



# ADVANCING TO PROFICIENCY

## Exploring District Results

CITY



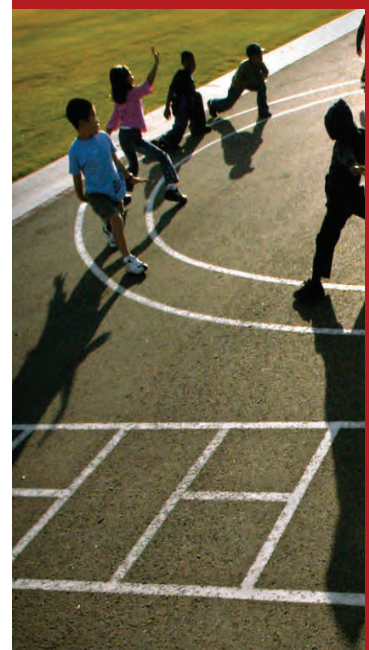
SUBURB



TOWN



RURAL



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# Introduction

Benchmark Advance and Benchmark Adelante were introduced in California and Colorado during the 2016–2017 school year. By the 2017–2018 school year, more than 180 school districts in four states used Benchmark Advance and/or Benchmark Adelante as the core English/Spanish Language Arts curriculum in kindergarten through either the 5th or 6th grade. In these districts, the Benchmark Education Company programs were used in all or nearly all schools.

*Advancing to Proficiency* is structured into two parts. The first part describes the advance toward proficiency for students represented in all the 180+ districts. The second part features individual districts chosen because they are representative of the progress students can make toward proficiency in districts that are from every locale, are of different sizes, and have different student populations.

State test results pulled from state websites in four states—California, Colorado, Michigan, and Minnesota—were combined for this analysis. States with two or more districts using the Benchmark Education Company programs during the 2017–2018 school year were selected for this report. The state test results for students in the 3rd to 5th or 6th grades were obtained from each state’s website and combined<sup>1</sup>.

## The Development of

2010

Common Core State Standards are introduced.

2013

Information gathering sessions with teachers and administrators begin.

2014

Prototype development and discussions with educators continue.

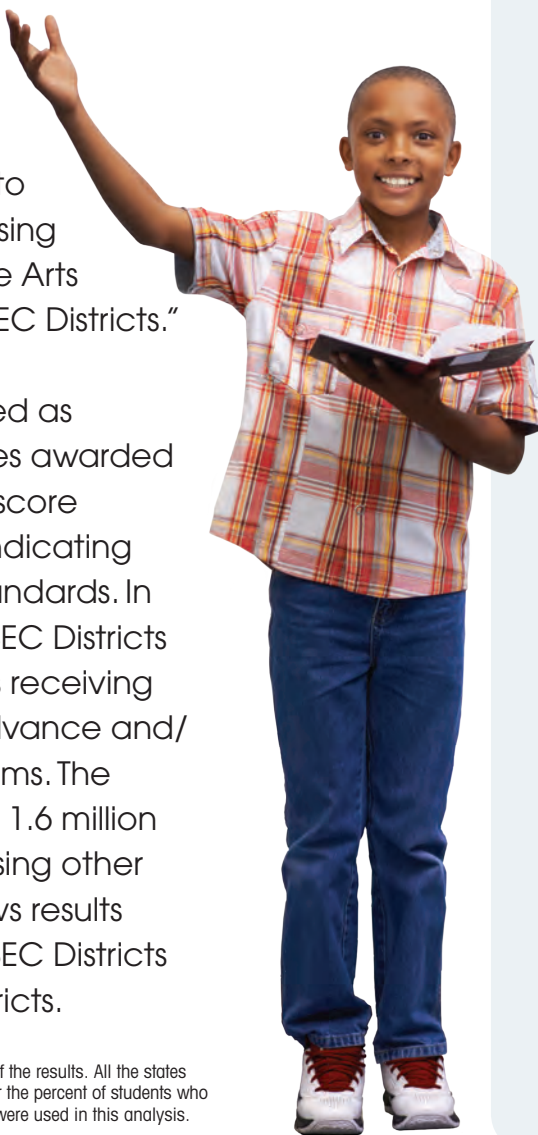


## STUDENTS BY LOCALE OF THE DISTRICT

The analysis examined the growth in the percentage of students reaching proficiency from the 2017 administration of the state tests to the 2018 administration for two groups—districts using Benchmark Advance and/or Benchmark Adelante, referred to as “BEC Districts,” and districts using other English/Spanish Language Arts materials, referred to as “Non-BEC Districts.”

Proficiency for students is defined as reaching the top two categories awarded on the state test based on the score achieved by students, usually indicating meeting or exceeding state standards. In *Advancing to Proficiency*, the BEC Districts represent over 500,000 students receiving instruction using Benchmark Advance and/or Benchmark Adelante programs. The Non-BEC Districts included over 1.6 million students receiving instruction using other materials. The next section shows results for the students in all the 180+ BEC Districts compared to the Non-BEC Districts.

<sup>1</sup> The test results are aggregated, allowing for minimal analysis of the results. All the states present the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals were used in this analysis.



### CALIFORNIA'S POSITIVE OUTLIER

A report from the Learning Policy Institute identifies the California districts that are “positive outliers” because their students are beating the odds. Specifically, in the California districts, “students of color, as well as White students, consistently achieve at higher than expected levels, performing better than students of similar racial/ethnic backgrounds from families of similar income and education levels in most other California districts.” The identification of positive outlier districts was made using the 2015, 2016, and 2017 California Assessment of Student Performance and Progress (CAASPP) results. The analysis included 435 districts after excluding those in which fewer than 200 African American or Hispanic student and 200 White students were tested.

Of the 435 California districts, 156 districts (36%) were identified in which students achieved at much higher than expected levels. Of those 156 districts, 59 districts (38%) are using Benchmark Advance and/or Benchmark Adelante as the ELA/SLA core curriculum. These districts are listed in alphabetical order on pp. 88–89.

2015–6

Benchmark Advance and Adelante are developed, submitted, and accepted to the California Reading Adoption.

2017–8

More than 180 school districts use the materials across all elementary schools in all grades.

TODAY

Benchmark Advance and Adelante continue to make an impact in classrooms everywhere.

# Results

The growth in proficiency for students in the BEC Districts is about two and a half times as large as the growth in proficiency for students in the Non-BEC Districts.

## ALL STUDENTS

The **All Students** category for BEC Districts includes students in grades 3, 4, 5, and 6, if the 6th grade Benchmark Education materials are being used. For Non-BEC Districts, students in grades 3 to 6 are included. This category gives an overall view of the growth in the percent of students who reached proficiency between the 2017 and 2018 state test administrations.

Figure 1 shows the comparison of the growth in proficiency between the BEC Districts, 3.53 percentage points, and the Non-BEC Districts, 1.39 percentage points. The growth in proficiency for students in the BEC Districts is about two and a half times as large as the growth in proficiency for students in the Non-BEC Districts, or 2.14 percentage points.

Growth Between 2017 to 2018 State Test Administrations for All Students

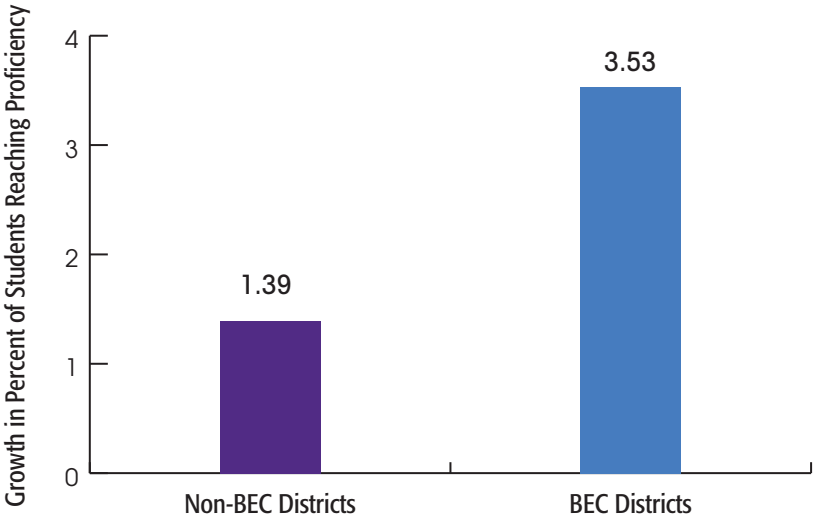


Figure 1. All Students: Growth in Reaching Proficiency from 2017 to 2018 State Test Administrations



## STUDENTS IDENTIFIED AS ENGLISH LEARNERS

**Students Identified as English Learners (EL)** make up about 22 percent of the BEC Districts and about 24 percent of the Non-BEC Districts. The growth achieved by the BEC District students is more than double what was achieved by the Non-BEC Districts between the 2017 and 2018 state test administrations, as shown in Figure 2.

### Growth Between 2017 to 2018 State Test Administrations for Students Who Are English Learners

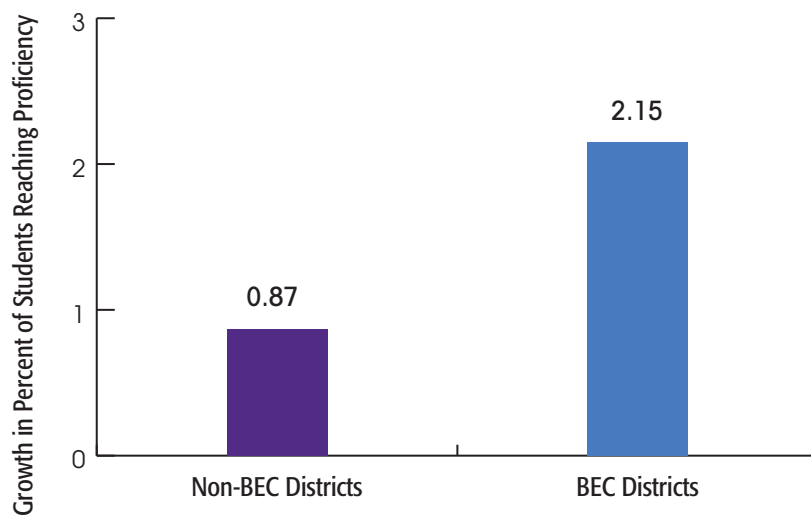


Figure 2. Students Identified as English Learners: Growth in Reaching Proficiency from 2017 to 2018 State Test Administrations



# Results

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The BEC Districts have a higher percentage of students who qualify as economically disadvantaged than do the Non-BEC Districts, 63 to 55 percent respectively. Students from the BEC Districts achieved almost two additional percentage points in growth versus students in the Non-BEC Districts.

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## STUDENTS WHO ARE ECONOMICALLY DISADVANTAGED

The method for determining if students are economically disadvantaged differs state to state. The main idea of identifying students who experience economic disadvantages, thus making them eligible for additional services and programs, is consistent state to state. Often this designation is based on qualifying for free or reduced-price meals (FRPM). More recently, information about FRPM is not collected, making it necessary to turn to other sources of information. Even though the ways the data are collected and interpreted may be slightly different, the intent remains the same, allowing for consolidation of data from these four states for this analysis.

The BEC Districts have a higher percentage of **Students Who Qualify as Economically Disadvantaged** than do the Non-BEC Districts, 63 to 55 percent respectively. Figure 3 shows that students from the BEC Districts achieved greater percentage point growth between the 2017 and 2018 state test administrations. Students from the BEC Districts achieved almost two additional percentage points in growth versus students in the Non-BEC Districts.

## Growth Between 2017 to 2018 State Test Administrations for Students Who Are Economically Disadvantaged

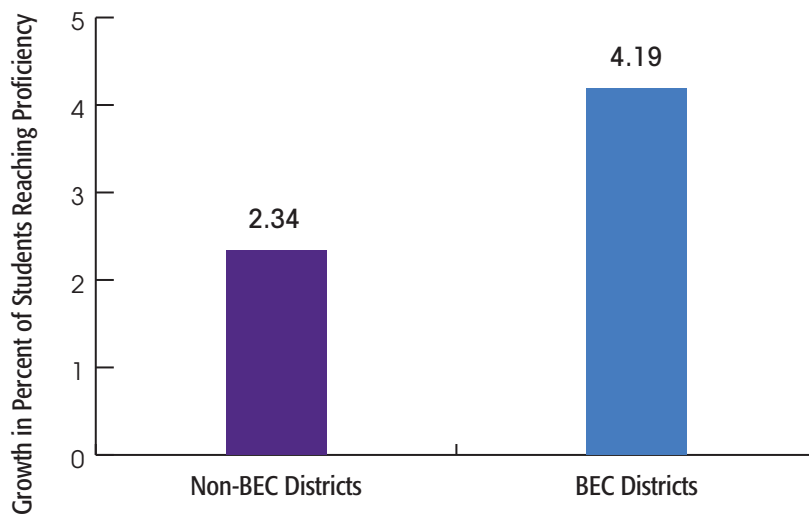


Figure 3. Students Who Are Economically Disadvantaged: Growth in Reaching Proficiency from 2017 to 2018 State Test Administrations

**In Benchmark, the reading level is higher, so it pushes me to understand.**

—Grade 3 Student



# Results

## STUDENTS BY GENDER

Figures 4 and 5 show the growth in the percent of students who reached proficiency between the 2017 and 2018 state test administrations for **Students by Gender**. Male students slightly outnumber females, approximately 51.2 percent to 48.8 percent, for both sets of districts. In both the BEC Districts and the Non-BEC Districts, male students achieved slightly larger percentage point growth than did female students. The students in the BEC Districts achieved growth of about two percentage points more than students in the Non-BEC Districts.

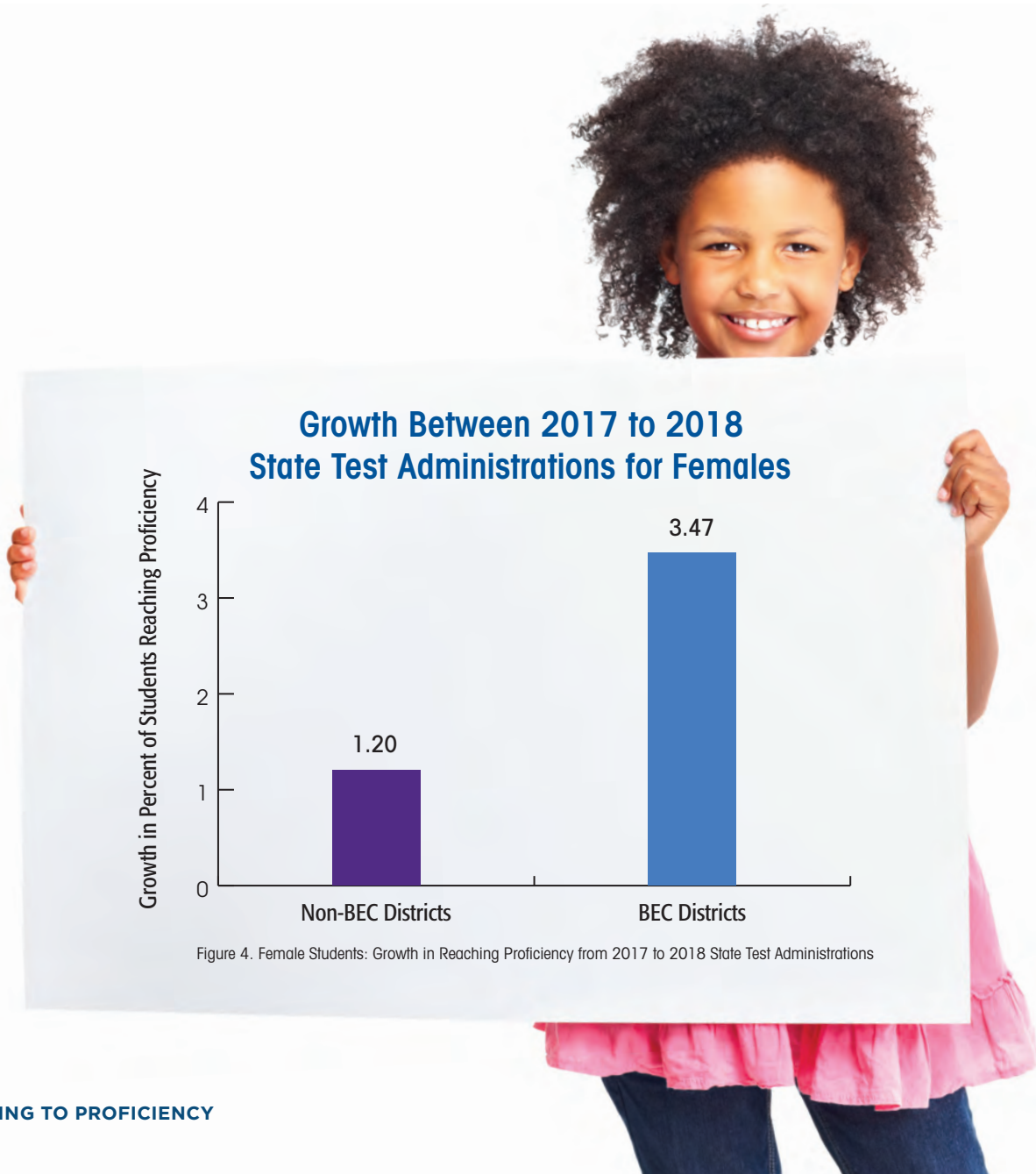


Figure 4. Female Students: Growth in Reaching Proficiency from 2017 to 2018 State Test Administrations




# Results

## STUDENTS BY RACE/ETHNICITY

The **Race/Ethnicity** categories that were in common to the four states are shown in Figure 6. The percentages of the Race/Ethnicity categories between the BEC Districts and the Non-BEC Districts are similar except for the Hispanic/Latino and White categories. In the BEC Districts, about 68 percent of the students are identified as Hispanic/Latino and 27 percent of the students are identified as White. In the Non-BEC Districts, about 40 percent of the students are identified as White and 36 percent of the students are identified as Hispanic/Latino.

For both the BEC and Non-BEC Districts, the students in the Hispanic/Latino category achieved the largest growth in the percentage point difference between the 2017 to 2018 state test administrations. Students in the White category had the smallest growth of all categories for the Non-BEC Districts and the second-smallest growth for BEC Districts. The smallest difference between the BEC and Non-BEC Districts was Two or More Races, with a difference of 0.16. The largest difference between the BEC and Non-BEC Districts was in the Black/African American category, with a difference of 2.59 percentage points. The overall difference between the BEC and Non-BEC Districts was 1.80 percentage points.



**It's great to  
have a program  
where I don't  
have to reinvent  
everything—it's  
already there.**

—Grade 2 Teacher

## Growth Between 2017 to 2018 State Test Administrations for Students by Race/Ethnicity

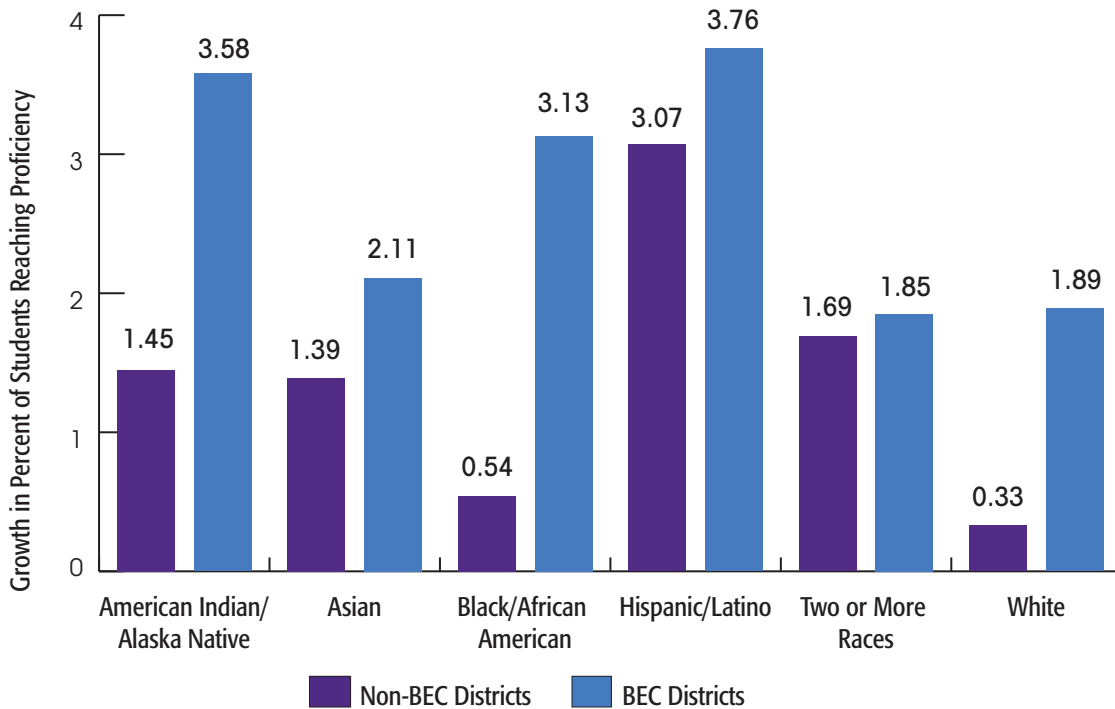


Figure 6. Students by Race/Ethnicity: Growth in Reaching Proficiency from 2017 to 2018 State Test Administrations

**The collaborative conversations have increased because Benchmark provides perfect tools for them.**

—Literacy Coach



# Results

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The overall growth in the percentage of students reaching proficiency for the BEC Districts is 3.52 percentage points, compared to the Non-BEC Districts at 1.39 percentage points.

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## STUDENTS BY LOCALE OF THE DISTRICT

The National Center for Education Statistics (NCES) has identified a framework for the **Locale of Districts** where the 12 subtypes are differentiated by size (for City and Suburb assignments) and proximity (for Town and Rural assignments). Figure 7 shows the four basic types of locales defined in the NCES framework: City, Suburb, Town, and Rural. It is interesting that the largest growth in the percentage of students reaching proficiency is in the City locale and the smallest is in the Rural locale for both BEC and Non-BEC Districts. The overall growth in the percentage of students reaching proficiency for the BEC Districts is 3.52 percentage points, compared to the Non-BEC Districts at 1.39 percentage points.

### Growth Between 2017 to 2018 State Test Administrations for Students by Locale of the District

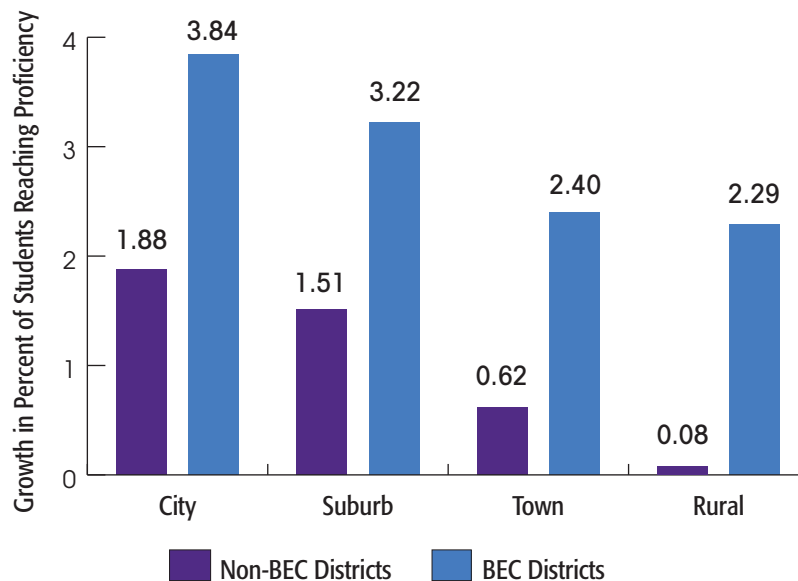


Figure 7. Students by Locale of the District: Growth in Reaching Proficiency from 2017 to 2018 State Test Administrations



# STUDENTS BY INSTRUCTION: Monolingual and Dual Language

Benchmark Advance and Benchmark Adelante are complete English and Spanish Reading/Language Arts programs. They can be purchased together or separately. The BEC Districts have been identified by Instruction of Benchmark Advance Only, where English-only (or Monolingual) instruction is provided, or both Benchmark Advance and Benchmark Adelante, where English and Spanish (or Dual Language) instruction is provided. Figure 8 provides results for the different instructional types. In BEC Districts, both types of instruction lead to more growth in students reaching proficiency than was experienced by students in the Non-BEC Districts. Where both Benchmark Advance and Benchmark Adelante are used, there is additional growth for students of about three-quarters of a percentage point.

In BEC Districts, both types of instruction lead to more growth in students reaching proficiency than was experienced by students in the Non-BEC Districts. Where both Benchmark Advance and Benchmark Adelante are used, there is additional growth for students of about three-quarters of a percentage point.

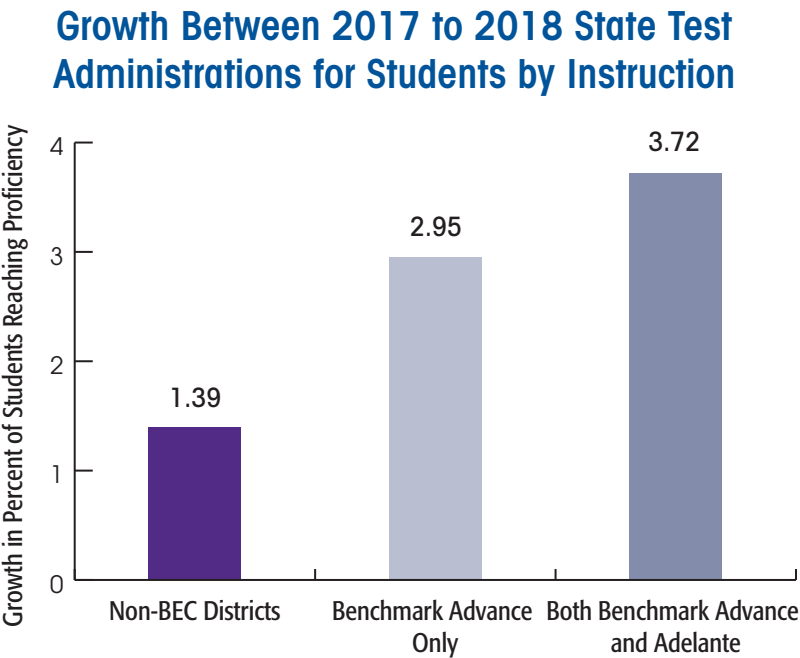


Figure 8. Students by Instructional Type: Growth in Reaching Proficiency from 2017 to 2018 State Test Administrations

# Summary

This analysis examines the increase in the percentage of students reaching proficiency on the state tests in four states: California, Colorado, Michigan, and Minnesota. These four states were identified as having more than one district using Benchmark Advance and/or Benchmark Adelante during the 2017–2018 school year. Districts were identified as being BEC Districts, due to usage of these Benchmark Education Company programs, or as Non-BEC Districts. The Non-BEC Districts provided a natural comparison group.

The results for All Students and demographic groups in common in the four states are presented in this report. Proficiency included students reaching the top two performance categories on the state tests. This indicated the students who were meeting or exceeding the state standards. The growth in proficiency was based on the difference between the percentage of students reaching proficiency on the 2018 state tests minus the percentage of students reaching proficiency on the 2017 state tests.


In all the comparisons between BEC Districts and Non-BEC Districts, the students in the BEC Districts experienced more growth in the percentage of students reaching proficiency than did the students in the Non-BEC Districts. The difference in growth between BEC Districts and Non-BEC Districts was as high as 2.14 percentage points for All Students, 2.59 percentage points for students identified as Black/African American, 2.27 percentage points for Females, and 1.96 percentage points for districts with a City Locale. Considering the number of students included in this analysis, these are impressive results.

**The best thing  
about this  
book is that it's  
mine and I get  
to take it home.**

**—Grade 2 Student**

# Exploring District Results

The following section features individual districts that used Benchmark Advance and/or Benchmark Adelante for one or two years. The districts featured in the next section represent a portion of the 180+ BEC Districts. These districts are from different locales, are of different sizes, and have distinct student populations. What these districts have in common is they are representative of the progress students can make toward proficiency when district commitment to student learning is combined with good curriculum. Please note, the districts are in order of locale (city, suburb, town, and rural) and size. Red labels identify the districts identified as California's Positive Outliers. Also see the *Advancing to Proficiency at a Glance* on pp. 88–89 for an alphabetical list of all featured districts with district characteristics, California's Positive Outlier District Results, and Benchmark Implementation Information.

A photograph of two young boys of Hispanic descent. The boy on the right is taller, wearing a light blue and white striped button-down shirt, and has his right hand on the shoulder of the boy on the left. The boy on the left is wearing a plaid shirt. Both are smiling at the camera. The background is a bright, slightly blurred outdoor setting.

**You can  
annotate in  
the books,  
and in my  
opinion, you  
learn more  
that way.**

—Grade 5 Student

# Los Angeles Unified

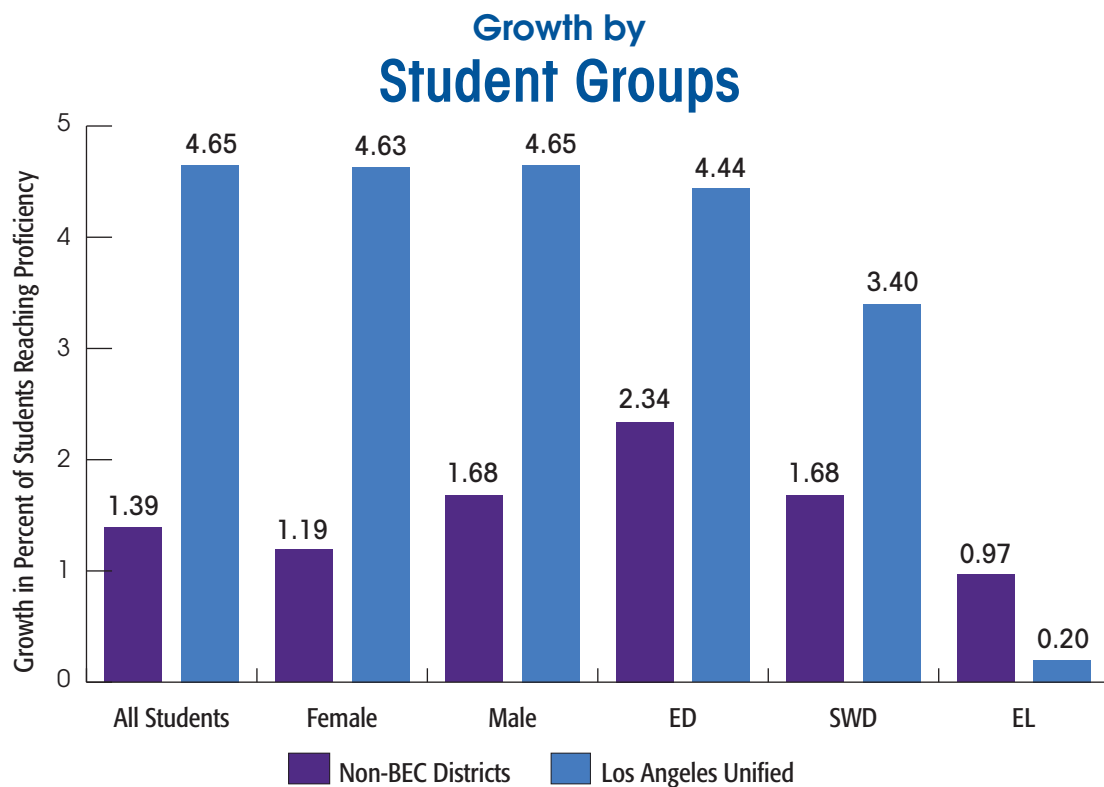
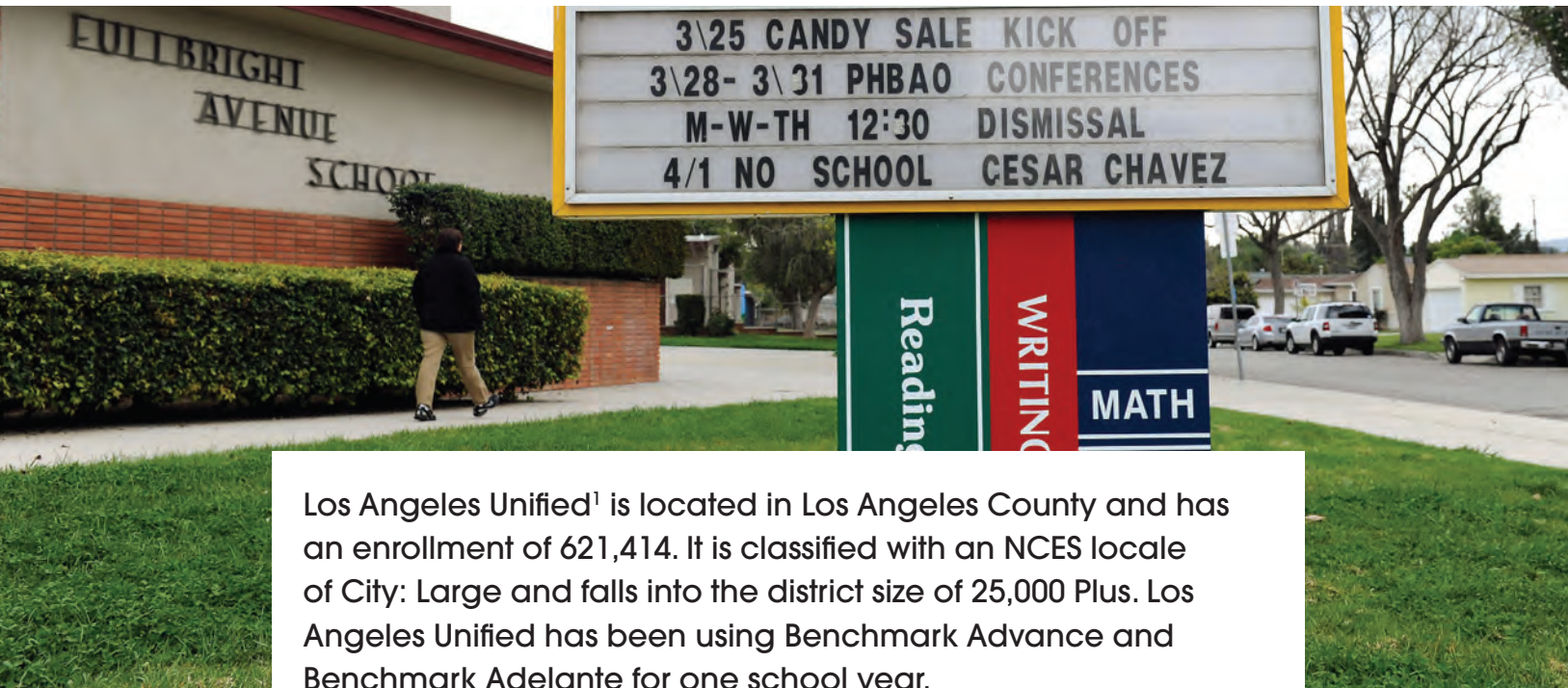


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=19647330000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

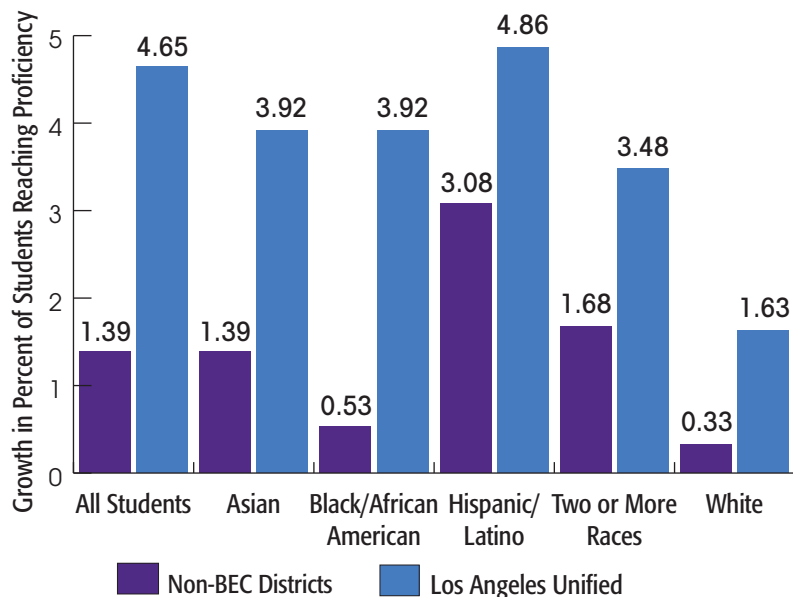


Figure 2 shows the comparison of growth in proficiency between students in Los Angeles Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

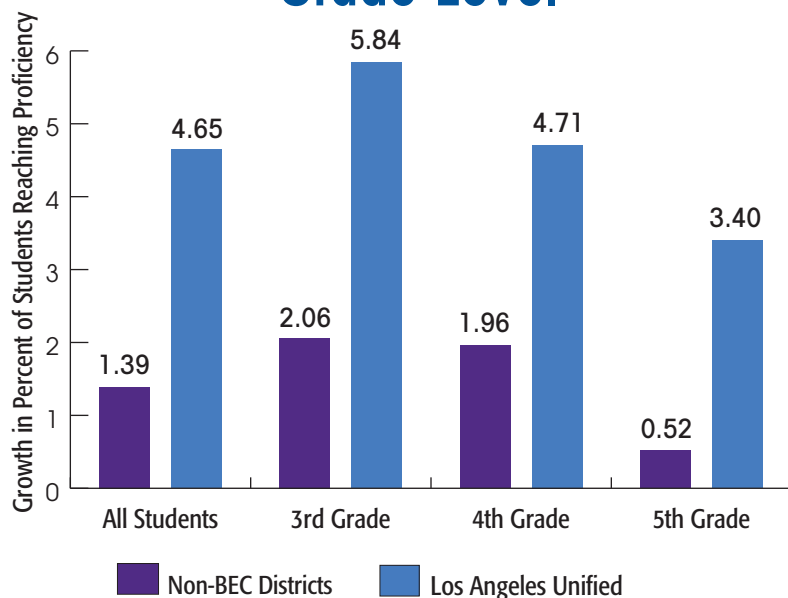
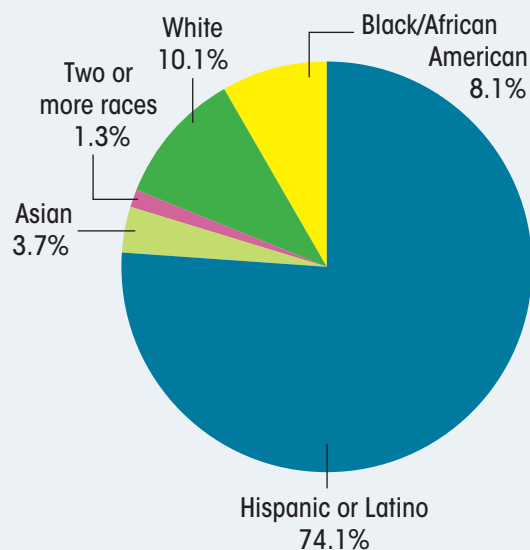


Figure 3 shows the comparison of growth in proficiency between students in Los Angeles Unified and Non-BEC Districts by the grade level of the students.

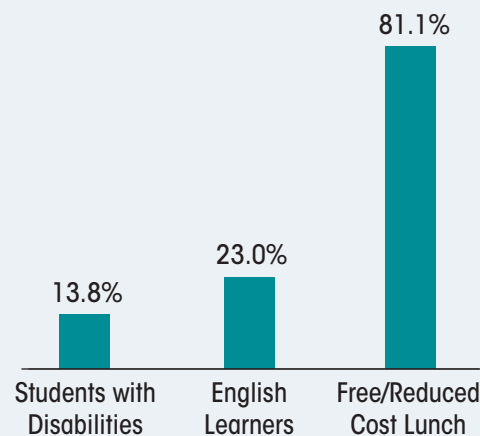
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Los Angeles Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Los Angeles Unified's Student Population

### District Race/Ethnicity



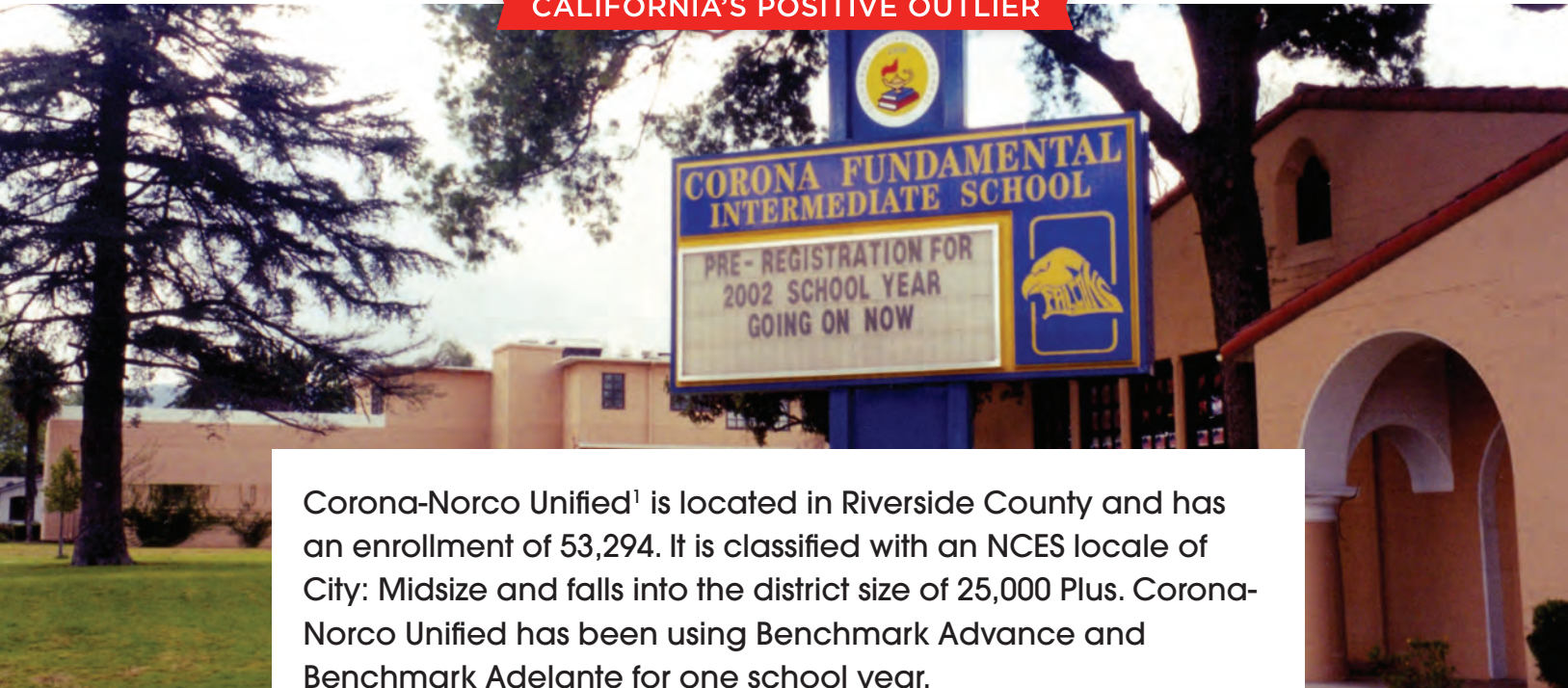
### Program Participation





# Corona-Norco Unified

CALIFORNIA'S POSITIVE OUTLIER



Corona-Norco Unified<sup>1</sup> is located in Riverside County and has an enrollment of 53,294. It is classified with an NCES locale of City: Midsize and falls into the district size of 25,000 Plus. Corona-Norco Unified has been using Benchmark Advance and Benchmark Adelante for one school year.

## Growth by Student Groups

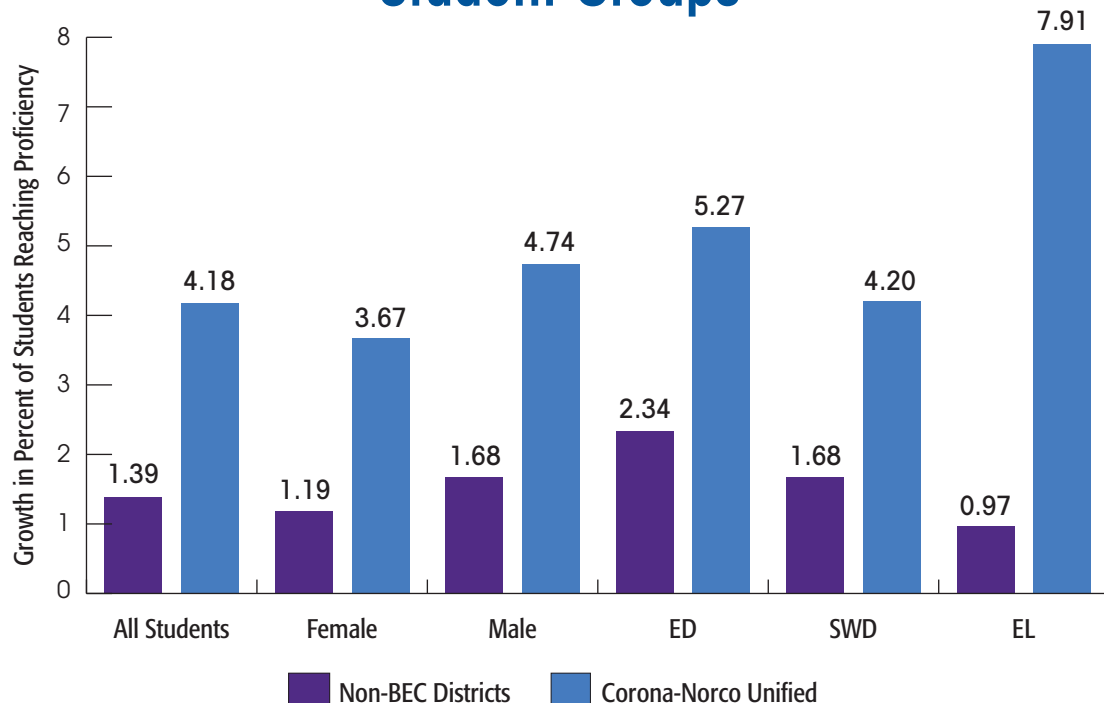


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=33670330000000>

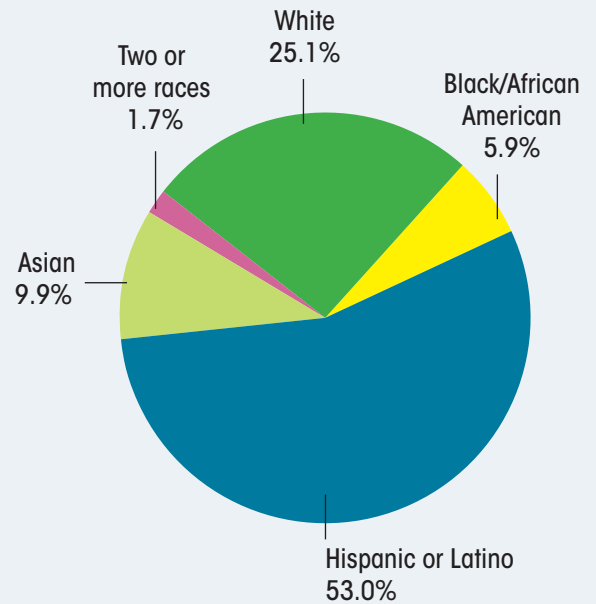
<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

CALIFORNIA'S POSITIVE OUTLIER

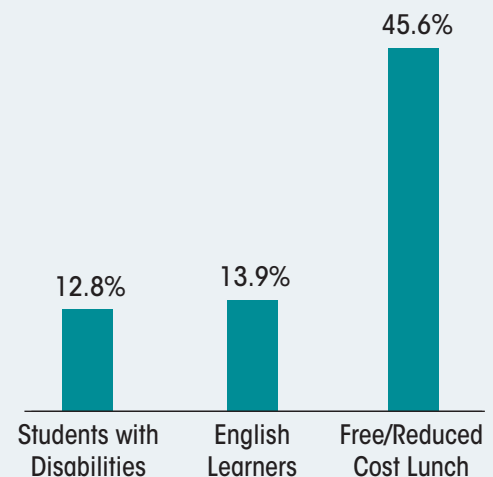
- ✓ High Residuals for African American Students
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Corona-Norco Unified's Student Population

### District Race/Ethnicity



### Program Participation



## Growth by Race/Ethnicity

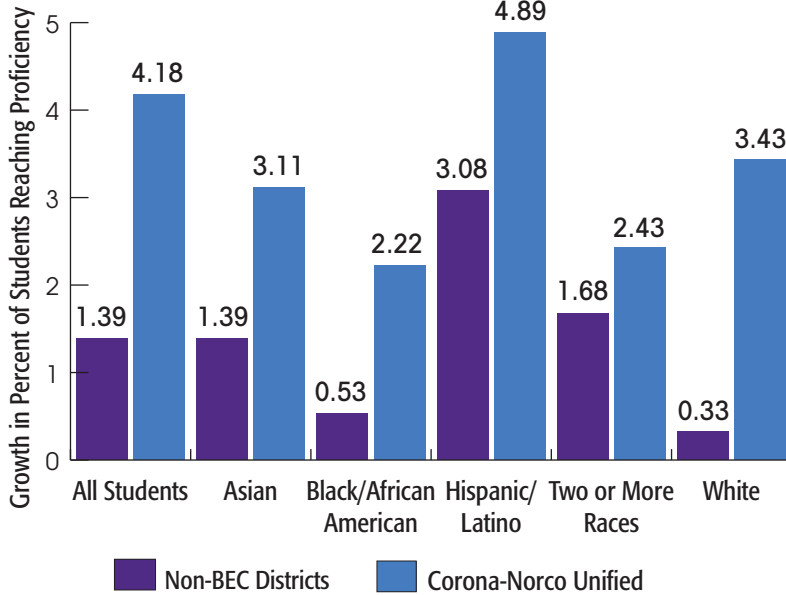


Figure 2 shows the comparison of growth in proficiency between students in Corona-Norco Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

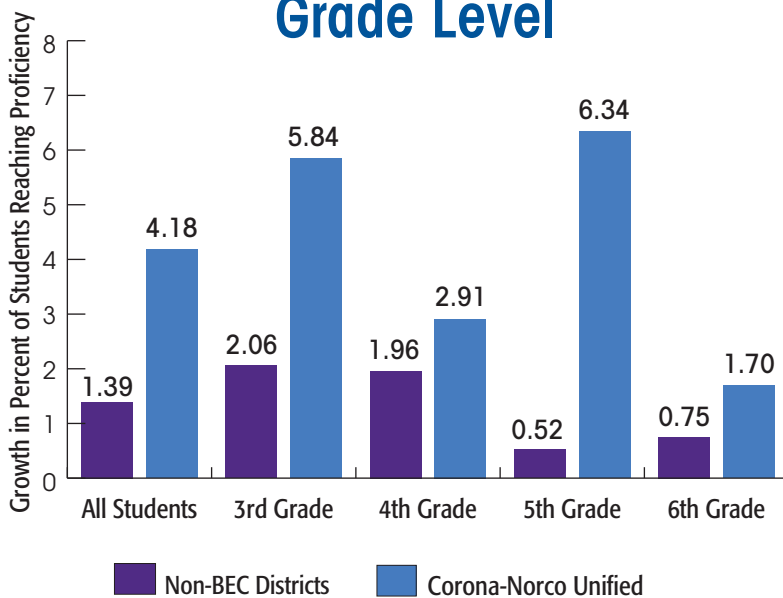


Figure 3 shows the comparison of growth in proficiency between students in Corona-Norco Unified and Non-BEC Districts by the grade level of the students.

