Education

Section Highlights

Children on Waiting List for Subsidized Childcare (2019)	7,417
Adults Over 25 with a College Degree (2019)	23%
STEM-Related Degrees Growth (2010 - 2019)	up 17%
Students Chronically Absent (2018/19)	13.3%
Graduates that are UC/CSU Eligible (2019/20)	47%

Success Story

In response to the coronavirus pandemic, the Fontana Unified School District opened Learning Centers at three campuses throughout the district to serve students that are homeless. The Learning Centers are managed by City of Fontana staff who otherwise would have been working with students through the After-School Enrichment Program. These staff volunteered to change their assignments to serve the students, and the district collaborated with the city to develop safety protocols for both staff members and students. Students in the program receive access to the internet, a working device, three meals a day, a safe space to learn, and a caring adult that they can connect with daily. On Wednesdays, all students in the Fontana Unified School District participate in a wellness check-in, and students in the Learning Centers have the chance to connect with staff from the district's Multi-Tiered System of Support Department to ensure that their physical and emotional needs are met. The district has served over 50 students, with plans to open a fourth Learning Center for increased capacity.

Most Quality-Rated Sites Score Quality Plus or Better

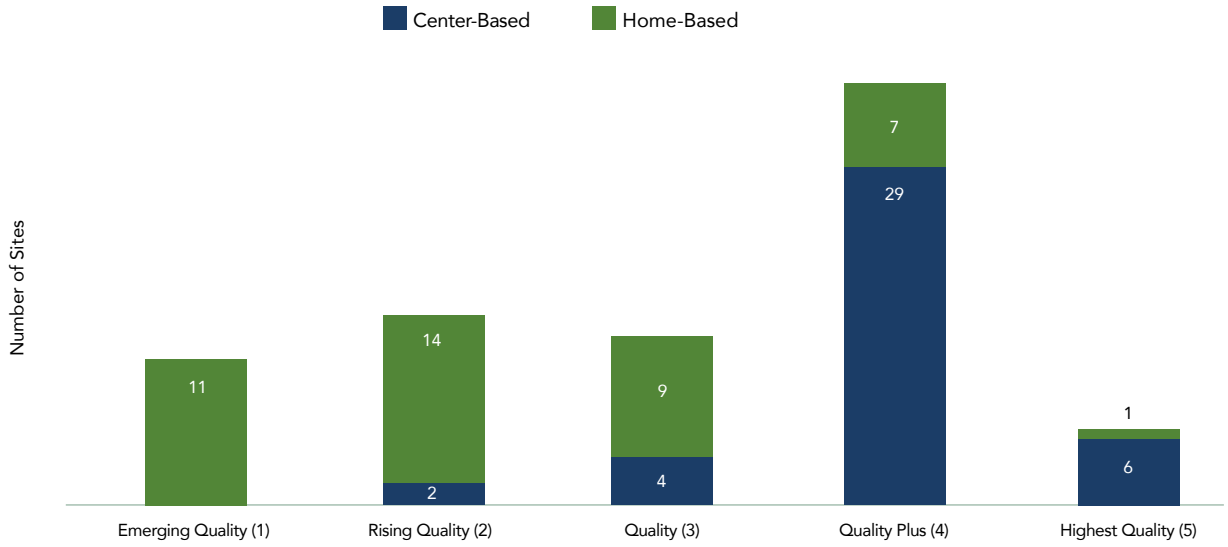
Research on school readiness and children's brain development confirms the importance of high-quality early care and education programs for children's future success in school and life. In addition, affordable childcare is essential for working families to maintain economic self-sufficiency. Early care 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 childcare availability by tracking the supply and demand of licensed childcare spaces, the availability of subsidies for low-income families, and average annual costs. Also measured is participation in Quality Start San Bernardino (QSSB).

TREND

In 2019/20, there were 297 sites in San Bernardino County participating in QSSB, with about one-third (83) of those sites receiving a quality rating and another 214 receiving quality improvement services. Fewer sites received a quality rating in 2019/20 than in 2018/19 (119 sites) and 2017/18 (103 sites). The decreased number of ratings is likely due to the impact of the coronavirus pandemic and the closure of many school district center-based childcare programs. Of the 83 sites that received a new rating in 2019/20, 36 sites received a rating of 4 (Quality Plus) and 7 sites received a rating of 5 (Highest Quality).

MOST SITES ARE RATED "QUALITY PLUS"

Childcare Sites Rated in Quality Start San Bernardino in San Bernardino County, 2019/20



Source: First 5 San Bernardino

What is QSSB?

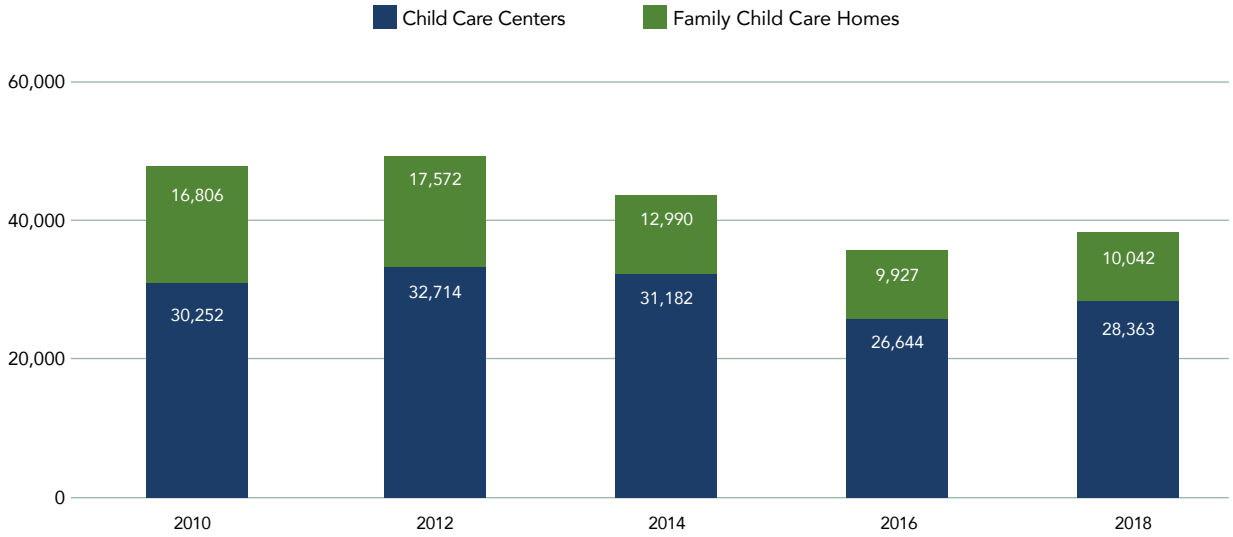
Quality Start San Bernardino County (QSSB) works to increase the quality of local early learning programs for San Bernardino County's youngest children through the development of a Quality Rating Improvement System (QRIS). Participating sites are rated every two years and receive support and incentives to gain and maintain the highest ratings through the system.

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

Between 2016 and 2018, there was a 6% increase in the number of spaces at licensed childcare centers (center-based) and a 1% increase in the number of spaces at licensed family childcare homes (home-based) in San Bernardino County. However, many facilities closed their doors permanently in 2020 as a result of the pandemic (see page 13) and the long-term trend is downward. Between 2010 and 2018, there was an 6% decrease in the number of licensed center-based spaces and a 40% decrease in the number of licensed home-based spaces.

LONG-TERM TREND SHOWS DECREASE IN NUMBER OF LICENSED SLOTS

Number of Licensed Childcare Slots in San Bernardino County, 2010-2018



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

SUBSIDIZED CARE IN SAN BERNARDINO COUNTY

In 2019, there were 20,175 children ages 12 and younger who received federal or state subsidized childcare in San Bernardino County, with an additional 7,417 children eligible for subsidized care on the California Child Care Alternative Payment Program waiting lists.[a]

Additionally, in 2018, 50% of the childcare centers in San Bernardino County had at least one public subsidy contract.[b] *This is the highest among neighboring counties compared and higher than the state.*

HALF OF CHILDCARE CENTERS HAVE AT LEAST ONE PUBLIC SUBSIDY CONTRACT

County Comparison of the Percentage of Childcare Centers with One or More Federal/State/Local Contracts, 2018

San Bernardino	**50%**
California	34%
San Diego	29%
Orange	28%
Los Angeles	28%
Riverside	15%

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

[a] Child Care Resource Center (2018-2019) and San Bernardino County Transitional Department (2018-2019)
[b] Federal, state, local contracts include Head Start, CDE State Preschool, and other public contracts.

State Takes Hiatus in Testing During Pandemic

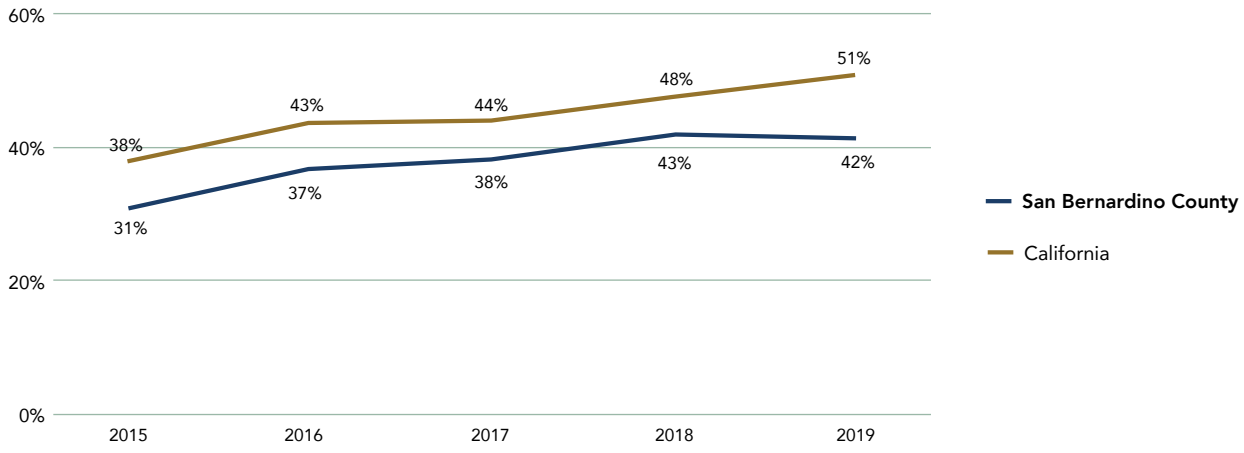
Research shows that children who are not proficient readers by the end of third grade are four times more likely to leave school without a diploma than proficient readers, and more likely to engage in criminal activity, impacting public safety.[1] This indicator measures third grade proficiency for English language arts/literacy (ELA/literacy) using the California Assessment of Student Performance and Progress assessment (CAASPP) results. The CAASPP assessment is a computer-adaptive, end-of-year academic performance test that is aligned with California's Common Core State Standards.

