

education

The state of education in San Bernardino County has

improved since 2010. Four years ago, only 20% of county high school students were eligible to attend University of California and California State University campuses. Now, more than 30% of county students are college-ready. In 2010, nearly a quarter of our students dropped out of high school. Today, the dropout rate has fallen to 13%.

Alliance for Education Leads Collective Impact Efforts

With a collective impact initiative led by the San Bernardino County Board of Supervisors, San Bernardino County Superintendent of Schools, and California State University San Bernardino, large-scale change in educational attainment and advanced technical skills preparation will continue to evolve within the county. Prioritizing education is paramount to improving our county's economic vitality and remains a priority for County Schools' Alliance for Education, which is leading the efforts as the backbone organization for the Countywide Vision Education Element Group.

Proficiency Holds Steady, but Fewer Schools Meet 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?

Similar to trends seen statewide, API results slipped in 2013:

- 43% of San Bernardino County public schools showed API improvement, compared to 64% in 2012.
- 59% of San Bernardino County schools met or exceeded their API growth targets, compared to 71% in 2012.
- And the proportion of schools that had an API at or above the state target of 800 slipped in 2013, falling to 39% of schools, compared to 43% in 2012. However, this proportion is above the 38% of schools with scores over 800 in 2011 and 36% in 2010.²
- Overall, the number of school districts achieving the statewide target API score fell slightly, with 10 out of 33 districts achieving scores of 800 or better, down from 12 in 2012.

There was no change in proficiency rates between 2012 and 2013, but the long-term trend is positive:

- As in 2012, slightly over half (52%) of all San Bernardino County students were proficient or better in ELA in 2013, compared to 56% statewide.
- Similarly, 46% were proficient or better in math, compared to 51% statewide.
- Over the past 10 years, ELA proficiency in San Bernardino County improved by 23 percentage points and math proficiency improved by 17 percentage points.
- Among economically disadvantaged students, 44% and 41% were proficient or above in ELA and math, respectively. Students who were not economically disadvantaged were 67% and 56% proficient, respectively. The achievement gap between these two groups has grown slightly since 2004.³
- However, over the same period, the achievement gap between White and Latino students has narrowed by two points in ELA and three points in math.

District Academic Performance Index Scores San Bernardino County, 2013

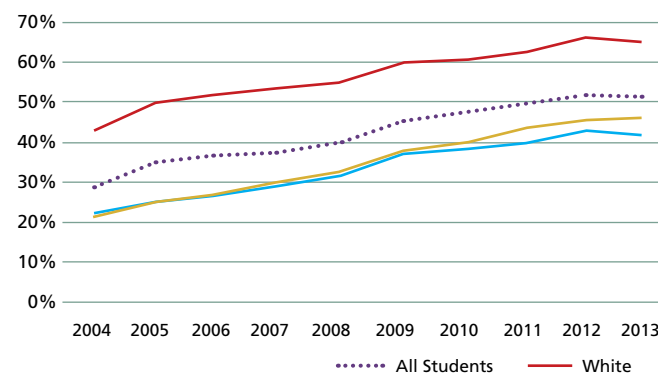
Elementary Districts	
Mt. Baldy	894
Etiwanda	890
Alta Loma	877
Central	841
Mountain View	819
Oro Grande	800
Cucamonga	796
Helendale	789
Victor	779
Ontario-Montclair	772
Adelanto	710
High School Districts	
Chaffey	777
Victor Valley	711
Unified Districts	
Upland	833
Redlands	832
Chino Valley	820
Silver Valley	815
Morongo	798
Snowline	798
Bear Valley	793
Yucaipa-Calimesa	793
Rim of the World	784
Apple Valley	777
Trona	773
Hesperia	759
Fontana	757
Barstow	756
Rialto	751
Colton	733
San Bernardino City	729
Lucerne Valley	725
Baker Valley	713
Needles	700

