

education

Two-thirds of San Bernardino County schools improved their academic test scores and proficiency levels are rising. The high school dropout rate fell and the proportion of students eligible to apply for a UC or CSU campus rose to the highest level in nearly 20 years. Still, only about half of K-12 students are proficient in English-Language Arts and mathematics and the percentage of residents over 25 who are high school graduates is lower than the state and nation.

Positive Behavioral Interventions and Supports

A supportive school culture – one that reduces suspensions, expulsions, and behavioral referrals while improving academic achievement – requires the investment of parents and families, mental health services, teachers, and administrators. This model is referred to as Positive Behavioral Interventions and Supports (PBIS). Since 2009, as many as 53 schools in the desert region have used PBIS with impressive results. After receiving a score of 95% on a PBIS review, Morgan Kincaid Preparatory School in Adelanto Elementary was designated a “leadership site,” and Serrano High School in Hesperia Unified has seen its behavioral referrals drop 60% in two years. In the valley region, Colton Joint Unified School District and Ontario-Montclair Elementary School District began PBIS in February 2013 with 15 schools participating. Countywide, more than 30 additional schools are anticipated to start PBIS in 2013/14.

More Schools Achieve Academic Performance Targets

Description of Indicator

This indicator presents the results of the California Academic Performance Index (API), which summarizes progress toward achievement of academic improvement targets for K-12 public schools and districts, and the California Standards Test in English-Language Arts (ELA) and mathematics, which reports the proportion of students testing proficient or better.¹

Why is it Important?

Tracking academic performance enables school administrators and the public to evaluate if San Bernardino County schools are meeting state academic targets.

How is San Bernardino County Doing?

Approximately two-thirds of schools improved their API scores in 2012:

- 64% of San Bernardino County schools showed API improvement.
- 71% of San Bernardino County schools met or exceeded their API growth targets.
- 43% of schools had an API at or above the state target of 800 in 2012, compared to 38% in 2011 and 36% in 2010.²
- Overall, the number of school districts achieving the statewide target API score of 800 or above remained unchanged from the previous year, with 12 out of 33 districts achieving scores of 800 or better.

Socioeconomic status continues to affect student achievement, but the gap is narrowing for race and ethnicity:

- Slightly over half (52%) of all San Bernardino County students were proficient or better in ELA in 2012, compared to 57% statewide.
- Similarly, 47% were proficient or better in math, compared to 50% statewide.
- Over the past 10 years, ELA proficiency in San Bernardino County improved by 23 percentage points and math proficiency improved by 16 percentage points.
- 45% and 42% of economically disadvantaged students were proficient in ELA and math, respectively. Students who were not economically disadvantaged were 69% and 57% proficient, respectively. While both groups have improved, the achievement gap between these two groups has grown slightly since 2003.³
- However, over the same period, the achievement gap between White and Hispanic students has narrowed by three percentage points in both ELA and math.

District Academic Performance Index Scores San Bernardino County, 2012

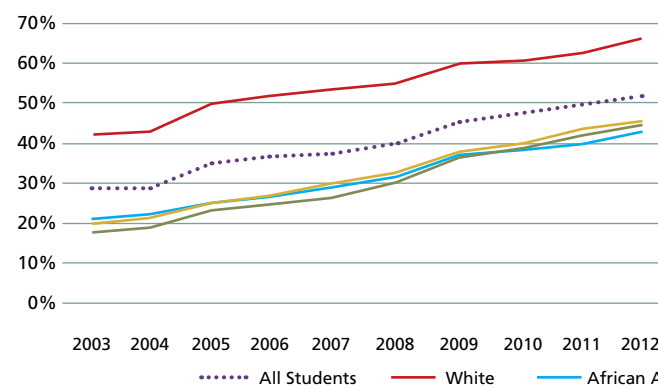
Elementary Districts	
Etiwanda	893
Mt. Baldy	881
Alta Loma	876
Central	836
Mountain View	819
Oro Grande	818
Victor	804
Cucamonga	792
Helendale	792
Ontario-Montclair	763
Adelanto	729
High School Districts	
Chaffey	776
Victor Valley	715
Unified Districts	
Upland	825
Redlands	824
Chino Valley	820
Snowline	805
Bear Valley	803
Silver Valley	796
Yucaipa-Calimesa	795
Rim of the World	787
Apple Valley	779
Morongo	776
Hesperia	768
Trona	766
Fontana	754
Rialto	750
Barstow	749
Colton	734
Lucerne Valley	729
San Bernardino City	726
Baker Valley	723
Needles	680

■ At or Above State API Target (800)
■ Below State API Target

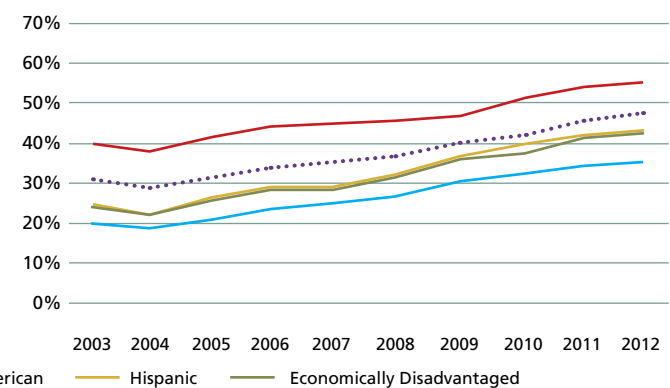
Source: California Department of Education, DataQuest (<http://data1.cde.ca.gov/dataquest/>)

