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SECTION 1. EXECUTIVE SUMMARY

This report presents an overview of the University of California’s Student Academic Preparation and Educational Partnerships (SAPEP) portfolio. SAPEP comprises a number of UC-administered educational programs and services. Their purpose is to raise overall student achievement levels and close gaps in student achievement among targeted groups across California’s public education continuum, from pre-K to post-graduate study.

The report includes an assessment of SAPEP program outcomes for the 2017–18 academic year using data gathered by the UC Office of the President (UCOP) during the 2018–19 academic year. In addition to those program outcomes is an assessment of progress toward the goals established for each program in 2005 and a status report on funding from the state of California and UC.

Most programs are meeting — or progressing toward — their goals for student achievement as defined in the SAPEP Accountability Framework (see pages 16–18).

The primary goal for students who participate in SAPEP programs is to complete all required college-preparatory requirements (including A-G courses) and to

- graduate from high school fully prepared to directly enroll in any four-year postsecondary institution or
- be prepared to transfer from a community college to any four-year postsecondary institution.

Report: Legislative Background

Although the governor of California vetoed language in the 2008–09 Budget Act requiring UC to provide a comprehensive report on SAPEP programs, his offices gave the university discretion to submit a report if resources are available. The vetoed language is as follows:

> It is the intent of the Legislature that the university report on the use of state and university funds provided for these programs, including detailed information on the outcomes and effectiveness of academic preparation programs consistent with the accountability framework developed by the university in April 2005. The report shall be submitted to the fiscal committees of each house of the Legislature no later than April 1, 2009.

Given the value of SAPEP programs to the state’s efforts to raise student achievement, UCOP is reporting these findings.

SAPEP Program 2017–18 Highlights

A Note on Data Limitations

The SAPEP goals and objectives included in this report were established 15 years ago. Since then, programs have modified their goals and the services they offer, and funding has been reduced. These changes make it difficult to compare findings over time and across programs. (A more detailed explanation of data limitations can be found in Appendix A.)
HIGHLIGHT: SAPEP programs are effective in reaching the schools and community colleges they are intended to serve. In 2017–18, SAPEP programs collectively engaged students in more than 1,400 K–12 public schools and all 114 California community colleges, as well as large numbers of parents, teachers and administrators. Most schools served by SAPEP programs are classified as high-need, meaning they have a high percentage of students who are eligible for free or reduced-price meals under the National Schools Lunch Program (NSLP).

HIGHLIGHT: SAPEP programs improve participants’ academic achievement and college-readiness. Program participants are prepared for and succeed in college-preparatory (A-G) courses at higher rates than non-participants statewide.

Percentage of California public high school seniors completing the A-G sequence in 2017–18:

- EAOP participants ................................................ 79 percent
- MESA participants ................................................ 83 percent
- Puente participants .............................................. 74 percent
- Program participants combined ......................... 79 percent
- All California public high school seniors¹ ............. 49 percent

HIGHLIGHT: SAPEP programs improve participants’ college eligibility. Program participants take the SAT or ACT at higher rates than non-participants in the same schools.

Percentage of California public high school seniors at SAPEP-served schools who took the SAT or ACT in 2017–18:

- EAOP participants ................................................ 67 percent
- MESA participants ................................................ 82 percent
- Puente participants .............................................. 73 percent
- Program participants combined ......................... 68 percent
- Non-program participants ................................. 60 percent

HIGHLIGHT: SAPEP programs improve high school participants’ rates of immediate matriculation to two- and four-year postsecondary institutions. Program participants enroll in college immediately after graduating from high school at higher rates than non-participants.

Percentage of Class of 2018 California high school seniors matriculating to two- and four-year postsecondary institutions in fall 2018:

- EAOP participants ................................................ 70 percent
- MESA participants ................................................ 79 percent
- Puente participants .............................................. 77 percent
- Program participants combined ......................... 71 percent
- All California public high school seniors² ............. 64 percent

HIGHLIGHT: SAPEP programs help community colleges and community college students reach their transfer goals. During 2017–18, an estimated 2 million visitors generated more than 29 million CCC-CSU and CCC-UC articulation reports using ASSIST, SAPEP’s online repository of course-articulation information.

HIGHLIGHT: SAPEP programs prepare undergraduates for graduate and professional schools. More than 64 percent of undergraduate participants in SAPEP’s post-baccalaureate preparation

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¹ Comparison data are for the Class of 2018, available from the California Department of Education's DataQuest (see http://dq.cde.ca.gov/dataquest/).

² Comparison data are for full-year AY2018-19 enrollments by the Class of 2018, available from the California Department of Education's DataQuest (see http://dq.cde.ca.gov/dataquest/).
programs (known collectively as Graduate and Professional Schools Programs, or GPSP) through 2017–18 have enrolled in graduate or professional programs.

**HIGHLIGHT: SAPEP programs are a cost-effective and worthwhile investment.** SAPEP programs use state resources efficiently. The average cost per participant of most SAPEP programs is substantially less than that of comparable federally funded programs.

**Average cost per participant among SAPEP’s three primary K–12 academic preparation programs in 2017–18:**

- EAOP ........................................................... $121
- MESA Schools Program .............................. $242
- Puente High School Program....................... $135

**Average cost per participant for comparable federal programs in 2017–18:**

- Upward Bound Classic\(^3\) ........................ $4,458
- Talent Search\(^4\) ................................. $485

**HIGHLIGHT: SAPEP programs leverage state and UC investment effectively.** Since their inception, SAPEP programs have built upon state and university funding by seeking financial support from additional sources. In 2017–18, SAPEP programs collectively leveraged a combined state and university investment of $24.6 million by raising nearly $33.7 million in additional support for their K–20 efforts.

**HIGHLIGHT: SAPEP programs offer easy-to-use online tools to expand service delivery.** UC Scout provides internet-based middle school and high school classes statewide, including A-G and Advanced Placement courses. In 2017–18, UC Scout had 5,628 total direct enrollments from 3,073 students and 377 teachers at 470 California schools in a wide range of educational settings, including public schools, charter schools, independent study programs, juvenile justice facilities, adult education centers and community colleges. Assuming each of these teachers used Scout materials with at least 150 students, UC Scout estimates that as many as 57,000 students may have been served indirectly. In December 2017, UC Scout also finished creating 45 new A-G courses as part of the AB 1602 A-G Success Initiative, with 2,328 total direct enrollments in these new courses in spring 2018 alone. This brings the total number of courses offered by UC Scout to 116.

**SAPEP Vision, Mission, Purpose and Goals**

As articulated in the SAPEP mission statement, UC’s vision is to strengthen California’s educational system, bringing forth a highly skilled and creative workforce to support a flourishing economy.

The collective goal of SAPEP programs is to work with educational institutions, the business sector, community organizations, and other groups concerned with higher education in order to raise achievement levels for all students and to close achievement gaps between groups of students across the K–20 continuum. SAPEP programs aim to prepare a higher proportion of California’s young people — including those who are first-generation college aspirants, socioeconomically disadvantaged and/or English-language learners — to complete postsecondary education, to seek graduate/professional school opportunities and to succeed in the workplace.

