



CALIFORNIA STATE BOARD OF EDUCATION

JULY 2004 AGENDA

| SUBJECT | |
|---|--|
| Charter Schools: Request by the Edison Charter Academy to Expand from a K-5 to a K-7 School | <input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing |

RECOMMENDATION

Approve the request by the Edison Charter Academy to add a 6th and 7th grade component to the existing program.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board, at its July 2001 meeting, approved a renewal request by the Edison Charter Academy after the renewal request had been denied by the San Francisco Unified School District (SFUSD). The Edison school had been a charter school for 3 years before being denied the renewal. The school is a non-profit K-5 school that is managed by the for profit company Edison Schools, Inc. It continues to be housed in a SFUSD school.

SUMMARY OF KEY ISSUES

The Edison charter petition approved by the State Board in 2001 was for a K-5 program, although the charter contained language indicating that the school may add additional academies in the future to provide a K-12 educational experience. Edison also had a "settlement agreement" with SFUSD covering a number of issues including status of employees, use of facilities, etc. The settlement agreement explicitly stated that Edison could not expand beyond grade levels currently served and could not submit any more charter petitions to the SFUSD governing board. That agreement expired June 30, 2003. The school now has a Proposition 39 agreement with the district to continue using the same school. However, both the district and Edison agree there is no language in that agreement limiting Edison to a K-5 program.

This proposal is to amend the charter to expand to a K-7 school. The change to the charter (Attachment 2) is on page 5 under D. Facilities where an expansion to grades K-7 is referenced. Edison proposes to add 2 additional 6th grade classrooms in 2004-05 and 2 more additional 7th grade classes in 2005-06. Edison currently has approximately 367 ADA. Edison indicates that of the 60 5th grade students, parents of 45 of those students have signed letters of intent to stay at Edison if a 6th grade is added next year. The school also has requests from 90 additional parents to expand to include the middle grades. Edison has executed an agreement with Edison Schools, Inc. to operate the Junior Academy.

Edison has made consistent gains in academic achievement over the past 5 years as the following table illustrates:

API Scores and Rankings by Year

| Year | API Score | Statewide Rank | Sim. School Rank |
|------|-----------|----------------|------------------|
| 1999 | 465 | 2 | 2 |
| 2000 | 552 | 3 | 5 |
| 2001 | 504 | 1 | 1 |
| 2002 | 589 | 2 | 3 |
| 2003 | 669 | 3 | 7 |

Edison has also met AYP overall and for all significant subgroups, which include a population that is 24% African American and 60% Latino with 84% of students participating in the free and reduced lunch program.

Based on the information provided by Edison, the level of interest exhibited by parents and our review of the school's academic performance over time, CDE recommends that Edison's request to expand to grades 6-7 as reflected in the revised petition be approved.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this request will result in very little additional workload to CDE or the SBE. SFUSD, which is currently a declining enrollment district, might experience a slight loss of revenue due to the enrollment of 6th and 7th grade students in the charter school that might have otherwise gone to district schools. This is estimated at approximately \$300,000 if all Edison 5th grade students enrolled at the school next year as 6th graders.

ATTACHMENT(S)

Attachment 1: Proposal for the Modification of Edison Charter Academy's Charter (6 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

[Attachment 2](#): The Thomas Edison Charter School Proposal (Amended Petition) (24 Pages)

[Attachment 3](#): The Edison Charter Junior Academy Academic Program (11 Pages)

The Thomas Edison Charter School Proposal (Amended Petition)

The Edison Charter School

1

June 2004

The Edison Charter School

| | | |
|-------|--|----|
| I. | The Edison Charter School Educational Program | 4 |
| | A.Mission and Vision | 4 |
| | B.Students | 4 |
| | C.Faculty..... | 4 |
| | D.Location..... | 5 |
| | E.Means to Achieve Mission and Vision..... | 5 |
| | F.Innovative Curriculum: Education for the 21st Century | 7 |
| II. | Measurable Outcome Goals | 8 |
| | A.Student Outcome Goals | 8 |
| III. | Assessment of Goals..... | 9 |
| | A.Assessment Assumptions | 9 |
| | B.Assessment of Student Outcome Goals..... | 9 |
| | C.Assessment of School Outcome Goals..... | 11 |
| IV. | Legal Issues and Governance | 12 |
| | A.Legal..... | 12 |
| | B. Governance..... | 12 |
| | C. Involvement of Community groups..... | 14 |
| V. | Qualifications for Employees | 14 |
| VI. | Procedures to Ensure Health and Safety of Pupils and Staff | 15 |
| VII. | Means to achieve a racial and ethnic balance..... | 16 |
| VIII. | Admissions Requirements..... | 16 |
| IX. | Fiscal Issues and Annual Audit..... | 16 |
| | A.Fiscal Issues..... | 16 |
| | Annual Audit | 17 |
| | B. Programmatic Audit..... | 17 |
| X. | Suspension or Expulsion Procedures..... | 17 |
| | Curriculum Components | 18 |
| | School-wide Teams | 18 |
| | Program and Professional Development | 18 |
| XI. | Retirement Fund Issues..... | 19 |

XII. Public School Attendance Alternatives 19

IX. Right to Return as District Employee and Employee Status..... 19

XIV. A School-wide Dispute Resolution Process 22

XV. Term..... 23

XVI. Signatures of Teachers in support of petition

I. The Edison Charter School Educational Program

A. Mission and Vision

The mission of the Edison Charter School (the Charter School) is to prepare a diverse cross section of children to be self-motivated, lifelong learners and for success as students, workers and citizens by providing them with a world class education.

B. Students

The Charter School is a partnership between the Thomas Edison School and Edison Schools Inc (Edison). It will serve students who currently attend the school which represent a diverse cross section of the San Francisco community and also is consistent with the efforts of the Consent Decree. The remaining places will be open to all students in San Francisco Unified School District. To the extent that places from the school are oversubscribed, a public lottery will be held as described in the Admissions section below.

C. Faculty

The partnership Charter School will be staffed by certified teachers predominantly from within San Francisco Unified School District. There are a great number of teachers at the School who would like to remain at the Charter School upon renewal of this charter. All teachers serve as classroom teachers but they may apply for a particular position within the charter school. These positions are defined as part of a career ladder with different levels of responsibility and pay at each level. A short description is below:

Lead Teacher

As the professional and organizational leaders for their teams and schools, lead teachers hold a great deal of responsibility and respect. Lead teachers act as the organizational head of their school team (House). They coach and serve as mentors to less experienced colleagues. They also lead and encourage productive discussions and collaboration among team members and promote effective communication among the team, families, and the school community. Lead teachers also coordinate the needs of their House with Edison's professional development specialists. The lead teacher along with each teacher on their House team is responsible for ensuring that students meet the expected standards.

Senior Teacher

Senior teachers demonstrate mastery in their field, versatility in instructional methods, and capable classroom management, as well as collegiality, confidence, and initiative. Each senior teacher acts as a Curriculum Coordinator for a particular subject within an Academy. Senior teachers are responsible for the successful implementation of their area of the curriculum, attend national training programs in their area of expertise, continue curriculum development in their area of expertise and identify training requirements.

Teacher

Teachers continue to work on developing their own classroom instruction and pedagogy, but also begin to take on some leadership roles within the school. Like all partnership teachers, they are responsible for designing curricula, implementing effective instructional strategies and working effectively with colleagues and the school community.

Resident Teacher

Edison has borrowed this concept from medicine -- intensive professional development while practicing one's craft. Resident teachers are primarily focused on their own classroom instruction and pedagogy. They are often teachers who are newer to the teaching profession, but are certified or on emergency credential and must be working towards certification.

In addition the Charter School will have specialist teaching positions in music, world language, art, and physical education and health. There are also a number of specialist positions to support the school including a Technology as a Second Language Director, User Support Technician, Library/Media Specialist who support the technology as a second language curriculum. In addition, there is a Community Resource Director who helps provide outreach and support for the families in the school, and a Business Manager who relieves the principal of the administrative requirements allowing the Principal to serve as the Chief Educational Officer of the School.