TREND

In 2020, the state did not conduct academic performance testing due to the pandemic. The previous year, in 2019, 42% of third graders in the county met or exceeded standards for ELA/literacy, which is about the same as in 2018 (43%). This is an improvement, however, from 2015 when less than one-third (31%) of third graders in San Bernardino County met ELA/literacy standards. San Bernardino County's third grade performance in 2019 was lower than the statewide average (51% of students met or exceeded ELA/literacy standards). It is also lower than all counties compared including Orange (56%) and San Diego (55%), Los Angeles (49%) and Riverside (48%).

4-IN-10 COUNTY THIRD GRADERS MEET OR EXCEED ELA/LITERACY STANDARDS

Percentage of Third Graders Meeting or Exceeding ELA/Literacy Standards in San Bernardino County and California, 2015-2019



Source: California Department of Education, DataQuest

School Readiness and Future Success

Preparing young children for school ensures they have the best opportunity to become life-long learners. Being "school ready" means a child is socially, emotionally, physically, and cognitively able to engage in the challenges of learning in a school environment. The quality of a child's early experiences can impact their school readiness. For example, engaging in singing, talking, reading, and playing with infants and toddlers positively supports their brain development. On the other hand, deprivation can negative impact brain development. Research has shown that by age three, children from lower-income families hear roughly 30 million fewer words than their more affluent peer and that a high correlation exists between vocabulary size at age three and language test scores at ages nine and ten, including vocabulary, listening, syntax, and reading comprehension.[a] A system that supports a quality early learning experience for children from birth through age five is an important strategy to mitigate inequities, improve school readiness, and positively support the future generation.

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

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

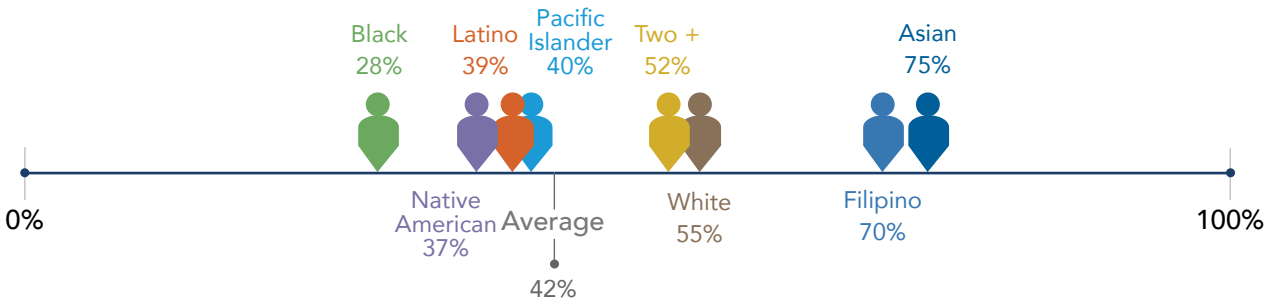
RACE/ETHNICITY DETAIL

Equity Gap Score
2.7

In 2019, 75% of Asian students met or exceeded standards, compared to 70% of Filipino students and 55% of White students. By contrast, 37% of Native American students and 28% of Black students met third grade ELA/literacy standards. This substantial variation in outcomes contributes to an Equity Gap Score of 2.7. This score means that the group of students with the highest rate of meeting or exceeding standards (Asian students) is nearly three times higher than the group of students with the lowest rate (Black students).

WIDE DISPARITIES IN THIRD GRADE ELA PERFORMANCE

Percentage of Third Graders Meeting ELA/Literacy Standards by Race/Ethnicity in San Bernardino County, 2019



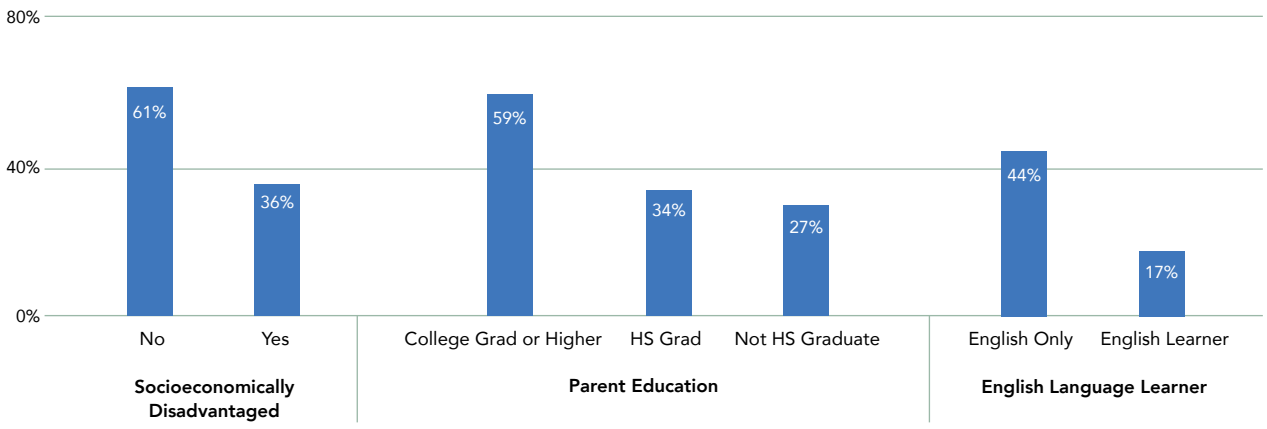
Source: California Department of Education, DataQuest

SOCIOECONOMIC DETAIL

More than one-third (36%) of socioeconomically disadvantaged students met or exceeded ELA/literacy standards, compared to 61% of students who were not socioeconomically disadvantaged. Socioeconomically disadvantaged students include students eligible for the free and reduced-priced meal program, foster youth, homeless students, migrant students, and/or students for whom neither parent is a high school graduate. For children whose parents were college graduates, 59% met or exceeded standards compared to 27% of students whose parents did not graduate from high school. English Language Learners, who are simultaneously developing their native language and English, were least likely to have met or exceeded ELA/literacy standards (17%).

STUDENT PERFORMANCE VARIES BY SOCIOECONOMIC STATUS AND PARENT EDUCATION

Percentage of Third Graders Meeting or Exceeding ELA/Literacy Standards by Socioeconomic Characteristics in San Bernardino County, 2019



Source: California Department of Education, DataQuest

Mathematics Performance Not Measured During Pandemic

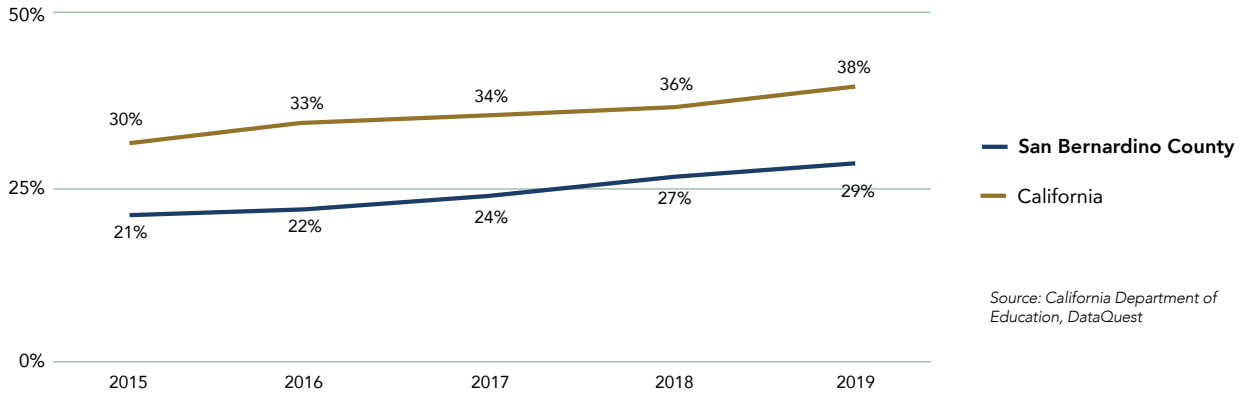
Research shows that basic math skills are necessary in order to navigate through life, and competence in math is associated with readiness for the workplace and higher future earnings.[1] This indicator measures fifth grade scores for mathematics using the California Assessment of Student Performance and Progress assessment (CAASPP) results. The CAASPP assessment is a computer-adaptive, end-of-year academic performance test that is aligned with the California's Common Core State Standards.

TREND

In 2020, the state did not conduct academic performance testing due to the pandemic. In 2019, 29% of fifth graders in the county met or exceeded standards for mathematics, higher than in 2018, when 27% met or exceeded standards. The longer term trend also shows an improvement, with 21% of fifth graders meetings standards in 2015. San Bernardino County's fifth grade performance in 2019 was lower than the California average (38% of students met or exceeded math standards) and all counties compared, including Orange (49%) San Diego (45%), Los Angeles (38%), and Riverside (33%).

3-IN-10 FIFTH GRADERS MEET OR EXCEED MATHEMATICS STANDARDS

Percentage of Fifth Graders Meeting or Exceeding Mathematics Standards in San Bernardino County and California, 2015-2019



Source: California Department of Education, DataQuest

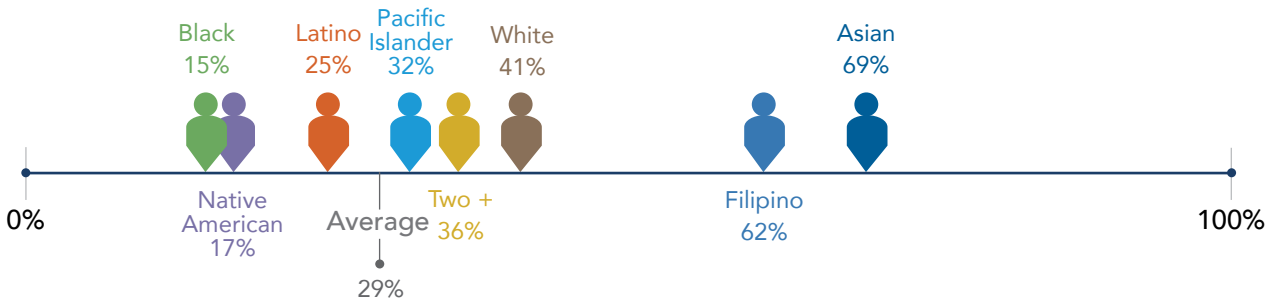
RACE/ETHNICITY DETAIL

Equity Gap Score
4.6

In 2019, 69% of Asian students met or exceeded math standards, compared to 62% of Filipino students and 41% of White students. Black students and Native American students were least likely to meet or exceed standards (15% and 17%, respectively). This substantial variation in outcomes contributes to an Equity Gap Score of 4.6. This score means that the group of students with the highest rate of meeting or exceeding standards (Asian students) is more than four and a half times higher than the group of students with the lowest rate (Black students).