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\(^3\) See [https://www2.ed.gov/programs/trioupbound/funding.html](https://www2.ed.gov/programs/trioupbound/funding.html)

\(^4\) See [https://www2.ed.gov/programs/triotalent/funding.html](https://www2.ed.gov/programs/triotalent/funding.html)
To achieve this mission, SAPEP programs work to increase the number of

- K–12 program participants who graduate from high school and are prepared for college (i.e., have completed the A-G sequence and taken the SAT or ACT);

- community college program participants who complete “transfer-ready” requirements and matriculate to a four-year postsecondary institution within three years of enrollment (assisted in part through articulation agreements maintained between the CCC, CSU and UC systems); and

- program participants who enroll in graduate and professional schools.

**UC’s Commitment to College Readiness for All Students**

UC is committed to raising the academic achievement of educationally disadvantaged students. For more than 50 years, the university has offered programs and strategies to improve college opportunity for thousands of individuals. UC continually revamps its many programs and strategies to adapt to the ever-evolving academic preparation needs of California students. Following the original recommendations of the Outreach Task Force (OTF) convened by the UC Board of Regents in 1997, the university focused its efforts on helping California’s disadvantaged students to fulfill UC eligibility requirements and compete for UC admission, thereby also contributing to the academic enrichment of UC campuses through a more diverse student body.

In 2002, roughly five years after adopting these OTF strategies, then-president Richard Atkinson convened the Strategic Review Panel to recommend changes to UC’s overall academic preparation plan in order to better address issues confronting California school children. The panel recommended that UC work with business and philanthropic partners and California’s public-education segments, especially K–12, to raise academic achievement and close achievement gaps among all groups of students. As a result, the university established new programmatic goals focusing on academic achievement and college readiness generally, rather than UC eligibility exclusively.

As the Strategic Review Panel intended, UC’s current programs involve in-depth partnerships with California’s other public education segments — K–12, the California Community College (CCC) system and the California State University (CSU) system — as well as private and nonprofit organizations. These partnerships support K–12 academic achievement and college preparedness through targeted assistance to disadvantaged students, helping them enroll and succeed at four-year postsecondary institutions, whether directly after high school or as community college transfer students. Although UC’s programs operate intersegmentally across California, UCOP provides rigorous and centralized accountability for all SAPEP programs.

**SAPEP Strategies for Achieving UC’s Goals**

SAPEP programs operate across the educational continuum, from pre-K through graduate and professional programs, sharing information about student development and aligning instructional methods, curriculum and assessment with best practices spanning all educational segments.

Education is a long-term process, one that depends on educators with progressively complex and interrelated skills. Students need special interventions at important transitional milestones, such as the beginning of middle school, high school, four-year postsecondary institution and graduate/professional schools.
Three Primary SAPEP Student Initiatives

UC’s programs are designed to address major issues influencing K–20 academic success, and SAPEP’s portfolio includes the following three primary student initiatives, each advancing a key development area for educationally disadvantaged students preparing for college:

- **Early Academic Outreach Program (EAOP) advances academic preparedness for admission to college.** EAOP seeks to broaden the pool of educationally disadvantaged students successfully completing college preparatory A-G coursework and enrolling at four-year postsecondary institutions.

- **Mathematics, Engineering, Science Achievement (MESA) Schools Program advances math and science skill development.** MESA seeks to increase the number of educationally disadvantaged students with well-developed math and science skills who enroll at four-year postsecondary institutions. (MESA also directly serves postsecondary students through its MESA Community College Program and MESA Engineering Program.)

- **Puente High School Program focuses on the development of students’ writing skills.** The Puente Project seeks to increase the number of educationally disadvantaged students with well-developed writing skills who enroll at four-year postsecondary institutions. (The Puente Project also directly serves postsecondary students through its Puente Community College Program.)

Through its SAPEP programs, UC helps ensure that all of California’s diverse students gain the math, science and language skills necessary to become productive workers and well-informed citizens.

A. Joint Transfer Initiative for College Access and Success

UC also focuses on helping students transfer successfully from the California Community College (CCC) system to four-year postsecondary institutions. In addition to ongoing work on course articulation, the university expanded its community college initiatives in response to the 2006 UC-CCC Joint Transfer Initiative for College Access and Success.

The Joint Transfer Initiative was intended to identify, prepare and enroll an increased number of educationally disadvantaged CCC transfer students at UC campuses. These goals are achieved in part through academic advisers, guidance and support available from SAPEP’s Community College Transfer Programs.

Community College Transfer Programs services and strategies:

- The establishment and evaluation of annual transfer enrollment targets
- Advising services at community colleges with low transfer rates
- Pre-transfer preparation programs for high school and CCC students
- A transfer-guarantee program ensuring admission to specific UC campuses for CCC students meeting course and achievement expectations
- Online transfer-preparation tools and services
- Prompt notification of UC admission for CCC transfer applicants
B. Cultivating Intersegmental and Community Collaborations

SAPEP’s K–20 Regional Intersegmental Alliances (also known as P–20) bolster students’ educational aspirations and successes by addressing factors outside of UC’s control, including school environment, quality of K–20 instruction and the level of support available from students’ families and local communities. To address these circumstances, the university established 10 regional alliances in 2003, aiming to create ties between campuses, schools, local communities and business organizations in order to raise student achievement levels and address barriers to educational equity.

The SAPEP program University-Community Engagement (UCE) similarly works to improve student achievement and close achievement gaps by supporting relevant UC campus-community collaborations. From 2015–16 through 2017–18, UCE’s primary role has been to enhance community-based partnerships within other SAPEP programs, including linking the work of EAOP and the Boys & Girls Clubs of America. No UCE-specific participant or outcomes data were collected for inclusion in this report since they are included in other programs' reporting to UCOP.

C. Undergraduate, Graduate and Educator Preparation

SAPEP programs also provide support and services to educationally disadvantaged students once they reach postsecondary institutions, as well as offering opportunities for UC students to engage in outreach and explore teaching careers. Examples:

- ArtsBridge provides a teaching-career path for UC undergraduates by involving them in service-learning outreach to K–12 schools, focusing on the A-G arts requirement.
- Graduate and Professional School Programs (GPSP) identify high-achieving undergraduate students from educationally disadvantaged backgrounds and prepare them for careers as scholars, researchers, specialists, practitioners and leaders.
- Student-Initiated Programs (SIP) facilitate college access for educationally disadvantaged K–12 and community college students by engaging UC students as volunteers to assist with the academic development of their younger counterparts.
- UC Links brings UC faculty and students together with community partners in a statewide network of after-school programs that prepare K–8 students for higher learning which, in turn, benefits the undergraduate mentors through real-world practicum experience in community settings.

D. Additional SAPEP Services

Finally, the SAPEP portfolio provides a number of services in addition to the core programs described above. Examples:

- ASSIST, which serves as the state’s official online repository for CCC-CSU and CCC-UC transfer articulation information
- UC Scout, which offers online A-G and Advanced Placement classes to middle school and high school students statewide

These tools have been developed by UC staff and faculty to address college-preparation gaps identified by the university’s K–12 and CCC educational partners.
SECTION 2. SAPEP SERVICE POPULATIONS

SAPEP programs collectively served nearly 210,000 California K–20 students in 2017–18, as well as large numbers of parents, teachers and administrators.