The Leadership Team of the School will include the Principal, Lead Teachers, TSL Director, Community Resource Director and Business Manger of the school. They will be responsible for managing the implementation of the Edison program and will make decisions as part of a site based decision-making team.

D. Facilities

The Charter School will continue to be based in the current Thomas Edison school building in San Francisco Unified School District, and shall expand to serve students from Kindergarten through grade seven. Any other facilities used by the Charter School will be comparably equipped, reasonably contiguous, and suitable for the grade levels offered based upon the Edison school design.

E. Means to Achieve Mission and Vision

The Charter School intends to accomplish this mission by contracting with Edison for the provision of educational, management and related services and equipment.

Edison has spent over four years in researching best practices and in developing a powerful core curriculum and an integrated school design that will allow the children of San Francisco to achieve world-class academic standards in all core academic subjects and to communicate and work with students in other Edison Partnership schools around the country.

The details of the plan that will ensure positive results for Edison students are set forth

in the attached *Partnership School Design*, Appendix A. Among other things, we intend to reach our ambitious standards in the following ways:

- **A focused, carefully integrated curriculum that inspires** one that will give all students in depth understanding across all academic core areas. Students who are English Language Learners (ELL) will receive curriculum appropriate to their needs. Please find a description for bilingual education and English for Speakers of Other Languages in Appendix A. Edison's design enables the school to provide a program suited to the students attending the charter school.
- **World class** standards clearly tied to assessment and school-wide accountability;
- **Individualized and varied instructional** methods that address the important differences in the ways children learn.
- **Long term relationships among teachers, students and families.** Because of the School's "academy structure", elementary students are expected to work with a team of four teachers and specialist teachers for two or three years at a time, rather than the typical 10 months.
- **Extensive training and supports for staff.** Teachers will receive extensive pre-service and in-service training and will have significant time built into the schedule for planning and professional development every day.
- **More time for learning.** Our school will normally serve students for seven to eight hours a day (depending on the age of the child) for 190 days in the first year and approximately 198 days for students and 200 for teachers for all subsequent years. Over the course of a thirteen-year school experience, this schedule will provide the equivalent of five years of additional time for learning.
- **Intensive use of technology.** The Charter School will make extensive use of computer and telecommunications technology. An interactive electronic network known as "the Common" will link all teachers, students and families in the school with each other and with other Edison schools across the nation. Students in grades 3 and above will have a computer to use at home for the duration of their time in the Edison program.
- **A Partnership with Families.** Edison Partnership Schools are committed to being partners with parents in ensuring a world class education by providing ongoing and easy access to information about their child's progress, working with parents and students to define goals each quarter, and working with local community organizations to serve the needs of all families.
- **Serving the needs of special education students.** As part of the Charter School's commitment to a philosophy of inclusion and individualized attention for all children and

under an agreement with San Francisco Unified School District, the Charter School will continue to work cooperatively with the district to meet all students' needs through the Resource Specialist Program (RSP), Language Speech and Hearing Specialist Program (LSH) and Non-Severely Handicapped Special Day Class program (NSH/SDC). Edison's special education program philosophy and built in supports are described in Appendix A. Pursuant to an agreement with San Francisco Unified School District, Special Education staffing and program support will be provided by the district through the same staff formula as current district practice for at least two years following renewal. Under that agreement, the Charter School shall become a LEA within the district's SELPA, and the district will amend its SELPA accordingly. The SELPA shall be entitled to receive and retain all AB 602 and other restricted special education funding and shall be responsible for delivery of special education services. The Charter School will bear the marginal costs of certain special education personnel resulting from the longer school day and year schedule at the school.

F. Innovative Curriculum: Education for the 21st Century

Edison's curriculum is research based. Edison uses curriculum programs that have proven results with youngsters of diverse backgrounds. Please find in Appendix B, a description of the core teaching materials that support this curriculum.

Some key characteristics of the Edison curriculum are:

- **It is research based.** All aspects of the curriculum were selected based on having a long track record of success with all level of students. The curriculum is predominantly university based. For instance, Edison uses the University of Chicago Everyday Mathematics program and Success for All from John Hopkins University. Since this charter school opened, Edison has continuously reviewed and broadened its curriculum to provide greater instructional choices to teachers.

- **It is anchored from kindergarten through high school by an academic core that is demanding and integrated.** This core ensures that all students are exposed to diverse educational opportunities .experiences that are often reserved for an academic elite. There is no tracking. The curriculum is grounded in "The Greats", which runs through all domains of the Edison curriculum and ensures that all students are introduced to outstanding classic and contemporary literature, biography, art, music and more.

- **It addresses local interests and is multicultural in perspective.** With the benefit of starting from scratch, the Edison curriculum has multi-cultural instructional materials in all subject areas. In addition, approximately one-fourth of the Charter School's curriculum will be customized to respond to further local needs and to take full advantage of the rich resources in the San Francisco community. If there are parts of the curriculum that the State Board of Education would like emphasized, these areas can certainly be incorporated into the local customization efforts.

- **It is organized to support interdisciplinary learning.** By using an interdisciplinary approach, partnership schools make learning more coherent and more enjoyable. Combined with a flexible schedule, the Edison curriculum asks students to solve authentic problems that require them to draw on several disciplines to arrive at the answers.
- **It is accelerated.** Beginning in Kindergarten, students are presented with a carefully designed curriculum that leads to the mastery of long-term objectives. Though we are mindful of what can reasonably be asked of students at various ages and levels of maturity, we believe all students can handle greater challenges. We introduce serious science and world languages earlier than most schools; we pursue math, history, geography more intensively; and we emphasize character building and physical fitness at every age.
- **It takes full advantage of sophisticated technology.** Technology is integrated into curriculum, instruction, and assessment. Students have ready access to a range of electronic tools, at home and at school, and to networks that connect them to teachers, to other schools, and to a rich assortment of databases.
- **It is results-oriented.** In Edison partnership schools, results, what students learn, are what matters, and it is the foremost responsibility of the school to assist every student in achieving these results.

II. Measurable Outcome Goals

A. Student Outcome Goals

Edison has developed student performance standards for each Academy that specify what students should know for all major subject areas including reading, writing, viewing, speaking, history, geography, economics, civics, mathematics, science, music, art, world language, character and ethics, physical education and health.

These standards are also articulated by level in an Academy and are online for all staff to download on to their laptops. They are also specified in each curriculum unit planner (a sample of which is attached) and they are an integral part of the Quarterly Learning Contract which informs parents of how they are doing against those standards.

B. School Outcome Goals

Edison, in conjunction with teachers from across the Edison system, has developed specific standards for each essential element of the Edison School Design. These are included in Appendix C. These are used by each school site along with a common rubric to determine where they are in the implementation of the Edison school design and to identify which areas they are going to focus on for school-wide improvement.

C. Student Content Standards

In addition, Edison has developed student academic standards for each academy that specify what students should know for all major subject areas including reading, writing, speaking and viewing, history, geography, economics, civics, mathematics, science, music, art, world language, character and ethics, physical education and health. These standards are articulated by grade level for each academy and over the two- or three-year period in which students are in an academy. It is expected that all students will meet the standards at the end of their time in the academy. Samples of student academic standards are attached as Appendix D. Progress is measured on an ongoing basis so that parents and educators will continually know where students are in their educational program and make appropriate choices and set goals each quarter to ensure the student's success. This reporting and goal setting process is formalized in the Quarterly Learning Contract (QLC). A sample QLC is attached as Appendix D.

The Charter School's academic standards have been benchmarked and meet or exceed the California frameworks developed thus far. The Charter School will comply with all state assessment requirements so that student results can be directly compared with like students in the District.

III. Assessment of Goals

A. Assessment Assumptions

Because the purpose of a charter school is ultimately to promote student achievement, the Charter School is accountable to the State Board of Education first and foremost for the progress of students in meeting challenging standards of learning. The Charter School is also accountable to the State Board of Education for major elements of the process by which student progress is produced, particularly the performance of teachers and principals, the involvement of parents and the community, and the implementation of the Edison School Design. Each year the School will provide the State Board of Education and the Community Council of the school with an annual report describing its progress on both measures of student performance and school performance.