Percent of Students Proficient or Above by Race/Ethnicity San Bernardino County, 2003-2012

English-Language Arts



Mathematics



Source: San Bernardino County Superintendent of Schools

¹ The API ranges from a low of 200 to a high of 1,000 and is calculated for each school based on the performance of individual pupils on several standardized tests. Each year, schools are given a state-identified API target for improvement.

² These calculations include both small schools serving fewer than 100 students and Alternative School Accountability Model schools, which include schools under the jurisdiction of a county board of education or a county superintendent of schools and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools.

³ A student is defined as "economically disadvantaged" if both parents have not received a high school diploma or the student is eligible to participate in the free or reduced price school meal (FRPSM) program (www.cde.ca.gov/ta/tg/sr/technicalrpts.asp). See Family Income Security for the proportion of students eligible for the FRPSM program.

● **Connecting the Dots**
Strong Academic Performance may lead to improved College Readiness.

Dropout Rate Falls; Matches Statewide Rate

Description of Indicator

This indicator measures the proportion of residents over age 25 with a high school diploma or who passed the General Educational Development (GED) test, as well as the proportion of residents over age 25 with a Bachelor's degree or higher. It also measures the percentage of public high school students who drop out annually, in total and by race/ethnicity.

Why is it Important?

A high school diploma or college degree opens many career opportunities that are closed to those without these achievements. The education level of residents is evidence of the quality and diversity of our labor pool – an important factor for businesses looking to locate or expand in the region.

How is San Bernardino County Doing?

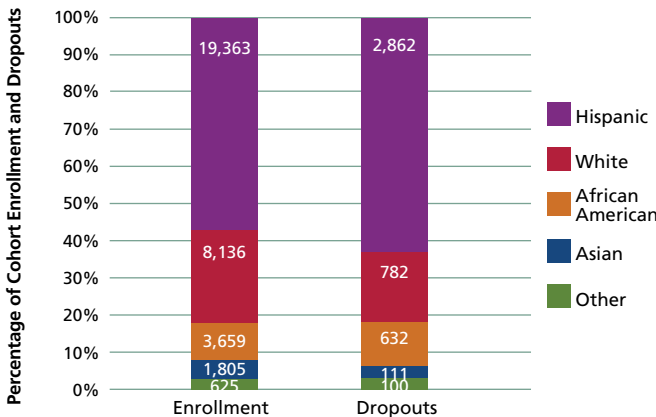
The percentage of college and high school graduates has gradually increased since 2000:

- Between 2000 and 2011, the percentage of residents over age 25 with a Bachelor's degree or higher rose from 16% to 18%.
- However, at 18%, San Bernardino County is below the state (30%), nation (29%), and all peers and neighboring regions compared for college graduates.
- Between 2000 and 2011, the percentage of residents over age 25 who are high school graduates rose from 74% to 78%.
- At 78%, San Bernardino County has the second lowest percentage of high school graduates among regions compared and falls below state and national averages (81% and 86%, respectively).

The class of 2011/12 had substantially fewer dropouts:

- 13.3% of the students in the class of 2011/12 dropped out before graduating, compared to 15.7% of the class of 2010/11 and 19.1% of the class of 2009/10.
- The 2011/12 dropout rate is nearly identical to the statewide dropout rate of 13.2%.
- Native American students had the highest dropout rate in 2011/12 and Asian students had the lowest.
- Compared to enrollment, the dropout population is disproportionately made up of Hispanic and African American youth.

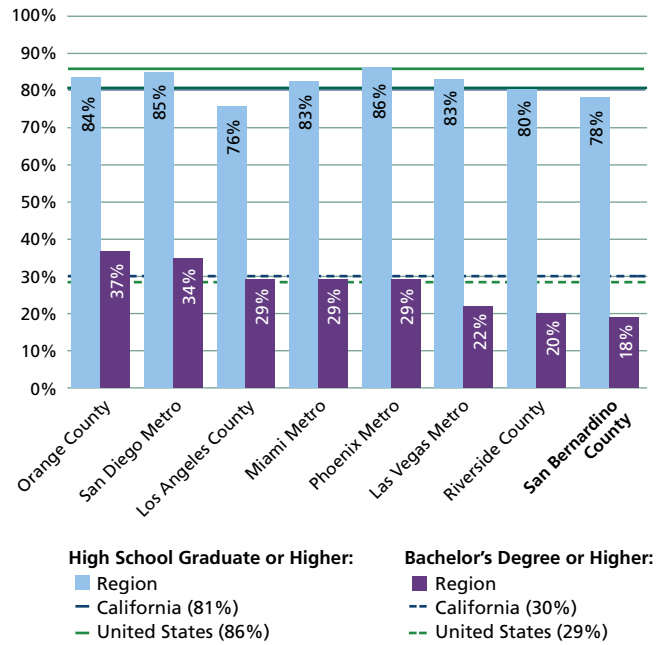
Enrollment Compared to Dropouts, by Race/Ethnicity San Bernardino County, 2011/12



Note: "Other" includes Native American/Alaska Native, two or more races, or no race reported.