Program participants in California included:5

- 178,056 K–12 students
- 27,275 community college students
- 1,917 college/university undergraduate students
- 347 graduate students
- 53,038 parents/guardians of K–12 students
- 9,718 teachers, counselors and school administrators

Participating California schools and institutions included:

- 1,430 public K–12 institutions, of which 61 percent were high schools
- All 114 community colleges
- A large number of community and business organizations

A review of the demographic characteristics of program participants shows that UC is reaching those students and schools in need of assistance, as detailed in Section 3 below.

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5 An additional 1,934 K–20 students with unknown grade-level information were also reported as having been served.
SECTION 3. NOTABLE SAPEP OUTCOMES

Selected College-Readiness Outcomes

The next five figures present demographic and outcomes data for EAOP, MESA Schools Program and Puente High School Program, which are SAPEP’s largest K–12 academic preparation programs. Figures 1–3 illustrate the programs’ collective secondary-school environment and target population, and Figures 4–5 demonstrate outcomes for 12th-grade participants.

As shown in Figure 1, UC is committed to serving students in low-income communities. In 2017–18, EAOP, MESA and Puente collectively partnered with 289 California public high schools, most of them high-need as evidenced by the number of students eligible for free or reduced-price meals (FRPM) under the National Schools Lunch Program (NSLP). Schools with high student-poverty levels require additional resources to meet or surpass the academic standards set by the state. (See Appendix B for a description of the FRPM Eligibility Rate decile ranking system, which is determined using data provided by the California Department of Education.)

Figure 1. Number of High Schools Served by EAOP, MESA and Puente by Free/Reduced-Price Meal (FRPM) Decile Rank, 2017–18

<table>
<thead>
<tr>
<th>Decile (FRPM Eligibility Rates)</th>
<th>Number of Schools Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decile 1 (FRPM Eligibility Rates 93% to 100%)</td>
<td>14</td>
</tr>
<tr>
<td>Decile 2 (FRPM Eligibility Rates 88% to 93%)</td>
<td>28</td>
</tr>
<tr>
<td>Decile 3 (FRPM Eligibility Rates 82% to 88%)</td>
<td>37</td>
</tr>
<tr>
<td>Decile 4 (FRPM Eligibility Rates 76% to 82%)</td>
<td>47</td>
</tr>
<tr>
<td>Decile 5 (FRPM Eligibility Rates 67% to 76%)</td>
<td>54</td>
</tr>
<tr>
<td>Decile 6 (FRPM Eligibility Rates 56% to 67%)</td>
<td>46</td>
</tr>
<tr>
<td>Decile 7 (FRPM Eligibility Rates 43% to 56%)</td>
<td>36</td>
</tr>
<tr>
<td>Decile 8 (FRPM Eligibility Rates 30% to 43%)</td>
<td>17</td>
</tr>
<tr>
<td>Decile 9 (FRPM Eligibility Rates 16% to 30%)</td>
<td>6</td>
</tr>
</tbody>
</table>

Sources: SAPEP Annual Performance Reporting for 2017–18 and CDE Student Poverty Data for 2017–18. Note: Of the 289 California high schools reported as served by EAOP, MESA and Puente during 2017–18, four were excluded due to missing FRPM information.
As shown in Figure 2, 75 percent of high schools served by EAOP, MESA and Puente in 2017–18 had high poverty rates (meaning at least 60 percent of students were eligible for free or reduced-price meals), compared with the 61 percent poverty rate of all California public high schools.

Figure 2. Distribution of High Schools Served by EAOP, MESA and Puente by Free/Reduced-Price Meal (FRPM) Eligibility Rate, 2017–18

<table>
<thead>
<tr>
<th>Percentage of Schools</th>
<th>0-30% FRPM Eligibility Rate</th>
<th>31-60% FRPM Eligibility Rate</th>
<th>61-100% FRPM Eligibility Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Schools Served by EAOP, MESA and Puente</td>
<td>1.8</td>
<td>23.2</td>
<td>75.1</td>
</tr>
<tr>
<td>All CA High Schools</td>
<td>12.2</td>
<td>26.8</td>
<td>61.0</td>
</tr>
</tbody>
</table>

Sources: SAPEP Annual Performance Reporting for 2017–18 and CDE Student Poverty Data for 2017–18. Note: Of the 289 California high schools reported as served by EAOP, MESA and Puente during 2017–18, four were excluded due to missing FRPM information.
As shown in Figure 3, UC is committed to fostering college readiness for all California high school students, particularly those coming from historically underrepresented groups (URGs), such as those with African American, American Indian or Chicano/Latino heritage. More than 77 percent of high school students served by EAOP, MESA and Puente in 2017–18 were from underrepresented backgrounds.

**Figure 3. Distribution of EAOP, MESA and Puente High School Participants by Ethnicity, 2017–18**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
<th>URG</th>
<th>Non-URG</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicano/Latino</td>
<td>67.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>9.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>0.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>10.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>5.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/More Than One</td>
<td>2.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown/Decline To State</td>
<td>4.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: SAPEP Annual Performance Reporting for 2017–18. Note: Other/More Than One includes students with multiethnic heritage.
As shown in Figure 4, 12th-grade participants in EAOP, MESA and Puente are more likely to take the SAT or ACT than their peers at the same schools, with nearly 67 percent of participants being test-takers in 2017–18 versus 61 percent of non-participants.

Figure 4. Percentage of EAOP, MESA and Puente 12th-Grade SAT/ACT Test Takers by Free/Reduced-Price Meal (FRPM) Decile Rank, 2017–18

Sources: SAPEP Annual Performance Reporting for 2017–18, CDE Student Poverty Data for 2017–18, CDE Statewide School Enrollment Data for 2017–18, and test-taking records of all 2017–18 California high school graduates from ACT and the College Board. Note: Of the 289 California high schools reported as served by EAOP, MESA and Puente during 2017–18, 45 were excluded due to missing FRPM information, missing test-taking data, or fewer than five 12th-grade program participants being reported as served. In addition, 12 schools were excluded due to data-quality issues. Of the included schools, 38 had FRPM Decile Ranks 1–2, 76 had FRPM Decile Ranks 3–4, 81 had FRPM Decile Ranks 5–6, 33 had FRPM Decile Ranks 7–8, and four had FRPM Decile Ranks 9–10.
As shown in Figure 5, 12th-grade participants in EAOP, MESA and Puente matriculate at the University of California (UC), California State University (CSU), California community colleges (CCCs), and private/out-of-state colleges/universities at higher rates than their peers immediately after finishing high school. In fall 2018, 70 percent of 2017–18 EAOP seniors, 79 percent of 2017–18 MESA seniors and 77 percent of 2017–18 Puente seniors were enrolled at a higher education institution, compared to 64% of all CA public high schools students.

