



SDUSD-SDCCD Joint Board Post-secondary Engagement Score Card

March 12, 2024

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)
- **High School Pipeline:** Enrolled, Participated in Promise
- **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, percent of all students who participate), Outcomes

Out of 10 indicators, data shows:

- Positive progress for 6
- Mixed progress for 3
- Challenges for 1

Note that this document uses **Latine** 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



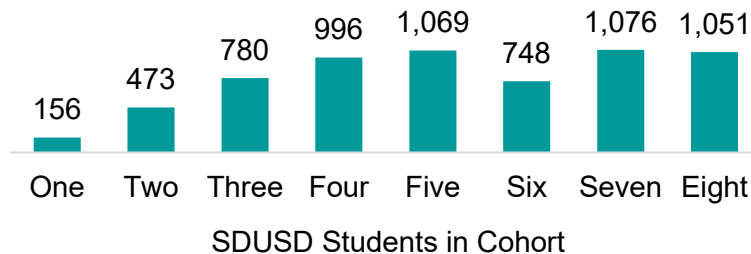
Data demonstrates **challenges to goal progress** in this area



Promise

Promise Headcount, SDUSD Students

Headcount of incoming SDUSD students in Promise has remained stable in 2023-24. 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 Latine students**. Survey data show that the **unit load requirement** and **lack of 1-1 support** inhibits student success in the program.

- In Fall 2023, **Black and Latine students** in Cohort 8 were disproportionately impacted in course success. This is similar to outcomes for previous cohorts.
- Compared to non-Promise students, **Cohort 7 had 28% higher retention** from first Fall to first Spring.
- While Promise student retention is higher than those not in Promise, **only 68% of Cohort 7 students completed the Promise program**, and **there is still work to do to improve retention** for students within and outside of San Diego Promise.



High School Pipeline

2022 SDUSD Graduates who enrolled at City, Mesa, or Miramar within One Year

Of the 6,789 graduates of SDUSD public high schools in 2022, 1,436 enrolled at City, Mesa, or Miramar during the 2022-23 academic year (21%). Of these, 828 participated in Promise (58%).

SDUSD Seniors, 2022	Enrolled at SDCCD in 2022-23		Promise, Fall 2022 Cohort 7	
	Count	% of Seniors	Count	% of Enrolled
6,789	1,436	21%	828	58%

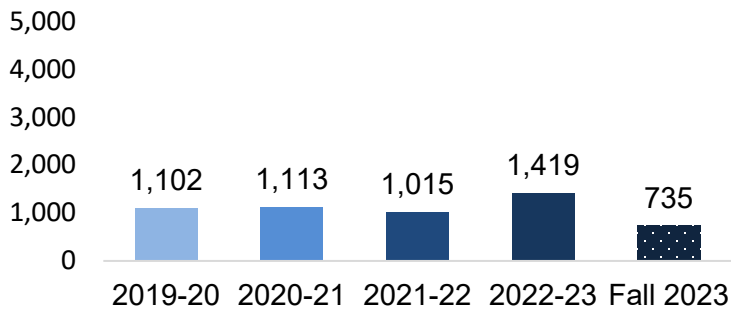
Note. Includes students who graduated high school in 2022.



Concurrent Enrollment

Concurrent Enrollment Headcount

The number of concurrently enrolled students increased 40% from 2021-22 to 2022-23. Preliminary Fall 2023 data suggests **concurrent enrollment in 2023-24 will be similar to 2022-23.**



Concurrent Enrollment Outcomes

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

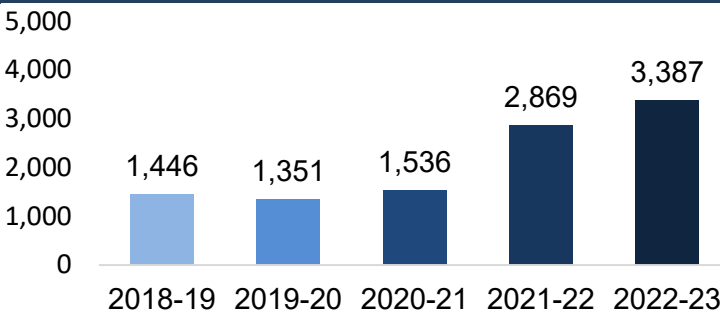
- 88% of concurrent enrollments across the credit colleges were successful in 2022-23 (City: 87%, Mesa: 89%, Miramar: 89%).
- Students from the class of 2023 earned on average 6 units through Concurrent enrollment.



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

CTE Articulation CBE Headcount

The number of students receiving credit-by-exam for high school CTE coursework articulated to college classes grew 18% over the last year.



CTE Articulation CBE Outcomes

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

- **91% of grade-eligible students earned college credit in 2022-23**, down slightly from last year but up almost 20% from 2019-20.
- The percent of all enrolled students who met course requirements increased, from 58% in 2021-22 to 62% in 2022-23.
- African American, Latine, and Special Ed students continue to be DI in earning college credit, although gaps shrank in 2022-23.