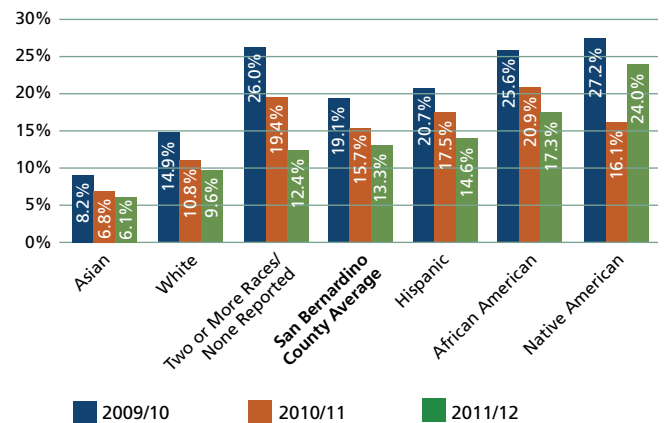
Source: California Department of Education, DataQuest (<http://data1.cde.ca.gov/dataquest/>)

Percentage Over Age 25 Earning High School Diploma/GED or Higher and Bachelor's Degree or Higher Regional Comparison, 2011



Source: U.S. Census Bureau, American Community Survey (<http://factfinder2.census.gov/>)

Dropout Rate, by Race/Ethnicity San Bernardino County, 2009/10-2011/12



Source: California Department of Education, DataQuest (<http://data1.cde.ca.gov/dataquest/>)

Early Warning and Intervention System

The Early Warning and Intervention System (EWIS) is a research-based pilot program to reduce the dropout rate. In San Bernardino County, three schools in Upland Unified and two schools in the Victor Valley Union High School District are participating. The EWIS uses key indicators such as attendance, course grades, and behavior to identify students at risk of dropping out of school or failing to graduate on time. At-risk students are supported with targeted interventions, while the districts work to address systemic issues that may be impeding students' ability to graduate.

Source: San Bernardino County Superintendent of Schools

Connecting the Dots
Educational Attainment is a critical building block of Family Income Security.

UC/CSU Eligibility Rate Highest on Record

Description of Indicator

This indicator measures the number of public high school graduates who have fulfilled minimum course requirements to be eligible for admission to University of California (UC) or California State University (CSU) campuses. It also includes the percentage of high school graduates taking the SAT and the percentage of students scoring 1500 or better on the SAT.

Why is it Important?

A college education is important for many jobs and can lead to increased earning power, societal benefits, better health, and a stronger workforce. On average, earnings rise in step with education levels, resulting in benefits to the individual through increased personal income and discretionary spending, and to the community through increased tax receipts. Voter participation is associated with higher levels of education, as is participation in healthy behaviors such as exercise, volunteerism and active contribution to the community in which an individual lives. Finally, a college education supplies students with the varied skills needed to not only boost the local economy, but also to be prepared for the global economy, and provides a solid foundation for future academic and career pursuits.¹

How is San Bernardino County Doing?

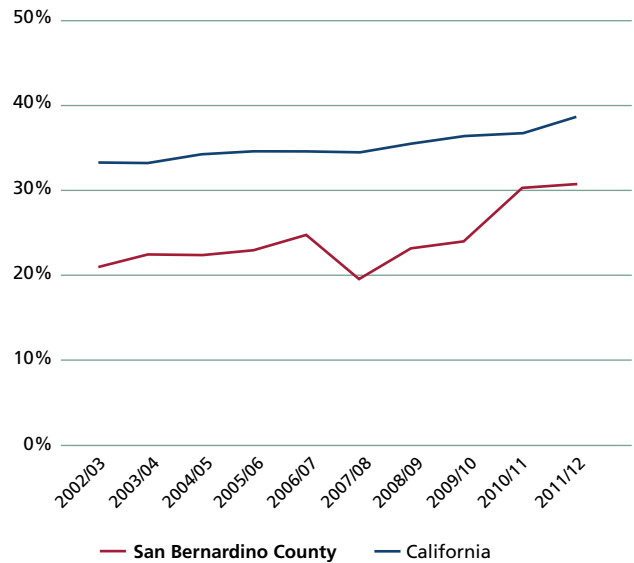
The UC/CSU eligibility rate improved significantly, reaching the highest level in nearly 20 years of tracking:

- 31% of San Bernardino County seniors graduating in 2011/12 did so having completed the necessary coursework to be eligible for a UC or CSU campus.
- This rate builds on the previous year's six point gain and is seven points higher than the previous 10-year average for UC/CSU eligibility.
- However, San Bernardino County's rate of eligibility is lower than the statewide average of 38%.
- UC/CSU eligibility varies by race and ethnicity, with Asian students the most likely to be UC/CSU eligible and African American and Hispanic students the least likely.²

