

Education

Section Highlights

3rd Graders Meeting English Language Arts/Literacy Standards 37%

3rd Graders Meeting Mathematics Standards 37%

High School Dropout Rate 11.4%

Residents with a College Degree 1 in 5

Students UC/CSU Eligible 34%

5-Year Growth in STEM-Related Degrees 76%

A Success Story

San Bernardino County Superintendent of Schools is collaborating with San Bernardino County Preschool Services, First 5 San Bernardino and the Children's Fund to implement a new early literacy program that supports the Countywide Vision2Read Initiative. In fall 2016, collaborating agencies will launch the Footsteps2Brilliance® (F2B) Mobile Technology Platform, to help preschool-age children increase reading proficiency. The first phase of the program will reach 1,500 preschool students across the county, based on their academic and socioeconomic needs. Ultimately, the platform will be available at no cost to all families with preschool-age children throughout San Bernardino County.

Substantial Drop in Home-based Child Care Spaces

Research on school readiness and children’s brain development confirms the importance of high quality early education and care programs for children’s future success in school and life. In addition, affordable child care is essential for working families to maintain economic self-sufficiency. Early care and education has been shown to be an efficient and effective investment for economic and workforce development, with an estimated return of \$7 for every \$1 invested.¹ This indicator measures child care availability and costs by tracking the supply and demand of licensed child care spaces, the availability of subsidies for low-income families, and average annual costs.

How is San Bernardino County Doing?

Between 2012 and 2014, there was a decrease in the number of spaces available at licensed child care facilities in San Bernardino County:

- There was a 5% decrease in the number of spaces at licensed child care centers (center-based) and a 26% decrease in the number of spaces at licensed family child care homes (home-based).
- The long-term trend is mixed. Between 2006 and 2014, there was a 9% increase in the number of licensed center-based spaces, but a 38% decrease in the number of licensed home-based spaces.

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The need far outpaces supply. There are enough licensed child care slots for only 19% of children ages 12 and younger with parents in the labor force.

- This is the lowest rate among neighboring counties, except Riverside County (13%), and lower than the California average of 25%.
- In 2016, there were 14,009 children ages 12 and younger who received subsidized child care through the county’s Resource and Referral agency, with an additional 11,392 children on the waitlist for subsidized care.

The costs for child care are on the rise:

- Between 2005 and 2014, the average annual cost for full-time child care increased 22% for center-based care and 19% for home-based care.
- During this time period, median household incomes dropped 12%.²
- Despite this increase, full-time child care is more affordable in San Bernardino County than all neighboring counties compared.

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Availability of Child Care for Potential Demand County Comparison, 2014

County	Percent
San Diego	31%
California	25%
Orange	26%
Los Angeles	25%
San Bernardino	19%
Riverside	13%

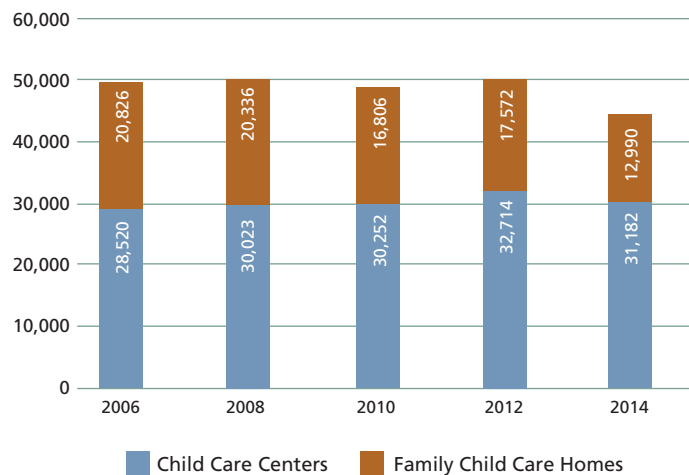
Source: The California Child Care Portfolio, California Child Care Resource and Referral Network (www.rrnetwork.org/)

¹ National Institute for Early Childhood Education Research (<http://nieer.org>)

² Inflation adjusted to 2014 dollars.

Number of Licensed Child Care Spaces San Bernardino County, 2006-2014

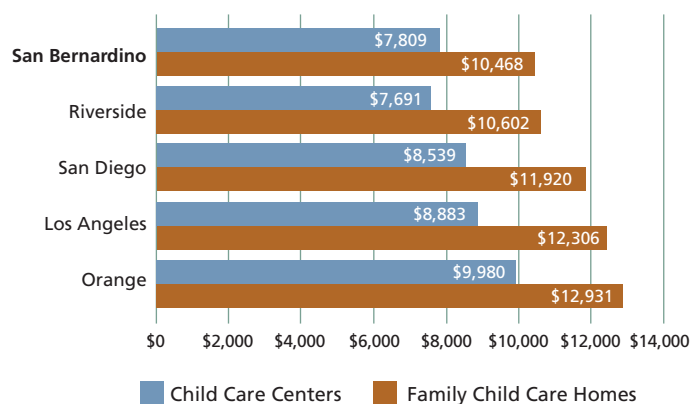
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Source: The California Child Care Portfolio, California Child Care Resource and Referral Network (www.rrnetwork.org/)

Average Annual Full-Time Child Care Costs County Comparison, 2014

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Source: The California Child Care Portfolio, California Child Care Resource and Referral Network (www.rrnetwork.org/)

Dropout Rate Improves Again

A high school diploma or college degree opens many career opportunities that are typically closed to those without these achievements. Beyond the personal benefits of increased educational attainment, the education level of residents is evidence of the quality and diversity of the labor pool – an important factor for businesses looking to locate or expand in the region. Educational attainment is measured by tracking the high school dropout rate and the proportion of residents over age 25 with a high school diploma or Bachelor’s degree.