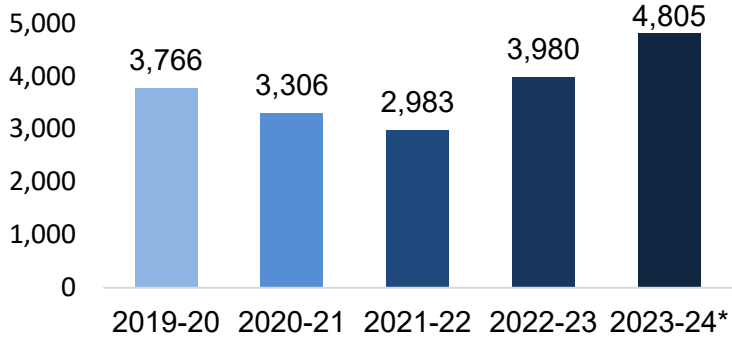
CCAP, SDUSD

CCAP Headcount, SDUSD Public Schools

The CCAP program served 4,805 SDUSD public high school students in 2023-24, more than any prior year.

Overall, 15% of students at an SDUSD public high school participated in CCAP in 2022-23, up from 11% in 2021-22.

Note. 2023-24 data is preliminary.



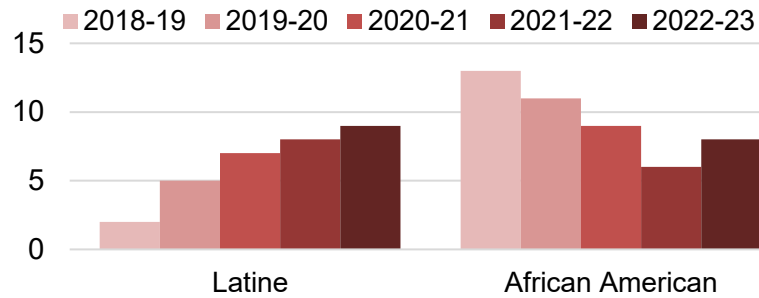
CCAP Access, SDUSD Public Schools

Latine and African American students are under-represented in CCAP. The representation gap for Latine students (-11%) increased slightly in 2022-23. The gap for African American students was narrower (-1%) and was unchanged compared to 2021-22.

11% of Latine and 13% of African American students at SDUSD public high schools enrolled in CCAP in 2022-23, an increase of 3% from 2021-22 for each group. Participation rates grew more for Asian (+7%) and white (+4%) students.

See Tables 1 and 2 for site-level DI data.

Number of CCAP High Schools with DI in Access



CCAP Participation Rate, SDUSD Public Schools

	2021-22	2022-23	Difference
Asian	17%	24%	7%
White	10%	14%	4%
African American	10%	13%	3%
Latine	8%	11%	3%

CCAP Outcomes, SDUSD Public Schools

CCAP provides opportunities for students to succeed in college level coursework and gain momentum towards degree completion or transfer: 741 dual enrollment students who graduated in 2023 completed 12+ CCAP/ACP units (27%).

African American and Latine students had lower success rates and earned fewer units than other groups. See Tables 3 and 4 for site-level data.

- Dual Enrollment African American students were DI in Outcomes at 3 sites in 2022-23, and Latine students were DI at 5.

CCAP Success Rates and Average Units Earned

	2020-21	2021-22	2022-23	Units Earned
African American	77%	83%	85%	6.6
Asian	94%	94%	94%	8.2
Latine	83%	83%	84%	6.2
Multi-ethnicity	89%	89%	90%	7.8
White	92%	92%	91%	7.1



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

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

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

- Sites where Latine student representation in CCAP was less than 80% of their representation at that site are indicated with “DI” below.

	2018-19	2019-20	2020-21	2021-22	2022-23	Years DI
Canyon Hills	DI	---	---	DI	---	2
Clairemont	---	---	DI	DI	DI	3
Crawford	DI	DI	---	---	DI	3
East Village	---	---	---	---	---	0
Garfield	---	---	---	---	---	0
Henry	---	---	---	DI	DI	2
Hoover	---	---	---	---	---	0
Kearny	---	---	---	DI	DI	2
La Jolla	---	DI	DI	---	DI	3
Lincoln	---	---	---	---	---	0
Madison	---	---	DI	DI	---	2
Mira Mesa	---	DI	DI	DI	DI	4
Mission Bay	---	---	---	---	---	0
Morse	---	---	---	---	DI	1
Point Loma	---	---	DI	---	---	1
Scripps Ranch	---	DI	DI	DI	DI	4
SDHS	---	---	---	---	---	0
SDSCPA	---	---	---	---	---	0
University City	---	DI	DI	DI	DI	4
Total Schools DI (out of 19)	2	5	7	8	9	---

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.