State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Corona-Norco Unified who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

# Minneapolis Public School District



Minneapolis Public School District<sup>1</sup> is located in Hennepin County, Minnesota, and has an enrollment of 36,675. It is classified with an NCES locale of City: Large and falls into the district size of 25,000 Plus. Minneapolis has been using Benchmark Advance and Benchmark Adelante for one school year.

## Growth by Student Groups

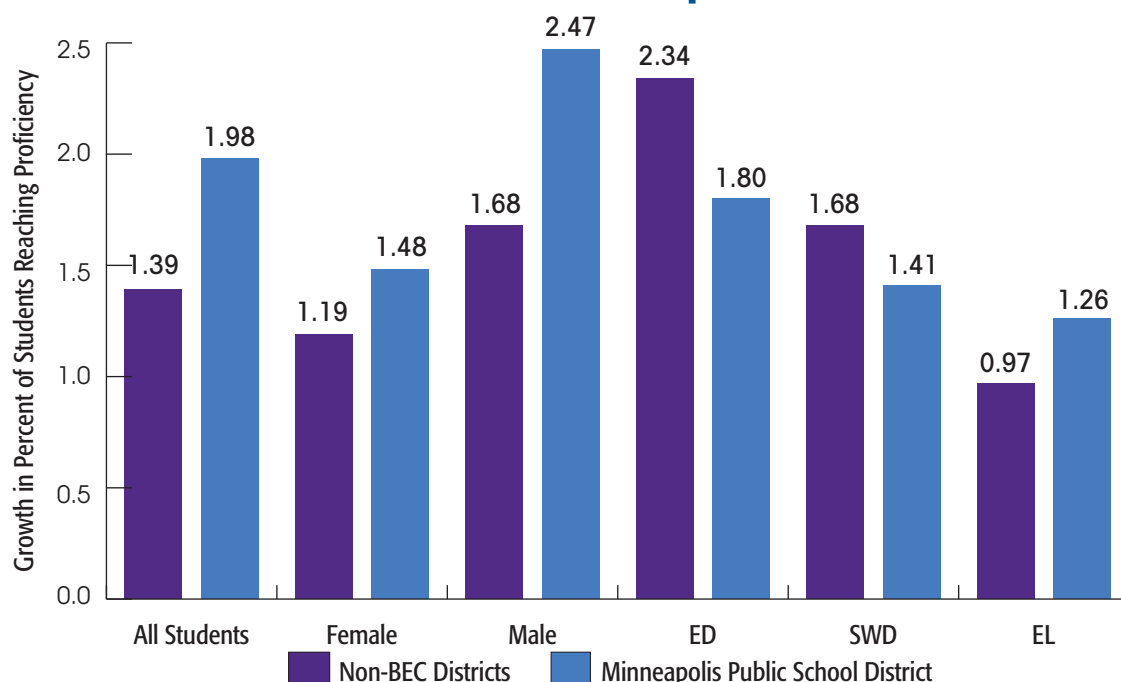


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> [http://mpls.k12.mn.us/reports\\_and\\_data](http://mpls.k12.mn.us/reports_and_data)

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

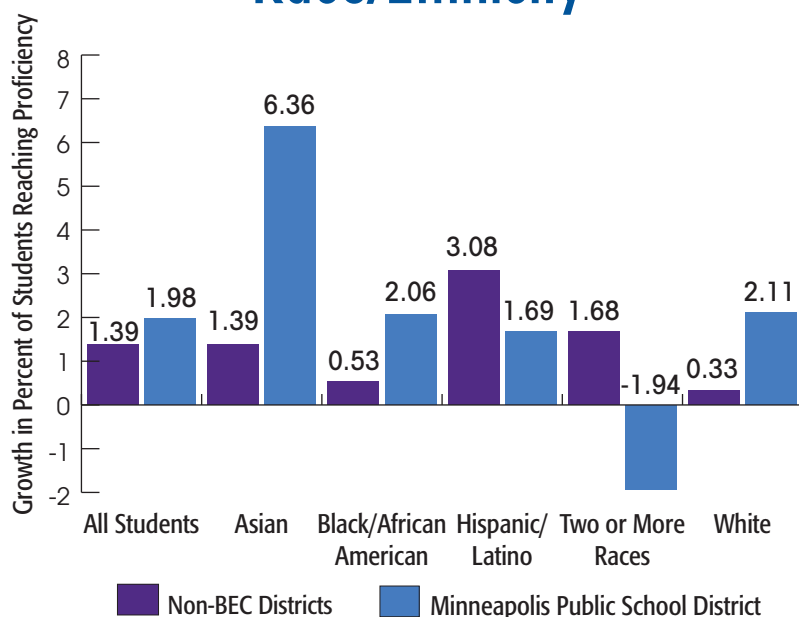


Figure 2 shows the comparison of growth in proficiency between students in Minneapolis and Non-BEC Districts by the race/ethnicity of the students. There was a 32 percent increase in the number of students in the Two or More Races category between 2017 to 2018, accounting for some of the decrease in growth during that time period.

## Growth by Grade Level

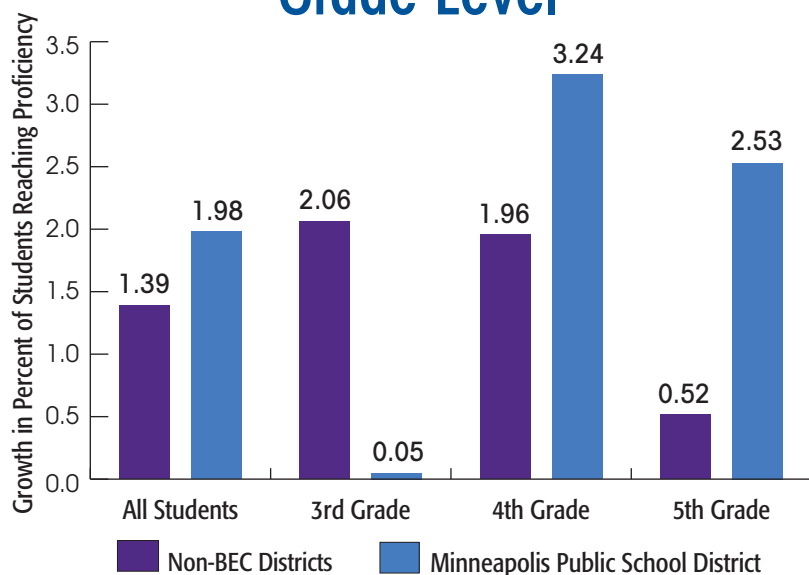
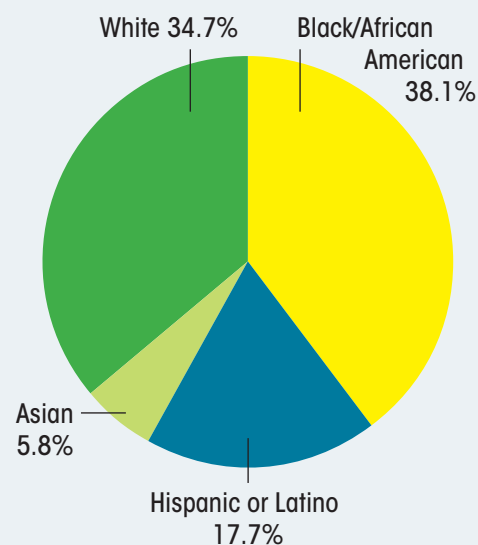


Figure 3 shows the comparison of growth in proficiency between students in Minneapolis and Non-BEC Districts by the grade level of the students.

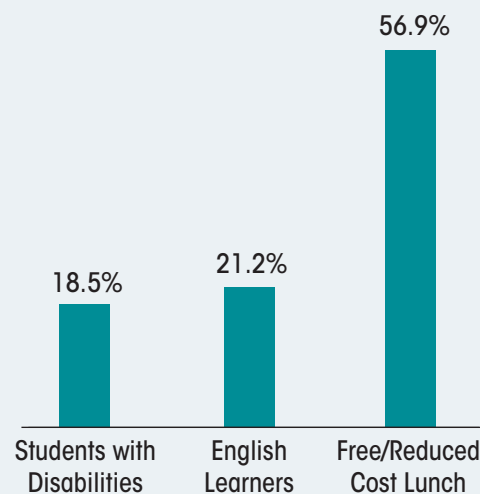
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Minneapolis who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Minneapolis Public School District's Student Population

### District Race/Ethnicity

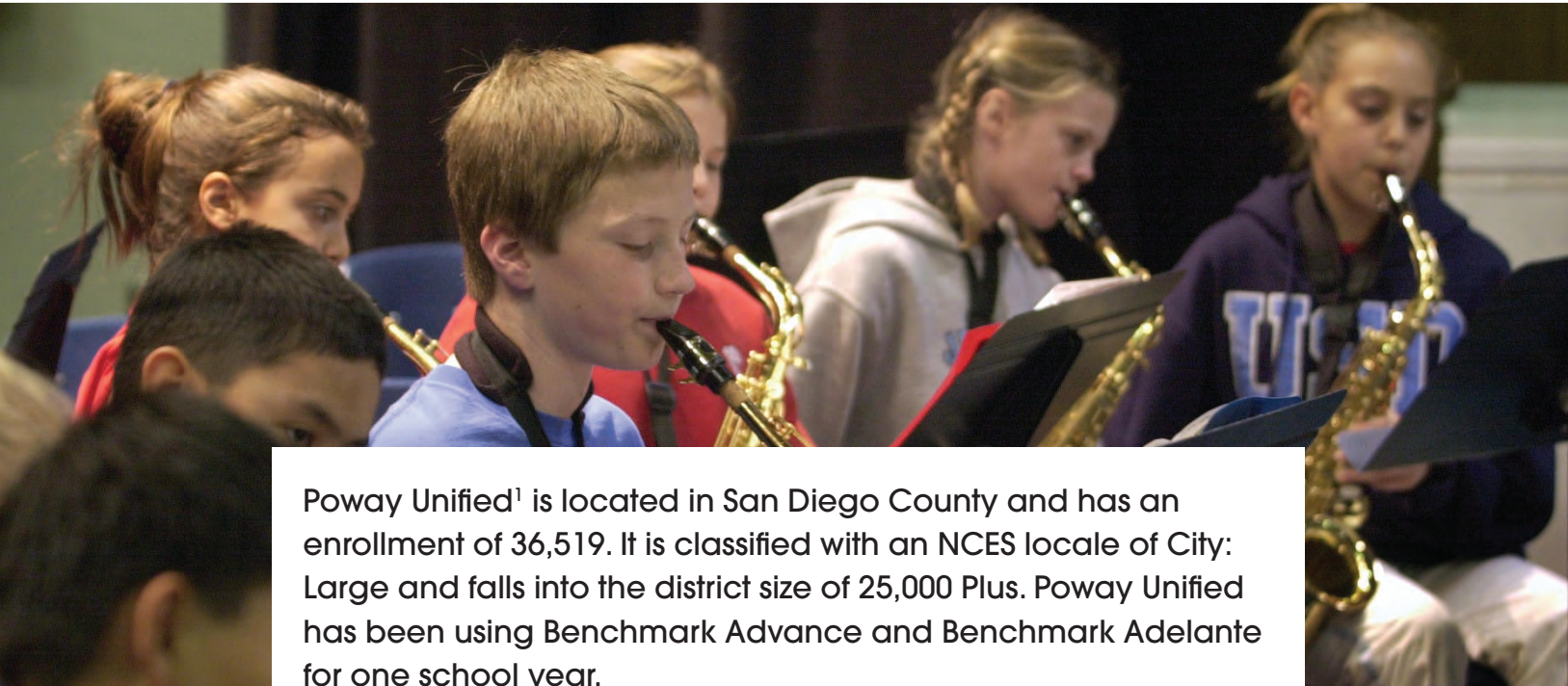


### Program Participation





# Poway Unified



## Growth by Student Groups

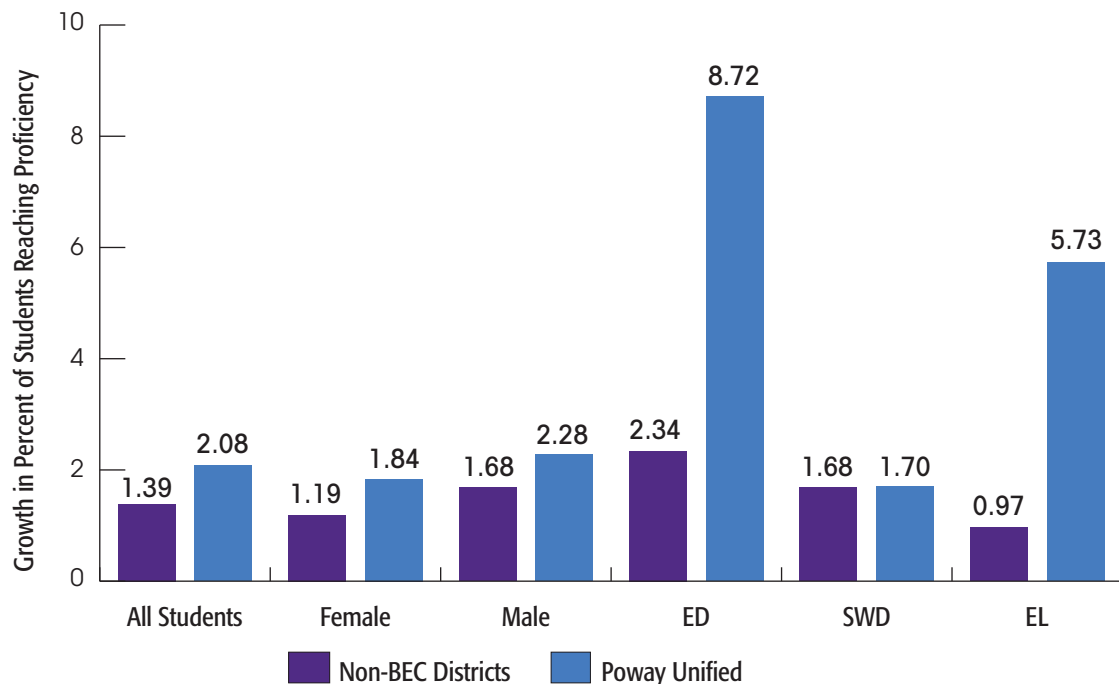


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=37682960000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

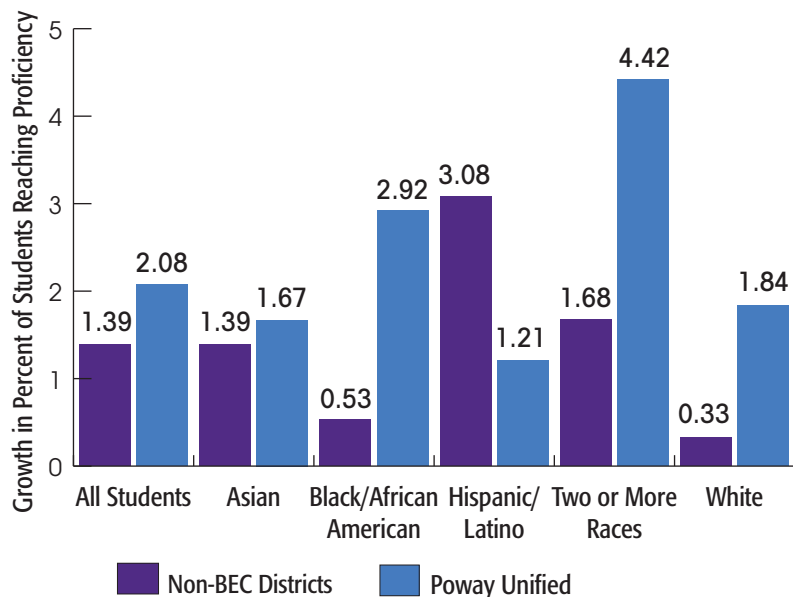


Figure 2 shows the comparison of growth in proficiency between students in Poway Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

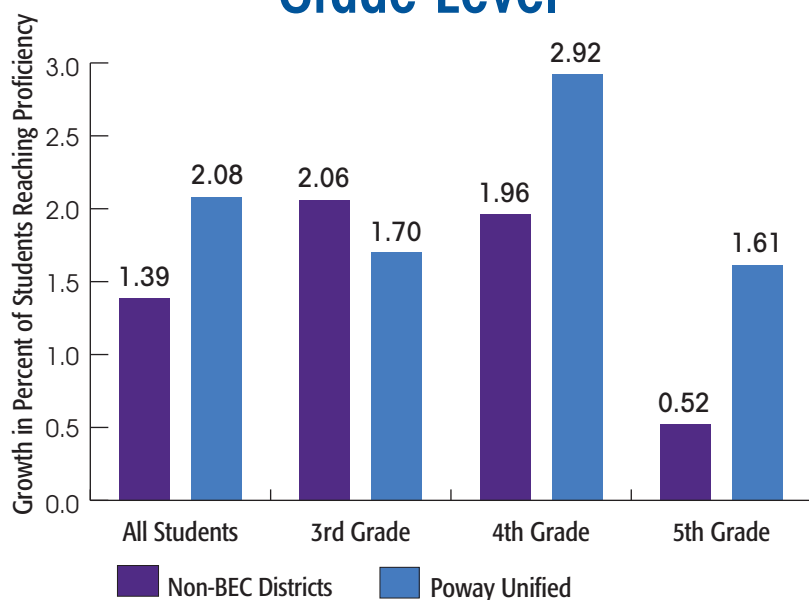
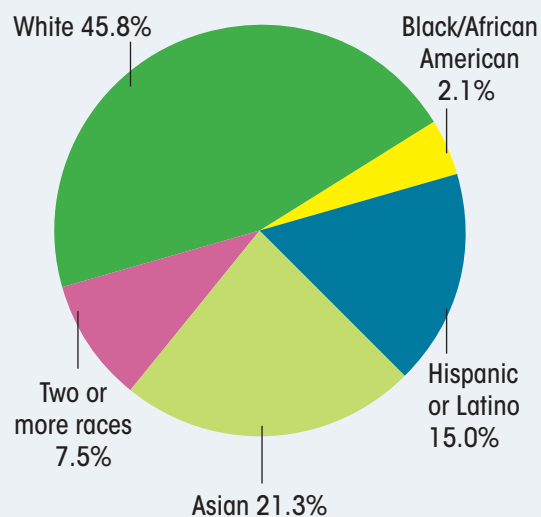


Figure 3 shows the comparison of growth in proficiency between students in Poway Unified and Non-BEC Districts by the grade level of the students.

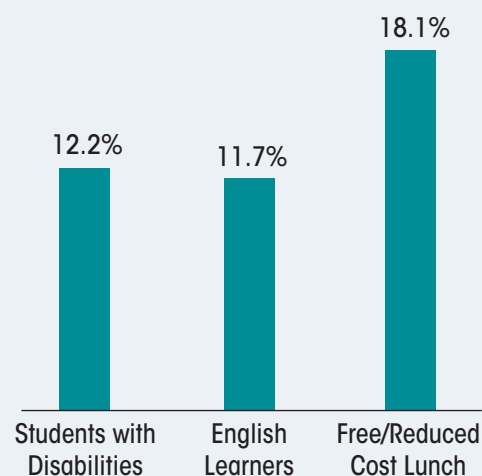
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Poway Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Poway Unified's Student Population

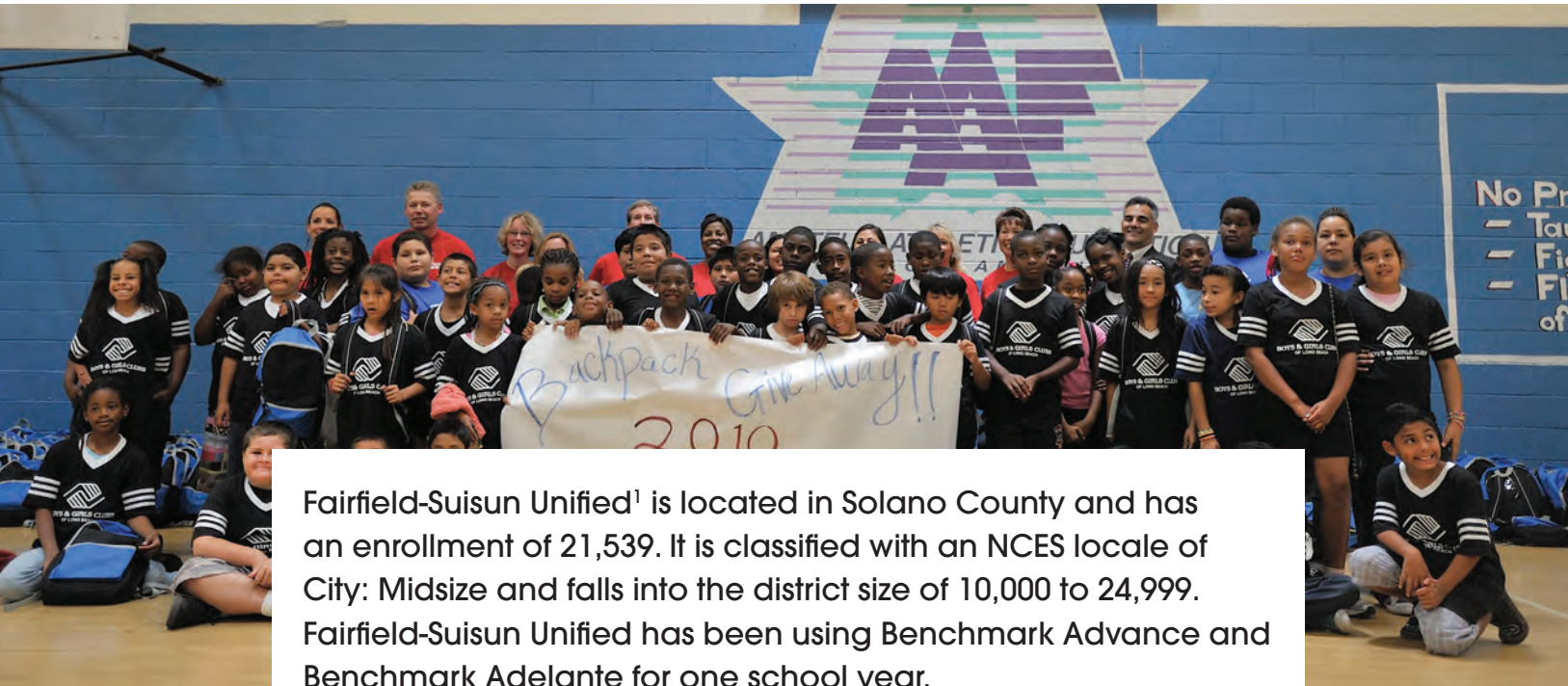
### District Race/Ethnicity



### Program Participation



# Fairfield-Suisun Unified



## Growth by Student Groups

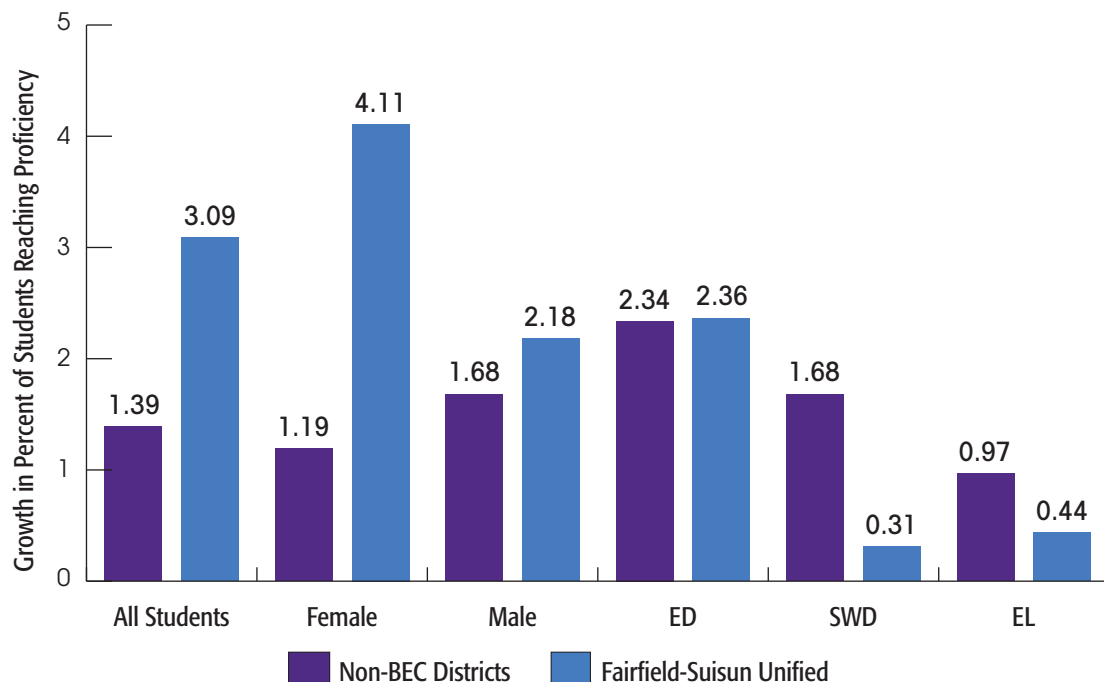


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=48705400000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

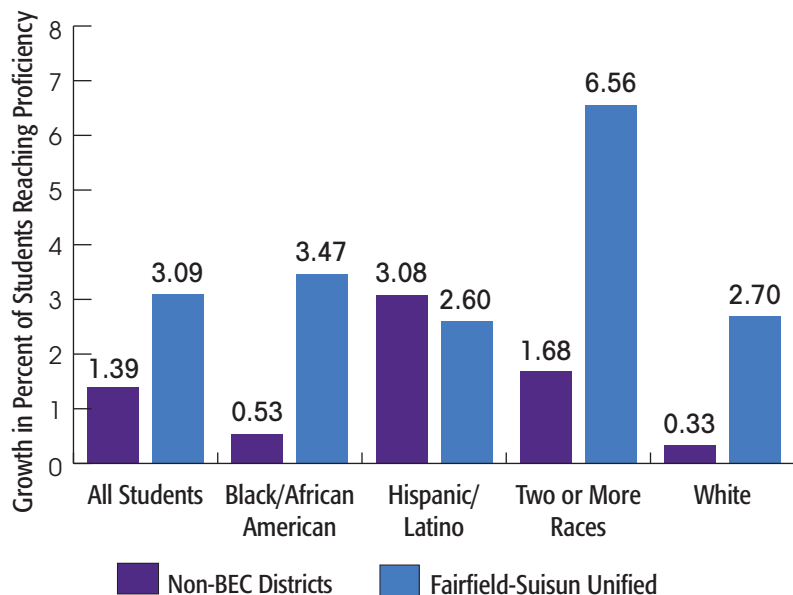


Figure 2 shows the comparison of growth in proficiency between students in Fairfield-Suisun Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

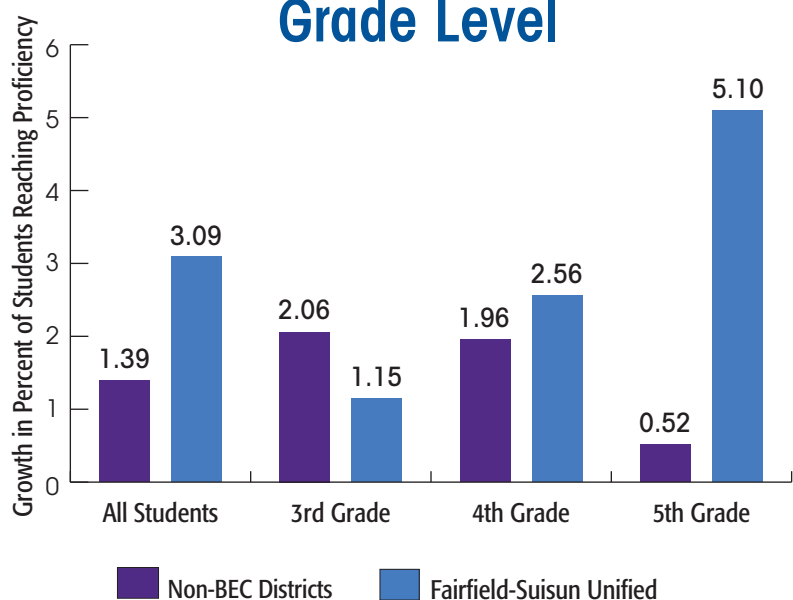
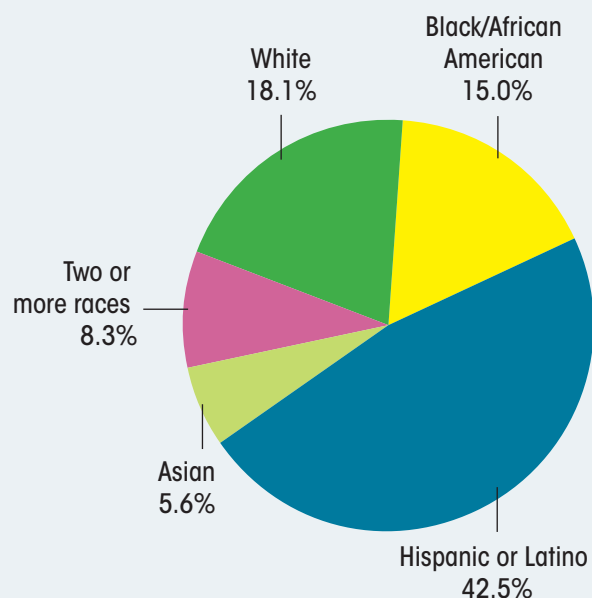


Figure 3 shows the comparison of growth in proficiency between students in Fairfield-Suisun Unified and Non-BEC Districts by the grade level of the students.

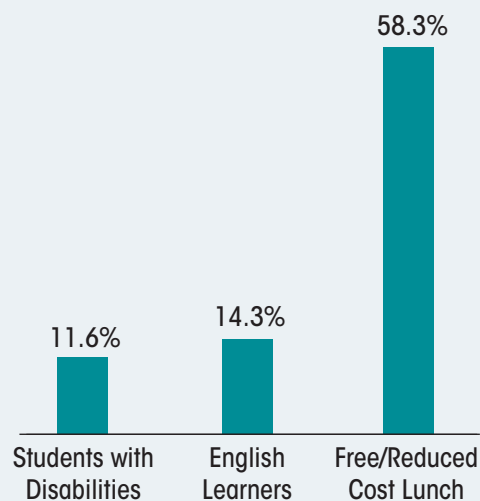
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Fairfield-Suisun Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Fairfield-Suisun Unified's Student Population

### District Race/Ethnicity



### Program Participation



# Folsom-Cordova Unified

Folsom-Cordova Unified<sup>1</sup> is located in Sacramento County and has an enrollment of 20,353. It is classified with an NCES locale of City: Small and falls into the district size of 10,000 to 24,999. Folsom-Cordova has been using Benchmark Advance for two school years.

## Growth by Student Groups

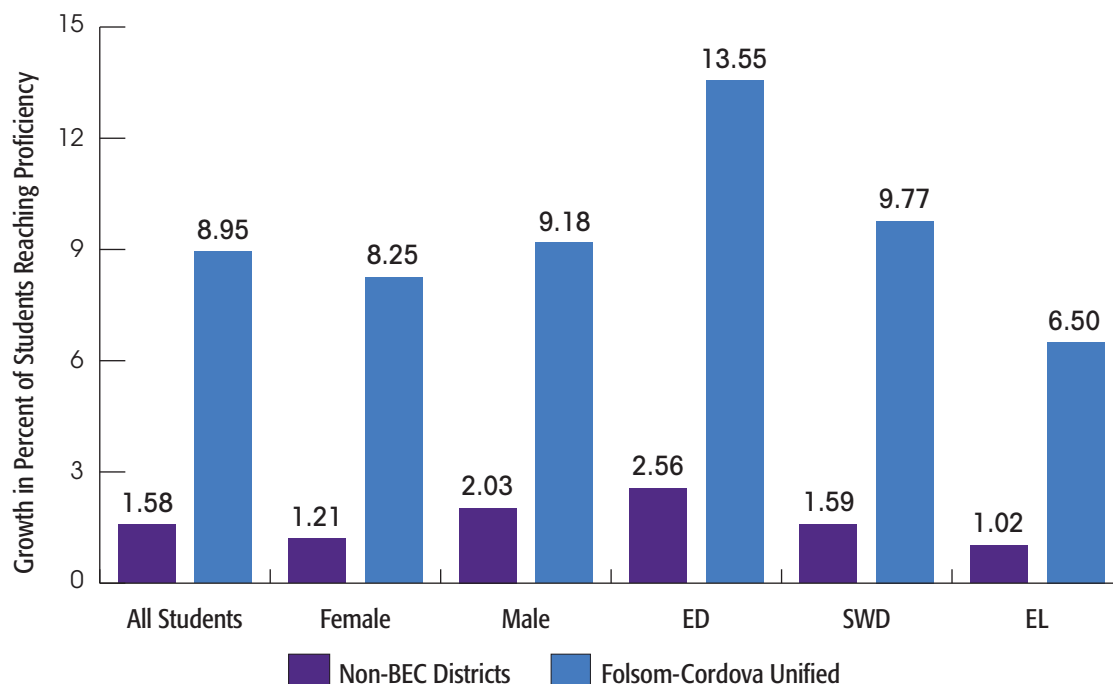


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=34673300000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

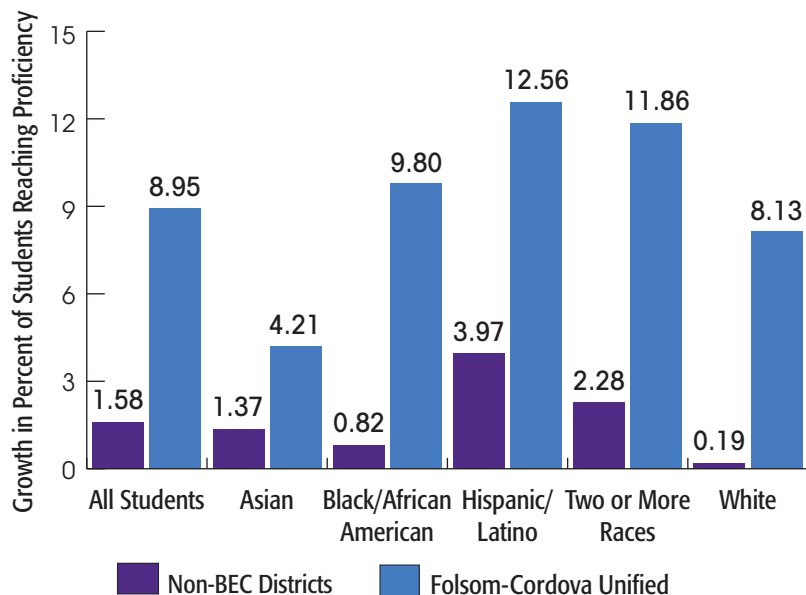


Figure 2 shows the comparison of growth in proficiency between students in Folsom-Cordova Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

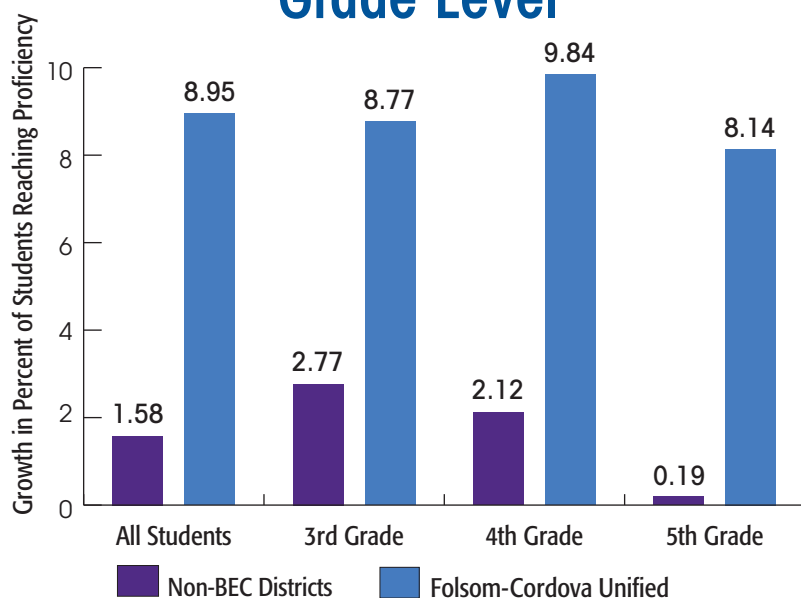
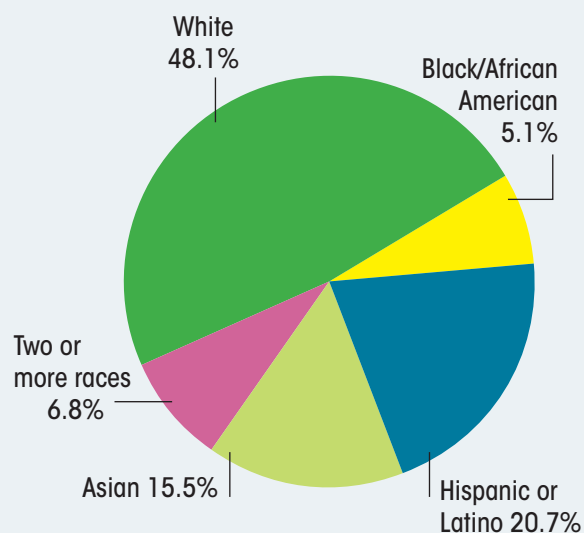


Figure 3 shows the comparison of growth in proficiency between students in Folsom-Cordova Unified and Non-BEC Districts by the grade level of the students.

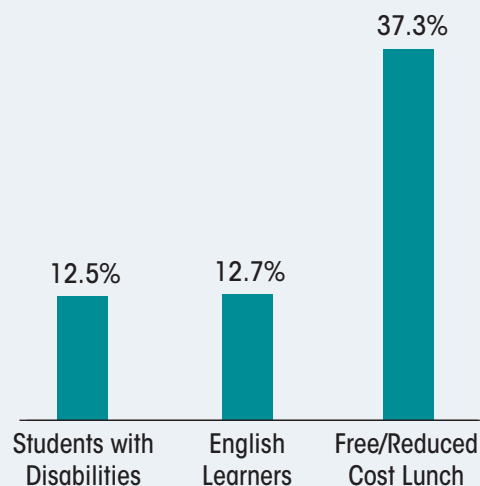
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Folsom-Cordova who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Folsom-Cordova Unified's Student Population

### District Race/Ethnicity

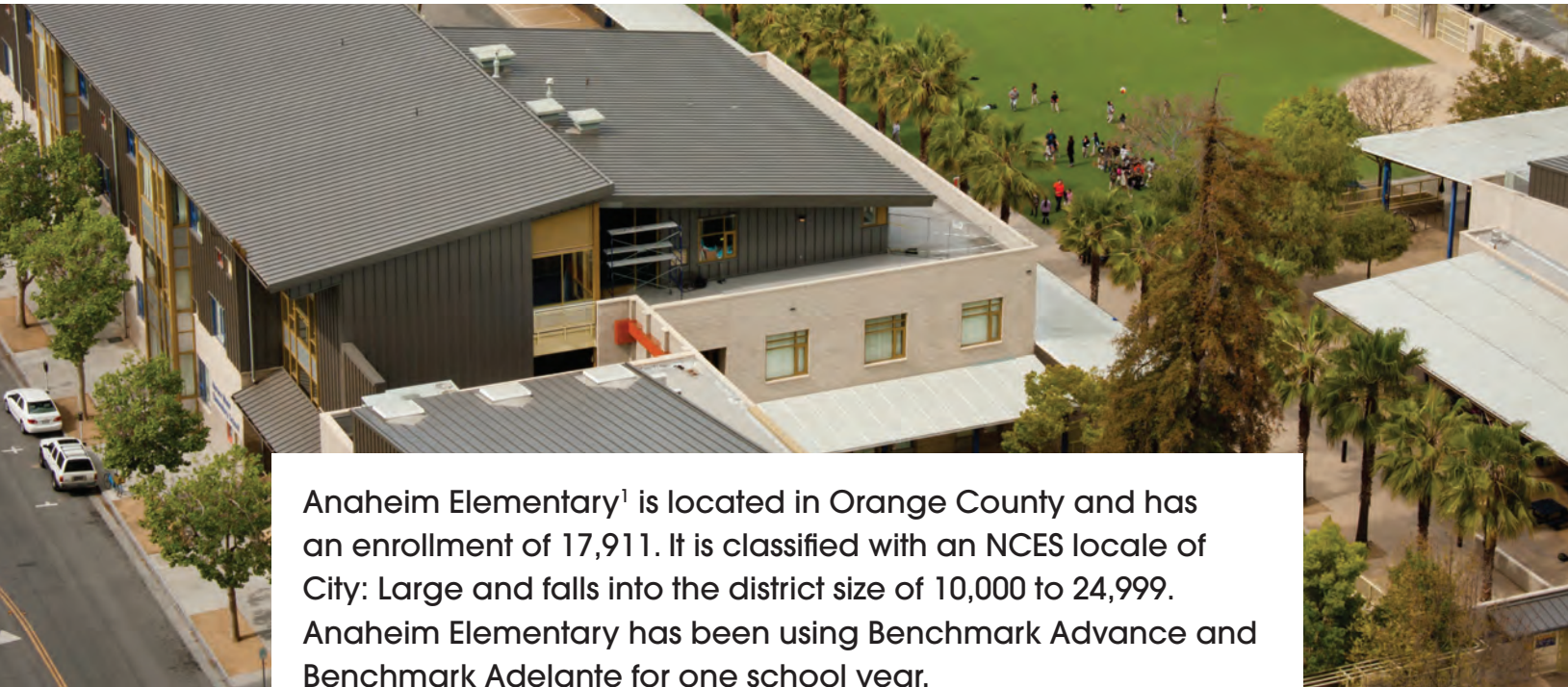


### Program Participation





# Anaheim Elementary



Anaheim Elementary<sup>1</sup> is located in Orange County and has an enrollment of 17,911. It is classified with an NCES locale of City: Large and falls into the district size of 10,000 to 24,999. Anaheim Elementary has been using Benchmark Advance and Benchmark Adelante for one school year.

## Growth by Student Groups

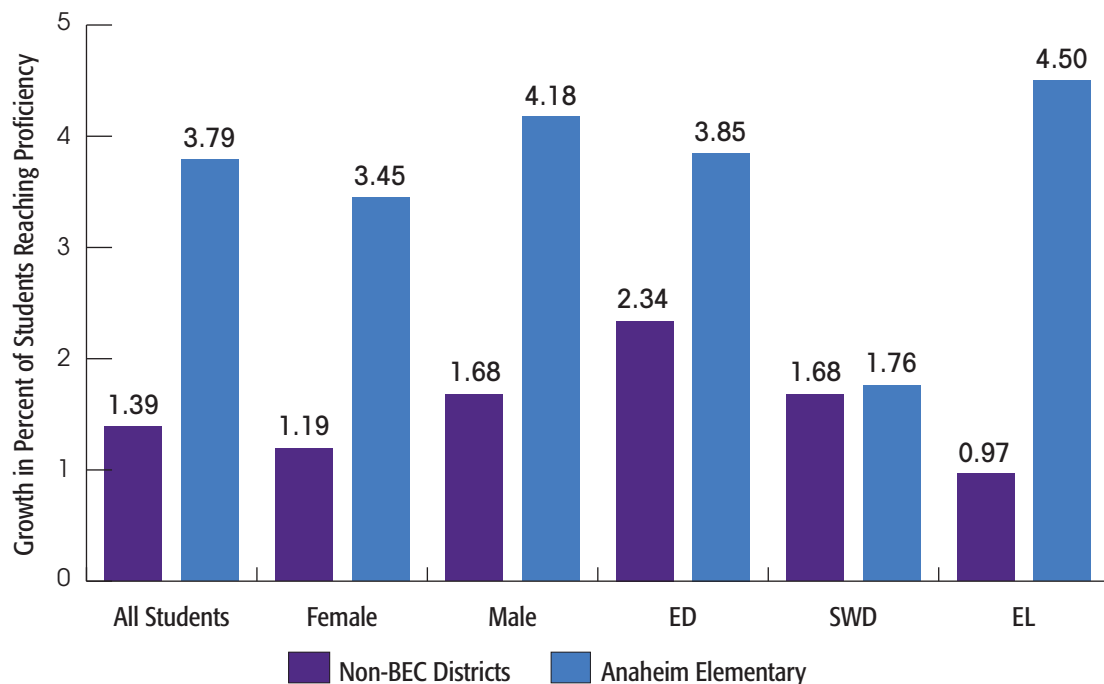


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=30664230000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

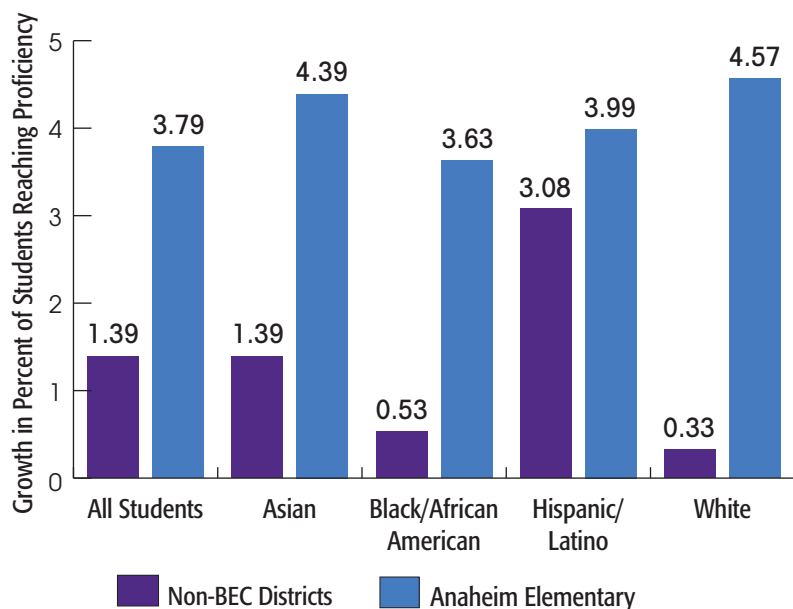


Figure 2 shows the comparison of growth in proficiency between students in Anaheim Elementary and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

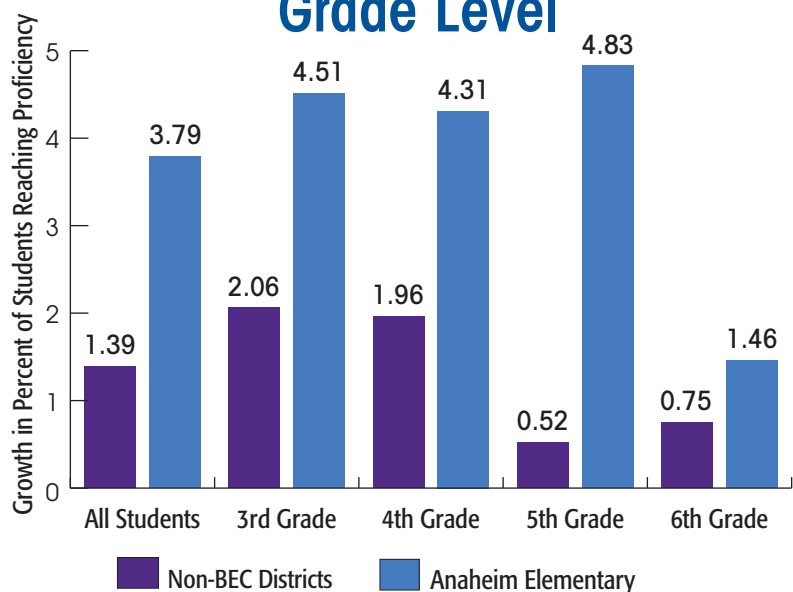
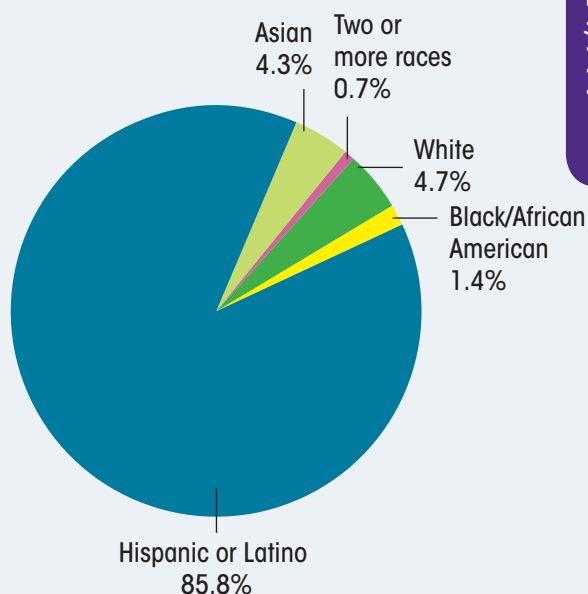


Figure 3 shows the comparison of growth in proficiency between students in Anaheim Elementary and Non-BEC Districts by the grade level of the students.