**Figure 5. Fall 2018 College-Going Rates by Destination for 2017–18 EAOP, MESA and Puente 12th-Graders**

<table>
<thead>
<tr>
<th></th>
<th>UC</th>
<th>CSU</th>
<th>CCCs</th>
<th>Private/Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAOP</td>
<td>13.0</td>
<td>18.2</td>
<td>33.6</td>
<td>5.5</td>
</tr>
<tr>
<td>MESA</td>
<td>29.8</td>
<td>21.7</td>
<td>21.4</td>
<td>6.5</td>
</tr>
<tr>
<td>Puente</td>
<td>10.4</td>
<td>24.0</td>
<td>35.0</td>
<td>7.7</td>
</tr>
<tr>
<td>All CA HS Graduates</td>
<td>7.1</td>
<td>12.1</td>
<td>35.5</td>
<td>9.8</td>
</tr>
</tbody>
</table>

Percentage of 12th-graders Matriculating at Higher-education Institutions

Sources: SAPEP Annual Performance Reporting for 2017–18, National Student Clearinghouse and UC Data Warehouse. Note: Of the 21,074 12th-graders reported as being served by EAOP, MESA or Puente during 2017–18, 15,052 were found to have achieved college enrollment during fall 2018; in addition, 1,108 students with incomplete grade-level information were excluded from this analysis. Comparison data are for full-year AY2018-19 enrollments by the Class of 2018, available from the California Department of Education’s DataQuest (see [http://dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/)).

**Progress toward Framework Goals and Objectives**

SAPEP programs operate in accordance with the SAPEP Accountability Framework, which specifies common goals and assessment expectations. Consistent with the evolution of UC’s programs overall, the SAPEP goals established in 2004–05 focus on student achievement across a broad range of academic preparation and college-readiness indicators — not just UC eligibility. Assessment and evaluation are integral to all SAPEP programs, and UC has made significant investments in data collection, storage and analysis, as well as external evaluations. All SAPEP programs are required to submit annual performance reports (APRs) describing progress toward specific goals. Individual programs are subject to comprehensive summative evaluations by both internal and external evaluators, as funding permits.

Most SAPEP programs either continue to meet — or are in the process of meeting — their Accountability Framework goals as determined by the specific measurable objectives detailed below. When possible, programs directly compare outcomes for both participants and non-participants. Otherwise, programs compare their participants’ achievements to whatever statewide (or schoolwide) outcomes might be available for comparable demographic groups (e.g., educationally disadvantaged students).
### Table 1. SAPEP Accountability Framework Goals and Objectives by Program

<table>
<thead>
<tr>
<th>Program and Framework Goal</th>
<th>Measurable Objective(s)</th>
<th>2004–05&lt;sup&gt;6&lt;/sup&gt; Baseline Measure</th>
<th>2017–18&lt;sup&gt;7&lt;/sup&gt; Measure</th>
<th>Status&lt;sup&gt;8&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ArtsBridge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal: Increase graduate/professional school enrollment.</td>
<td>50% of undergraduate participants will consider teaching and education-related professions.</td>
<td>80%</td>
<td>80%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td><strong>Community College Transfer Programs — Articulation</strong></td>
<td>Maintain articulation agreements between the CCC system and the CSU and UC systems.</td>
<td>100%</td>
<td>100%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td><strong>Community College Transfer Programs — ASSIST</strong></td>
<td>Increase ASSIST website users and articulation reports generated.</td>
<td>700,000 users and 6.7 million reports</td>
<td>2 million users and 29 million reports</td>
<td>Meeting objective</td>
</tr>
<tr>
<td><strong>Community College Transfer Programs — Transfer Prep</strong></td>
<td>10% increase in transfers to four-year institutions</td>
<td>52%</td>
<td>Data not Available&lt;sup&gt;9&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Goal: Increase transfer readiness and successful transfer to four-year postsecondary institutions.</td>
<td>10% increase in math transfer requirement completion rates</td>
<td>52%</td>
<td>66%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>10% increase in English transfer requirement completion rates</td>
<td>52%</td>
<td>58%</td>
<td>Improving from baseline</td>
</tr>
<tr>
<td><strong>Early Academic Outreach Program (EAOP)</strong></td>
<td>70% of 12th-grade participants will complete A-G sequence.</td>
<td>74%</td>
<td>79%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td>Goal: Increase A-G course completion, college readiness and college-going rates.</td>
<td>80% of participants will complete Algebra I by 10th grade.</td>
<td>91%</td>
<td>94%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>70% of 12th-grade participants who complete A-G sequence will also complete the SAT/ACT.</td>
<td>56%</td>
<td>83%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>70% of 12th-grade participants will enroll in postsecondary institutions.</td>
<td>67%</td>
<td>70%</td>
<td>Meeting objective</td>
</tr>
</tbody>
</table>

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<sup>6</sup> All programs in existence in 2004–05 established baseline measures, with the exception of Transfer Prep, which established measures in 2005–06. In some cases, the baseline measure exceeds the measurable objective because the latter was established prior to assessment of the former.

<sup>7</sup> 2017–18 measures are presented in more detail within the individual program descriptions in Section 4 of this report.

<sup>8</sup> **Meeting objective** means the program is meeting the measurable objective, even if the 2017–18 measure is below the 2004–05 baseline measure. **Improving from baseline** means the program has exceeded its 2004–05 baseline measure but not its measureable objective. **Decline noted; program to review** means that the 2017–18 measure is below both the measurable objective and the 2004–05 baseline measure and that the program is currently reviewing factors that contribute to the decline.

<sup>9</sup> Insufficient transfer-readiness information available to determine 2017-18 measure.
<table>
<thead>
<tr>
<th>Program and Framework Goal</th>
<th>Measurable Objective(s)</th>
<th>2004–05(^6) Baseline Measure</th>
<th>2017–18(^7) Measure</th>
<th>Status(^8)</th>
</tr>
</thead>
</table>
| **Graduate and Professional School Programs (GPSP)**<sup>11</sup>  
Goal: Increase graduate/professional school enrollment. | 50% of program participants will enroll in graduate or professional school. | 78% | 64%<sup>10</sup> | Meeting objective |
| **K–20 Regional Intersegmental Alliances (aka P–20)**  
Goal: Increase A-G course completion and college-going rates by increasing school capacity. | Increase A-G sequence completion by 10%. | 30% | 71% | Meeting objective |
|  | Increase college-going by 10%. | 27% | 76% | Meeting objective |
| **MESA Community College**<sup>11</sup>  
Goal: Focusing on math/science-based disciplines, increase transfer readiness for four-year postsecondary institutions. | 500 transfers/year | 572 transfers | Data Not Available |  |
|  | 100% of those who transfer will major in math/science. | 100% | Data Not Available |  |
| **MESA Schools Program**  
Goal: Focusing on math/science-based disciplines, increase A-G course completion, college readiness and college-going rates. | 75% of 12th-grade participants will complete A-G sequence. | 54% | 83% | Meeting objective |
|  | 67% of participants will complete Algebra I by 10th grade. | 77% | 92% | Meeting objective |
|  | 70% of 12th-grade participants who complete A-G sequence will also complete SAT/ACT. | 42% | 69% | Improving from baseline |
|  | 75% of 12th-grade participants will enroll in postsecondary institutions. | 62% | 79% | Meeting objective |
| **Puente Community College Program**  
Goal: Focusing on English and language arts, increase transfer readiness for four-year postsecondary institutions. | Increase transfer readiness by 10%. | 795 participants are transfer-ready | 1,045 participants | Meeting objective |

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10 This percentage only counts post-graduate enrollment for which longitudinal information is available.