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

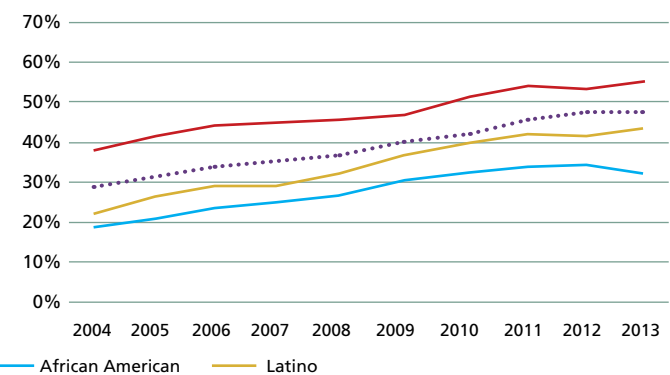
Source: California Department of Education, DataQuest (<http://data1.cde.ca.gov/dataquest/>)

Percent of Students Proficient or Above by Race/Ethnicity San Bernardino County, 2004-2013

English-Language Arts



Mathematics



Source: San Bernardino County Superintendent of Schools

¹ The API ranges from a low of 200 to a high of 1000 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 if 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.

Proportion of Adults with a College Degree Improves

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?

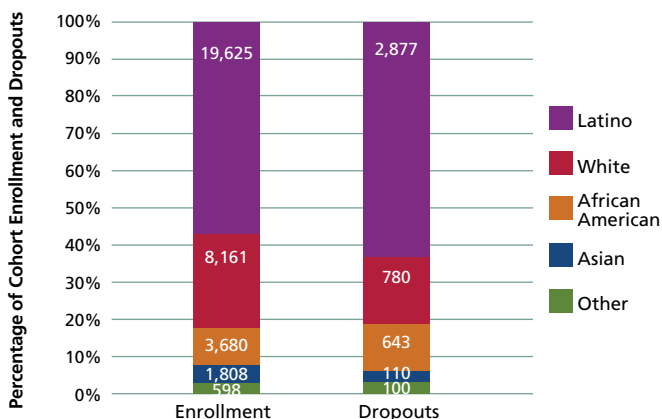
The proportion of college and high school graduates has gradually increased since 2000:

- Between 2000 and 2012, the proportion of residents over the age of 25 with a Bachelor's degree or higher rose from 16% to 19%.
- However, at 19%, San Bernardino County is below the state (31%), nation (29%), and all peers and neighboring regions compared for college graduates.
- Between 2000 and 2012, the proportion of residents over age 25 who are high school graduates rose from 74% to 78%.
- At 78%, San Bernardino County has the second lowest proportion of high school graduates among regions compared and falls below state and national averages (82% and 86%, respectively).

The class of 2011/12 had substantially fewer dropouts than the previous two years:

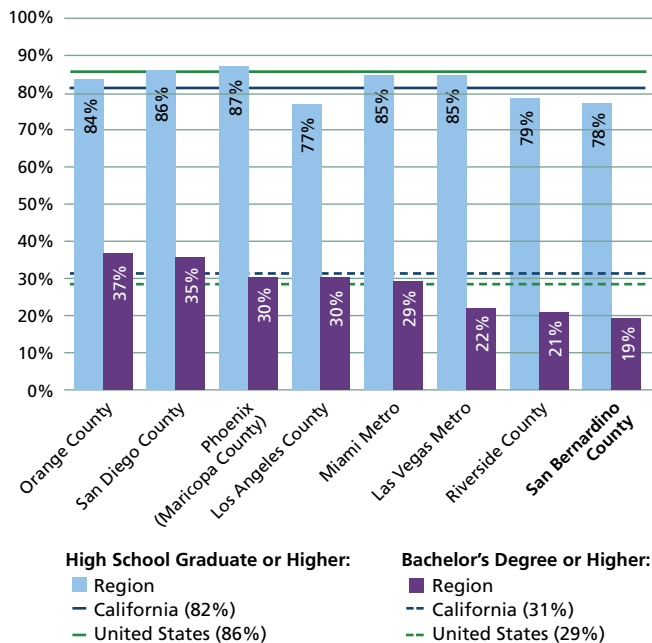
- 13.3% of the students in the class of 2011/12 dropped out before graduating, compared to 15.7% of the class of 2010/11 and 19.1% of the class of 2009/10.
- The 2011/12 dropout rate is nearly identical to the statewide dropout rate of 13.2%.
- Native American students had the highest dropout rate in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