More students took the SAT in 2010/11, but scores dipped:

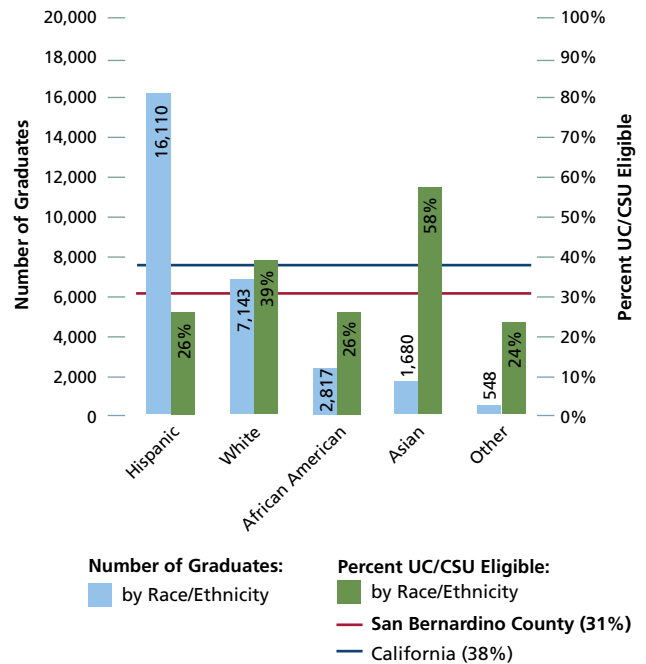
- Halting a downward trend since 2005/06, 29% of San Bernardino County seniors took the SAT in 2010/11, up from 24% the previous year.
- However, as often occurs when the percentage tested goes up, student scores went down, with 38% of students scoring 1500 or better (out of 2400 possible points) in 2010/11, down from 40% the previous year and lower than the statewide average of 48% in 2010/11.
- At 1427, San Bernardino County's average SAT score is nearly the same as Riverside County but lower than the California average and other Southern California neighbors.

Percentage of High School Graduates Eligible for UC/CSU San Bernardino County and California, 2003-2012



Source: California Department of Education, DataQuest (<http://data1.cde.ca.gov/dataquest/>)

Percentage of High School Graduates Eligible for UC/CSU Compared to Number of Graduates, by Race/Ethnicity San Bernardino County, 2011/12



Source: California Department of Education, DataQuest (<http://data1.cde.ca.gov/dataquest/>)

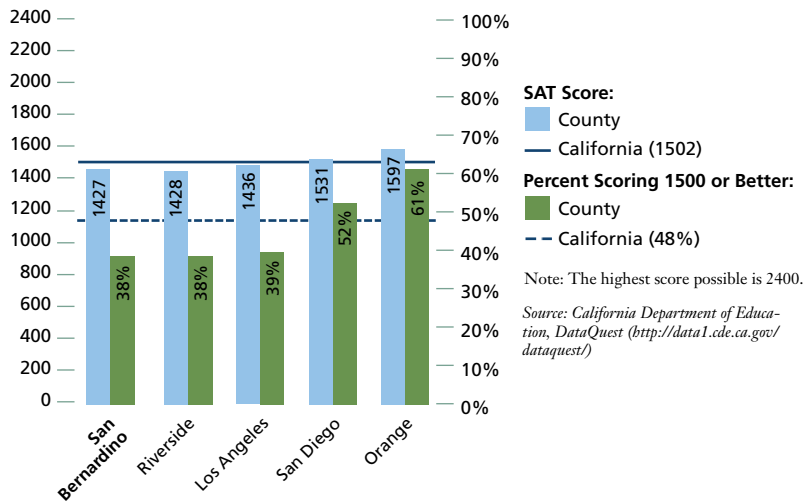
¹ College Board, Education Pays, Update 2005 (www.collegeboard.com/prod_downloads/press/cost05/education_pays_05.pdf)

² "Asian" includes students identified as Asian, Pacific Islander and Filipino. "Other" includes students identified as Native American/Alaska Native, two or more races, or no race/ethnicity reported.

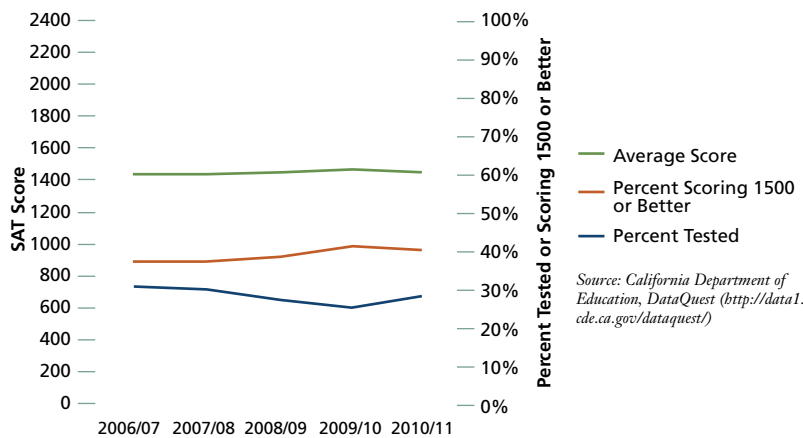
Connecting the Dots

College Readiness and Career Preparation go hand-in-hand and contribute to a strong economy and community.