11 No data were available from the California Community Colleges Chancellor’s Office for 2017–18.
<table>
<thead>
<tr>
<th>Program and Framework Goal</th>
<th>Measurable Objective(s)</th>
<th>2004–05 Baseline Measure</th>
<th>2017–18 Measure</th>
<th>Status¹⁰</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Puente High School Program</strong>&lt;br&gt;Goal: Focusing on English and language arts, increase A-G course completion, college readiness, college-going rates and high school graduation rates.</td>
<td>65% of 12th-grade participants will complete A-G sequence.</td>
<td>53%</td>
<td>74%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>80% of participants will complete Algebra I by 10th grade.</td>
<td>72%</td>
<td>91%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>65% of 12th-grade participants who complete A-G sequence will also complete the SAT/ACT.</td>
<td>46%</td>
<td>61%</td>
<td>Improving from baseline</td>
</tr>
<tr>
<td></td>
<td>75% of 12th-grade participants will enroll in postsecondary institutions.</td>
<td>67%</td>
<td>77%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>95% of 12th-grade participants will graduate from high school.</td>
<td>95%</td>
<td>95%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td><strong>Student-Initiated Programs (SIP)</strong>&lt;br&gt;Goal: Increase college-going and graduate/professional school enrollment rates.</td>
<td>50% of 12th-grade participants will enroll in postsecondary institutions.</td>
<td>69%</td>
<td>74%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>55% of graduating undergraduate volunteers will enroll in graduate school.</td>
<td>45%</td>
<td>33%</td>
<td>Decline noted; program to review</td>
</tr>
<tr>
<td><strong>University Community Links (UC Links)</strong>&lt;br&gt;Goal: Increase A-G completion and graduate/professional school enrollment.</td>
<td>15% gain in literacy knowledge and skills from pre- to post-assessments during each academic year for pre-K–8 participants</td>
<td>15% (2013–14)¹²</td>
<td>36%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td></td>
<td>70% of undergraduate volunteers apply, are admitted or enroll in graduate school.</td>
<td>76%</td>
<td>71%</td>
<td>Meeting objective</td>
</tr>
<tr>
<td><strong>UC Scout</strong>&lt;br&gt;Goal: Increase A-G completion, including for Advanced Placement (AP) and Honors courses.</td>
<td>75% AP/Honors pass rate</td>
<td>69%</td>
<td>74%</td>
<td>Improving from baseline</td>
</tr>
</tbody>
</table>

¹² UC Links switched to a new assessment model for pre-K–8 participants in 2013–14, so no 2004–05 baseline measure exists for this objective.
SECTION 4. SAPEP PROGRAMS: DESCRIPTIONS AND OUTCOMES

ArtsBridge

ArtsBridge provides K–12 arts instruction and professional support for arts teachers through service-learning opportunities for UC arts students, with an emphasis on preparing K–8 students for A-G arts requirements and providing UC students with a teaching-career pathway. For many K–8 participants, ArtsBridge is the only arts instruction they receive during the academic year.

2017–18 Service Population:

- 558 total participants
- 515 K–8 students at 14 schools
- 42 UC undergraduate students
- 470 parents/guardians of K–12 students

2017–18 Outcomes

In 2017–18, 80 percent of ArtsBridge undergraduate volunteers surveyed indicated their intent to pursue careers in teaching, education or community service in the arts, compared with 80 percent in the 2004–05 baseline measure.

Community College Transfer Programs — Articulation

Articulation establishes and maintains the many formal agreements between CCC and CSU and UC campuses that define how specific CCC courses can satisfy CSU and UC subject requirements.

2017–18 Service Population:

- Over 100,000 current CCC-to-UC articulation agreements by major
- Nearly 188,000 current CCC-to-CSU articulation agreements by major
- Approximately 50,000 current CCC courses transferable for general credit to any UC campus
- Over 22,000 current Intersegmental General Education Transfer Curriculum-approved CCC courses

2017–18 Outcomes

In AY2017-18, all nine undergraduate UC campuses and all 23 CSU campuses successfully articulated majors with all 114 California community colleges.
Community College Transfer Programs — ASSIST

ASSIST provides online access to California’s vast official repository of course articulation and transfer information, both current and historical, as established by the companion program Articulation. Used by millions of people throughout California, ASSIST is especially important to CCC students planning for transfer to UC and/or CSU campuses.

2017–18 Service Population:

- 2 million estimated website visitors

2017–18 Outcomes

To increase use of ASSIST:

- In 2017–18, an estimated 2 million different individuals used ASSIST to view more than 29 million articulation reports, compared with 700,000 website visitors and 6.7 million reports in the 2004–05 baseline measure.

To maintain complete and accurate data in the ASSIST database:

- In 2017–18, all agreements maintained by Articulation were available in ASSIST and were verified to be accurate. These include more than 100,000 major-specific CCC-to-UC agreements among the 114 CCC campuses and the nine undergraduate UC campuses, as well as approximately 188,000 major-specific CCC-to-CSU agreements among the 114 CCC campuses and the 23 CSU campuses.

Community College Transfer Programs — Transfer Prep

Transfer Prep increases opportunities for community college students to transfer to four-year postsecondary institutions. Academic advisers provide guidance and support to prospective transfer students.13

2017–18 Service Population:

- 14,434 total participants
- 534 students at 40 high schools, supporting matriculation to community colleges
- 13,90014 students at 111 California community colleges
- 572 parents/guardians of K–12 and community college students
- 78 K–12 and community college teachers/instructors
- 108 K–12 and community college administrators
- 1,195 K–12 and community college counselors

13 Because a review of all participants’ academic records would be cost prohibitive, Transfer Prep sites differ in the sampling techniques they employ to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population. See the Data Limitations section in Appendix A for more details.

14 An additional 3,149 participants with unknown grade-level information were also reported, presumably all community college students.
2017–18 Outcomes
In 2017–18, of 5,242 Transfer Prep participants’ transcripts reviewed, 66 percent completed all necessary CSU/UC-transferable mathematics concepts/quantitative reasoning coursework with a grade of C or better, compared with 52 percent in the 2005–06 baseline measure. Similarly, of these same 5,242 participants, 58 percent had also completed all necessary CSU/UC-transferable English composition coursework with a grade of C or better, compared with 52 percent in the 2005–06 baseline measure.

Early Academic Outreach Program (EAOP)
EAOP is one of UC’s signature academic preparation programs for middle school and high school students. EAOP designs and provides academic development services delivered in partnership with schools to provide educationally disadvantaged California students the skills and knowledge needed to succeed at UC and elsewhere.\(^1\)

2017–18 Service Population:
- 60,557 K–12 participants at 218 schools
- 14,892 parents/guardians of K–12 students
- 247 K–12 teachers
- 131 K–12 administrators
- 1,016 K–12 counselors

2017–18 Outcomes
To increase the proportion of K–12 program participants who complete the A-G sequence:
- In 2017–18, of 9,079 12th-grade transcripts reviewed, 79 percent completed the A-G sequence with a grade of C or better in each course, compared with 74 percent in the 2004–05 baseline measure.
- In 2017–18, of 22,444 EAOP participants reviewed, 94 percent completed Algebra I by the beginning of 10th grade, compared with 91 percent in the 2004–05 baseline measure.

To increase the proportion of K–12 participants who are college-prepared (completing the A-G sequence and taking the SAT or ACT):
- In 2017–18, of 6,663 EAOP 12th-grade transcripts reviewed, 83 percent of participants who had completed the A-G sequence with a grade of C or better in each course also took the SAT or the ACT, compared with 56 percent in the 2004–05 baseline measure.
- In 2017–18, EAOP participants’ transcripts also had higher SAT/ACT test-taking rates overall than non-participants at the same schools, with 67 percent of EAOP participants taking either the SAT or the ACT, compared with 62 percent of non-participants. See Figure 6 below.