WIDE DISPARITIES IN FIFTH GRADE MATHEMATICS PERFORMANCE

Percentage of Fifth Graders Meeting Mathematics Standards by Race/Ethnicity in San Bernardino County, 2019



Source: California Department of Education, DataQuest

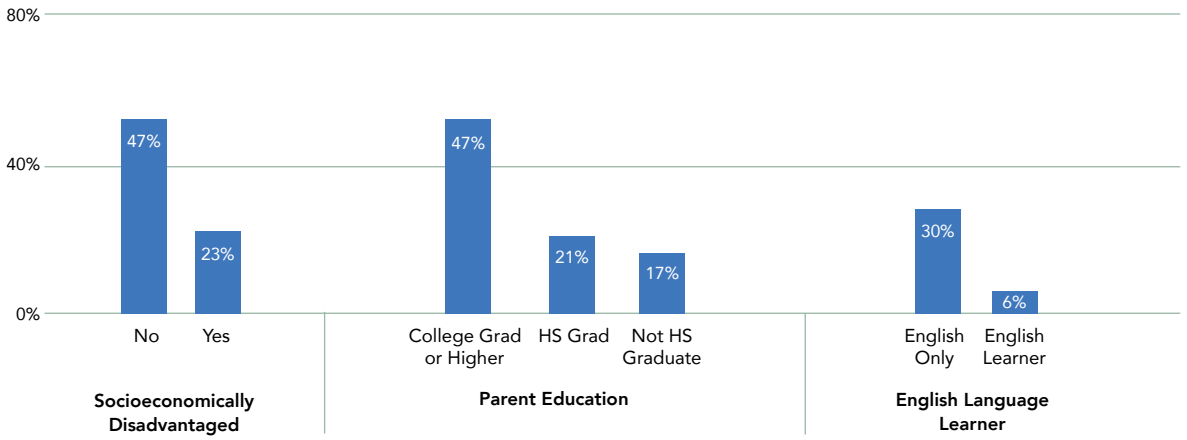
[1] Child Trends. (2012). *Mathematics proficiency* (http://www.childtrends.org/?indicators=mathematics-proficiency)

SOCIOECONOMIC DETAIL

Less than one-quarter (23%) of socioeconomically disadvantaged students met or exceeded math standards, compared with 47% of those who are not economically disadvantaged. Socioeconomically disadvantaged students include students eligible for the free and reduced-priced meal program, foster youth, homeless students, migrant students, and/or students for whom neither parent is a high school graduate. For children whose parents were college graduates, 47% met or exceeded standards, compared to 23% of students whose parents do not have a high school diploma. English Language Learners, who are simultaneously developing their native language and English, were least likely to meet or exceed standards (6%).

FIFTH GRADE ACADEMIC PERFORMANCE VARIES ACROSS A RANGE OF CHARACTERISTICS

Percentage of Fifth Graders Meeting Mathematics Standards by Socioeconomic Characteristics in San Bernardino County, 2019



Source: California Department of Education, DataQuest

The Importance of Mathematics for Child Outcomes

A growing body of research suggests that early math skills are a better predictor of later academic success than early literacy skills. In a widely cited study of large longitudinal data sets, University of California, Irvine professor Greg Duncan and colleagues found that in a comparison of math, literacy, and social-emotional skills at kindergarten entry, "early math concepts, such as knowledge of numbers and ordinality, were the most powerful predictors of later learning."

In a separate, large-scale longitudinal study conducted by Duncan and his colleagues for children in elementary school, the type of math knowledge most essential for children to know was fractions and whole-number division. The researchers found that mastering these two concepts were important predictors of students' long-term learning and success in high school.

Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P.,et al. (2007). School readiness and later achievement. Developmental Psychology, 43(6), 1428-1446;
Siegler, R. S., Duncan, G. J., Davis-Kean, P. E., Duckworth, K., Claessens, A., Engel, M., Susperreguy, M. I., & Chen, M. (2012). Early predictors of high school mathematics achievement. Psychological Science 23(7), 691-697.

Over 1 in 10 County Students were Chronically Absent in 2018/19

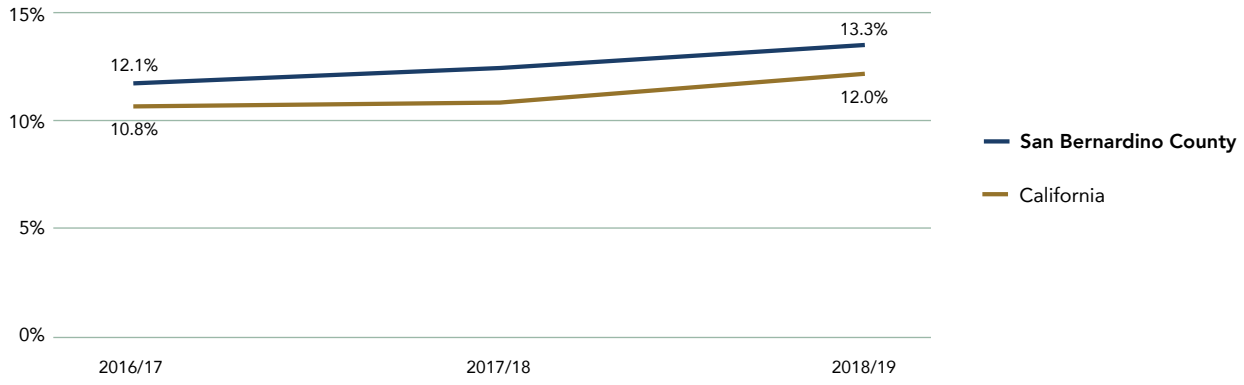
The costs and impacts of chronic absenteeism are significant, with both short- and long-term implications for the student as well as for the family, school, and community.[1] Research suggests that chronic school absenteeism at the elementary school level reduces math and reading achievement, educational engagement, four-year graduation rates or any high school completion, and social engagement for the absent child as well as for other children in the classroom.[2] Research aimed at discovering the causes of chronic absenteeism point to poor physical, mental and oral health, ACEs (adverse childhood experiences), and poor school climate.[3] This indicator measures the trend in chronic absenteeism over time and by race/ethnicity, socioeconomic status, and school district in San Bernardino County.

TREND

With three years of available data, a small increase in the rate of chronic absenteeism at both the county and state level is emerging. Between 2016/17 and 2018/19, the percentage of students who were chronically absent increased more than one percentage point, from 12.1% to 13.3%. While the California average rate of absenteeism (12.0%) was lower than San Bernardino County's in 2018/19 (13.3%), the state and county had a similar rate of increase since 2016/17. Due to the coronavirus pandemic and the movement to online instruction, chronic absenteeism data was not collected for the 2019/20 school year.

CHRONIC ABSENTEEISM HAS INCREASED SLIGHTLY OVER TIME

Percentage of Students Who Are Chronically Absent in San Bernardino County and California, 2016/17-2018/19



Source: California Department of Education, DataQuest

Chronic Absenteeism Defined

Chronic absenteeism is variably defined as being absent for 10% to 15% or more days of the school year. In California, the threshold is 10% or more of the number of days a student is enrolled in school. For students enrolled for a full school year, this equates to 18 out of California's state-mandated 180 days in a full school year.

[1] Maynard, B. R., McCrea, K. T., Pigott, T. D., & Kelly, M. S. (2012). Indicated Truancy Interventions: Effects on School Attendance Among Chronic Truant Students. *Campbell Systematic Reviews, 10.*

[2] Gottfried, M. A. (2019). Chronic Absenteeism in the Classroom Context: Effects on Achievement. *Urban Education, 54*(1), 3-34.
Smerillo, N. E., Reynolds, A. J., Temple, J. A., & Ou, S. R. (2018). Chronic Absence, Eighth-grade Achievement, and High School Attainment in the Chicago Longitudinal Study. *Journal of School Psychology, 67, 163-178.*
Gottfried, M. A. (2014). Chronic Absenteeism and its Effects on Students' Academic and Socioemotional Outcomes. *Journal of Education for Students Placed at Risk (JESPAR), 19*(2), 53-75.
Cook, P. J., Dodge, K. A., Gifford, E. J., & Shulting, A. B. (2017). A New Program to Prevent Primary School Absenteeism: Results of a Pilot Study in Five Schools. *Children and Youth Services Review, 82, 262-270.*

[3] Stempel, H., Cox-Martin, M., Bronsert, M., Dickinson, L. M., & Allison, M. A. (2017). Chronic school absenteeism and the role of adverse childhood experiences. *Academic pediatrics, 17*(8), 837-843.
Van Eck, K., Johnson, S. R., Bettencourt, A., & Johnson, S. L. (2017). How School Climate Relates to Chronic Absence: A Multi-Level Latent Profile Analysis. *Journal of School Psychology, 61, 89-102.*
Pourat N., & Nicholson G. (2009). Affordability of Needed Dental Care is Linked to Frequent School Absences (pre-publication manuscript), *UCLA Center for Health Policy Research*

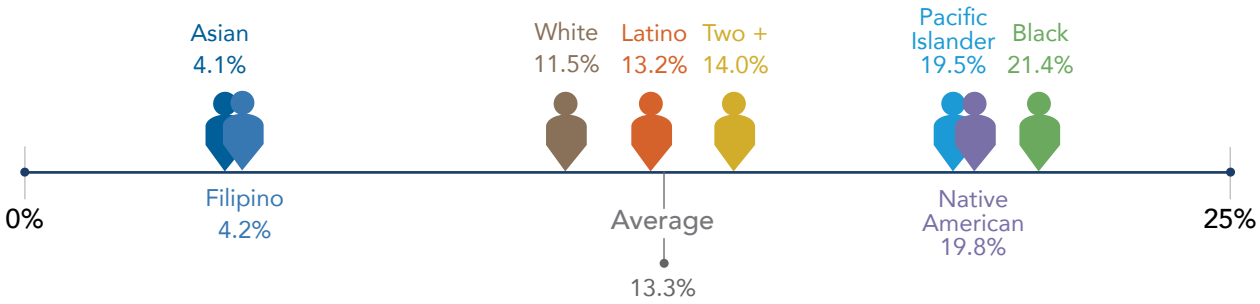
RACE/ETHNICITY DETAIL

Equity Gap Score
5.2

Chronic absenteeism rates vary by racial and ethnic identification. Black students have the highest rate of chronic absenteeism (21.4%), followed by Native American students (19.8%) and Pacific Islander students (19.5%). At the other end of the continuum, Asian and Filipino students have the lowest rates of chronic absenteeism (4.1% and 4.2%, respectively). This dramatic disparity contributes to an Equity Gap Score of 5.2 for chronic absenteeism. This means that the group with the highest rate of absenteeism (Black students) is over five times as high as the group with the lowest rate of absenteeism (Asian students).