How is San Bernardino County Doing?

The proportion of college and high school graduates has increased over the past 10 years:

- Between 2005 and 2014, the proportion of residents over the age of 25 with a Bachelor’s degree or higher rose from 18% to 19%.
- At 19%, San Bernardino County is below the state (32%) and national (30%) for college graduates.
- Between 2005 and 2014, the proportion of residents over age 25 who are high school graduates rose from 76% to 79%.
- At 79%, San Bernardino County falls below state and national averages (82% and 87%, respectively) for residents over age 25 with a high school diploma.

The high school dropout rate has fallen substantially since the new cohort tracking method was adopted in 2009/10:

- 11.4% of San Bernardino County students in the class of 2014/15 dropped out before graduating, compared to 15.7% of the class of 2010/11 five years before.
- The 2014/15 dropout rate is somewhat higher than the statewide dropout rate of 10.7%.
- Dropout rates vary by race/ethnicity, with African American students posting the highest dropout rate in 2014/15 and Asian students posting the lowest.

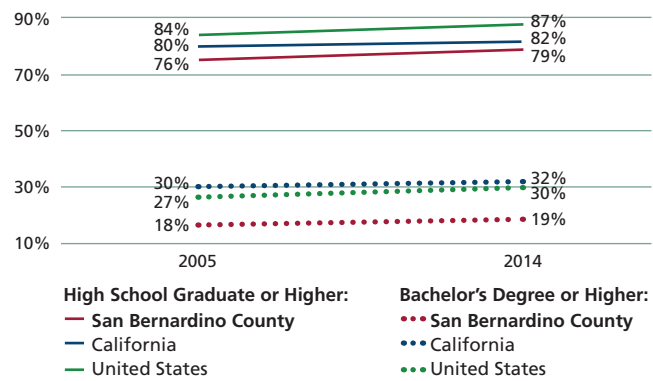
Veterans are More Highly Educated than Non-Veterans

Fully 93% of San Bernardino County veterans are high school graduates (compared to 77% of non-veterans) and 20% hold a Bachelor’s degree or higher (compared to 19% of non-veterans). Academic achievement is important for anyone considering joining the military; to enlist, prospective recruits must score well on the Armed Services Vocational Aptitude Battery, which tests math and language arts skills.

Sources: U.S. Census Bureau, American Community Survey, 5-Year Estimates, 2010-2014; U.S. Armed Services (www.military.com)

9a

Percentage Over Age 25 Earning High School Diploma (or Higher) and Bachelor’s Degree (or Higher) San Bernardino County, 2005 and 2014



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

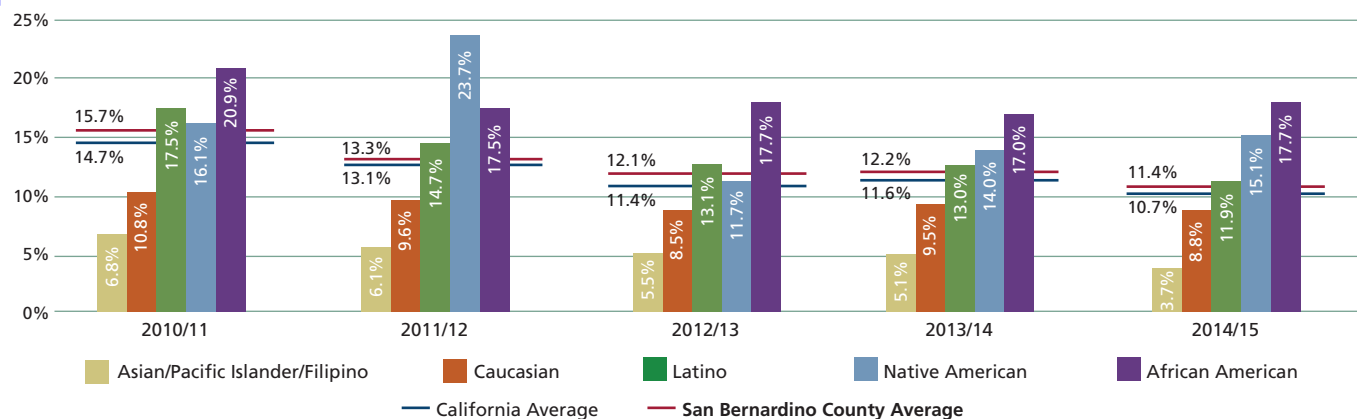
Collaborative Planning to Improve Outcomes for African American Students

In an effort to identify and scale effective school practices for African American students, the San Bernardino County Superintendent of Schools implemented the Task Force Study Model for African American Student Achievement in June 2015.

The Task Force included more than 150 stakeholders (educators, parents, students and community leaders) who examined leading indicators and best practices related to the performance of African American students, with the goal of scaling effective school systems and classroom strategies that foster high levels of student achievement. The resulting Task Force report recommends ways these diverse stakeholders can collectively improve the academic success of not only African American students, but all students in San Bernardino County. The report is available at: www.sbcss.k12.us.