\(^1\) Because a review of all participants’ academic transcripts would be cost prohibitive, EAOP sites differ in the sampling techniques they employ to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population. See the Data Limitations section in Appendix A for more details.
To increase the proportion of program participants who go directly from high school to college:

- In 2017–18, of 18,754 EAOP 12th-graders served, 69 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions) in fall 2018, compared with 67 percent in the 2004–05 baseline measure. See Figure 7 below.

**Figure 6. Percentage of EAOP 12th-Grade SAT/ACT Test Takers by Free/Reduced-Price Meal (FRPM) Rank Decile, 2017–18**

<table>
<thead>
<tr>
<th>FRPM Rank Deciles</th>
<th>Percentage of 12th-graders Completing SAT/ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 (FRPM Eligibility Rates 88% to 100%)</td>
<td>66.1/82.2</td>
</tr>
<tr>
<td>3-4 (FRPM Eligibility Rates 76% to 88%)</td>
<td>58.0/67.8</td>
</tr>
<tr>
<td>5-6 (FRPM Eligibility Rates 56% to 76%)</td>
<td>63.2/60.0</td>
</tr>
<tr>
<td>7-8 (FRPM Eligibility Rates 30% to 56%)</td>
<td>65.7/63.5</td>
</tr>
<tr>
<td>9-10 (FRPM Eligibility Rates 0% to 30%)</td>
<td>38.7/67.1</td>
</tr>
<tr>
<td>All FRPM Ranks</td>
<td>62.2/66.5</td>
</tr>
</tbody>
</table>

Sources: SAPEP Annual Performance Reporting for 2017–18, CDE Student Poverty Data for 2017–18, CDE Statewide School Enrollment Data for 2017–18, and test-taking records of all 2017–18 California high school graduates from ACT and the College Board. Note: Of the 176 California high schools reported as served by EAOP during 2017–18, 12 were excluded due to missing FRPM information, missing test-taker data, or fewer than five 12th-grade program participants being reported as served. In addition, 12 schools were excluded due to data-quality issues. Of the included schools, 28 had FRPM Decile Ranks 1–2, 53 had FRPM Decile Ranks 3–4, 55 had FRPM Decile Ranks 5–6, 14 had FRPM Decile Ranks 7–8, and two had FRPM Decile Ranks 9–10.
As shown in Figure 7, EAOP college-going rates for UC and CSU have remained relatively stable since the fall 2005 baseline, with an overall upward trend since fall 2007. However, the rate of enrollment in the California Community College (CCC) system has fluctuated from a low of 16 percent in fall 2007 to the current 14-year high rate of 34 percent.

Figure 7. College-Going Rates for EAOP 12th-Grade Participants, Fall 2005 to Fall 2018

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### Graduate and Professional School Programs (GPSP)

GPSP identifies high-achieving economically and educationally disadvantaged undergraduate students and prepares them for careers as academicians, researchers, specialists, practitioners and leaders. The programs offer structured, mentored research experience and professional development to students in the arts, humanities, social science, STEM, medical and law fields.

**2017–18 Service Population:**

- 301 total participants
- 170 participants in academic pre-graduate programs
- 131 participants in pre-professional programs

**2017–18 Outcomes**

Of the 5,181 GPSP participants tracked over multiple years, 3,330 (64 percent) were known to have applied/been admitted to, enrolled in and/or completed a graduate or professional school degree program by 2018–19, compared with 78 percent in the 2004–05 baseline measure.
K–20 Regional Intersegmental Alliances

K–20 Regional Intersegmental Alliances (also known as P–20) serve to align campus SAPEP programs and their local and regional K–20, community and business partners to increase A-G course-completion and college-going rates.16

2017–18 Service Population:

- 80,357 total participants
- 77,226 K–12 students at 460 schools
- 3,131 college/university students
- 15,807 parents/guardians of K–12 students
- 3,520 K–12 teachers
- 672 K–12 administrators
- 622 K–12 counselors

2017–18 Outcomes

Some K–20 Regional Intersegmental Alliances work with entire school districts, and comparison group data are not available or applicable in many instances; however, when available, outcomes are notable.

To increase A-G sequence completion rates by 10 percent:

- In 2017–18, of 7,234 participants' whose transcripts were reviewed, 71 percent completed the A-G sequence with a grade of C or better in each course, compared with 30 percent in the 2004–05 baseline measure.

To increase college-going rates by 10 percent:

- In 2017–18, of 8,677 participants sampled, 76 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions), compared with 27 percent in the 2004–05 baseline measure.

MESA Community College Program

Mathematics, Engineering, Science Achievement (MESA) Community College Program gives academic assistance to community college students as they prepare to transfer to four-year postsecondary institutions with majors in STEM fields.

2017–18 Service Population:

- 3,841 community college students
- 37 California Community Colleges

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16 Because a review of all participants’ transcripts and college-going outcomes would be cost-prohibitive, K–20 Regional Intersegmental Alliance sites differ in the sampling techniques they employ to estimate outcomes data. While sample sizes varied due to available data and resources, samples were always randomly selected and representative of the entire population. See the Data Limitations section in Appendix A for more details.
2017–18 Outcomes
Outcomes data for MESA Community College Program were not made available by the California Community College Chancellor's Office in 2012–13 through 2017–18 due to resource limitations. Based on the most recent outcomes information available, there were 726 transfer-ready MESA Community College Program participants in 2011–12, compared with 572 in the 2004–05 baseline measure. All 726 students in 2011–12 transferred to four-year institutions with a STEM major in 2012–13, with 46 percent enrolled at the California State University (CSU) system, 45 percent at the UC system and 9 percent at private/out-of-state institutions.

MESA Schools Program
Mathematics, Engineering, Science Achievement (MESA) Schools Program enables K–12 students throughout the state to excel in STEM fields and to pursue higher education.17

2017–18 Service Population:

- 15,696 K–12 student-participants at 358 schools
- 6,147 parents/guardians of K–12 students
- 873 K–12 teachers
- 234 K–12 administrators
- 176 K–12 counselors

2017–18 Outcomes
To increase the proportion of K–12 program participants who complete the A-G sequence:

- In 2017–18, of 864 MESA 12th-grade transcripts reviewed, 83 percent completed the A-G sequence with a grade of C or better in each course, compared with 54 percent in the 2004–05 baseline measure.
- In 2017–18, of 864 MESA 12th-grade transcripts reviewed, 92 percent completed Algebra I by the beginning of 10th grade, compared with 77 percent in the 2004–05 baseline measure.

To increase the proportion of K–12 participants who are college-prepared (completing the A-G sequence and taking the SAT or ACT):

- In 2017–18, of 179 MESA 12th-graders transcripts reviewed, 69 percent of participants who had completed the A-G sequence with a grade of C or better in each course also took the SAT or the ACT, compared with 42 percent in the 2004–05 baseline measure.
- In 2017–18, MESA participants also took the SAT/ACT tests at higher rates than non-participants at the same schools, with 81 percent of MESA participants taking either the SAT or the ACT, compared with 62 percent of non-participants. See Figure 8 below.