SIGNIFICANT DISPARITIES IN CHRONIC ABSENTEEISM BY RACE/ETHNICITY

Percentage of Students Who Are Chronically Absent by Race/Ethnicity in San Bernardino County, 2018/19



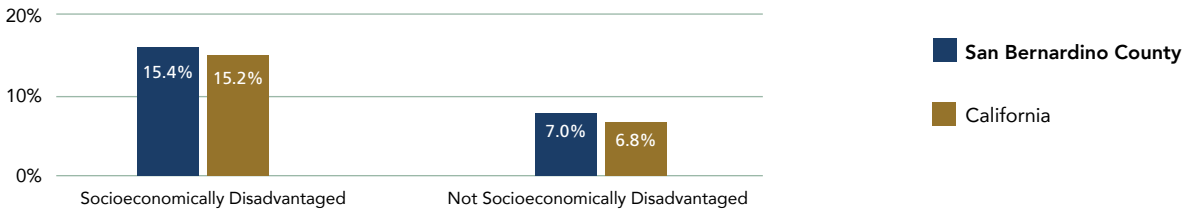
Source: California Department of Education, DataQuest

SOCIOECONOMIC DETAIL

The rate of chronic absenteeism among students who are socioeconomically disadvantaged is more than twice that of students who are not socioeconomically disadvantaged (15.4% vs. 7.0%).

SOCIOECONOMICALLY DISADVANTAGED STUDENTS MORE LIKELY TO BE ABSENT

Percentage of Students Who Are Chronically Absent by Socioeconomic Status in San Bernardino County, 2018/19



Note: Socioeconomically disadvantaged includes students eligible for free or reduced-price school meals, foster youth, homeless students, migrant students, and/or students for whom neither parent is a high school graduate.

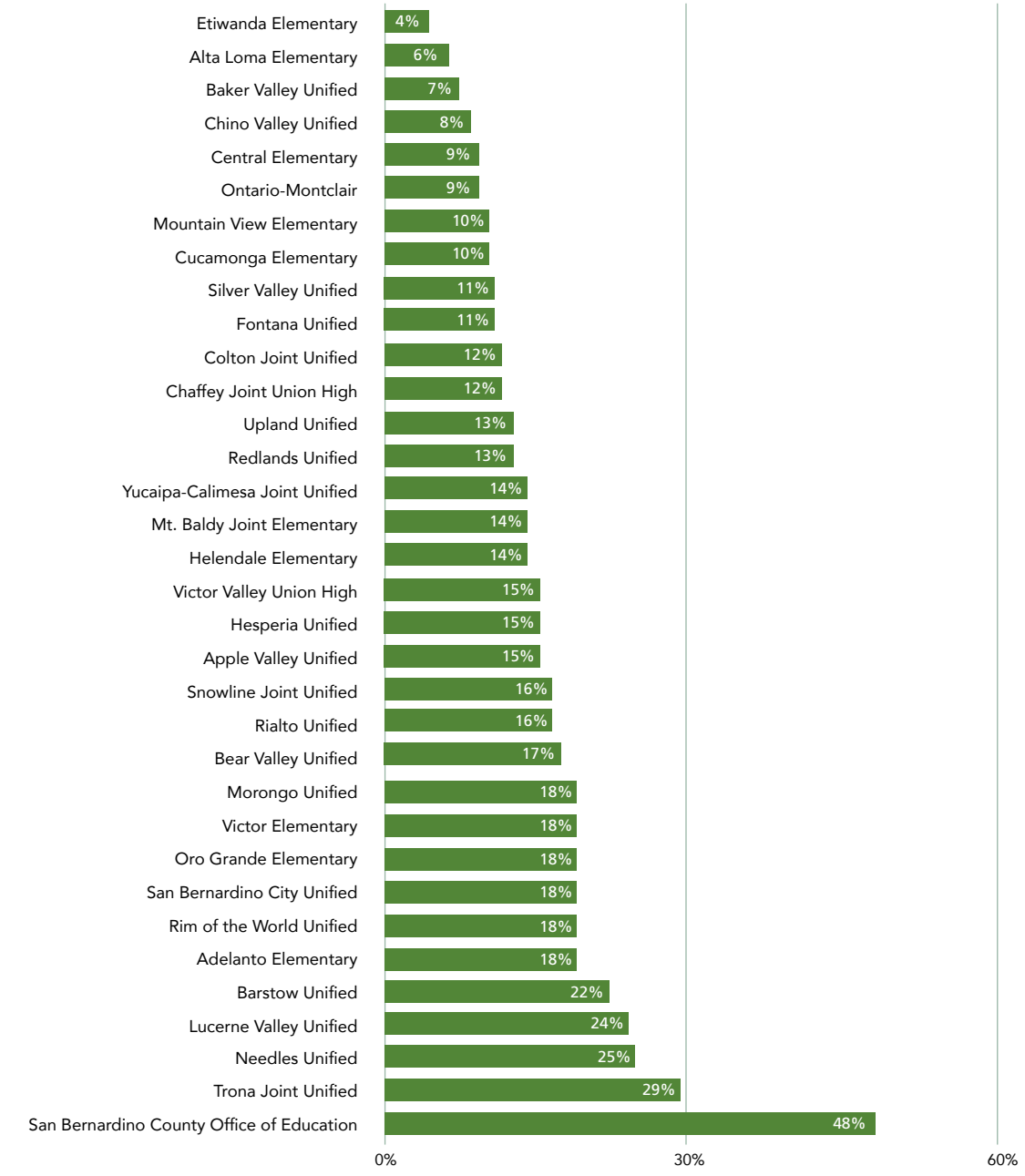
Source: California Department of Education, DataQuest

GEOGRAPHIC COMPARISON

The chronic absenteeism rate ranges widely by district, from a low of 4% at Etiwanda Elementary to a high of 48% at the San Bernardino County Office of Education, which serves students who have struggled in traditional educational environments.

CHRONIC ABSENTEEISM RATE VARIES GREATLY ACROSS SCHOOL DISTRICTS

Percentage of Students Who Are Chronically Absent by School District in San Bernardino County, 2018/19



Source: California Department of Education, DataQuest

Graduation Rate Decreases, Falling Below State Average

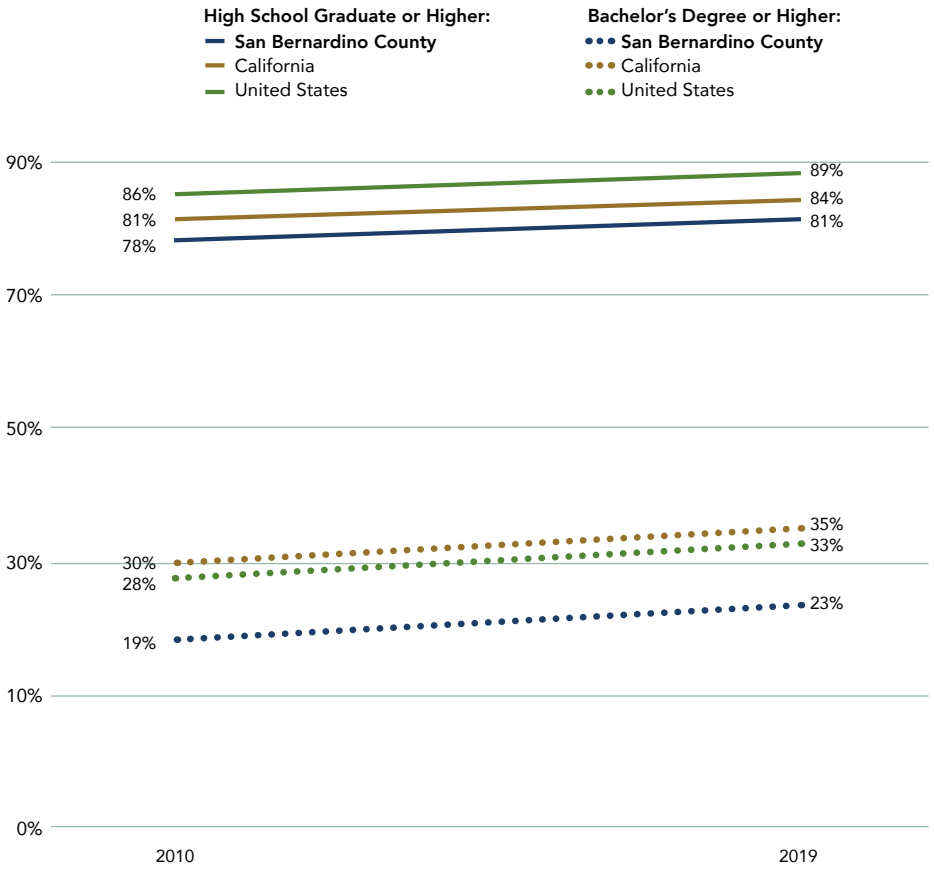
A high school diploma or college degree opens many career opportunities that are typically closed to those without these achievements. Beyond the personal benefits of increased educational attainment, the education level of residents is evidence of the quality and diversity of the labor pool – an important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

TREND

The proportion of high school and college graduates among San Bernardino County's overall population has increased over the past 10 years. Between 2010 and 2019, the proportion of residents over age 25 who are high school graduates rose from 78% to 81%.However, at 81%, San Bernardino County falls below state and national averages (84% and 89%, respectively) for residents over age 25 with a high school diploma. Between 2010 and 2019, the proportion of San Bernardino County residents over the age of 25 with a bachelor's degree or higher rose from 19% to 23%. At 23%, San Bernardino County is below the state (35%) and nation (33%) for college graduates.