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



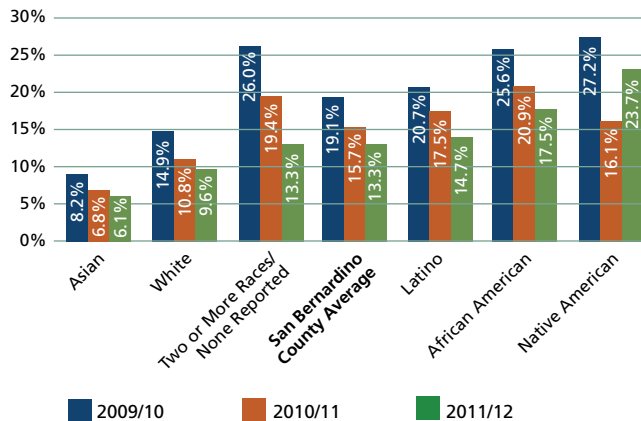
Note: "Other" includes Native American/Alaska Native, two or more races, or no race reported.
Source: California Department of Education, DataQuest (<http://data1.cde.ca.gov/dataquest/>)

Percentage Over Age 25 Earning High School Diploma/GED or Higher and Bachelor's Degree or Higher Regional Comparison, 2012



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/>)

The Costs of Dropping Out

Dropouts have significantly higher rates of poverty, incarceration, teen pregnancy, early death, and unemployment (and lower earnings when employed). Over their working lives, the average high school dropout will contribute less in taxes than they will receive in benefits and correctional costs, resulting in a net fiscal burden on society.

Source: "Left Behind in America: The Nation's Dropout Crisis" and "The consequences of dropping out of high school," Center for Labor Market Studies, Northeastern University, 2009; Alliance for Excellent Education, Issue Brief, October 2007

Percentage Taking SAT Increases

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?

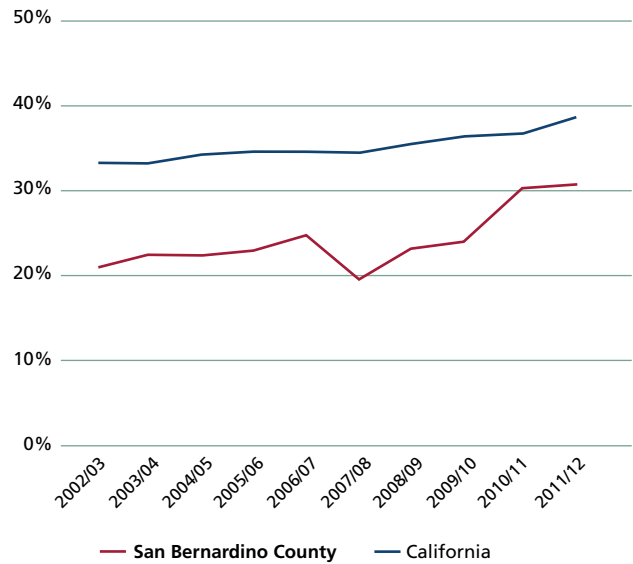
The UC/CSU eligibility rate improved significantly, reaching the highest level in nearly 20 years of tracking:

- 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.
- San Bernardino County's rate of eligibility remains 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 Latino students the least likely.²

More students took the SAT in 2011/12, but scores dipped:

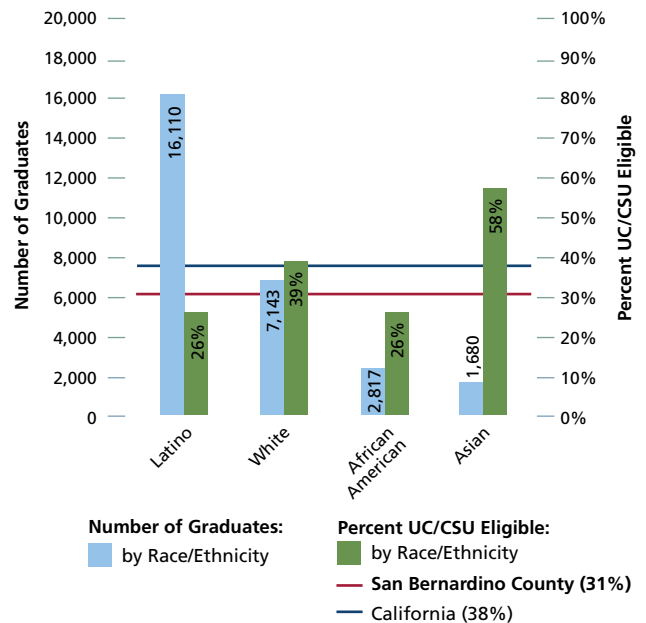
- Continuing an upward trajectory, 31% of San Bernardino County seniors took the SAT in 2011/12, up from 29% the previous year and 24% the year before that.
- However, as often occurs when the percentage tested goes up, student scores went down, with 36% of students scoring 1500 or better (out of 2400 possible points) in 2011/12, down from 48% the previous year and lower than the statewide average of 47% in 2011/12.
- At 1422, San Bernardino County's average SAT score is slightly above Riverside County's but lower than the California average and 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/>)

County Awarded Linked Learning Grant

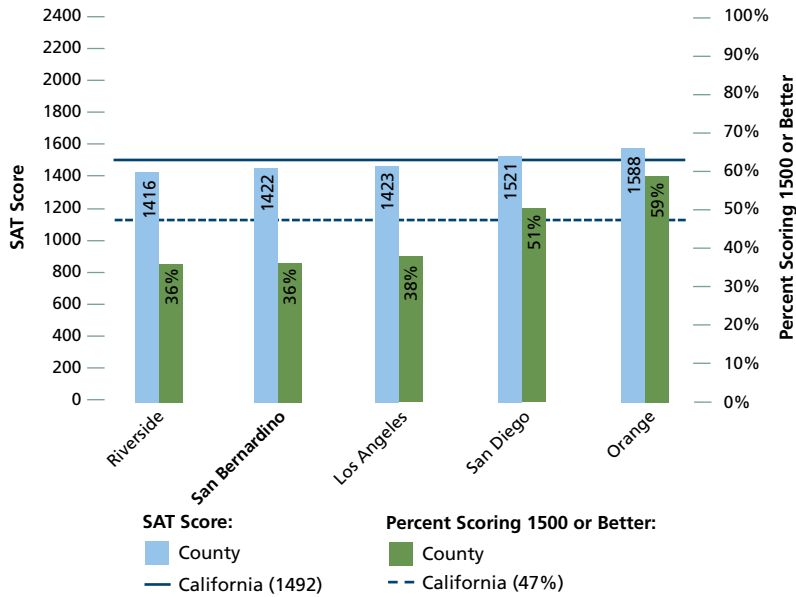
The San Bernardino County Superintendent of Schools' Alliance for Education, along with partners in Chino Valley, Colton Joint Unified, San Bernardino City Unified, Upland, and Yucaipa-Calimesa Joint Unified, successfully competed statewide for a James Irvine Foundation grant to pilot the Linked Learning program. The grant is being administered by The Community Foundation. Linked Learning prepares high school students for college and a career by integrating rigorous academics with career-based learning in school and in real-world professional workplaces. The program launched in 2013/14 with 12 career pathways for students to explore and link to their academics. The consortium plans to add an additional 18 pathways in the 2014/15 academic year.