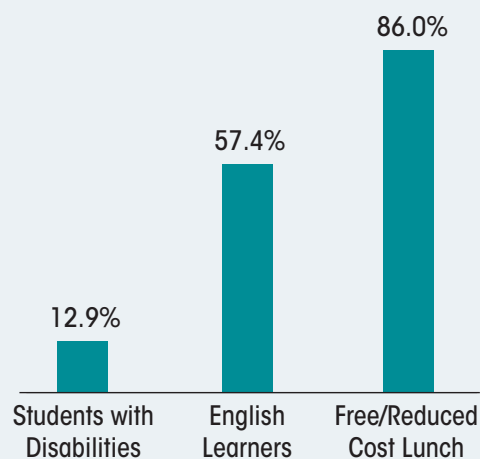
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Anaheim Elementary who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Anaheim Elementary's Student Population

### District Race/Ethnicity



### Program Participation



# Milpitas Unified

CALIFORNIA'S POSITIVE OUTLIER

Milpitas Unified<sup>1</sup> is located in Santa Clara County and has an enrollment of 10,318. It is classified with an NCES locale of City: Small and falls into the district size of 10,000 to 24,999. Milpitas Unified has been using Benchmark Advance and Benchmark Adelante for one school year.

## Growth by Student Groups

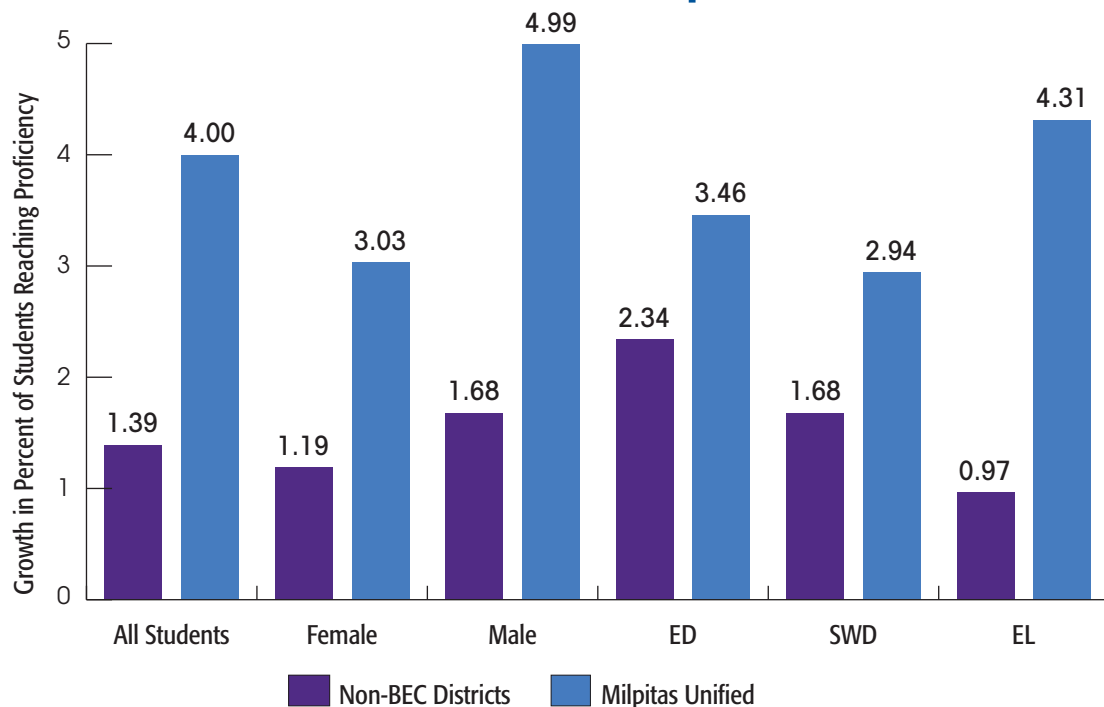


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?sds=43733870000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Growth by Race/Ethnicity

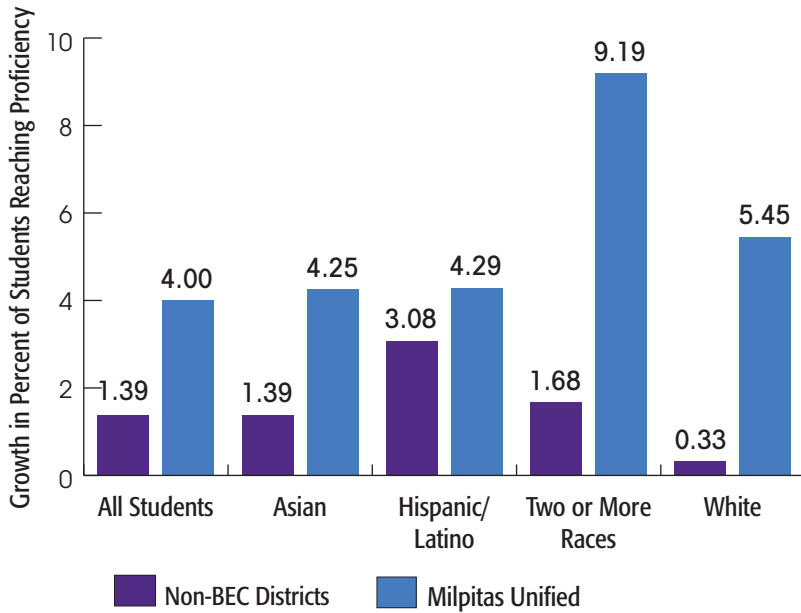


Figure 2 shows the comparison of growth in proficiency between students in Milpitas Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

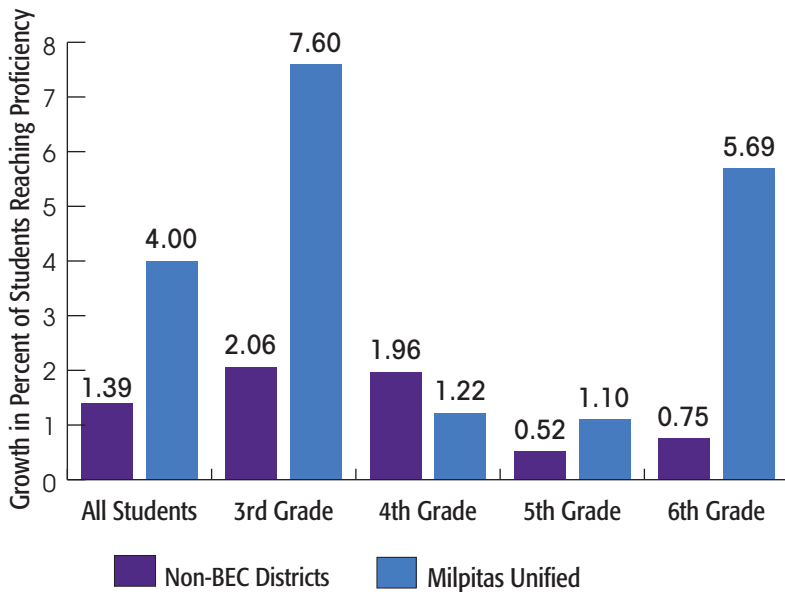
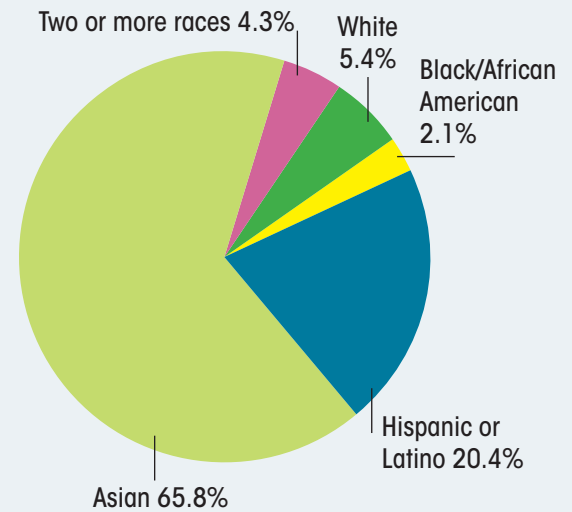


Figure 3 shows the comparison of growth in proficiency between students in Milpitas Unified and Non-BEC Districts by the grade level of the students.

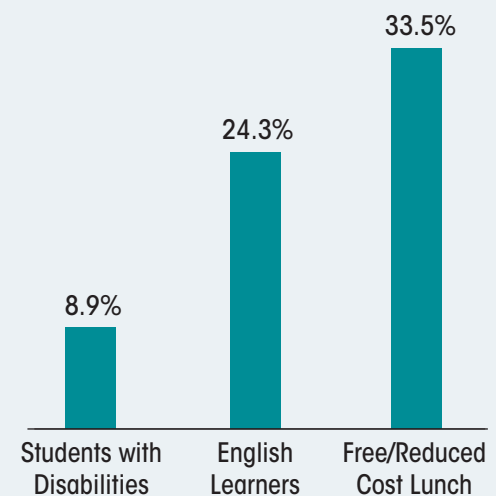
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Milpitas Unified who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Milpitas Unified's Student Population

### District Race/Ethnicity

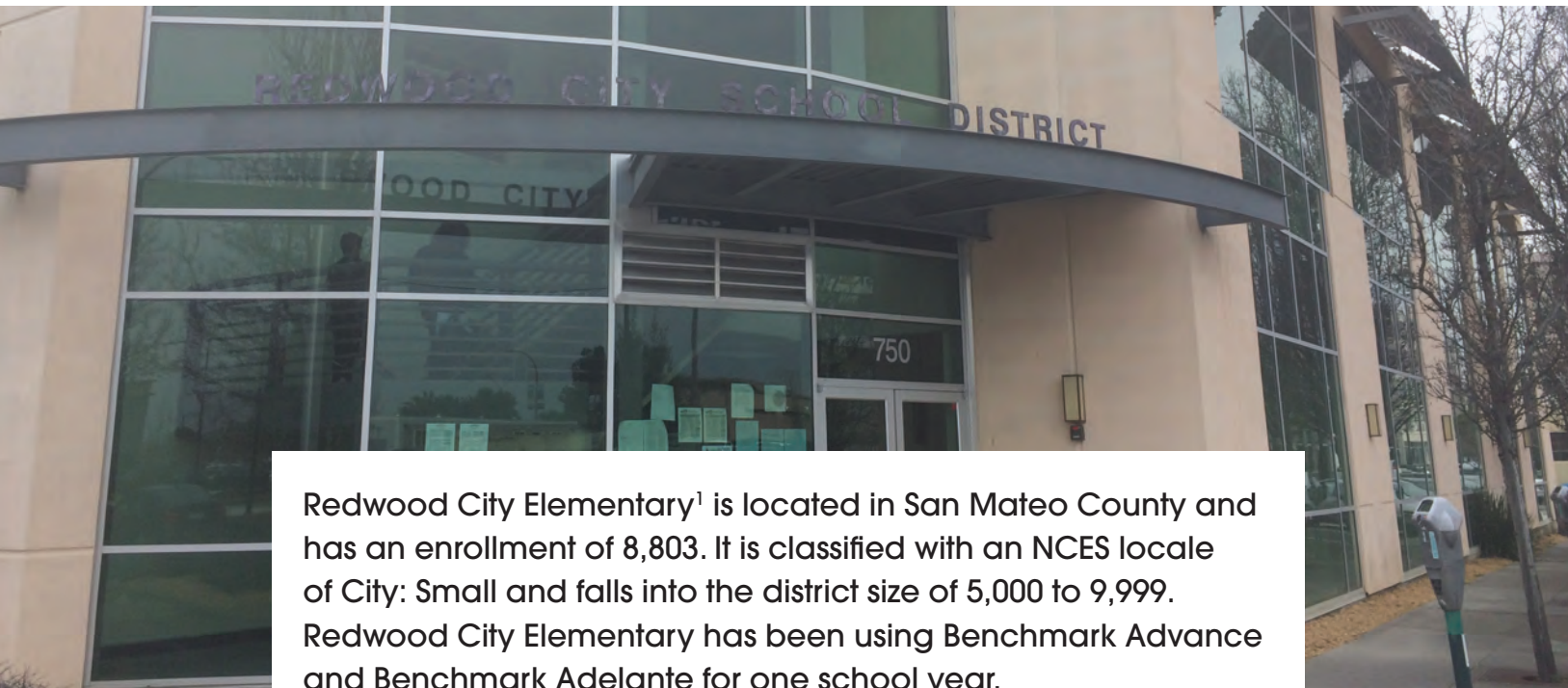


### Program Participation





# Redwood City Elementary



## Growth by Student Groups

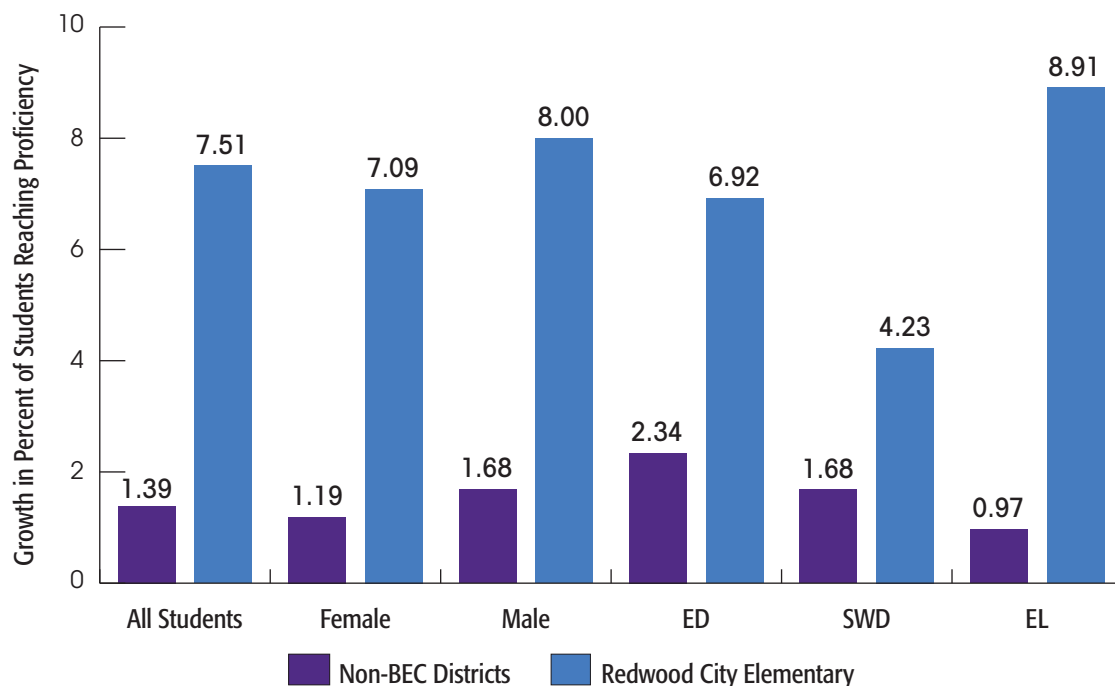


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=41690050000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

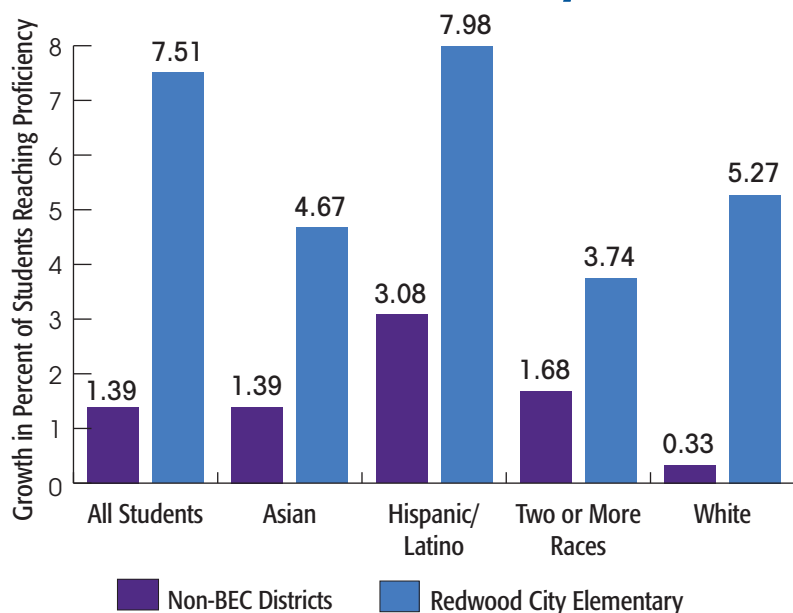


Figure 2 shows the comparison of growth in proficiency between students in Redwood City Elementary and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

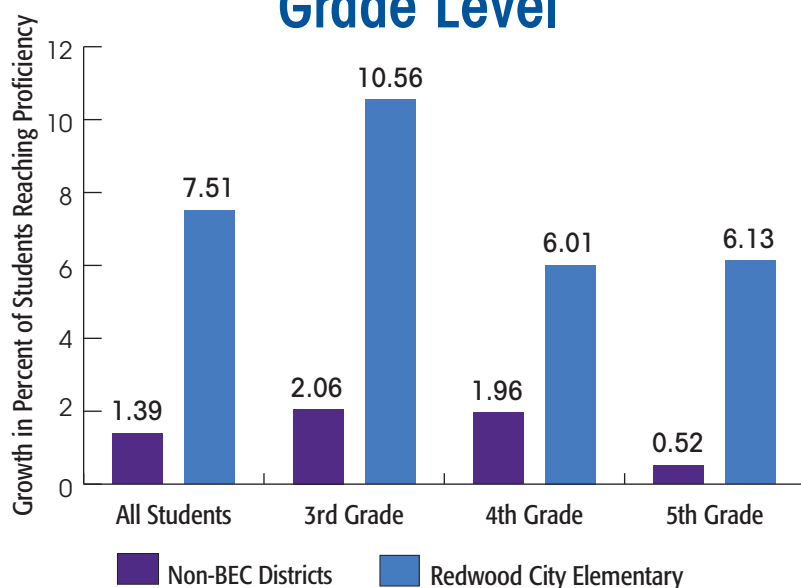
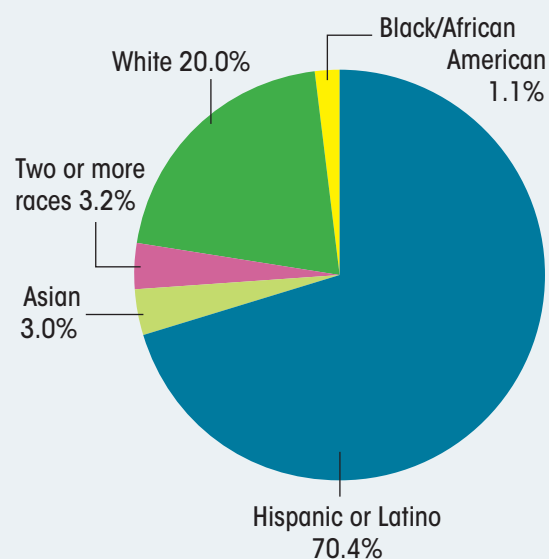


Figure 3 shows the comparison of growth in proficiency between students in Redwood City Elementary and Non-BEC Districts by the grade level of the students.

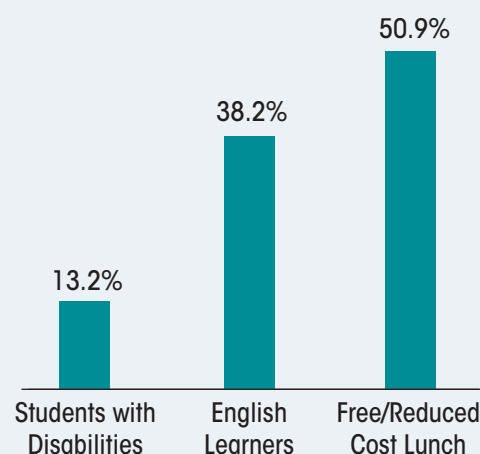
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Redwood City Elementary who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Redwood City Elementary's Student Population

### District Race/Ethnicity

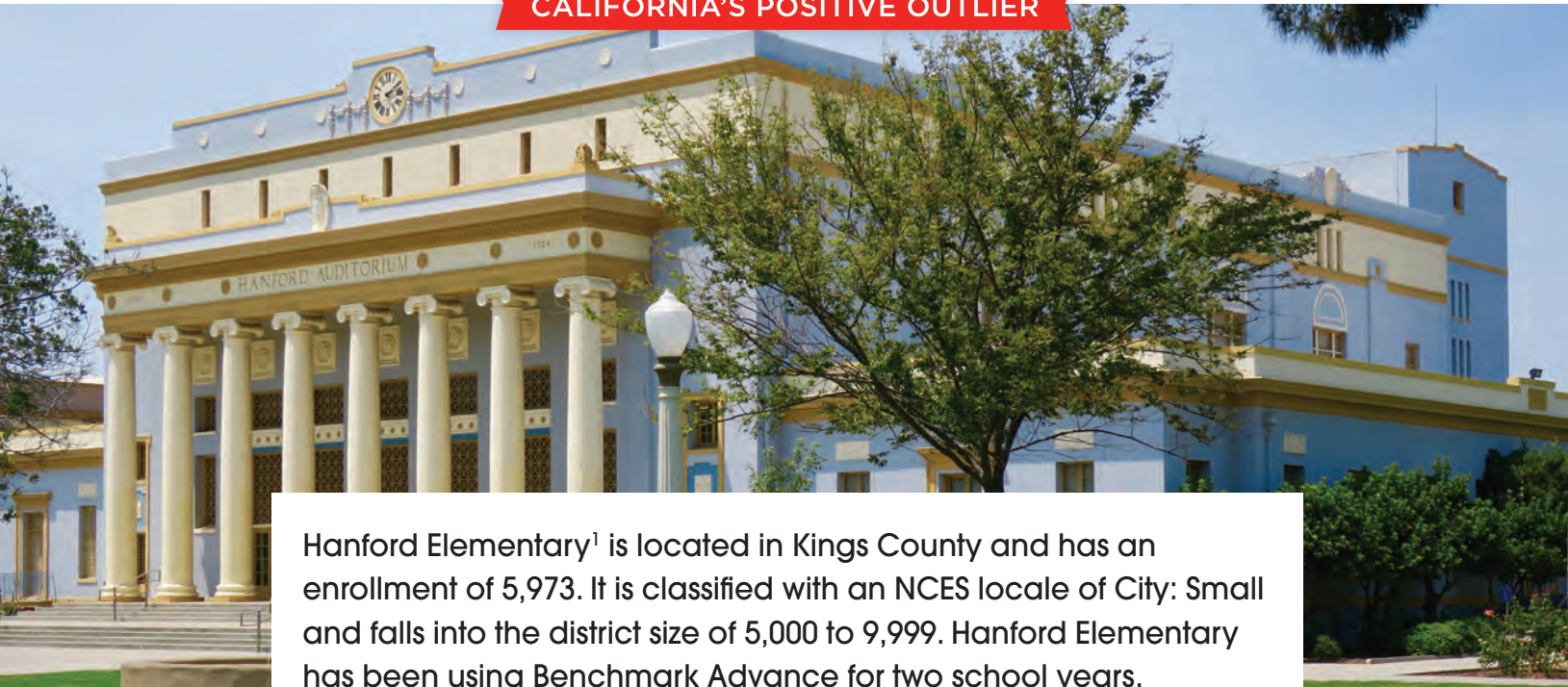


### Program Participation



# Hanford Elementary

CALIFORNIA'S POSITIVE OUTLIER



Hanford Elementary<sup>1</sup> is located in Kings County and has an enrollment of 5,973. It is classified with an NCES locale of City: Small and falls into the district size of 5,000 to 9,999. Hanford Elementary has been using Benchmark Advance for two school years.

## Growth by Student Groups

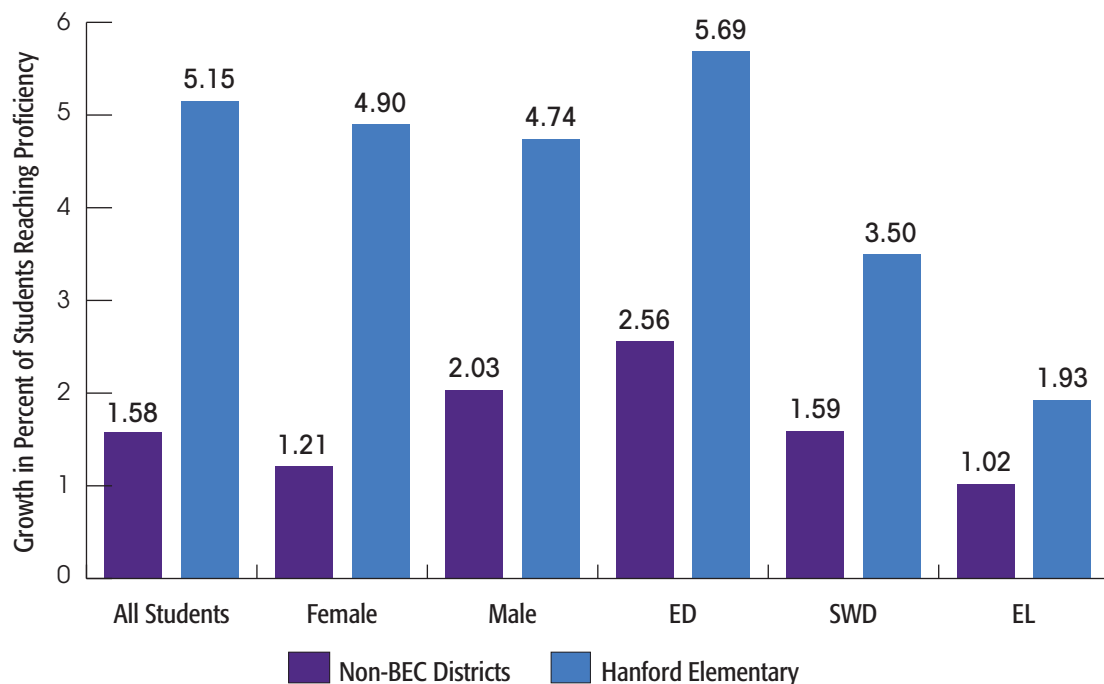


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=16639170000000>

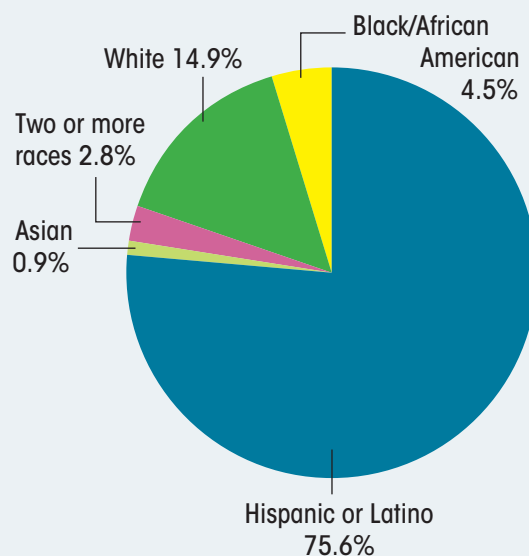
<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## CALIFORNIA'S POSITIVE OUTLIER

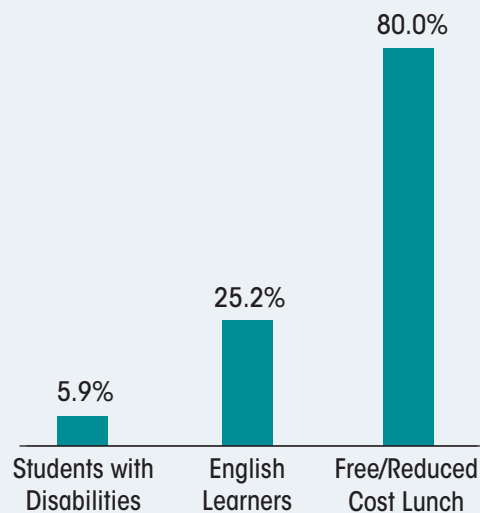
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Hanford Elementary's Student Population

## District Race/Ethnicity



## Program Participation



## Growth by Race/Ethnicity

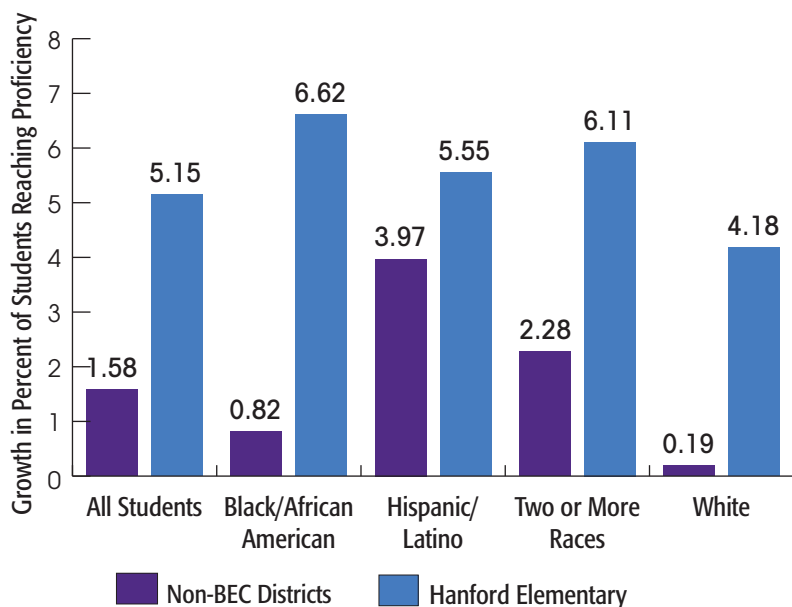


Figure 2 shows the comparison of growth in proficiency between students in Hanford Elementary and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

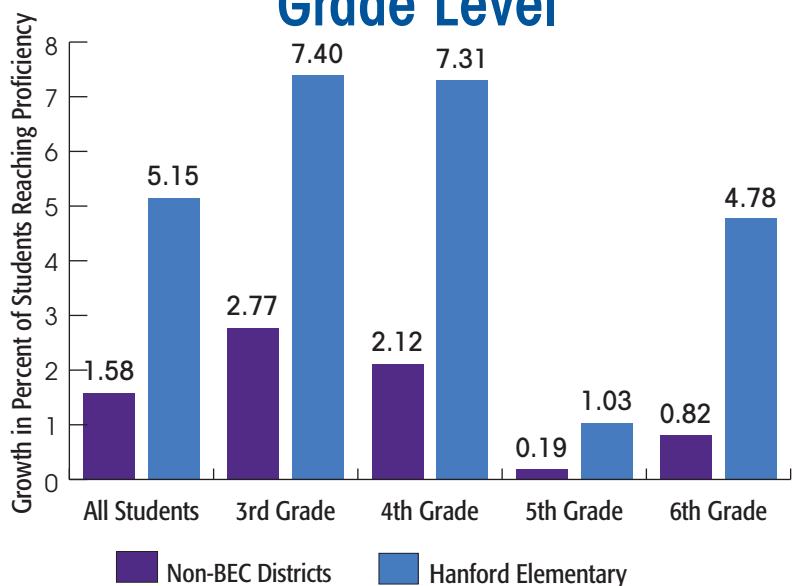
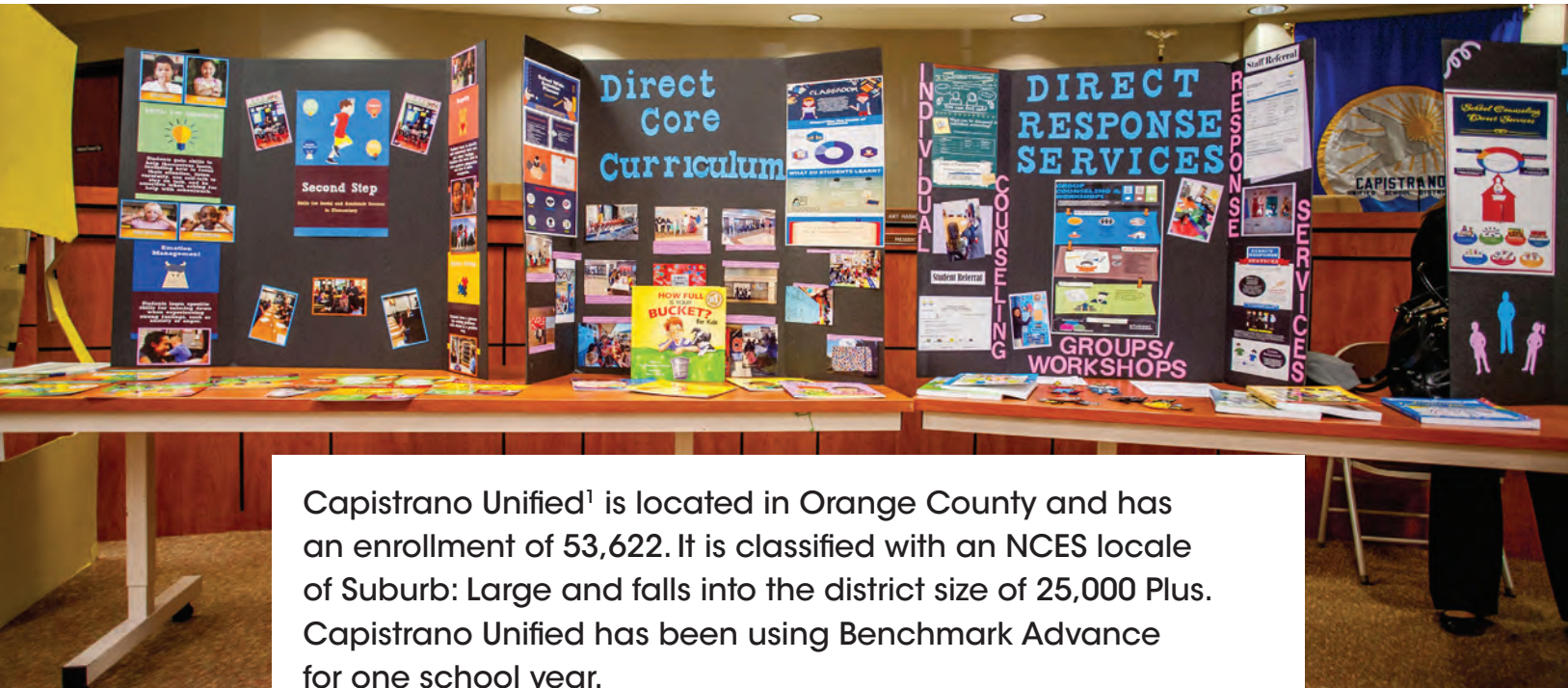


Figure 3 shows the comparison of growth in proficiency between students in Hanford Elementary and Non-BEC Districts by the grade level of the students.

State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Hanford Elementary who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

# Capistrano Unified



Capistrano Unified<sup>1</sup> is located in Orange County and has an enrollment of 53,622. It is classified with an NCES locale of Suburb: Large and falls into the district size of 25,000 Plus. Capistrano Unified has been using Benchmark Advance for one school year.

## Growth by Student Groups

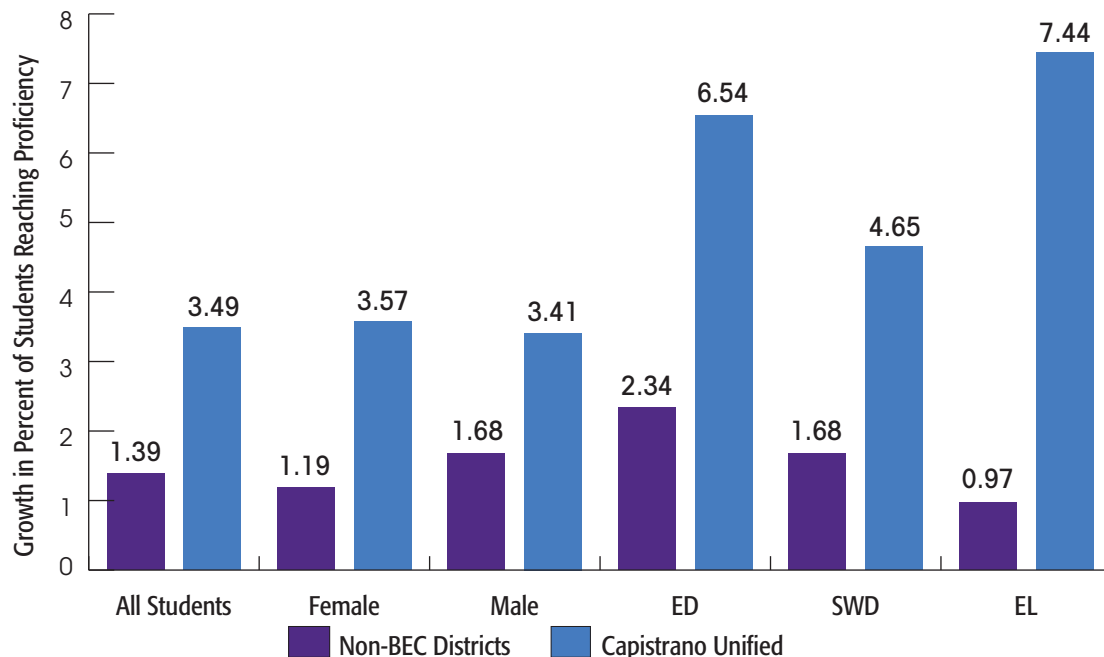


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=30664640000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

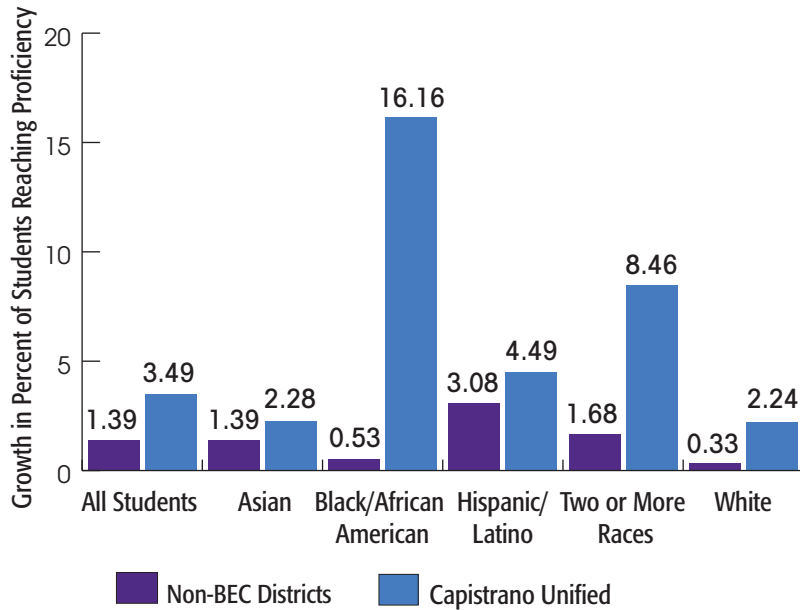


Figure 2 shows the comparison of growth in proficiency between students in Capistrano Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

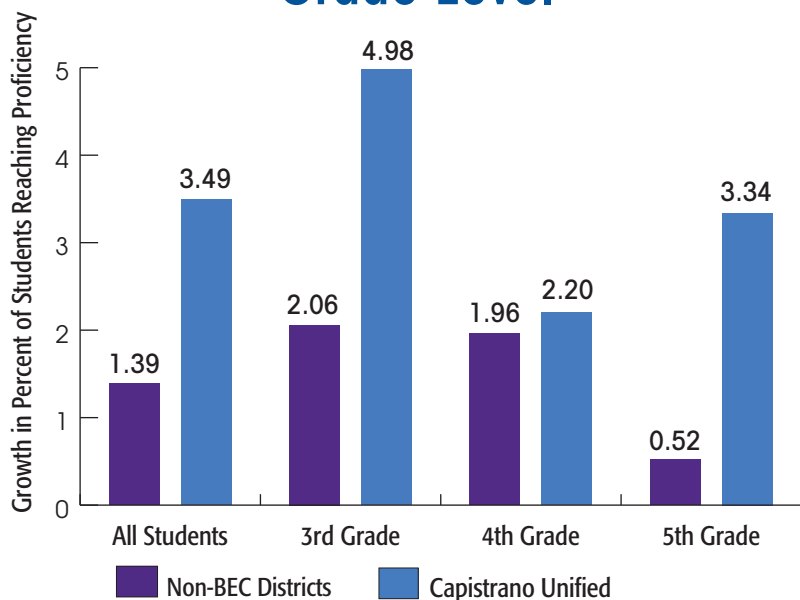
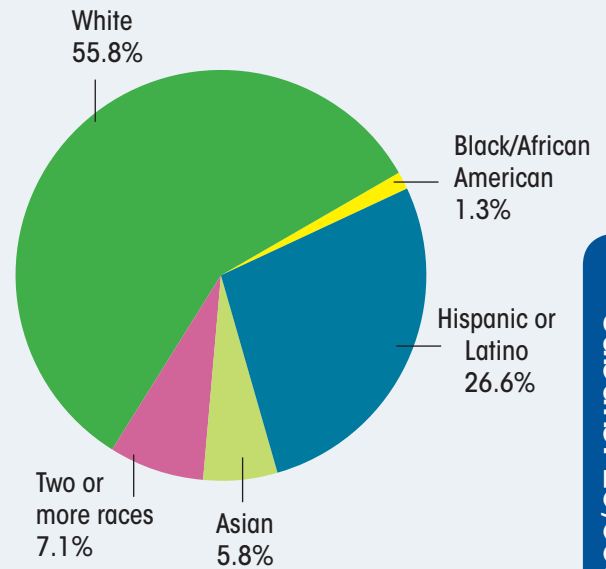


Figure 3 shows the comparison of growth in proficiency between students in Capistrano Unified and Non-BEC Districts by the grade level of the students.

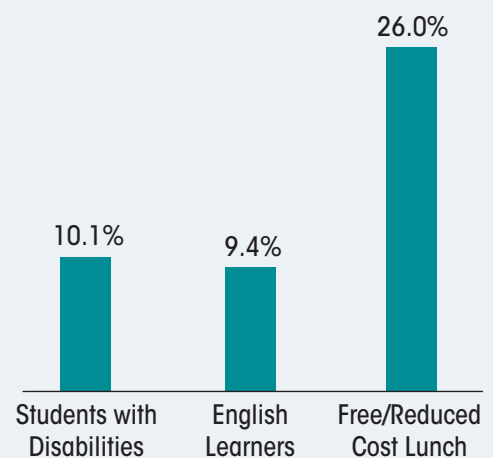
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Capistrano Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Capistrano Unified's Student Population

### District Race/Ethnicity

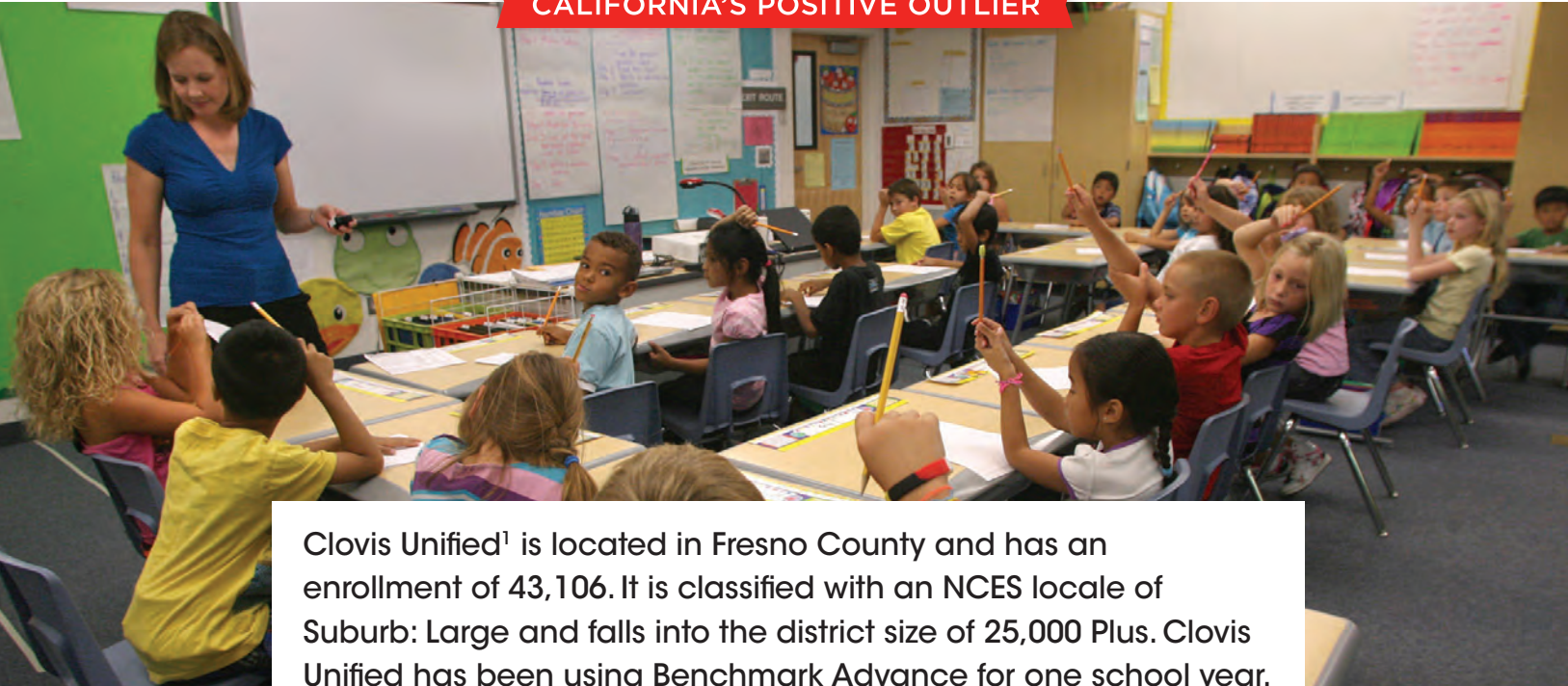


### Program Participation



# Clovis Unified

CALIFORNIA'S POSITIVE OUTLIER



Clovis Unified<sup>1</sup> is located in Fresno County and has an enrollment of 43,106. It is classified with an NCES locale of Suburb: Large and falls into the district size of 25,000 Plus. Clovis Unified has been using Benchmark Advance for one school year.