9b

Dropout Rate by Race/Ethnicity San Bernardino County, 2011-2015



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

37% of Third Graders Meet Academic Standards

Research shows that children who are not proficient readers by the end of third grade are four times more likely to leave school without a diploma than proficient readers, and more likely to end up in a life of crime, impacting public safety.¹ In addition, basic math skills are necessary in order to navigate through life, and competence in math is associated with readiness for the workplace and higher future earnings.² This indicator measures third grade scores for English language arts/literacy (ELA/literacy) and mathematics using the California Assessment of Student Performance and Progress assessment (CAASPP) results. The CAASPP assessment – a computer-adaptive, end-of-year academic performance test that is aligned with the California’s rigorous Common Core State Standards – replaced the California Standards Tests in 2014/15.

How is San Bernardino County Doing?

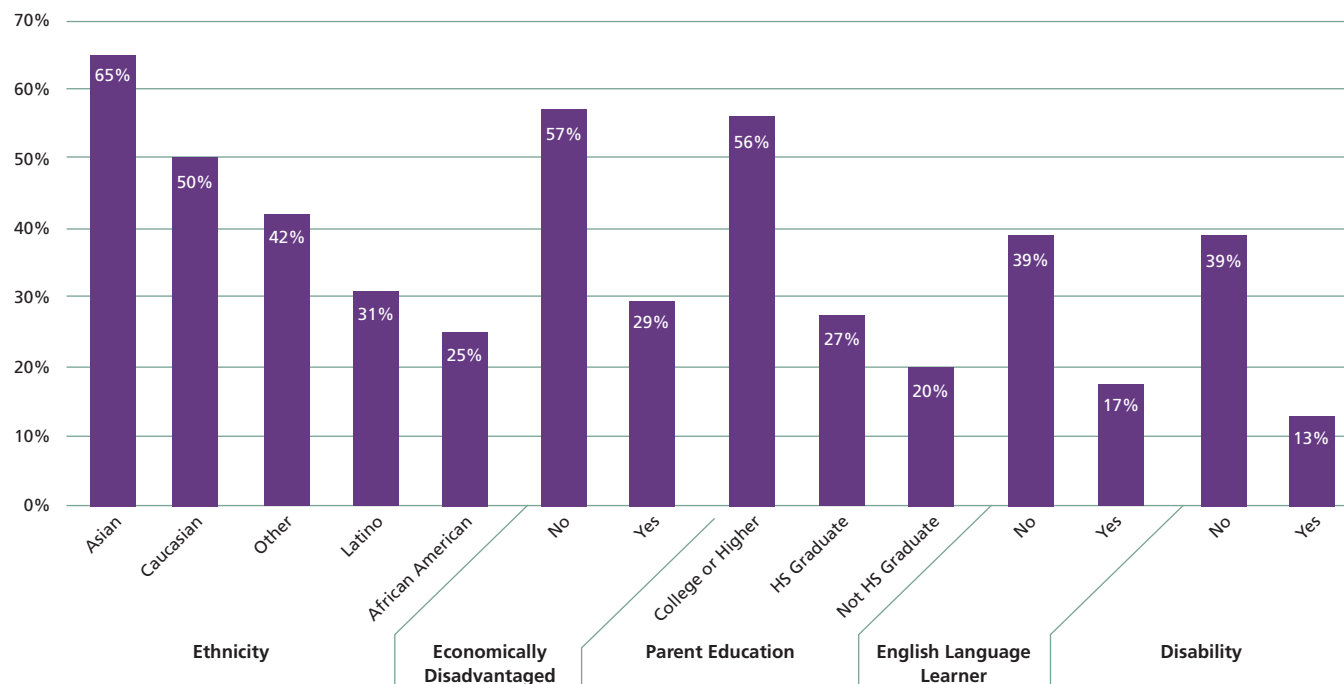
In 2016, less than four out of 10 third graders in San Bernardino County met or exceeded ELA/literacy standards:

- 37% of third graders in the county met or exceeded standards for ELA/literacy in 2016, the lowest rate among counties compared and the state.
- By contrast, 51% of third graders in San Diego County met or exceeded ELA/literacy standards, 49% in Orange County, 41% in Los Angeles County and 40% in Riverside County. The percentage of third graders who met or exceeded ELA/literacy standards in California was 43%.
- Fully 65% of Asian students met or exceeded standards, compared with 50% of Caucasian students, 31% of Latino students and 25% of African American students.
- Only 29% of economically disadvantaged students met or exceeded ELA/literacy standards, compared with 57% of not economically disadvantaged students.³
- For children whose parents were not high school graduates, 20% met or exceeded standards, compared with 27% of those whose parents graduated high school and 56% for those whose parents have a college degree or higher.
- 17% of children classified as English Learners met or exceeded ELA/literacy standards, compared with 39% of those who are English only.
- Only 13% of students with disabilities met or exceeded ELA/literacy standards, compared with 38% of students with no reported disability.

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Percentage of Third Graders Meeting or Exceeding English Language Arts / Literacy Standards
San Bernardino County, 2015/16



Note: Asian includes Asian, Native Hawaiian, Pacific Islander and Filipino. Other includes two or more races and American Indian or Alaska Native.

Source: California Department of Education, DataQuest

¹ Hernandez DJ. “Double Jeopardy: How Third-Grade reading skills and Poverty Influence High School Graduation.” The Annie E. Casey Foundation (2012).

² Child Trends. (2012). Mathematics proficiency (<http://www.childtrends.org/?indicators=mathematics-proficiency>).

³ Economically disadvantaged students include students eligible for the free and reduced priced meal program, foster youth, homeless students, migrant students, and students for whom neither parent is a high school graduate.