PERCENTAGE OF RESIDENTS WITH A HIGH SCHOOL OR COLLEGE DEGREE HAS INCREASED OVER TIME

Percentage of Residents Who Have a High School Diploma (or Higher) and Bachelor's Degree (or Higher) in San Bernardino County, California, and the United States, 2010 and 2019

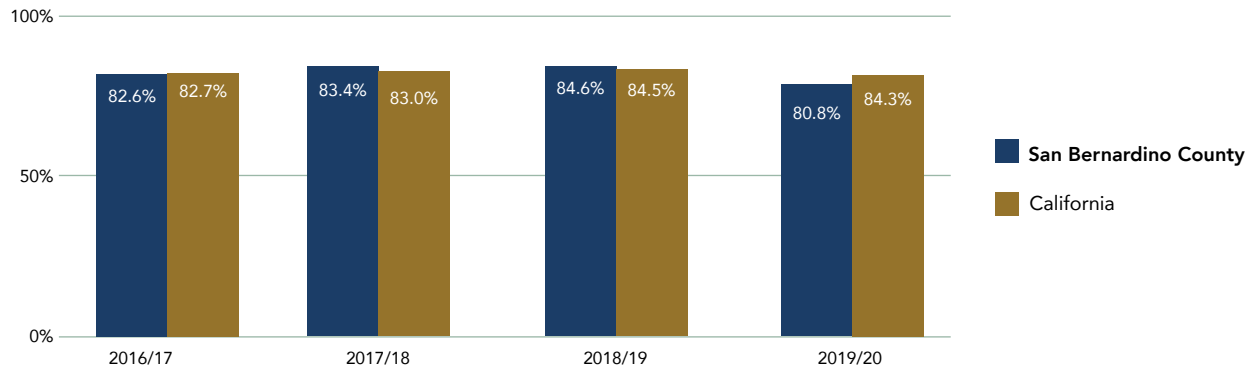


Source: U.S. Census Bureau, American Community Survey, 1-Year Estimates, 2010 and 2019 (Table DP02)

The San Bernardino County average high school graduation rate decreased over the past year, falling below the statewide average.[1] In 2019/20, the San Bernardino County high school graduation rate was 80.8%, marking a decrease from 2018/19 (84.6%) and falling below the statewide rate (84.3%). Two school districts in the county had incomplete data, although the impact of this error on the countywide average is unknown.

AFTER TWO YEARS OF GAINS, GRADUATION RATE SLIPS

Graduation Rate in San Bernardino County and California, 2016/17 - 2019/20



Note: Due to methodology changes in 2016/17, graduation rates before 2016/17 are not comparable. The graduation data for two districts within San Bernardino County were incomplete for the 2019/20 school year. The impact of these district's missing data on the overall county graduation rate is unknown.

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

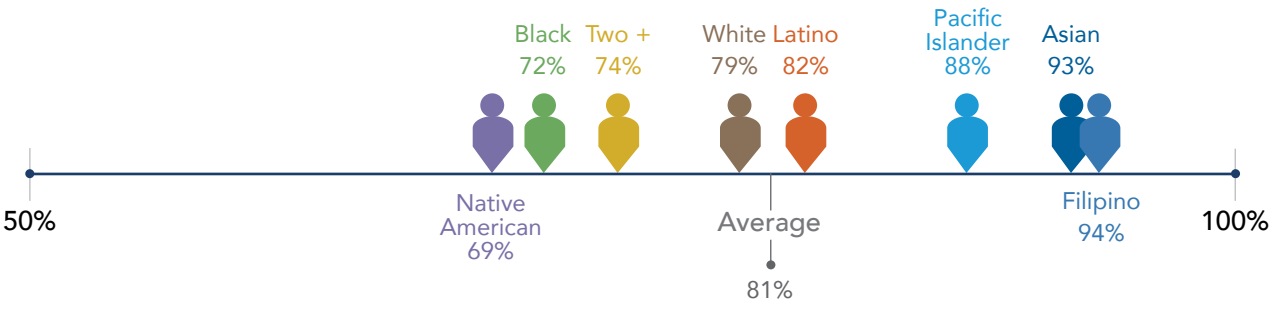
RACE/ETHNICITY DETAIL

Equity Gap Score
1.4

There has been progress in closing gaps among subgroups of county students. For example, the difference between White and Black graduation rates decreased from eight points in 2018/19 to seven points in 2019/20. The county's Latino student graduation rate (82%) is higher than the graduation rate of White students (79%), while at the state level, the Latino student graduation rate (82%) is six points lower than that of White students (88%). Pacific Islander students, Asian students, and Filipino students experience higher graduation rates than the statewide average for their racial subgroup. The Equity Gap Score for the graduation rate is 1.4.

NATIVE AMERICAN AND BLACK STUDENTS EXPERIENCE LOWEST GRADUATION RATES

Graduation Rate by Race/Ethnicity in San Bernardino County, 2019/20



Note: The graduation data for two districts within San Bernardino County were incomplete for the 2019/20 school year. The impact of these district's missing data on the overall county graduation rate is unknown.

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

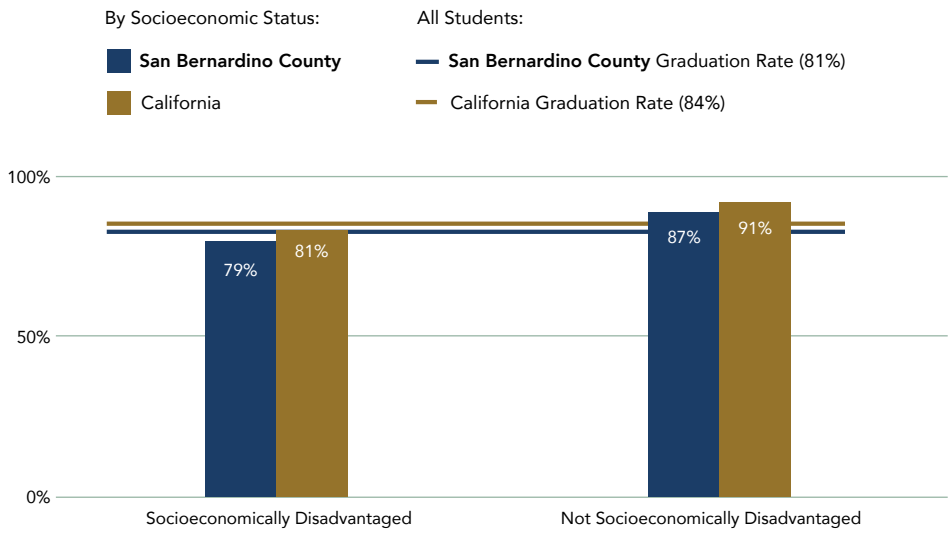
[1] The four-year adjusted cohort graduation rate is the number of students who graduate from high school in four years with a regular high school diploma (e.g., does not include a general equivalency diploma or similar or lesser credentials).

SOCIOECONOMIC DETAIL

The San Bernardino County graduation rate for socioeconomically disadvantaged students was 79% in 2019/20, approximately eight points below the rate for non-socioeconomically disadvantaged students (87%), and two points below the statewide socioeconomically disadvantaged graduation rate of 81%.

SOCIOECONOMICALLY DISADVANTAGED STUDENTS GRADUATE AT LOWER RATES

Graduation Rate by Socioeconomic Status in San Bernardino County and California, 2019/20



Source: California Department of Education, DataQuest

Strong Performance on Career-Tech Metrics

Career technical education (CTE) integrates academic and technical skills, supporting educational goals, workforce development, and economic development. It offers students research-based, relevant curricula developed expressly for success in college and careers. For those just entering the workforce, changing careers, or needing on-the-job skill upgrades, CTE provides applicable skillsets and increased career opportunities. For those entering college, CTE provides a foundation of real-world skills that will enhance academic learning. In addition to CTE coursework, preparation for success in college includes taking coursework that is required for college admission and is academically rigorous. Successful completion of college can lead to increased earning power, better health, a stronger workforce, and societal benefits, such as increased voter participation and increased tax receipts.[1] To measure college and career readiness, this indicator shows enrollment in high school CTE and AP/IB courses, participation in work-based learning offered through the three Regional Occupational Programs serving the county, and CTE Pathways completions. This indicator also shows 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, as well as shows the college-going rates among graduates.

TREND

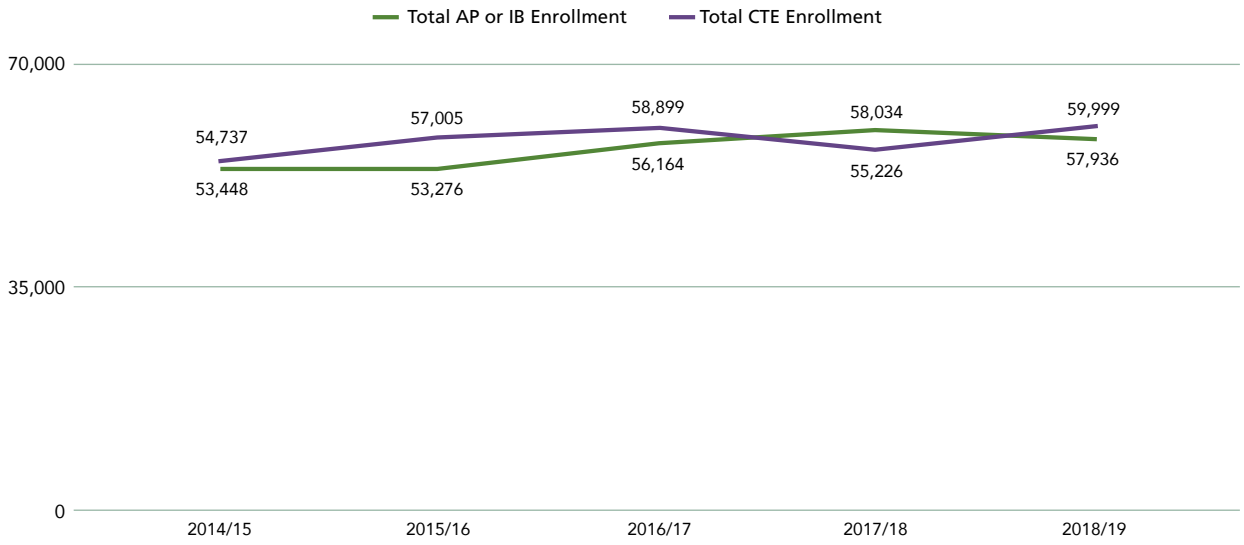
Participation in CTE and AP/IB courses, work-based learning, and eligibility for UC/CSU admission requirements has increased over time. At the same time, San Bernardino County's overall college-going rates have not changed substantially since tracking began in 2014/15, and remain below statewide averages.