## Growth by Student Groups

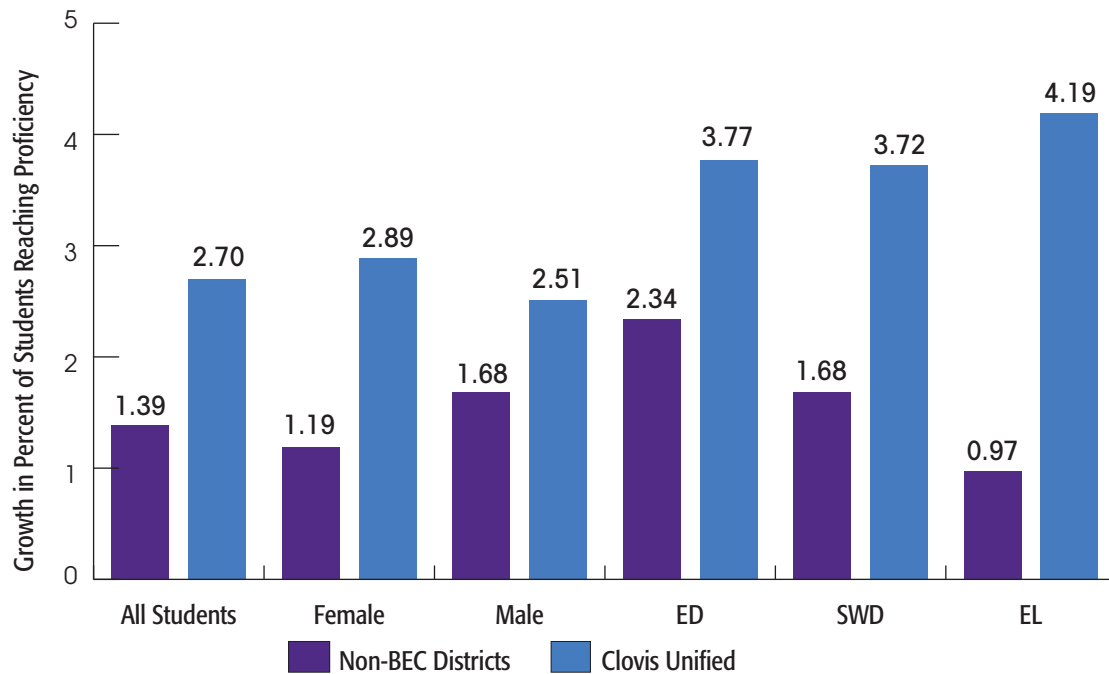


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=10621170000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

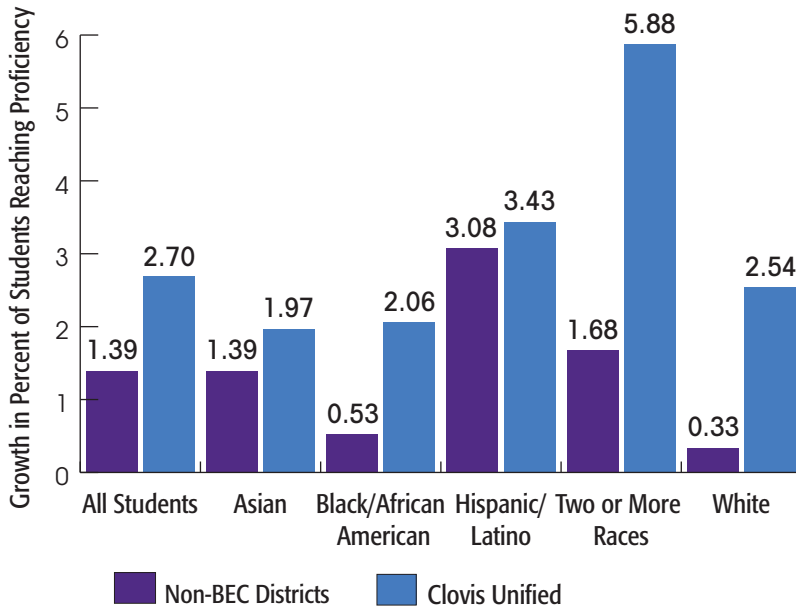


Figure 2 shows the comparison of growth in proficiency between students in Clovis Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

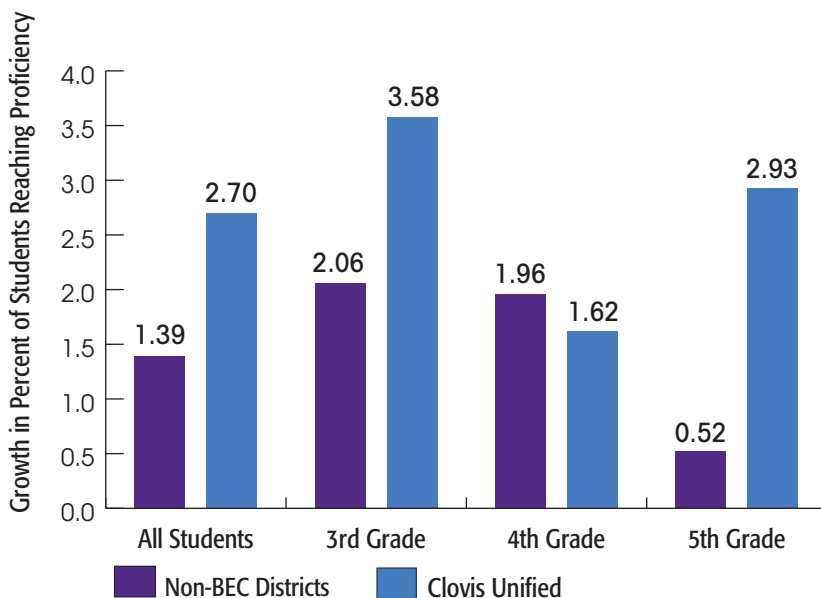


Figure 3 shows the comparison of growth in proficiency between students in Clovis Unified and Non-BEC Districts by the grade level of the students.

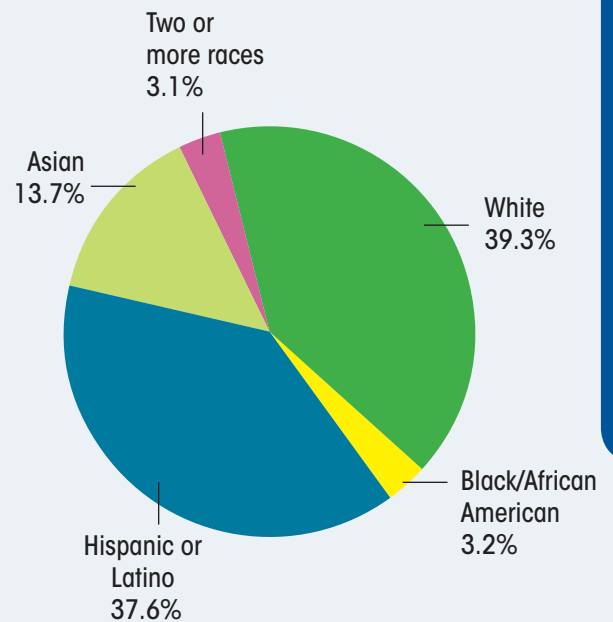
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Clovis Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## CALIFORNIA'S POSITIVE OUTLIER

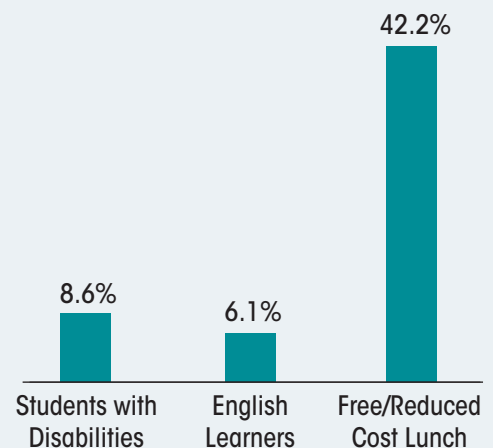
- ✓ Large Districts Beating the Odds
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Clovis Unified's Student Population

### District Race/Ethnicity



### Program Participation



Suburb: 25,000 Plus

# Chula Vista Elementary School

CALIFORNIA'S POSITIVE OUTLIER

Chula Vista Elementary<sup>1</sup> is located in San Diego County and has an enrollment of 30,120. It is classified with an NCES locale of Suburb: Large and falls into the district size of 25,000 Plus. Chula Vista Elementary has been using Benchmark Advance and Benchmark Adelante for one school year.

## Growth by Student Groups

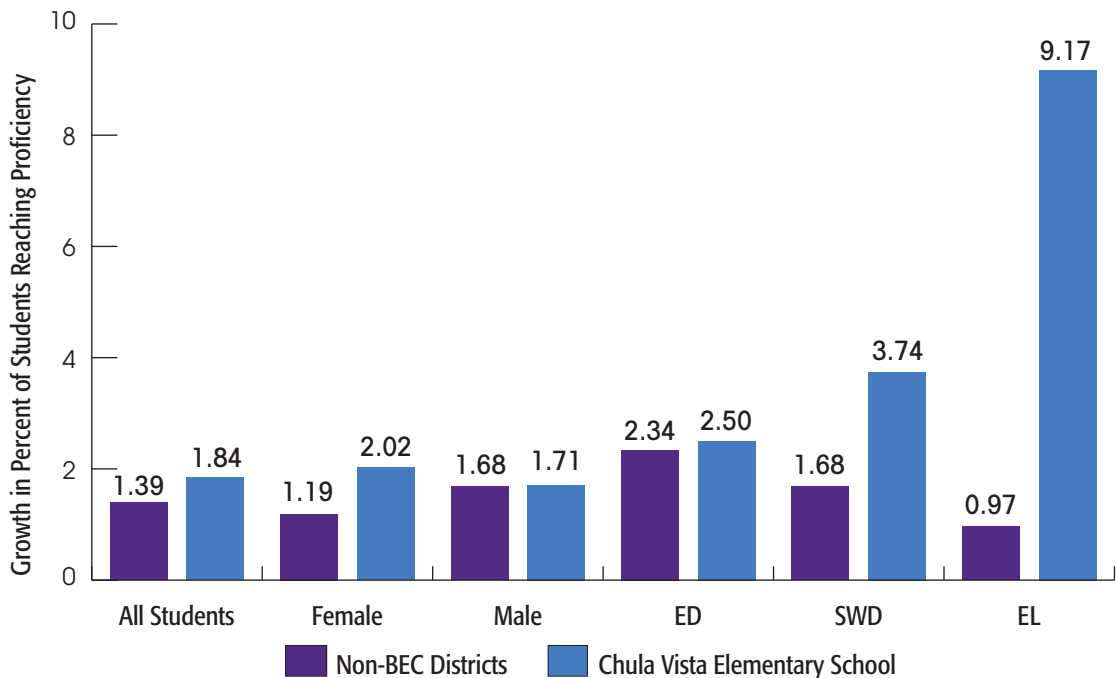


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=37680230000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

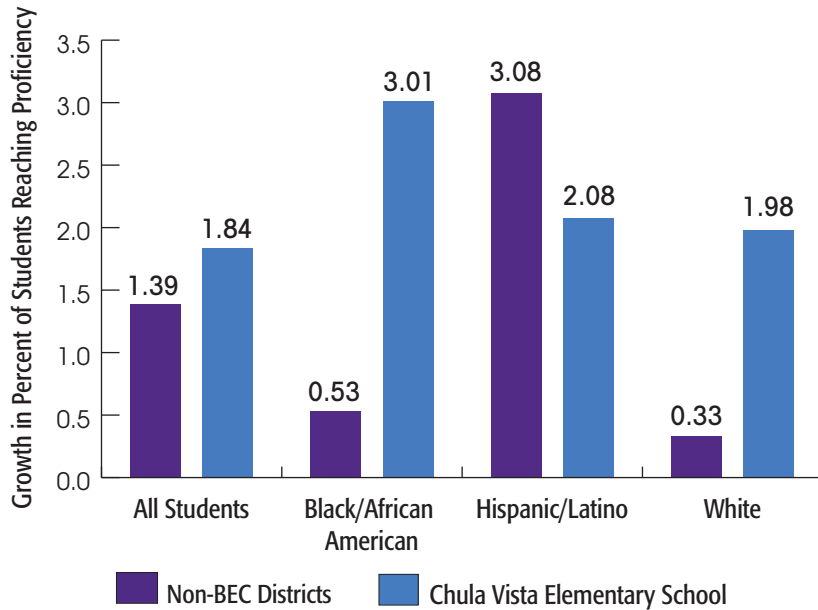


Figure 2 shows the comparison of growth in proficiency between students in Chula Vista Elementary and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

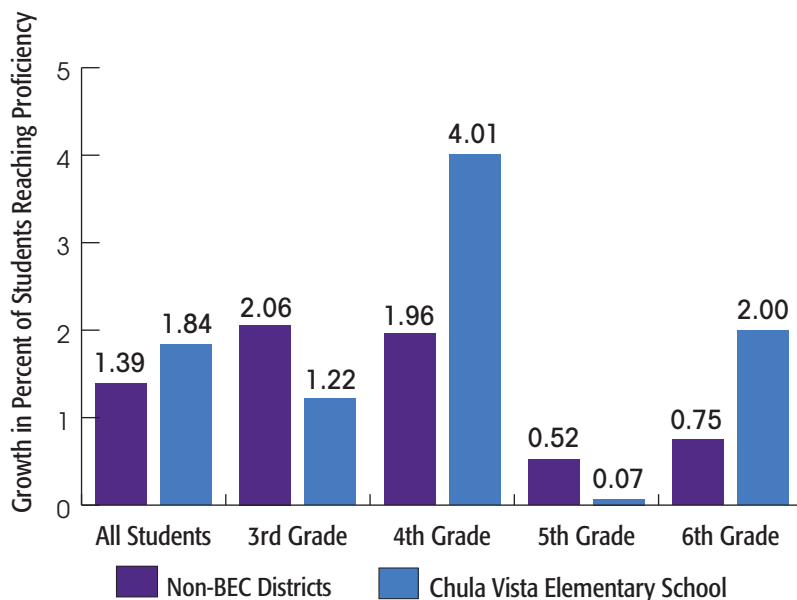


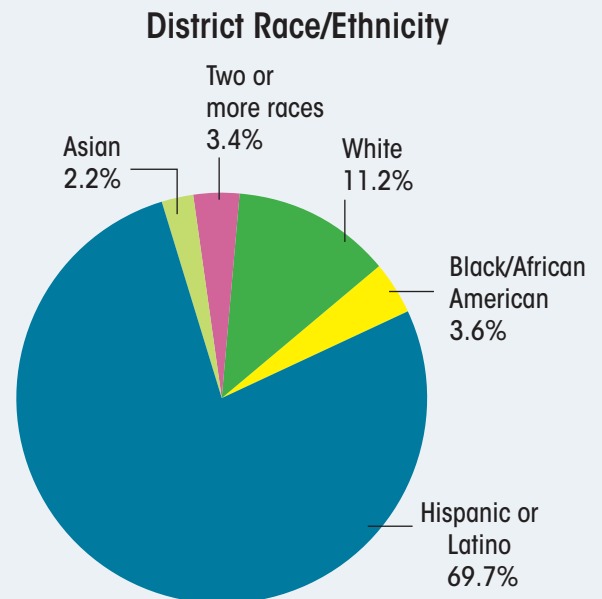
Figure 3 shows the comparison of growth in proficiency between students in Chula Vista Elementary and Non-BEC Districts by the grade level of the students.

Note: 2017–2018 state test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Chula Vista Elementary who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

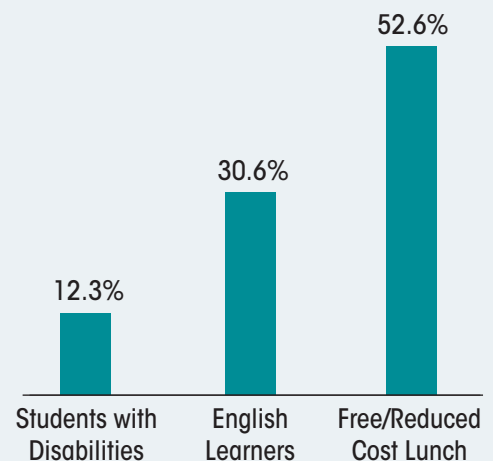
## CALIFORNIA'S POSITIVE OUTLIER

- ✓ Large Districts Beating the Odds
- ✓ High Residuals for African American Students
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Chula Vista Elementary School's Student Population

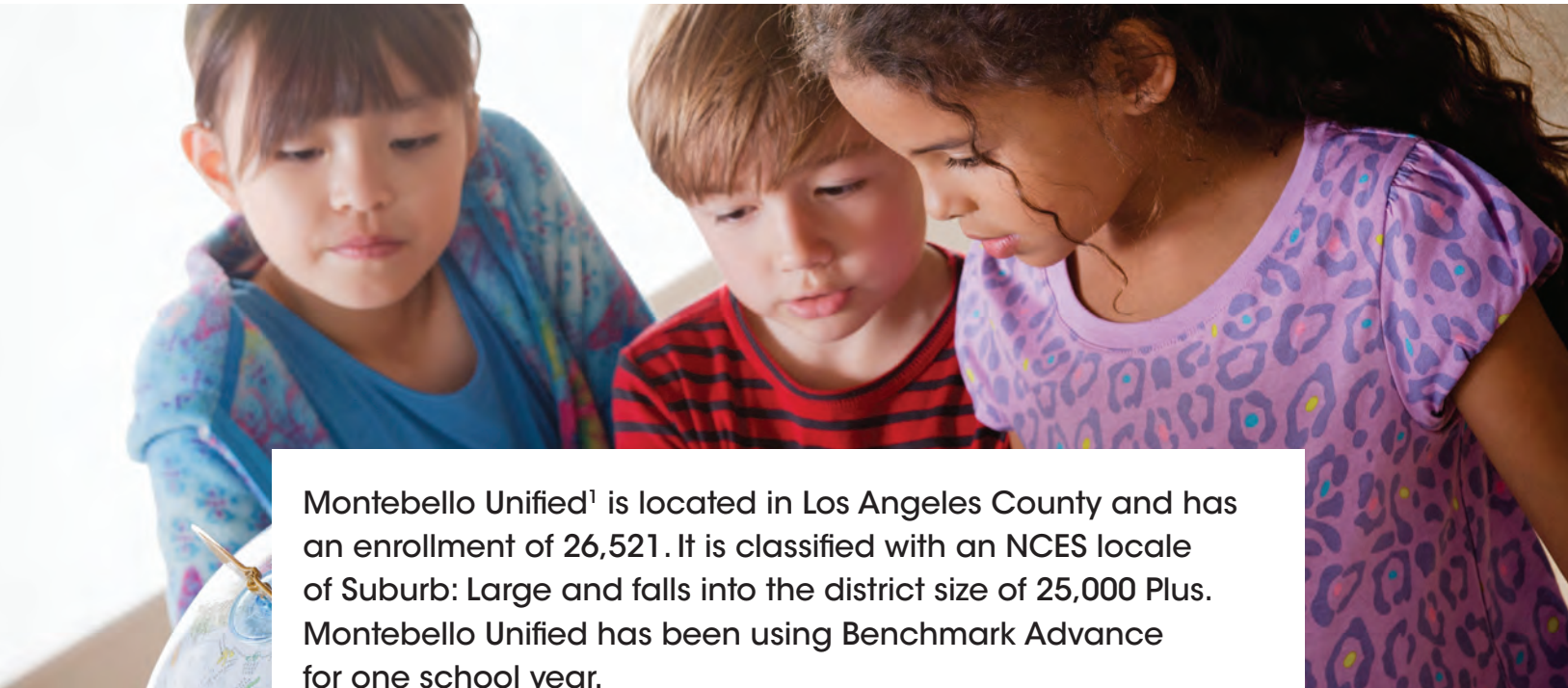


## Program Participation



Suburb: 25,000 Plus

# Montebello Unified



Montebello Unified<sup>1</sup> is located in Los Angeles County and has an enrollment of 26,521. It is classified with an NCES locale of Suburb: Large and falls into the district size of 25,000 Plus. Montebello Unified has been using Benchmark Advance for one school year.

## Growth by Student Groups

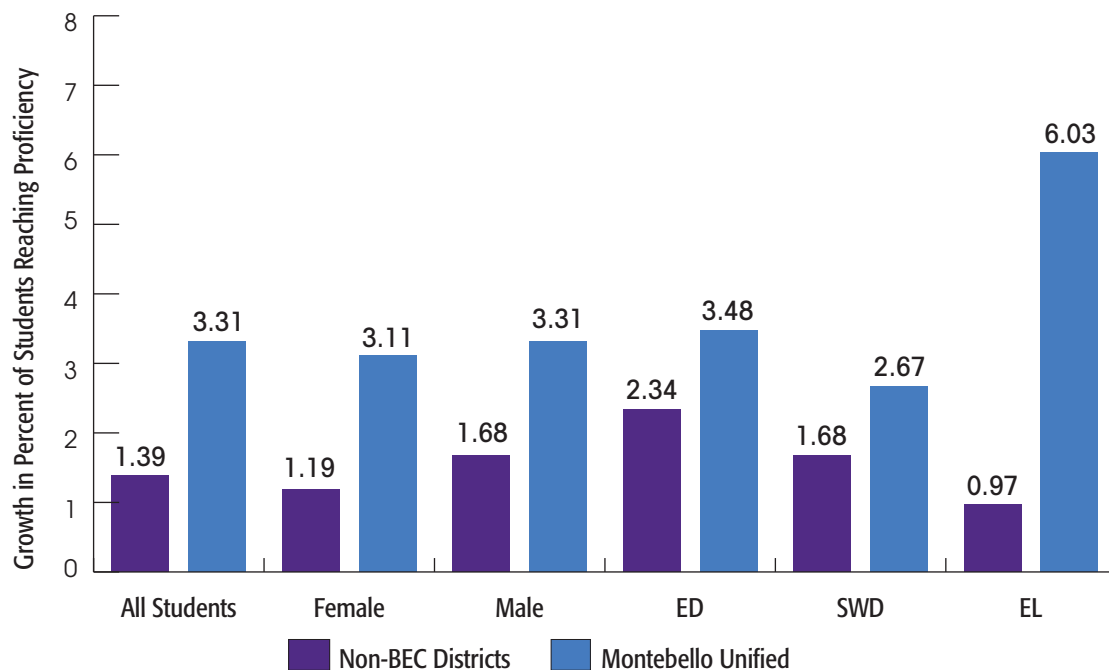


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=19648080000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

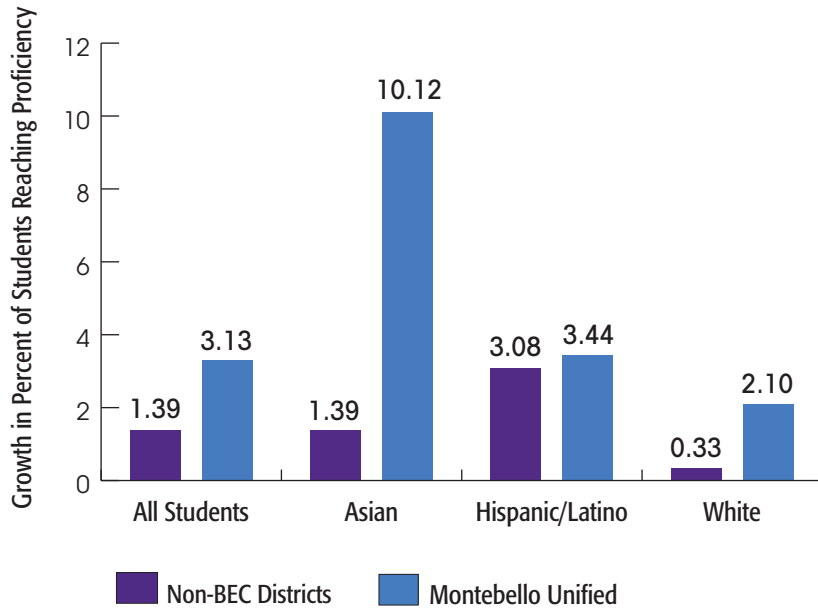


Figure 2 shows the comparison of growth in proficiency between students in Montebello Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

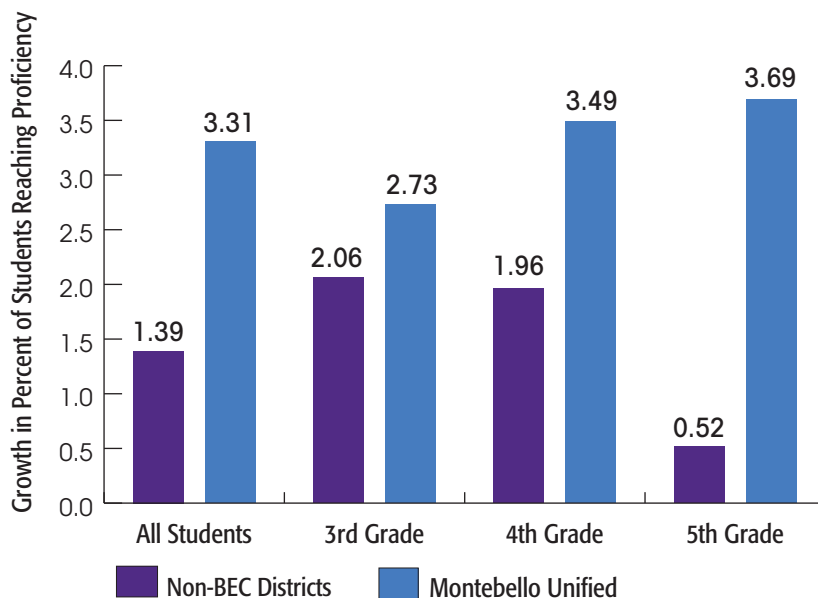
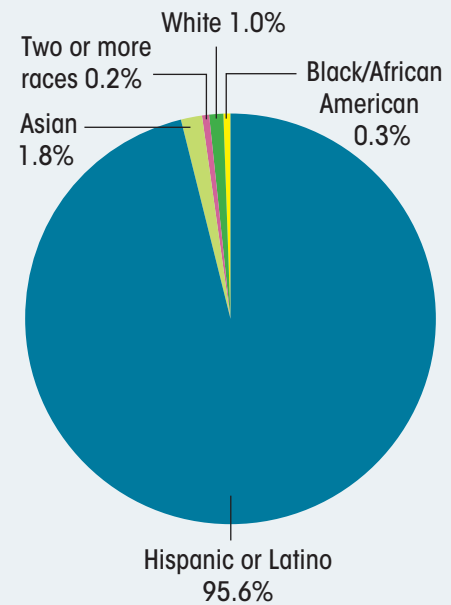


Figure 3 shows the comparison of growth in proficiency between students in Montebello Unified and Non-BEC Districts by the grade level of the students.

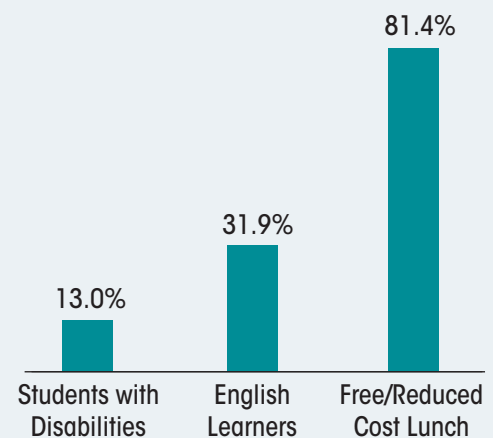
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Montebello Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Montebello Unified's Student Population

### District Race/Ethnicity

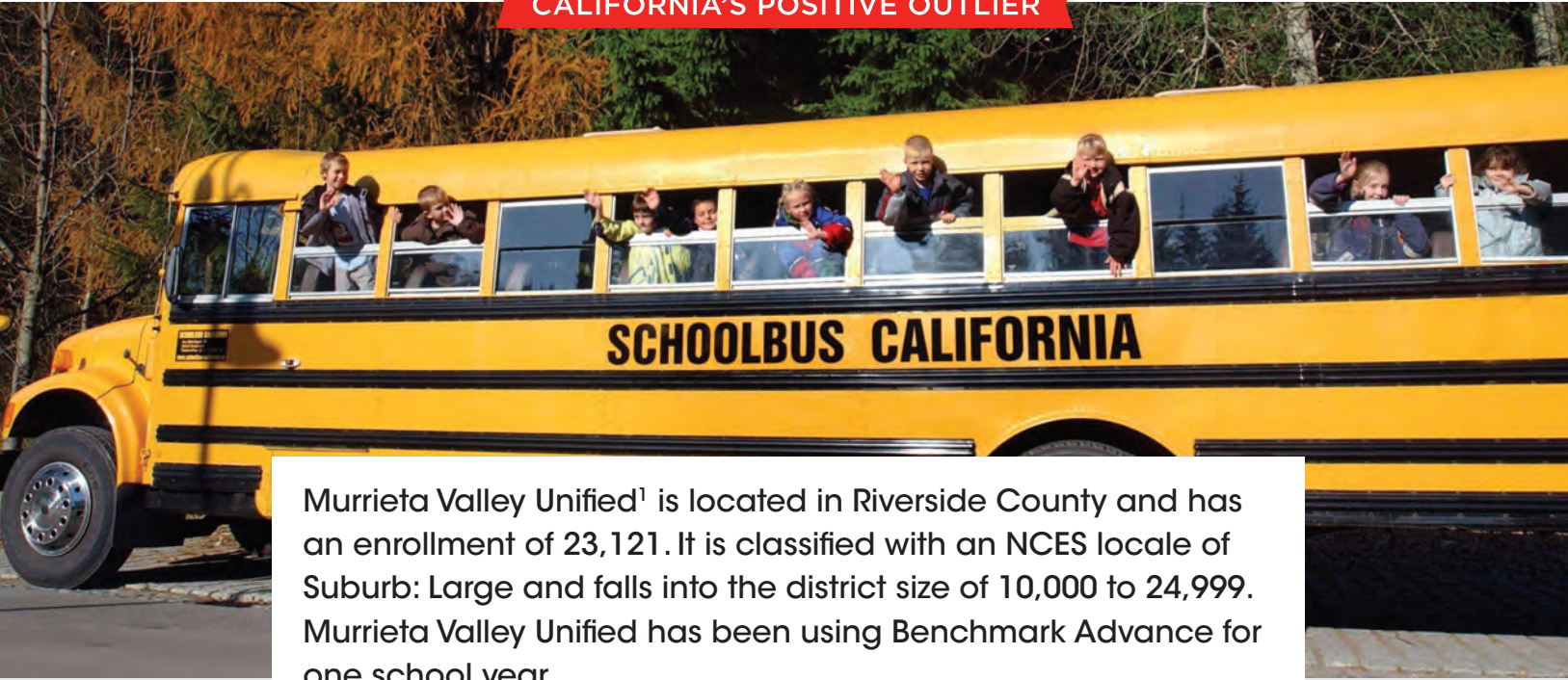


### Program Participation



# Murrieta Valley Unified

CALIFORNIA'S POSITIVE OUTLIER



Murrieta Valley Unified<sup>1</sup> is located in Riverside County and has an enrollment of 23,121. It is classified with an NCES locale of Suburb: Large and falls into the district size of 10,000 to 24,999. Murrieta Valley Unified has been using Benchmark Advance for one school year.

## Growth by Student Groups

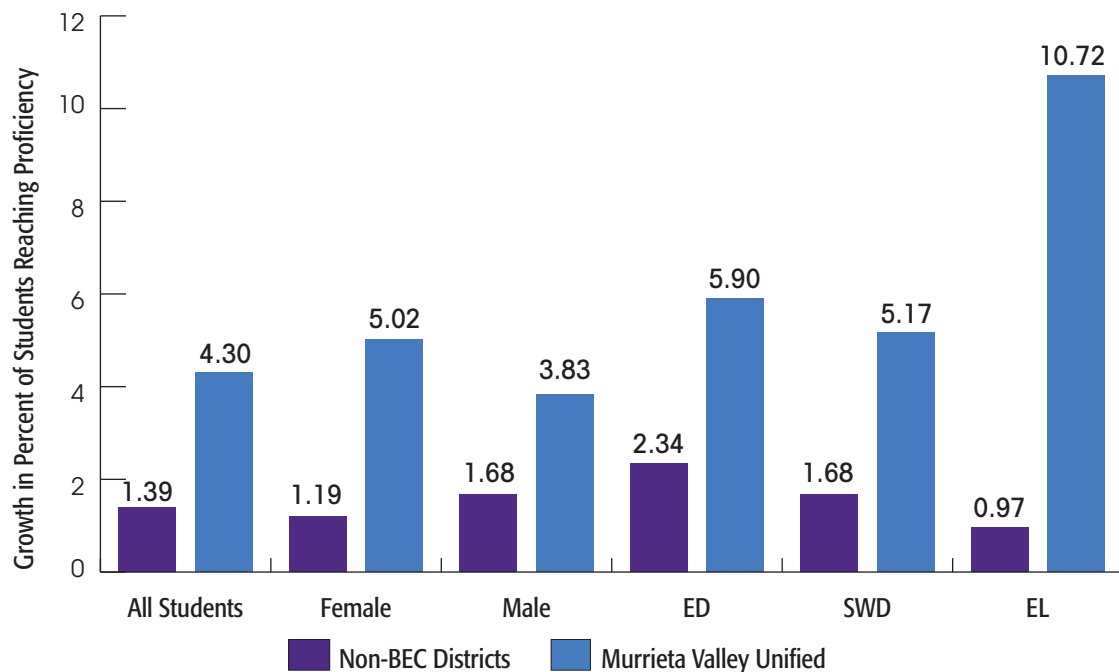


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=33752000000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

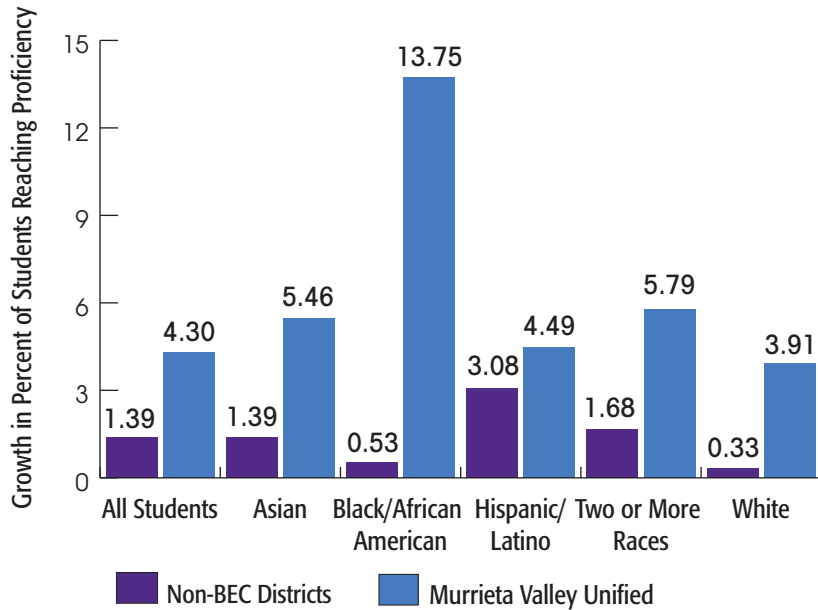


Figure 2 shows the comparison of growth in proficiency between students in Murrieta Valley Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

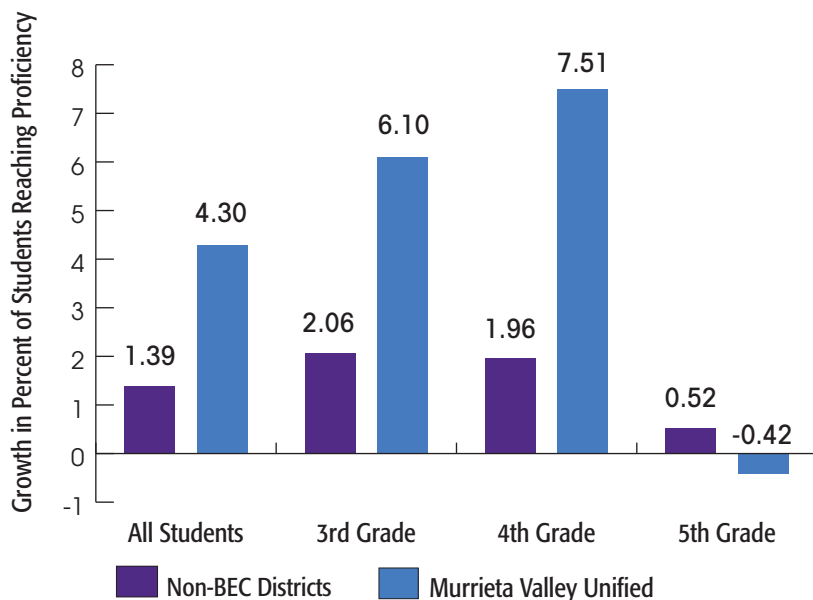


Figure 3 shows the comparison of growth in proficiency between students in Murrieta Valley Unified and Non-BEC Districts by the grade level of the students.

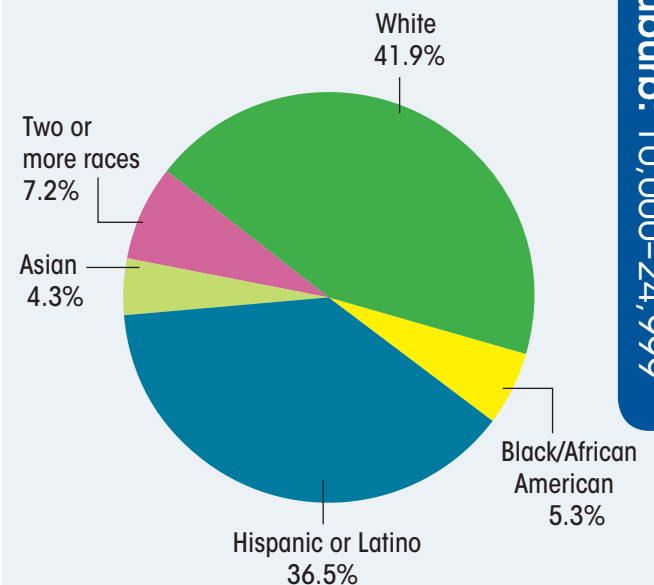
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Murrieta Valley Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## CALIFORNIA'S POSITIVE OUTLIER

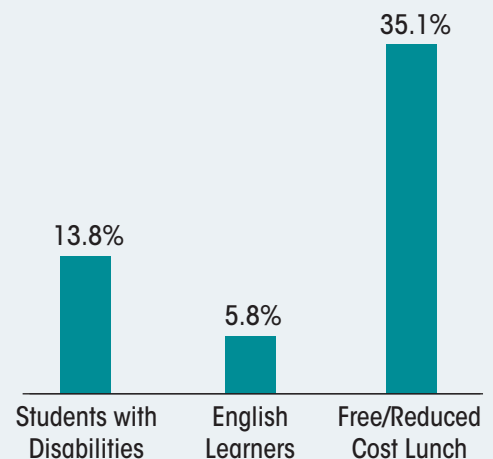
- ✓ High Residuals for African American Students
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Murrieta Valley Unified's Student Population

### District Race/Ethnicity



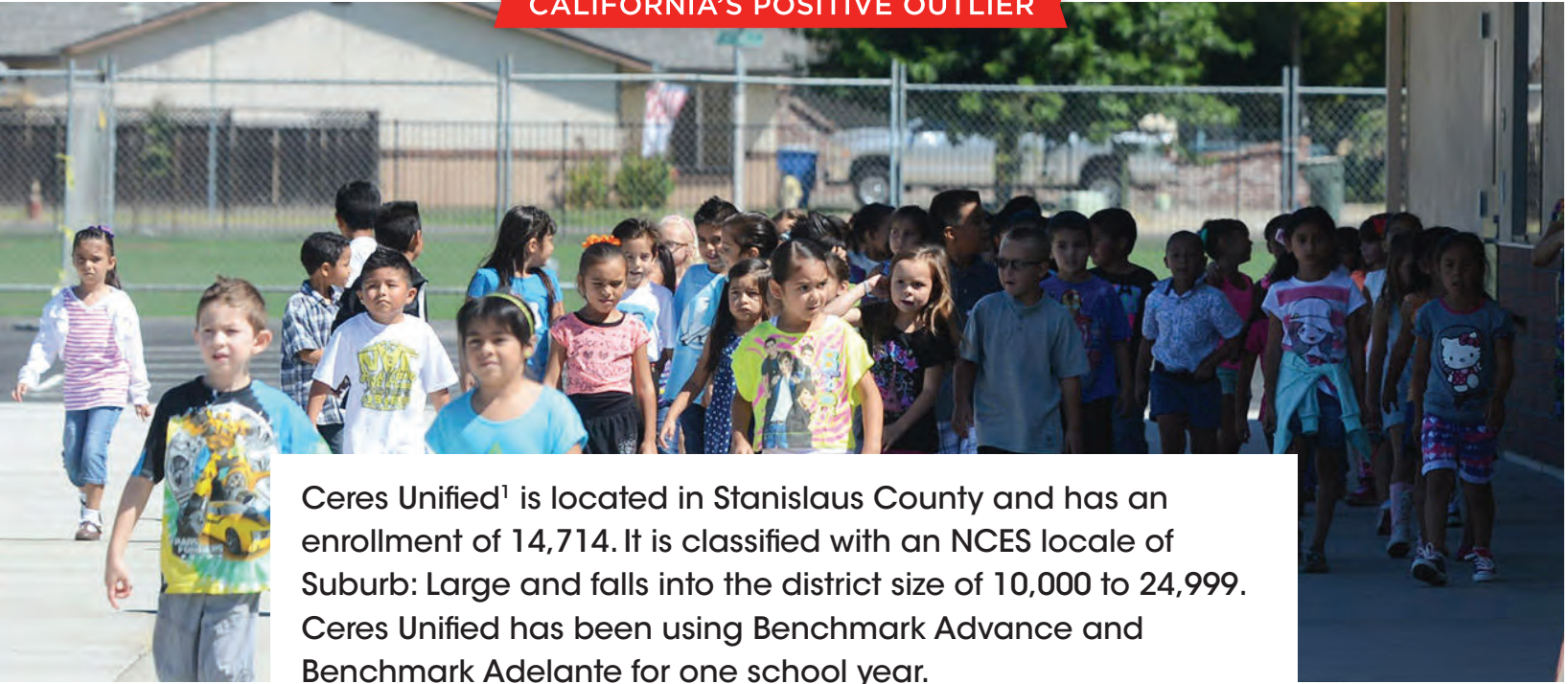
### Program Participation



Suburb: 10,000-24,999

# Ceres Unified

CALIFORNIA'S POSITIVE OUTLIER



Ceres Unified<sup>1</sup> is located in Stanislaus County and has an enrollment of 14,714. It is classified with an NCES locale of Suburb: Large and falls into the district size of 10,000 to 24,999. Ceres Unified has been using Benchmark Advance and Benchmark Adelante for one school year.

## Growth by Student Groups

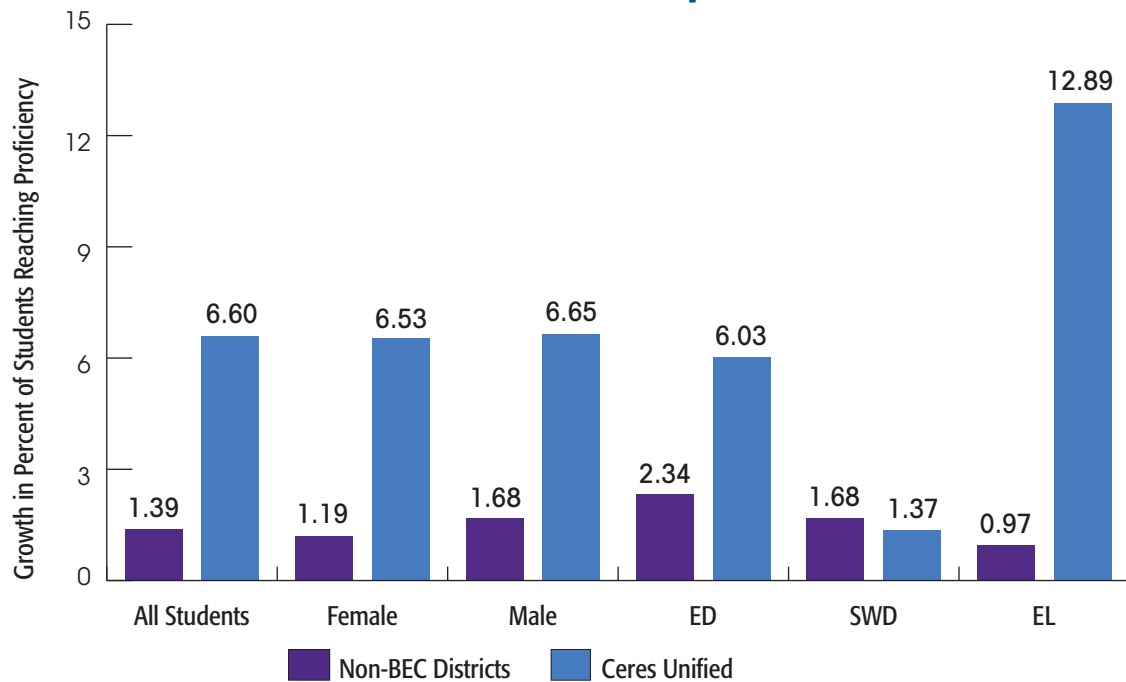


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL)

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=50710430000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

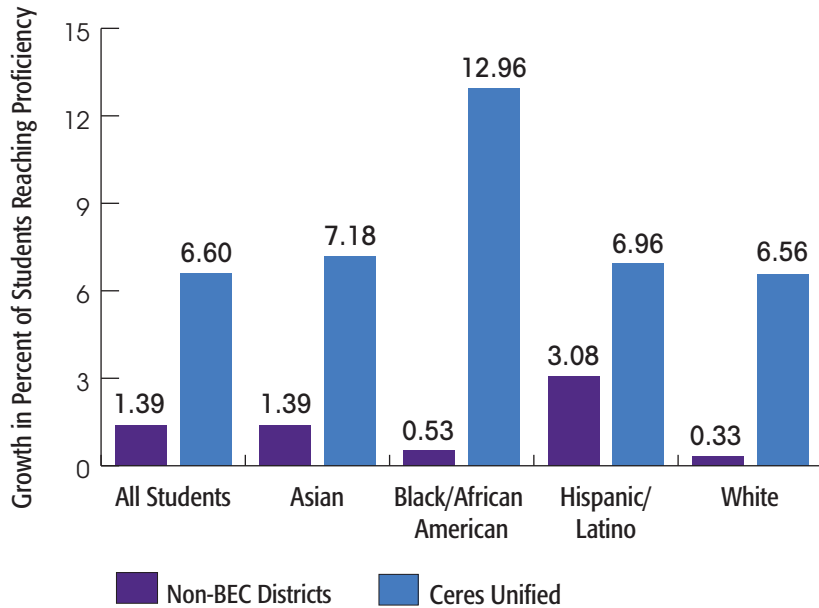


Figure 2 shows the comparison of growth in proficiency between students in Ceres Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

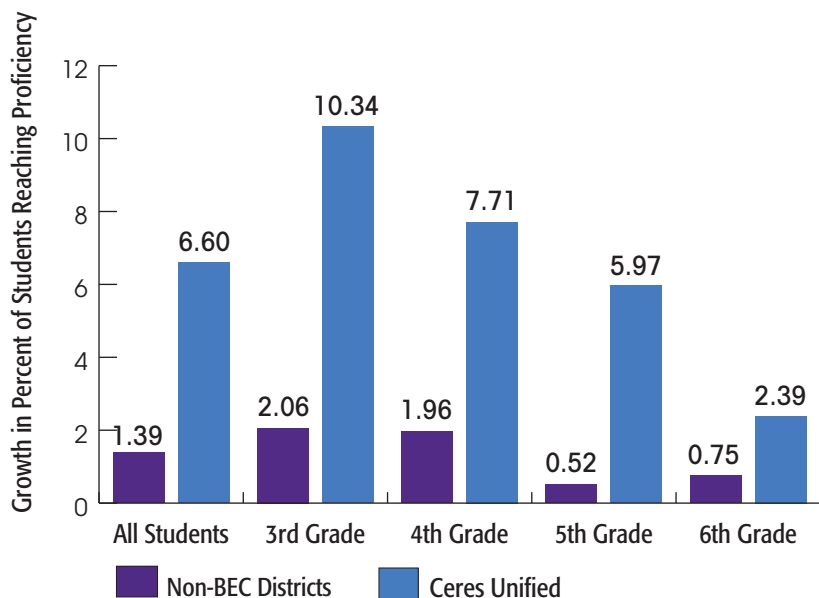


Figure 3 shows the comparison of growth in proficiency between students in Ceres Unified and Non-BEC Districts by the grade level of the students.

