

Identifying Needs of Underserved Students

Describe your LEA's highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

Table

Student group	Highest priority needs
Students from low-income families	Our highest priority needs are to increase academic growth in both Mathematics and English Language Arts and to provide social and emotional care to students experiencing increased stress, anxiety, depression, trauma, anger, grief & loss.
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	We are a School Wide Title I school in a high poverty, high crime, and high needs community. Thomas Edison's student population is 95% Free/Reduced Breakfast/Lunch based on the Federal Poverty Guidelines. We claim 100% for provision 2. This means 100% all of our students, in K-8th grades, fall under disadvantaged populations listed in Sec. 18003(d)(4) and will benefit from the ESSER funds. 702 students registered for the 2020-2021.
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	N/A

Student group	Highest priority needs
English learners	Our highest priority needs are to increase academic growth in both Mathematics and English Language Arts and to provide social and emotional care to students experiencing increased stress, anxiety, depression, trauma, anger, grief & loss.
Children with disabilities	Our highest priority needs are to increase academic growth in both Mathematics and English Language Arts and to provide social and emotional care to students experiencing increased stress, anxiety, depression, trauma, anger, grief & loss.
Students experiencing homelessness	Our highest priority needs are to increase academic growth in both Mathematics and English Language Arts and to provide social and emotional care to students experiencing increased stress, anxiety, depression, trauma, anger, grief & loss.
Children and youth in foster care	Our highest priority needs are to increase academic growth in both Mathematics and English Language Arts and to provide social and emotional care to students experiencing increased stress, anxiety, depression, trauma, anger, grief & loss.

Student group	Highest priority needs
Migratory students	N/A
Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	N/A