Similarly, less than four out of 10 third graders in San Bernardino County met or exceeded mathematics standards:

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- 37% of third graders in the county met or exceeded standards for mathematics, the lowest among counties compared and the state.
- More than half (55%) of Orange County's third graders met or exceeded math standards, 52% of student in San Diego, 45% in Los Angeles, and 41% in Riverside. In California, 46% of students met or exceeded math standards.
- 72% of Asian students met or exceeded math standards, compared with 52% of Caucasian students, 32% of Latino students and 22% of African American students.
- For children whose parents were not high school graduates, 21% met or exceeded standards, compared with 27% of those whose parents graduated high school and 58% for those whose parents have a college degree or higher.
- 29% of students who are economically disadvantaged met or exceeded math standards, compared to 58% of those students not economically disadvantaged.
- Only 21% of students who are classified as English Learners met or exceeded math standards, compared to 40% who are classified English only.
- Only 16% of students with disabilities met or exceeded math standards, compared with 40% of students with no reported disability.

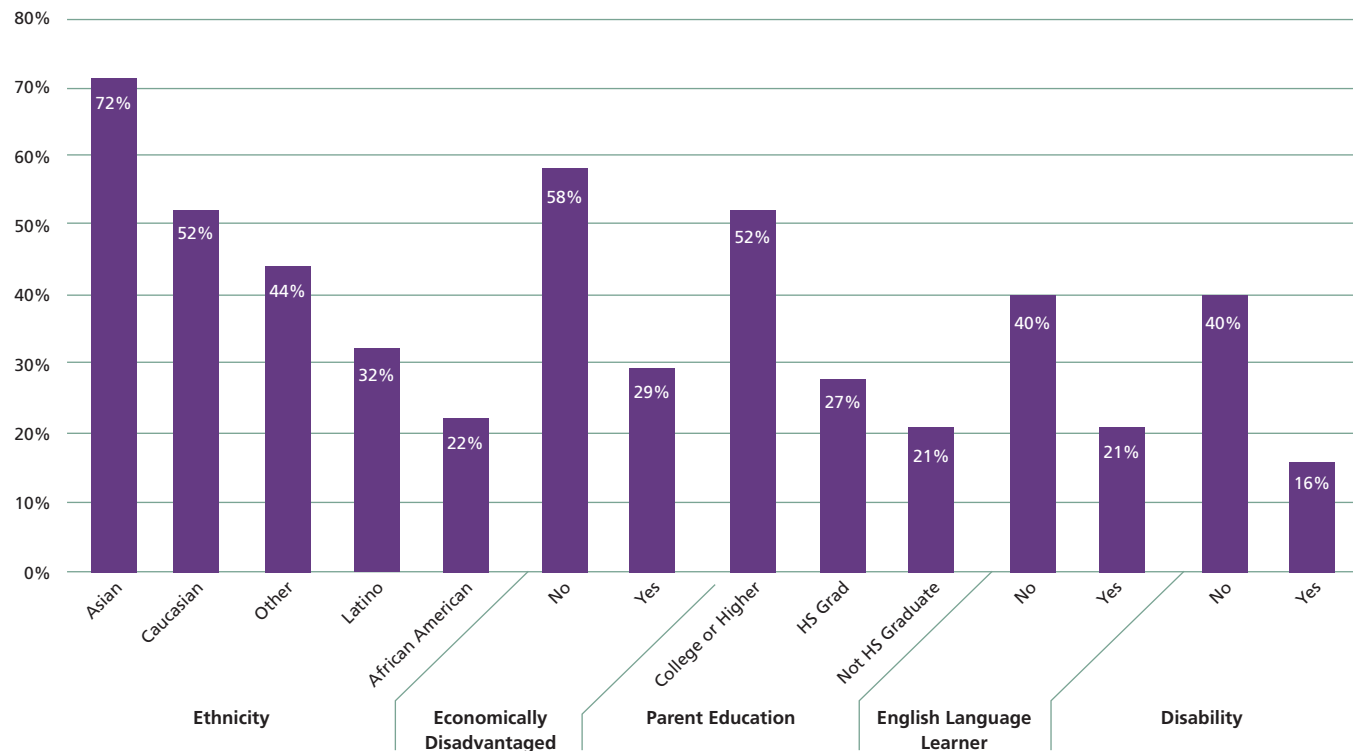
School Readiness and Future Success

Preparing young children for school is crucial to ensuring they have a head start to life-long learning. Exercising the brains of babies in the first years of life significantly impacts children's development. Being "school ready" means a child is ready to enter a social environment that is primarily focused on education that challenges cognitive, social, emotional and motor development. The quality of children's early life experiences can positively affect inequalities in a child's development. For example, research has shown that by age three, children from lower-income families hear roughly 30 million fewer words than their more affluent peers and that a high correlation exists between vocabulary size at age three and language test scores at age nine and 10 in areas of vocabulary, listening, syntax, and reading comprehension.¹ A system that supports a quality early learning experience for children from birth through age five is the key to improving educational outcomes for future generations.

¹ Hart, B. Risley, T. Meaningful Difference in the Everyday Experiences of Young American Children (1995). Paul H. Brookes Publishing Co.

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Percentage of Third Graders Meeting or Exceeding Math Standards San Bernardino County, 2015/16



Note: Asian includes Asian, Native Hawaiian, Pacific Islander and Filipino. Other includes two or more races and American Indian or Alaska Native.