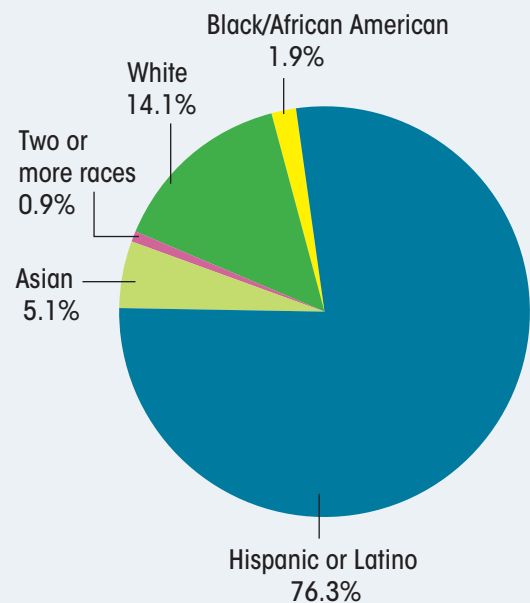
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Ceres Unified who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## CALIFORNIA'S POSITIVE OUTLIER

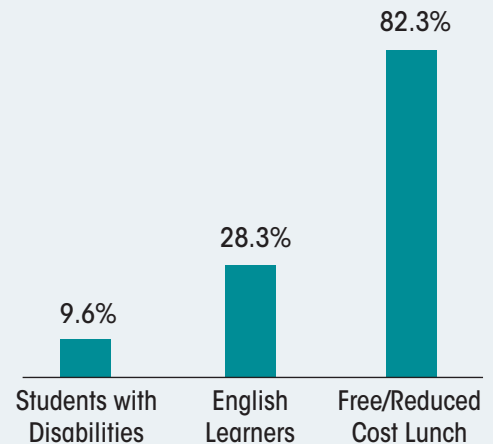
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Ceres Unified's Student Population

### District Race/Ethnicity

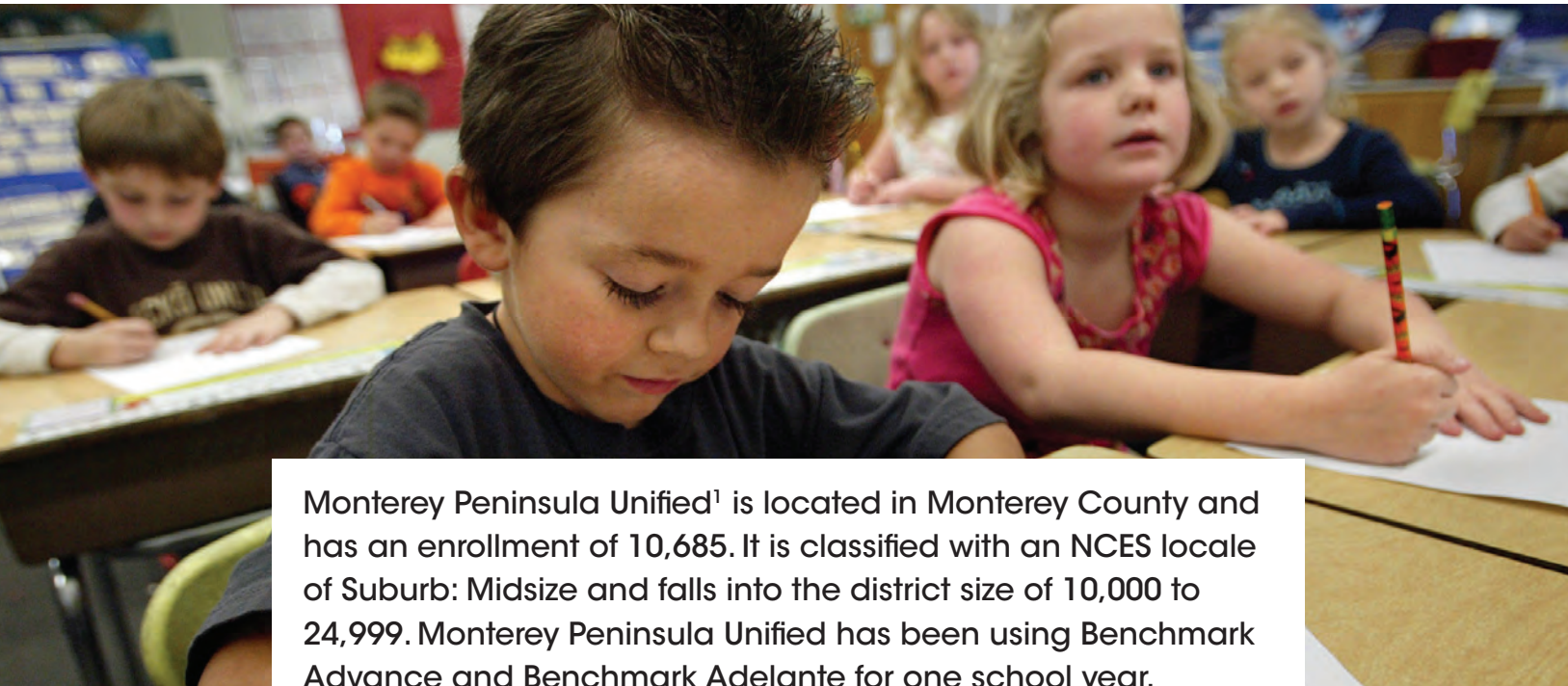


### Program Participation



Suburb: 10,000-24,999

# Monterey Peninsula Unified



Monterey Peninsula Unified<sup>1</sup> is located in Monterey County and has an enrollment of 10,685. It is classified with an NCES locale of Suburb: Midsize and falls into the district size of 10,000 to 24,999. Monterey Peninsula Unified has been using Benchmark Advance and Benchmark Adelante for one school year.

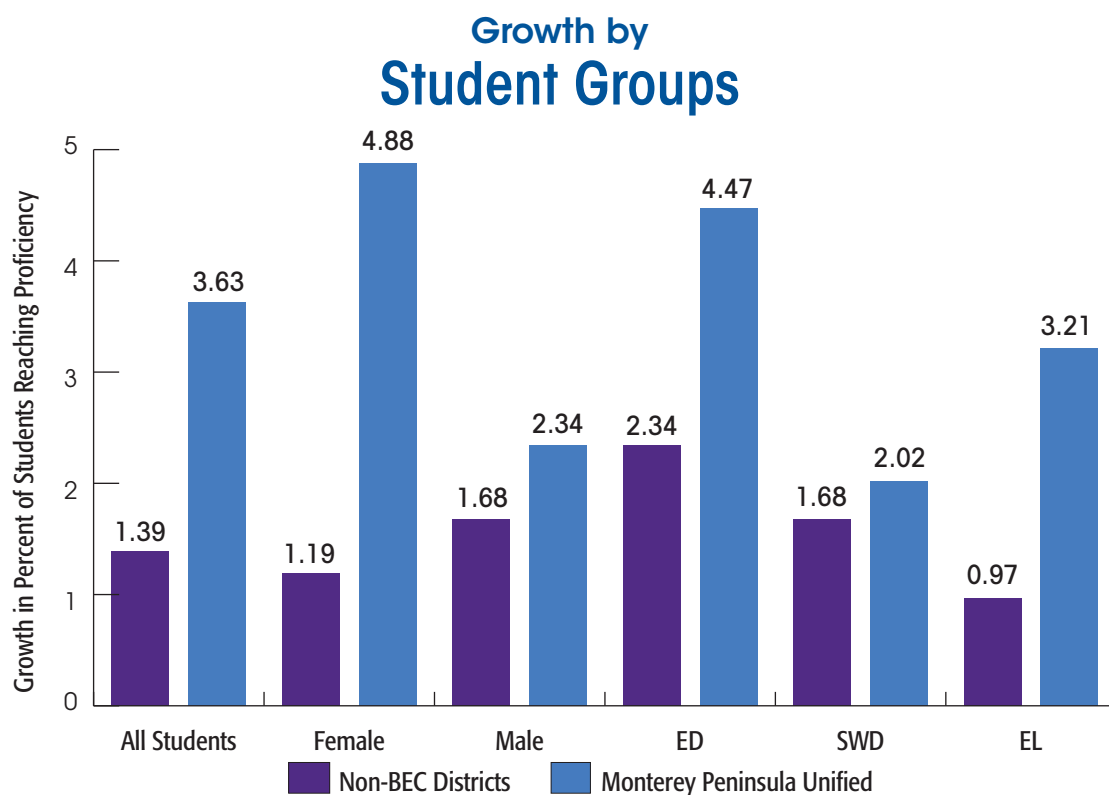


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=27660920000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

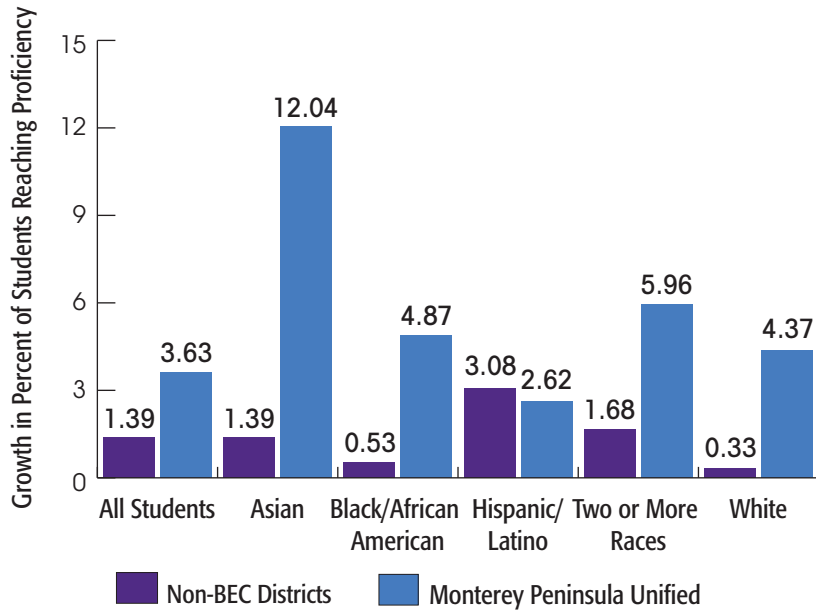


Figure 2 shows the comparison of growth in proficiency between students in Monterey Peninsula Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

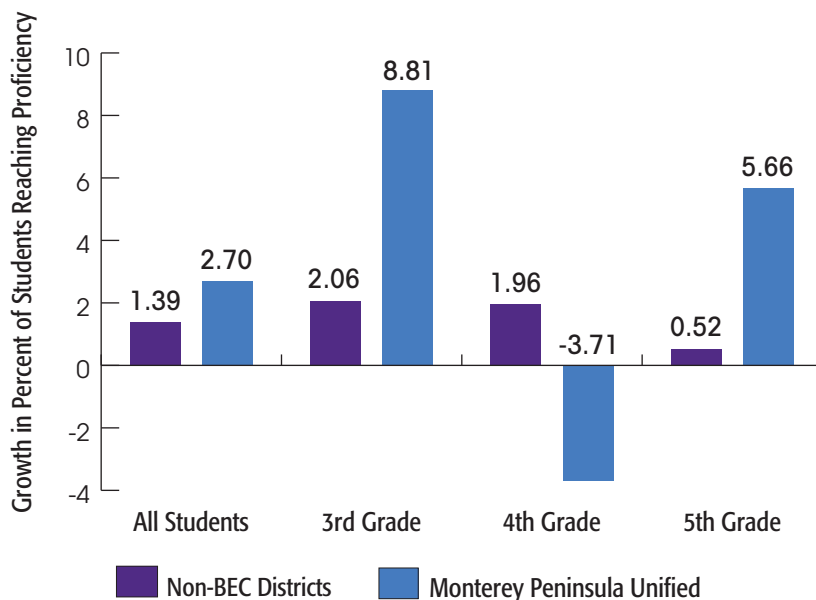
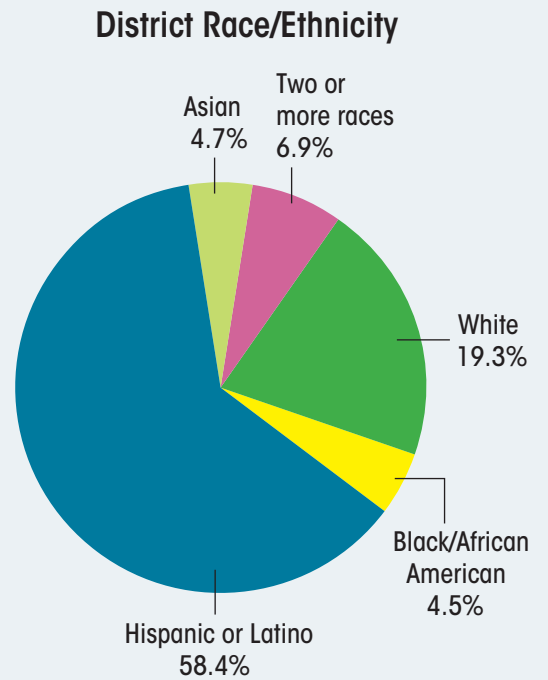


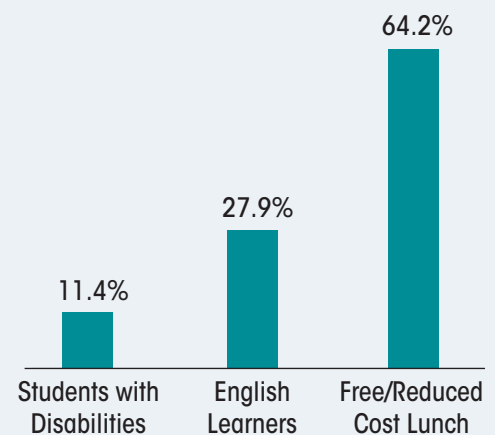
Figure 3 shows the comparison of growth in proficiency between students in Monterey Peninsula Unified and Non-BEC Districts by the grade level of the students.

State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Monterey Peninsula Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Monterey Peninsula Unified's Student Population



## Program Participation



Suburb: 10,000-24,999

# Bonita Unified

CALIFORNIA'S POSITIVE OUTLIER

Bonita Unified<sup>1</sup> is located in Los Angeles County and has an enrollment of 10,088. It is classified with an NCES locale of Suburb: Large and falls into the district size of 10,000 to 24,999. Bonita Unified has been using Benchmark Advance for one school year.

## Growth by Student Groups

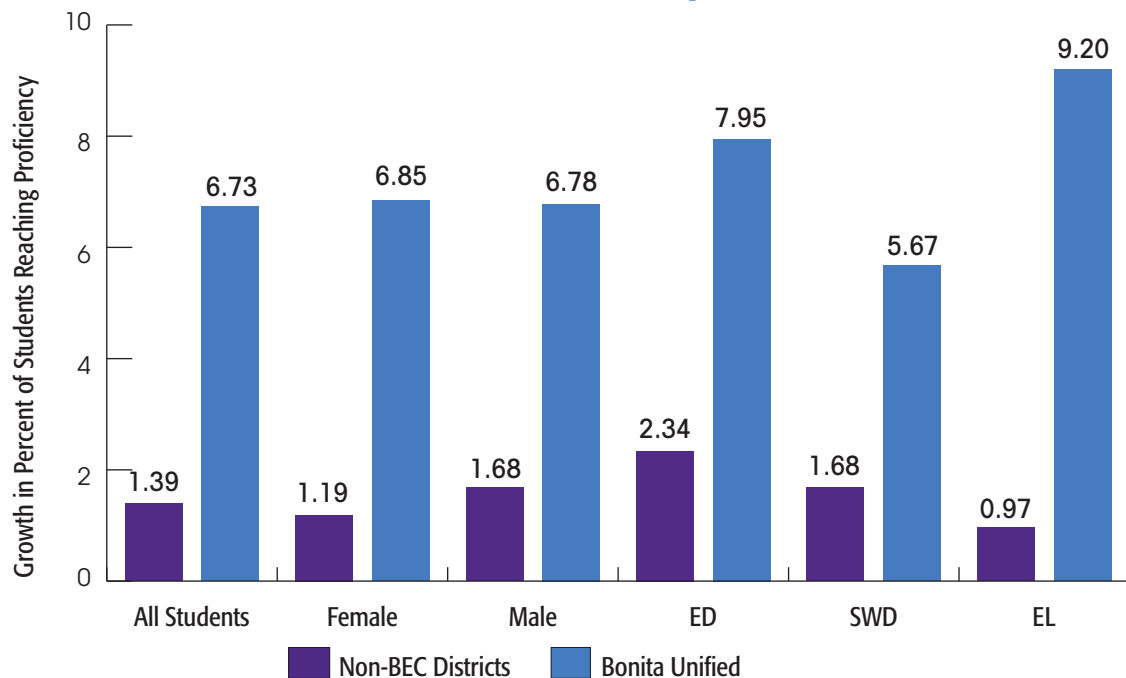


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=19643290000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

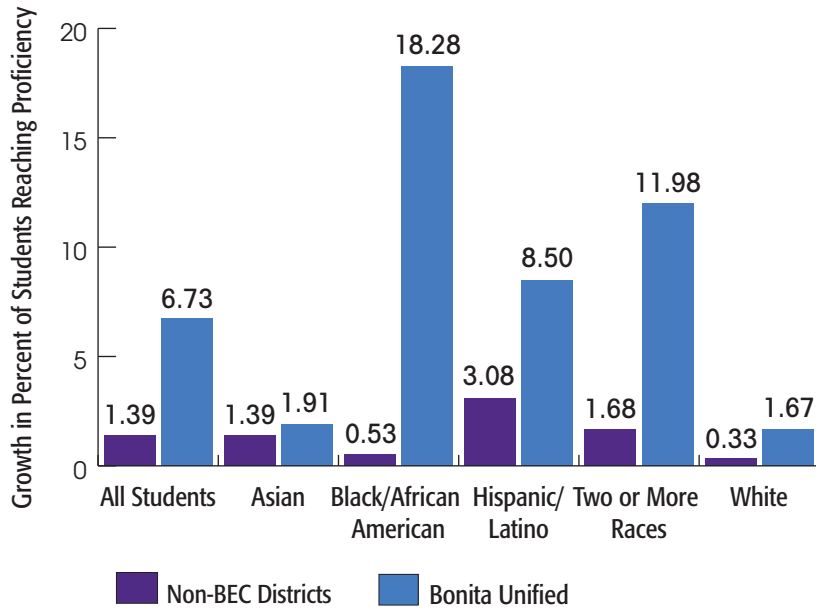


Figure 2 shows the comparison of growth in proficiency between students in Bonita Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

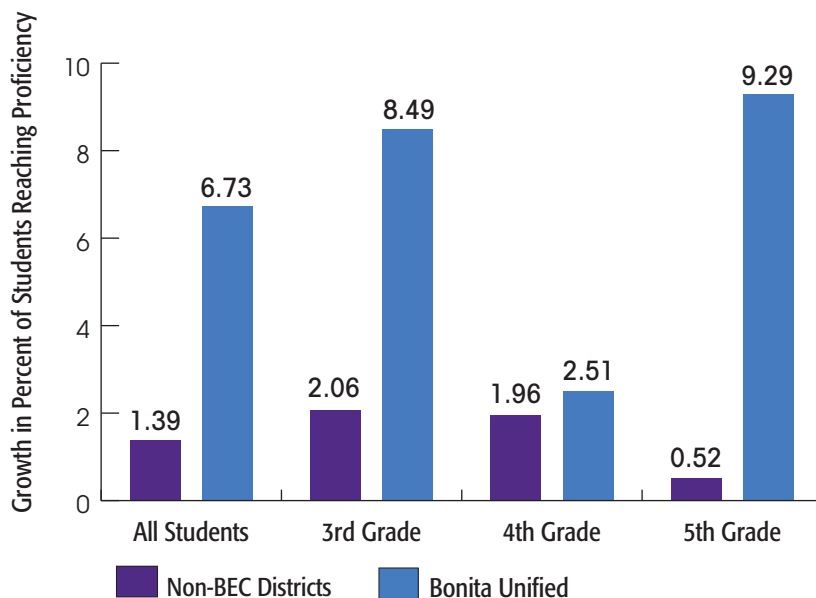


Figure 3 shows the comparison of growth in proficiency between students in Bonita Unified and Non-BEC Districts by the grade level of the students.

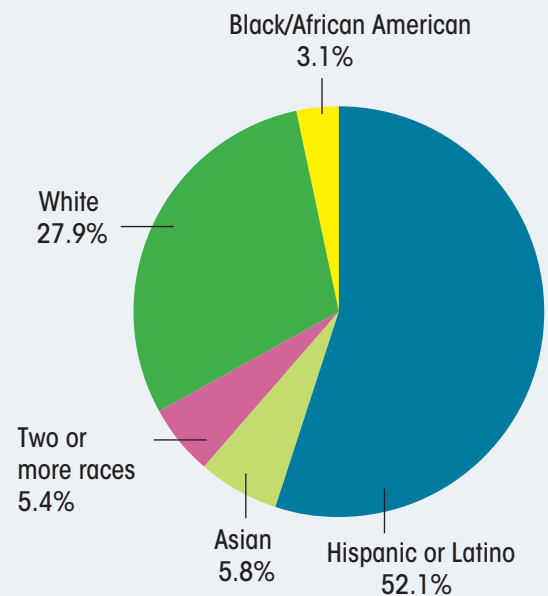
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Bonita Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## CALIFORNIA'S POSITIVE OUTLIER

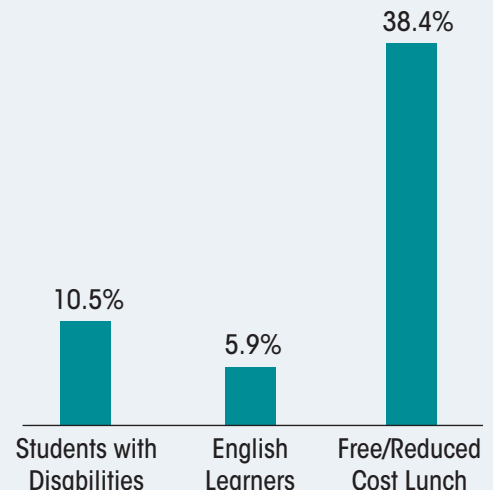
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Bonita Unified's Student Population

### District Race/Ethnicity



### Program Participation



Suburb: 10,000-24,999

# Hawthorne

CALIFORNIA'S POSITIVE OUTLIER

Hawthorne<sup>1</sup> is located in Los Angeles County and has an enrollment of 8,364. It is classified with an NCES locale of Suburb: Large and falls into the district size of 5,000 to 9,999. Hawthorne has been using Benchmark Advance and Benchmark Adelante for one school year.

## Growth by Student Groups



Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=19645920000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

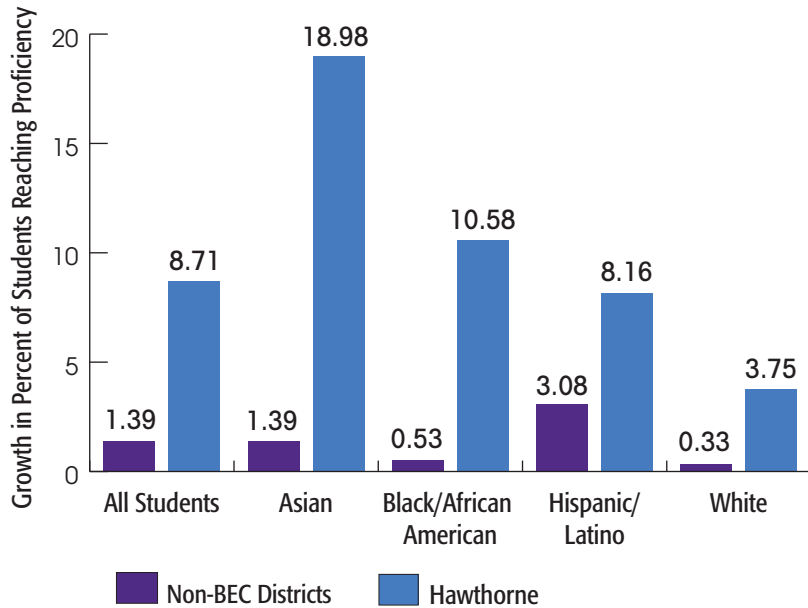


Figure 2 shows the comparison of growth in proficiency between students in Hawthorne and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

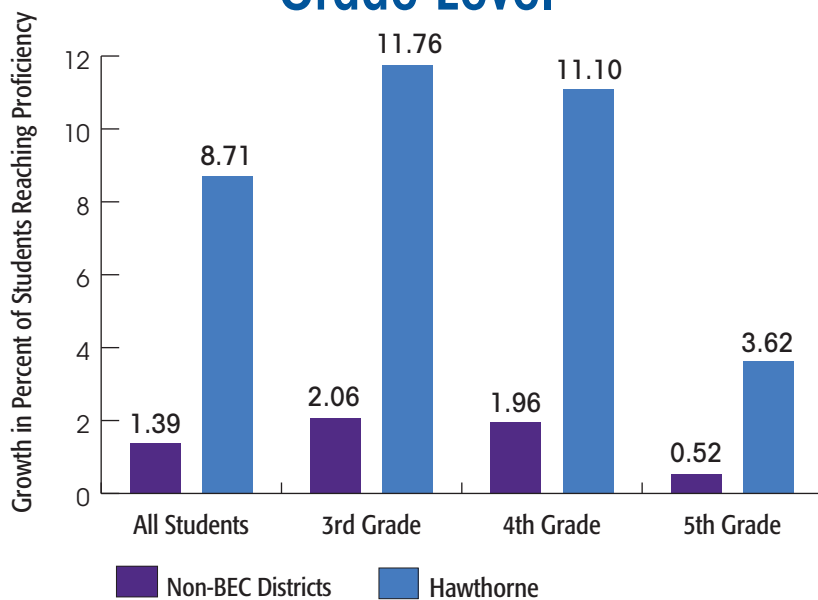


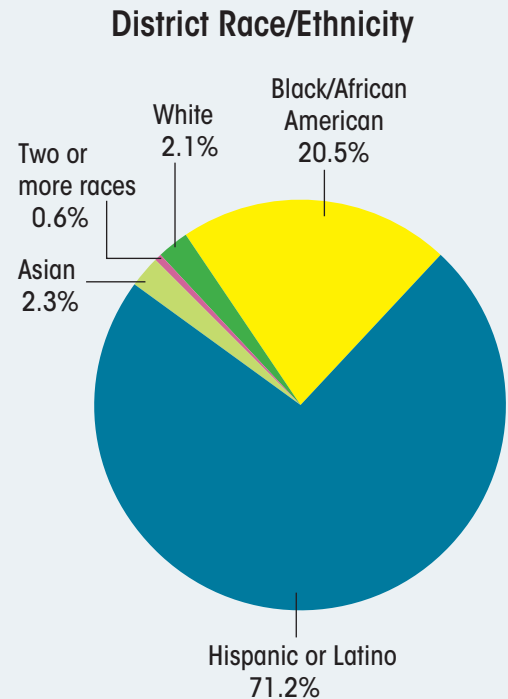
Figure 3 shows the comparison of growth in proficiency between students in Hawthorne and Non-BEC Districts by the grade level of the students.

State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Hawthorne who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

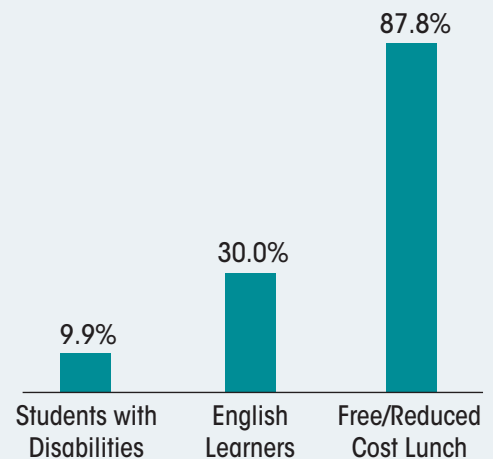
## CALIFORNIA'S POSITIVE OUTLIER

- ✓ Large Districts Beating the Odds
- ✓ High Residuals for African American Students
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Hawthorne's Student Population



## Program Participation



Suburb: 5,000-9,999

# El Monte City

CALIFORNIA'S POSITIVE OUTLIER



El Monte City<sup>1</sup> is located in Los Angeles County and has an enrollment of 8,233. It is classified with an NCES locale of Suburb: Large and falls into the district size of 5,000 to 9,999. El Monte City has been using Benchmark Advance for two school years.

## Growth by Student Groups



Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=19645010000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

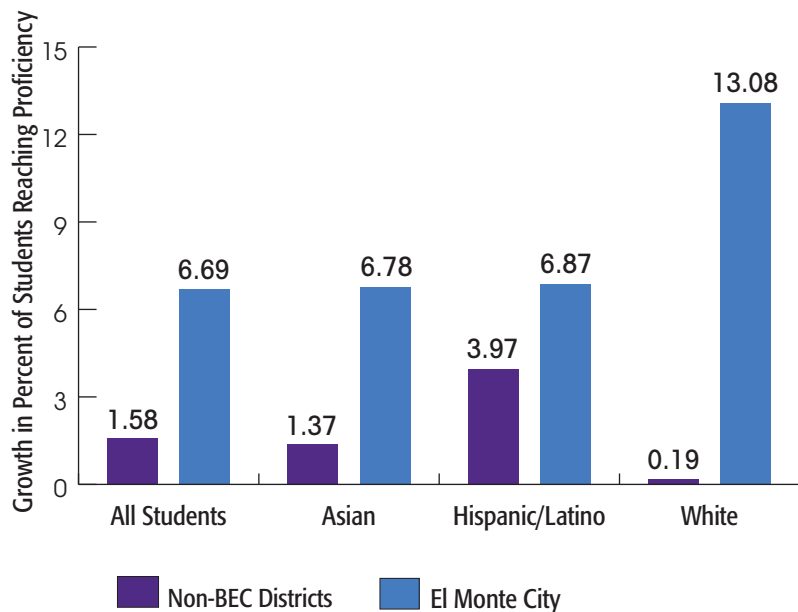


Figure 2 shows the comparison of growth in proficiency between students in El Monte City and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

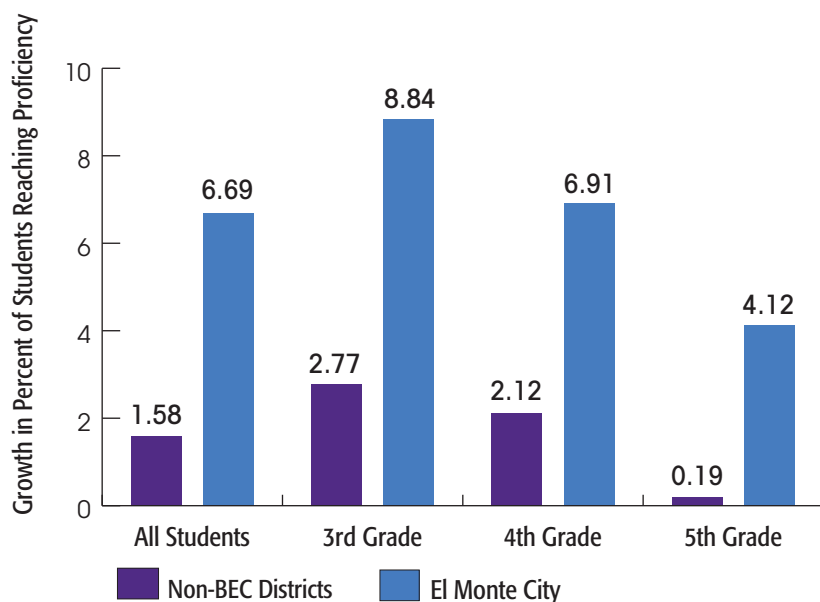


Figure 3 shows the comparison of growth in proficiency between students in El Monte City and Non-BEC Districts by the grade level of the students.

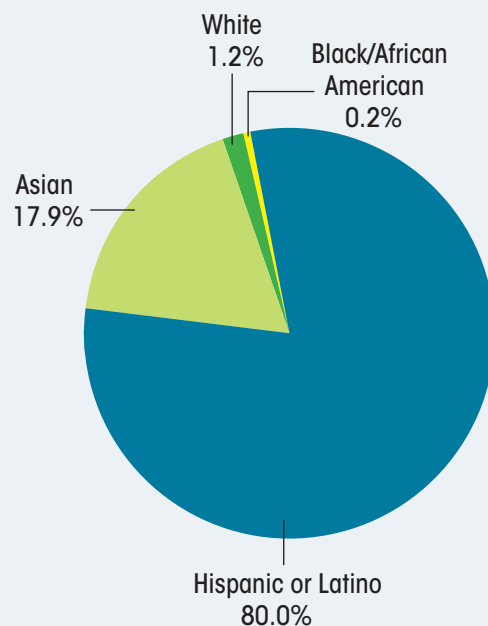
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in El Monte City who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## CALIFORNIA'S POSITIVE OUTLIER

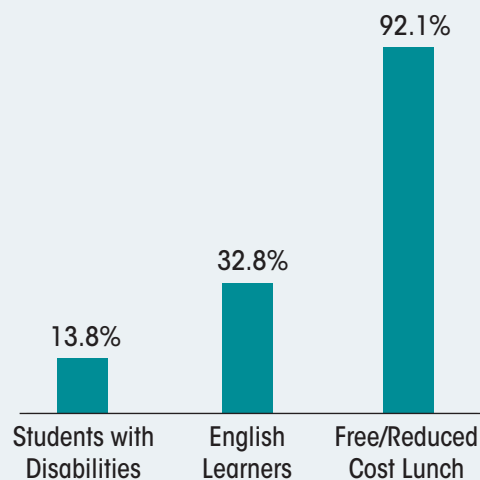
- ✓ Large Districts Beating the Odds
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## El Monte City's Student Population

### District Race/Ethnicity

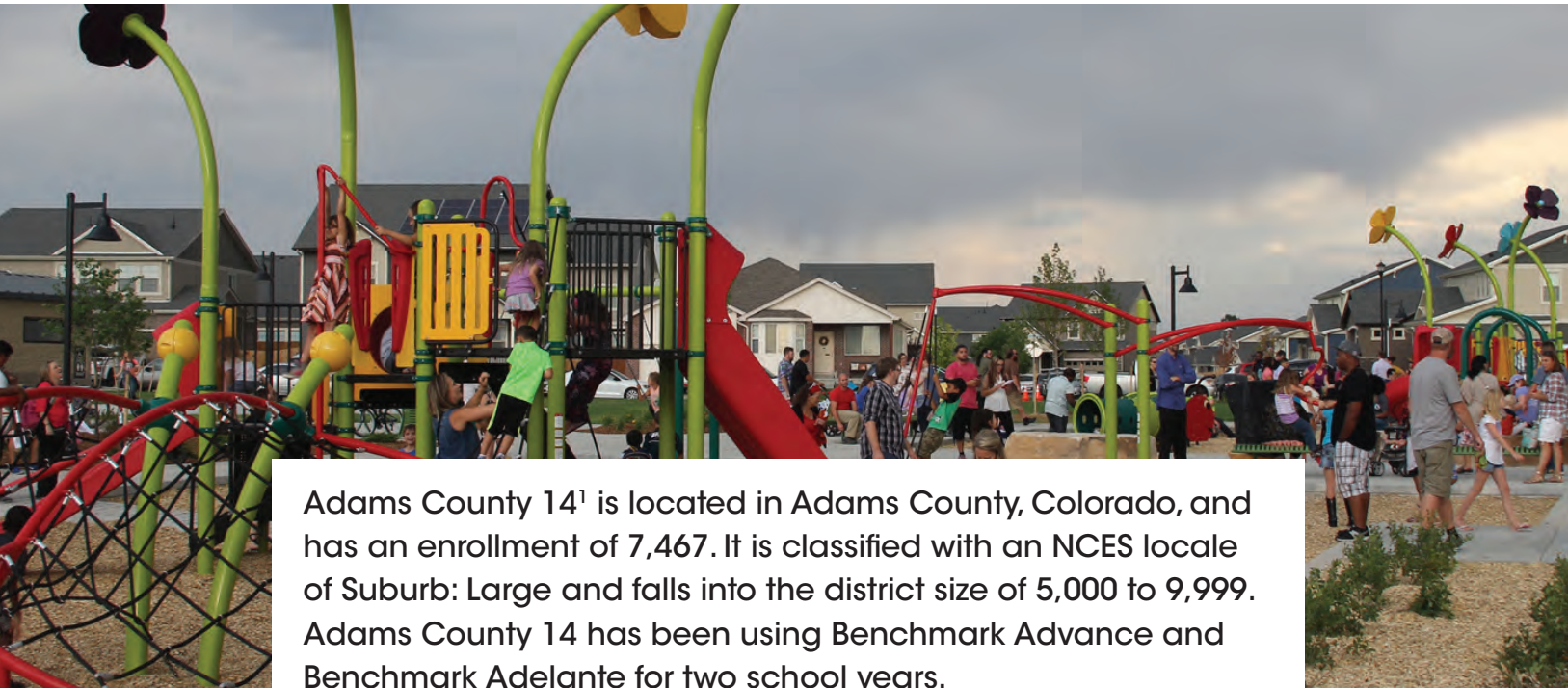


### Program Participation



Suburb: 5,000-9,999

# Adams County 14



Adams County 14<sup>1</sup> is located in Adams County, Colorado, and has an enrollment of 7,467. It is classified with an NCES locale of Suburb: Large and falls into the district size of 5,000 to 9,999. Adams County 14 has been using Benchmark Advance and Benchmark Adelante for two school years.

## Growth by Student Groups

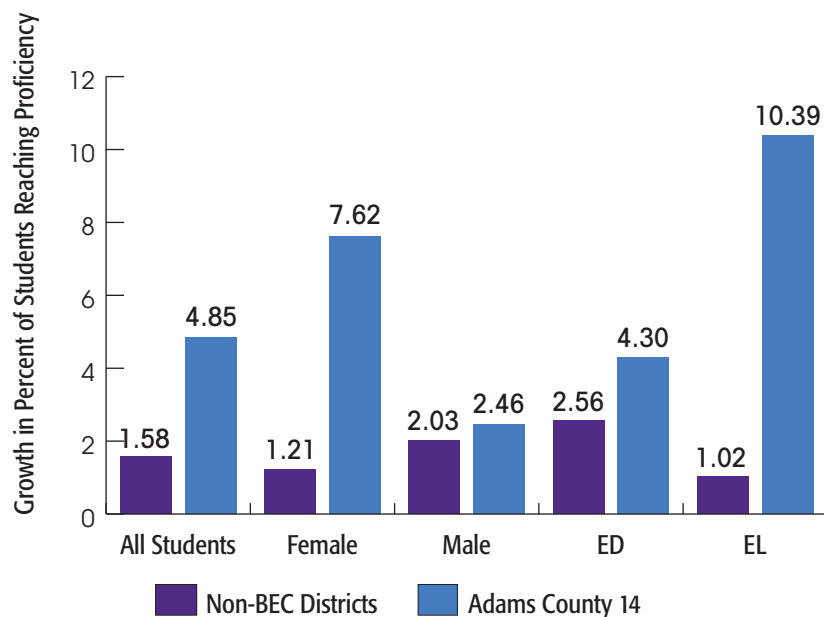


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), and English Learners (EL). Information on Students with Disabilities was not available.

<sup>1</sup> <https://www.adams14.org/index.php?token=eyJyZWYiOiJvdmlldyIsImkljowLCJvdGgiOiIifQ==>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

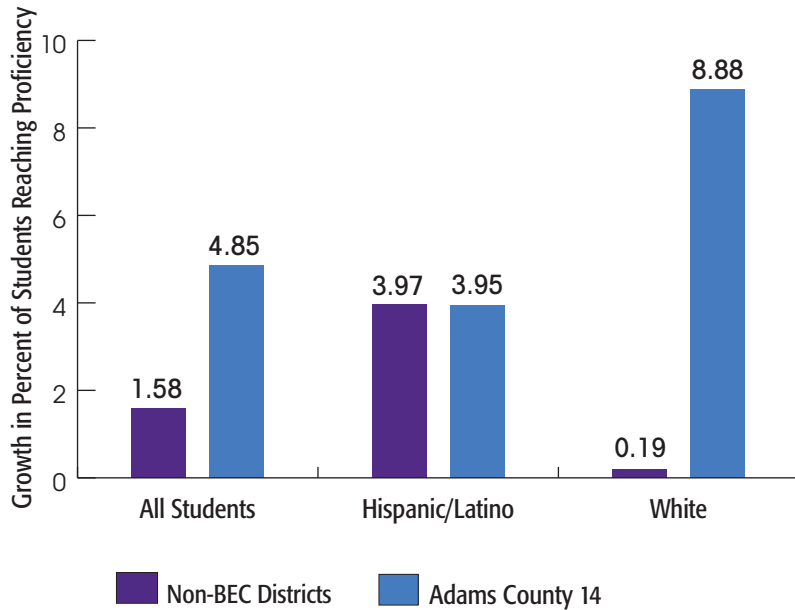


Figure 2 shows the comparison of growth in proficiency between students in Adams County 14 and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

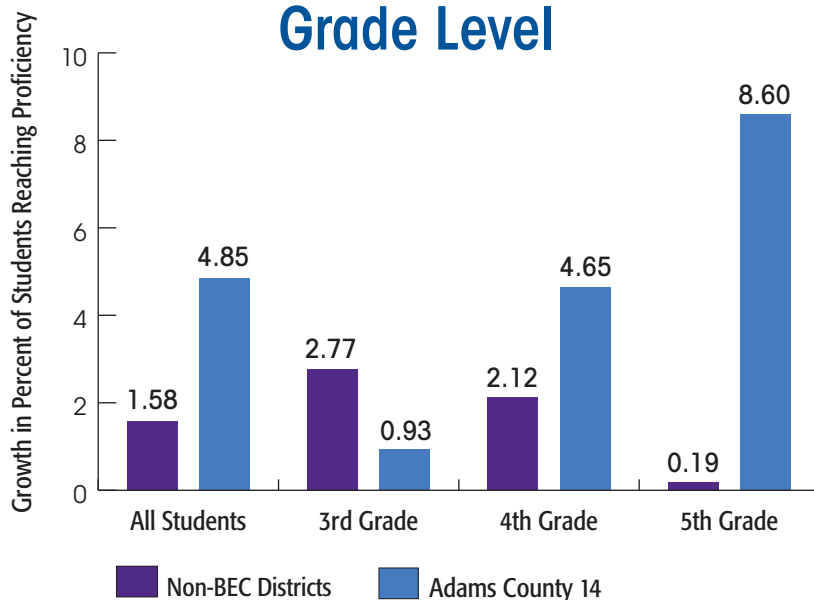
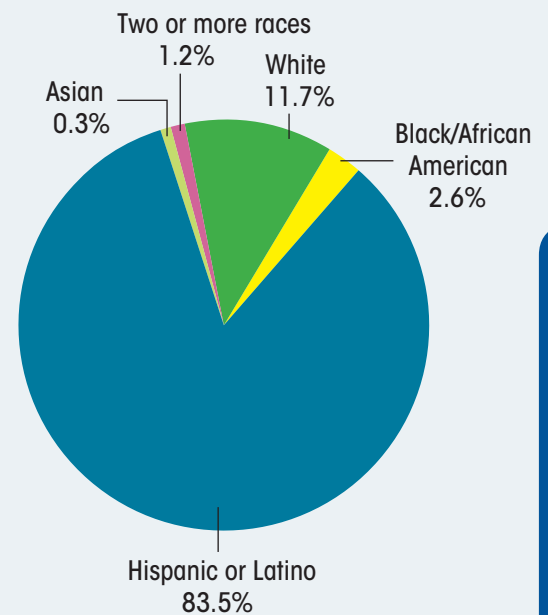


Figure 3 shows the comparison of growth in proficiency between students in Adams County 14 and Non-BEC Districts by the grade level of the students.

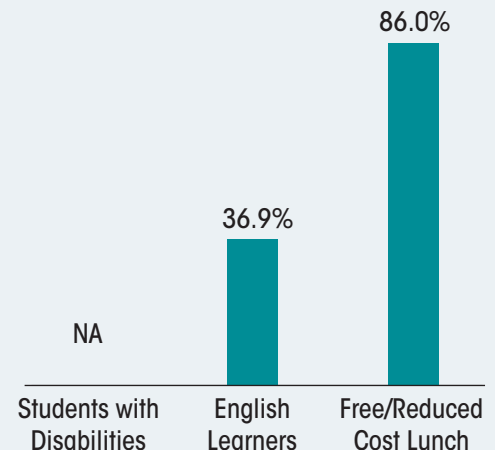
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Adams County 14 who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Adams County 14's Student Population

### District Race/Ethnicity

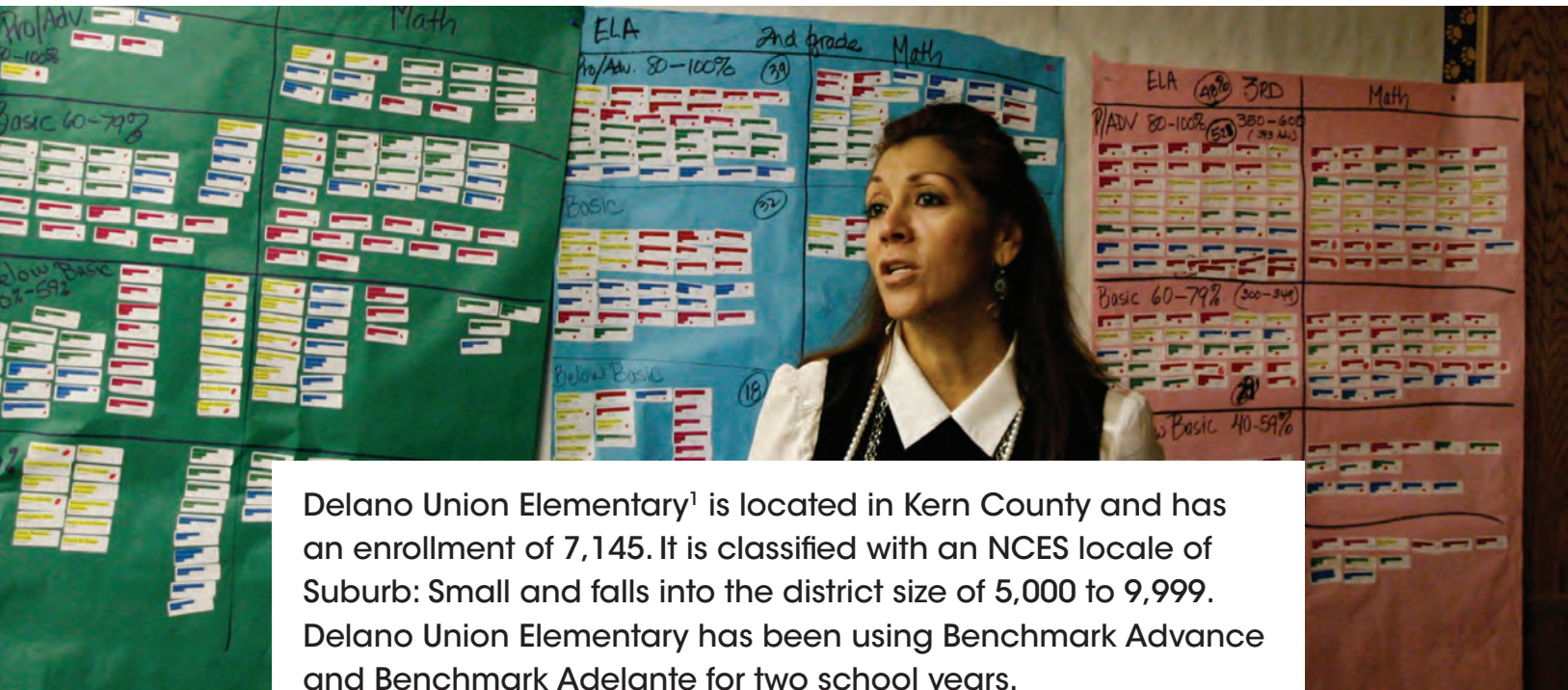


### Program Participation



Suburb: 5,000-9,999

# Delano Union Elementary



Delano Union Elementary<sup>1</sup> is located in Kern County and has an enrollment of 7,145. It is classified with an NCES locale of Suburb: Small and falls into the district size of 5,000 to 9,999. Delano Union Elementary has been using Benchmark Advance and Benchmark Adelante for two school years.