**Average SAT Scores and Percentage Scoring 1500 or Better
County Comparison, 2010/11**



**SAT Trends: Average Score, Percent Tested, and Percent Scoring 1500 or Better
San Bernardino County, 2007-2011**



AVID Update

The Advancement Via Individual Determination (AVID) program targets students in the academic middle who have a willingness to work toward college acceptance. AVID empowers students to take charge of their education by setting goals, learning good study habits, and using proven reading and writing strategies to excel in their school work. AVID gives students the boost they need to complete high school and take the necessary coursework to become eligible for college. Typically, AVID students are the first in their families to attend college, and many are from low-income or minority families.

However, the 2012/13 California budget eliminated AVID funding. In San Bernardino County, this was a tremendous blow given the high participation rate in the region and the successes witnessed over the years. Viewed as too vital to eliminate, San Bernardino County, along with Riverside, Inyo and Mono counties (the "RIMS" region), pledged financial resources to keep the program alive in the region. The RIMS region is one of only two regions in California able to sustain their AVID programs in the face of budget cuts.

Of the AVID seniors graduating in 2012, 99% graduated from high school, 95% successfully completed a-g courses (courses that count toward UC/CSU eligibility), 75% planned to attend a 4-year college and another 18% planned to attend a 2-year college, for a total college-going rate of 93%.

Source: San Bernardino County Superintendent of Schools

EAP: Improving College Readiness

The Inland Area Early Assessment Program (EAP) Collaborative is working to clear the way for more graduating seniors to attend college.

The EAP collaborative is comprised of California State University/San Bernardino, University of California/Riverside, Cal Poly Pomona, local community colleges, the San Bernardino and Riverside County offices of education, and local school districts.

The EAP assessment is designed to give high school students an early indication of college readiness in English and math, and to avoid incoming college students' need for remediation. The ultimate goal of the EAP collaborative is to have this assessment used as a "common indicator" of college readiness for public universities and community colleges in the region. While taking the EAP assessment is not mandatory, making it so could improve high school graduation, college going, and college completion rates.

Early Assessment Program 2012 Snapshot

- 91% of San Bernardino County juniors took the English EAP assessment and 89% took the math EAP. Both rates are higher than statewide (87% and 83%, respectively).
- Of those taking the English EAP, 17% of San Bernardino County students were deemed college ready and 14% were conditionally ready (i.e., the student can take identified coursework in their senior year of high school that, following completion, will deem them college ready). Statewide, 23% of students were college ready in English and 15% were conditionally ready.
- Of those taking the math EAP, 10% of San Bernardino County students were deemed college ready and 46% were conditionally ready. Statewide, 15% of students were college ready in math and 46% were conditionally ready.

Source: San Bernardino County Superintendent of Schools

CTE Students Faring Well in Job Market

Description of Indicator

This indicator aggregates and reports career technical education (CTE) data from the three Regional Occupational Programs (ROP) and five community college districts in San Bernardino County.

Why is it Important?

Career technical education integrates academic and technical skills, supporting both educational goals and economic development. It offers students research-based, relevant curricula developed expressly for success in college and careers. For those reentering the workforce, changing careers, or needing on-the-job skill upgrades, CTE provides applicable skill-sets and increased career opportunities.

How is San Bernardino County Doing?

Placement rates are high for both high school and adult ROP students, but finding a job related to one's course of study is more difficult for younger students:

- Among the 15,000 high school seniors completing ROP education in 2011/12, 82% continued their education, found a job, or joined the military – a decline from a placement rate of 87% the prior year.
- The placement rate among adult ROP participants rose two points to 83%, with nearly 3,000 adults completing their ROP course of study and continuing their education, finding a job or joining the military.
- Among students entering the job market, 29% of high school ROP students in 2011/12 found a job related to their course of study, compared to 59% of adults.
- Both adults and high school students experienced greater difficulty finding a job related to their course of study in 2011/12 compared to 2010/11.
- High school students, in particular, are encouraged to continue their studies rather than enter the job market. More than half (58%) of high school students continued their education after completing their studies in 2011/12, compared to 45% of adults.

Community college CTE student placement rose:

- Within a year of completing their course of study in 2010/11, 72% of graduates were placed (pursued further education, found a job, or joined the military), compared with 70% the prior year.
- This placement rate is lower than the statewide average of 75%.
- San Bernardino County community colleges awarded CTE students 3,262 industry-recognized credentials, certificates or degrees (or the student was “transfer ready”) in 2010/11. This represents a decline of 11% over the past five years.