B. Assessment of Student Outcome Goals

The Charter School will comply with all state-mandated assessment requirements so that the State Board of Education can directly compare results.

The Charter School will be accountable first and foremost for the progress of students in meeting challenging standards of learning. Student achievement levels will be measured by two indicators: standardized tests required by California and internal assessment tools developed as part of Edison's comprehensive school design.

Standardized Tests: All students at the Charter School will take the same standardized

tests as comparable students in the State so that they may be compared on a relative basis to similarly situated students at other schools in the District and California. Specifically, the Charter School shall conduct the pupil assessments required pursuant to section 60605 and any other statewide exams applicable to students in public schools in California. Student achievement on standardized exams will be evaluated by measuring student progress against applicable baseline data. Baseline data will be generated at the Charter School no later than the end of the first year of operation. The preferred—and most reliable—method for analyzing achievement data will be to compare the progress of individual students over time. If this method of evaluation is not possible, achievement data will be analyzed by comparing the performance of cohorts of students over time. In the event that data cannot be analyzed through either of these means, the performance of different groups of students at the same grade level will be analyzed over time. Regardless of which form of data is generated, the standard of evaluation shall be whether students are making reasonable annual progress toward high standards; or, once high standards are reached, maintaining achievement at those levels. Where data is available, student progress in the Charter School may also be judged against the progress of similarly situated schools and students.

Edison Assessments: The Charter School also will measure student academic progress within the Charter School design. To demonstrate progress, the Charter School will use the results of QLCs to gauge levels of achievement against Edison's rigorous academic standards. The data generated by QLCs will be supported by student portfolios as well as by Edison's system-wide assessment system. These results will be shared with parents in the Charter School's regular parent/teacher conferences in order to let parents know how their children are progressing against the Charter School's high standards.

The QLC is the formal expression of a set of expectations and obligations entered into by the school, the student, and the student's family. Teachers will use this system to monitor progress and to prevent students from falling irretrievably behind. Those who do not perform well on statewide assessments will receive one-on-one tutoring which will be stipulated in the QLC. In addition, Edison supplies substantial resources, including technology and research-proven curriculum programs such as the *Success for All* reading program and the *University of Chicago School Mathematics Project*, to boost student achievement.

In addition to the QLC, the Charter School will use the *Edison Benchmark Assessment*. The Benchmarks offer teachers the unique opportunity for a monthly gauge of students' knowledge of California, Edison, and national testing strands. These assessments take the form of short quizzes that mirror criterion-referenced and norm-referenced tests. This means, for example, that certain tests will require open-ended problem solving or persuasive writing along with traditional multiple-choice questions. Teachers evaluate and score the work of their own students using common scoring guides, or rubrics.

Benchmark Assessments have several important purposes. Their primary goal is to help teachers improve their classroom instruction by providing regular feedback regarding the students' knowledge of particular strands of instruction. Students' retention within a strand can be monitored and graphed to provide important information to teachers

during their lesson planning. For the criterion-referenced assessments, the scoring process also fosters a common understanding among teachers and students of what quality work looks like.

Across the system, Benchmark Assessments are administered in all disciplines at roughly the same time each month. Each testing month, the school receives test kits and has a four-week period in which to administer the tests. The kits contain the tests themselves, teaching notes that discuss solution strategies and additional examples for each individual question, grading rubrics for open-ended questions, and all necessary scoring procedures. These materials also are posted on Edison's intranet, The Common, to be downloaded by the Charter School as needed. Scores are reported to Edison headquarters via an electronic template provided on The Common, or via a paper form provided in the test kits. Edison headquarters then compiles and charts each month's scores and reports these results back to the school. Both Edison and the school then are able to track students' progress in meeting California, Edison, and national testing strands.

C. Assessment of School Outcome Goals

Each Edison partnership school also submits their school improvement plan based on where they are on their implementation of the Edison school design as outlined in the rubrics in Appendix C. The school improvement plan will be submitted to the Community Council and the State Board of Education and Edison Schools' senior management each year.

Some examples of the school implementation expectations and rubrics are attached in Appendix C for a number of the Edison essentials:

- Professional Development
- Partnership with Families
- Partnership with Communities
- Before and After School Programs
- Leadership team Standards
- House Team Guidelines
- Accountability Guidelines
- Technology as a Second Language

These guidelines and rubrics help address "how" we turn our vision and objectives into a comprehensive school program and concrete outcomes for students.

In addition, as part of our ongoing accountability as a school to parents, students and teachers, Edison has contracted with Harris Interactive (formerly the Gordon S. Black Corporation) to survey parents, students and staff each year. Harris Interactive is one of the nation's leaders in helping schools and other enterprises understand their customers and improve customer satisfaction. Harris Interactive analyzes the results of its surveys and will provide the School with extensive diagnoses of what they need to do to improve customer satisfaction. The results are used as a basis for reporting on and improving services and satisfaction levels in the Charter School. These results are also

reported to the governing board and chartering entity.

IV. Legal Issues and Governance

A. Legal

The Charter School is a public school which is located within the San Francisco Unified School District. The chief liaison with the State Board of Education is expected to be identified by the State Board of Education or its designee. The Community Council, a non-profit Board of prominent community and business leaders from the neighborhoods served by the school, together with parents, shall receive the charter and be responsible to the State Board of Education for the implementation of this charter as specified with the Edison Schools' program. Following the initial Council formed upon incorporation, the Council shall consist of not less than five voting members. Each parent member shall be elected from among three nominees who have been chosen at a public meeting by the parents of students at the school. Other members shall be elected from among those nominated at a public meeting by staff of the school, members of the public, and current members of the community council. No parent or community member of the Council shall be an employee or contractor of Edison Schools or the San Francisco Unified School District. No member of the Council shall be compensated for serving on the Council. The Community Council shall govern a nonprofit public benefit corporation. The Community Council shall meet not less than twice annually.

The Edison Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any students on the basis of race, ethnicity, national origin, gender, or disability.

The Charter School will comply with all applicable federal, state and local laws. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, errors and omissions, property, workers compensation, and unemployment insurance policies.

The State Board of Education agrees to consider any necessary waivers necessary to implement the charter. All references to the "district" contained in this charter or any appendices hereto shall be deemed references to the State Board of Education as the chartering authority, or to the Community Council as the contracting party for the purposes of the management agreement referenced herein, as the context may require. In addition, the State Board of Education shall be considered a third party beneficiary of the management agreement between the Community Council and Edison.

B. Governance

The Principal of the Edison Charter School will have a group of staff members who will meet regularly and serve as the leadership of the school. The Leadership Team will be responsible for the day-to-day governance of the school and consist of, but not be

limited to, the Community Resource Director, the Technology As A Second Language Director, the Business Services Manager, and the Lead Teacher from each of the school's houses. The job description for each of these positions is described in Appendix E.

The Community Council shall provide input, guidance, and oversight to the charter school from a range of community leaders, parents and others who are keenly interested in helping to integrate an innovative school into the life of the community. It is the intent of this charter that the Community Council represent a range of community leaders, including parents, business people, leaders in the arts, public officials, representatives from local associations or groups, and others. Within 30 days following renewal of this charter, the Community Council shall, in cooperation with Edison Schools Inc., be established as the governing board of a nonprofit public benefit corporation. The Community Council will be responsible for:

- The general policies of the school
- Approving and monitoring the school's annual budget
- Entering into the management agreement with Edison Schools Inc. for operation and management of the school
- Operation of the School in accordance with the charter school laws and charter school agreement.
- Solicitation and receipt of grants and donations consistent with the mission of the school

Within 6 months of the renewal of this charter, the Community Council shall complete a review of the general policies of the school.

The Charter School will ensure that the School Site Council (SSC) meets the requirements of state law and it will be a primary vehicle for parent participation in school governance. The Bilingual Advisory Committee (BAC) will continue in its capacity as the parent advisory group to oversee the ELL program and budget. The Community Council may establish the SSC and BAC as committees or subcommittees of the Board to ensure coordination of their work with the operations of the school.

