



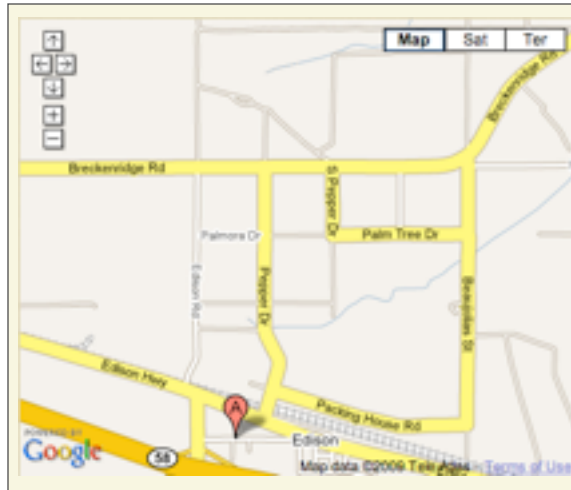
OUR COMMUNITY

The Edison School District was organized on January 9, 1911. Its territory was taken from the Fairfax and Rockpile School Districts. The district took its name from the Southern California Edison Company, which at the time was developing power projects in the mountain areas above Edison.

The school served 12 students its first year and remained quite small until the mid-1930's. In one year the school population nearly doubled, jumping from an average daily attendance of 79 in 1936-37 to 140 in 1937-38.

In the mid 1950's, the district growth was substantial due to the extension of Bakersfield subdivisions into the Edison area. The average daily attendance of the district jumped from 225 in the 1954-55 to 505 in 1955-56. To serve additional students, Orangewood Elementary School was built and opened its doors in 1955.

The Edison School District comprises about 48 square miles, largely agricultural and oil land, and has considerable potential for housing developments. Growth is being enhanced by commercial and industrial developments in the area.



WHAT WE OFFER

- We provide broad and comprehensive professional development opportunities, including **Data Teams**, **Common Formative Assessments**, and **Effective Grading Practices**
- Very competitive salaries
- Excellent benefits including health insurance and retirement
- Small class size, administrative support, and experienced colleagues
- Orientation and mentoring for new teachers
- Supportive community members
- Well-behaved students
- An informed, knowledgeable, and progressive school board

EDISON SCHOOL DISTRICT
11518 SCHOOL STREET
BAKERSFIELD, CA 93307
661.363.5394
WWW.EDISONSCHOOLDISTRICT.COM

EDISON

SCHOOL DISTRICT

Edison School District



*Dedicated to Students -
Committed to Excellence*

Stephen M. Ventura
Superintendent

The purpose of the Edison School District is to provide our students with engaging and meaningful instructional activities to positively affect their lives.

Our Approach To Improvement



OUR SCHOOLS

| SCHOOL | NUMBER OF STUDENTS | NUMBER OF TEACHERS |
|------------------------------------|--------------------|--------------------|
| ORANGEWOOD ELEMENTARY SCHOOL (K-4) | 646 | 35 |
| EDISON MIDDLE SCHOOL (5-8) | 487 | 25 |



Our approach to improvement describes the method the Edison School District uses to achieve a substantial increase in student achievement.

Improving student performance is difficult and requires everyone in the district and community to focus relentlessly, over time on improvement. Fundamental to achieving breakthroughs results in student achievement is a commitment to teamwork, openness to new strategies and the participation of all staff in the effort.

Our approach to improvement requires everyone to focus on the implementation of eight specific, interdependent strategies. These eight strategies reflect the best thinking of staff and incorporate research from districts where dramatic improvement in student performance has been achieved. Each strategy aligns to support the improvement of the classroom experience and to bring consistency and quality to the instructional program districtwide.

However, this approach can only be successful if the eight strategies are implemented in an environment of high expectations. Our district culture must reflect challenge for each and every child as well as high standards of service and performance for adults. Leadership for the implementation of the eight strategies must come from all levels. Strong board and district leadership is required to set the expectations, but

leadership must also come from the school community; principals, teachers, staff and parents to identify the specific approaches that will result in the deep, sustainable level of implementation that will make a difference.

Finally, the key to success is the grounding of this reform effort in a culture of continuous improvement characterized by frequent and regular assessment of progress and where the information from these assessments is used to build on strengths and target areas for improvement. Everyone must be willing to examine data openly to improve their own practice in order to improve student performance.

A persistent and consistent focus on implementing our approach to improvement will result in achieving student performance goals.

