



EARLY DEVELOPMENT INDEX:
A DEEPER DIVE

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WHY IS KINDERGARTEN READINESS IMPORTANT?

We can't predict a child's future, but we can, with a certain degree of certainty, predict a child's success. How a child grasps a crayon, how he or she reacts when another child is crying, how attentive the child is when listening to a story is predictive of his or her health, well-being and approach to learning throughout life. Children who are supported and provided early developmental opportunities and support do better in school and beyond than those children who are not provided such opportunities. To document and inform the developmental needs of young children in Orange County, the Children and Families Commission of Orange County (Commission) has partnered with the UCLA Center for Healthier Children, Families, and Communities (UCLA) to implement the Early Development Index (EDI).¹

The Commission's layering of investments from prenatal care through a child's first day of school endeavors to positively influence every child in Orange County.

WHAT IS THE EARLY DEVELOPMENT INDEX (EDI)?

Developed over the course of nearly 30 years, the EDI is a population-based measure of early child development and school readiness in five key domains: physical health, social competence, emotional maturity, language and cognitive skills, and communications skills and general knowledge. Through rigorous, international testing, the EDI has been found to be a reliable indicator of a child's well-being that has been used to monitor populations of children over time; report on populations of children in different communities; predict how groups of children will do in elementary school; and, inform systems and policies concerning young children and their families.

Each child's EDI data is geographically coded according to a child's home address. The resulting EDI maps show the percentage of children entering school who are developmentally vulnerable in each domain or not ready in each subdomain by geographic region. This information is coupled with other population-based indicators, such as poverty levels, to allow community members and leaders to:

- Compare strengths and weaknesses in children's development and school readiness.
- Understand the relationship between EDI results and other important factors that influence a child's well-being.
- Support advocacy efforts, plan interventions and resource investments to help children reach their potential.
- Track progress over time to see how changes in investments, policies, or other factors influence children's health and well-being.

¹ UCLA is responsible for analyzing all the data and developing the de-identified data file, EDI data tables and the individual schools' reports.

THE EDI AND ORANGE COUNTY

The first iteration of EDI was developed in the late 1990s at the Offord Centre at McMaster University in Ontario, Canada. In 2008, researchers at UCLA established a licensing agreement with the Offord Centre to develop a U.S. version of the EDI.

Orange County was the vanguard site for implementing the EDI in the United States. Researchers, policy makers and child advocates here understood that data drives meaningful decisions for early childhood education, health and well-being.

In 2015, the Commission, in partnership with the County's 24² school districts and kindergarten teachers, succeeded in collecting data in all of the public schools that have a kindergarten population. 2016 marked the second year of full EDI countywide data, and 2017 data are expected to be released in July 2017.

Table 1: EDI Implementation Status in Orange County

	# of Cities	# of Elementary School Districts	# of Schools with Kindergarten Students	# of Kindergarten Students in OC Public Schools (2015/16) ³
Orange County	34	25	387	32,304
EDI Kindergarten Participants	34	25 ²	387	26,997 ⁴
% EDI Participation	100%	100%	100%	83%

In addition to Orange County, the EDI is currently being implemented in more than 60 sites across the nation, including neighboring Los Angeles County, with more sites being added each year. This multi-site data collection effort will allow for comparison of child development data across the country as well as provide a platform to share best practices and approaches for enhancing systems of care for young children.

UCLA provides the Commission with a data file that does not identify children by name as well as data tables that display how neighborhoods are faring according to five domains and 16 subdomains. In addition, school districts receive site-specific reports that provide EDI data on the children in each school compared with the district as a whole.

² In 2017, Lowell Joint School District's three schools that are within Orange County boundaries also participated.

³ Kindergarten population in Orange County reflects only kindergarten students and does not include those in transitional kindergarten.

⁴ This number reflects the total number of valid EDI records collected between 2014 and 2016. Valid records are defined as the analysis including the child present in the classroom for more than a month and the EDI checklist had at least four of the five domains completed by the teacher.

WHY IS THIS DATA IMPORTANT?

Collecting EDI tells us how our community's children are doing, what programs and opportunities are helping and where additional resources need to be deployed to ensure the success of the entire community.

This report will help policy makers, nonprofit groups, educators and child advocates to quantify the success of programs and policies in place, uncover pockets of need and collaborate to ensure necessary support reaches all children.

How to use this report

Improving the lives of Orange County's children improves the prognosis for Orange County's future. Lower crime rates, increased income and prosperity and access to health care, have all been linked to early childhood success. It is agreed that a child's success in school and life is a top priority, but what interventions and support systems will help a child succeed?

To date, the Commission and other stakeholders have used the EDI data in many ways, including to:

- **Provide a picture of children's early development.** EDI data in this report represent 83% of the kindergarten population in Orange County. This large, and growing, dataset provides a comprehensive picture of children's developmental needs and status.
- **Inform decisions that impact investments in early learning programs.** Data in this report can assist stakeholders, including funders, policy makers, and programming staff, to guide funding decisions and program implementation.
- **Receive funding to support early learning activities.** Stakeholders and the Commission have used EDI data to apply for local, state and federal funding.
- **Coalesce local organizations.** The EDI is an effective tool in bringing together local coalitions and agencies as they work to improve the county's early childhood system of care.
- **Add early learning to the Local Control and Accountability Plan.** School districts can use the EDI data to support inclusion of early learning in their Local Control and Accountability Plan (LCAP) under the new Local Control Funding Formula (LCFF).

HOW CHILDREN ARE EVALUATED

The EDI data is analyzed in a variety of ways. At the broadest level of analysis, the EDI evaluates children's readiness for school. This assessment measures a child's readiness on five domains taken together (e.g., 52% of all Orange County children ready for school).

Another level of analysis provides information about children's overall vulnerability determined by the five domains which are known to affect well-being and school performance – Physical Health and Well-Being, Emotional Maturity, Communication Skills and General Knowledge, Language and Cognitive Development, and Social Competence. A child's vulnerability is considered in comparison to a “norm” – in other words, how is that child faring compared to other typically-developing children?

These five domains are then divided into 16 subdomains, providing an opportunity for more detailed analysis of what is driving the domain-level results and to inform more specific actions. The subdomains are evaluated based on whether a child is considered ready, somewhat ready, and not ready. This is not in comparison to a norm or how other children are doing. It simply evaluates each child's development in the 16 subdomains to determine their individual readiness.

For example, the domain of “Language and Cognitive Development,” assesses reading awareness and age-appropriate reading and writing skills. One of the subdomains teachers consider is “Basic Literacy,” which includes showing an interest in books, reading, math and numbers, and having no difficulty with remembering things.

In addition, data are also available about children who have Multiple Challenges, as defined by being not ready on nine or more of the 16 subdomains.

The EDI data presents a neighborhood-level snapshot of where children are most vulnerable (domain) or not ready (subdomain).

All the data, broken down by region and domain/subdomain, are available from the Commission upon request.

Five Domains

UCLA developed three ranges for the five domains using typical population cutoffs, which helps to compare how children are doing developmentally both across and within communities and over time. The averages for all records valid for analysis are sorted from lowest to highest to determine the 10th and the 25th percentile population cutoff scores for each developmental domain.

For each domain, children’s performance is compared to their peers. The EDI can also show how children are performing within their communities and larger county.

Vulnerable 0% to 10%	At-Risk 10% to 25%	On Track 25% to 100%
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- **Vulnerable:** Mean score of EDI items falls at or below the 10th percentile cutoff. Children are at risk for problems in later childhood and, without additional supports and care, may experience future challenges in school and society.
- **At-Risk:** Mean score is between the 10th and 25th percentile. Children are not vulnerable, but they are “at risk” for becoming vulnerable. Children at-risk are those who could use additional support.
- **On Track:** Mean score is above the 25th percentile. Children are meeting developmental milestones and are expected to be successful in later grades.

16 Subdomains

As noted, for the subdomain analysis, children are categorized as either “not ready,” “somewhat ready,” or “ready” for school, based on criteria developed over nearly three decades by experts at the Offord Centre.

Children are looked at individually, with no comparison here to their peers.

Children who fall in the “not ready” category are considered to have developmental challenges in that area. Each subdomain represents one aspect of a child’s development. While some subdomains represent skills that a child in kindergarten is expected to have already mastered based on his/her developmental age (e.g., physical independence), others represent areas of development that are still emerging (e.g., prosocial behavior).

Ready	Somewhat Ready	Not Ready
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A description of the domains and subdomains are provided in the next section, as well as the EDI questions that teachers use to assess each child’s readiness in the subdomains.

Description of Domains and Subdomains

DOMAIN: Physical Health and Well-Being

The domain physical health and well-being, looks at a child's gross and fine motor skills (e.g., holding a pencil, running on the playground, motor coordination), adequate energy levels for classroom activities, independence in looking after own needs, and daily living skills.

Physical health and well-being includes elements focused on the absence of disease and access to appropriate nutrition.

DOMAIN: Physical Health and Well-Being		
Subdomains	What does it look like?	Related Questions
Physical Readiness For School Day	Children who always or almost always arrive at school appropriately dressed, well rested, on-time and fed.	Since the start of school, has the child sometimes (more than once) arrived: <ul style="list-style-type: none"> • Over or underdressed for school-related activities • Too tired/ sick to do school work • Late • Hungry
Physical Independence	Children who are independent in looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/ finger.	Would you say that the child: <ul style="list-style-type: none"> • Is independent in washroom habits most of the time • Shows an established hand preference (right vs. left) • Is well coordinated (i.e., moves without tripping or running into things) • Sucks a thumb or finger
Gross and Fine Motor Skills	Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.	How would you rate the child's: <ul style="list-style-type: none"> • Level of energy throughout the school day • Proficiency in holding a pen, crayons or paint brush • Ability to manipulate objects • Ability to climb stairs • Overall physical development

DOMAIN: Social Competence

The domain social competence includes curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable public behavior, ability to control own behavior, appropriate respect for adult authority, cooperation with others, following rules, and ability to play and work with other children.