The Edison design calls for the establishment of a Parent Advisory Council to serve as a consultative group to the principal. This function will be served by the Community Council's parent members, working with the SSC.

As part of the internal accountability required by Edison, the Charter School will review its own performance in all areas of the Edison school design and will make plans for addressing shortfalls. (School Improvement Plan) These school development and accountability reports will be shared with the Community Council and the State Board of Education annually.

Research shows that parental and community involvement is likely to have a positive impact on student achievement. In recognition of this fact, the Charter School design

requires strong linkages with family and community partners. Indeed, building family and community partnerships is an essential component of the Edison model. Our vision for partnerships with families and partnerships with community has several design components, each of which is explained in further detail below:

- The Charter School design recognizes that parents and other family members are a child's first teachers. Edison has established a commitment to keep families engaged in their child's education, both in the partnership school and in the home, and provide quarterly assessment of their progress. Volunteerism will be encouraged and desired at every level of school operations.

- The Family and Student Support Teams (FASST) will develop individual plans to support each child's educational development, engage classroom teachers in creating individual and school-wide plans, and provide linkages to a consortium of service providers. The FASST is an extension of *Success for All*, Edison Schools Inc.'s chosen reading program, and is intended to support student attendance, achievement, and parental involvement.

- Parents will also be encouraged to participate in goal setting for their child through the quarterly conferences scheduled to discuss every students' Quarterly Learning Contract.

C. Involvement of Community groups

The Charter School envisions the school will, over time, enhance its role as a community center and will actively work with community organizations to implement this part of the school design.

- The charter school will work to continue before- and after-school programs that meet the needs of families and children enrolled at their school. Such programs should provide a variety of activities that enhance learning and offer a venue for recreation that is aligned with school goals. The Community Resource Director will work with community organizations to coordinate the offering of programs at the school such as girl scouts, boy scouts, recreational programs etc.

- To help establish links with community professionals and agencies, the Charter School will organize a consortium of social service providers whose abilities and resources match the school's needs. The community resource director is responsible for organizing and creating this consortium.

V. Qualifications for Employees

Each certificated employee at the Charter School will meet the state licensing requirement for the position he or she holds. Verification will be done through established procedures by the Charter School. During the first year following renewal,

the San Francisco Unified School District will loan current school employees to the charter school. Thereafter, responsibility for human resources functions may be assumed by the Charter School and may be delegated to Edison under the management agreement. The selection and appointment of charter school staff members shall be the exclusive prerogative of the charter school.

Please find in Appendix E, a sample of qualifications and job descriptions for each of the different teacher career levels as well as other Leadership Team positions.

For the purpose of this charter renewal application, “teacher” shall refer to House classroom teachers which include resident teachers, teachers, senior teachers, and lead teachers. Mentoring within the charter school shall be as described in the Edison program.

Teachers who have experience with the Edison program and curriculum from other Edison Partnership schools and who hold a current teaching certificate in another state may be considered for open positions and will be required to obtain their California certification if they stay at the school for over three years.

For specialty staff positions such as music, art, physical education and health, Technology as a Second Language Director, and Community Resource Director, the charter school will ensure that staff meet the qualifications and performance specifications outlined by Edison Schools. Likewise, for all classified positions, the charter school will ensure that staff meet all performance specifications as stated in the Edison job descriptions.

The Charter School will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, disability, or any other basis prohibited by law.

VI. Procedures to Ensure Health and Safety of Pupils and Staff

Until the Charter School adopts separate policies and procedures to ensure the health and safety of staff and pupils, the policies in effect will be the same as those of the San Francisco Unified School District as of the date of renewal. The Edison Charter School will comply with all applicable state and federal safety laws.

The Charter School will comply with all provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee, not possessing a valid California Teaching Credential, must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. To the extent required by law, the Charter School will also require screening of contractors' employees.

VII. Means to achieve a racial and ethnic balance

The school will comply with the current Federal Court Consent Decree guidelines governing racial and ethnic balance in the San Francisco Unified School to the extent such decree is applicable. The Charter School is committed to maintaining diversity in the population of the school. In addition, the San Francisco Unified School District has committed to continuing the current transportation program for a two-year period, with support from the Charter School. This will help ensure that a diverse student body can continue to access the school.

We plan to maintain racial and ethnic balance by offering the choice of attendance first to the diverse student body that currently attends the Edison school, before opening it up to other students. We will also engage in a community outreach program.

VIII. Admissions Requirements

Because the Charter School is a public school committed to equal opportunity, the School will be non-sectarian and employ no admissions exams or special admissions requirements. Admission to the Charter School shall be open to all students on a non-discriminatory basis without regard to race, color, national origin, creed, sex, ethnicity, behavior, age, ancestry, proficiency in English language, or academic achievement. The Charter School will be responsible for all admissions to the school.

The Charter School intends to disseminate promotional materials to promote continued growth of enrollment at the school.

IX. Fiscal Issues and Annual Audit

A. Fiscal Issues

The Charter School has entered into an agreement with San Francisco Unified School District under which certain services and facilities will be provided to the school. That agreement has been submitted as part of this renewal petition. Except as noted in that agreement, it is not anticipated that the Charter School will obtain any funding, services, supplies or facilities from or through the District.

It is the intent of the Charter School that it be directly funded through the City and County of San Francisco, and that the Charter School will assume responsibility for applying directly (or through the City and County) for categorical funding for which it or its students may qualify. Given the ambitious nature of this program, the school has already raised and spent approximately \$1.35 million in startup dollars for:

- New Curriculum Materials

- 4 to 5 week Training Program for all staff before the school opens
- School Computer Technology
- Home Computer Technology for students in third grade and above

The Charter School will continue to seek support to improve the learning environment for its students.

The Charter School will implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

Annual Audit

The Charter School shall provide the Community Council and the State Board of Education with annual financial audits, prepared by an independent auditor in compliance with generally accepted accounting principles. The audit shall show all revenues received, from whatever source for the Charter School and all direct expenditures for services rendered to or on behalf of the school, whether incurred on-site or off-.

It is anticipated that the annual audit will be completed within 6 months of the close of the fiscal year and presented to the Community Council. The Council will establish an audit committee that will review any exceptions or deficiencies noted in the audit and report to the Council and Edison with recommendations on how to resolve them. The Council will provide a copy of the audit and report to the State Board regarding how the exceptions or deficiencies will be resolved. Any disputes that arise will be resolved in accordance with the dispute resolution processes described in the charter and the management agreement.

The Charter School will provide annual status reports of school performance in a mutually agreed format, as described in the management agreement between Edison Schools Inc. and the Community Council.

The Charter School will also comply with any local, state, or federal accounting and reporting requirements for targeted funds such as Title 1 monies which are applied for and received by the school.

B. Programmatic Audit

In addition, every year the Charter School will prepare an annual report which will describe the school's operations, extent to which we have fully implemented the program described in this charter and the results of all Edison and state student achievement measures for the school.

X. Suspension or Expulsion Procedures

The criteria for suspension and expulsion of students at the Charter School will be consistent with state and federal laws. Any student may be suspended or expelled in accordance with California State Education Code provisions for suspension and expulsion as provided and described in Education Code section 48900 et seq., which includes any violations of Section 11014.5 of the Health and Safety Code (paraphernalia). The principal shall be responsible for developing and implementing a comprehensive system to ensure due process for suspension and expulsion. The suspension and expulsion process will provide for appeals to the Community Council.

The Charter School will provide students due process hearings in conformity with the requirements of state and federal law regarding special education, confidentiality, and access to records.

The focus of the Charter School is on learning. Any behavior that takes away from the learning process will not be tolerated. The staff and community are committed to the consistent implementation of consequences for inappropriate behavior. The principal and staff of the Charter School will design and implement a comprehensive school-wide learning environment initiative that integrates:

- School-wide Structures for Prevention and Intervention
- A clearly defined code of conduct and accompanying procedures.
- A conflict management/peer mediation strand that will offer training and problem-solving strategies for teachers and students.
- A program of consequences for positive behavior (awards, recognition) for model school community citizens.