Source: San Bernardino County Superintendent of Schools

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.

**Average SAT Scores and Percent Scoring 1500 or Better
County Comparison, 2011/12**



Note: The highest score possible is 2400.
Source: California Department of Education, DataQuest (<http://data1.cde.ca.gov/dataquest/>)

AVID Update

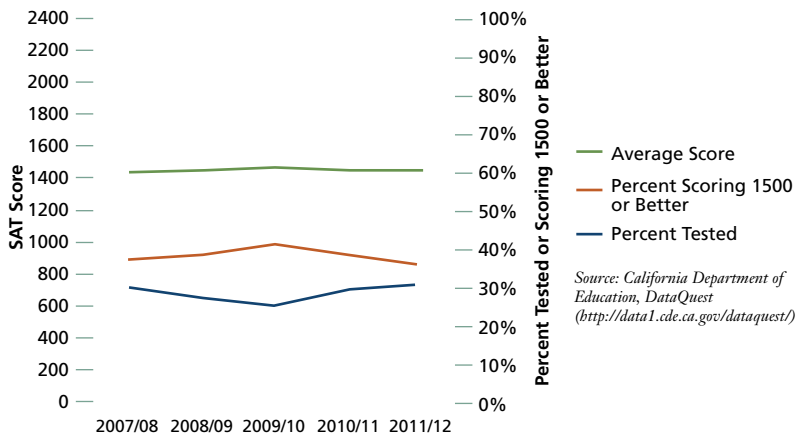
The Advancement Via Individual Determination (AVID) program targets students in the academic middle who have a willingness to work toward college acceptance. AVID empowers students to take charge of their education by setting goals, learning good study habits, and using proven reading and writing strategies 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.

Since the California budget eliminated AVID funding in 2012/13, San Bernardino County, along with Riverside, Inyo and Mono counties (the "RIMS" region), have funded the program locally to keep it 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.

In 2012/13, 18,663 students countywide participated in AVID. Of the 1,729 AVID seniors graduating in 2013, 100% graduated from high school, 97% successfully completed a-g courses (courses that count toward UC/CSU eligibility), 77% planned to attend a four-year college and another 21% planned to attend a two-year college, for a total college-going rate of 97%.

Source: San Bernardino County Superintendent of Schools

**SAT Trends: Average Score, Percent Tested, and Percent Scoring 1500 or Better
San Bernardino County, 2008-2012**



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

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 language arts 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 2013 Snapshot

- 83% of San Bernardino County juniors took the English EAP assessment and 83% took the math EAP. Both rates are on par with the statewide rate of 83%.
- Of those taking the English EAP, 16% 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 47% were conditionally ready. Statewide, 14% of students were college ready in math and 46% were conditionally ready.

Source: San Bernardino County Superintendent of Schools

Placement Falls for Career-Tech Students

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?

ROP student placement rate fell slightly:

- Among the 14,000 high school seniors completing ROP education in 2012/13, 79% continued their education, found a job, or joined the military – a slight decline from a placement rate of 82% the prior year.
- The placement rate among the 2,000 adult ROP completers fell three points to 80%.
- Among students entering the job market, 24% of high school ROP students in 2012/13 found a job related to their course of study, compared to 76% of adults.
- More than two-thirds (69%) of high school students continued their education after completing their studies in 2012/13, compared to 39% of adults.