CTE and AP/IB Coursework

San Bernardino County CTE course enrollment rose 10% in the five-year period between 2014/15 and 2018/19; over the same period, AP/IB course enrollment grew 8%. These growth rates are significant in the face of an overall high school enrollment decline of 2% since 2014/15. The CTE industry sectors posting the fastest five-year rate of growth in enrollments were Energy and Utilities (+877%), Public Services (+104%), and Arts, Media and Entertainment (+33%). The fastest rates of increase for AP/IB class enrollments were in Computer Education (+320%), Science (+22%), Drama/Theatre (+18%), Foreign Languages (+17%), and History/Social Science (+9%). Overall, nearly a quarter (23%) of San Bernardino County high school graduates in 2018 completed a CTE pathway, indicating they completed of a series of courses in an industry sector with a grade of a C minus or better in the last class of the series.

ENROLLMENT IN HIGH SCHOOL CTE AND AP/IB COURSES GROWS OVER THE PAST FIVE YEARS

Number of Students Enrolled in Career-Technical Education (CTE) and IB or AP Courses in San Bernardino County Public High Schools, 2014/15-2018/19

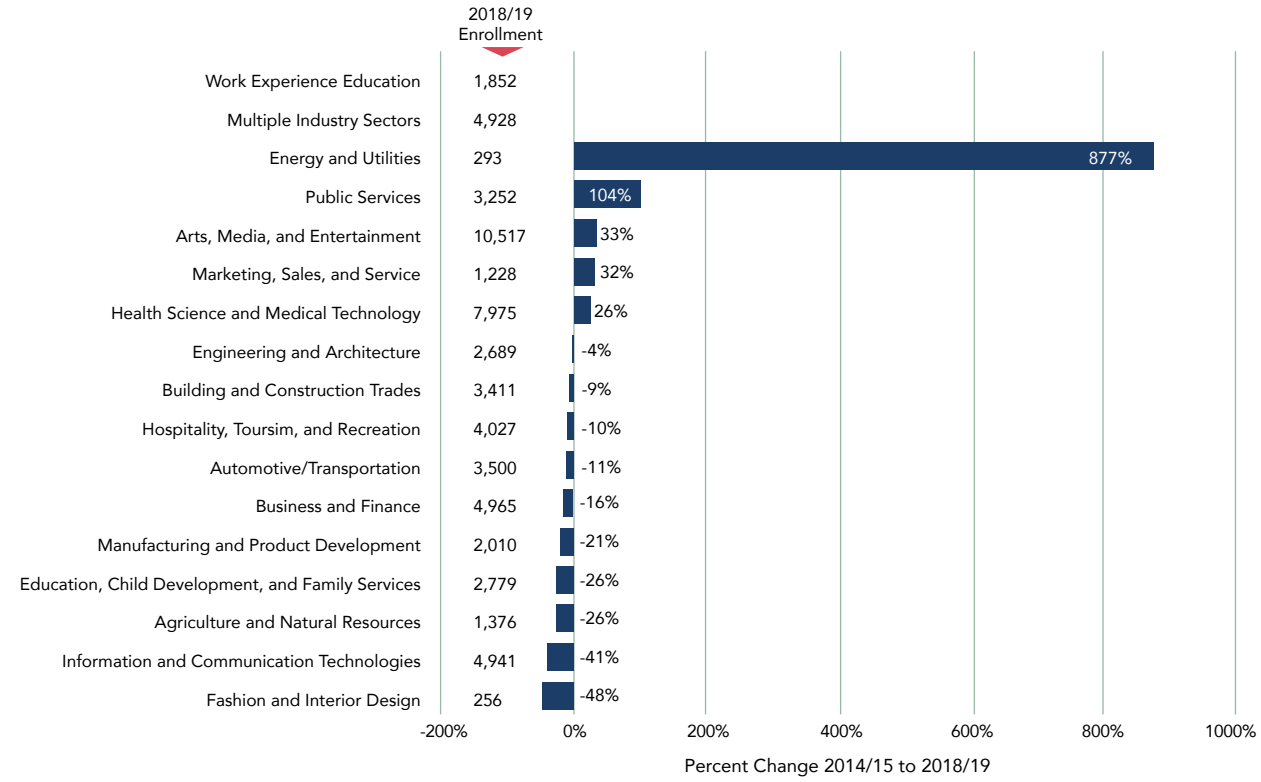


Source: California Department of Education, DataQuest, Subject Area Courses (http://data1.cde.ca.gov/)

[1] College Board, Education Pays, 2013 (http://trends.collegeboard.org/education-pays)
[2] UC/CSU eligibility data are sourced from the four-year adjusted cohort outcome reports and should not be compared to data presented in previous Community Indicators Reports.

FASTEST RATE OF INCREASE IN CTE ENROLLMENT IS IN ENERGY AND UTILITIES

Enrollment (2018/19) and Percent Change of Students Enrolled in CTE Courses (2014/15-2018/19) in San Bernardino County Public High Schools

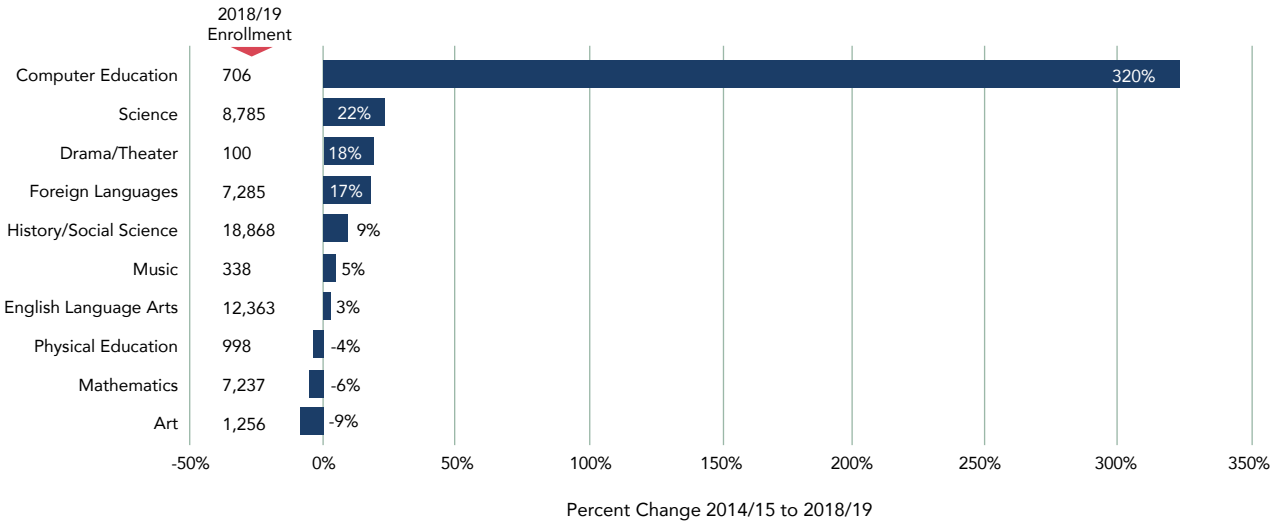


Note: Work Experience Education is a new CTE course category as of 2018/19 and Multiple Industry Sectors is a new category as of 2017/18, therefore a five-year trend is not possible to calculate.

Source: California Department of Education, DataQuest, Subject Area Courses (http://data1.cde.ca.gov/)

FASTEST RATE OF INCREASE IN AP/IB ENROLLMENT IS IN COMPUTER EDUCATION

Enrollment (2018/19) and Percent Change of Students Enrolled in AP/IB Courses (2014/15-2018/19) in San Bernardino County Public High Schools



Source: California Department of Education, DataQuest, Subject Area Courses (http://data1.cde.ca.gov/)

Work-Based Learning

Work-based learning opportunities for ROP students remain strong. Over the past five years, signed agreements with business partners to provide work-based learning opportunities have increased 49%. A total of 507 students participated in ROP "community classroom" work-based learning in 2019/20.

The pandemic had a significant impact on number of students participating in spring semester and summer ROP activities, resulting in significantly decreased annual participation numbers. The spring semester is historically the semester with the highest enrollment in community classroom sections. Many students chose not to enroll, or to withdraw, from a community classroom due to the inability to complete workplace training at external training sites due to the COVID-19 public health crisis.

49%
Growth in ROP work-based business partnerships (2015/16 – 2019/20)

507
ROP students participating in community classroom learning (2018/19)

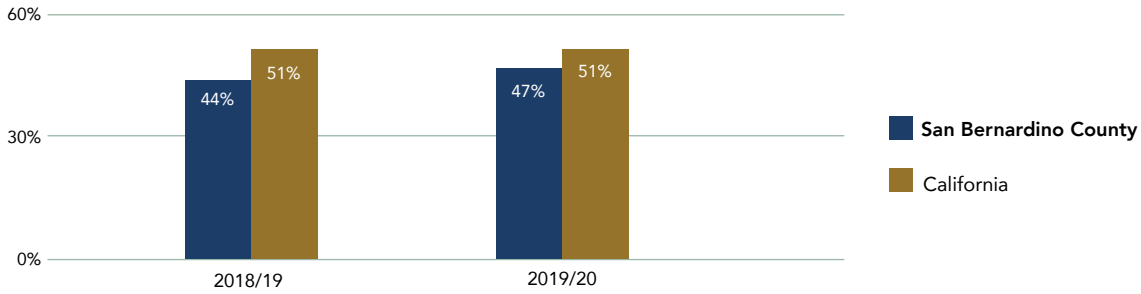
Sources: San Bernardino County Superintendent of Schools, Baldy View, and Colton-Redlands-Yucaipa Regional Occupational Programs

UC/CSU Eligibility

The UC/CSU eligibility rate improved between 2018/19 and 2019/20. Nearly half (47%) of the San Bernardino County cohort graduating in 2019/20 completed the necessary coursework to be eligible for a UC or CSU campus. This rate of UC/CSU eligibility is three points higher than the previous year, however, San Bernardino County's rate of eligibility is lower than the statewide average of 51%.