Curriculum Components

- A rich and motivating curriculum, effectively implemented.
- A character and ethics program with clear values modeled by all members of the school community.

School-wide Teams

- A school-wide climate committee that is representative in membership; that regularly reviews learning environment management issues, and that makes recommendations to the principal and leadership team.
- A FASST that links student, teacher, school, and family in a partnership relationship and draws creatively on community resources to support student's academic and social learning.
- An operational crisis intervention program.

Program and Professional Development

- Training that provides a common focus, and is ongoing—offering a forum for regular discussions of professional issues geared toward problem-solving.
- Issues of cultural, ethnic, and instructional diversity are addressed through training and support.

- Instructional techniques that support effective, positive, productive interactions among students and staff are included in professional development.
- Effective communication skills and techniques training is included in professional development for all members of the school community.

XI. Retirement Fund Issues

In accordance with the agreement between the Charter School and San Francisco Unified School District, current certificated and classified employees will remain employees of the district and the charter school will contribute to the State Teachers Retirement Systems (STRS), the Public Employees Retirement System (PERS), or San Francisco Civil Retirement System (SFCSRS) through the district for the first year following renewal. It is the intent of the Charter School that employees be able to continue to participate in STRS and PERS following expiration of the agreement with SFUSD. New employees of the Charter School will be entitled to participate in STRS, PERS or social security in accordance with the adopted policies of the Charter School. The State Board of Education will cooperate with the Charter School in making arrangements for appropriate reporting to STRS.

XII. Public School Attendance Alternatives

Parents or guardians who choose not to have their children continue at the Charter School shall have the right to enroll their child in any other elementary school, subject to the placement policies and procedures of their district of residence. As per state law, no governing board of a school district shall require any pupil enrolled in a school district to attend a charter school.

IX. Right to Return as District Employee and Employee Status

The employment status and rights of the employees of the San Francisco Unified School District who were employed at the Charter School during the 2000-2001 school year to return to district employment pursuant to this charter are as described in the agreement between the Charter School and the San Francisco Unified School District, submitted with this application. However, the Charter School shall be the exclusive employer of all employees at the school for collective bargaining purposes. .

Salary

Teachers will be placed on the Edison salary schedule according to the responsibilities which they assume as a resident teacher, teacher, senior teacher, or lead teacher. (Sample Job Descriptions are in Appendix E) Scheduled salaries include compensation for responsibilities that they will assume and the Charter School's longer work day and year. Teachers will receive a stipend for all training days that extend beyond their

normal Edison contract year. Revenues and expenditures will be reviewed annually, and a recommendation will be made through the leadership team for cost of living adjustments and incentive pay to remain competitive with the district. Teachers may move up within each teacher level based on performance. Teachers may also apply to the leadership team as positions become available for promotions to move up the salary schedule or for new positions.

Maximum Class Size limitation

The charter school will participate in the state class size reduction program in grade levels for which adequate class size funding is received and building facilities can accommodate. As part of the Edison program house teams of teachers are free to group and regroup youngsters for instruction so class sizes may vary and exceed that limit as determined by the charter school program needs during the day.

Work year/day

The work year for teachers may include up to 210 work days and the work days will be 8 hours including 90 minutes per day for teacher planning and professional development. For all days over the Edison contract year teachers shall receive a stipend in addition to their regular salary as described in the salary section above.

Evaluation Procedure

The Principal shall have the right to observe and evaluate staff using Edison's performance appraisal framework and system.

The assessment will include, but need not be limited to:

- An analysis of student achievement based on student performance on standardized and Edison specific assessments.
- Observations by the Principal in professional settings.
- Accomplishment and growth consistent with core professional expectations as documented by the teacher in the Professional Portfolio.
- A Self-assessment.

The performance appraisal system for teaching professionals reflects Edison Schools Inc.'s commitment to establishing a professional environment with a core value of continuous learning in all Edison Partnership schools. The performance appraisal system is intended to yield information that leads to individual improvement and professional development. The purpose of Edison School Inc.'s performance appraisal system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of student achievement.

Core Professional Expectations for the performance of Edison partnership teachers grow directly out of the Edison Schools Inc. school design and education program. They are derived from the ten fundamental principles underlying the school design, as

articulated in the volume entitled Partnership School Design. These expectations, along with accompanying standards, form the backdrop for all evaluation, and are detailed in the attachment to this contract.

Membership in the United Educators of San Francisco Association (UESF)

Teachers may retain their current status with the UESF and dues will be deducted if they choose to do so.

Dispute Resolution Procedure

The following procedure is intended to replace the grievance procedure in the UESF agreement and shall be the sole process for resolution of disputes arising out of the Edison Charter School.

Stage I: The Principal-Immediate Supervisor

Any teacher having a grievance shall present the grievance in writing to his/her Principal so as to be received by the Principal within twenty-one (21) days of the event or condition giving rise to the grievance. The Principal shall meet with the teacher and other persons as determined by the Principal. If the grievance is not resolved within fourteen (14) days of receipt by the Principal, the grievance shall be deemed denied, and the teacher may submit the grievance in writing to the Director of Schools at the Edison Schools Inc. in New York so as to be received by the Director of Schools within twenty eight (28) days of original receipt of the grievance by the Principal.

Stage II: Edison's Director of Schools, or a Designee

Within fourteen (14) days of receipt of the written grievance, the Director of Schools or his or her designee will speak with the teacher and other persons as determined by the Director of Schools or his or her designee. The Director of Schools or his or her designee shall render a decision in writing within seven (7) days of the meeting.

Stage III: Mediation

At the request of either party, the charter school will request the services of a mediation center to resolve any disputes before moving to Stage IV.

Stage IV: Committee consisting of Representatives of The Community Council and Edison.

Within 14 days of the decision by The Director of Schools, a written appeal may be submitted to The Grievance Committee consisting of three Community Council members of the School, and three Edison representatives. A copy will also be sent to the Director of Schools.

The Director of Schools will respond to the appeal within 7 days. The Grievance Committee will speak with the teacher and all interested parties within 7 days of receiving the response from the Director of Schools. The full committee shall constitute

a quorum. Decisions shall be based on the majority vote of all voting. In the event of a tie vote, the decision of The Director of Schools shall be deemed to be upheld. The Committee will render a decision within 7 days of the meeting, or of receiving a response from the Director of Schools, whichever is later. The decision will be binding.

Notwithstanding the provisions of this section, the terms and conditions of employment for employees of the Charter School may be altered in accordance with applicable collective bargaining agreements.

XIV. A School-wide Dispute Resolution Process

In addition to the provisions of the management agreement:

A. The Community Council and Edison agree that the existence and details of a dispute notwithstanding, both parties shall continue without delay their performance hereunder, except for any performance which may be directly affected by such dispute.

B. Either party shall notify the other party that a dispute exists between them, prior to giving any notice of termination or revocation proceedings pursuant to Article XV, and shall first attempt, in good faith, to resolve the dispute in accordance with this Article. Such notification shall be in writing and shall identify the article and section of the Agreement that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the President of the Community Council and Edison's Chief Executive Officer or their respective designees, for further consideration and discussions to attempt to resolve the dispute.

C. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure within 30 days after the date of notification by one to the other of the existence of such dispute, then either party may elect to submit the matter to the Community Council for its consideration. The submission to the Community Council shall be made in writing to the other party and to the Principal for delivery to the Community Council, no later than 40 days after the initial date of notification by one party to the other of the existence of the dispute.

D. In the event that the matter is not submitted to the Community Council, or if the matter has been submitted to the Community Council and it has not been able to resolve the matter within 30 days following submission of the dispute, then the matter shall be submitted to final and binding arbitration, as provided below.

E. The matter shall be submitted to arbitration by notice in writing to the other party. Such notice shall be submitted no later than 40 days after the initial date of the notification of the existence of the dispute, if the matter has not been submitted

to the Community Council under paragraph "C", and no later than 80 days after the initial date of notification of the existence of the dispute if the matter has been submitted to the Community Council under paragraph "C".