DOMAIN: Social Competence		
Subdomains	What does it look like?	Related Questions
Overall Social Competence	Children with excellent or good overall social development, very good ability to get along and play with other children, are usually cooperative and self-confident.	How would you rate the child's: <ul style="list-style-type: none"> • Overall social/ emotional development • Ability to get along with peers Would you say the child: <ul style="list-style-type: none"> • Plays and works with other children at the level appropriate for his/ her age • Is able to play with various children • Shows self-confidence
Responsibility and Respect	Children who always or most of the time show respect for others, other's property, follow rules and take care of materials, accept responsibility for actions, and show self-control.	Would you say the child: <ul style="list-style-type: none"> • Respects the property of others • Follows rules and instructions • Demonstrates self-control • Demonstrates respect for adults • Demonstrates respect for other children • Accepts responsibility for actions • Takes care of school materials • Shows tolerance to someone who made a mistake
Approaches to Learning	Children who always or most of the time work neatly, independently, solve problems, follow instructions and class routines, and easily adjust to changes.	Would you say the child: <ul style="list-style-type: none"> • Listens attentively • Follows directions • Completes work on time • Works independently • Works neatly and carefully • Is able to solve day-to-day problems by him/ herself • Is able to follow one-step instructions • Is able to follow class routines without reminders • Is able to adjust to changes in routines

DOMAIN: Social Competence (Cont.)		
Subdomains	What does it look like?	Related Questions
Readiness to Explore New Things	Children who are curious about the surrounding world, and are eager to explore new books, toys and games.	Would you say that the child: <ul style="list-style-type: none"> • Is curious about the world • Is eager to play with a new toy • Is eager to play a new game • Is eager to play with/ read a new book

DOMAIN: Emotional Maturity

The domain emotional maturity includes the ability to think before acting, a balance between too fearful and too impulsive, an ability to deal with feelings at the age-appropriate level, and empathetic response to other people's feelings.

DOMAIN: Emotional Maturity		
Subdomains	What does it look like?	Related Questions
Prosocial and Helping Behavior	Children who often show most of these helping behaviors: helping someone hurt, sick or upset, offering to help spontaneously and inviting bystanders to join in.	<p>Would you say that the child:</p> <ul style="list-style-type: none"> • Will try to help someone who has been hurt • Volunteers to help clear up a mess someone else has made • If there is a quarrel or dispute will try to stop it • Offers to help other children who have difficulty with a task • Comforts a child who is crying or upset • Spontaneously helps to pick up objects which another child has dropped • Will invite bystanders to join in a game • Helps other children who are feeling sick
Anxious and Fearful Behavior	Children who rarely or never show most of the anxious behaviors; they are happy and able to enjoy school, and are comfortable being left at school by caregivers.	<p>Would you say that the child:</p> <ul style="list-style-type: none"> • Is upset when left by parent/ guardian • Seems to be unhappy, sad or depressed • Appears fearful or anxious • Appears worried • Cries a lot • Is nervous, high-strung, or tense • Is capable of making decisions • Is shy
Aggressive Behavior	Children who rarely or never show most of the aggressive behaviors; they do not use aggression as a means of solving a conflict, do not have temper tantrums, and are not mean to others.	<p>Would you say that the child:</p> <ul style="list-style-type: none"> • Gets into physical fights • Bullies or is mean to others • Kicks, bites, hits other children or adults • Takes things that do not belong to him/ her • Laughs at other children's discomfort • Is disobedient • Has temper tantrums

DOMAIN: Emotional Maturity (Cont.)		
Subdomains	What does it look like?	Related Questions
Hyperactivity and Inattentive Behavior	Children who are able to concentrate, settle in to chose activities, wait their turn, and most of the time think before doing something.	<p>Would you say that the child:</p> <ul style="list-style-type: none"> • Can't sit still, is restless • Is distractible, has trouble sticking to any activity • Fidgets • Is impulsive, acts without thinking • Has difficulty awaiting turn in games or groups • Cannot settle to anything for more than a few moments • Is Inattentive

DOMAIN: Language and Cognitive Development

The domain language and cognitive development includes reading awareness, age-appropriate reading and writing skills, age-appropriate numeracy skills, ability to understand similarities and differences, and ability to recite back specific pieces of information from memory.

DOMAIN: Language and Cognitive Development		
Subdomains	What does it look like?	Related Questions
Basic Literacy	Children who have all the basic literacy skills, including how to handle a book, can identify some letters and attach sounds to some letters, show awareness of rhyming words, know the writing directions, and are able to write their own name.	Would you say that the child: <ul style="list-style-type: none"> • Knows how to handle a book • Is able to identify at least 10 letters of the alphabet • Is able to attach sounds to letters • Is showing awareness of rhyming words • Is able to participate in group reading activities • Is experimenting with writing tools • Is aware of writing directions in English • Is able to write his/ her own name in English
Interest in Literacy, Numeracy and Memory	Children who show an interest in books and reading, math and numbers, and have no difficulty with remembering things.	Would you say that the child: <ul style="list-style-type: none"> • Is generally interested in books (pictures and print) • Is interested in reading (inquisitive about the meaning of printed material) • Is able to remember things easily • Is interested in mathematics • Is interested in games involving numbers
Advanced Literacy	Children who have at least half of the advance literacy skills, including reading simple and complex words or sentences, writing voluntarily, and writing simple words or sentences.	Would you say that the child: <ul style="list-style-type: none"> • Is able to read simple words • Is able to read complex words • Is able to read simple sentences • Is able to write simple words • Is able to write simple sentences • Is interested in writing voluntarily

DOMAIN: Language and Cognitive Development (Cont.)		
Subdomains	What does it look like?	Related Questions
Basic Numeracy	Children who have all the basic numeracy skills such as the ability to count to 20 and recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence, and understand simple time concepts.	<p>Would you say that the child:</p> <ul style="list-style-type: none"> • Is able to sort and classify objects by a common characteristic • Is able to use one-to-one correspondence • Is able to count to 20 • Is able to recognize numbers one to 10 • Is able to say which number is bigger of the two • Is able to recognize geometric shapes • Understands simple time concepts (i.e., today, summer, bedtime)

DOMAIN: General Knowledge and Communication

The domain general knowledge and communication includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, storytelling, and age-appropriate knowledge about the life and world around.

DOMAIN: General Knowledge and Communication		
Subdomains	What does it look like?	Related Questions
Communication and General Knowledge	Children who have excellent or very good communication skills, can communicate easily and effectively, can participate in story-telling or imaginative play, articulates clearly, shows adequate general knowledge, and are proficient in their native language.	<p>How would you rate the child's:</p> <ul style="list-style-type: none"> • Ability to listen in English • Ability to tell a story • Ability to take part in imaginative play • Ability to communicate own needs in away understandable to adults and peers • Ability to understand on first try what is being said to him/ her • Ability to articulate clearly, without sound substitutions • Ability to use language effectively in English <p>Would you say that the child:</p> <ul style="list-style-type: none"> • Answers questions showing knowledge about the world
Physical Independence	Children who are independent in looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/ finger.	<p>Would you say that the child:</p> <ul style="list-style-type: none"> • Is independent in washroom habits most of the time • Shows an established hand preference (right vs. left) • Is well coordinated (i.e., moves without tripping or running into things) • Sucks a thumb or finger
Gross and Fine Motor Skills	Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.	<p>How would you rate the child's:</p> <ul style="list-style-type: none"> • Level of energy throughout the school day • Proficiency in holding a pen, crayons or paint brush • Ability to manipulate objects • Ability to climb stairs • Overall physical development

WHAT ARE THE FINDINGS?

The data confirms that many Orange County children are not developmentally on-track when they enter kindergarten. The Commission is using the kindergarten readiness data to educate parents and communities about how they can provide services and environments in which children, parents and caregivers can learn and thrive to foster healthy development.

Years of research show that early school readiness is a critical and crucial piece to setting children on the best possible trajectory for success in school and in life. High-quality early developmental opportunities lay the foundation for children's long-term success.

The following maps and tables explore children's early development in Orange County using EDI data collected between Fiscal Years 2013/14 and 2015/16.⁵ The maps and tables are divided into five different regions in Orange County.

Several areas of interest are highlighted, to illustrate that there are many opportunities to dive deeper into the data and gain greater insight into the factors that contribute to the readiness of children.

⁵ Schools participate in the EDI once every three years, hence 2016 data includes data collected in 2014, 2015 and 2016.



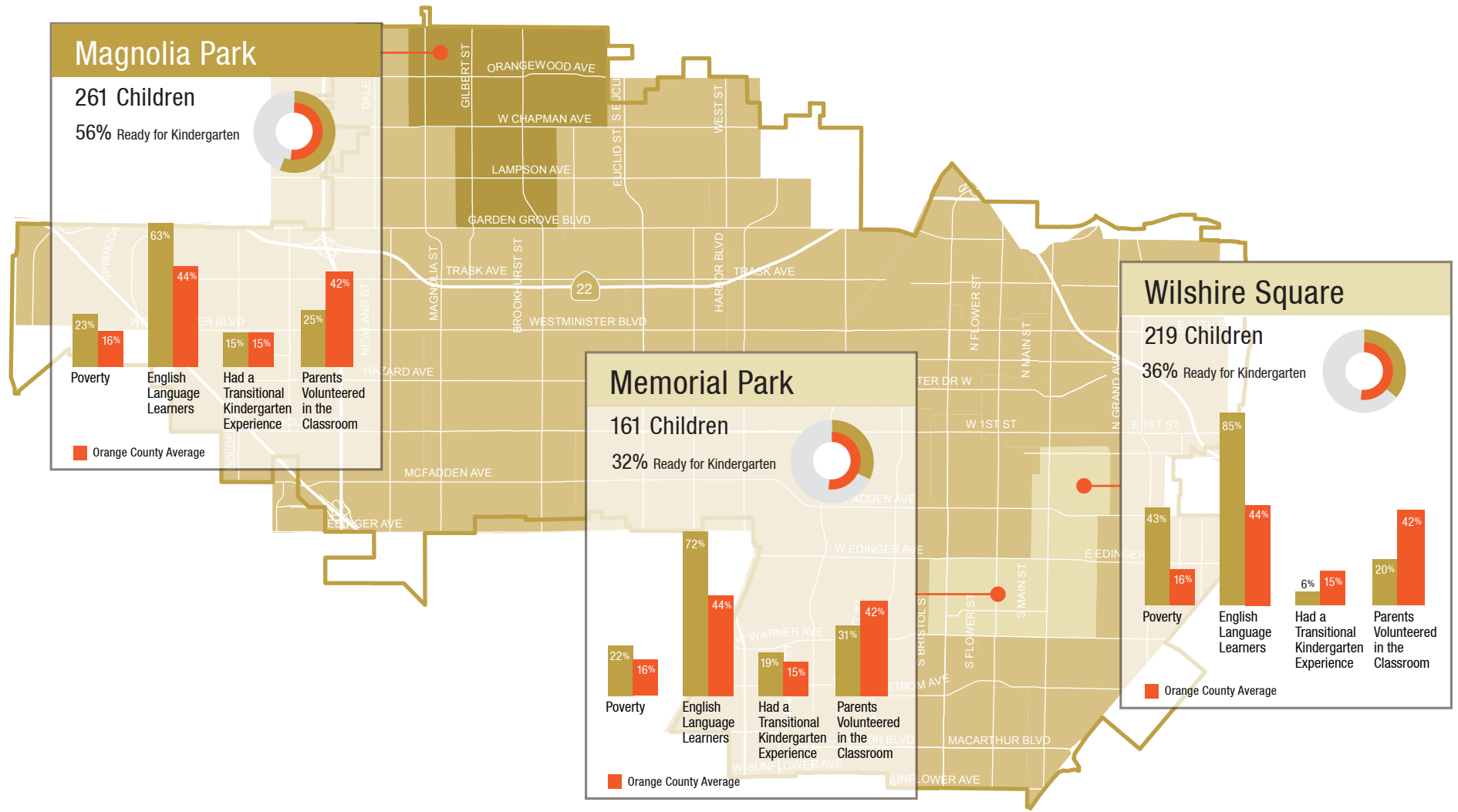
EDI 2016: Percentage of Children Ready for Kindergarten

Region 1

Among the 5,300-plus children that live in Region 1, most (59 percent or 3,153 kids) fall within the second-least ready for kindergarten ranking. Seven percent of children (380 kids) are in the least-ready ranking. No neighborhood falls in the most-ready category.