UC/CSU ELIGIBILITY RATE IMPROVED BETWEEN 2018/19 AND 2019/20

Percentage of High School Graduates Eligible for UC/CSU in San Bernardino County and California, 2018/19 - 2019/20



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.

2019 Snapshot

- 98% of San Bernardino County juniors took the literacy assessment and the math assessment.
- In literacy, 21% of San Bernardino County students were deemed college ready and 30% 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, 22% of students were college ready in English and 29% were conditionally ready.
- In math, 9% of San Bernardino County students were deemed college ready and 17% were conditionally ready. Statewide, 20% of students were college ready in math and 20% were conditionally ready.

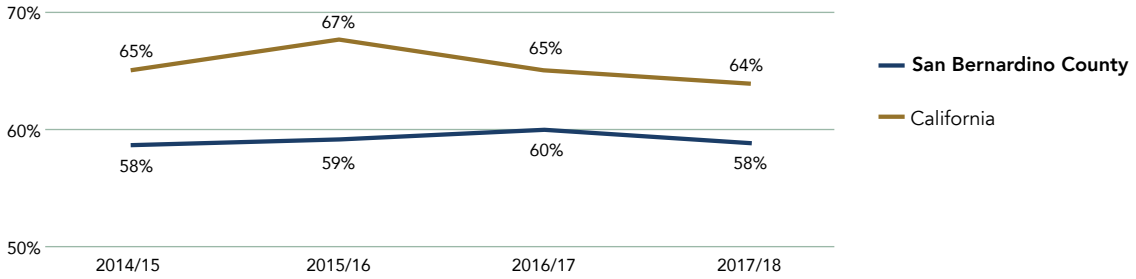
Sources: California Department of Education, California Assessment of Student Performance and Progress (https://data1.cde.ca.gov/dataquest/) and Early Assessment Program (www.cde.ca.gov/ci/gs/hs/eapindex.asp)

College-Going Rate

San Bernardino County's overall college-going rates have not changed substantially since tracking began in 2014/15. Over half (58%) of San Bernardino County public high school graduates in 2017/18 enrolled in college within 12 months of completing high school, below the statewide rate of 64%. Of the 58% enrolling in college, most (57%) enrolled in a California community college, followed by 19% enrolling at a CSU campus and 10% enrolling at a UC campus. The remaining 14% enrolled at a California private college or an out-of-state public or private institution.

OVER HALF OF HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE WITHIN 12 MONTHS

Percentage of Public High School Graduates Enrolling in College within 12 Months of Completing High School in San Bernardino County and California, 2017/18



Post-Secondary Education: Universities, Colleges, and Career Training

San Bernardino County offers residents many opportunities for college and post-secondary career training, serving the educational needs of the county and developing a strong workforce. Within San Bernardino County, major universities and colleges include University of Redlands, California State University/San Bernardino, Loma Linda University, and University of La Verne College of Law. Community Colleges in the county include Barstow, Chaffey, Copper Mountain, Crafton Hills, Palo Verde Community College/Needles Campus, San Bernardino Valley, and Victor Valley. In addition, there are several private career and technical educational institutions that offer career-focused certificates and degrees.

AVID: Empowering Every Student's Potential

The Advancement Via Individual Determination (AVID) college readiness system has a mission to close the achievement gap by preparing all students for college readiness and success in a global society. Since the California budget eliminated AVID funding in 2012/13, San Bernardino County, along with Riverside, Inyo and Mono counties (the RIMS region), has funded the program locally to keep it thriving and growing in the region.

2018/19 AVID Snapshot

Due to the coronavirus pandemic, schools were not required to submit AVID data in 2019/20. In 2018/19, a countywide total of 50,588 students (23,474 in secondary schools and 27,114 in elementary schools) took AVID classes during the academic year. Of the 2,710 AVID seniors in the county graduating in 2019, 100% graduated from high school and 95.4% successfully completed their A-G course requirements (courses that count toward eligibility for CSU/UC schools). In addition, 86.2% of AVID seniors were accepted to a four-year college or university and 92.9% planned on attending a 2- or 4-year college for 2019/20.

Source: San Bernardino County Superintendent of Schools

RACE/ETHNICITY DETAIL

Racial and ethnic disparities in outcomes remain across all college and career readiness indicators where race and ethnicity data are available.

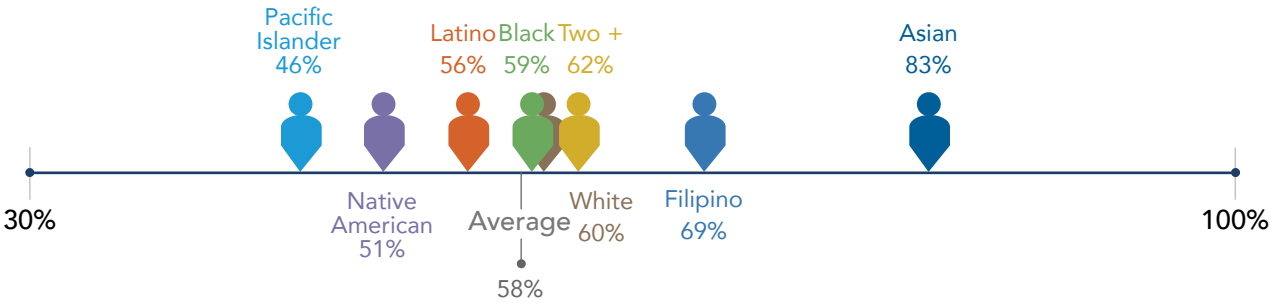
College-Going Rates

Asian students enroll in college at a markedly higher rate (83%) than their peers from other racial and ethnic groups. Pacific Islander students have the lowest college-going rate at 46%, followed by Native American students at 51%. These disparities contribute to an Equity Gap Score of 1.8, signaling that the group with the highest rate of college-going (Asian students) is nearly twice as high as the group with the lowest rate (Pacific Islander students).

Equity Gap Score
1.8

ASIAN STUDENTS ENROLL IN COLLEGE AT THE HIGHEST RATE

Percentage of High School Graduates Enrolling in College within 12 Months of Completing High School by Race and Ethnicity in San Bernardino County, 2017/18



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

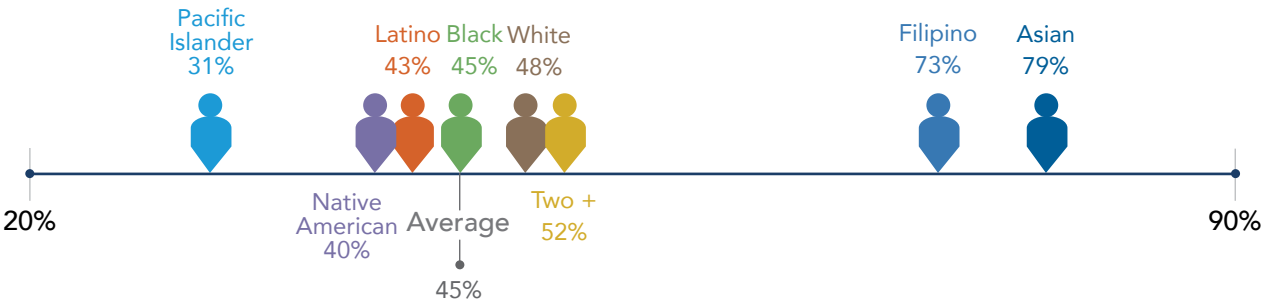
UC/CSU Eligibility

Asian graduates had the highest rate of UC/CSU admission requirement eligibility, at 79%. White, Black, and Latino students completed the necessary coursework to be UC/CSU eligible at rates around or at the countywide average of 45%. Pacific Islander and Native American students have the lowest rates of UC/CSU eligibility (31% and 40%, respectively). The Equity Gap Score for UC/CSU eligibility is 2.5.

Equity Gap Score
2.5

ASIAN GRADUATES HAVE THE HIGHEST RATE OF UC/CSU ELIGIBILITY

Percent of High School Graduates Eligible for UC/CSU by Race and Ethnicity in San Bernardino County, 2019/20



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

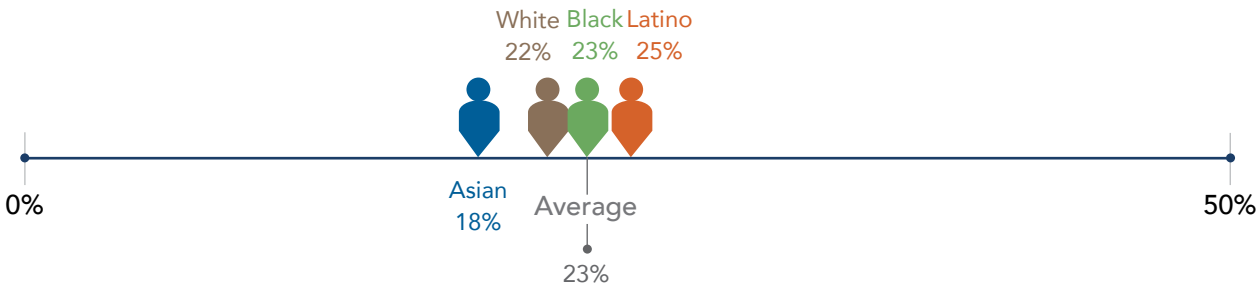
CTE Pathway Completion

Among the four largest race and ethnic student groups in San Bernardino County, Latino graduates had the highest CTE pathway completion rate at 25%. A low Equity Gap Score of 1.3 for CTE pathway completions signals that the different race/ethnic groups are more closely aligned than other college and career metrics.

Equity Gap Score
1.3

MORE LATINO STUDENTS COMPLETE CTE PATHWAY THAN COUNTYWIDE AVERAGE

Percentage of High School Graduates Completing a CTE Pathway by Race/Ethnicity in San Bernardino County, 2018



Note: CTE completion rates for Pacific Islander, Filipino, and Native American students, as well as students who identify as two or more races, are not shown due to the suppression of small graduate counts in some districts to protect privacy.