Private Trade Schools

In addition to public career education, private trade schools serving the Riverside-San Bernardino metro area contributed 1,000 Associate's degrees and 674 Bachelor's degrees in 2011/12 in a broad range of career education topics.

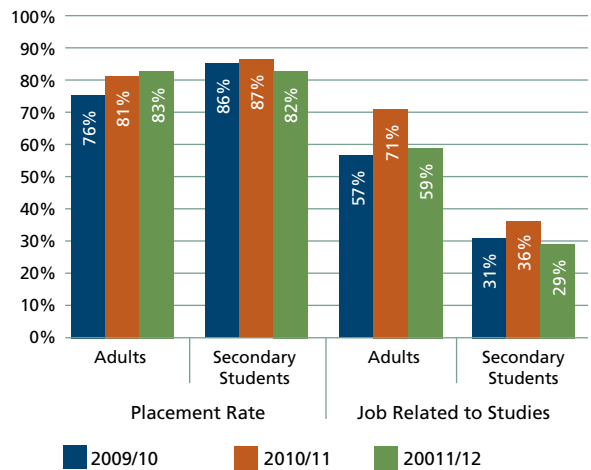
Source: National Center for Education Statistics (<http://nces.ed.gov>)

Internships and On-the-Job Training Give Students a Competitive Advantage

In addition to classroom instruction, the three ROPs in San Bernardino County provide students with opportunities for work-based learning and internships (on-the-job training). During the 2011/12 school year, 3,771 ROP students in San Bernardino County took advantage of these opportunities. These experiences expose students to future career options, foster the development of a strong work ethic, engage students in professional communication, and provide a venue for technical skill mastery with real-world applications. By providing work experience that deepens classroom curriculum and is attractive to employers, work-based education can improve a student's readiness for college and a career.

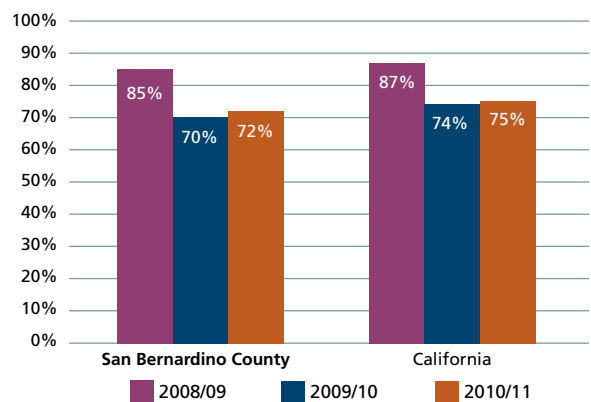
Sources: San Bernardino County Superintendent of Schools, Baldy View, and Colton-Redlands-Yucaipa Regional Occupational Programs

ROP Placement Rates and Relatedness to Course of Study San Bernardino County, 2010-2012



Sources: San Bernardino County Superintendent of Schools, Baldy View and Colton-Redlands-Yucaipa Regional Occupational Programs

Community College Placement Rates San Bernardino County and California, 2009-2011



Source: California Community Colleges, Chancellor's Office (<https://misweb.cccco.edu/perkins/main.aspx>)

Locally Grown Health Care Providers

One of the region's biggest challenges is the existing and growing shortage of primary care physicians and the need for health care professionals at all levels (see Health Care Access). Indeed, the health sector is projected to be among the fastest growing job markets in the region. CTE is a critical component of meeting that demand. For the San Bernardino County ROP alone, 29% of enrollment is in the Health Science and Medical Technology industry sector. Fully 77% in this sector are completing their course of study and 86% are placed.

Sources: San Bernardino County Superintendent of Schools and California Employment Development Department

Connecting the Dots

Improving the workforce through Career Preparation is the focus of many Nonprofit Businesses.

Graduates Exceed Education Requirements for Most Jobs

Description of Indicator

This indicator tallies the degrees granted from public and private two- and four-year colleges and universities in Riverside and San Bernardino Counties and compares that to the entry-level education needed for job openings projected annually in the region.

Why is it Important?

The region boasts many institutions of higher learning, offering the full spectrum of academic and professional certifications and degrees. For the individual, a well-paying, satisfying job depends in large part on finding work that maximizes his or her skill-set. If residents cannot find a good match locally, they may be required to move or commute long distances. Additionally, an appropriately trained local labor force is important for existing businesses in the region, as well as those businesses looking to relocate or expand.

How is San Bernardino County Doing?

Projections between 2010 and 2020, which take into account new jobs created and existing jobs vacated, indicate there will be an estimated 51,224 job openings in the Riverside-San Bernardino metro area annually:

- In terms of the entry-level education requirements, 39% of the projected annual job openings require less than a high school degree, 38% require a high school degree, and 4% require post-secondary Career Technical Education.
- Another 4% of projected job openings require an Associate's degree, 11% require a Bachelor's, 1% require a Master's, and 2% require a doctorate or professional degree.

