criteria:

A response that meets the standard will:

1. Identify how staff will be recruited and how the school will ensure the quality of the workforce. (58-61)
2. Describe how the faculty and staff education and training programs will support the achievement of overall objectives. (58-61)
3. Describe how the work environment will foster learning and continuous improvement for both staff and students. (58-61)
4. Describe how the school will meet the requirement that all instructional staff hold a license or permit to teach issued by the Department of Public Instruction. (58-61)

Place an “x” in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	Very robust professional development plan presented.
Concerns/Questions:	<p>How will teachers be able to be flexible enough to do what they have to do within their role at One City?</p> <p>What is the relationship between the board and teachers?</p> <p>Where are they getting teachers from? What does “high quality” mean?</p> <ul style="list-style-type: none"> • Representation of teachers – need particular types of teachers to implement this unique work/navigate community

6. Curriculum and Instruction

High quality schools have integrated models of curriculum and instruction. From what is described in the expansion proposal, have the applicants developed a curriculum that will meet the needs of students? Does the applicant cite research support for the curriculum? Is the mission reflected in the educational program?

Evaluation Criteria:

A response that meets the standard will present a curriculum plan that:

1. Describes the educational program of the school. (9-38)
2. Identifies the content of the instructional program. (9-38)
3. Characterizes the instructional methodology to be utilized by school staff. (9-38)
4. Explains how chosen instructional content and methodology will achieve the school's objectives. (9-38)
5. Describes the research that supports this approach to educating children. (9-38)
6. Describes the program design, methods and strategies for serving students with disabilities and for complying with all related federal laws and regulations. (9-38; 65)
7. Describes the program design, methods, and strategies for serving students who are English language learners and for complying with all related federal laws and regulations. (26)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	Established program and has supported by research.
Concerns/Questions:	It seems imperative to have a good cultural understanding of the community to be able to adapt curriculum and instruction to the community.(Culturally responsive, locally relevant and adapt to the community) Will the teachers have the capacity to be able to do all of the things listed with in this section?

7. Standards, Assessment, and Accountability

OEO authorized schools must meet standards of accountability. Does the proposal provide a model of accountability that will be generally accepted by the public and does the assessment plan incorporate the testing standards required by state law? Does the proposal describe how these standards will be integrated into the instructional process to improve student performance?

Evaluation Criteria:

A response that meets the standard will:

1. Describe the standards on which the educational program will be based. (9-38)
2. Describe how pupil progress to attain the educational goals and expectations of the State of Wisconsin will be determined. (9-38)
3. Define how the results of the educational program will be assessed. (28-38)
4. Describe the student achievement goals that will be met during the first five years of operation. (9-38)
5. Describe the school calendar for the first year of operation, the number of days of instruction to be provided during that year, the length of the school day, and the number of minutes of instruction per week for each subject. (44-50)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard

Identify strengths or concerns (use as much space as needed.)

Strengths:	Use of portfolios
Concerns/Questions:	Missing student achievement goals and laying out any benchmarks. I would be interested in the current student achievement and how with the expansion One City is planning to continue that achievement.

8. Educational Support Processes

High quality schools have an educational program that includes a well-defined plan of operation; understood by educators, students and families alike. Does the plan of operation suggest a daily organizational structure that is meaningful, meets accepted standards for health and safety, and reflects the goals of the educational program? Can you identify standards for behavior and disciplinary practices to be used by the program? Does the proposal describe a clear plan for meeting the broad spectrum of educational needs of special education students and dual language learners?

Evaluation Criteria:

A response that meets the standard will:

1. Describe how key processes for design and delivery of the educational program will be managed. (9-28)
2. Describe how instructional content and methodology will be continuously improved. (16-27)
3. Identify the procedures for school discipline, suspension, and potential removal of a student from the program. (39-40)
4. Identify key student services and how they will be managed.
5. Describe how key processes that support daily operations will be managed. (64-65)
6. Describe the special education program to be provided, pupil identification, development of IEP's, delivery of special education and related services and program financing. (65)
7. A clear description of how the school will ensure that students with disabilities will have an equal opportunity to attend the charter school. (64-65)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	

Identify strengths or concerns (use as much space as needed.)

Strengths:	
Concerns/Questions:	I would have liked more description about IEP and the disciplinary process, the policy outlined seemed very vague.