F. Any and all disputes which can not be resolved informally shall be settled by final and binding arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, except as otherwise expressly provided herein or agreed to in writing by the parties, or to the extent inconsistent with the requirements of state law. The parties expressly agree that the arbitrator(s) shall be required to render a written opinion concerning the matters in controversy, together with their award. The arbitration shall take place San Francisco and that judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof, in accordance with the laws of the state of California.

G. Each party shall pay one-half of the reasonable fees and expenses of the neutral arbitrator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, arbitrators not jointly appointed, shall be paid by the party incurring such costs.

H. The arbitrator(s) shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or the Edison Partnership School Design, or to issue an award having such effect.

I. In addition to any other rights it may have, the State Board of Education shall have the right to invoke the provisions of this section on behalf of the Community Council.

XV. Term

This charter shall be effective for a five year term commencing July 1, 2001 and continuing through June 30, 2006. However, by the end of the second year of operation following renewal, the Charter School will submit a report to the State Board describing any changes which may be necessitated in its operations as a result of the expiration of the terms of the agreement between the Charter School and San Francisco Unified School District, and proposing any material changes which may be desirable or necessary in the charter.

The charter may be terminated pursuant to Education Code section 47607 as follows:

1. The State Board of Education shall notify the charter school of any material violation which it believes warrants revocation of the charter in writing, identifying the facts and circumstances of such violation.
2. The Charter School shall have not less than 30 days to investigate the alleged violations and provide a response to the Board at a public meeting, provided, however, that the Charter School shall have not less than 90 days to cure a violation, except in cases of severe and imminent threat to the health or safety of the pupils, and shall promptly advise the State Board of Education regarding the steps taken to cure.
1. The State Board of Education shall evaluate the Charter School's response and efforts to cure any violation, and may: (a) revoke the charter; (b) condition continuing operations on changes in the operations of the school or upon approval by the Charter School of amendments to the Charter designed to correct or eliminate the violation; or (c) terminate the revocation proceeding without further action.

In making any determination under this section, the Board shall give due regard to the educational consequences of revocation, as well as to compliance with the terms and conditions of the Management Agreement between the Community Council and Edison.

The Edison Charter Junior Academy Academic Program

6th Grade 2004-2005

7th Grade 2005-2006

Edison provides the design for a new kind of school, one that keeps pace with the social and technological changes our children will encounter. Public school partnerships are making this design a reality for pioneering communities throughout the United States.

The Edison school design is highly ambitious, encouraging fundamental change in schools. We offer a rich and challenging curriculum for all students, a professional environment for teachers and administrators, technology for an information age, and careful assessment that provides real accountability.

Student Academic Standards

At the heart of our school design are world-class standards that set forth what students should know and be able to do in order to be active, contributing participants in the world of tomorrow. These standards communicate high expectations to students, teachers, and parents. The student standards also bring coherence to the overall school design and serve as the basis for the Edison curriculum, instruction, and assessment system.

Curriculum Support

Edison has selected or developed instructional materials to support its student academic standards. These materials are the product of careful research and evaluation, and they provide the best available support for Edison's objectives for teaching and learning. Many great works of art and intellect, such as Aesop's fables and Bach's Well-Tempered Clavier, were originally intended for instructional purposes. All Edison teaching materials are consistent with our view of the "well-tempered" curriculum, one that endures as a work of art.

Structural Support

The Edison school design consists of five academies. The Junior Academy serves grades 6 to 8, however at Edison Charter we are beginning with a 6th grade Fall 2004 and expanding to a 7th grade next year. The academy is further divided into houses of about 60 students each. This unique structure allows students to achieve the standards for each academy at their own rate. Because students work with the same teachers over an extended period of time, they can progress at a pace that ensures their confidence and competence.

The Academic Program

In partnership schools, students are presented with a carefully designed curriculum that leads to the mastery of long-term objectives. Though we are mindful of what can reasonably be asked of students at various ages and levels of maturity, we believe all students can handle greater challenges than they are presented with in most schools today. We introduce serious science and world languages earlier than most schools; we pursue math, history, and geography more intensively; and we emphasize character building and physical fitness at every age.

Inside the Junior Academy:
Learning in the Age of Wonder

Some of the world's greatest inventions, discoveries, and ideas began with a sense of wonder. Why is the night sky dark? What makes an apple fall from a tree? What ideals govern a good life? Questions like these have inspired human beings to search for deeper knowledge about the natural, physical, and social worlds in order to better understand their surroundings. And problems such as how to explore the skies beyond our vision have led to inventions that changed the course of history. This spirit of wonder is at the heart of learning in the Junior Academy.

Early adolescents from the ages of 11 to 14 are committed to understanding themselves, their place in their community, and their community's place in a changing world. Many of their questions are about their immediate environment, but others, concerning science, nature, and the arts, have captured the imaginations of scholars, historians, and scientists throughout the ages. Finding answers to such questions—and understanding that some questions can't be answered easily—are among the challenges of learning in the Age of Wonder. By finding out how the world works, students learn more about their place in it.

We are emphatically positive about the abilities of middle school students, but we're also realistic about the problems they face during these important years. Early adolescents need help from caring adults in order to develop their minds and their emerging characters. Our program is based on reliable research about effective middle schools and on the practices of successful educators. We provide an emotionally supportive school climate that ensures the constancy students at this age need and a curriculum organized so that by the time they leave this academy and move on to the next, they will have learned how to:

- ACQUIRE and use knowledge through hands-on projects that span the curriculum
- CONNECT what they learn in school to the world outside the classroom
- DIRECT some of their energies toward helping others
- BECOME informed and knowledgeable and to show good judgment
- MAINTAIN a high level of interest in academic achievement and stay motivated to learn more

The Learning Environment

Strong and durable relationships with caring adults are key to constructive development for students in this academy. At a time when adolescents may feel isolated and anonymous, Edison's school-within-a-school approach ensures that they are well known by their teachers and have continuous opportunities to form strong relationships with peers as well as adults.

In this academy, Home Base Advisory is an extension of Edison's morning meeting concept. All students have an adviser at school. Members of the house teams, the six core subject teachers, act as mentors and advocates for small groups of students in

each of the academy's houses. Advisory groups meet most mornings so that students can begin their day on solid ground.

In addition, Edison's flexible schedule responds creatively to the developmental needs of early adolescents and to the in-depth nature of their work in this academy. Project-based learning is one of the main instructional strategies at this level, now that students are capable of more sustained work.

The Academic Program

Much of the work students do in this academy grows out of a two-year sequential study of world history. This study spans the ancient and medieval worlds in Europe, Africa, and Asia, and includes both the native American and European early explorations and settlements of North America. This is followed by the first of a two-year focus on U.S. history. We chose this emphasis for the Junior Academy because it is an appropriate study for students' expanding intellectual capacities, and it helps them see that many of the questions they ask today have been asked before. In fact, learning to ask questions that lead to deep study is an important part of knowledge and skill building in this academy.

Edison's near-to-far approach takes students back to the world's earliest civilizations while constantly relating what they learn about ancient times to the here and now. In this way, students learn that everything in their contemporary world—from athletic gear to music to modern communications—has its roots in the past and evolved over many generations. Recognizing the all-important connection between then and now is central to exploration in the Junior Academy.

Humanities and the Arts

Reading in the Junior Academy

Students at this age level advance dramatically in their ability to comprehend more abstract reading materials, and teachers in partnership schools provide them with books that exercise and challenge this ability as much as possible. To help students answer questions about their place in the world, the Junior Academy language arts curriculum provides maximum exposure to the great ideas, experiences, and traditions expressed in the written and spoken word. Students explore this body of knowledge through literary classics, contemporary fiction, multimedia sources, and stories transcribed from the oral tradition

Junior Academy students receive reading instruction for 45 to 50 minutes daily.

Core Reading Materials

Edison Schools is committed to helping all students become fluent, independent readers. At the same time, we recognize that students learn in different ways and at their own pace. In order to meet the needs of all our students, we offer two reading courses: Junior Academy Reading, which uses Prentice Hall's *Choices in Literature* program in combination with Edison-selected novels and Edison-created novel units; and for students who arrive at our schools reading significantly below grade level as the result of decoding skill deficiencies, we offer the *Wilson Reading System*.

