



SDUSD-SDCCD Joint Board Post-secondary Engagement Score Card

March 21, 2023

Context

The SDUSD-SDCCD Joint Board oversees post-secondary engagement programs across the two institutions, meets annually to review programming activity, sets goals, and maintains accountability to the community. This document provides data around SDUSD student participation in the Promise Program and Early College Credit opportunities, as well as indicators about how well these programs and opportunities are meeting their goals. Data is presented for:

- **Promise:** Headcount (students served) and Outcomes (student success)
- **Concurrent enrollment:** Headcount and Outcomes
- **CTE Articulation Credit-by-Exam:** Headcount, Outcomes, Subsequent Outcomes (student success after participation in program).
- **CCAP:** Headcount, Access (opportunities to participate), Outcomes, Subsequent Outcomes

Out of 11 indicators, data shows:

- Positive progress for 6**
- Mixed progress for 4**
- Challenges for 1**

Note that this document uses **Latiné** to honor student feedback that this term better honors both the intent of Latinx with more respect for the Spanish language.

Data demonstrates **goals being met** for this area



Data demonstrates **mixed results** for goal progress



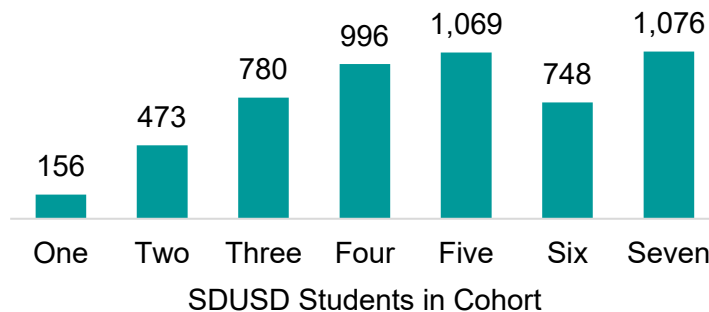
Data demonstrates **challenges to goal progress** in this area



Promise

Promise Headcount, SDUSD Students

Headcount of incoming SDUSD students in Promise has reached a new zenith in 2022-23, an upward trend that was also seen amongst students from non-SDUSD high schools. It is important to explore if Promise resources have matched this trend.



Promise Outcomes

Promise students tend to have higher retention and outperform non-Promise students in terms of course completion and success. Yet equity gaps persist for Black and Latiné students. Survey data show that the unit load requirement and lack of 1-1 support inhibits student success in the program.

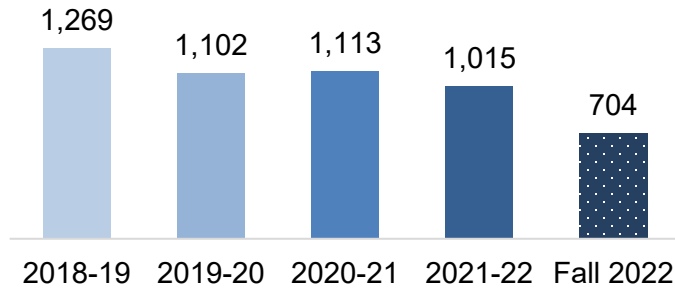
- In Fall 2022, **Black and Latiné students** in Cohort 7 were disproportionately impacted in course retention and success. This is similar to outcomes for previous cohorts.
- Compared to non-Promise students, **Cohort 6 had 20% higher retention** from first Fall to first Spring, and **25% higher retention** to a second Fall term.
- While Promise student retention is higher than those not in Promise, **only 62% of Cohort 6 students completed the Promise program**, and **there is still work to do to improve retention** for students within and outside of San Diego Promise.



Concurrent Enrollment

Concurrent Enrollment Headcount

The number of concurrently enrolled students decreased from 2018-19 to 2021-22, likely impacted by the transition to online instruction in response to COVID-19. Preliminary Fall 2022 data suggests a **likely increase in enrollment compared to last year.**



Concurrent Enrollment Outcomes

Expansion of concurrent enrollment may require broader engagement with SDUSD partners and policies, as well as outreach programs.

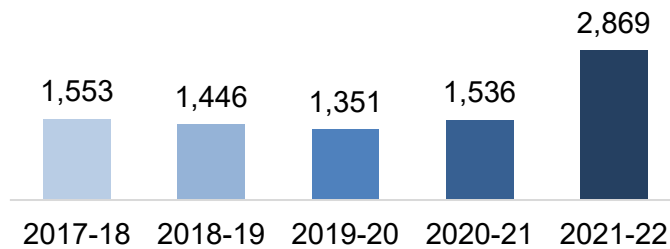
- 86% of concurrent enrollments across the credit colleges were successful in 2021-22 (City: 83%, Mesa: 88%, Miramar: 85%).
- Students from the class of 2021 earned on average 7 units through concurrent enrollment.