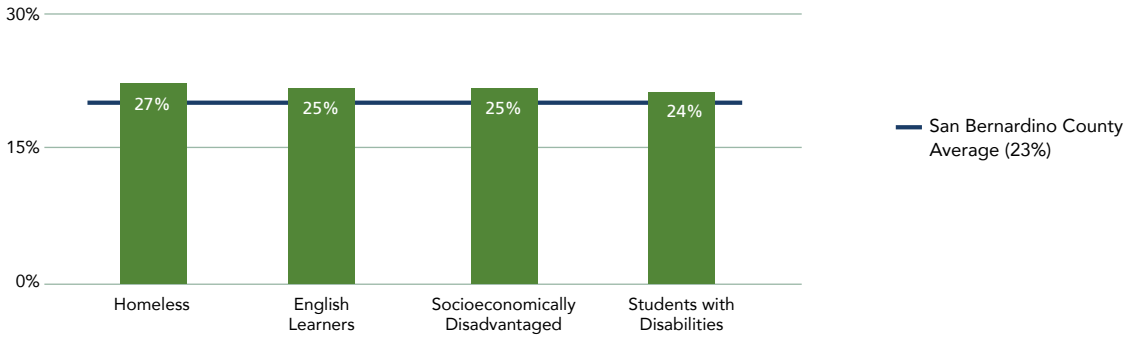
Source: Parsons Consulting, Inc. analysis of special request data from the California Department of Education

SOCIOECONOMIC DETAIL

In 2018, CTE pathway completion rates for graduates who identified as homeless (27%), English learners (25%), socio-economically disadvantaged (25%), or as having a disability (24%) were higher than the overall county CTE pathway completion rate of 23%.

MORE HOMELESS STUDENTS COMPLETE CTE PATHWAY THAN COUNTYWIDE AVERAGE

Percentage of High School Graduates Completing a CTE Pathway by Sociodemographic Characteristics in San Bernardino County, 2018



Source: Parsons Consulting, Inc. analysis of special request data from the California Department of Education

10-Year Growth in STEM-Related Degrees Granted

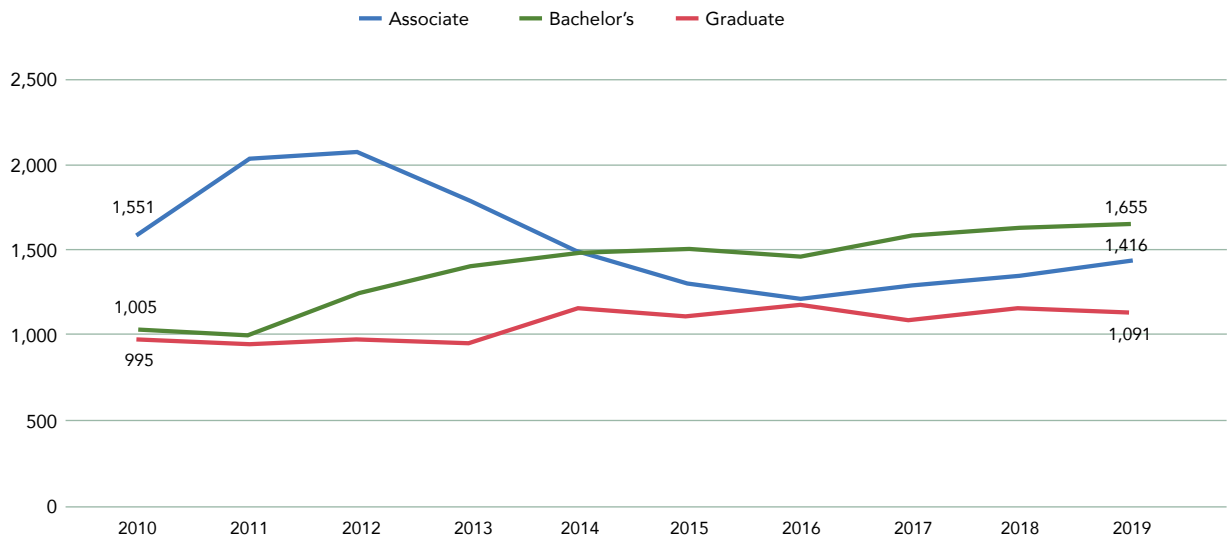
The technical and problem-solving skills learned though the STEM disciplines (Science, Technology, Engineering and Mathematics) are critical in our knowledge- and technology-driven economy. A technically skilled pool of local graduates reduces the need for employers to recruit workers from outside the 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, bachelor, and graduate degrees.[1]

TREND

STEM-related associate, bachelor's and graduate degrees granted have grown 17% since 2009/10. A total of 1,416 STEM-related associate degrees were awarded in 2019. Despite rising to 2,077 STEM-related associate degrees granted in 2012, the 2019 degree count is once again roughly on par with the number of degrees granted 10 years ago. The number of STEM-related bachelor's degrees awarded (1,655 in 2019) grew 65% over the past ten years. The number of STEM-related graduate degrees granted has grown relatively steadily since 2010, rising 10% to 1,091 in 2019.

BACHELOR'S DEGREES DRIVE GROWTH IN NUMBER OF STEM-RELATED DEGREES GRANTED

Number of STEM-Related Degrees Awarded by Type of Award in San Bernardino County, 2010-2019



Source: EMSI Q4 2020 Data Set from California Labor Market Information Department

CSUSB Named National Center for Cybersecurity

The National Security Agency (NSA) has chosen Cal State San Bernardino to be a leader of its core workforce development initiative, selecting it for a $10.5 million grant and naming the university's Cybersecurity Center as the Community National Center for Cybersecurity Education. Taking effect in September 2020, this prestigious designation illustrates CSUSB's continued prominence as the premier institution of higher education for cybersecurity education.

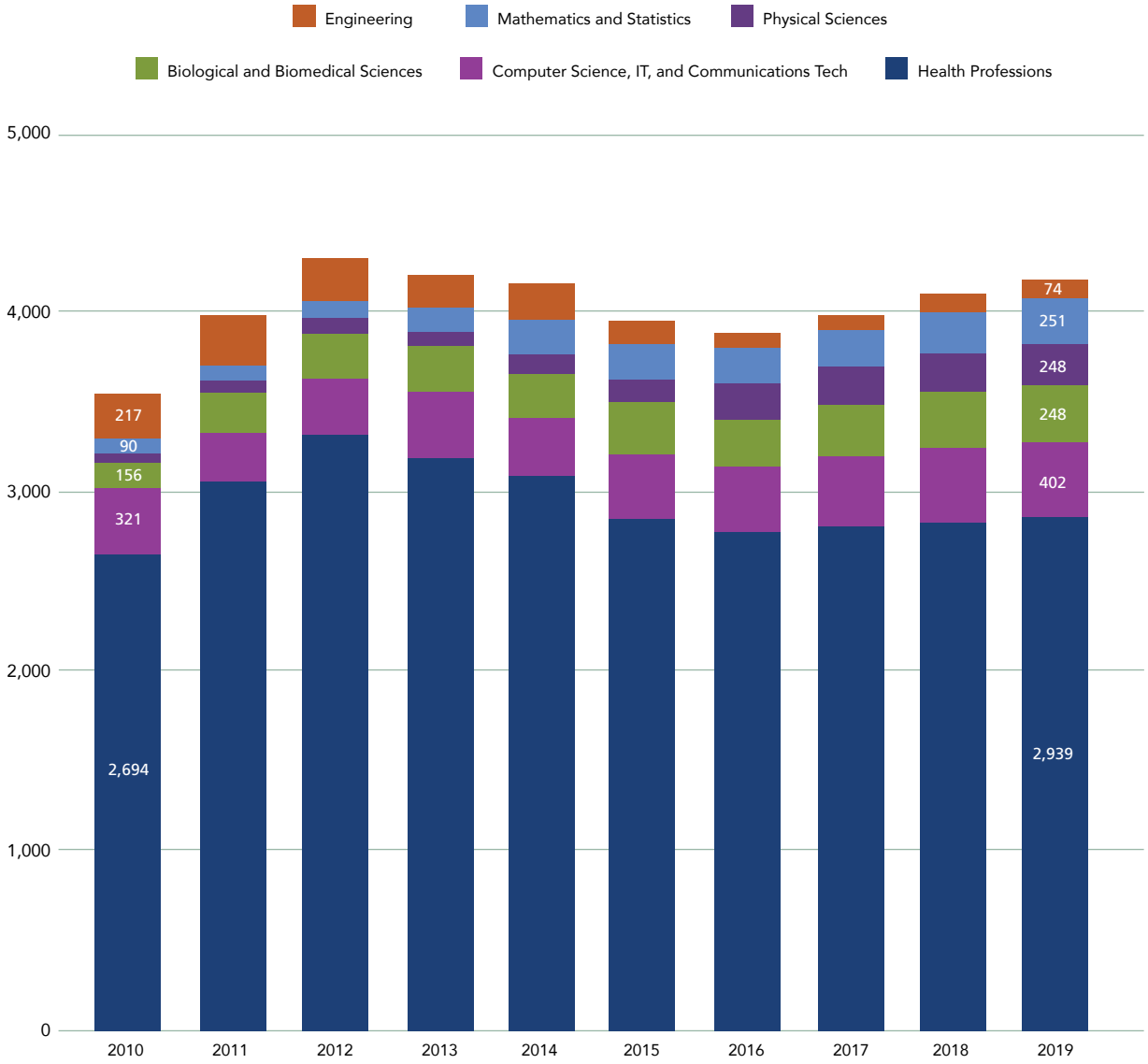
Source: Cal State San Bernardino (https://www.csusb.edu/inside/article/534915/csusb-receives-national-cybersecurity-designation-nsa)

[1] STEM-related degrees include the subjects of biological sciences, health or medical professions, physical sciences, mathematics, statistics, computer and information sciences, communications technology, and engineering, environmental and industrial technologies. Data are inclusive all 2- and 4-year, public and private post-secondary degree-granting institutions in San Bernardino County.

STEM-related degrees – including health and medical professions – accounted for approximately 24% of the total number of degrees awarded in 2018/19 by public and private four-year universities and public community colleges in San Bernardino County. Since 2009/10, Physical Sciences, Mathematics and Statistics, and Biological and Biomedical Sciences posted the fastest growth rates (240%, 179%, and 59%, respectively), while IT and Communications grew 25% and Health Professions grew 9%. The only STEM-related field to contract was Engineering, which granted 66% fewer degrees in 2018/19 than 10 years ago.

HEALTH PROFESSIONS ARE THE GREATEST SHARE OF STEM-RELATED DEGREES

STEM-Related Degrees Conferred by San Bernardino County Colleges and Universities in San Bernardino County, 2010-2019



Source: EMSI Q4 2020 Data Set from California Labor Market Information Department

STEM-Related Certificates

In addition to the degrees tallied in this indicator, which comprise associate, bachelor's, and graduate degrees, 2,312 STEM-related certificates were awarded in 2019.