## Growth by Student Groups

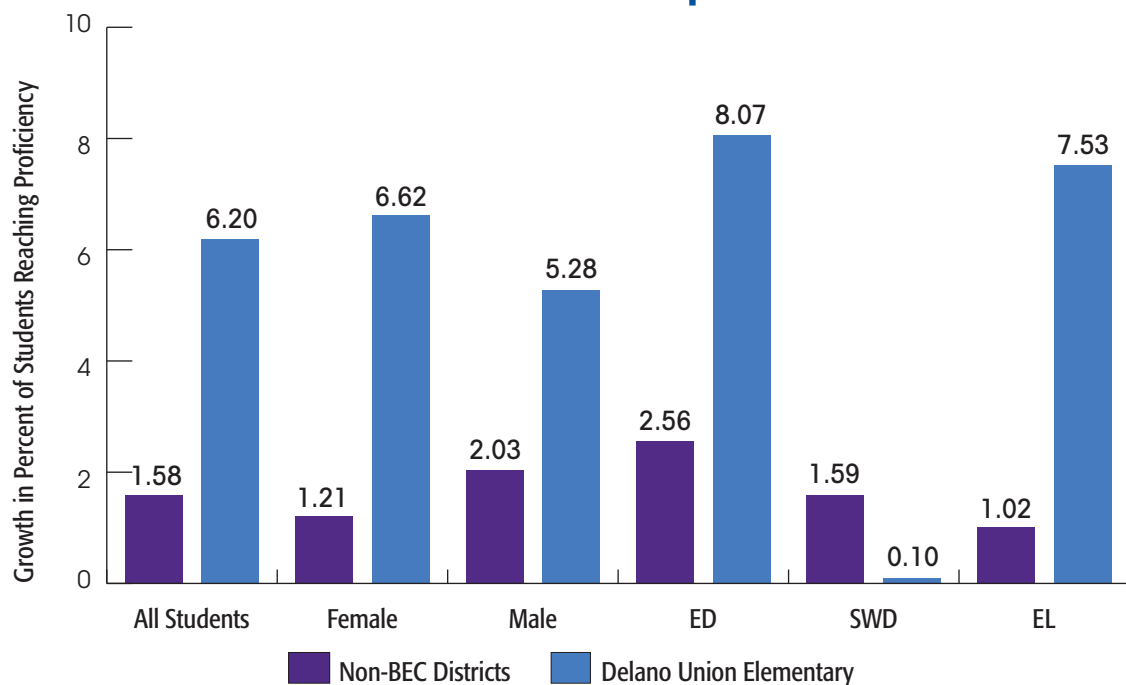


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=19644440000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

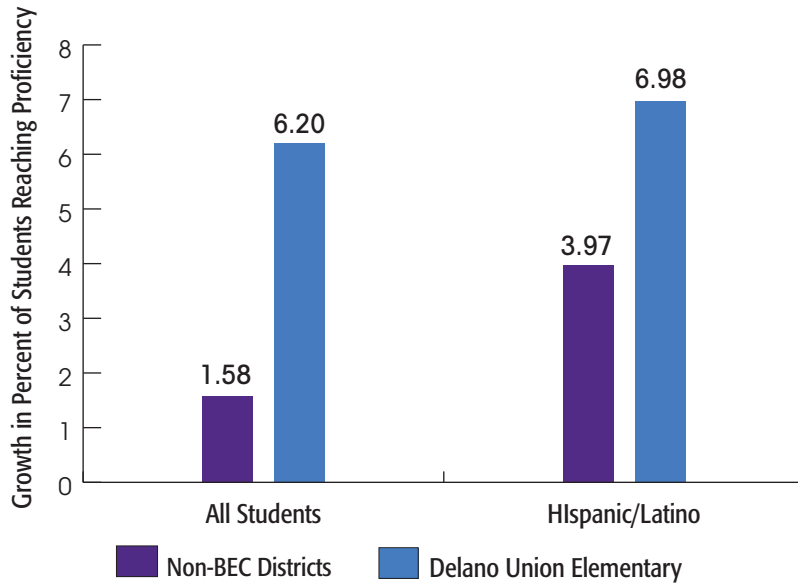


Figure 2 shows the comparison of growth in proficiency between students in Delano Union Elementary and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

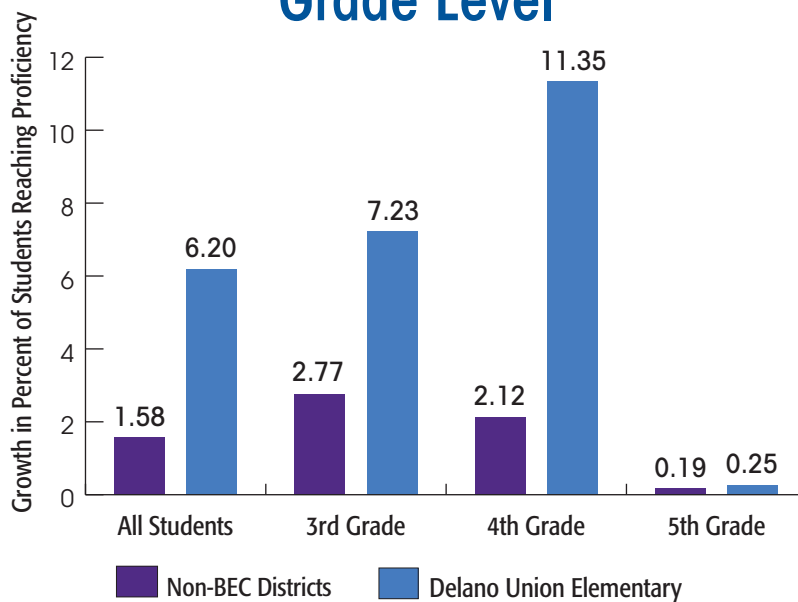
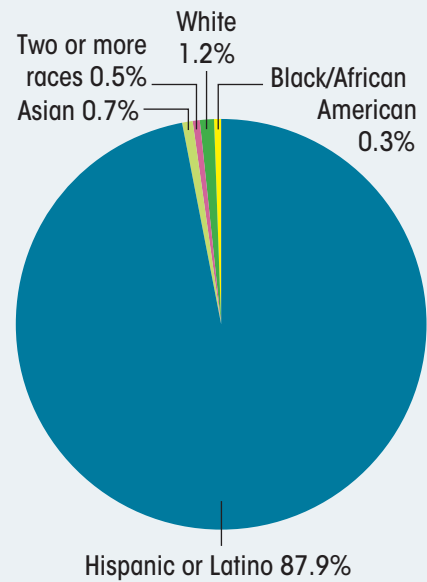


Figure 3 shows the comparison of growth in proficiency between students in Delano Union Elementary and Non-BEC Districts by the grade level of the students.

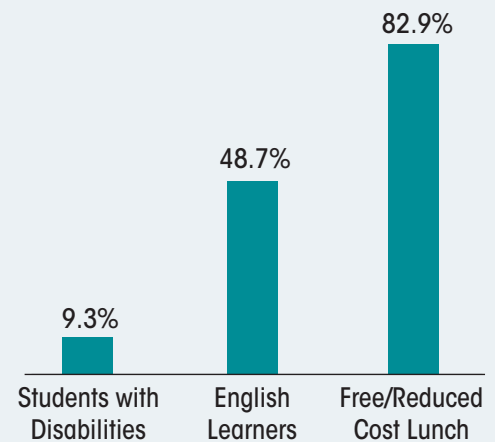
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Delano Union Elementary who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Delano Union Elementary's Student Population

### District Race/Ethnicity

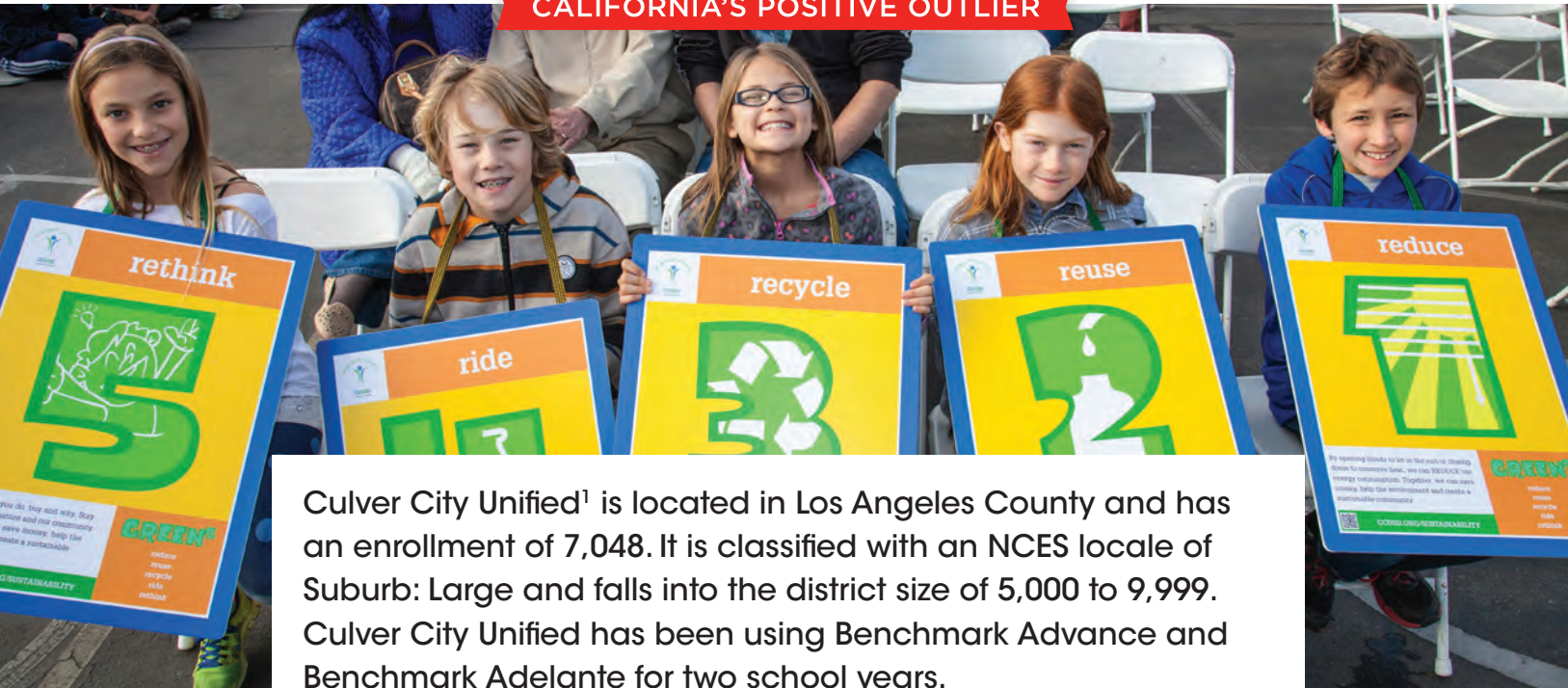


### Program Participation



# Culver City Unified

CALIFORNIA'S POSITIVE OUTLIER



## Growth by Student Groups

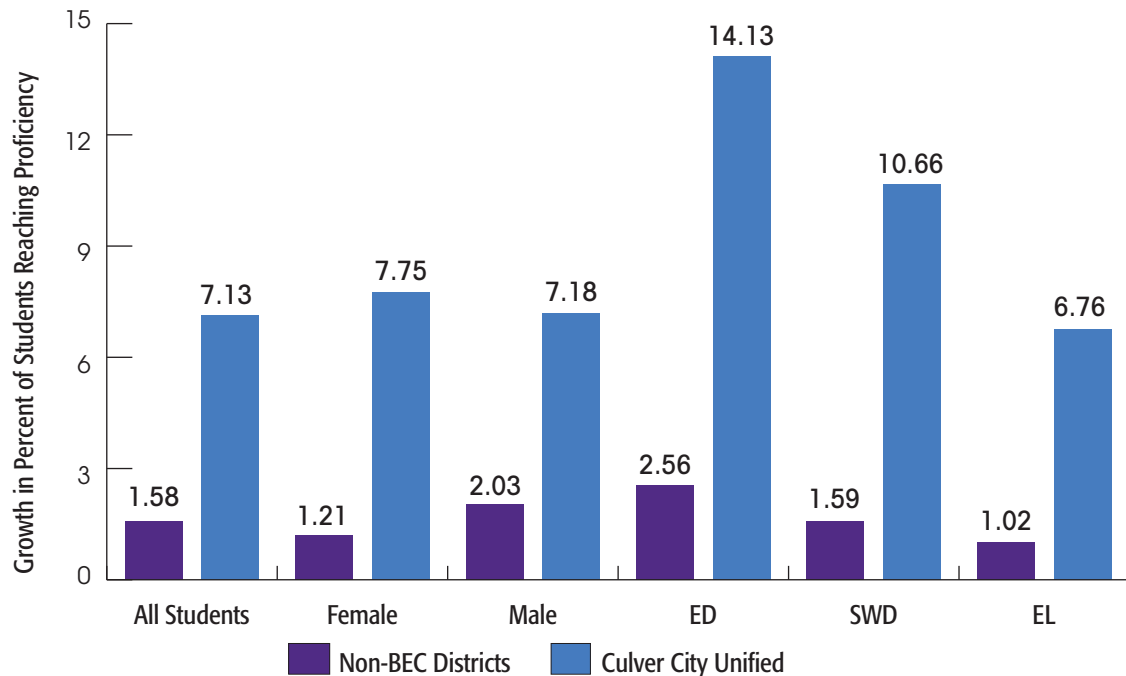


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=19644440000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

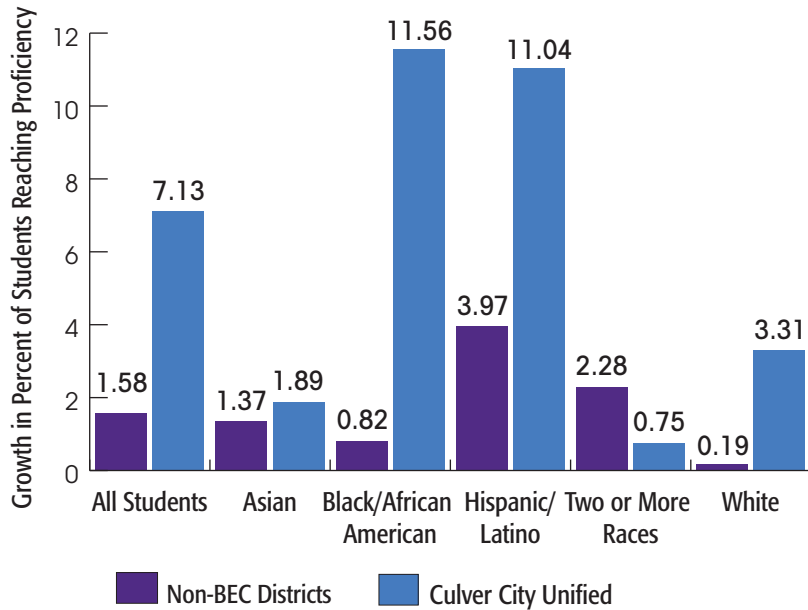


Figure 2 shows the comparison of growth in proficiency between students in Culver City Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

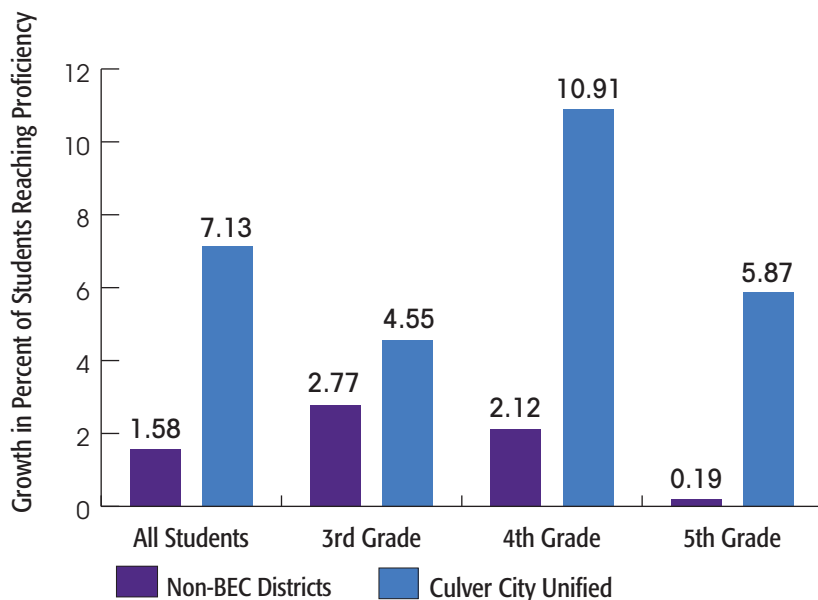


Figure 3 shows the comparison of growth in proficiency between students in Culver City Unified and Non-BEC Districts by the grade level of the students.

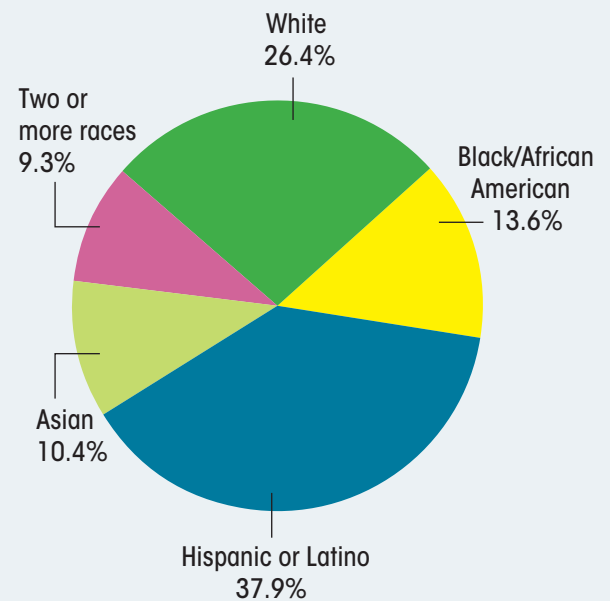
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Culver City Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## CALIFORNIA'S POSITIVE OUTLIER

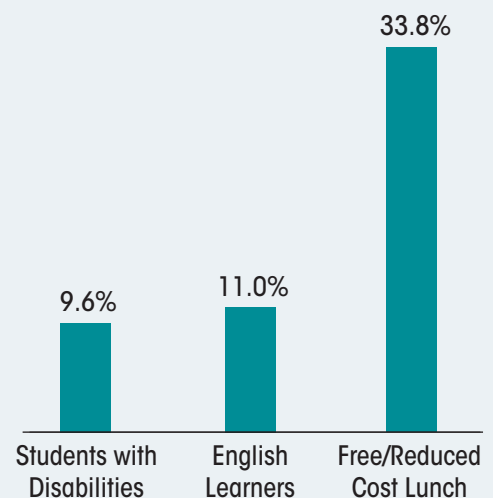
- ✓ High Residuals for African American Students
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Culver City Unified's Student Population

### District Race/Ethnicity

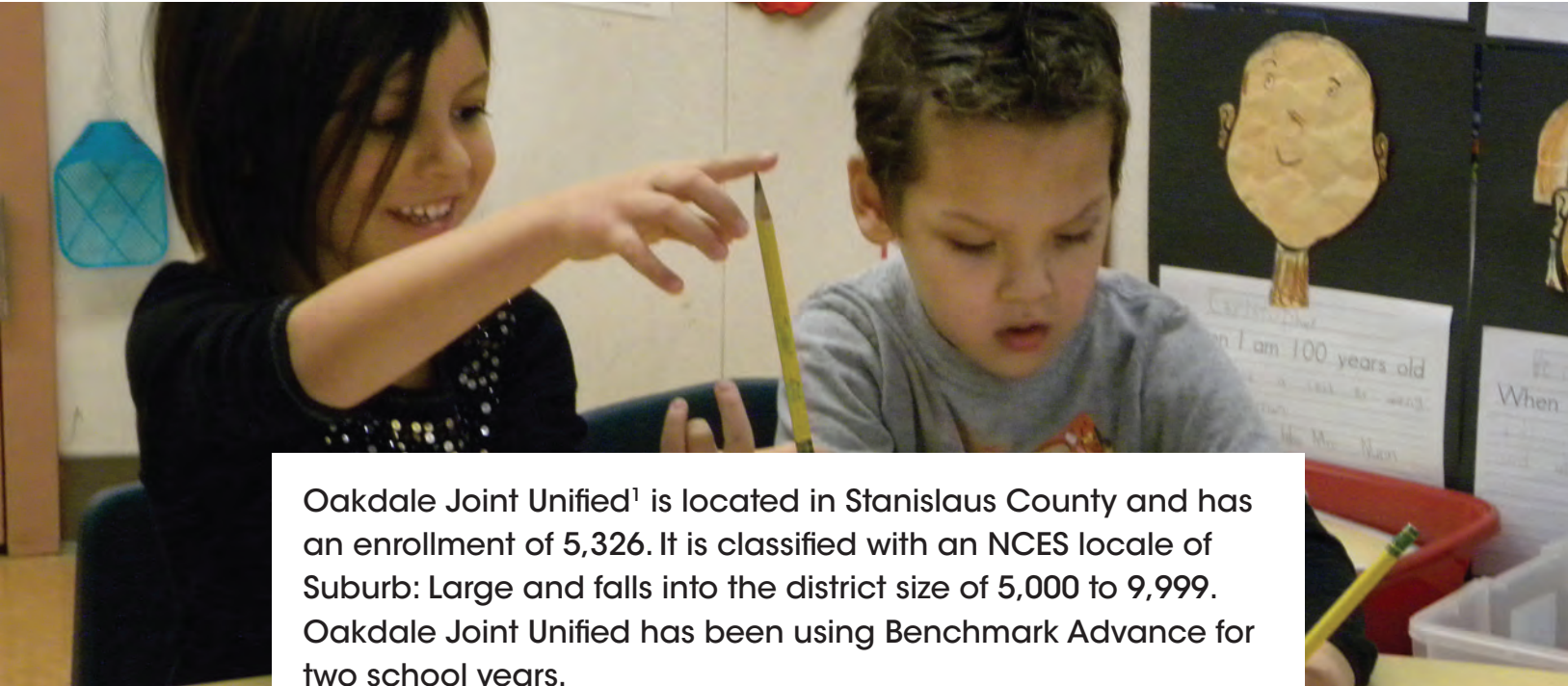


### Program Participation



Suburb: 5,000-9,999

# Oakdale Joint Unified



Oakdale Joint Unified<sup>1</sup> is located in Stanislaus County and has an enrollment of 5,326. It is classified with an NCES locale of Suburb: Large and falls into the district size of 5,000 to 9,999. Oakdale Joint Unified has been using Benchmark Advance for two school years.

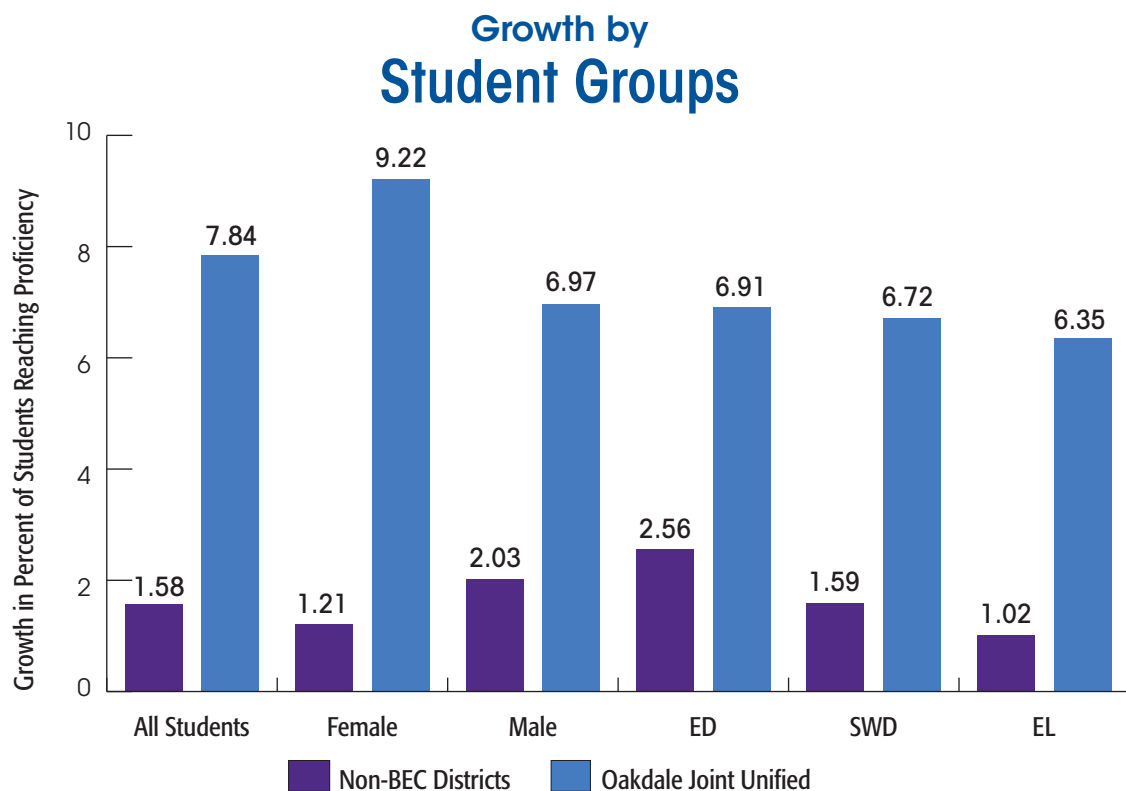


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=50755640000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

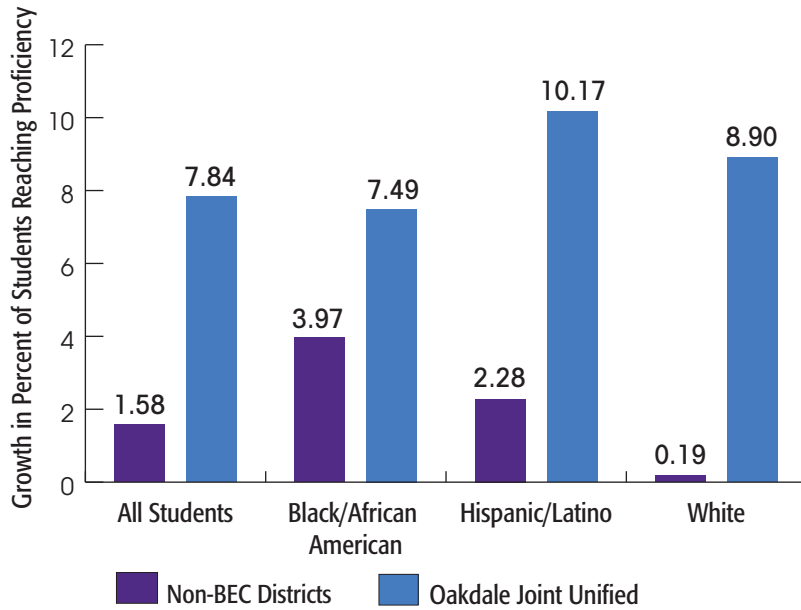


Figure 2 shows the comparison of growth in proficiency between students in Oakdale Joint Unified and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

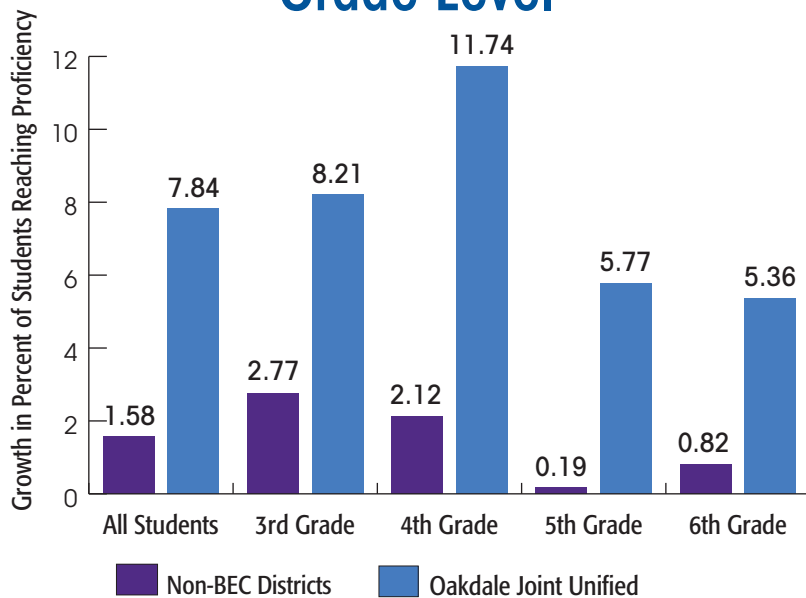
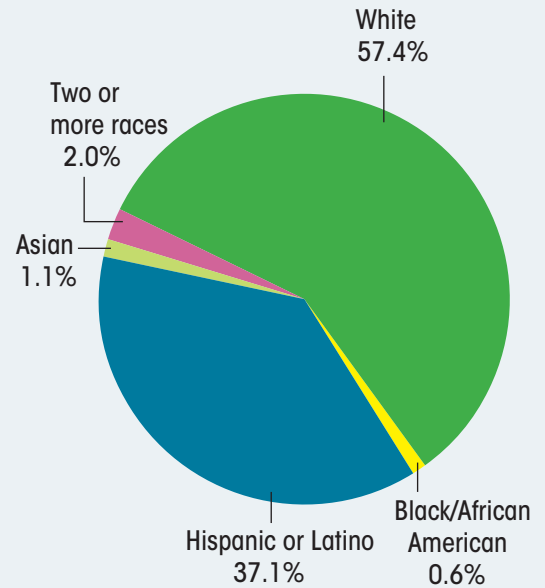


Figure 3 shows the comparison of growth in proficiency between students in Oakdale Joint Unified and Non-BEC Districts by the grade level of the students.

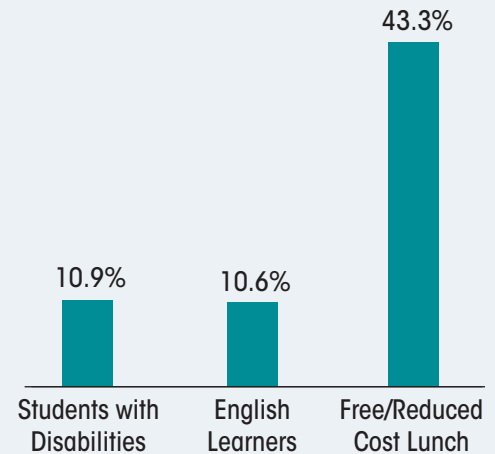
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Oakdale Joint Unified who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Oakdale Joint Unified's Student Population

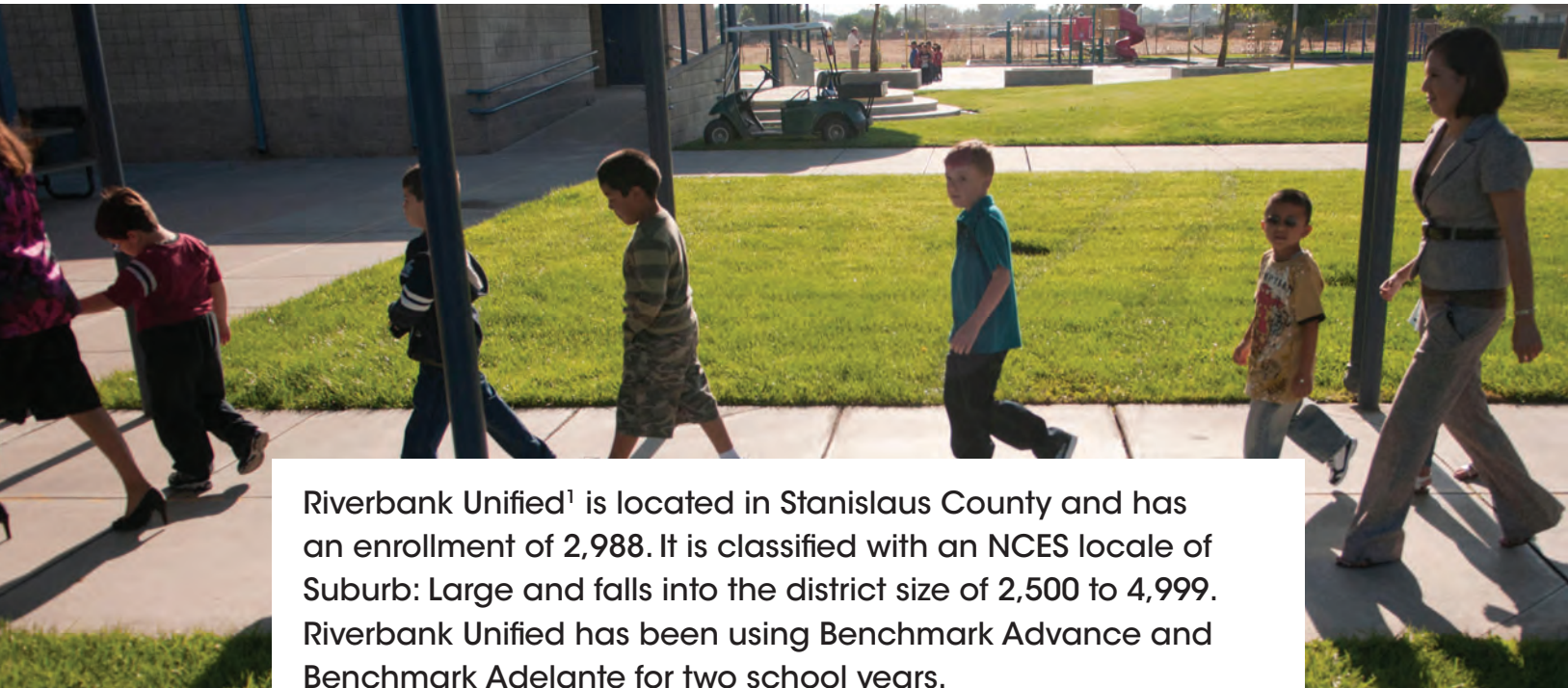
### District Race/Ethnicity



### Program Participation



# Riverbank Unified



## Growth by Student Groups

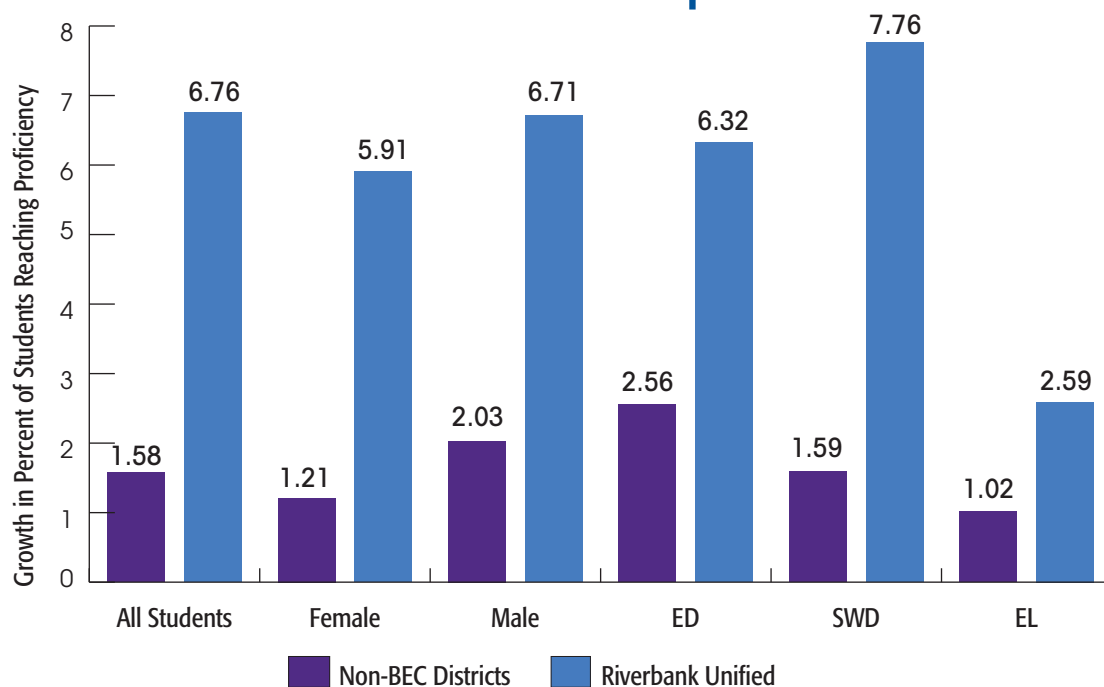


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=50755560000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

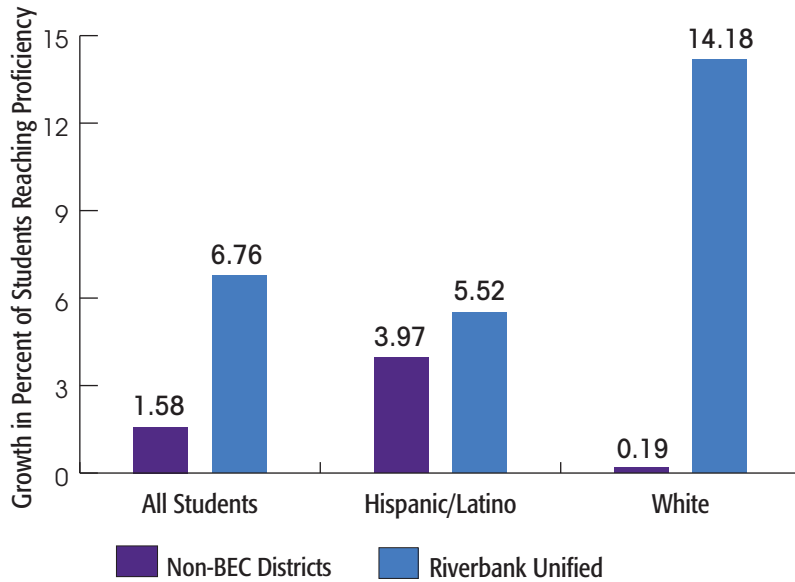


Figure 2 shows the comparison of growth in proficiency between students in Riverbank Unified and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

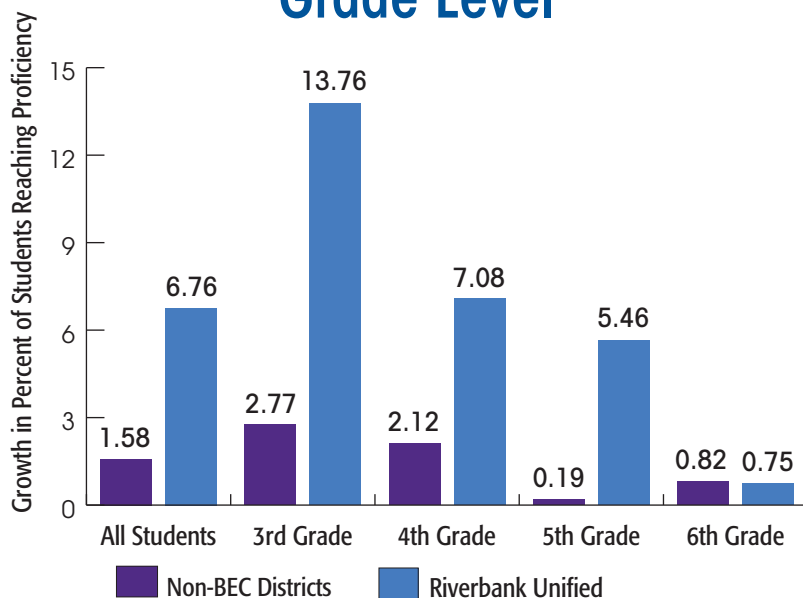
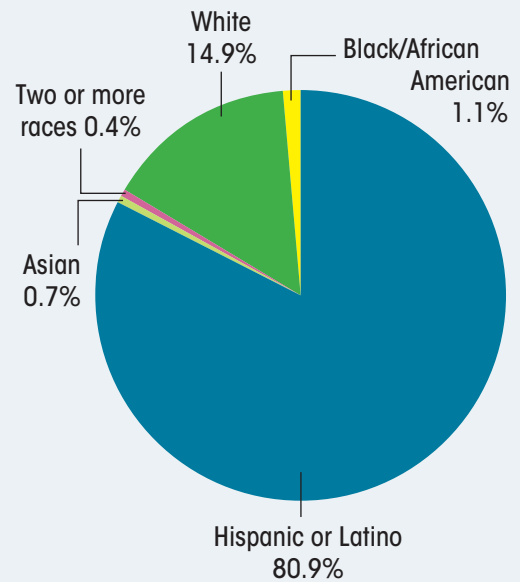


Figure 3 shows the comparison of growth in proficiency between students in Riverbank Unified and Non-BEC Districts by the grade level of the students.

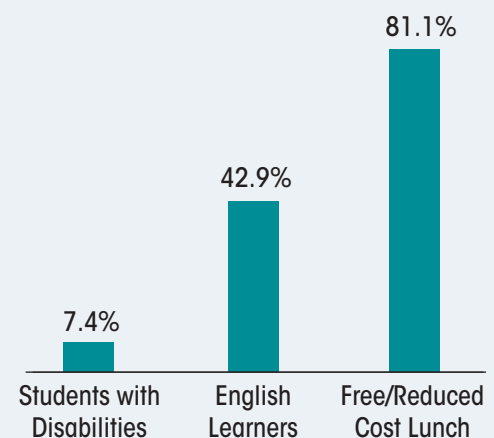
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Riverbank Unified who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Riverbank Unified's Student Population

### District Race/Ethnicity



### Program Participation



Suburb: 2,500-4,999

# Templeton Unified



## Growth by Student Groups

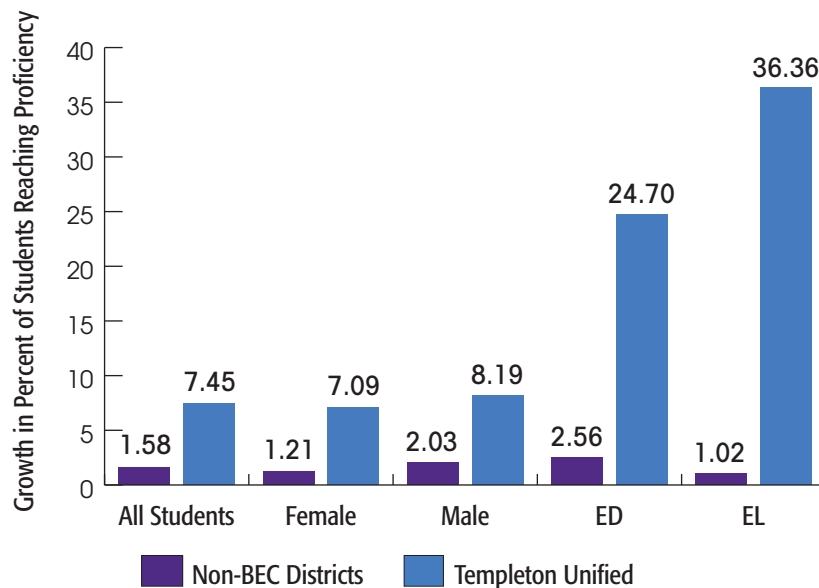


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), and English Learners (EL). Information on Students with Disabilities was not available.

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=40688410000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

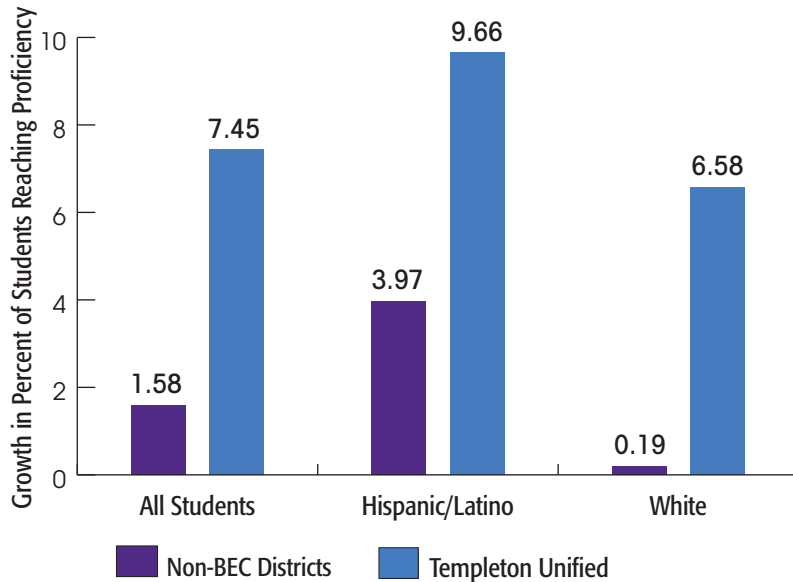


Figure 2 shows the comparison of growth in proficiency between students in Templeton Unified and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

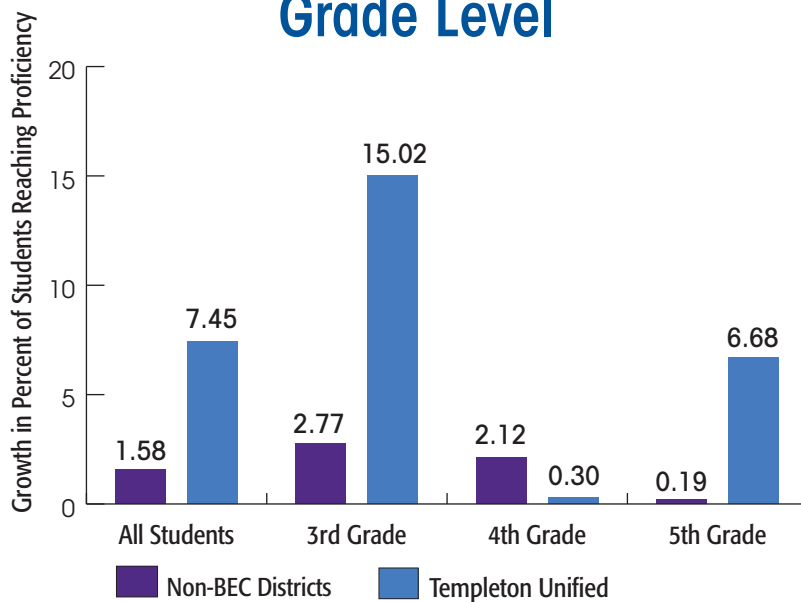
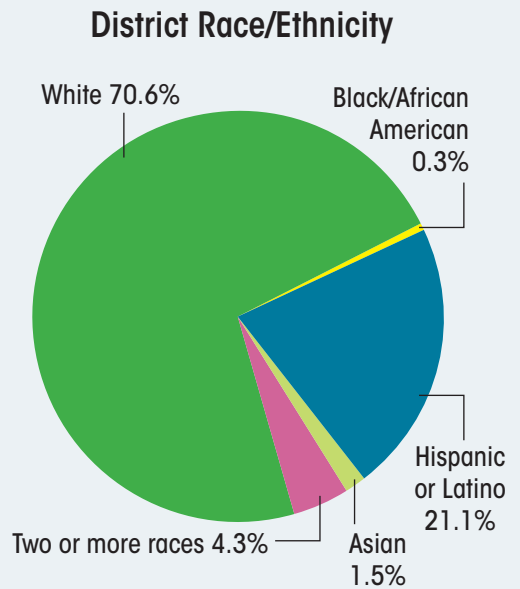


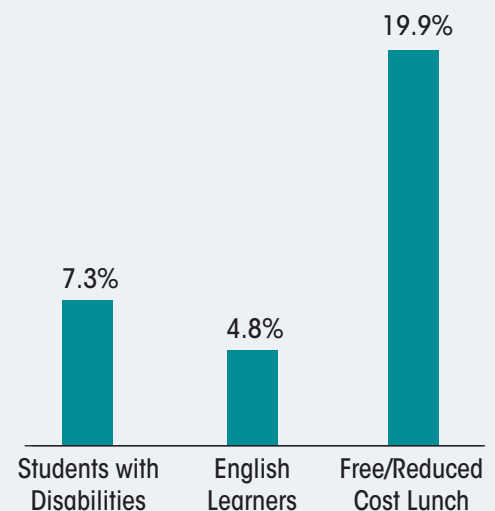
Figure 3 shows the comparison of growth in proficiency between students in Templeton Unified and Non-BEC Districts by the grade level of the students.