Junior Academy Reading focuses on reading comprehension strategies for both critical reading and literary reading; uses a variety of grade-appropriate novels and the *Choices in Literature* anthologies to stress thinking skills and pleasure and purpose in reading; and uses a cooperative-learning method built around prediction, summarizing, decoding practice, vocabulary development, and story-related writing.

The Wilson Reading System, based on Orton-Gillingham philosophy and principles as well as on current phonological coding research, is Edison's choice for teaching students who by the Junior Academy have been unable to learn encoding and decoding through traditional methods or other phonics programs. This program has been designed to help meet the needs of students who require direct, multisensory, structured language teaching in order to master reading. It teaches students the structure of words through a research-based, carefully sequenced, 12-step program.

The Edison Environment for Teaching Reading

- EMPHASIZES skills in the context of reading
- OPENS doors and minds to further learning
- BUILDS on basic skills
- BRINGS the world to the classroom
- FOSTERS a love of reading

Language Arts (Writing, Speaking, and Listening) in the Junior Academy

Edison is committed to the writing process and the writing workshop approach to writing instruction. We believe it is the most effective way to improve student writing. The writing process replicates the general stages through which all writers must successfully advance with a piece of writing: prewriting, drafting, revising, editing and proofreading, and publication. Topic selection, idea development, and organization are emphasized in the early stages of the process; spelling, punctuation, and other writing conventions are emphasized in the latter stages.

The writing workshop also encourages the development of peer editing skills, giving students the guidance and opportunity to be critical readers and supportive editors of each other's work. Most importantly, writing workshop gives students ownership of their writing, allowing them to select topics and forms that engage their interest and challenge their skills.

Core Writing Materials

Thesauruses, dictionaries, and writing handbooks (*All Write* for grades 6 and 7; *Write Source 2000* for grade 8) published by *Write Source* provide students with tools to use as they develop and hone their writing skills (See page 9). Edison's Pedagogy Project offers teachers additional resources for instruction in writing.

Core Speaking and Listening Materials

A further support for language arts in the Junior Academy is contained in the discussion-based *Touchstones* program, developed by Geoffrey Comber, Howard Zeiderman, and Nicholas Maistrellis. The program provides a diverse and carefully selected series of

readings for discussion-centered instruction that easily connects to the Edison core values and complements not just the language arts curriculum goals, but the broader Edison curricula in mathematics, science, history, and the arts, as well. The discussion method encourages students to explore issues that have no easy answers, to teach themselves, and to help others. Thus, students' motivation for all academic activities rises. Students gain specific, measurable skills that are valuable in their regular classes, in their later employment, and in their future as responsible citizens.

The Edison Environment for Teaching Language Arts...

- SUPPORTS the writing process and the writer's workshop approach to teaching writing
- EMPHASIZES grammatical correctness, coherence, and clarity
- MAKES full use of word processors and desktop publishing software
- PREPARES students for functional writing in the real world
- DEVELOPS basic editorial skills
- ADVANCES basic speaking, listening, and thinking skills

History–Social Science in the Junior Academy

Students in the Junior Academy spend two years exploring the diverse worlds of antiquity, through the middle ages and into the Age of Exploration, which marks the beginning of modern world history. It also sets the stage for a two-year investigation of the history of the United States that begins in the final year of the Junior Academy.

In the first year of the Junior Academy, study focuses on the early civilizations of Sumer, Egypt, China, Greece, and Rome. The second year begins with study of Islamic civilization and culture before investigating three separate worlds: sub-Saharan Africa; medieval Asia; and medieval Europe. The year concludes with a unit that looks at those distinct worlds in collision during the Age of Exploration. This era spotlights a world united by trade, by brutal conquest and conflict, by ideas, by technology, and by political and economic competition and dependencies. As students begin their third year in the Junior Academy they are well prepared to launch their own explorations of our nation's history, beginning with a look at pre-Columbian America and continuing through the Civil War and Reconstruction.

As students advance through the Junior Academy, they continually apply and refine models of investigation, building on their growing understanding of the interconnectedness of history, geography, civics, and economics, using a unit-long case-study approach.

History–social science instruction in the Junior Academy occurs either during daily 45- or 50-minute class periods or in alternate day 90–100 minute blocks of instruction.

Core History-Social Science Materials

A combination of textbooks, primary source readings, and a thematically linked classroom library of trade books forms the core teaching materials for social sciences in the Junior Academy.

A Message of Ancient Days, from Houghton Mifflin, is the selected text for grade 6, and *Across the Centuries*, also from Houghton Mifflin, is the text for grade 7.

Young adult literature

supplements the study of ancient, classical, and medieval civilizations, supporting students in building historical empathy and providing opportunities for linking literature, language arts, and character education. In grade 8, John Garraty's narrative history, *The Story of America*, from Holt, Rinehart and Winston, is the text of choice.

Project and activity guides, including Interact simulations on The Romans, Islam, and topics in world and American history, help teachers center instruction around projects and investigations.

The Edison Environment for Teaching History–Social Science

- EMPHASIZES deep exploration and project-based instruction and assessment
- ENCOURAGES active learning and gives students a variety of ways to access and process information
- PROMOTES thematic and cross-discipline planning among teachers
- ENHANCES through practice students' critical-thinking, writing, reading, and speaking and listening skills
- INCLUDES a strong literature component that helps connect then and now
- PROVIDES a strong content and skills foundation for the Senior Academy history-social science courses

World Language in the Junior Academy

Early adolescents have a strong need to communicate, and Edison's world language program helps them do so with greater competence and confidence as they refine their skills in reading, writing, speaking, and listening. Our approach to teaching languages emphasizes the skills students will need to participate in a world that is increasingly interdependent.

The Junior Academy world language curriculum challenges students to continue development of the second-language literacy they began in earlier academies. They apply skills from their earlier learning to new situations including the study of grammar, syntax, and expanding their second language vocabulary. An emphasis on culture enhances students' respect for the world around them while also improving their ability to relate to a diverse world. Students entering the Junior Academy with little or no knowledge of Spanish receive special attention from teachers and are aided in their development by cooperative-learning structures that increase the amount of time each child spends writing, speaking, and thinking in his or her second language. English as a second language, Spanish as a second language, and Spanish for Spanish speakers programs are provided to extend the best language learning opportunity to every student.

Students receive world language instruction for 45 minutes daily.

Core World Language Materials

Paso a Paso published by Scott Foresman is Edison's core program for teaching Spanish in Grades 6, 7, and 8. The program, which focuses on real-world simulations, provides a complete range of resources that allow teachers to modify instruction to meet individual needs.

The Edison Environment for Teaching World Language

- DEVELOPS oral proficiency and literacy language skills in the second language
- CULTIVATES an understanding of other cultures
- MAKES communicating in Spanish a meaningful and thoughtful experience
- DIFFERENTIATES instruction to accommodate the needs of individual students
- INCORPORATES computers and other multimedia tools

Fine Arts in the Junior Academy

At a time in their lives when they are trying to understand the world more deeply, the arts serve as a bridge that connects students to their immediate environment and to their place in history. To their study of visual arts, students at this age level bring a greater ability to analyze and interpret what they see. In music, they are ready to play more sophisticated instruments and to use technology to enhance their musical explorations.

The Junior Academy arts program is integrated closely with the other subject areas and continues the balanced discipline-based and performance approaches that students practiced in the earlier academies, including history, criticism, aesthetics, and production. Students study the arts of diverse cultures and civilizations, making connections to their own lives and analyzing the contributions that societies made to the way people live today. They learn that the arts have an important place along the time line that each student in this academy creates, serving as the glue that keeps the key events, people, and places in an organized and logical framework and providing an understanding of the big picture—how all people have the arts in common and have a contribution to make.

Students attend music or visual art classes two or three times a week for 45 minutes.