Source: California Department of Education, DataQuest

College Prep Course-taking Improves

A college education is important for many jobs and can lead to increased earning power, better health, a stronger workforce, and societal benefits. 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 exercise, volunteerism and activities that support the community. A college education supplies students with the varied skills needed to boost the local economy, be prepared to compete in the global economy, and have a solid foundation for future academic and career pursuits.¹ Progress towards increased college preparedness is measured by 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. Also measured are average SAT scores among high schools students and 11th grade performance on English language arts and math assessments.²

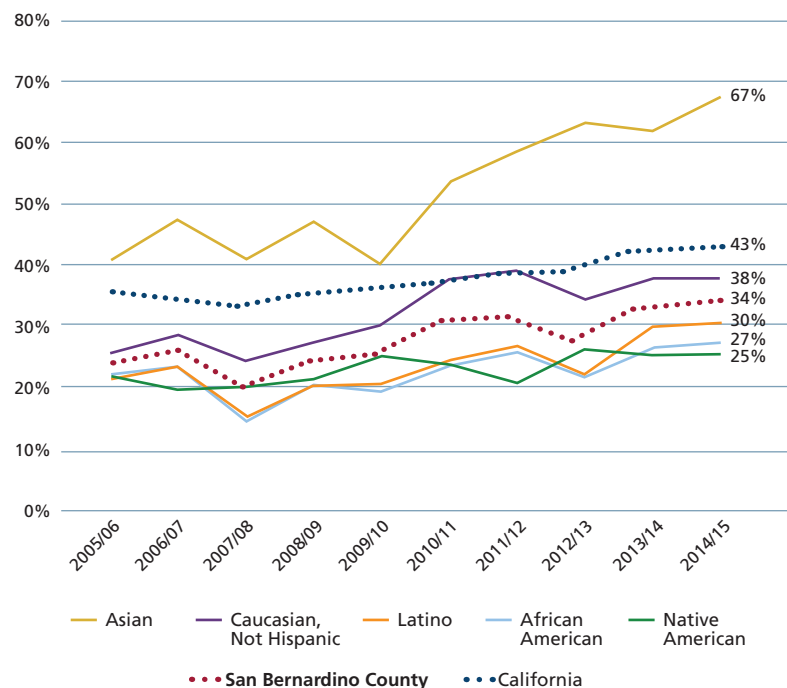
How is San Bernardino County Doing?

The UC/CSU eligibility rate continues to improve, reaching the highest level in over 20 years of tracking:

- 34% of San Bernardino County seniors graduating in 2014/15 did so having completed the necessary coursework to be eligible for a UC or CSU campus.
- This rate is eight percentage points higher than the previous 10-year average for UC/CSU eligibility.
- San Bernardino County's rate of eligibility is lower than the statewide average of 43%; however, over the past 10 years, the gap appears to be narrowing despite annual fluctuations.
- Students of all races and ethnic backgrounds have improved eligibility over the past 10 years.

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Percentage of High School Graduates Eligible for UC/CSU by Race/Ethnicity San Bernardino County, 2006-2015



Note: "Asian" includes students identified as Asian, Pacific Islander and Filipino. "Other" includes students identified as two or more races or no race/ethnicity reported.

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

Measuring and Improving College Readiness

California's math and English language arts/literacy assessments taken by 11th grade students are designed to give high school students an early indication of college readiness and to avoid incoming college students' need for remediation.

2015 Snapshot

- 90% of San Bernardino County juniors took the literacy and math assessments.
- In literacy, 18% of San Bernardino County students were deemed college ready and 34% were conditionally ready (e.g., 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 33% were conditionally ready.
- In math, 7% of San Bernardino County students were deemed college ready and 16% were conditionally ready. Statewide, 11% of students were college ready in math and 18% were conditionally ready.

Sources: San Bernardino County Superintendent of Schools; California Department of Education, California Assessment of Student Performance and Progress

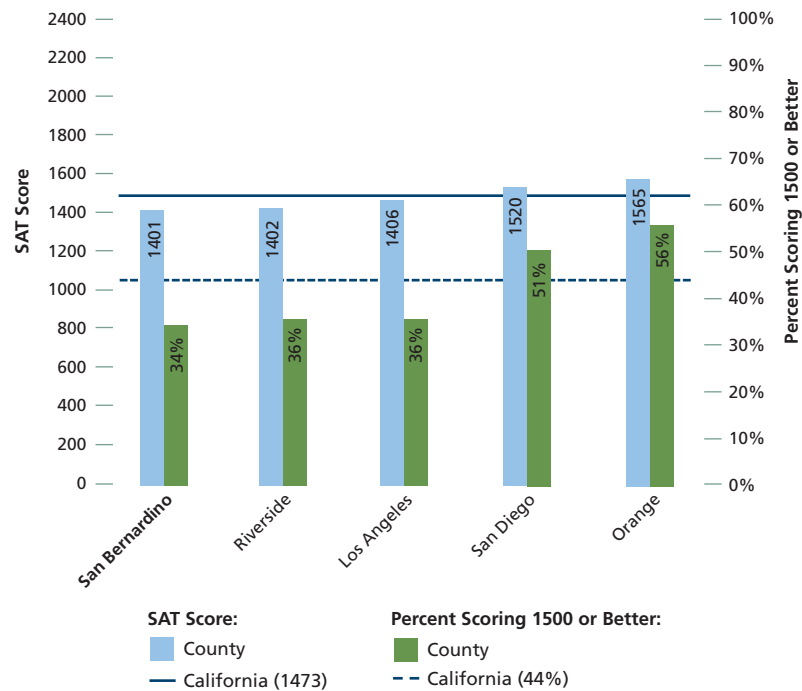
¹ College Board, Education Pays, 2013 (<http://trends.collegeboard.org/education-pays>)

² In 2013/14, the California Department of Education's SAT data release was amended to encompass grades 9-12, whereas previous reporting was based on grade 12 only. As a result, only two years of trend data are available.