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17 Because of logistical issues, not all MESA participant transcripts can be reviewed, but the transcripts reviewed should be considered representative of the entire population. See the Data Limitations section in Appendix A for more details.
To increase the proportion of program participants who go directly from high school to college:

- In 2017–18, of 1,955 MESA 12th-graders served, 79 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions) in fall 2018, compared with 62 percent in the 2004–05 baseline measure. See Figure 9 below.

Figure 8. Percentage of MESA 12th-Grade SAT/ACT Test Takers by Free/Reduced-Price Meal (FRPM) Decile Rank, 2017–18

Sources: SAPEP Annual Performance Reporting for 2017–18, CDE Student Poverty Data for 2017–18, CDE Statewide School Enrollment Data for 2017–18, and test-taking records of all 2017–18 California high school graduates from ACT and the College Board. Note: Of the 149 California high schools reported as served by MESA during 2017–18, 46 were excluded due to missing FRPM information, missing test-taking data, or fewer than five 12th-grade program participants being reported as served. Of the included schools, 15 had FRPM Decile Ranks 1–2, 36 had FRPM Decile Ranks 3–4, 33 had FRPM Decile Ranks 5–6, 17 had FRPM Decile Ranks 7–8, and one had FRPM Decile Ranks 9–10.
As shown in Figure 9, MESA college-going rates for all three segments of California’s public higher-education system have remained relatively stable since the fall 2005 baseline, despite an overall drop in fall 2010 and slow recovery to beyond fall 2009 levels of postsecondary enrollment in fall 2016.

**Figure 9. College-Going Rates for MESA 12th-Grade Participants, Fall 2005 to Fall 2018**

Sources: SAPEP Annual Performance Reporting through 2017–18, National Student Clearinghouse and UC Data Warehouse. Note: All data represent postsecondary enrollment in the fall following program participants’ 12th-grade year, e.g., 29.8 percent of 2017–18 12th-grade MESA Schools Program participants enrolled at UC in fall 2018.

**Puente Community College Program**

**Puente Community College Program** is designed to improve the ability of community college students to transfer to four-year postsecondary institutions, earn college degrees and return to their communities as mentors and future leaders.

**2017–18 Service Population:**

- 8,517 students at 62 community colleges
- 8,517 parents/guardians of community college students
- 68 community college instructors
- 126 community college administrators
- 66 community college counselors

**2017–18 Outcomes**

There were 1,045 transfer-ready Puente Community College Program participants in 2017–18, compared with 795 students in the 2004–05 baseline measure.
Puente High School Program

The Puente High School Program works with high school students on academic preparation, aiming to increase the number and proportion of underserved students who enroll in four-year postsecondary institutions and earn college degrees.

2017–18 Service Population:

- 5,877 K–12 participants at 43 schools
- 5,877 parents/guardians of K–12 students
- 66 K–12 teachers
- 67 K–12 administrators
- 38 K–12 counselors

2017–18 Outcomes

To increase the proportion of program participants who graduate from high school:

- In 2017–18, of 1,072 12th-grade Puente participants, 95 percent graduated from high school, compared with 95 percent of participants in the 2004–05 baseline measure.

To increase the proportion of K–12 program participants who complete the A-G sequence:

- In 2017–18, of 1,072 12th-grade Puente participants evaluated, 74 percent completed the A-G sequence with a grade of C or better in each course, compared with 53 percent of graduating students in the 2004–05 baseline measure.
- In 2017–18, of 1,072 12th-grade Puente participants evaluated, 91 percent completed Algebra I by the beginning of 10th grade, compared with 72 percent of graduating students in the 2004–05 baseline measure.

To increase the proportion of K–12 participants who are college-prepared (completing the A-G sequence and taking the SAT or ACT):

- In 2017–18, of 1,072 12th-grade Puente participants evaluated, 61 percent of participants who had completed the A-G sequence with a grade of C or better in each course also took the SAT or the ACT, compared with 46 percent of students in the 2004–05 baseline measure.
- In 2017–18, Puente participants also had much higher SAT/ACT test-taking rates than non-participants at the same schools, with 73 percent of Puente participants taking either the SAT or the ACT, compared with 48 percent of non-participants. See Figure 10 below.

To increase the proportion of program participants who go directly from high school to college:

- In 2017–18, of 1,077 Puente 12th-graders served, 77 percent enrolled in postsecondary institutions (including UC, CSU, CCC and private/out-of-state institutions) in fall 2018, compared with 67 percent in the 2004–05 baseline measure. See Figure 11 below.
Figure 10. Percentage of Puente 12th-Grade SAT/ACT Test Takers by Free/Reduced-Price Meal (FRPM) Decile Rank, 2017–18

Sources: SAPEP Annual Performance Reporting for 2017–18, CDE Student Poverty Data for 2017–18, CDE Statewide School Enrollment Data for 2017–18 and test-taking records of all 2017–18 California high school graduates from ACT and the College Board. Note: Of the 26 California high schools reported as served by Puente during 2017–18, none were excluded due to missing FRPM information, missing test-taking data, or fewer than five 12th-grade program participants being reported as served. Of the included schools, two had FRPM Decile Ranks 1–2, four had FRPM Decile Ranks 3–4, 14 had FRPM Decile Ranks 5–6, five had FRPM Decile Ranks 7–8 and one was in FRPM Decile Ranks 9–10.
As shown in Figure 11, Puente college-going rates for all three segments of the California public higher-education system have remained relatively stable since the fall 2005 baseline, despite an overall drop in fall 2009 and slow recovery to above fall 2008 levels of postsecondary enrollment in fall 2014.

Figure 11. College-Going Rates for Puente 12th-Grade Participants, Fall 2005 to Fall 2018

![Graph showing college-going rates from Fall 2005 to Fall 2018 for UC, CSU, CCC, and Private/Out-of-State participants.]

Sources: SAPEP Annual Performance Reporting through 2017–18, National Student Clearinghouse and UC Data Warehouse. Note: All data represent postsecondary enrollment in the fall following program participants’ 12th-grade year, e.g., 10.4 percent of 2017–18 12th-grade Puente High School Program participants enrolled at UC in fall 2018.

Student-Initiated Programs (SIP)

SIP facilitates college access for educationally disadvantaged K–12 and community college students through academic development and individual attention from UC student volunteers.

2017–18 Service Population:

12,101 total participants
- 11,753 K–12 students at 495 schools
- 114 students at 41 community colleges
- 196 undergraduate students
- 36 students at unknown grade levels

2017–18 Outcomes

To improve data collection:
- Several UC campus programs continue to revamp their data collection procedures and are collaborating with researchers to develop comprehensive data systems for better tracking of program participants and outcomes.
To increase the number of program participants who go to college and/or transfer to a baccalaureate-degree-granting institution from a community college:

- In 2017–18, of 2,311 12th-grade SIP participants surveyed, 74 percent were either attending or planning to attend a postsecondary institution, compared with 69 percent in the 2004–05 baseline measure.
- In 2017–18, of 257 SIP undergraduates surveyed, 33 percent either matriculated or planned to matriculate at graduate and professional schools, compared with 45 percent in the 2004–05 baseline measure.