Community college CTE student placement fell:

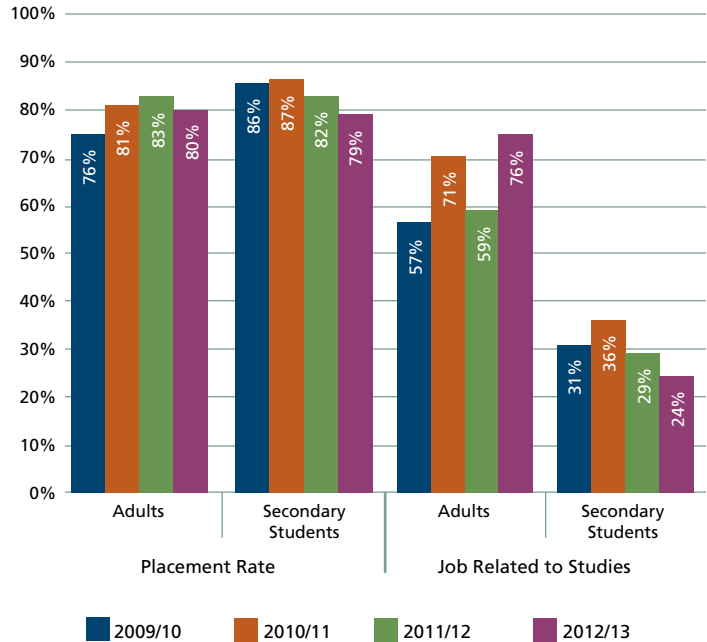
- Within a year of completing their course of study in 2011/12, 62% of graduates were placed (pursued further education, found a job, or joined the military), compared with 72% the prior year.
- This placement rate is lower than the statewide average of 66%.
- San Bernardino County community colleges awarded CTE students 3,413 industry-recognized credentials, certificates or degrees (or the student was “transfer ready”) in 2011/12. This represents a decline of 4% over the past five years. Statewide, completions have increased 15% over the same period.

Private Trade Schools

In addition to public career education, two- and four-year private trade schools in San Bernardino County contributed 1,889 Associate’s degrees and 944 Bachelor’s degrees or higher in 2012/13 in a broad range of career education fields.

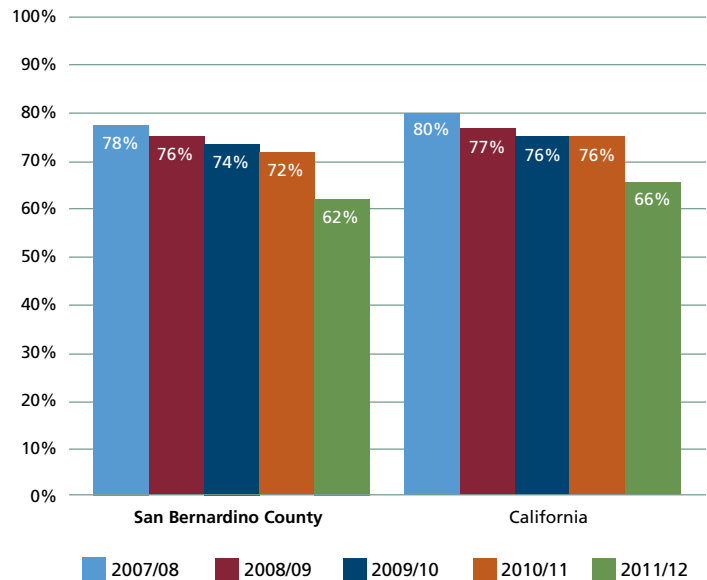
Source: National Center for Education Statistics (<http://nces.ed.gov>)

Regional Occupational Programs Placement Rates and Relatedness to Course of Study
San Bernardino County, 2010-2013



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, 2008-2012



Note: Data have been updated by the source since presented in the 2013 Community Indicators Report.

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

Local Degrees Granted Outpace Job Openings

Description of Indicator

This indicator tallies the degrees granted from public and private two- and four-year colleges and universities in Riverside County and San Bernardino County 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.
- 4% require an Associate's degree, 11% require a Bachelor's, 1% require a Master's, and 2% require a doctorate or professional degree.
- 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.