AREAS OF INTEREST

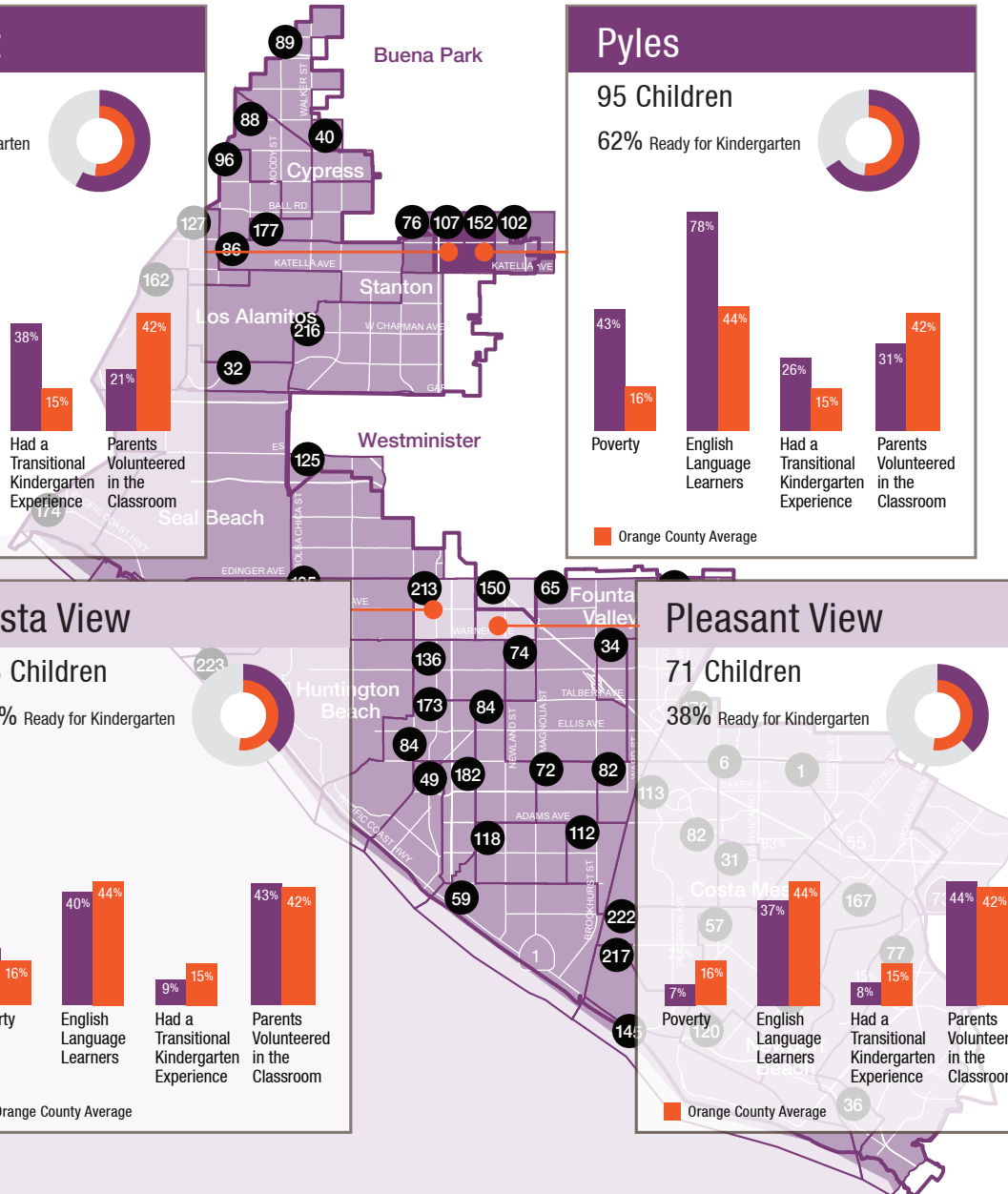
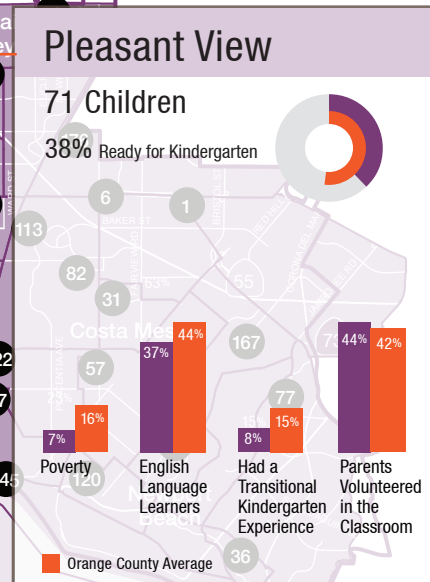
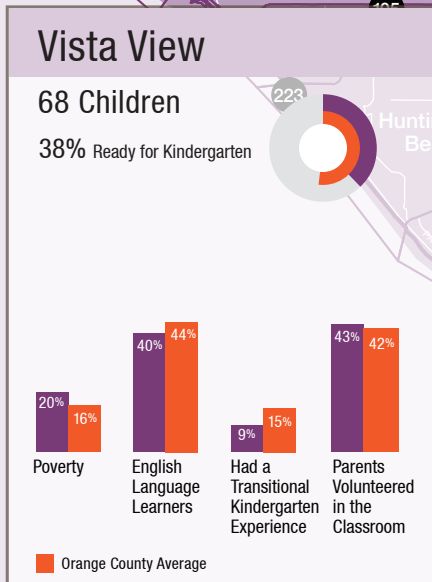
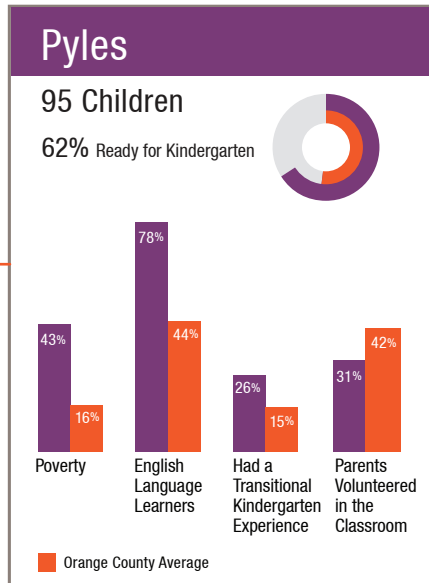
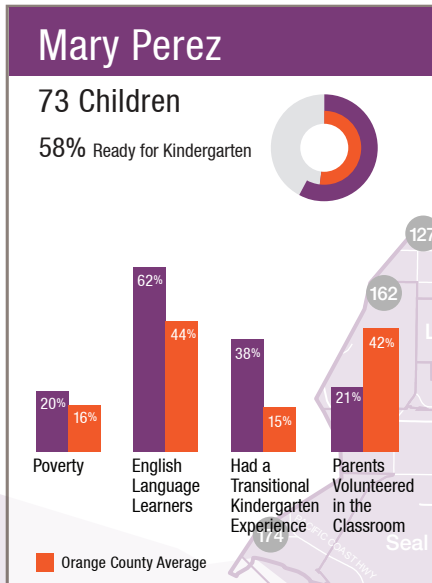
Despite a significant percentage of families living in poverty and children who are English Language Learners (ELL), children in Magnolia Park have higher than average kindergarten readiness. Children in Memorial Park and Wilshire Square also have high levels of poverty and ELL, and the children are not faring well – with the lowest ranking of kindergarten readiness.





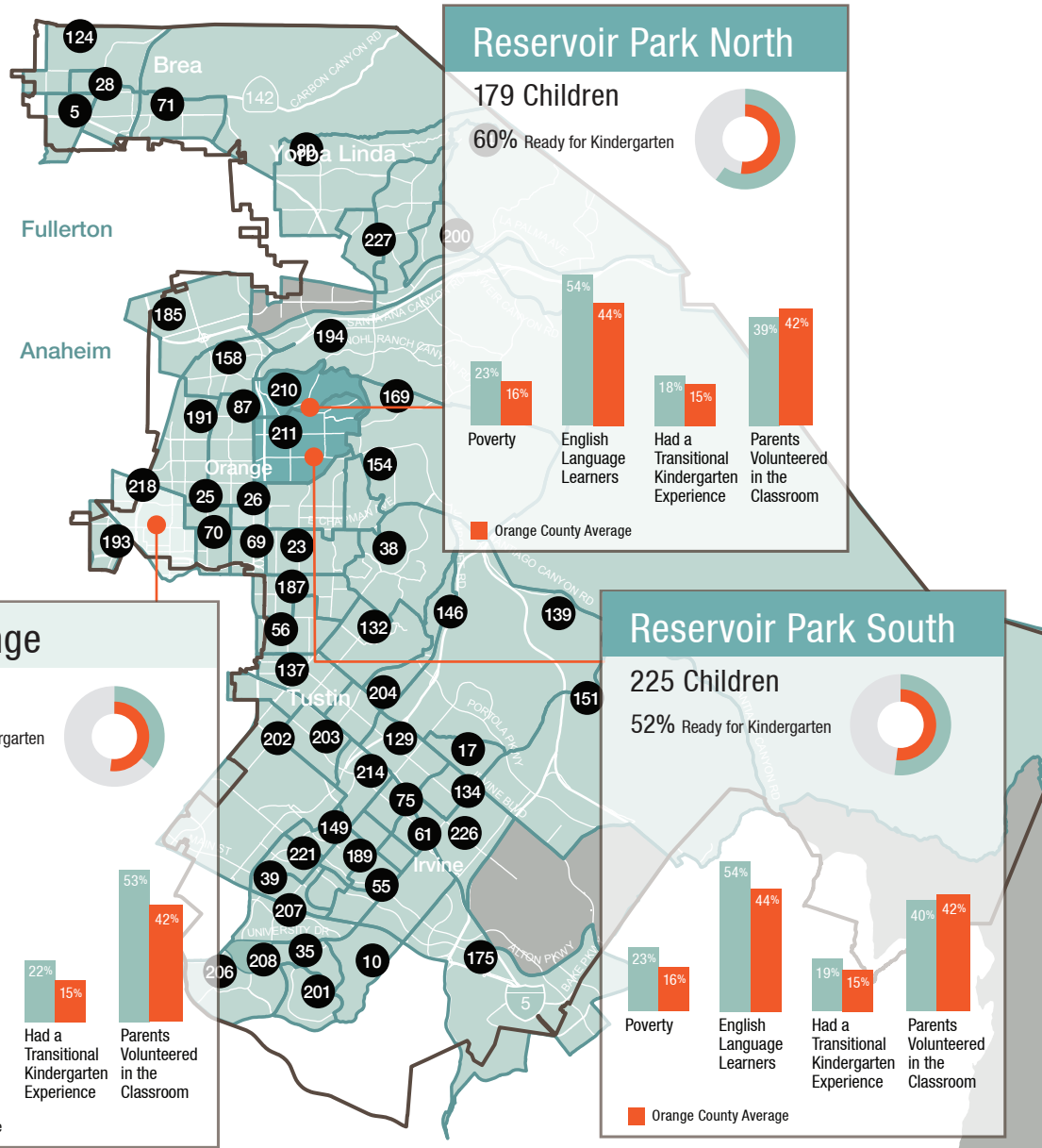
EDI 2016: Percentage of Children Ready for Kindergarten