CTE Articulation Credit-by-Exam (CBE), SDUSD

CTE Articulation CBE Headcount

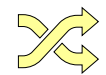
The number of students receiving CBE nearly doubled over the last year through development of new agreements in high-enrollment courses and expansion of support for grade-eligible students to petition for credit.



CTE Articulation CBE Outcomes

Nearly all grade-eligible SDUSD CTE Articulation CBE students receive college credit, but gaps are present for African American, Latiné, and Special Ed students.

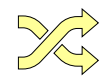
- Efforts to support grade-eligible students in the petition process led to **95% of grade-eligible students earning college credit in 2021-22**, up more than 20% from the end of 2019-20.
- The percent of all enrolled students who meet course requirements has decreased (66% in 2019-20, 58% in 2021-22).
- African American, Latiné, and Special Ed students all continue to be DI in earning college credit. This gap grew for Latiné students and Special Ed students in 2021-22.



CTE Articulation CBE Subsequent Outcomes

Some students continue their CTE pathways, but clarified award requirements and continued emphasis on pathway planning would encourage pathway completion.

- 31% of CTE Articulation CBE-earners enroll at City, Mesa, or Miramar Colleges after high school graduation.
- 23% of CBE re-enrollees from the class of 2022 also enrolled in a pathway related to their high school CBE – this is up slightly from the class of 2020 (17%).

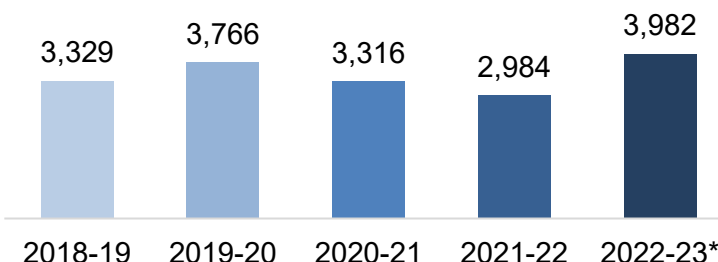


CCAP, SDUSD

CCAP Headcount, SDUSD Public Schools

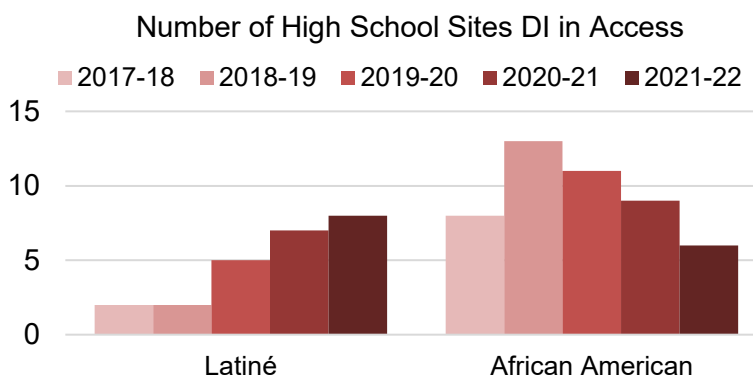
The CCAP program served 3,982 SDUSD public high school students in 2022-23, more than any prior year. This follows two years of enrollment declines due to COVID-19.

Note. 2022-23 data is preliminary.



CCAP Access, SDUSD Public Schools

Latiné and African American students are under-represented in CCAP. The representation gap for Latiné students (-10%) increased slightly in 2021-22. The gap for African American students was narrower (-1%) and was unchanged compared to 2020-21. See Tables 1 and 2 for site-level data.



CCAP Outcomes, SDUSD Public Schools

CCAP at SDUSD and SDCCD provides opportunities for students to succeed in college level coursework and gain momentum towards degree completion or transfer.

African American and Latiné students have slightly lower success rates and earn fewer CCAP units than other groups. See Tables 3 and 4 for site-level data.

- 1,047 students who graduated in 2022 completed 9+ dual enrollment units while in high school (40%).
- Dual Enrollment African American students were DI in Outcomes at 6 sites in 2021-22, and Latiné students were DI at 2.