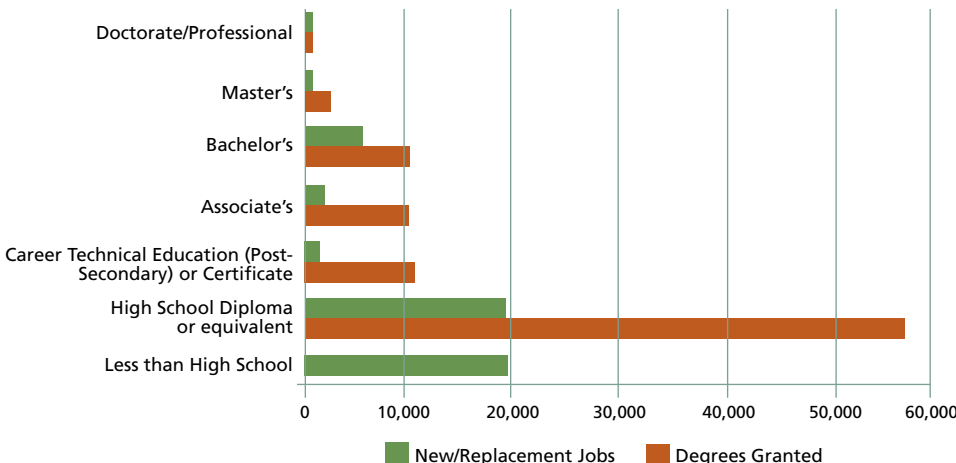
Annually, there are more degrees granted in all levels of secondary and post-secondary education in the Riverside-San Bernardino metro area than there are job openings projected to require those minimum levels of education:

- 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 five 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.
- The largest mismatch is at the post-secondary Career Technical Education or certificate level of education, with an excess supply of over six times the graduates per job at this level.
- The region has approximately three times as many high school graduates as there are jobs at this level.
- A high school diploma and certificates may be earned on the path to more advanced education or certification. As a result, these students may not enter the job market following graduation or certification.

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 Executive's 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 2012/13 by Public High Schools and Public/Private Post-Secondary Educational Institutions in Riverside-San Bernardino



Note: High School degrees granted reflect graduates in 2011/12.

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 (community college degrees); 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 University of California/Riverside, University of Redlands, Loma Linda University, California Baptist University, and other smaller private or public, 2- or 4-year colleges or universities); California Department of Education (high school graduates); and California Employment Development Department, 2010-2020 Occupational Employment Projections, Riverside-San Bernardino-Ontario Metropolitan Statistical Area (www.labormarketinfo.edd.ca.gov/?pageid=145)

STEM-Related Degrees Continue 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?

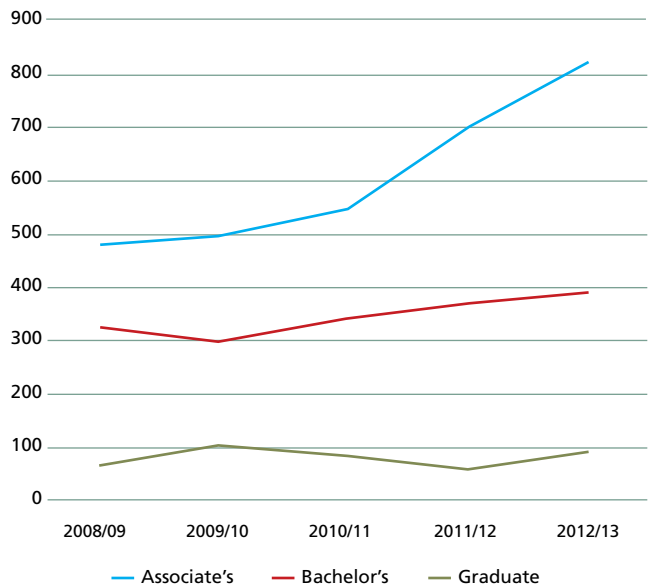
The technical and problem-solving skills learned through the STEM disciplines are critical in a knowledge- and computer-driven economy. A technically skilled pool of local graduates reduces the need for employers to recruit workers from outside the county and can attract new high-tech jobs.