The average SAT score holds steady in the low 1400's:

- At 1401, San Bernardino County's average SAT score is about the same as Riverside County's average score in 2014/15 (1402) and lower than the California average (1473).
- This score is slight decline from the prior year's average score of 1412.
- School districts in San Bernardino County are more evenly matched in terms of average SAT performance than all other Southern California counties compared, some of which experience vast differentials in scores among districts.

11b Average SAT Scores and Percent Scoring 1500 or Better
County Comparison, 2014/15



Note: The highest score possible is 2400.

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

Practice Makes Perfect

A pilot program underway by the San Bernardino County Superintendent of Schools and five school districts is increasing access to the PSAT (Preliminary Scholastic Aptitude Test) and identifying eligibility for Advanced Placement classes as a way to increase scores and college readiness.

AVID: Empowering Every Student's Potential

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 thriving – and growing – in the region. In an effort to plant the seed for college aspirations early, the AVID program is increasing dramatically at the elementary level.

2015/16 AVID Snapshot

In 2015/16, a total of 22,189 students countywide participated in AVID. Of the 2,332 AVID seniors graduating in 2016, 98% graduated from high school and 96% successfully completed a-g course requirements (courses that count toward eligibility for CSU/UC schools). In addition, 75% planned to attend a four-year college, and 22% percent planned to attend a two-year college.

Source: San Bernardino County Superintendent of Schools

Career-Tech Student Placement Improves

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

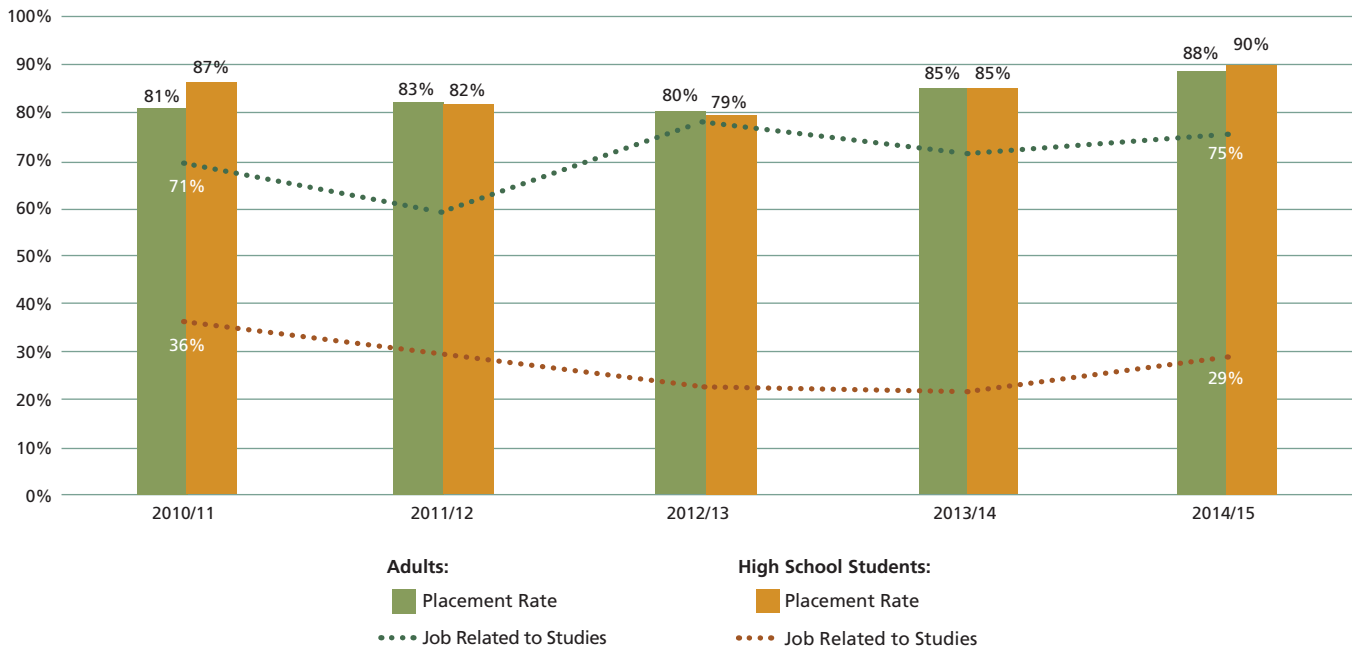
How is San Bernardino County Doing?

ROP student placement increased:¹

- In 2014/15, 90% of high school seniors completing ROP education continued their education, found a job, or joined the military – an increase from a placement rate of 85% the prior year.
- The placement rate among adult ROP completers rose three percentage points to 88%.
- Among students entering the job market, 29% of high school ROP students in 2014/15 found a job related to their course of study, compared to 75% of adults.
- Nearly three-quarters of high school students (70%) continued their education after completing their studies in 2014/15, compared to 38% of adults.
- These differences in placement between high school and adult students suggests high school students are still exploring career options and may take a variety of CTE courses or continue on to college, whereas adults are further along in their careers and are more likely to take targeted courses that apply to their intended occupation.