Region 2



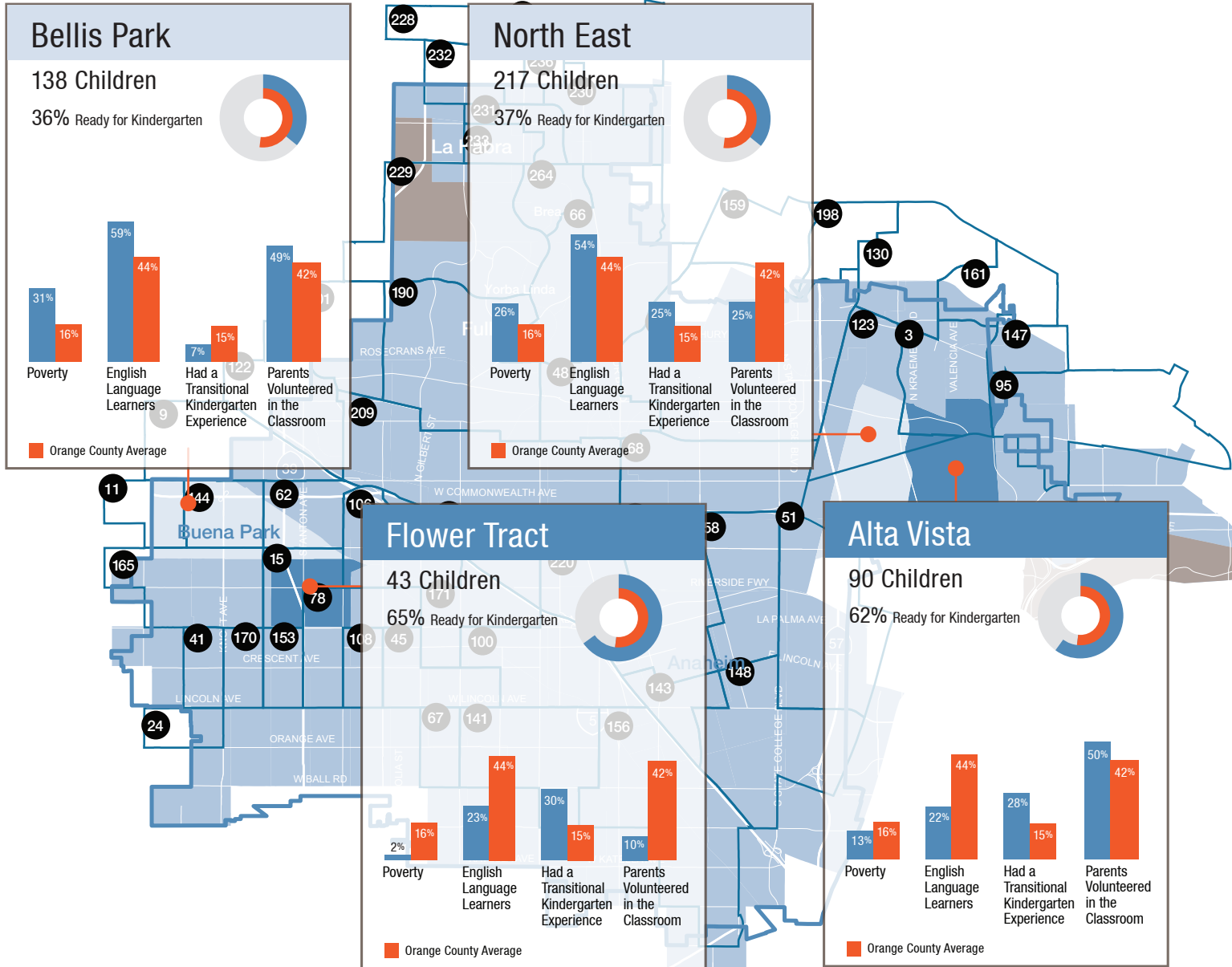
There are more than 4,400 children living in Region 2, and the majority fall in the best two rankings of kindergarten readiness (32 percent are most-ready category and 34 percent are second-most ready). Four percent of children (179 kids) are in the least ready category and 13 percent (542 children) are in the second-least ready category.

AREAS OF INTEREST
Despite a significant percentage of families living in poverty, children in the side-by-side neighborhoods of Pyles and Mary Perez have higher levels of kindergarten readiness. In contrast, children living in the side-by-side neighborhoods of Vista View and Pleasant View are the least ready for kindergarten. Comparing Vista View and Pleasant View, one has higher than average poverty but the other has relatively low family poverty and lower-than-average ELL. The Oak View neighborhood falls in the middle, with 39% of children ready for kindergarten.



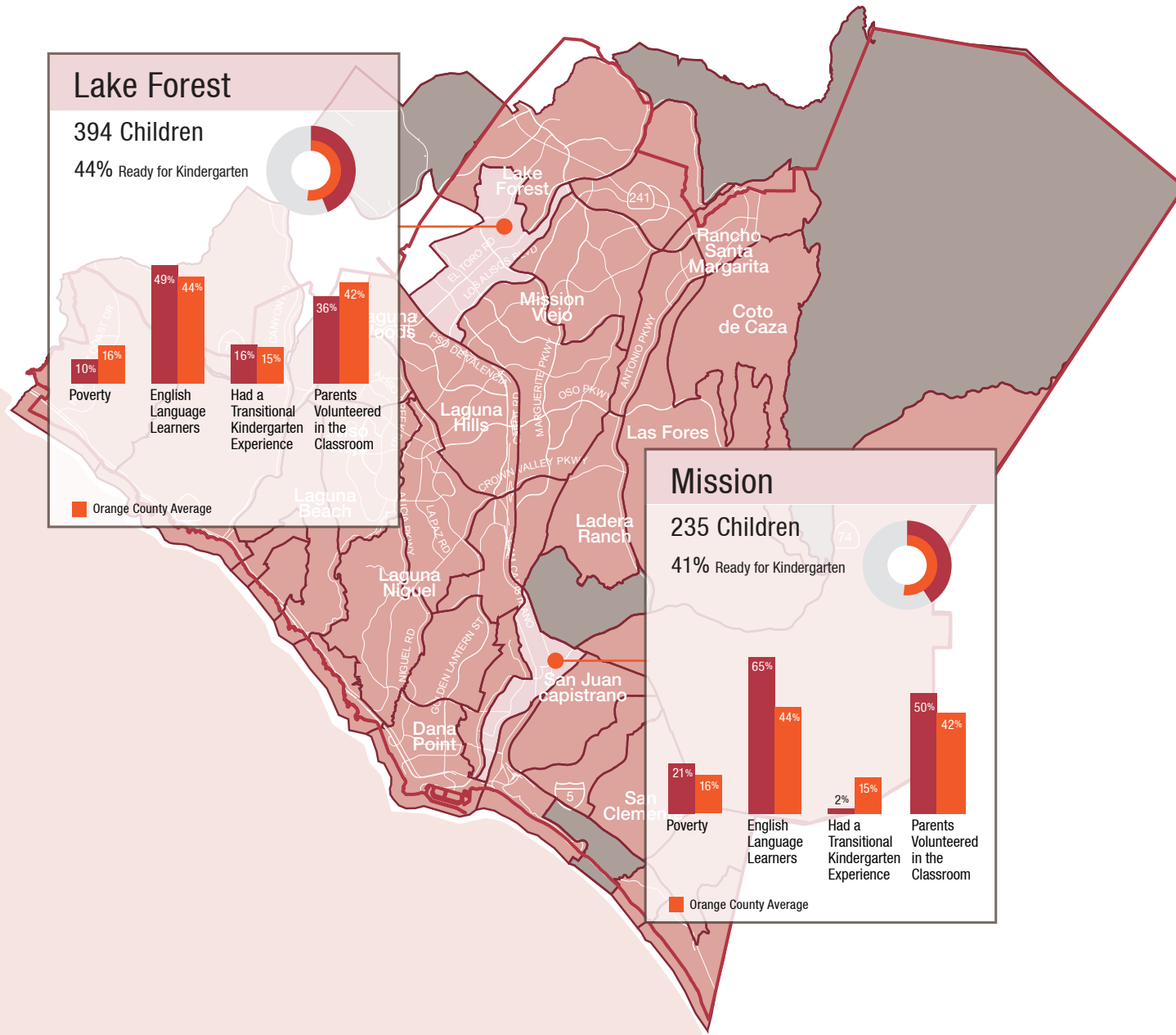
There 5,500-plus children living in Region 3. More than 70 percent (nearly 4,000 kids) are in the two most ready rankings of kindergarten readiness (37 percent are most-ready and 34 percent are second-most ready). Two percent of children (131 kids) are in the least-ready category and 12 percent are second-least ready (647 kids).

AREAS OF INTEREST
The neighborhoods of Reservoir Park North and Reservoir Park South have higher levels of kindergarten readiness, even though influencing factors include higher-than-average poverty and ELL. In the West Orange neighborhood, poverty is lower-than-average and children with a transitional kindergarten experience and parents volunteering in the classroom are higher-than-average—and yet these children are the least ready for kindergarten in the region.