CCAP Success Rates and Units Earned

	2019-20	2020-21	2021-22	Units Earned
African American	87%	77%	83%	6.8
Asian	97%	94%	93%	9
Latiné	88%	83%	83%	7
Multiple ethnicities	91%	89%	89%	8
White	95%	92%	92%	8.3



CCAP Subsequent Outcomes, SDUSD Public Schools

Former CCAP students are more likely to complete degrees and transfer than students who do not earn early college credit. This is true for all ethnicities; subsequent outcome gaps reflecting early college credit access and outcome gaps are still present for Latiné and African American students.

- In their first year as college students at City, Mesa, or Miramar, compared to those without early college credit, former CCAP students:
 - Are more successful (77% vs. 69%)
 - Earn more units (16.8 vs. 11.3)
 - Are more likely to persist to a second year of college (66% vs. 50%)
 - Are more likely to earn a Degree or Transfer (11% vs. 3%)
- Those with more early college credit units (momentum) are much more likely to earn a degree or transfer.



Tables 1 through 4 on the following pages provide insight into CCAP Access and Outcomes data for Latiné and African American students at SDUSD public schools.

Table 1. SDUSD Public School Sites where Latiné students were Disproportionately Impacted (DI) in Access to CCAP

Latiné representation in CCAP was compared to each high school site using SDCCD Enrollment and California Department of Education (CDE) data.

- Sites where Latiné student representation in CCAP was less than 80% of their representation at that site are indicated with “DI” below.
- Years in which CCAP was not active at each high school site are indicated with an n/a.

	2017-18	2018-19	2019-20	2020-21	2021-22	Years DI
Canyon Hills	---	DI	---	---	DI	2
Clairemont	---	---	---	DI	DI	2
Crawford	DI	DI	DI	---	---	3
East Village	n/a	n/a	n/a	---	---	0
Garfield	---	---	---	n/a	---	0
Henry	---	---	---	---	DI	1
Hoover	---	---	---	---	---	0
Kearny	---	---	---	---	DI	1
La Jolla	---	---	DI	DI	---	2
Lincoln	---	---	---	---	---	0
Madison	DI	---	---	DI	DI	3
Mira Mesa	---	---	DI	DI	DI	3
Mission Bay	n/a	---	---	---	---	0
Morse	---	---	---	---	---	0
Point Loma	---	---	---	DI	---	1
Scripps Ranch	---	---	DI	DI	DI	3
SDHS	n/a	---	---	---	---	0
SDSCPA	n/a	---	---	---	---	0
University City	---	---	DI	DI	DI	3
Total Schools DI (out of 19)	2	2	5	7	8	---

Table 2. SDUSD Public School Sites where African American students were Disproportionately Impacted (DI) in Access to CCAP

African American representation in CCAP was compared to each high school site using SDCCD Enrollment and California Department of Education (CDE) data.

- Sites where African American student representation in CCAP was less than 80% of their representation at that site are indicated with “DI” below.
- Years in which CCAP was not active at each high school site are indicated with an n/a.

	2017-18	2018-19	2019-20	2020-21	2021-22	Years DI
Canyon Hills	DI	DI	DI	---	DI	4
Clairemont	DI	DI	DI	DI	DI	5
Crawford	DI	---	---	DI	DI	3
East Village	n/a	n/a	n/a	---	---	0
Garfield	---	DI	---	n/a	---	1
Henry	DI	DI	DI	DI	---	4
Hoover	DI	---	---	DI	---	2
Kearny	---	DI	DI	DI	---	3
La Jolla	DI	DI	DI	DI	---	4
Lincoln	DI	DI	DI	---	---	3
Madison	DI	DI	DI	---	DI	4
Mira Mesa	---	DI	DI	DI	DI	4
Mission Bay	n/a	DI	DI	---	---	2
Morse	---	---	---	---	---	0
Point Loma	---	DI	DI	DI	DI	4
Scripps Ranch	---	DI	DI	DI	---	3
SDHS	n/a	---	---	---	---	0
SDSCPA	n/a	---	---	---	---	0
University City	---	DI	---	---	---	1
Total Schools DI (out of 19)	8	13	11	9	6	---

Table 3. Course Success and Average Units earned by Latiné students in CCAP

Course success rates for Latiné CCAP students are in Table 3 below. Sites where Latiné students had success rates lower than 80% are highlighted in red.

- Sites where CCAP was not active are indicated with n/a.

The **Average Units** column shows average CCAP units earned by students who graduated high school in 2020, 2021, and 2022 from each site. Sites where Latiné students earned less than 80% the units of the reference group (the higher of white or Asian students) are highlighted in red.