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Regional Occupational Programs Placement Rates and Relatedness to Course of Study
San Bernardino County, 2011-2015



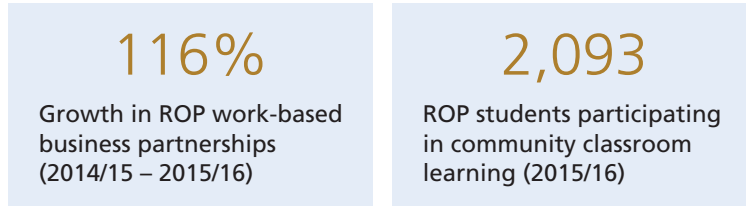
Note: High school data from 2014/15 do not include responses from all high schools served by Baldy View ROP.

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

¹ Secondary student placement rate data from 2014/15 do not include all high schools served by Baldy View ROP.

Work-based learning opportunities have increased for ROP students:

- In 2015/16, there were 2,201 signed agreements with businesses to offer work-based learning, up from 1,017 in 2014/15.
- A total of 2,093 students participated in ROP “community classroom” learning in 2015/16.



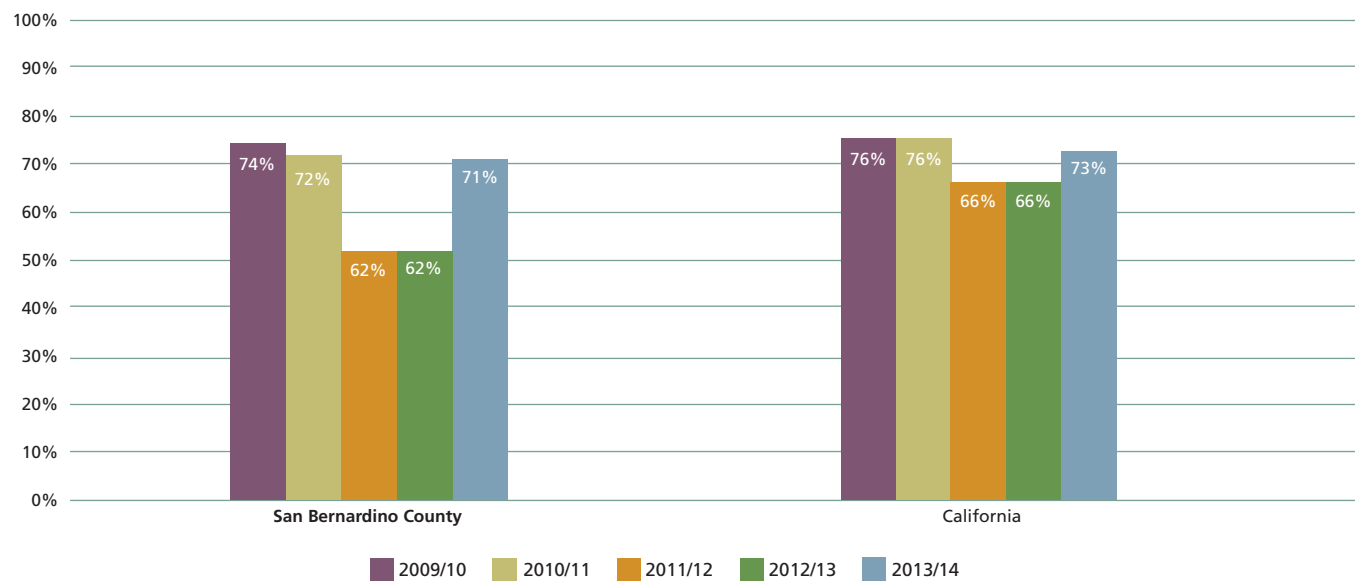
Sources: San Bernardino County Superintendent of Schools, Baldy View and Colton-Redlands-Yucaipa Regional Occupational Programs

Community college CTE student placement rebounded:

- Within a year of completing their course of study in 2013/14, 71% of graduates were placed (pursued further education, found a job, or joined the military).
- This placement rate is fully nine percentage points higher than the previous two years, but slightly lower than the statewide average of 73%.
- San Bernardino County community colleges awarded CTE students 3,725 industry-recognized credentials, certificates or degrees (or the student was “transfer ready”) in 2013/14. Over the past 10 years, the number awards has not changed substantially.

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Community College Placement Rates
San Bernardino County and California, 2010-2014



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

Work-Based Learning on the Rise

San Bernardino County ROP students have more opportunities to connect with business partners than ever before. The relationships being built between local businesses and career-tech education providers help integrate high school, college and work-based learning experiences. These partnerships foster an open exchange of ideas between education and business, which improves the quality of the local labor force and helps local industries remain competitive.

Source: Colton-Redlands-Yucaipa Regional Occupational Programs

STEM-Related Associate's Degrees Increasingly Popular

The technical and problem-solving skills learned through the STEM disciplines (Science, Technology, Engineering and Mathematics) are critical in our knowledge- and technology-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. This indicator measures the number of degrees awarded in STEM disciplines at colleges and universities in San Bernardino County, including Associate's, Bachelor's, and graduate degrees.¹

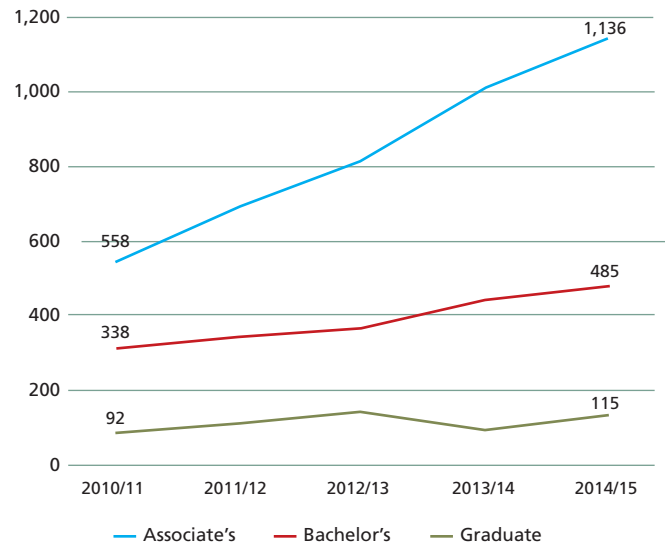
How is San Bernardino County Doing?