Core Arts Materials

Learning to Look and Create: The SPECTRA Program from Dale Seymour Publications is Edison's core program for teaching the visual arts in grade 6. In grades 7 and 8, teachers use Glencoe's *Exploring Art and Understanding Art*. Both texts work well with the Junior Academy curriculum in history and reading-language arts and provide a comprehensive overview of art history while promoting cultural awareness.

The core program for teaching music in the Junior Academy is *The Music Connection* from Silver Burdett Ginn.

The Edison Environment for Teaching Fine Arts...

- BLENDS studio production with art history, aesthetics, and art criticism
- FEATURES a signature singing program
- SUPPORTS the Junior Academy curriculum
- ENCOURAGES formal instruction and advanced demonstration of art skills
- INTEGRATES the arts across the curriculum
- PROMOTES appreciation of different cultures
- TAKES full advantage of new technologies

- PERMEATES the life of the school

Mathematics and Science

Mathematics in the Junior Academy

At this level, we prepare students for the complexities of the secondary math program and lead them toward a deeper appreciation of the power and beauty of mathematical ideas. Through high-interest projects, activities, and investigations, they learn that by drawing on the ideas, tools, and techniques of mathematics they can strengthen their thinking, communicate with greater precision, make important connections across the curriculum, and find solutions to perplexing real-life questions and problems.

The content of the math curriculum prepares students for the complexities of math in the Senior Academy. Three themes form the core of the mathematics curriculum at middle school—applied arithmetic, pre-algebra, and pre-geometry. We build on concepts and ideas introduced in earlier academies but move students toward a higher level of abstraction and a developing understanding of variable, generalization, and informal proof. By the end of the Junior Academy, students have learned to apply their arithmetic skills to real-world applications and to conquer problems involving all sorts of numbers, different wordings, or new contexts. They have also received the background in algebra and geometry necessary for more advanced work in the Senior and Collegiate academies.

Students who need help reaching the goals of the Junior Academy math program are given an additionally scheduled math period, while those who are able to move quickly through the program begin our Senior Academy math program in eighth grade.

Students receive math instruction for 45–50 minutes daily.

Core Math Materials

The core programs for teaching mathematics in the Junior Academy are *Everyday Mathematics* and *Transition Mathematics*, both developed by the University of Chicago School Mathematics Project (UCSMP) and published by Everyday Learning and Scott Foresman respectively. We chose these programs because they build on the mathematics program begun in the Primary and Elementary academies; they are research based and proven to raise achievement levels; and they launch a flexible six-year curriculum for middle school through high school.

The Edison Environment for Teaching Mathematics

- EMPHASIZES connections within mathematics and to other disciplines
- DEVELOPS concepts through real-world applications
- USES the latest technology
- ENCOURAGES independent learning
- PROVIDES rich, long-term projects that support Edison's emphasis on project-based learning

Science in the Junior Academy

As students' questions about science grow more complex in the Age of Wonder, they learn that questions about the natural and physical world have perplexed people since the earliest civilizations. Students explore extended integrated thematic studies—patterns of change;

diversity and limits; and systems and change—which provide them with some of science's most powerful conceptual tools for organizing and expanding their knowledge of the natural world. Throughout this academy, students pose questions, form hypotheses, design experiments, collect and analyze data, make presentations, and conduct research to learn more about the science that affects and interests them directly. Skills that will help them in certain aspects of school and life, such as critical reading, constructing a sound argument, and making careful observations, are a part of the program.

Junior Academy students receive science instruction either during daily 45- or 50-minute class periods or every other day for 90–100 minutes.

Core Science Materials

The Junior Academy science curriculum uses *Middle School Science and Technology*, a nontraditional, hands-on program that reflects the middle school philosophy. It is based on major scientific ideas that connect the disciplines of science and technology, has cooperative learning as its pedagogical centerpiece, and truly integrates the life, physical, and earth and space sciences. *Middle School Science and Technology* was developed by the Biological Science Curriculum Study (BSCS) and is published by Kendall Hunt.

The Edison Environment for Teaching Science...

- SUPPORTS Edison's philosophy of integrated, project-based, cooperative, and constructivist learning
- EMPHASIZES technological problem solving
- USES diverse teaching strategies that encourage participation of all students
- TAKES full advantage of new technologies and equipment

Character and Ethics in the Junior Academy

In addition to promoting, modeling, and providing classroom instruction around Edison's eight core values (wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity), Junior Academy language arts teachers use a discussion-based program developed by the Touchstones Discussion Project to study and discuss carefully selected and excerpted documents from historical and literary sources as varied as the Bible, the Qur'an, the Tao te Ching, Plato, Francis Bacon, Rembrandt, Mary Wollstonecraft, and Malcolm X.

Whole-group circle discussions and individual and small-group pre- and post-reading activities help students develop their comprehension, listening, and speaking skills, as well as offer

students practice in respectful exchange of ideas. While the program has no direct tie to Edison's eight core values, its material and format provide obvious opportunities to explore ethical issues related to the core values.

Touchstones lessons occur once a week in the Junior Academy language

arts time block, lasting 45 to 50 minutes.

Core Character and Ethics Materials

Teachers use a discussion-based program developed by the Touchstones Discussion Project to teach character and ethics in this academy.

The Edison Environment for Teaching Character and Ethics...

- RESPECTS the primary role of parents
- SUPPORTS Edison's schoolwide commitment to teaching character and ethics
- PROMOTES independent thinking, cooperative learning, and mature discussion skills
- PROVIDES opportunities to introduce and explore classic works of world literature
- GIVES students practice in encountering and deciphering challenging texts
- ENCOURAGES respectful and responsible participation by all students

Physical Fitness and Health in the Junior Academy

In the Age of Wonder, one question on every student's mind is, Why is my body changing? During these crucial years, we guide students toward making wise choices as they negotiate the physical, social, and emotional changes associated with early adolescence. As we focus on the unique needs of students in this age group, we continue to lay the groundwork for a lifelong commitment to physical fitness and health. Through a varied program that stresses individualized fitness goals, we help all students understand the benefits of continuing the strenuous physical activity they enjoyed in earlier academies. We encourage students to participate in intramural sports programs for two of their three years in this academy, and we introduce peer coaching activities that promote mutual skill development. In the health program, we carefully link the health, science, and character and ethics curriculums when dealing with human reproduction.

Junior Academy students receive physical fitness and health instruction two or three times a week for 45 minutes.

Core Health Materials

The core program for teaching health in the Junior Academy is *Teen Health* from Glencoe. The text focuses on decision making, interpersonal skills, consumer skills, and personal care/safety skills.

The Edison Environment for teaching Physical Fitness and Health...

- PROMOTES physical activity and healthful habits for a lifetime
- STRESSES individualized fitness goals
- EMPHASIZES personal responsibility for staying healthy and fit
- OFFERS strategies for making healthful decisions

Practical Arts and Skills in the Junior Academy

Students in the Junior Academy often wonder what they will be when they reach adulthood. The practical arts and skills program provides them with varied opportunities to be useful, to solve real-world problems, and to contribute to society in productive ways

while developing the skills they will need for successful adult living. In the Age of Wonder, students gain a deeper appreciation for creativity, craft, and their own developing talents as they refine their design skills through hands-on projects that cross the curriculum. They attain new levels of mastery in the area of technology and begin to see that computers and other electronic tools can help them acquire, interpret, and communicate information in creative ways. They learn how their developing knowledge and skills connect to the experiences they will have in the workplace, and they develop practical skills like emergency preparedness that contribute to their overall confidence.

Core Practical Arts and Skills Materials

Because of the interdisciplinary nature of this domain, Edison has not selected a core program for teaching practical arts and skills. Instead, curriculum support is available to all teachers in the form of an Edison primer on teaching practical arts, model projects and intensives, sample lessons, helpful resources, and an idea-sharing forum accessible through the Pedagogy Project located on The Common.

The Edison Environment for Teaching Practical Arts and Skills...

- PROMOTES real-life skills
- PAVES the way toward readiness for work
- HELPS students face the future with confidence
- CONNECTS to every subject area
- EMPHASIZES design, technology, and workplace skills