	2017-18	2018-19	2019-20	2020-21	2021-22	Average Units
Canyon Hills	85%	96%	96%	92%	86%	DI
Clairemont	82%	89%	89%	84%	84%	no DI
Crawford	81%	80%	92%	68%	76%	DI
East Village	n/a	n/a	n/a	76%	100%	DI
Garfield	90%	77%	79%	n/a	48%	DI
Henry	91%	93%	95%	74%	93%	DI
Hoover	82%	82%	72%	74%	89%	no DI
Kearny	83%	86%	86%	84%	82%	no DI
La Jolla	93%	94%	94%	91%	87%	no DI
Lincoln	89%	87%	72%	66%	73%	no DI
Madison	87%	98%	98%	85%	86%	no DI
Mira Mesa	88%	95%	90%	97%	82%	no DI
Mission Bay	n/a	94%	82%	86%	79%	no DI
Morse	88%	88%	90%	90%	67%	no DI
Point Loma	70%	78%	85%	55%	65%	no DI
Scripps Ranch	97%	97%	89%	90%	92%	DI
SDHS	n/a	84%	87%	80%	82%	no DI
SDSCPA	n/a	97%	93%	82%	90%	DI
University City	83%	94%	96%	92%	89%	no DI
Overall	86%	90%	88%	83%	83%	7.0

Table 4. Course Success and Average Units earned by African American students in CCAP

Course success rates for African American CCAP students are in Table 4 below. Sites where African American students had success rates lower than 80% are highlighted in red.

- Sites where CCAP was not active are indicated with n/a.
- Sites where CCAP was active but no African American students were enrolled in an academic year are indicated with ---.

The **Average Units** column shows average CCAP units earned by students who graduated high school in 2020, 2021, and 2022 from each site. Sites where African American students earned less than 80% the units of the reference group (the higher of white or Asian students) are highlighted in red.

	2017-18	2018-19	2019-20	2020-21	2021-22	Average Units
Canyon Hills	86%	94%	96%	69%	88%	DI
Clairemont	100%	50%	100%	100%	100%	no DI
Crawford	92%	83%	80%	95%	94%	DI
East Village	n/a	n/a	n/a	88%	100%	DI
Garfield	100%	100%	100%	n/a	33%	DI
Henry	100%	0%	100%	89%	92%	no DI
Hoover	100%	93%	87%	80%	92%	no DI
Kearny	86%	83%	89%	83%	74%	no DI
La Jolla	100%	---	100%	100%	50%	DI
Lincoln	79%	81%	84%	61%	72%	DI
Madison	100%	---	100%	67%	93%	DI
Mira Mesa	77%	100%	86%	95%	92%	DI
Mission Bay	n/a	100%	100%	71%	67%	no DI
Morse	100%	85%	78%	85%	62%	no DI
Point Loma	70%	100%	100%	100%	---	no DI
Scripps Ranch	97%	100%	88%	100%	100%	DI
SDHS	n/a	71%	72%	88%	80%	no DI
SDSCPA	n/a	92%	92%	78%	95%	DI
University City	67%	100%	86%	76%	100%	DI
Overall	86%	87%	87%	77%	83%	6.8

Data Resources

Publicly accessible reporting tools are linked below. Reporting tools that show small cell sizes are not linked. These tools are available for use by the SDUSD-SDCCD Joint Board, faculty, administrators, and staff from both institutions.

Program	Resource	Reporting Tool
Promise	Comprehensive Report, 2020-21. Cohort 4 – 6 outcomes and demographic analysis.	Report
	<i>Promise Fall Outcomes Dashboard, available soon for SDUSD-SDCCD use.</i>	Dashboard
Concurrent Enrollment	Concurrent Enrollment 2021-22 Student Outcomes. Success rates and enrollment patterns.	Briefing
CTE Articulation Credit-by-Exam (CBE)	CTE Articulation CBE Outcomes, 2021-22, SDUSD. Enrollment patterns, credit petition process outcomes, equity analysis. Outcomes Dashboard, 2021-22, SDUSD.	Briefing Dashboard
	CTE Articulation CBE Re-enrollment and Enrollment in Pathway Report, High School Graduates 2020 to 2022. Re-enrollment and Enrollment in Pathway Dashboard, SDUSD.	Report Dashboard
CCAP	Fall 2022 Enrollment update	Briefing
	2021-22 DI Summary. Access and Outcomes DI findings, enrollment update, outcomes. CCAP and ACP Access Dashboard CCAP and ACP Outcomes Dashboard	Report Dashboards
	Re-enrollment and Subsequent Outcomes Report. Outcomes of former CCAP, ACP, Concurrent Enrollment, and CTE Articulation CBE students, re-enrollment rates, outcomes in first and second years as college students, completion rates, comparisons to first-time students with no early college credit.	Summary Report Dashboard