9. Business and Financial Operations

High quality schools have solid fiscal plans and sound management strategies. Do the personnel have the expertise to properly manage the financial affairs of the expanded school? Is the business plan suggested in the proposal realistic given the state per pupil allocation? Does the financial analysis appear to be realistic and has the planning team given due consideration to all major elements of a business plan including marketing, student recruitment strategies and fundraising strategies? Has the planning team identified a space where the expanded student population will be served? Does the organization have sufficient assets to lease/purchase and operate a site?

Evaluation Criteria:

A response that meets the standard will:

1. Identify the individuals and their level of expertise who were involved in developing the school's financial plan. (52-56)
2. Identify the position and the level of expertise of the individual(s) who will be responsible for managing the business aspects of the school. (52-56; 62-64)
3. Identify how capital required to plan and open the expanded school will be obtained. If funds are going to be borrowed, identify potential lenders and the amount of the loan required. (67)
4. Identify the potential site of the school, how the site will be procured, the estimated cost of procurement, and the estimated cost of construction and/or renovation. (66-67)
5. Provide a description of the school facility, or proposed facility and its layout including the number and size of classrooms, common areas, and recreational space and the level of accessibility for disabled students and staff. (67)
6. Describe the transportation arrangements made for the charter school students and/or the consideration given to how the school will ensure equal access if transportation is not provided. (Charter schools, by law, are not required to provide transportation).
7. Provide revenue and expenditure budgets for the first three years of operation. (attachment)
8. Identify the critical levels of enrollment and revenue required to insure sufficient cash flow for program operation. (attachment)
9. Show how the budget addresses the unique aspects of the school. (attachment)
10. Present a plan for raising funds needed beyond the per-pupil allocation provided under state law. (67-68; attachment)

Place an "x" in the box below that fits your analysis of the requirements or electronically highlight your conclusion.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

Identify strengths or concerns (use as much space as needed.)

Strengths:	Really strong governance board connections.
Concerns/Questions:	I would be interested in more specifics around fundraising (what monies have already been committed and what is aspirational)?



	Does the facility have the capacity to renovate and what are the next steps in solidifying a location?
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Expansion Proposal Evaluation Summary

Please use your assessment of the nine criteria to make an evaluative judgment of the proposal below.

(Electronically highlight your decision)

Proposal is acceptable and should be given further consideration for potential expansion.

- ☐ Superior-This proposal is very well developed and can contribute to school reform efforts to improve the quality of education for all students, especially those that are traditionally underserved.
- ☒ Satisfactory - The proposal is sufficiently well developed.

After the reading the proposal and after the candidate interview, the candidate demonstrated a very strong foundation, particularly within the current leadership and the board of directors. The immense depth and capacity provided from both the leadership and board of directors offer confidence in the team and the expansion of One City. Any concerns presented in the proposal or the interview, I feel confident in the abilities and expertise of the the staff and the board to be able to resolve.

Proposal is not acceptable and should not be given further consideration for expansion. Use the space below to indicate rationale. (can choose more than one in this category)

- ☐ Unsatisfactory - The proposal requires extensive work and the planning group should reevaluate its goals for the program.
- ☐ Does not fit within the OEO's chartering priorities.
- ☐ The proposal is lacking research to support the program design.

Rationale:

Proposal has potential but additional information and work is required. (Use the space provided to specify area requiring revision).

- ☐ Needs Work - The proposal lacks in completeness and should be returned for further work to be submitted at a later date for further consideration.

Revisions Needed:

February 15, 2019

Kaleem Caire, CEO
One City Schools, Inc.

Via Email: kcaire@onecityschools.org

Dear Kaleem:

Thank you for the submission of the One City Schools, Inc. proposal to expand One City Senior Preschool to One City Expeditionary Elementary School. After careful review and evaluation by the review team and staff from the Office of Educational Opportunity (OEO), I am pleased to inform you that the expansion proposal is approved.

Since One City Schools, Inc. has a current contract with the OEO, our Office of General Counsel will work with One City Schools to amend and modify the current contract to include the additional grades, expanded educational program, additional assessments, etc. We are excited about the great opportunities ahead for the students and families of the Madison community. Thank you for your hard work and commitment to advancing educational equity in city of Madison.

Again, congratulations, and OEO looks forward to expanding its partnership with One City Schools, Inc. If you have any questions regarding this information, please contact Gary Bennett at gbennett@uwsa.edu.

Thank you,



Latoya M. Holiday, Associate Director