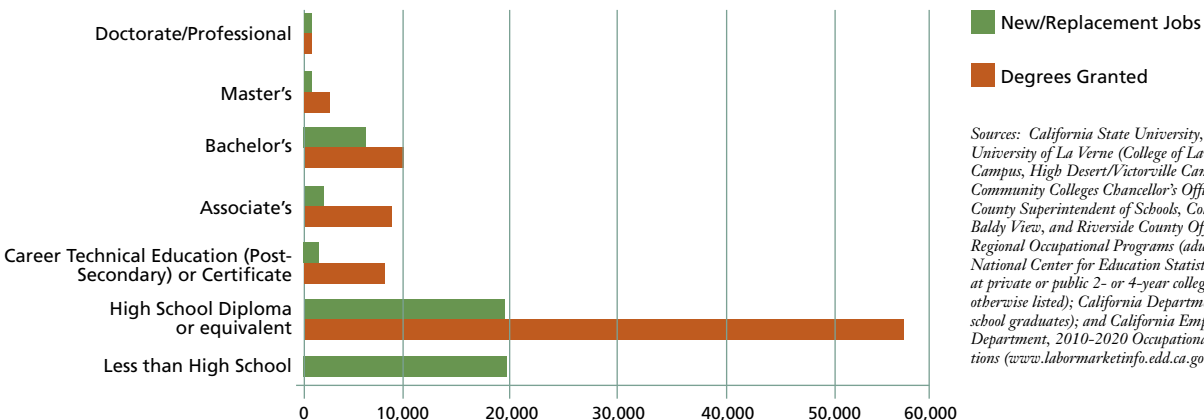
Annually, there are more degrees granted in all levels of secondary and post-secondary education in the Riverside-San Bernardino metro area than there are job openings projected to require those minimum levels of education:

- There is a close match between the number of job openings needing a doctorate or professional degree and the number of degrees granted at this level, and a relatively close match among Bachelor's degrees granted and job openings at this level.
- There are nearly four times as many degrees granted at the Associate's level and three times as many degrees granted at the Master's level as there are projected job openings assigned these minimum levels of education.
- At the post-secondary Career Technical Education or certificate level of education there is an excess supply of over four times the graduates per job.
- In addition to educational requirements, occupations are assessed for whether they require vocational training. A majority of job openings in the region do (76%). Most (71%) require some sort of on-the-job training, while 4% require an internship or residency and 1% require apprenticeship.
- The region has approximately three times as many high school graduates as there are jobs at this level; however, some graduates do not enter the job market after graduation, but rather continue their studies.

Education, Experience and Training Codes

The Bureau of Labor Statistics assigns education, experience and training codes to each occupation in the Standard Occupational Classification system. The education level assigned is considered the entry-level or minimum education level needed to fill a job, and the experience and training levels assigned are considered to be typical. For example, a Chief Executives' entry-level education requirement is a Bachelor's degree, but this job is also coded to require five or more years of experience. Teacher Assistants, on the other hand, are coded to require less than a high school degree, but require short-term on-the-job training. Since the jobs are coded at the minimum or typical qualifications required, it is likely that more educated, experienced or trained candidates fill many of these jobs, and that candidates with the minimum requirements may have difficulty competing.

Projected (2010-2020) Average Annual Job Openings Compared to the Number of Degrees Granted in 2011/12 by Public High Schools and Public/Private Post-Secondary Educational Institutions in the Riverside-San Bernardino Metro Area



Sources: California State University, San Bernardino; University of La Verne (College of Law, Inland Empire Campus, High Desert/Victorville Campus); California Community Colleges Chancellor's Office; San Bernardino County Superintendent of Schools, Colton-Redlands-Yucaipa, Baldy View, and Riverside County Office of Education Regional Occupational Programs (adult participants only); National Center for Education Statistics (for degrees granted at private or public 2- or 4-year colleges or universities not otherwise listed); California Department of Education (high school graduates); and California Employment Development Department, 2010-2020 Occupational Employment Projections (www.labormarketinfo.edd.ca.gov/?pageid=145)

Connecting the Dots

The Educational-Occupational Match helps identify businesses that may drive the Commercial Real Estate Market.

STEM-Related Degrees on Upward Trend

Description of Indicator

This indicator measures the number of degrees awarded in STEM disciplines (Science, Technology, Engineering and Mathematics) at colleges and universities in San Bernardino County, including Associate's, Bachelor's, and graduate degrees.¹

Why is it Important?

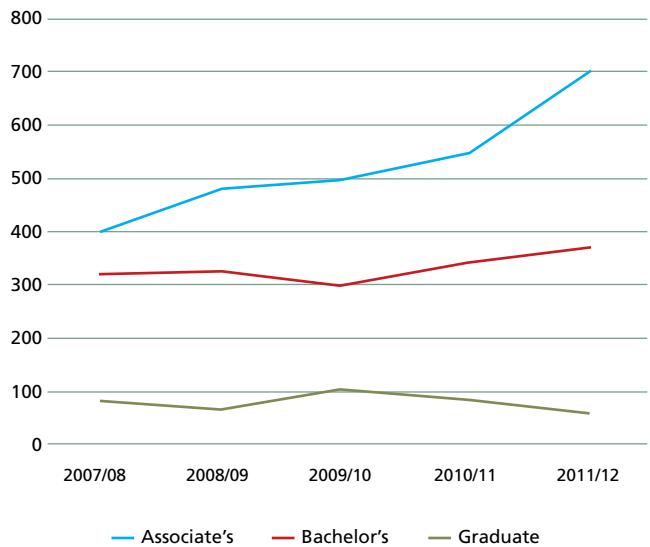
The technical and problem-solving skills learned through the STEM disciplines are critical in our knowledge- and computer-driven economy. A technically skilled pool of local graduates reduces the need for employers to recruit workers from outside the county and can attract new high-tech jobs.