There are more than 6,000 children in Region 4, with more than half falling in the second-least (46%) or least-ready (10%) for kindergarten categories. Sixteen percent of children (about 1,000 kids) fall in the top two readiness categories, split about evenly between them.

AREAS OF INTEREST
There are several neighborhoods in Region 4 where children are faring poorly. More than 600 children fall into the least-ready ranking, with poverty ranging from 18 percent to 31 percent and ELL ranging from 53 percent to 69 percent. Interestingly, there are highest performing neighborhoods located immediately adjacent to lowest performing neighborhoods: Bellis Park and Flower Tract, and North East and Alta Vista.



There are nearly 4,400 children living in Region 5, and the majority fall in the highest two rankings of kindergarten readiness (about 40 percent in the highest ranking and about 20 percent in the second to highest ranking). No neighborhoods have the least ready ranking; there are 629 children in the second-to-least ready category.

AREAS OF INTEREST
Large numbers of children live in the neighborhoods of Lake Forest and Mission (more than 600 kids). Both have lower than average kindergarten readiness, but very different demographics.

APPENDIX

Region 1: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
12	Bristol/Memory Coalition	80	53%	59%	8%	48%	12%	**	**	89%	**	**	18%
13	Bryant*	30	50%	53%	**	17%	13%	**	47%	33%	**	**	23%
16	Cabrillo Park*	40	55%	43%	**	30%	16%	**	**	75%	13%	**	18%
20	Centennial Park	101	40%	72%	8%	37%	10%	**	**	88%	**	5%	16%
21	Central City	448	41%	90%	6%	30%	5%	**	31%	67%	**	2%	26%
27	City Hall	66	50%	71%	**	23%	20%	**	52%	32%	**	9%	16%
29	Clinton Corner	315	39%	74%	5%	22%	16%	**	15%	81%	3%	2%	21%
33	College/Flower Ave.	315	40%	77%	5%	31%	8%	**	7%	89%	3%	2%	37%
46	Disneyland Garden Grove	168	57%	58%	**	17%	13%	**	32%	58%	6%	4%	14%
50	Downtown Santa Ana	296	45%	86%	5%	31%	16%	**	27%	70%	**	2%	37%
60	Edwards	53	53%	38%	**	26%	22%	**	25%	38%	32%	**	23%
85	Jerome Park	395	42%	83%	7%	19%	4%	**	7%	91%	**	2%	29%
99	Little Saigon	523	46%	73%	4%	22%	18%	**	56%	35%	6%	2%	25%
103	Magnolia Park	261	56%	63%	5%	25%	15%	**	26%	62%	7%	5%	23%
109	McFadden	146	49%	58%	3%	23%	14%	**	68%	15%	11%	5%	21%
111	Memorial Park	161	32%	72%	4%	31%	19%	**	**	96%	**	**	22%
114	Metro Bristol	332	43%	72%	8%	23%	8%	**	13%	82%	2%	2%	13%
116	Mitchell	172	41%	65%	4%	18%	6%	**	32%	61%	5%	**	15%
133	North West Westminster	88	58%	18%	**	33%	19%	**	10%	38%	39%	13%	10%
142	Park Santiago	97	54%	49%	14%	57%	12%	**	**	74%	15%	5%	15%
157	River View West	444	42%	77%	3%	13%	14%	**	20%	75%	2%	2%	14%
166	Santa Ana Commercial District	104	54%	72%	7%	31%	9%	**	5%	92%	**	**	29%
168	Santa Anita*	61	49%	90%	**	20%	0%	**	13%	87%	**	**	32%
188	Stanton/Wakeham	168	52%	65%	10%	23%	14%	**	43%	42%	7%	7%	22%

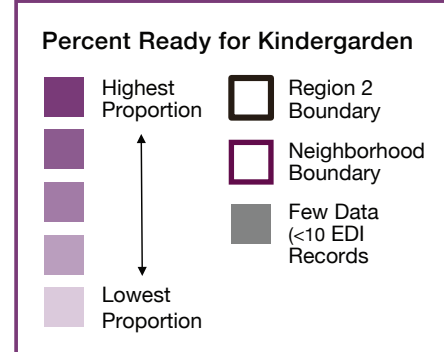
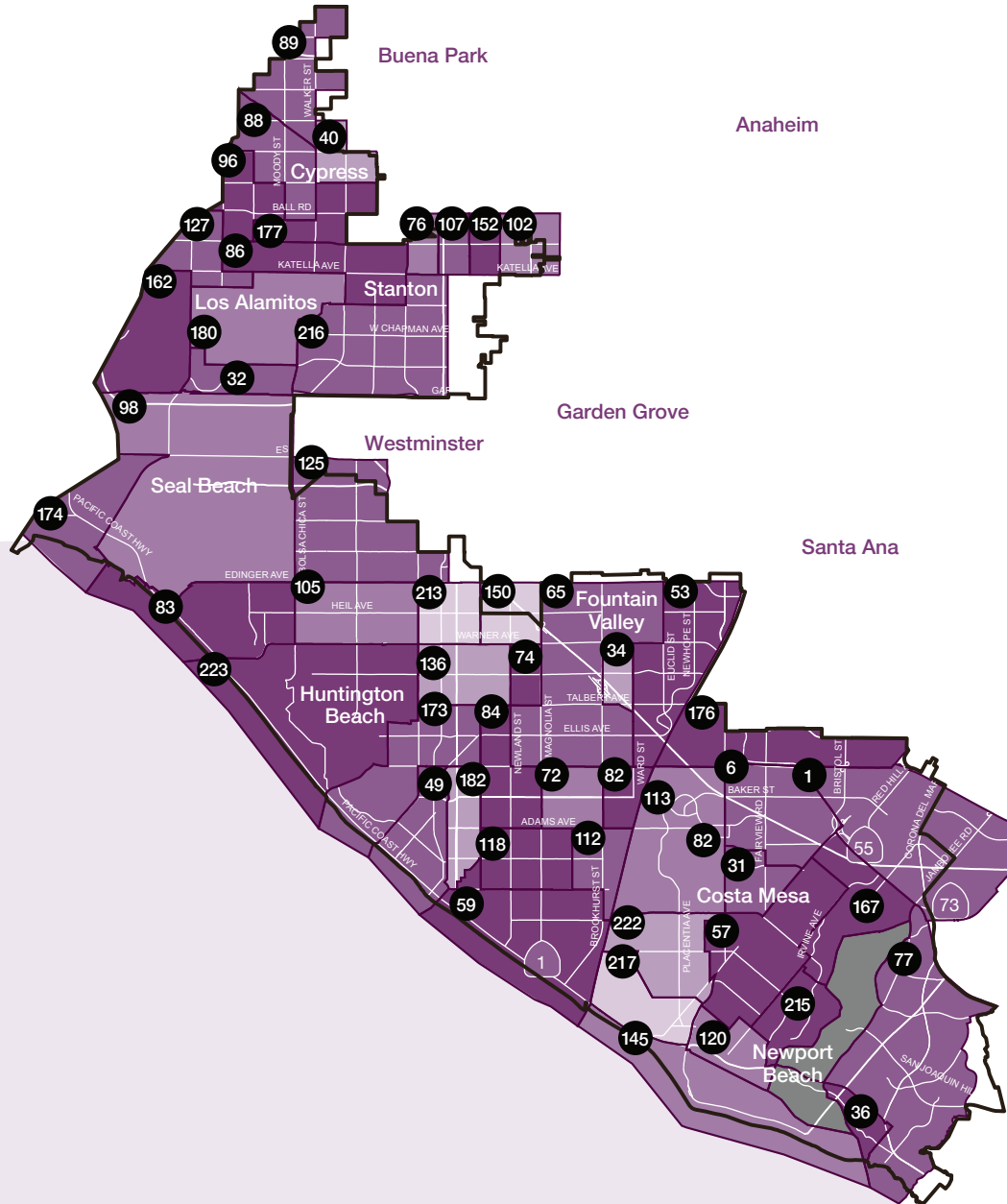
Region 1: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
199	Trask	100	44%	69%	**	12%	18%	**	35%	53%	5%	6%	28%
219	Westminster High/Midway City	235	40%	69%	5%	22%	23%	**	47%	44%	5%	3%	27%
224	Wilshire Square	219	36%	85%	13%	20%	6%	**	16%	76%	**	8%	43%
225	Windsor Village	72	47%	67%	7%	26%	4%	**	7%	89%	**	**	19%
Countywide		26,997	52%	44%	6%	42%	15%	2%	18%	47%	27%	6%	16%

* Data do not meet the EDI participation rate threshold for neighborhoods of this size; therefore additional consideration is warranted as the data may not be representative of all children living there.

** To protect student confidentiality, a sample size between one and four is considered too small to report.

*** This column shows the number of children in a given neighborhood with a valid EDI record.



Region 2: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
1	Airport Area *	26	58%	31%	**	46%	8%	**	**	42%	42%	**	5%
6	Baker *	67	58%	49%	9%	45%	28%	**	**	67%	22%	**	14%
32	College Park East	45	58%	**	**	71%	21%	**	**	18%	76%	**	0%
31	College Park*	29	59%	28%	**	66%	11%	**	**	41%	48%	**	19%
34	Colony	48	44%	31%	**	25%	9%	**	35%	27%	19%	15%	17%
36	Corona del Mar*	11	91%	**	**	82%	0%	**	**	**	82%	**	4%
40	Cypress College	61	39%	33%	**	49%	11%	**	23%	45%	25%	**	14%
49	Downtown Huntington Beach	57	60%	**	9%	68%	9%	**	16%	16%	63%	**	9%
53	East Fountain Valley	110	66%	45%	7%	37%	10%	**	46%	28%	22%	**	10%
57	Eastside Costa Mesa	217	64%	21%	6%	50%	3%	**	**	35%	53%	10%	12%
59	Edison-Huntington Beach	99	74%	**	7%	56%	27%	**	15%	7%	75%	**	5%
65	Fountain Valley	263	59%	23%	2%	47%	9%	2%	42%	14%	32%	11%	5%
72	Glenmar	81	53%	**	**	57%	3%	**	12%	17%	62%	9%	5%
74	Greenbrook	39	67%	33%	**	41%	14%	**	54%	**	33%	**	0%
76	Hansen Park	74	49%	61%	9%	30%	33%	**	23%	39%	27%	8%	19%
77	Harbor View	126	60%	4%	9%	71%	2%	**	**	10%	79%	9%	8%
82	Huntington Continental*	31	68%	**	**	55%	8%	**	**	**	74%	**	4%
83	Huntington Harbor	120	63%	11%	**	52%	39%	**	6%	31%	46%	17%	12%
84	Huntington Landmark	53	70%	**	**	48%	22%	**	23%	17%	55%	**	6%
86	Katella	38	71%	13%	**	34%	11%	**	34%	16%	37%	**	6%
88	King	128	57%	28%	**	55%	11%	5%	44%	23%	24%	4%	5%
89	La Palma	129	57%	29%	**	35%	15%	5%	47%	24%	16%	7%	8%
96	Landell	118	68%	29%	**	58%	10%	**	57%	24%	14%	**	6%
98	Leisure World/Base	19	53%	**	**	74%	24%	**	**	37%	**	**	0%