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STEM-related degrees accounted for approximately 14% of the total number of degrees awarded in 2014/15 by public and private, two-year and four-year institutions in San Bernardino County:²

- 1,136 STEM-related Associate's degrees were awarded in 2014/15, an increase of 104% over the past five years.
- The number of STEM-related Bachelor's degrees awarded (485 in 2014/15) grew 43% over the past five years.
- The number of STEM-related graduate degrees granted has fluctuated over the past five years, currently at 115 in 2014/15, up from 92 in 2010/11.
- Overall, STEM-related Associate's, Bachelor's and graduate degrees granted have grown 76% since 2010/11.
- Since 2010/11, all STEM-related fields except engineering and industrial technologies experienced growth in degrees granted. This field is comprised exclusively of Associate's degrees; the four-year universities in San Bernardino County do not award degrees in engineering.

STEM-Related Degrees Awarded by Type of Award San Bernardino County, 2011-2015



Sources: California State University, San Bernardino (<http://ir.csusb.edu/>), California Community Colleges Chancellor's Office (<http://datamart.ccco.edu/Default.aspx>); and National Center for Education Statistics (<http://nces.ed.gov/>)

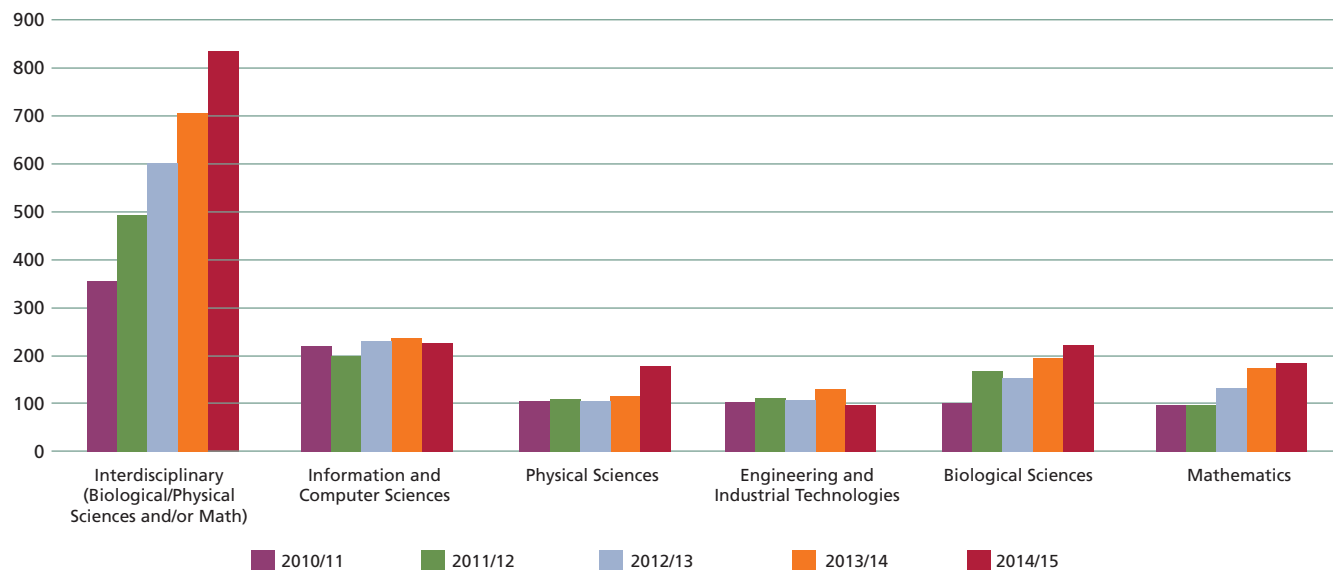
Private Trade Schools

In addition to the degrees tallied in this indicator, private for-profit post-secondary institutions in San Bernardino County granted 115 tech-related Associate's degrees and 38 Bachelor's degrees in 2014/15.

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

13b

Tech-Related Degrees Awarded by Subject San Bernardino County, 2011-2015



Sources: California State University, San Bernardino (<http://ir.csusb.edu/>), California Community Colleges Chancellor's Office (<http://datamart.ccco.edu/Default.aspx>); and National Center for Education Statistics (<http://nces.ed.gov/>)

¹Tech-related degrees include the subjects of biological sciences (not including health sciences), physical sciences, mathematics, computer and information sciences, and engineering, environmental and industrial technologies. Universities included in the tallies: California State University, San Bernardino; University of Redlands; Loma Linda University; and the six public community colleges in San Bernardino County.

²The 14% calculation includes degrees granted by private, for-profit trade schools; institutions offering less than two-year degrees are not included in this calculation, nor in the count of private trade school awards provided in the text box. The charts and bullets presented in this indicator do not include private, for-profit trade schools for lack of trend data at this time.