	2018-19	2019-20	2020-21	2021-22	2022-23	Years DI
Canyon Hills	DI	DI	---	DI	DI	4
Clairemont	DI	DI	DI	DI	DI	5
Crawford	---	---	DI	DI	---	2
East Village	---	---	---	---	---	0
Garfield	DI	---	---	---	---	1
Henry	DI	DI	DI	---	DI	4
Hoover	---	---	DI	---	---	1
Kearny	DI	DI	DI	---	---	3
La Jolla	DI	DI	DI	---	DI	4
Lincoln	DI	DI	---	---	---	2
Madison	DI	DI	---	DI	DI	4
Mira Mesa	DI	DI	DI	DI	---	4
Mission Bay	DI	DI	---	---	DI	3
Morse	---	---	---	---	---	0
Point Loma	DI	DI	DI	DI	DI	5
Scripps Ranch	DI	DI	DI	---	---	3
SDHS	---	---	---	---	DI	1
SDSCPA	---	---	---	---	---	0
University City	DI	---	---	---	---	1
Total Schools DI (out of 19)	13	11	9	6	8	---

Table 3. Course Success and Average Units earned by Dual Enrollment African American Students

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

Sites where African American students from the classes of 2021, 2022, and 2023 earned less than 80% the units of the reference group (the highest of African American, Latine, Asian, Filipino, Multi-ethnicity, or white) are highlighted in red.

Low Success Rates and DI in Units Earned, African American Students				
	Success Rates			Average Units Earned
	2020-21	2021-22	2022-23	
Canyon Hills	69%	88%	89%	DI
Clairemont	100%	100%	---	---
Crawford	95%	94%	82%	DI
East Village	88%	100%	100%	---
Garfield	---	33%	---	---
Henry	85%	93%	78%	DI
Hoover	80%	92%	92%	---
Kearny	83%	76%	84%	---
La Jolla	100%	75%	80%	DI
Lincoln	61%	72%	81%	---
Madison	67%	94%	86%	DI
Mira Mesa	95%	92%	85%	DI
Mission Bay	71%	67%	50%	DI
Morse	88%	57%	80%	DI
Point Loma	100%	---	100%	DI
Scripps Ranch	100%	100%	88%	DI
SDHS	88%	80%	77%	DI
SDSCPA	78%	95%	91%	DI
University City	76%	100%	100%	DI

Table 4. Course Success and Average Units earned by Dual Enrollment Latine Students

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

Sites where Latine students from the classes of 2021, 2022, and 2023 earned less than 80% the units of the reference group (the highest of African American, Latine, Asian, Filipino, Multi-ethnicity, or white) are highlighted in red.

Low Success Rates and DI in Units Earned, Latine Students				
	Success Rates			Average Units Earned
	2020-21	2021-22	2022-23	
Canyon Hills	92%	86%	85%	---
Clairemont	89%	87%	73%	DI
Crawford	68%	76%	74%	DI
East Village	76%	100%	98%	---
Garfield	---	48%	---	---
Henry	74%	94%	89%	DI
Hoover	74%	89%	75%	DI
Kearny	84%	84%	86%	---
La Jolla	93%	89%	91%	DI
Lincoln	66%	73%	76%	---
Madison	84%	87%	83%	DI
Mira Mesa	97%	82%	94%	DI
Mission Bay	86%	80%	73%	DI
Morse	91%	68%	90%	DI
Point Loma	78%	79%	75%	DI
Scripps Ranch	90%	92%	94%	DI
SDHS	80%	82%	84%	DI
SDSCPA	82%	90%	90%	DI
University City	92%	90%	96%	DI

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. Contact sbass@sdccd.edu or irp@sdccd.edu for more information about accessing internal resources.

Program	Resource	Reporting Tool
Promise	Comprehensive Report, 2020-21. Cohort 4 – 6 outcomes and demographic analysis.	Report-Public
	<i>Promise Program Dashboard, available soon for SDUSD-SDCCD use.</i>	Dashboard
High School Pipeline	High School Pipeline, 2022-23. First-time entrants by District, Service Area, Site, Promise Participation.	Report Presentation
Concurrent Enrollment	Special Admit Comprehensive Report, 2022-23	Report
CTE Articulation Credit-by-Exam (CBE)	CTE Articulation CBE Outcomes, 2022-23, SDUSD. Enrollment patterns, credit petition process outcomes, equity analysis. Outcomes Dashboard, 2022-23, SDUSD.	Briefing Dashboard
CCAP	Special Admit Comprehensive Report, 2022-23 Access and Outcomes DI findings, enrollment update, outcomes. CCAP and ACP Access Dashboard CCAP and ACP Outcomes Dashboard	Report-Internal Summary-Internal Summary-Public Dashboards