Region 2: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
102	Magnolia High	164	50%	74%	4%	34%	18%	**	10%	79%	7%	**	29%
105	Marina	94	47%	16%	**	64%	21%	**	7%	20%	65%	7%	6%
107	Mary Perez	73	58%	62%	**	21%	38%	**	15%	48%	26%	**	20%
112	Meredith Gardens	40	60%	**	**	43%	8%	**	15%	20%	60%	**	4%
113	Mesa Verde	177	50%	54%	6%	37%	11%	**	5%	67%	24%	4%	15%
118	Moffett Landmark	59	63%	12%	10%	63%	28%	**	20%	17%	59%	**	4%
120	Newport Heights*	25	48%	**	**	84%	0%	**	**	20%	76%	**	4%
125	North Huntington Beach	166	58%	14%	6%	51%	24%	**	15%	24%	52%	7%	4%
127	North Los Al	85	54%	13%	12%	45%	12%	6%	14%	36%	34%	9%	13%
136	Oak View	145	39%	67%	8%	25%	19%	**	4%	81%	11%	**	32%
145	Peninsula	41	54%	**	**	59%	3%	**	**	22%	66%	**	4%
150	Pleasant View	71	38%	37%	**	44%	8%	**	17%	51%	20%	13%	7%
152	Pyles	95	62%	78%	7%	31%	26%	**	12%	81%	**	**	43%
162	Rossmoor/College Park West	123	64%	4%	15%	68%	21%	**	18%	16%	54%	10%	3%
167	Santa Ana Heights*	37	65%	**	14%	68%	0%	**	**	24%	59%	**	9%
173	Seacliff*	86	60%	13%	6%	62%	16%	**	35%	15%	42%	8%	7%
174	Seal Beach	57	60%	**	9%	79%	22%	**	11%	11%	72%	**	7%
176	South Coast Metro*	33	64%	**	**	61%	20%	**	33%	15%	33%	18%	6%
177	South Cypress	99	65%	32%	**	48%	19%	**	42%	11%	42%	**	6%
180	South Los Al	39	46%	**	15%	59%	17%	**	**	28%	51%	**	5%
182	South of Main	92	45%	14%	**	58%	11%	**	5%	17%	76%	**	26%
213	Vista View	68	38%	40%	**	43%	9%	**	7%	51%	31%	**	20%
215	West Cliffside	60	82%	**	**	75%	0%	**	**	**	88%	**	0%
216	West Garden Grove	209	57%	10%	4%	43%	7%	**	17%	25%	46%	12%	3%
217	West Newport	40	38%	15%	**	45%	24%	**	**	33%	50%	15%	3%

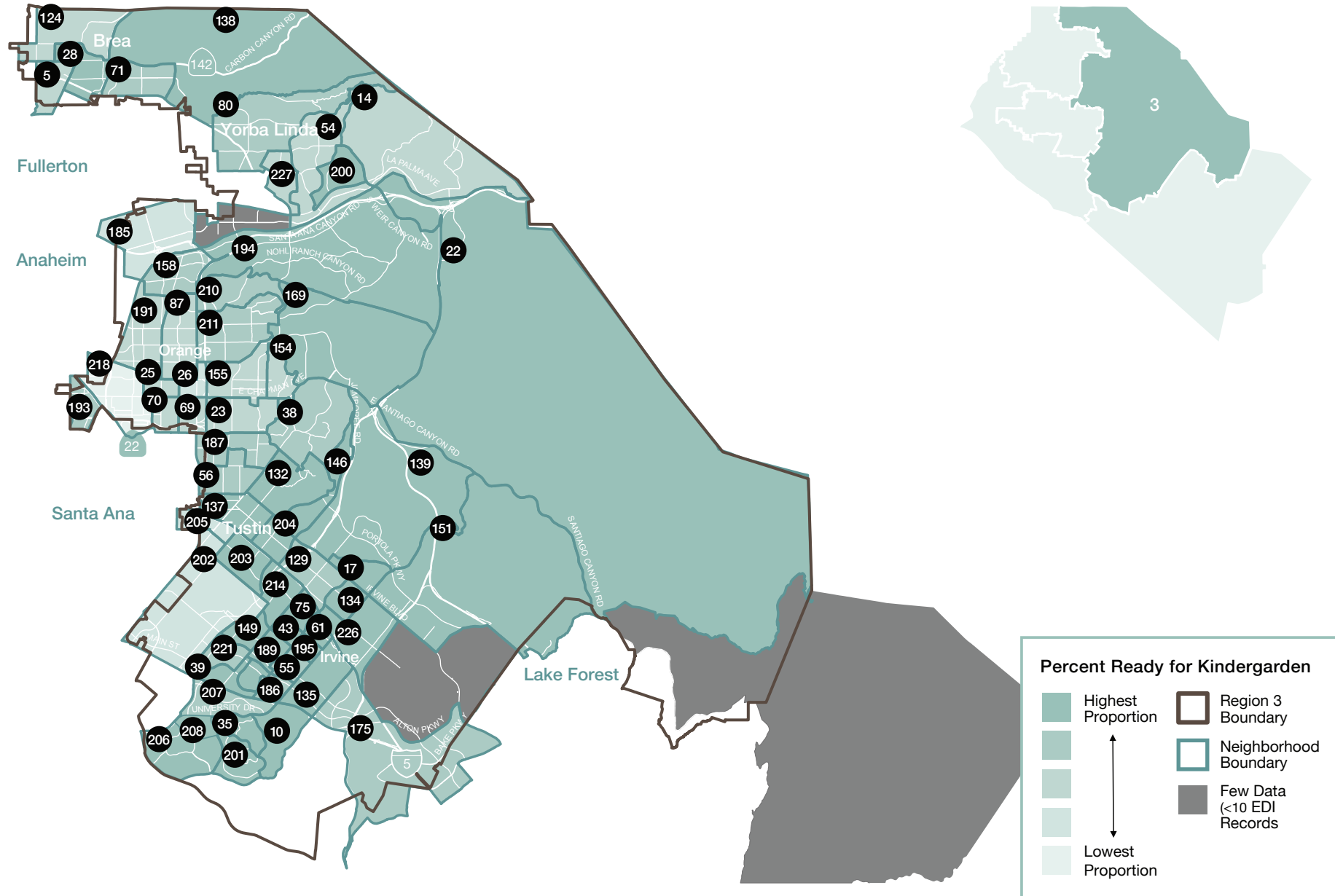
Region 2: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
222	Westside Costa Mesa	196	41%	78%	5%	29%	13%	**	**	86%	11%	**	31%
223	Wetlands	98	62%	8%	6%	57%	32%	**	12%	19%	57%	9%	3%
Countywide		26,997	52%	44%	6%	42%	15%	2%	18%	47%	27%	6%	16%

* Data do not meet the EDI participation rate threshold for neighborhoods of this size; therefore additional consideration is warranted as the data may not be representative of all children living there.

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Region 3: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK Experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
5	Arovista	56	55%	34%	**	63%	2%	**	**	59%	36%	**	20%
10	Bonita Creek*	12	67%	42%	**	83%	18%	**	42%	**	58%	**	3%
14	Bryant Ranch	112	54%	7%	8%	67%	24%	**	15%	19%	55%	9%	1%
17	Canyon View*	41	76%	34%	**	68%	23%	**	49%	**	46%	**	12%
22	Central East 16*	44	66%	**	**	64%	15%	**	20%	25%	45%	**	4%
23	Central Orange	92	52%	38%	**	61%	18%	**	10%	32%	45%	13%	16%
25	Chapman	28	54%	39%	**	61%	9%	**	**	36%	46%	18%	24%
26	Chapman East	53	45%	66%	19%	38%	15%	**	**	75%	23%	**	24%
28	Civic Center	59	64%	25%	**	64%	15%	**	17%	36%	42%	**	2%
35	Concordia*	23	65%	65%	**	83%	19%	**	57%	**	39%	**	7%
38	Cowan Heights	111	59%	11%	6%	75%	5%	**	14%	7%	77%	**	1%
39	Culverdale	76	70%	22%	9%	70%	13%	**	34%	**	39%	17%	12%
43	Deerfield*	36	64%	36%	**	69%	29%	**	64%	**	28%	**	9%
54	East Lake Yorba Linda	162	52%	10%	7%	44%	24%	**	16%	24%	51%	9%	4%
55	East Shore	49	57%	31%	10%	33%	28%	**	43%	**	53%	**	6%
56	East Tustin USD	61	57%	25%	8%	59%	20%	**	13%	44%	38%	**	1%
61	El Camino	35	69%	34%	**	49%	6%	**	40%	**	29%	20%	2%
69	Glassell Villas East	67	54%	54%	**	39%	15%	**	**	64%	27%	**	10%
70	Glassell Villas West*	42	48%	33%	14%	48%	29%	**	**	57%	33%	**	11%
71	Glen Brooks	72	58%	15%	**	42%	17%	**	26%	31%	38%	**	0%
75	Greentree*	37	76%	14%	**	54%	3%	**	35%	**	49%	**	10%
80	Horse Country	138	59%	12%	12%	53%	43%	**	18%	15%	46%	18%	5%
87	Katella Central	121	49%	38%	5%	49%	19%	**	7%	50%	39%	**	8%
110	Meadowpark	35	71%	14%	**	66%	10%	**	21%	**	42%	27%	3%
124	North Hills/Canyon Country	77	58%	12%	**	60%	12%	**	19%	30%	47%	**	6%
129	North Park	114	57%	29%	6%	50%	8%	**	48%	9%	18%	22%	7%