How is San Bernardino County Doing?

STEM-related degrees accounted for approximately 10% of the total number of degrees awarded in 2012/13 by public and private, two-year and four-year institutions in San Bernardino County:

- 830 STEM-related Associate's degrees were awarded in 2012/13, an increase of 79% over the past five years.
- The number of STEM-related Bachelor's degrees awarded (381 in 2012/13) has grown 13% over the past five years.
- The number of STEM-related graduate degrees granted increased 17% over the past five years, from 69 in 2008/09 to 89 in 2012/13.
- Overall, STEM-related Associate's, Bachelor's and graduate degrees granted have grown 49% since 2008/09.
- Since 2008/09, all STEM-related fields experienced growth in degrees granted.

STEM-Related Degrees Awarded by Type of Award
San Bernardino County, 2009-2013

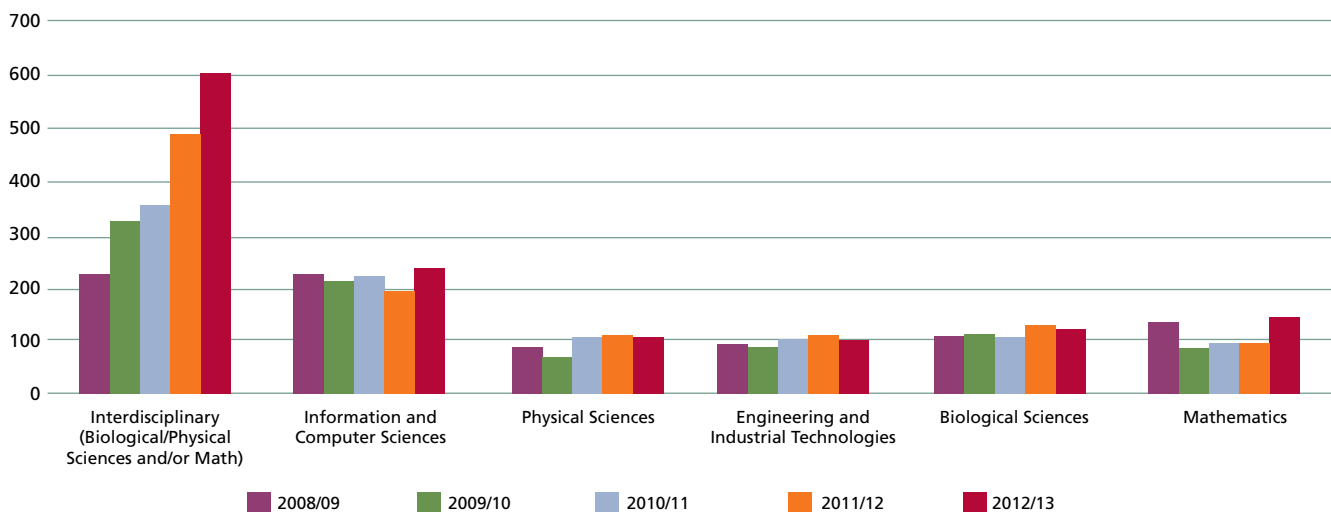


Private Trade Schools

In addition to the degrees tallied in this indicator, private for-profit institutions in San Bernardino County granted 88 STEM-related Bachelor's degrees and 189 STEM-related Associate's degrees in 2012/13.

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

STEM-Related Degrees Awarded by Subject
San Bernardino County, 2009-2013



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

¹ STEM-related degrees include the subjects of biological sciences (not including health sciences), physical sciences, mathematics, computer and information sciences, and engineering and industrial technologies. With the exception of the estimate for the total proportion of degrees granted in San Bernardino County that are STEM-related (10%), the data in this indicator do not include degrees granted by private for-profit trade schools due to lack of complete trend data at this time.