How is San Bernardino County Doing?

STEM-related degrees accounted for approximately 10% of the total number of degrees awarded in 2011/12 by public and private, two-year and four-year institutions in San Bernardino County:²

- 697 STEM-related Associate's degrees were awarded in 2011/12, an increase of 73% over the past five years.
- The number of STEM-related Bachelor's degrees awarded (358 in 2011/12) grew 9% over the past five years.
- The number of STEM-related graduate degrees granted fluctuated over the past five years, from a high of 103 in 2009/10 to a low of 65 in 2011/12.
- Associate's degrees granted in interdisciplinary STEM subjects (biological or physical sciences and/or mathematics) grew the most, increasing 148% since 2007/08.
- Degrees granted in information and computer sciences fell the most, declining almost 18%.
- The number of degrees granted in biology grew 31% while the remaining STEM-related disciplines tracked each grew 10% over the past five years.

STEM-Related Degrees Awarded by Type of Award
San Bernardino County, 2008-2012



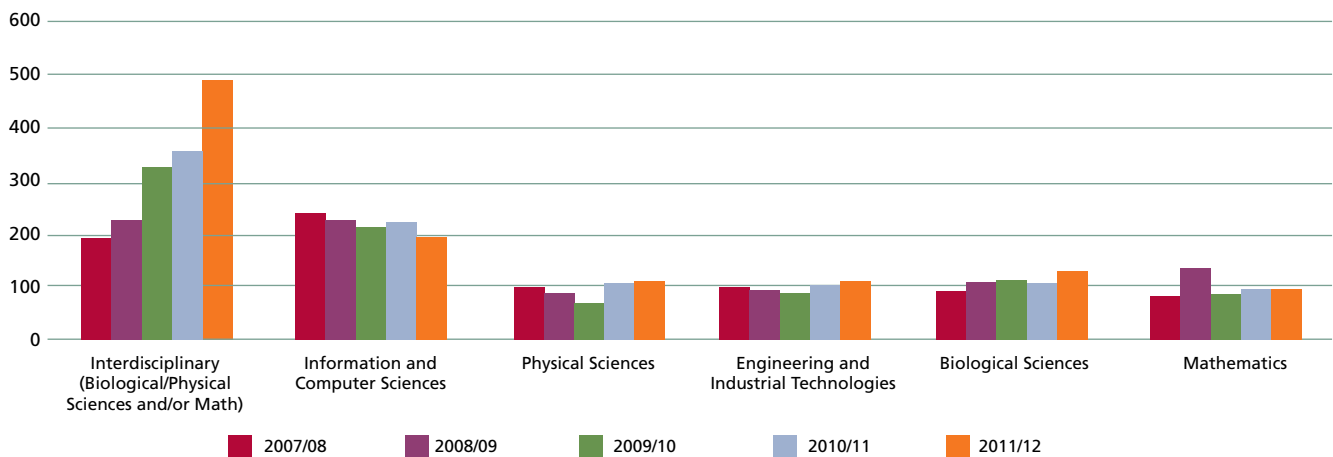
Sources: California State University, San Bernardino (<http://ir.csub.edu/>), California Community Colleges Chancellor's Office (<https://misweb.ccco.edu/mis/online/stat/awards.cfm>), and National Center for Education Statistics (<http://nces.ed.gov/>)

Private Trade Schools' Contribution to STEM-Related Degrees

In addition to the degrees tallied in this indicator, private for-profit institutions in San Bernardino County granted 71 STEM-related Bachelor's degrees and 288 STEM-related Associate's degrees in 2011/12.

Source: National Center for Education Statistics (<http://nces.ed.gov/>)

STEM-Related Degrees Awarded by Subject
San Bernardino County, 2008-2012



Note: In this year's analysis, interdisciplinary Associate's degrees granted in Biological and Physical Sciences and/or Mathematics from public community colleges were included retroactively. Tech-related undergraduate and Associate's degrees granted by private, for-profit institutions are not included at this time due to lack of trend data.

Sources: California State University, San Bernardino (<http://ir.csub.edu/>), California Community Colleges Chancellor's Office (<https://misweb.ccco.edu/mis/online/stat/awards.cfm>), and National Center for Education Statistics (<http://nces.ed.gov/>)

¹STEM-related degrees include the subjects of biological sciences (not including health sciences), physical sciences, mathematics, computer and information sciences, and engineering and industrial technologies.

²This calculation includes degrees granted by private for-profit trade schools; the remaining calculations do not.