Region 3: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK Experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
132	North Tustin*	73	67%	**	8%	78%	5%	**	10%	18%	60%	12%	4%
134	Northwood	51	75%	22%	**	49%	26%	**	66%	**	28%	**	1%
135	Oak Creek	107	62%	26%	7%	40%	31%	**	54%	**	37%	**	3%
137	Old Town Tustin	108	59%	35%	6%	33%	14%	**	10%	62%	20%	6%	8%
138	Olinda	107	70%	16%	**	56%	22%	**	35%	14%	36%	14%	5%
139	Orchard Hills	209	63%	22%	3%	61%	12%	3%	47%	11%	31%	9%	7%
146	Peter's Canyon	75	69%	9%	11%	77%	3%	**	32%	11%	41%	12%	5%
149	Plaza Vista	119	73%	45%	4%	47%	23%	**	63%	**	24%	8%	12%
151	Portola Springs	229	69%	24%	4%	45%	18%	4%	54%	3%	35%	5%	11%
154	Reservoir Park East	36	50%	28%	**	61%	9%	**	**	25%	58%	**	16%
155	Reservoir Park South	225	52%	54%	10%	40%	19%	**	11%	54%	25%	8%	23%
158	Riverdale	125	54%	27%	6%	42%	16%	4%	11%	26%	53%	6%	10%
169	Santiago Canyon	58	67%	10%	9%	62%	5%	**	24%	**	67%	**	4%
175	Shady Canyon	136	59%	28%	9%	42%	14%	**	11%	24%	59%	4%	4%
185	South West Placentia	141	43%	56%	10%	35%	40%	**	**	82%	7%	6%	13%
186	Springbrook	63	57%	21%	10%	38%	9%	**	28%	**	43%	22%	9%
187	St. Huberts Woods	90	56%	40%	**	47%	10%	**	7%	37%	39%	13%	7%
189	Stone Creek	61	80%	33%	**	43%	22%	**	51%	**	43%	**	6%
191	Taft Way	65	46%	80%	**	34%	32%	**	**	86%	11%	**	28%
193	The City*	30	57%	50%	**	33%	33%	**	**	73%	**	**	15%
194	The Hills	336	63%	10%	6%	57%	22%	2%	24%	17%	54%	3%	2%
195	The Ranch*	17	71%	**	**	47%	**	**	50%	**	**	**	4%
200	Travis Ranch	37	62%	**	**	73%	42%	**	**	22%	59%	**	0%
201	Turtle Rock*	33	82%	**	**	88%	14%	**	52%	**	45%	**	6%
202	Tustin Legacy	185	44%	44%	8%	32%	13%	3%	26%	53%	12%	6%	13%
203	Tustin Meadows	98	52%	47%	5%	30%	22%	**	8%	74%	9%	6%	5%

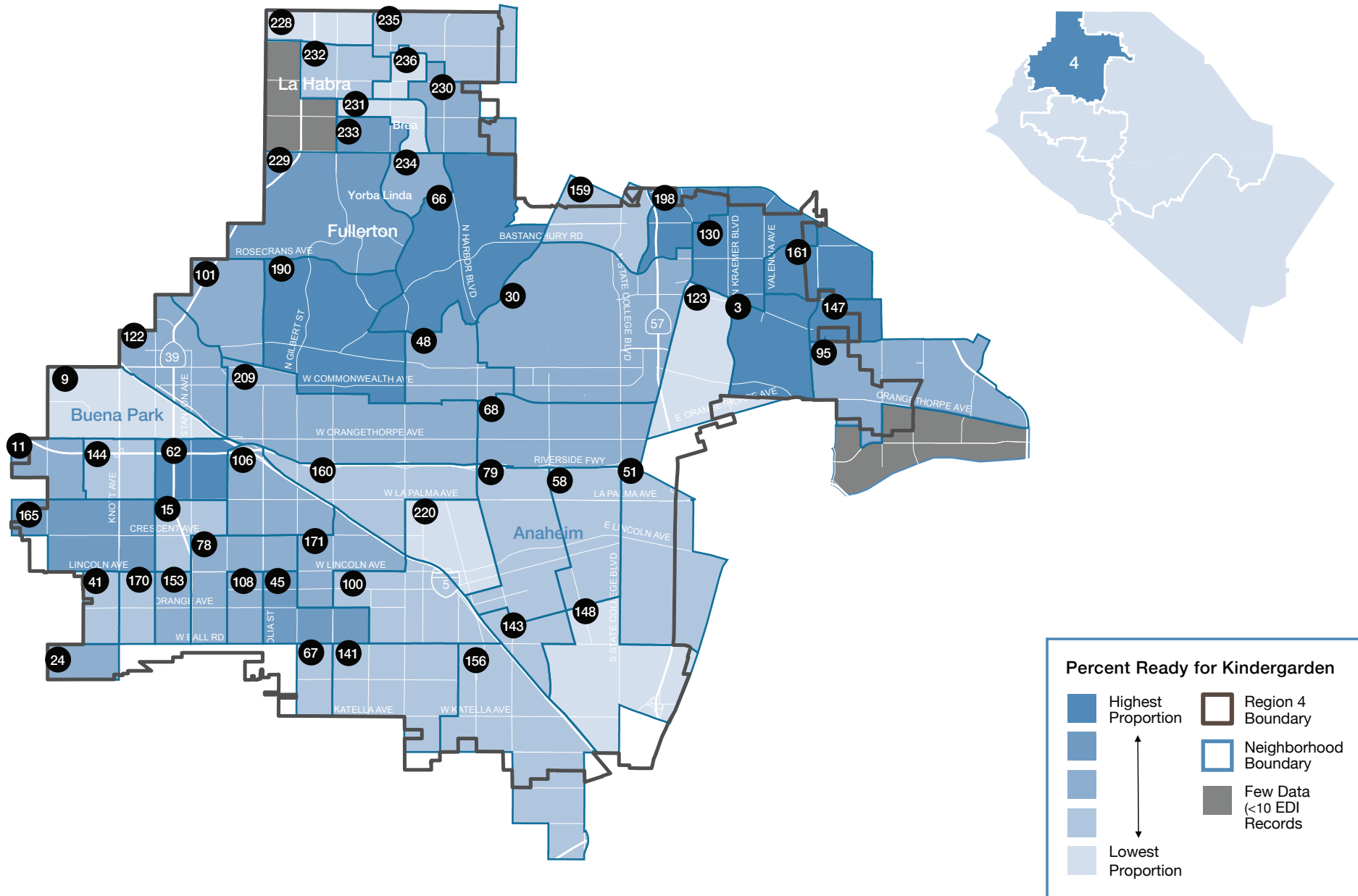
Region 3: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK Experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
204	Tustin Ranch	76	58%	17%	**	46%	3%	8%	12%	28%	33%	20%	16%
205	Tustin Village	268	41%	69%	6%	19%	15%	2%	4%	86%	4%	3%	31%
206	UCI	52	67%	21%	**	62%	11%	10%	37%	**	48%	**	10%
207	University Park	95	56%	46%	8%	48%	12%	**	46%	**	49%	**	14%
208	University Town Center*	15	67%	53%	**	47%	7%	**	33%	**	60%	**	27%
210	Villa Park North	70	60%	21%	9%	56%	14%	**	20%	17%	53%	7%	8%
211	Villa Park/Reservoir Park North	170	60%	54%	8%	39%	18%	**	6%	55%	32%	5%	23%
214	Walnut *	69	68%	25%	7%	52%	9%	**	41%	**	41%	16%	6%
218	West Orange	131	36%	52%	5%	53%	22%	**	4%	48%	33%	15%	11%
221	Westpark	89	56%	44%	**	44%	5%	**	43%	11%	16%	26%	12%
226	Woodbury	312	62%	26%	8%	61%	10%	3%	48%	6%	22%	21%	13%
227	Yorba Linda Country Club	30	53%	**	**	50%	24%	**	**	17%	63%	**	2%
Countywide		26,997	52%	44%	6%	42%	15%	2%	18%	47%	27%	6%	16%

* Data do not meet the EDI participation rate threshold for neighborhoods of this size; therefore additional consideration is warranted as the data may not be representative of all children living there.

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*** This column shows the number of children in a given neighborhood with a valid EDI record.



Region 4: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
3	Alta Vista	90	62%	22%	6%	50%	28%	**	20%	18%	37%	24%	13%
9	Bellis Park	138	36%	59%	4%	49%	7%	**	5%	76%	7%	9%	31%
11	Brenner Park*	41	51%	20%	**	37%	20%	**	34%	24%	32%	**	13%
15	Buena Park Mall	74	46%	50%	**	8%	13%	**	7%	76%	14%	**	23%
24	Cerritos Park	54	54%	28%	**	26%	14%	**	11%	36%	45%	**	13%
30	College Neighborhood	224	49%	33%	5%	47%	14%	**	7%	52%	30%	10%	13%
41	Cypress College Park	75	40%	39%	15%	24%	32%	10%	14%	55%	19%	**	26%
45	Disney	156	58%	55%	**	20%	10%	3%	17%	63%	16%	**	12%
48	Downtown Fullerton*	37	49%	19%	14%	51%	12%	**	**	46%	35%	**	14%
51	East Anaheim	234	42%	61%	9%	24%	25%	**	8%	80%	6%	4%	15%
58	Edison-Anaheim	330	42%	75%	8%	38%	28%	2%	2%	91%	3%	2%	20%
62	Flower Tract	43	65%	23%	**	30%	10%	**	21%	53%	16%	**	2%
66	Fullerton Hills*	36	64%	33%	**	75%	13%	**	42%	22%	22%	**	4%
67	Garza Anaheim Independence	86	45%	62%	**	27%	25%	**	17%	72%	7%	**	27%
68	Gingerwood/Parkhurst	94	47%	69%	6%	16%	29%	**	**	91%	**	5%	23%
78	Haskett Library	180	47%	59%	7%	35%	21%	3%	12%	73%	10%	**	23%
79	Historical District	434	44%	78%	7%	36%	30%	**	2%	93%	4%	**	26%
95	Lakeview	144	50%	8%	10%	49%	17%	**	9%	29%	40%	21%	3%
100	Loara	205	42%	69%	6%	20%	26%	3%	14%	73%	6%	3%	14%
101	Los Coyotes	42	50%	43%	**	62%	10%	**	66%	**	12%	12%	5%
106	Marshall	109	53%	47%	**	39%	21%	**	14%	62%	17%	**	17%
108	Maxwell	57	47%	60%	**	25%	34%	**	9%	75%	11%	**	31%
122	North Buena Park	134	46%	62%	7%	36%	18%	5%	25%	59%	4%	8%	17%