State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Templeton Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

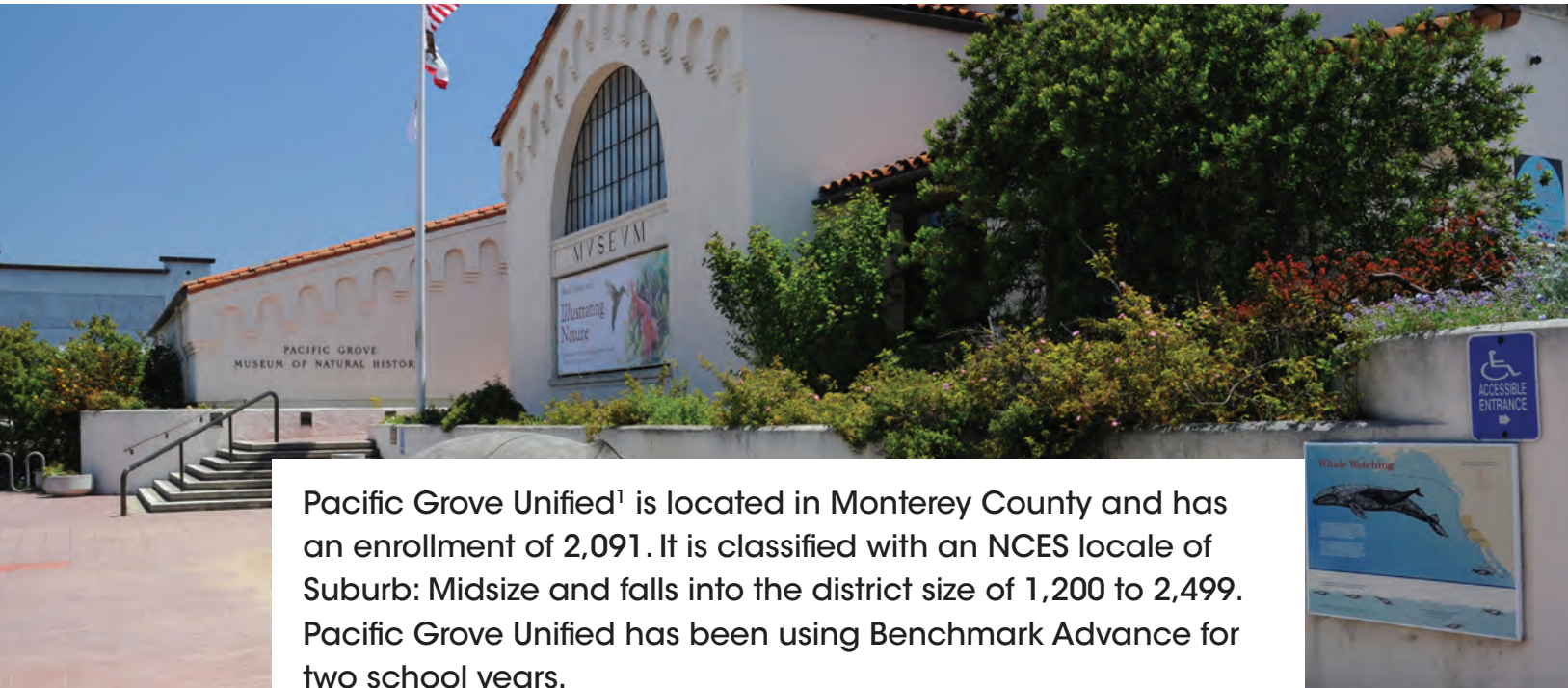
## Templeton Unified's Student Population



## Program Participation



# Pacific Grove Unified



## Growth by Student Groups

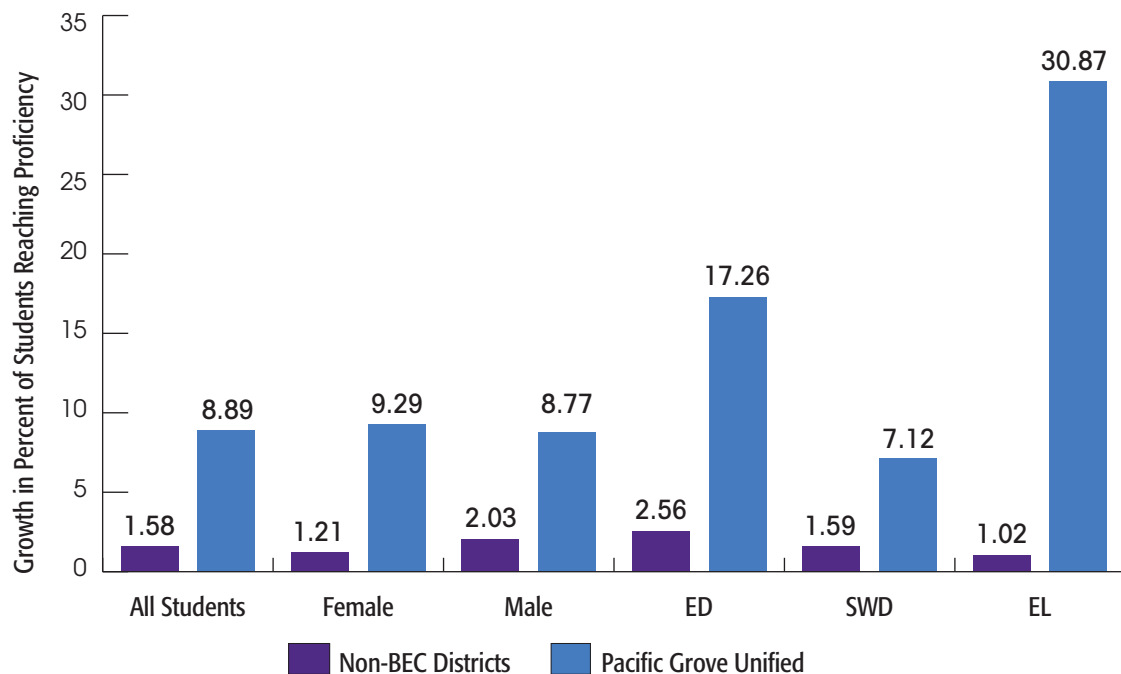


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=27661340000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

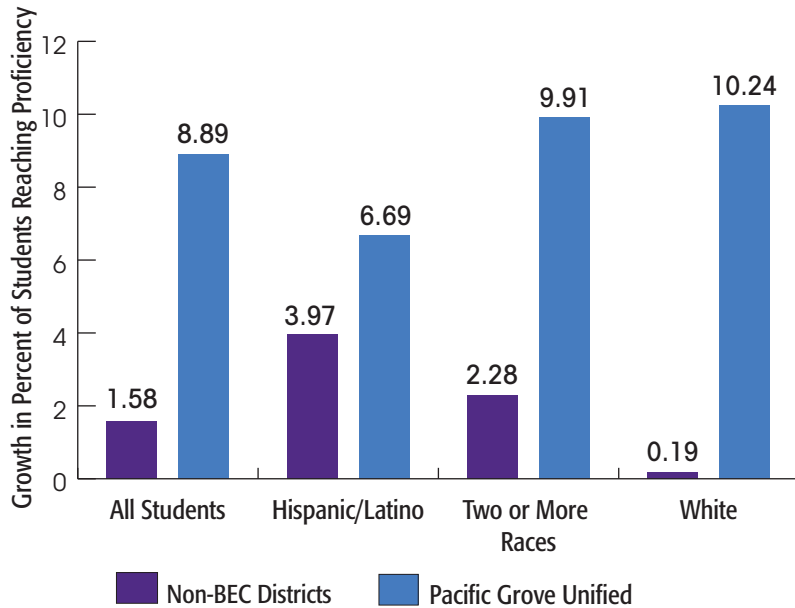


Figure 2 shows the comparison of growth in proficiency between students in Pacific Grove Unified and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

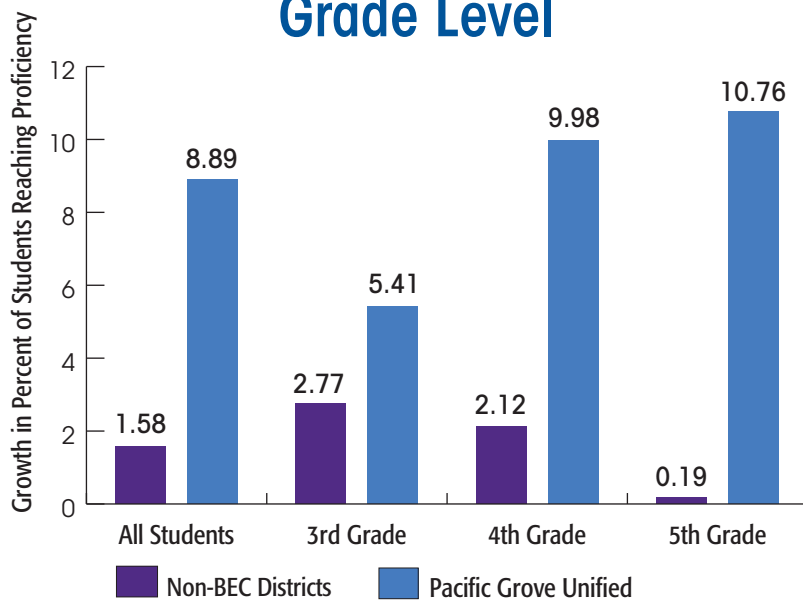
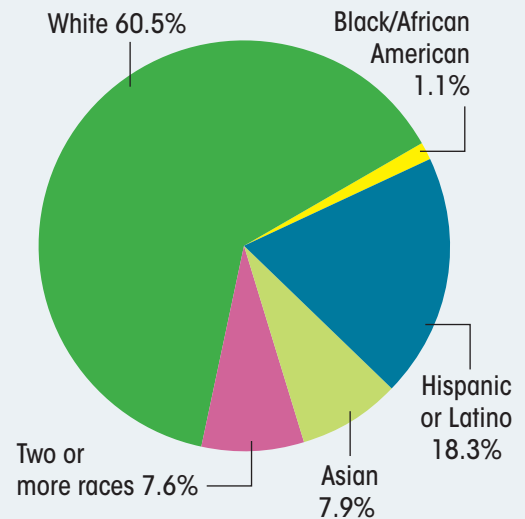


Figure 3 shows the comparison of growth in proficiency between students in Pacific Grove Unified and Non-BEC Districts by the grade level of the students.

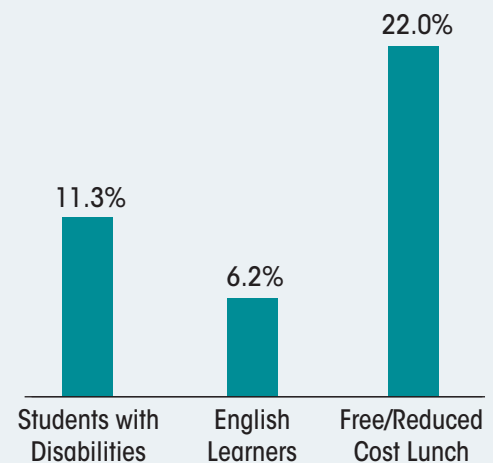
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Pacific Grove Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Pacific Grove Unified's Student Population

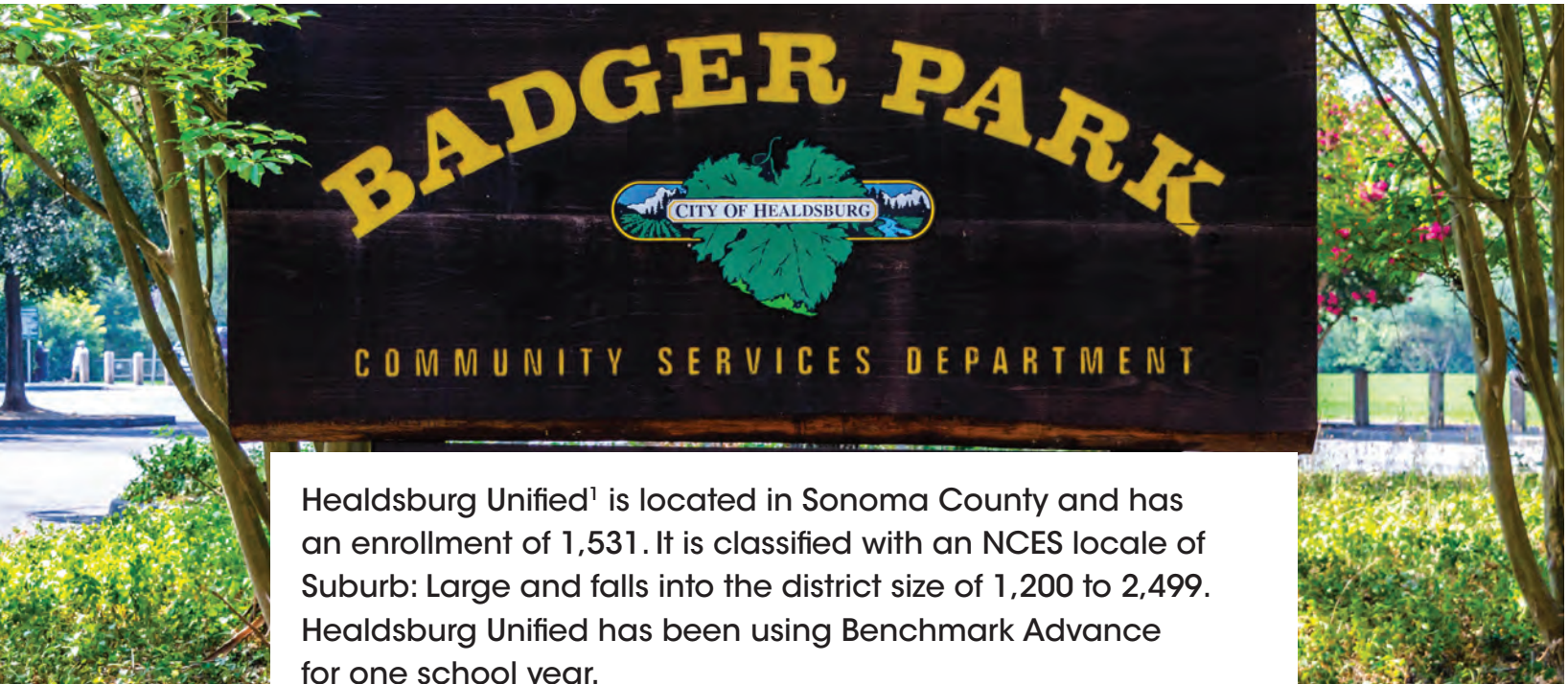
### District Race/Ethnicity



### Program Participation



# Healdsburg Unified



## Growth by Student Groups

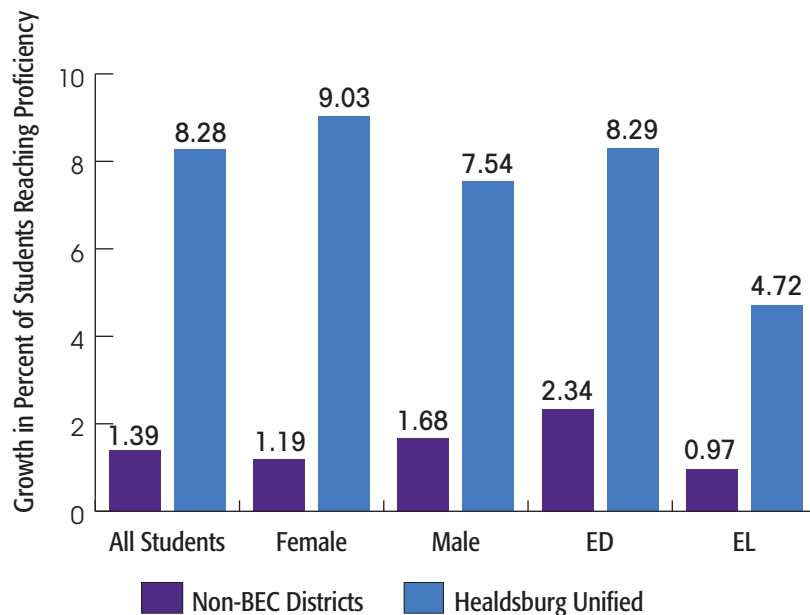


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), and English Learners (EL). Information on Students with Disabilities was not available.

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=49753900000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

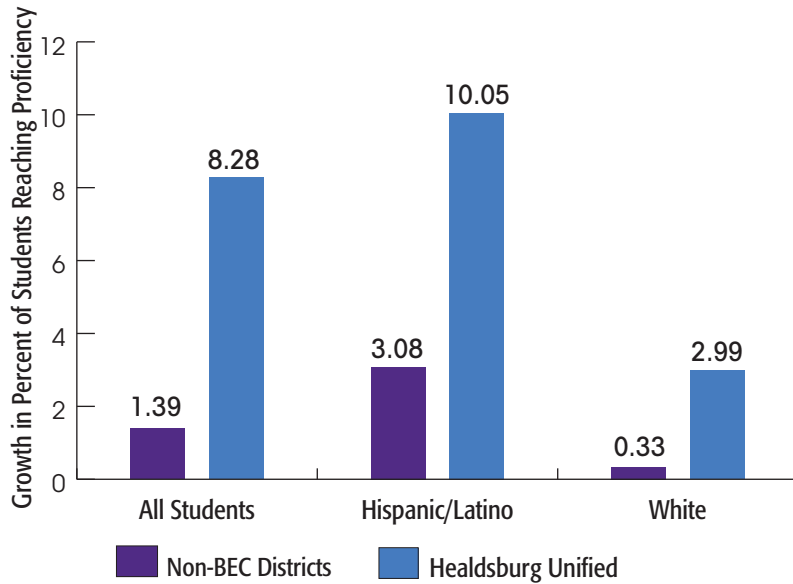


Figure 2 shows the comparison of growth in proficiency between students in Healdsburg Unified and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

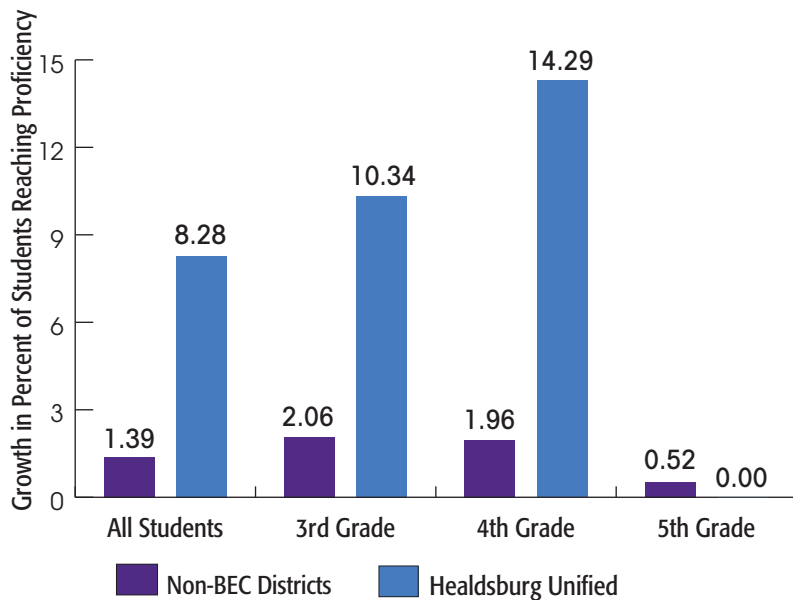
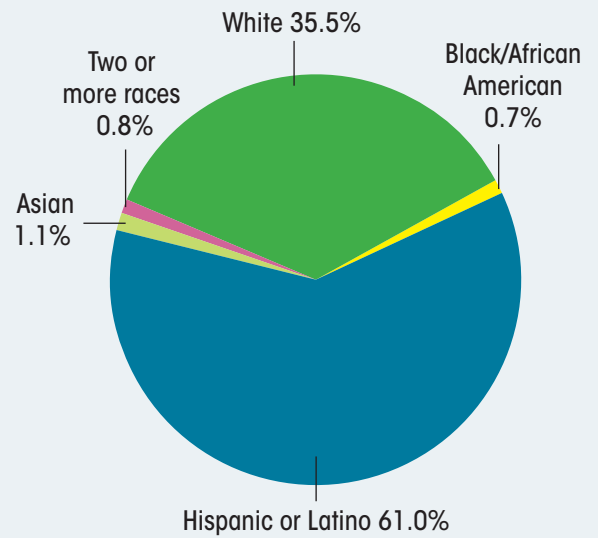


Figure 3 shows the comparison of growth in proficiency between students in Healdsburg Unified and Non-BEC Districts by the grade level of the students.

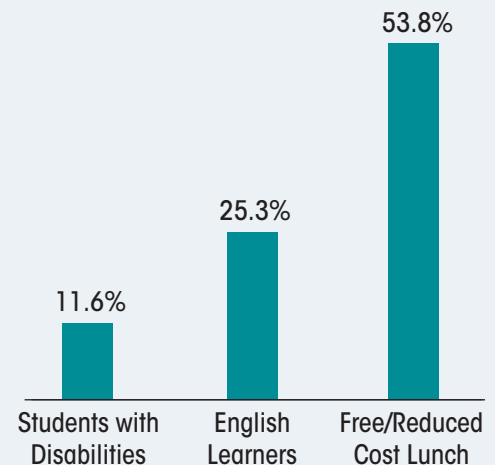
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Healdsburg Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Healdsburg Unified's Student Population

### District Race/Ethnicity



### Program Participation



# Selma Unified

CALIFORNIA'S POSITIVE OUTLIER



Selma Unified<sup>1</sup> is located in Fresno County and has an enrollment of 6,451. It is classified with an NCES locale of Town: Fringe and falls into the district size of 5,000 to 9,999. Selma Unified has been using Benchmark Advance for one school year.

## Growth by Student Groups

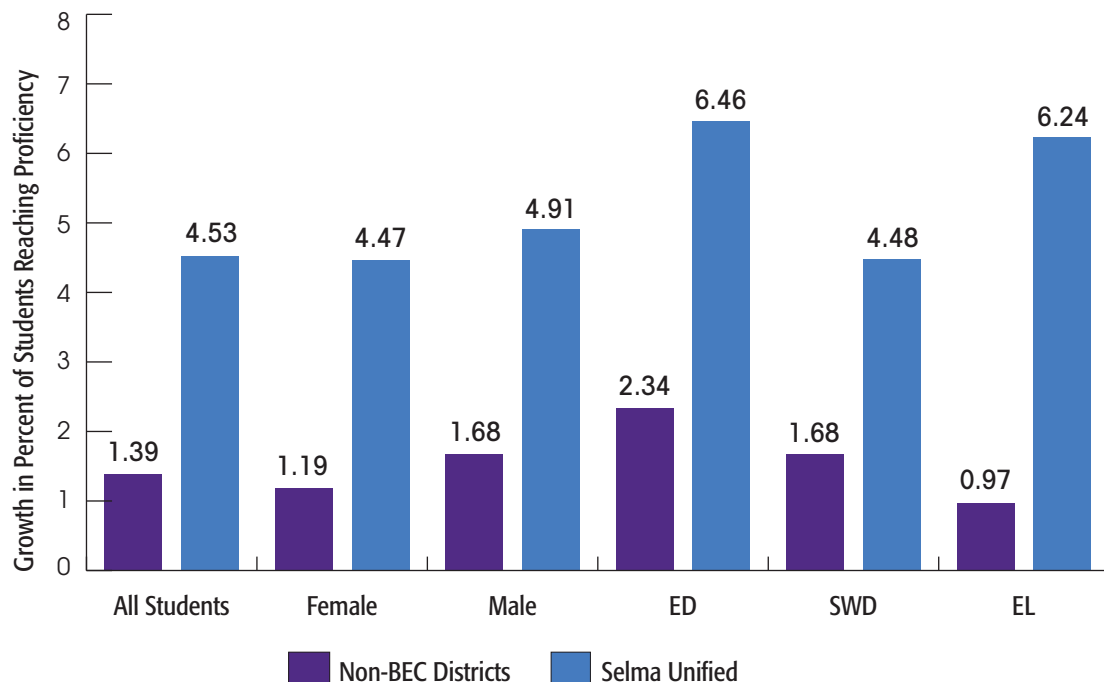


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=10624300000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

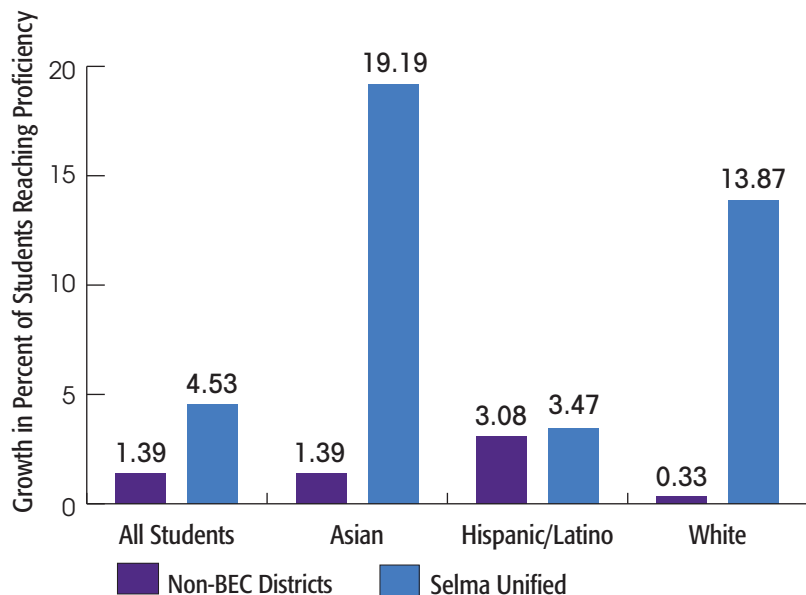


Figure 2 shows the comparison of growth in proficiency between students in Selma Unified and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

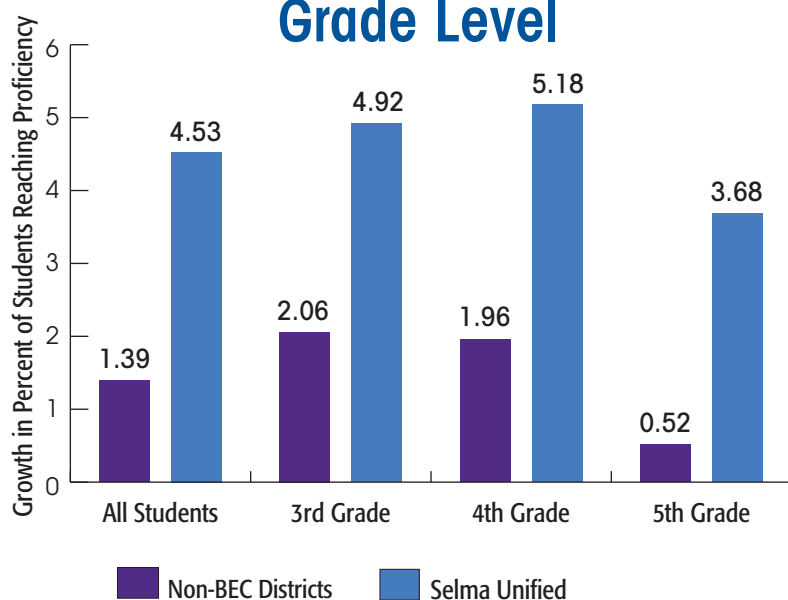


Figure 3 shows the comparison of growth in proficiency between students in Selma Unified and Non-BEC Districts by the grade level of the students.

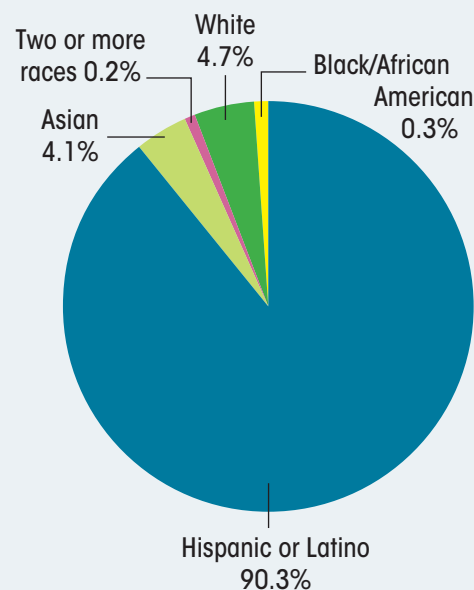
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Selma Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## CALIFORNIA'S POSITIVE OUTLIER

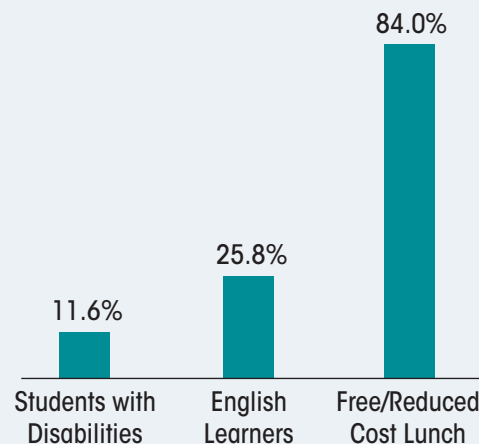
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Selma Unified's Student Population

### District Race/Ethnicity



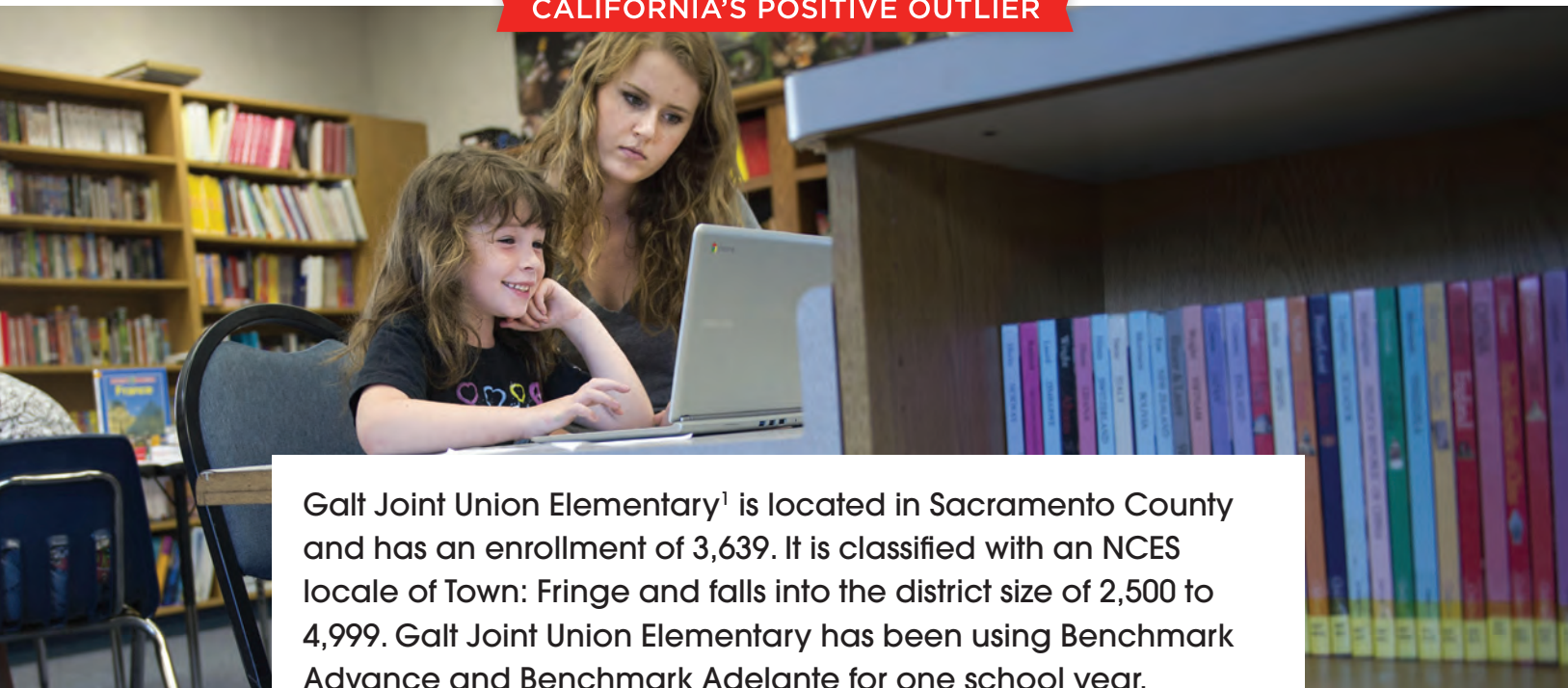
### Program Participation



Town: 5,000-9,999

# Galt Joint Union Elementary

CALIFORNIA'S POSITIVE OUTLIER



Galt Joint Union Elementary<sup>1</sup> is located in Sacramento County and has an enrollment of 3,639. It is classified with an NCES locale of Town: Fringe and falls into the district size of 2,500 to 4,999. Galt Joint Union Elementary has been using Benchmark Advance and Benchmark Adelante for one school year.

## Growth by Student Groups

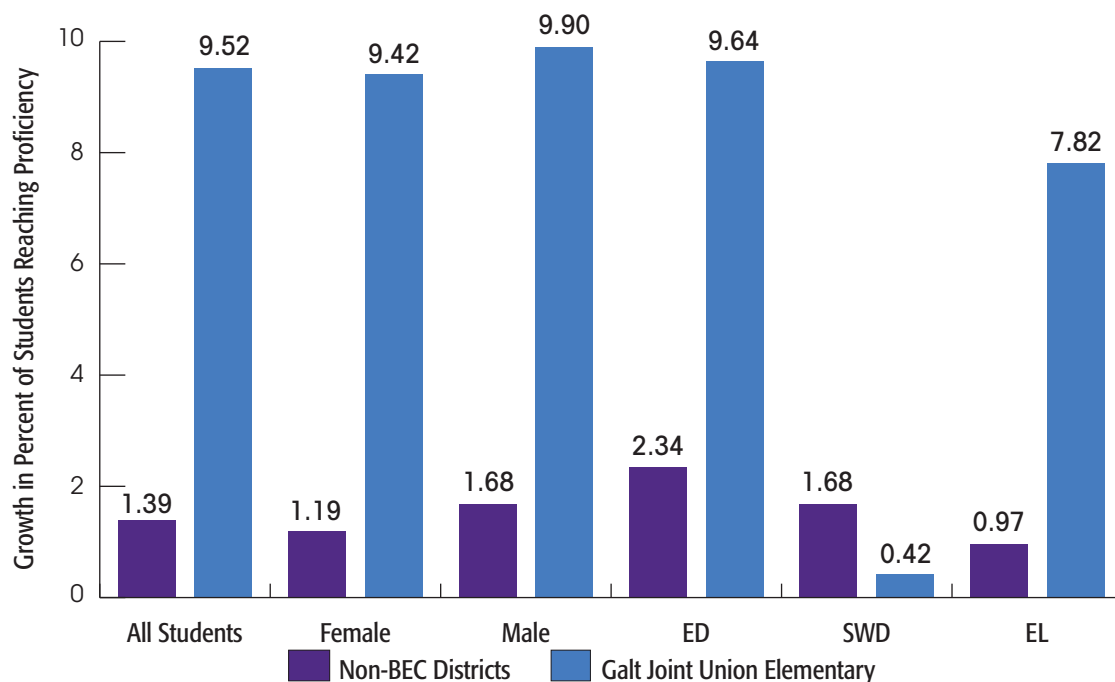


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sdprofile/details.aspx?cds=34673480000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

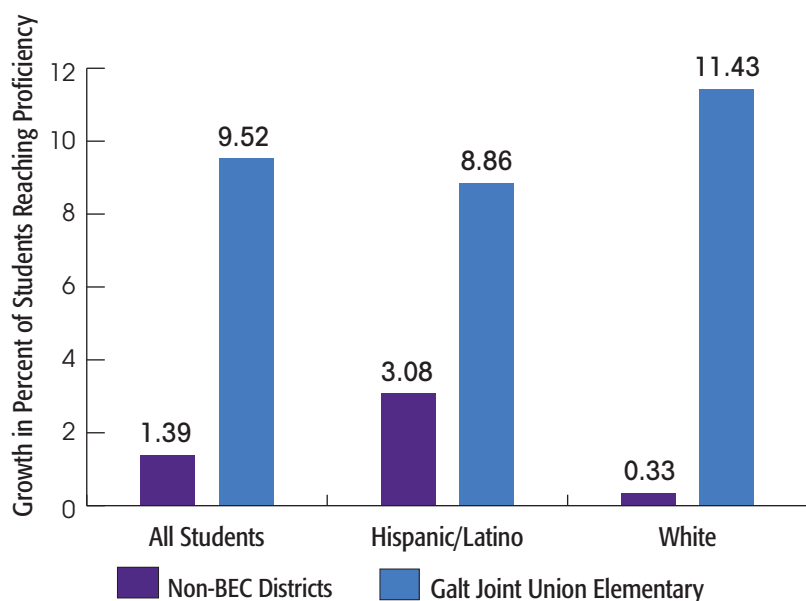


Figure 2 shows the comparison of growth in proficiency between students in Galt Joint Union Elementary and Non-BEC Districts by the race/ethnicity of the students.

## Growth by Grade Level

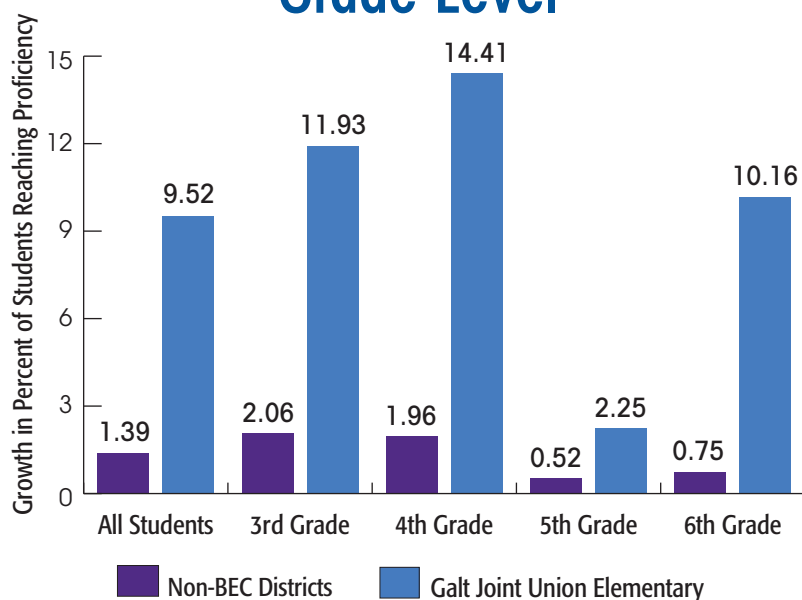


Figure 3 shows the comparison of growth in proficiency between students in Galt Joint Union Elementary and Non-BEC Districts by the grade level of the students.

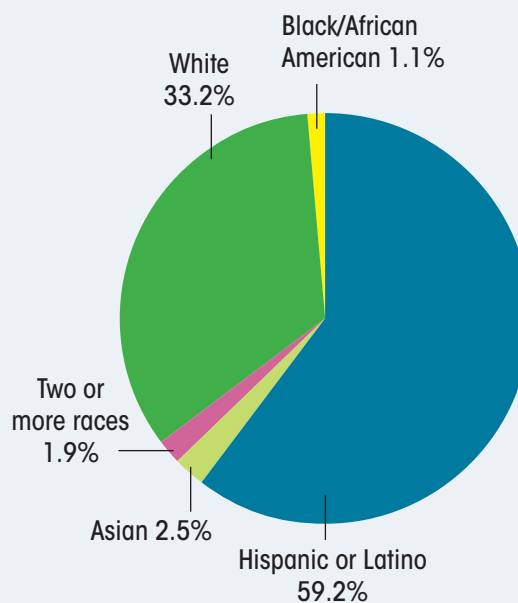
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Galt Joint Union Elementary who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## CALIFORNIA'S POSITIVE OUTLIER

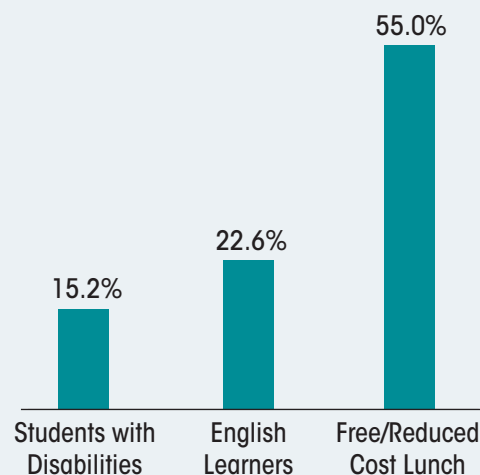
- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Galt Joint Union Elementary's Student Population

### District Race/Ethnicity



### Program Participation



Town: 2,500-4,999

# McFarland Unified



## Growth by Student Groups

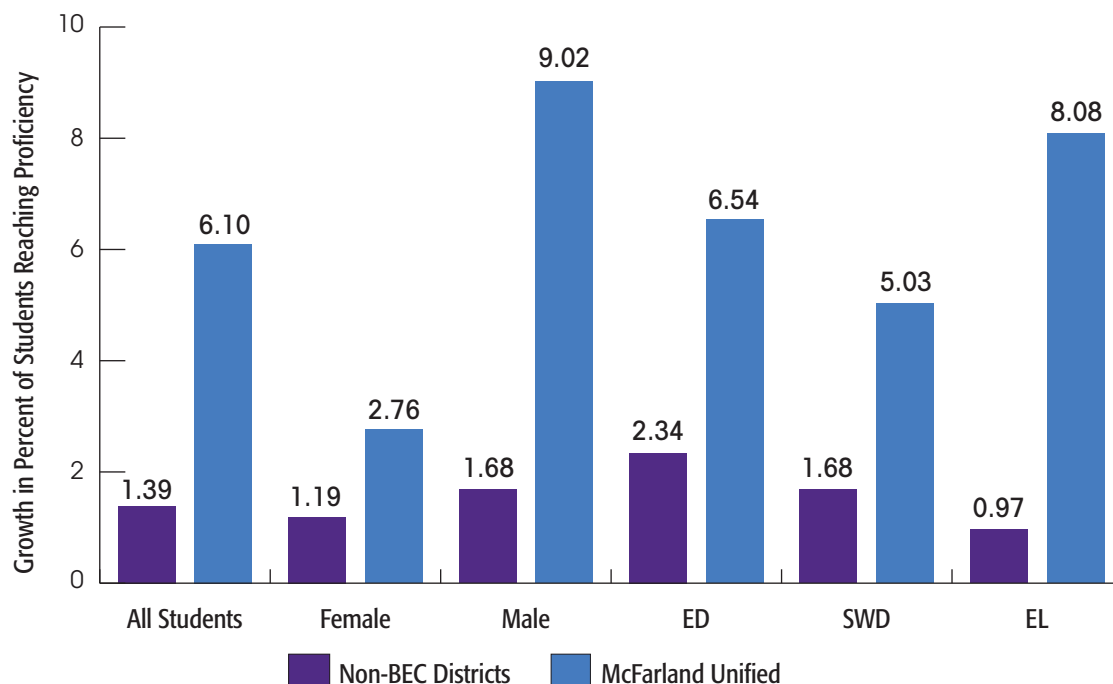


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=15739080000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

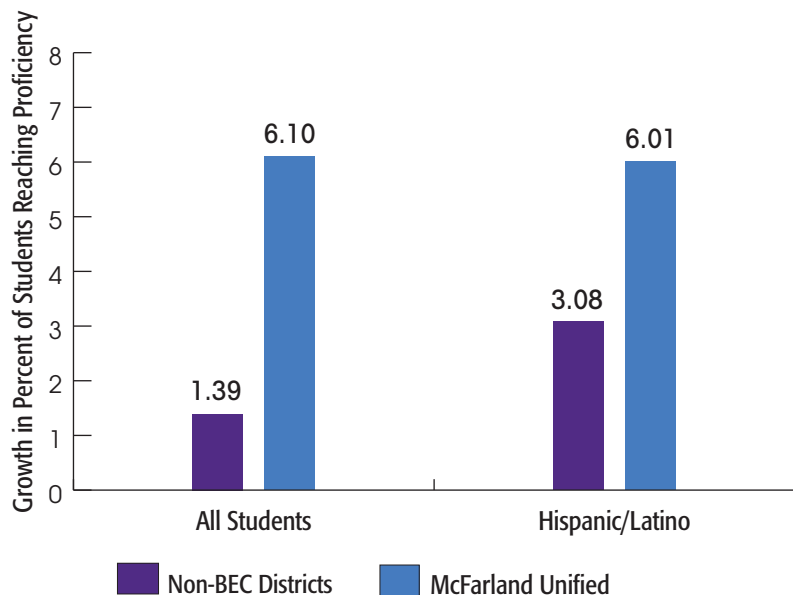


Figure 2 shows the comparison of growth in proficiency between students in McFarland Unified and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

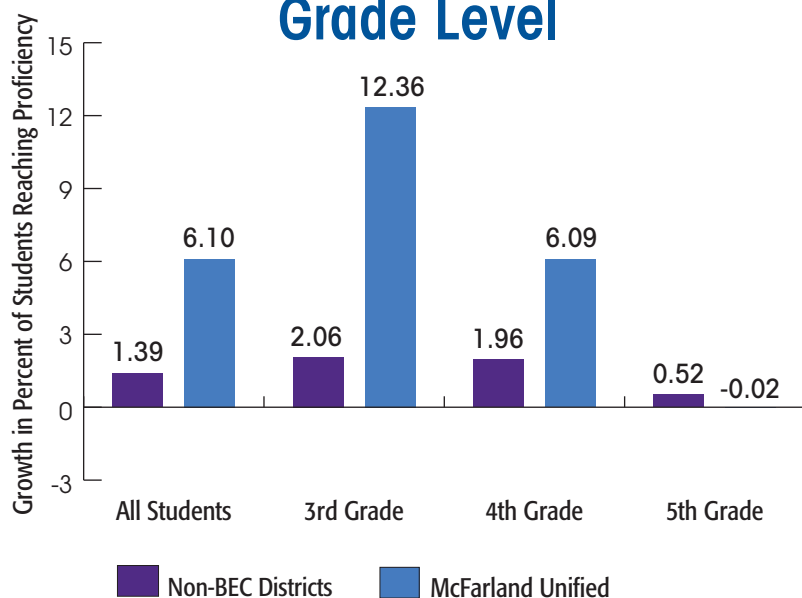
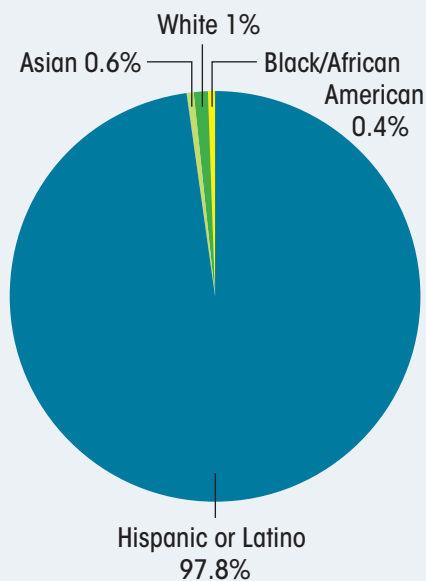


Figure 3 shows the comparison of growth in proficiency between students in McFarland Unified and Non-BEC Districts by the grade level of the students.

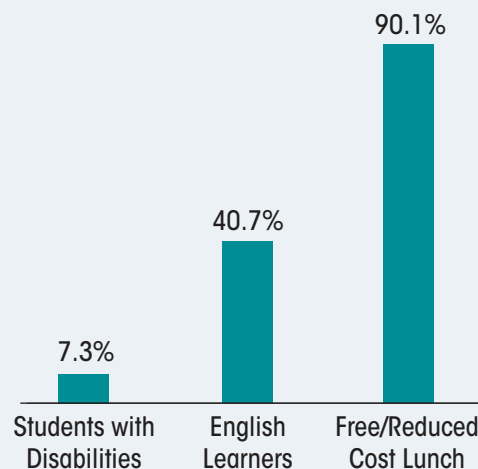
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in McFarland Unified who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## McFarland Unified's Student Population

### District Race/Ethnicity



### Program Participation



Town: 2,500-4,999

# Corning Union Elementary



## Growth by Student Groups

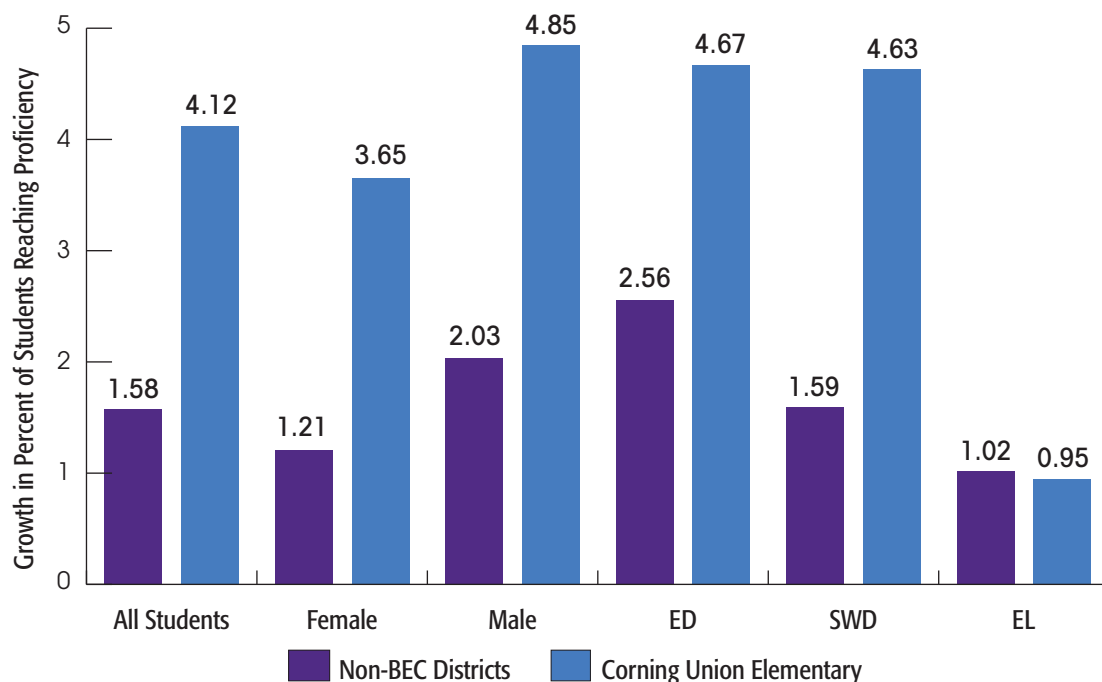


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), students with disabilities (SWD), and English Learners (EL).

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=52714980000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

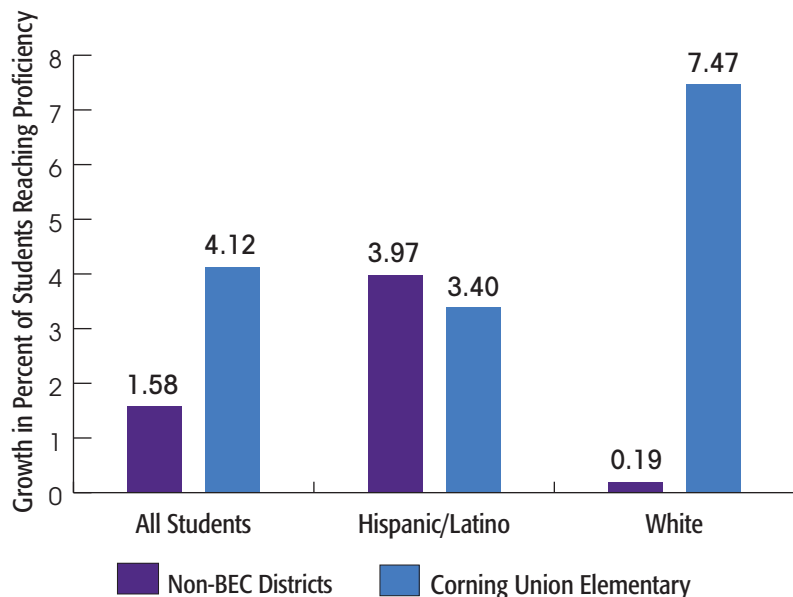


Figure 2 shows the comparison of growth in proficiency between students in Corning Union Elementary and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

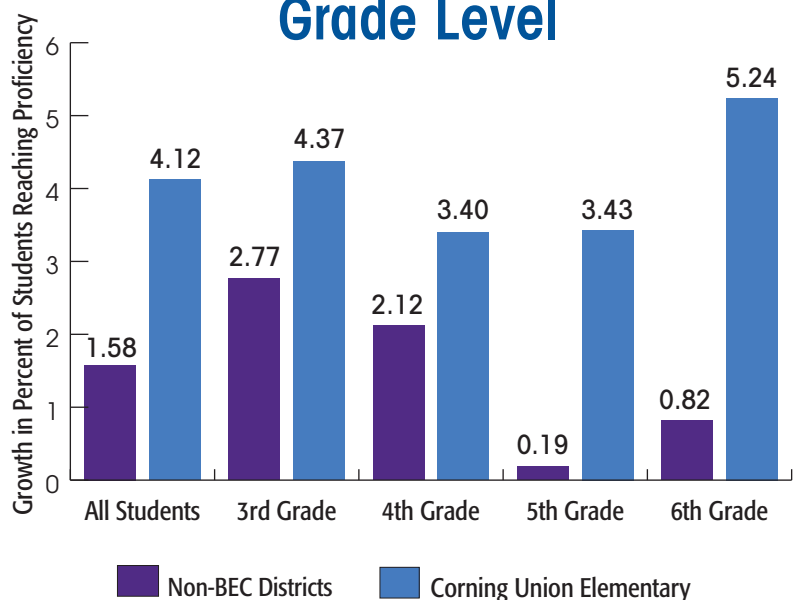
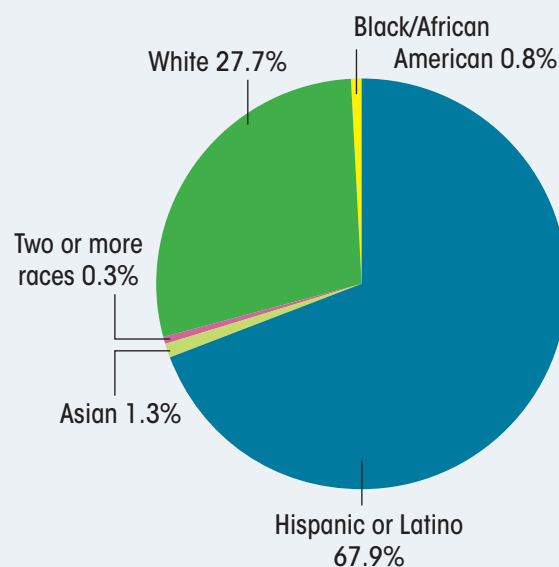


Figure 3 shows the comparison of growth in proficiency between students in Corning Union Elementary and Non-BEC Districts by the grade level of the students.