Region 4: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
123	North East	217	37%	54%	12%	25%	25%	**	6%	27%	12%	55%	26%
130	North Placentia	101	67%	7%	8%	61%	26%	**	13%	14%	54%	19%	2%
141	Palm Lane	249	39%	74%	6%	27%	19%	3%	11%	75%	10%	**	26%
143	Paul Revere	160	43%	86%	9%	31%	22%	**	**	95%	**	**	37%
144	Peak Park	48	46%	27%	**	29%	24%	**	**	73%	10%	**	6%
147	Placentia Linda	39	62%	**	21%	59%	38%	**	**	13%	59%	23%	5%
148	Platinum Triangle	54	39%	69%	11%	39%	7%	**	**	69%	15%	**	8%
153	Reed Park*	47	47%	49%	**	32%	17%	**	26%	43%	28%	**	7%
156	Resort/Ponderosa	369	41%	78%	7%	28%	18%	**	8%	84%	5%	2%	28%
159	Rolling Hills *	29	45%	28%	**	62%	7%	**	21%	45%	34%	**	31%
160	Romneya	310	40%	69%	6%	18%	22%	2%	7%	84%	5%	2%	1%
161	Rosedrive/Yorba Linda	43	65%	14%	**	45%	29%	**	23%	19%	40%	19%	1%
165	San Tract	152	57%	36%	9%	18%	11%	5%	30%	44%	19%	**	4%
170	Savanna	123	45%	60%	11%	22%	21%	7%	10%	68%	13%	**	32%
171	Savanna High	120	48%	68%	8%	39%	15%	6%	8%	75%	10%	**	23%
190	Sunny Hills	202	65%	47%	**	71%	6%	**	57%	23%	12%	7%	13%
198	Topaz*	33	79%	**	**	67%	22%	**	39%	18%	39%	**	5%
209	Valencia	412	46%	52%	8%	36%	7%	1%	4%	82%	9%	4%	28%
220	Westmont	144	38%	69%	9%	41%	29%	**	4%	88%	4%	**	25%
228	Cerritos*	11	36%	**	**	**	**	**	**	82%	**	**	19%
229	Country Hills	62	58%	39%	**	60%	12%	**	58%	19%	**	10%	10%
230	Cypress/Sonora	56	52%	54%	**	18%	16%	**	**	93%	**	**	12%
231	Grace/Pacific	53	34%	53%	**	21%	25%	**	**	92%	**	**	18%
232	Guadalupe	90	43%	63%	**	28%	18%	**	**	93%	**	**	23%

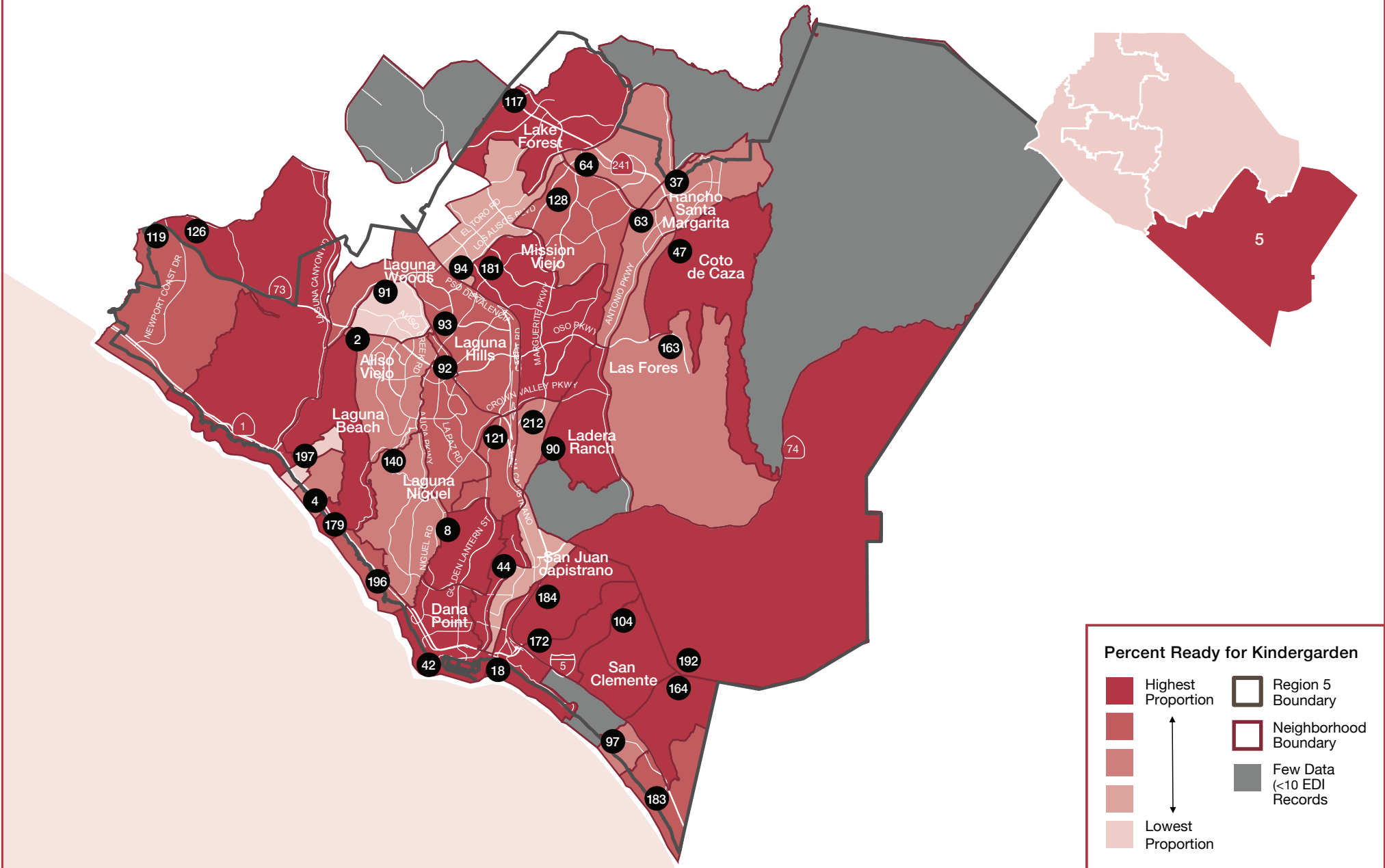
Region 4: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
233	Las Lomas	63	56%	49%	**	38%	24%	**	**	83%	11%	**	9%
234	Montwood/Burwood*	32	47%	53%	**	34%	20%	**	**	81%	**	**	31%
235	North Hills	125	42%	46%	**	26%	23%	**	**	82%	14%	**	18%
236	Washington	56	25%	57%	**	32%	28%	**	**	96%	**	**	19%
Countywide		26,997	52%	44%	6%	42%	15%	2%	18%	47%	27%	6%	16%

* Data do not meet the EDI participation rate threshold for neighborhoods of this size; therefore additional consideration is warranted as the data may not be representative of all children living there.

** To protect student confidentiality, a sample size between one and four is considered too small to report.

*** This column shows the number of children in a given neighborhood with a valid EDI record.



Region 5: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
2	Aliso	249	48%	17%	10%	58%	8%	**	16%	20%	55%	8%	4%
4	Arch Beach Heights	18	50%	**	**	72%	12%	**	**	**	78%	**	2%
8	Bear Brand	85	69%	25%	6%	55%	9%	**	9%	26%	60%	**	7%
18	Capo Beach	23	70%	22%	**	30%	4%	**	**	35%	57%	**	16%
37	Coto/Trabuco/Dove	285	49%	20%	8%	43%	15%	3%	9%	32%	53%	3%	5%
42	Dana	103	63%	39%	5%	46%	5%	**	**	51%	41%	6%	10%
44	Del Obispo	34	62%	26%	**	68%	4%	**	**	32%	62%	**	10%
47	Dove Canyon/Coto	46	74%	11%	11%	67%	10%	**	**	**	83%	**	1%
63	Foothill Ranch/Portola Hills North	84	46%	23%	11%	44%	5%	**	11%	22%	58%	8%	4%
64	Foothill Ranch/Portola Hills South	160	53%	14%	9%	46%	16%	**	13%	30%	46%	8%	5%
90	Ladera Ranch	432	73%	7%	5%	67%	9%	2%	16%	9%	66%	6%	2%
91	Laguna Audubon*	78	38%	31%	8%	49%	18%	**	12%	31%	50%	6%	1%
92	Laguna Niguel	193	57%	15%	9%	54%	5%	**	10%	22%	59%	9%	7%
93	Laguna Woods	178	55%	37%	4%	41%	15%	**	6%	43%	46%	3%	7%
94	Lake Forest	394	44%	49%	7%	36%	16%	1%	9%	59%	27%	4%	10%
97	Las Palmas	110	48%	53%	6%	55%	4%	**	**	56%	35%	6%	20%
104	Marblehead/Forester Ranch	89	69%	9%	9%	65%	10%	**	**	19%	74%	6%	7%
115	Mission	235	41%	65%	7%	50%	2%	**	**	76%	20%	3%	21%
117	Modjeska	202	62%	18%	5%	53%	13%	3%	16%	21%	47%	13%	2%
119	Newport Coast	96	56%	6%	**	65%	8%	**	25%	5%	59%	9%	6%
121	Niguel Hills	99	59%	33%	6%	48%	1%	**	**	45%	42%	8%	5%
126	North Laguna	129	62%	18%	8%	72%	16%	**	27%	6%	49%	17%	6%
128	North Mission Viejo	219	57%	15%	5%	49%	13%	**	9%	22%	59%	9%	5%

Region 5: EDI Demographics by Neighborhood

Map ID	Neighborhood Name	Number of Children ***	K Ready	Students with ELL Status	Students with IEP Status	Parent Volunteered in Classroom	Had TK experience	Race/Ethnicity					Families with Children in Poverty
								African-American	Asian	Hispanic	White	Other	
140	Pacific Island*	77	51%	25%	9%	64%	10%	**	12%	23%	58%	**	9%
163	RSM	139	52%	6%	9%	60%	4%	**	9%	14%	65%	9%	20%
164	San Clemente*	35	69%	**	**	60%	0%	**	**	14%	77%	**	14%
172	Sea Pointe	49	78%	29%	**	49%	7%	**	**	33%	59%	**	14%
179	South Laguna/Laguna Canyon*	19	63%	**	**	79%	7%	**	**	**	79%	**	2%
181	South Mission Viejo	403	63%	13%	7%	62%	12%	2%	11%	23%	55%	9%	4%
183	South San Clemente	83	58%	19%	**	66%	15%	**	**	28%	59%	10%	14%
184	South San Juan*	29	69%	17%	**	55%	9%	**	**	31%	55%	**	5%
192	Talega/Ortega	177	67%	11%	7%	79%	7%	**	7%	11%	75%	7%	6%
196	Three Arch/Monarch*	11	55%	**	**	64%	**	**	**	**	91%	**	6%
197	Top of the World*	19	37%	**	**	89%	27%	**	**	**	84%	**	0%
212	Village	71	48%	54%	**	51%	0%	**	**	65%	25%	**	12%
Countywide		26,997	52%	44%	6%	42%	15%	2%	18%	47%	27%	6%	16%

* Data do not meet the EDI participation rate threshold for neighborhoods of this size; therefore additional consideration is warranted as the data may not be representative of all children living there.

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