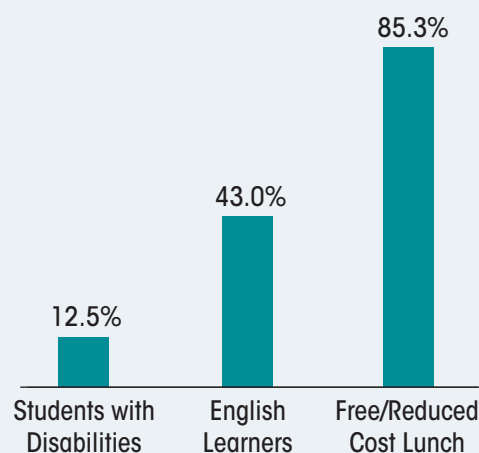
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Corning Union Elementary who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Corning Union Elementary's Student Population

### District Race/Ethnicity



### Program Participation



Town: 1,200-2,499

# Hart-Ransom Union Elementary

CALIFORNIA'S POSITIVE OUTLIER



Hart-Ransom Union Elementary<sup>1</sup> is located in Stanislaus County and has an enrollment of 1,211. It is classified with an NCES locale of Rural: Fringe and falls into the district size of 1,200 to 2,499. Hart-Ransom Union Elementary has been using Benchmark Advance for two school years.

## Growth by Student Groups

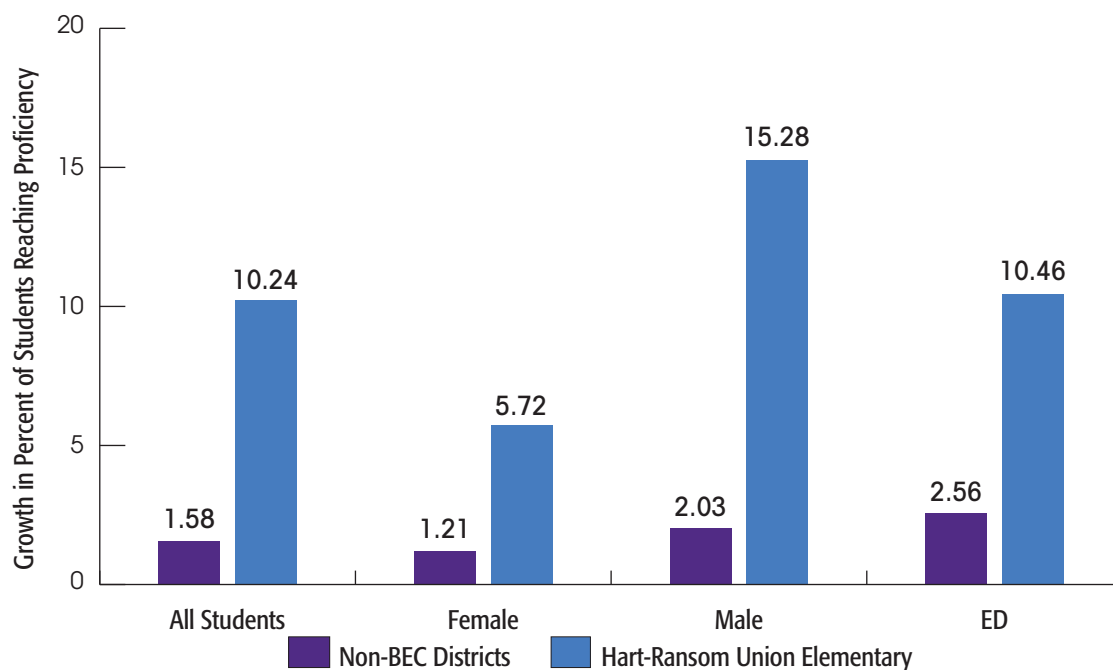


Figure 1 shows all students, students by gender, and students who are economically disadvantaged (ED). Information on Students with Disabilities and English Learners was not available.

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=50710920000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

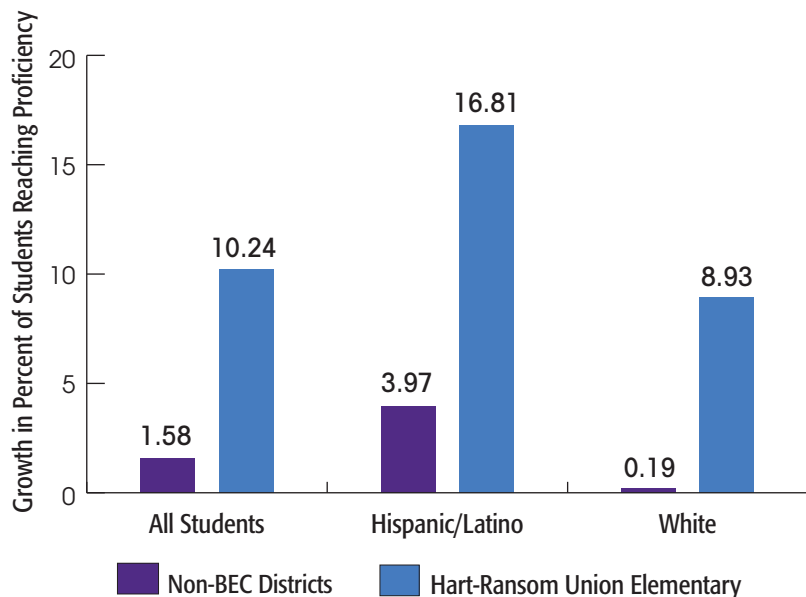


Figure 2 shows the comparison of growth in proficiency between students in Hart-Ransom Union Elementary and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

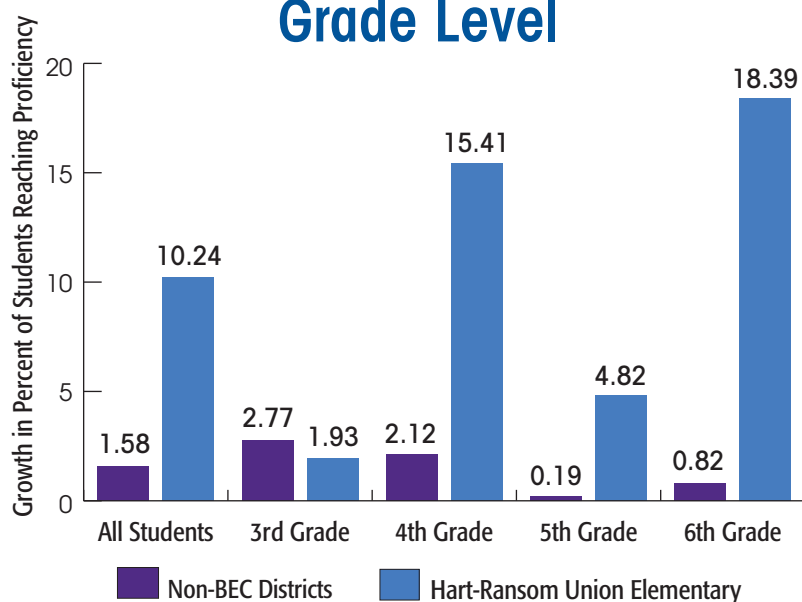


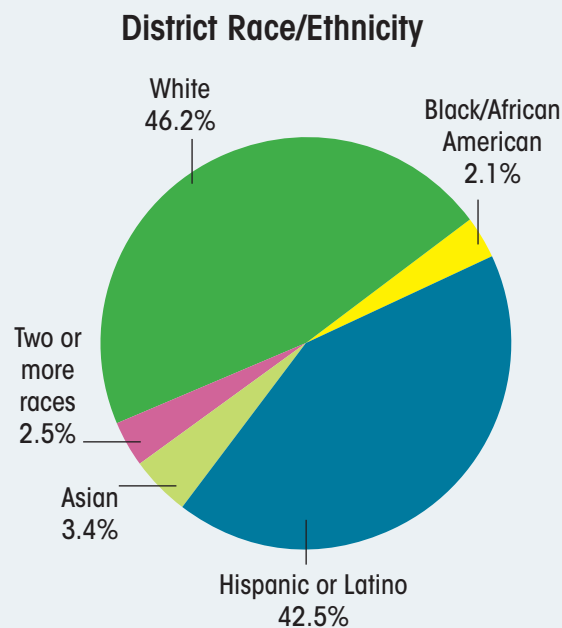
Figure 3 shows the comparison of growth in proficiency between students in Hart-Ransom Union Elementary and Non-BEC Districts by the grade level of the students.

State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Hart-Ransom Union Elementary who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

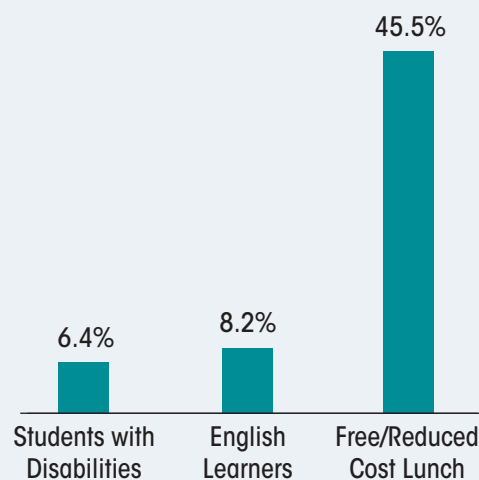
## CALIFORNIA'S POSITIVE OUTLIER

- ✓ High Residuals for Hispanic Students
- ✓ High Residuals for White Students

## Hart-Ransom Union Elementary's Student Population



## Program Participation



# Biggs Unified



Biggs Unified<sup>1</sup> is located in Butte County and has an enrollment of 629. It is classified with an NCES locale of Rural: Distant and falls into the district size of 600 to 1,199. Biggs Unified has been using Benchmark Advance for two school years.

## Growth by Student Groups

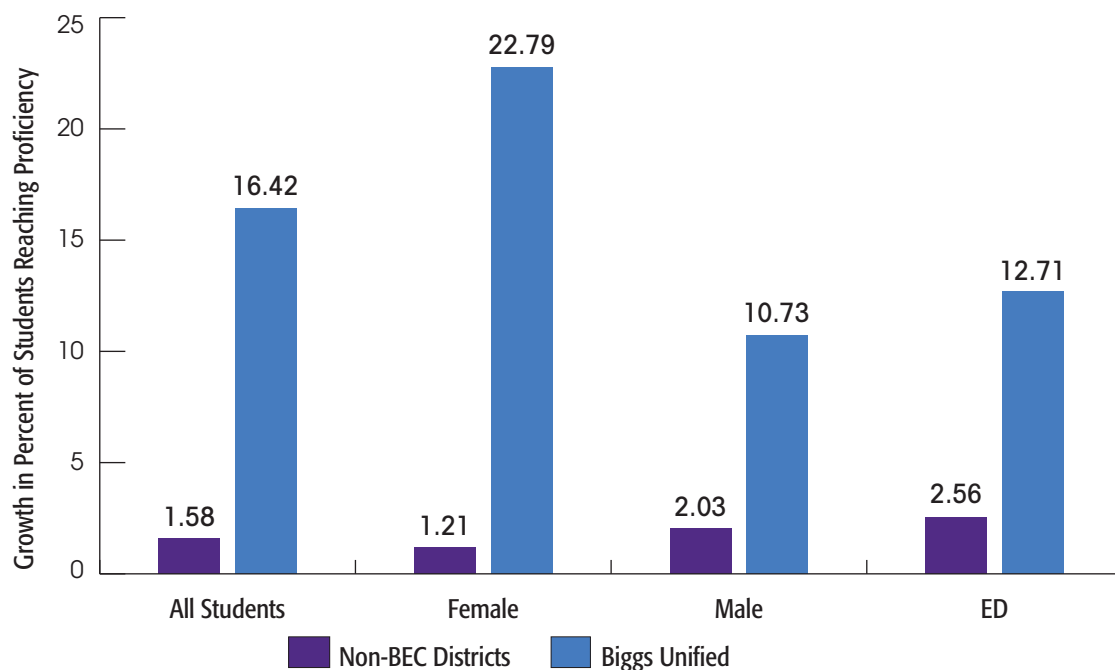


Figure 1 shows all students, students by gender, and students who are economically disadvantaged (ED). Information on Students with Disabilities and English Learners was not available.

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=04614080000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

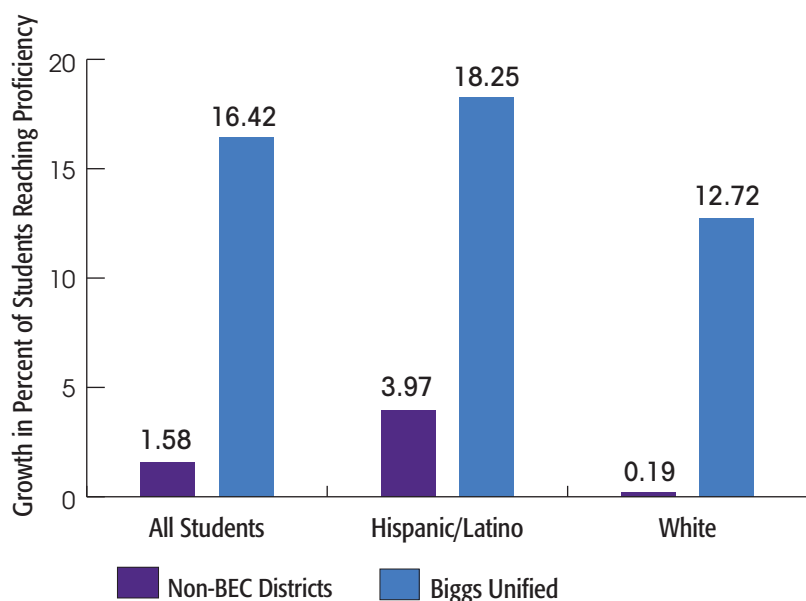


Figure 2 shows the comparison of growth in proficiency between students in Biggs Unified and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

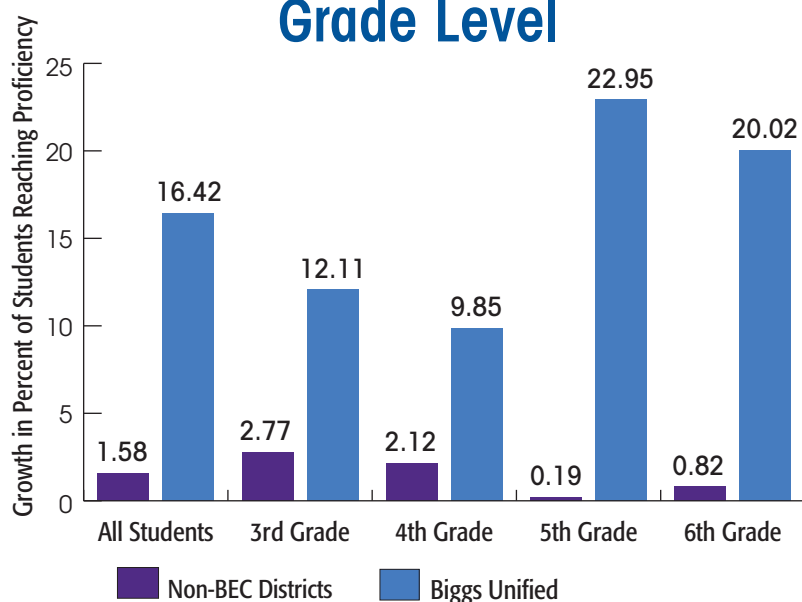
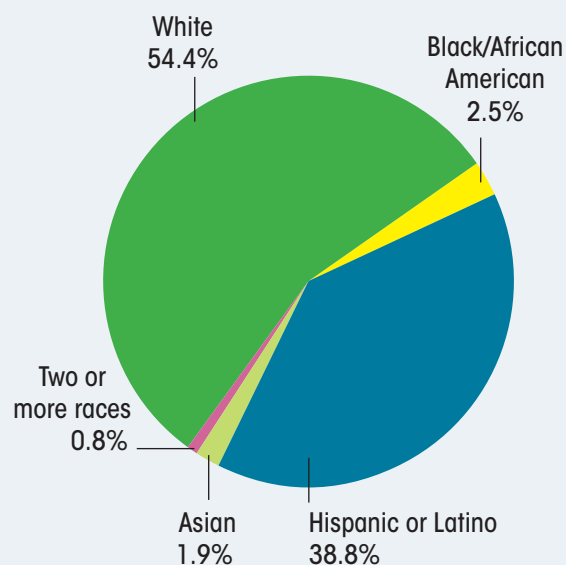


Figure 3 shows the comparison of growth in proficiency between students in Biggs Unified and Non-BEC Districts by the grade level of the students.

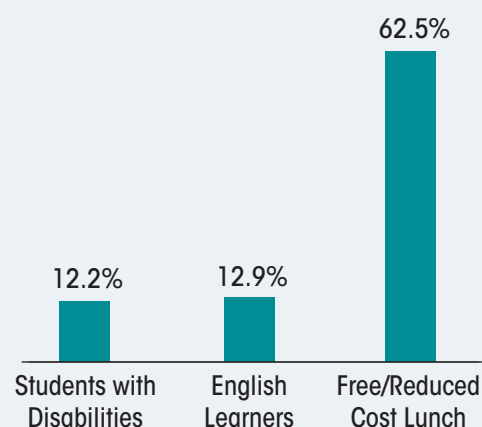
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Biggs Unified who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Biggs Unified's Student Population

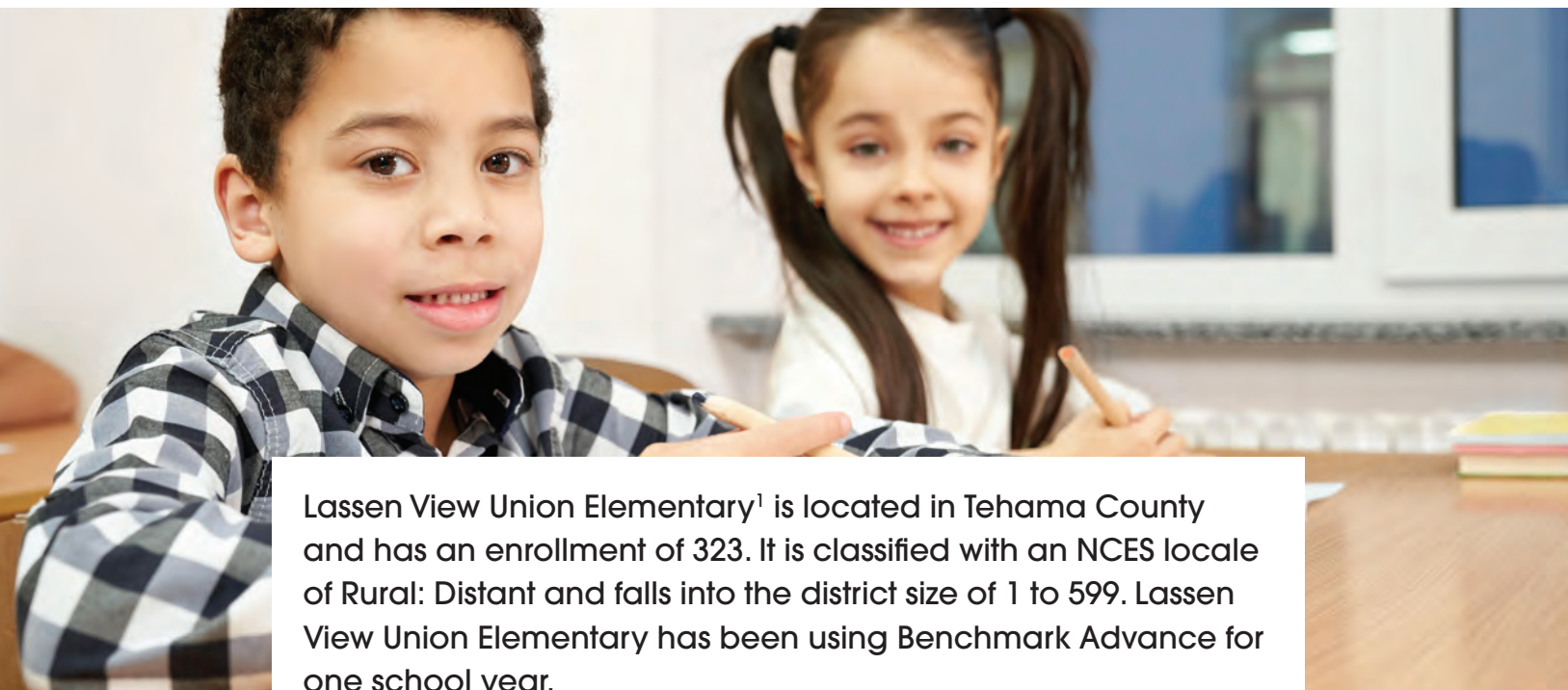
### District Race/Ethnicity



### Program Participation



# Lassen View Union Elementary



## Growth by Student Groups

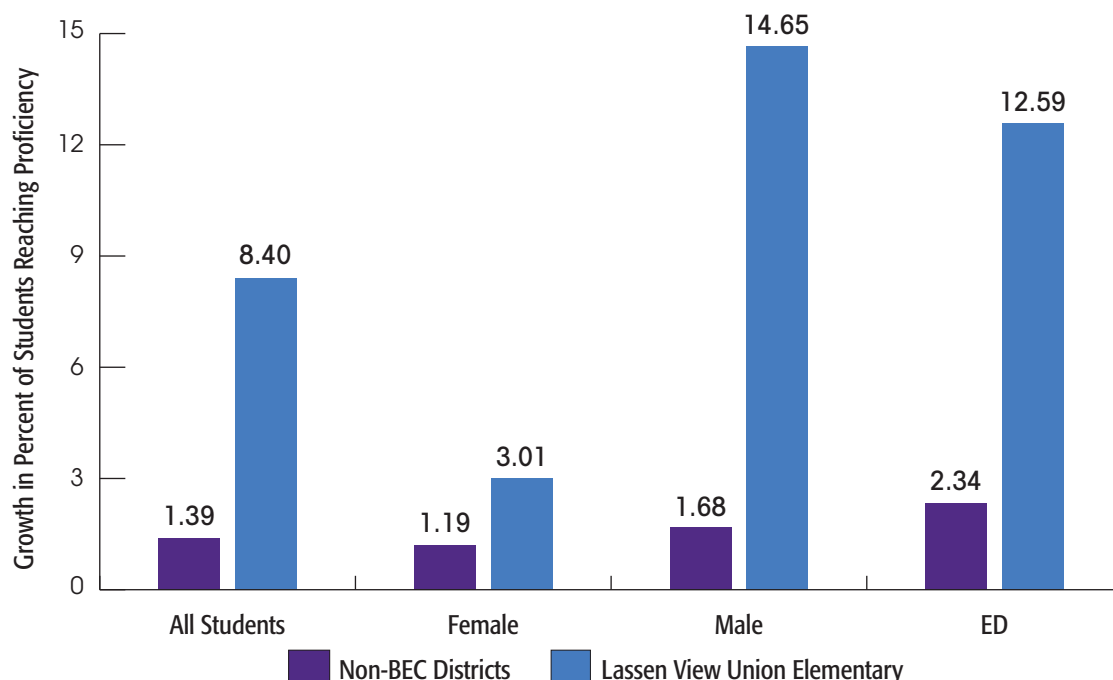


Figure 1 shows all students, students by gender, and students who are economically disadvantaged (ED). Information on Students with Disabilities and English Learners was not available.

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=52715630000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.



## Growth by Race/Ethnicity

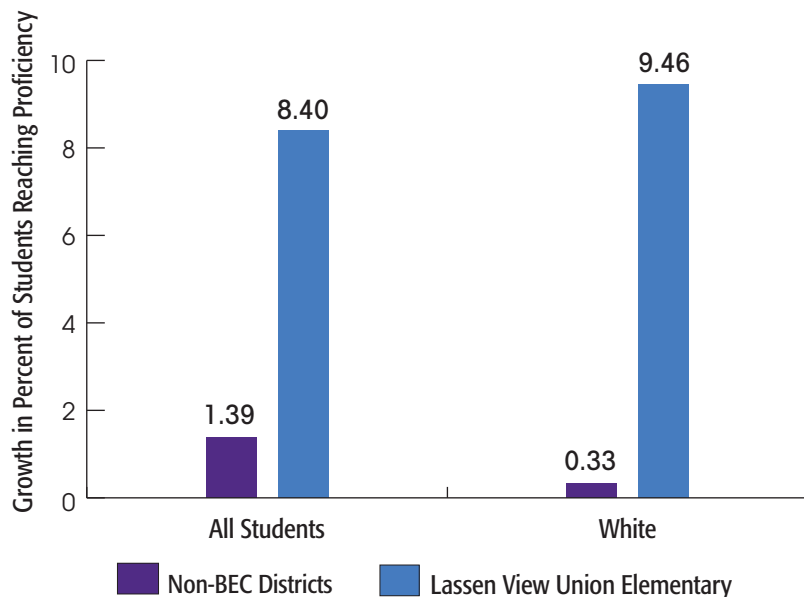


Figure 2 shows the comparison of growth in proficiency between students in Lassen View Union Elementary and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

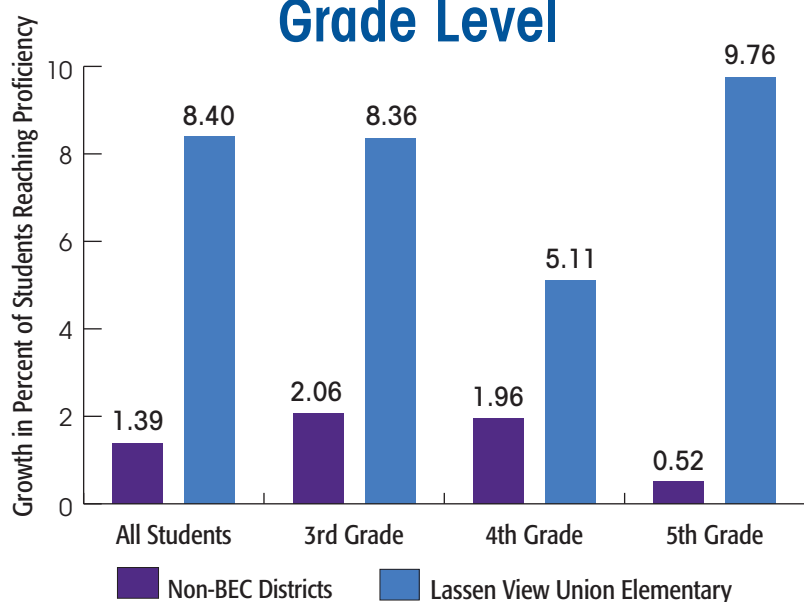
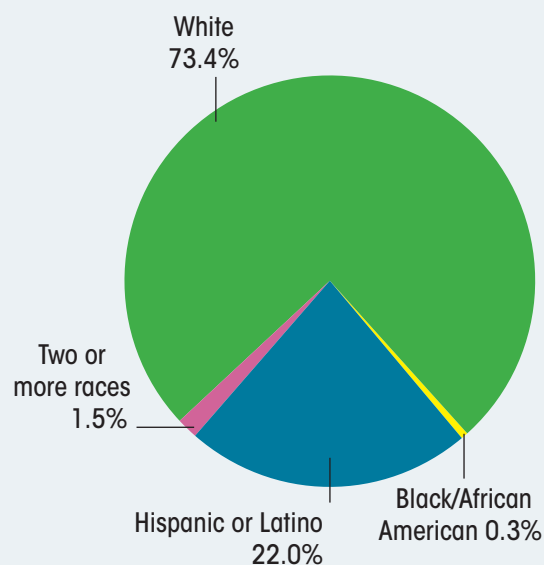


Figure 3 shows the comparison of growth in proficiency between students in Lassen View Union Elementary and Non-BEC Districts by the grade level of the students.

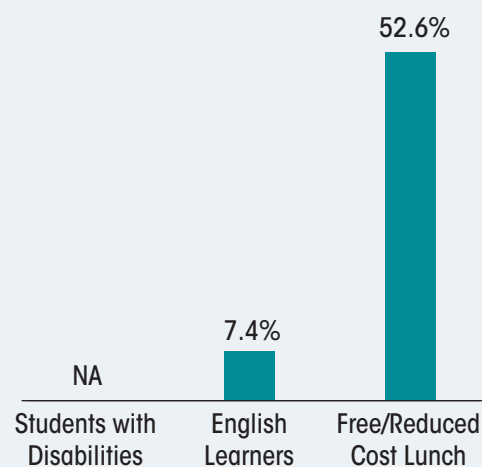
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in Lassen View Union Elementary who were in the 3rd to 5th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## Lassen View Union Elementary's Student Population

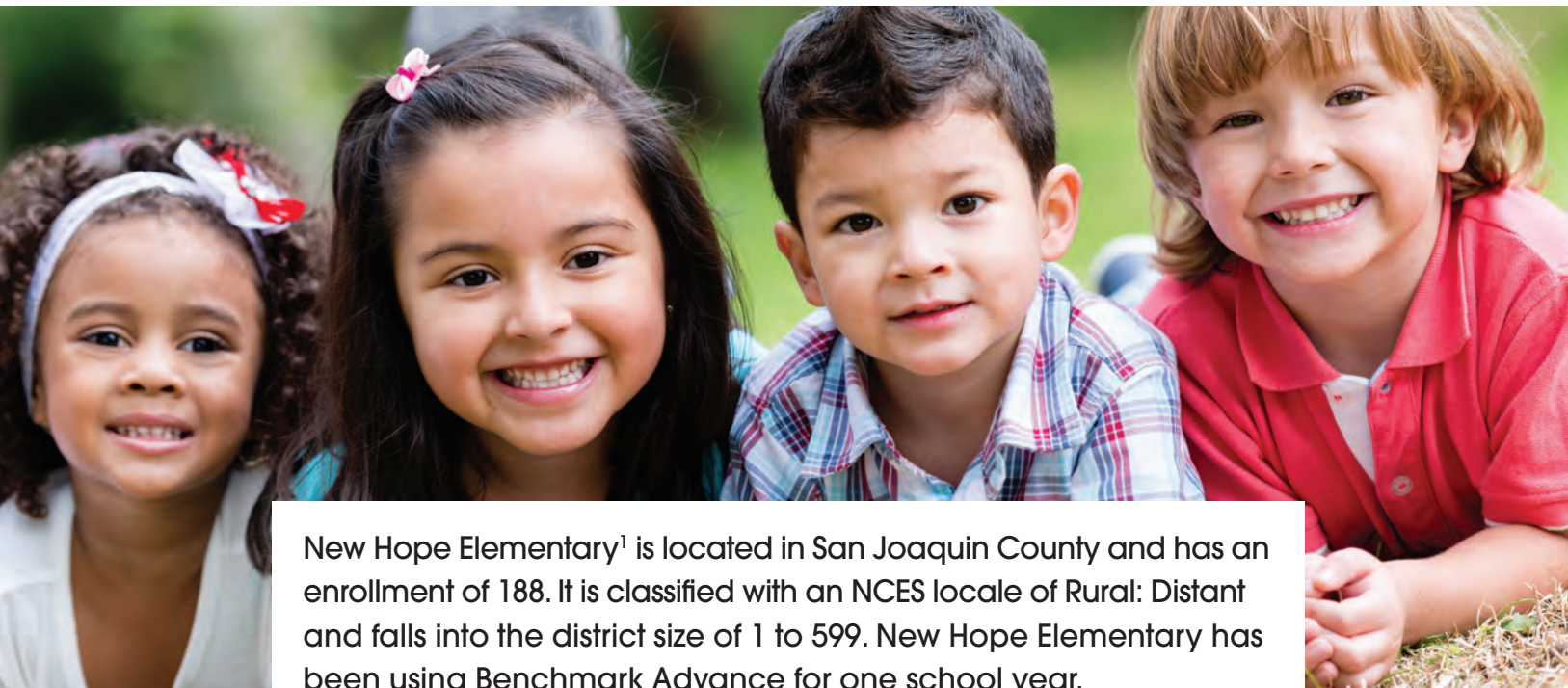
### District Race/Ethnicity



### Program Participation



# New Hope Elementary



New Hope Elementary<sup>1</sup> is located in San Joaquin County and has an enrollment of 188. It is classified with an NCES locale of Rural: Distant and falls into the district size of 1 to 599. New Hope Elementary has been using Benchmark Advance for one school year.

## Growth by Student Groups

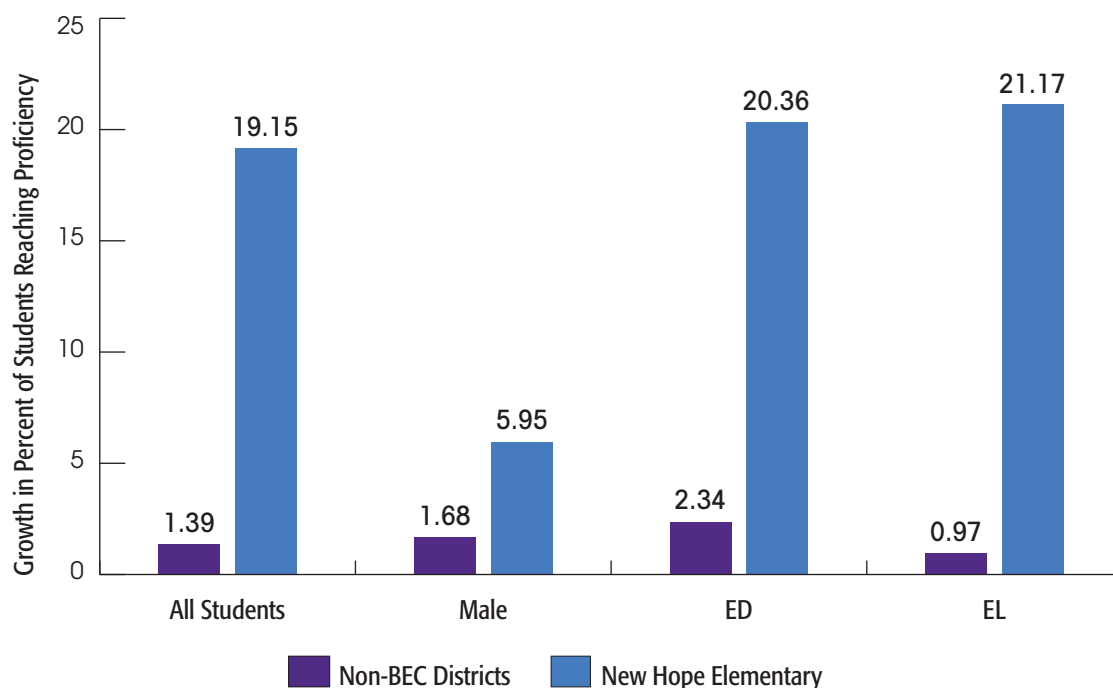


Figure 1 shows all students, students by gender, students who are economically disadvantaged (ED), and English Learners (EL). Information on Students with Disabilities was not available.

<sup>1</sup> <https://www.cde.ca.gov/sd/profile/details.aspx?cds=39686190000000>

<sup>2</sup> States included in the BEC Districts and Non-BEC Districts were pulled from California, Colorado, Michigan, and Minnesota.

## Growth by Race/Ethnicity

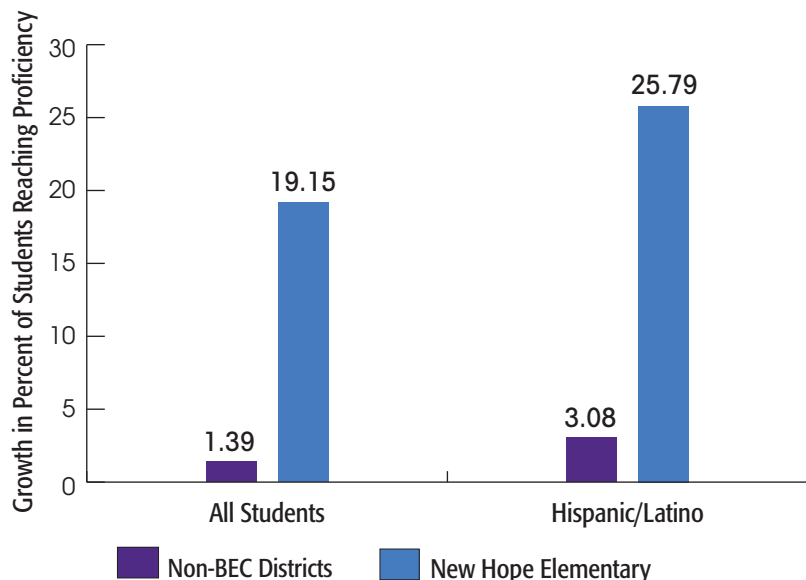


Figure 2 shows the comparison of growth in proficiency between students in New Hope Elementary and Non-BEC Districts by the race/ethnicity of the students. Results for student groups of 10 or fewer students are not included on the state websites and, therefore, are not available to be included in this report.

## Growth by Grade Level

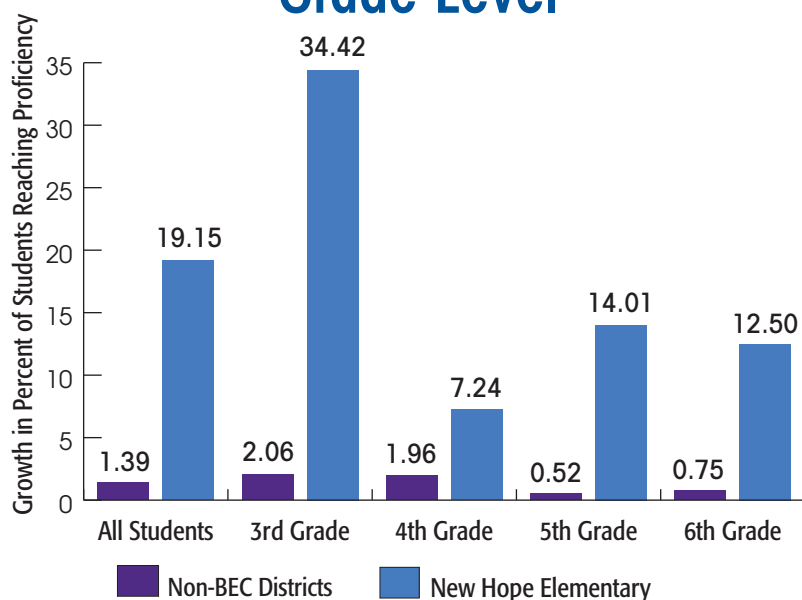
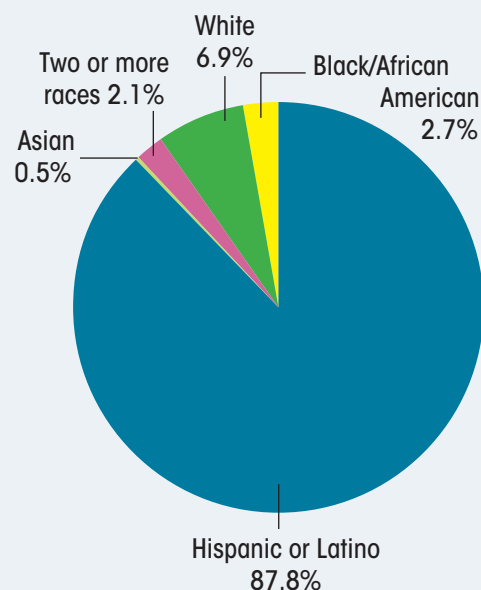


Figure 3 shows the comparison of growth in proficiency between students in New Hope Elementary and Non-BEC Districts by the grade level of the students

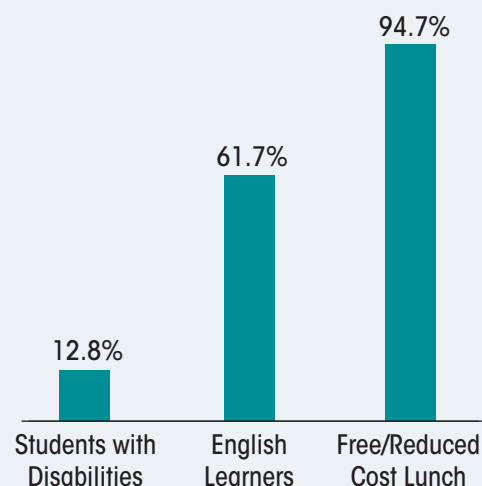
State test results were pulled from the state websites<sup>2</sup> for this analysis. The state test results for the students in New Hope Elementary who were in the 3rd to 6th grades were obtained. The test results are aggregated, allowing for minimal analysis of the results. The state website presents the total number of students tested and the number and/or the percent of students who achieved the different levels of performance. These student totals are used in this analysis.

## New Hope Elementary's Student Population

### District Race/Ethnicity



### Program Participation



# Advancing to Proficiency at a Glance

with Benchmark Advance and Benchmark Adelante

District Name		District Characteristics			
		District Size <sup>1</sup>	Locale <sup>2</sup>	District Percentage of Students with Disabilities <sup>3</sup>	District Percentage of Students Identified as Economically Disadvantaged (ED) <sup>4</sup>
Adams County 14*	p. 56	5,000 to 9,999	Suburb: Large	NA	86.0
Anaheim Elementary*	p. 28	10,000 to 24,999	City: Large	12.9	86.0
Biggs Unified	p. 82	600 to 1,199	Rural: Distant	12.2	62.5
Bonita Unified	p. 50	10,000 to 24,999	Suburb: Large	10.5	38.4
Capistrano Unified	p. 36	25,000 Plus	Suburb: Large	10.1	26.0
Ceres Unified*	p. 46	10,000 to 24,999	Suburb: Large	9.6	82.3
Chula Vista Elementary*	p. 40	25,000 Plus	Suburb: Large	12.3	52.6
Clovis Unified	p. 38	25,000 Plus	Suburb: Large	8.6	42.2
Corning Union Elementary	p. 78	1,200 to 2,499	Town: Distant	12.5	85.3
Corona-Norco Unified*	p. 18	25,000 Plus	City: Midsize	12.8	45.6
Culver City Unified*	p. 60	5,000 to 9,999	Suburb: Large	9.6	33.8
Delano Union Elementary*	p. 58	5,000 to 9,999	Suburb: Small	9.3	82.9
El Monte City	p. 54	5,000 to 9,999	Suburb: Large	13.8	92.1
Fairfield-Suisun Unified*	p. 24	10,000 to 24,999	City: Midsize	11.6	58.3
Folsom-Cordova Unified	p. 26	10,000 to 24,999	City: Small	12.5	37.3
Galt Joint Union Elementary*	p. 74	2,500 to 4,999	Town: Fringe	15.2	55.0
Hanford Elementary	p. 34	5,000 to 9,999	City: Small	5.9	80.0
Hart-Ransom Union Elementary	p. 80	1,200 to 2,499	Rural: Fringe	6.4	45.5
Hawthorne*	p. 52	5,000 to 9,999	Suburb: Large	9.9	87.8
Healdsburg Unified	p. 70	1,200 to 2,499	Suburb: Large	11.6	53.8
Lassen View Union Elementary	p. 84	1 to 599	Rural: Distant	NA	52.6
Los Angeles Unified*	p. 16	25,000 Plus	City: Large	13.8	81.1
McFarland Unified	p. 76	2,500 to 4,999	Town: Fringe	7.3	90.1
Milpitas Unified*	p. 30	10,000 to 24,999	City: Small	8.9	33.5
Minneapolis Public School District*	p. 20	25,000 Plus	City: Large	18.5	56.9
Montebello Unified	p. 42	25,000 Plus	Suburb: Large	13.0	81.4
Monterey Peninsula Unified*	p. 48	10,000 to 24,999	Suburb: Midsize	11.4	64.2
Murrieta Valley Unified	p. 44	10,000 to 24,999	Suburb: Large	13.8	35.1
New Hope Elementary	p. 86	1 to 599	Rural: Distant	12.8	94.7
Oakdale Joint Unified	p. 62	5,000 to 9,999	Suburb: Large	10.9	43.3
Pacific Grove Unified	p. 68	1,200 to 2,499	Suburb: Midsize	11.3	22.0
Poway Unified*	p. 22	25,000 Plus	City: Large	12.2	18.1
Redwood City Elementary*	p. 32	5,000 to 9,999	City: Small	13.2	50.9
Riverbank Unified*	p. 64	2,500 to 4,999	Suburb: Large	7.4	81.1
Selma Unified	p. 72	5,000 to 9,999	Town: Fringe	11.6	84.0
Templeton Unified	p. 66	1,200 to 2,499	Suburb: Small	7.3	19.9

\* Indicates districts using Benchmark Advance and Benchmark Adelante.

<sup>1</sup> District Size was originally defined by NCES (National Center for Education Statistics) and adopted by MDR (Market Data Retrieval).

<sup>2</sup> Definitions of Locales comes from NCES (National Center for Education Statistics) and can be found at <https://nces.ed.gov/surveys/ruraled/definitions.asp>

<sup>3,4,5</sup> The percentage of students identified as SWD, ED, and EL for California districts came from the School/District Profile Search at <https://www.cde.ca.gov/sdprofile/>. The information for districts outside of California came from each district's website.

<sup>6</sup> Information about California's Positive Outlier Districts can be found in the report located at <https://learningpolicyinstitute.org/product/positive-outliers-districts-beating-odds>





		California's Positive Outlier District Results <sup>6</sup>				Benchmark Implementation Information	
	District Percentage of Students Identified as English Learners <sup>5</sup>	Large Districts Beating the Odds	High Residuals for African American Students	High Residuals for Hispanic Students	High Residuals for White Students	Years of Implementation	Grade Range
	36.9					2 Years	K to 5th
	57.4					1 Year	K to 6th
	12.9					2 Years	K to 6th
	5.9			Yes	Yes	1 Year	K to 5th
	9.4					1 Year	K to 5th
	28.3			Yes	Yes	1 Year	K to 6th
	30.6	Yes	Yes	Yes	Yes	1 Year	K to 6th
	6.1	Yes		Yes	Yes	1 Year	K to 5th
	43.0					2 Years	K to 6th
	13.9		Yes	Yes	Yes	1 Year	K to 6th
	11.0		Yes	Yes	Yes	2 Years	K to 5th
	48.7					2 Years	K to 5th
	32.8	Yes		Yes	Yes	2 Years	K to 5th
	14.3					1 Year	K to 5th
	12.7					2 Years	K to 5th
	22.6			Yes	Yes	1 Year	K to 6th
	25.2			Yes	Yes	2 Years	K to 6th
	8.2			Yes	Yes	2 Years	K to 6th
	30.0	Yes	Yes	Yes	Yes	1 Year	K to 5th
	25.3					1 Year	K to 5th
	7.4					1 Year	K to 5th
	23.0					1 Year	K to 5th
	40.7					1 Year	K to 5th
	24.3			Yes	Yes	1 Year	K to 6th
	21.2					1 Year	K to 5th
	31.9					1 Year	K to 5th
	27.9					1 Year	K to 5th
	5.8		Yes	Yes	Yes	1 Year	K to 5th
	61.7					1 Year	K to 6th
	10.6					2 Years	K to 6th
	6.2					2 Years	K to 5th
	11.7					1 Year	K to 5th
	38.2					1 Year	K to 5th
	42.9					2 Years	K to 6th
	25.8			Yes	Yes	1 Year	K to 5th
	4.8					2 Years	K to 5th



B E N C H M A R K E D U C A T I O N C O M P A N Y