**University-Community Links (UC Links)**

**UC Links** brings UC faculty and students together with local school and community partners in a network of mutually beneficial after-school programs that prepare K–8 students for higher learning and provide their undergraduate mentors with academic studies linked to real-world practicum experience in community settings.

**2017–18 Service Population:**

- 4,178 total participants
- 3,423 pre-K–12 students at 42 schools
- 755 UC undergraduate students

**2017–18 Outcomes**

To increase the literacy, knowledge and skills of pre-K–8 students:

- In 2017–18, of 1,081 UC Links pre-K–8 participants who were evaluated, the proportion of participants whose literacy, knowledge and skills were assessed as grade-level proficient increased from 28 percent before program participation to 64 percent after program participation, a 36 percentage point gain, compared with a 15 percentage point gain in the 2013–14 baseline measure.

To increase the number of UC Links undergraduate students who apply to graduate and professional schools:

- In 2017–18, of 586 UC Links undergraduate participants surveyed, 71 percent reported that they were applying to, had been admitted to, or had enrolled in graduate and professional programs, compared with 76 percent in the 2004–05 baseline measure.
UC Scout

UC Scout facilitates college preparation through Internet-based middle school and high school courses, including Advanced Placement and A-G classes.

2017–18 Service Population:

- 3,073 total participants at 469 California K–12 schools, with 5,628 direct online course enrollments
- 2,696 students
- 377 teachers

2017–18 Outcomes

- In 2016, UC Scout received $4 million dollars in one-time funding to create 45 new online A-G courses as part of the AB 1602 A-G Success Initiative. The creation of these courses was completed in December 2017, with 2,328 total direct enrollments in these new courses in spring 2018 alone.
- In 2017–18, of 848 UC Scout participants reviewed, 74 percent successfully completed AP and honors classes, compared with 69 percent in the 2004–05 baseline measure.

Summary

UC faces many challenges in carrying out the work of SAPEP programs, not the least of which is ongoing fiscal instability, as discussed in Section 5 below. Nevertheless, as Sections 3 and 4 have highlighted, SAPEP programs continue to meet ambitious goals and objectives.
SECTION 5. BUDGET AND COSTS

In 1997–98, after the adoption of SP-1 and Proposition 209, the California Legislature intended for UC’s academic preparation programs to be a primary means of not only promoting diversity at UC but also increasing access to college for educationally disadvantaged students statewide. Consequently, UC’s budget for student academic preparation programs grew from $18.1 million in state and university funds in 1997–98 to $85.2 million in 2000–01, an increase of more than 350 percent.

However, due to the state’s ensuing fiscal crisis, there were two key changes to SAPEP funding. As part of the Higher Education Compact with then-governor Arnold Schwarzenegger in 2004, UC agreed to annually redirect $12 million of its own funds to support SAPEP programs. In addition, from 2004–05 to 2007–08 (and again from 2009–10 to 2011–12), state funding for SAPEP was the subject of significant debate and negotiations during budget cycles, with the SAPEP budget reduced significantly each time. Following a $2 million augmentation intended to expand community college transfer programs, SAPEP funding became $31.3 million in 2006–07 ($19.3 million in state general funds and $12 million in UC funds), and subsequent cuts in 2011–12 reduced the total SAPEP budget to $24.6 million ($12.6 million in state general funds and $12 million in UC funds).

As shown in Figure 12 and Table 2 below, the overall decrease in SAPEP funding from 2007–08 to 2017–18 was $6.8 million (or 21.6 percent of 2007–08 funding). However, these cuts could have been even more dramatic. While the 2010–11 Budget Act called for SAPEP funding to remain fixed at 2009–10 levels, UC was authorized during the following two years to reduce SAPEP funding in proportion with reductions in state general funds for other programs. Consequently, while state funding for SAPEP could have been reduced by as much as 21 percent in 2011–12, the SAPEP portfolio only experienced an overall budget reduction of 17 percent. Since then, state funding for SAPEP programs has remained constant.

Figure 12. SAPEP Budget by Funding Source, 2007–08 to 2017–18 (in thousands of U.S. dollars)

Source: UC Office of the President, Budget Analysis and Planning

SAPEP programs have had to leverage state and UC investment by securing additional funding from governmental organizations like the National Science Foundation and the U.S. Department of Education, as well as numerous private foundations, corporate foundations and donors from many different businesses and industries. These funds, which are earmarked for direct investment in California’s K–12 schools and colleges, help raise achievement and outcomes for students and families. Without the state’s investment, an amount often used to seek matching funds from private and federal sources, UC campuses would be far less successful in generating additional resources in support of UC’s partner K–20 institutions.
Table 2. SAPEP Program Budgets, 1997–98 to 2017–18 (selected years; in thousands of U.S. dollars)

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1 Includes an additional $2 million beginning in 2006-07 for the UC/Community College Transfer Initiative for Engage and ArtsBridge.

Source: UC Office of the President, Budget Analysis and Planning
SECTION 6. CONCLUSION

The University of California has made a commitment to delivering critical college preparation, access and support to SAPEP’s target population of underserved California K–20 students. SAPEP programs address the whole spectrum of needs of under-resourced schools and students, by advising students on course selection and planning; improving practical living skills and financial literacy; assisting with transfer planning and major choice/preparation; and helping administrators and teachers enhance curricular relevance and level appropriateness, whether at a UC or elsewhere. When students are assisted with college readiness, they also are better prepared to enter the working world and become high-earning members of California’s labor force.
APPENDIX A. DATA SOURCES AND LIMITATIONS

Data Sources
For this report, UC has primarily drawn from the following three information sources:

(1) **SAPEP Annual Performance Reporting**
- Four of the largest SAPEP Programs (EAOP, MESA, Puente and Transfer Prep) annually submit participant-level demographic and academic data to UCOP, including ethnicity, completion of A-G coursework, Algebra I completion and transfer readiness.
- Each SAPEP program annually submits school-level data to UCOP, including the number of participants served.
- Each SAPEP program also submits an aggregate Annual Performance Reporting (APR) to UCOP, summarizing key demographic and outcomes data.

(2) **Participant outcomes data**
- UC primarily determined SAT/ACT test-taking rates by matching program-participant data to student-level data for all California test takers provided by the College Board and ACT, Inc. Because of the lack of a universally used unique identifier, participants are matched to both data sources using factors like name, date of birth and school enrollment.
- UC primarily determined college-going outcomes by matching program-participant data to student-level data from the UC Data Warehouse and the National Student Clearinghouse. Because of the lack of a universally used unique identifier, participants are matched to both data sources using factors like name, date of birth and school enrollment.

(3) **Comparison data**
- The CDE provides numerous downloadable data files for California public schools, including demographic and outcomes data like grade level, ethnicity, gender, free/reduced-price meal (FRPM) eligibility rates and A-G sequence completion rates (see [www.cde.ca.gov/ds/sd/sd/](http://www.cde.ca.gov/ds/sd/sd/)).
- The California Postsecondary Education Commission (CPEC) provides numerous reports on statewide educational outcomes, including postsecondary enrollment and community college transfer rates.

Data Limitations
Despite UC’s attempts to collect comprehensive, uniform and accurate data for all SAPEP programs and their participants, several important limitations should be noted.

The most serious problem is incomplete data. As a result of successive budget cuts, SAPEP programs have few resources to devote to carefully collecting, storing and analyzing data, with data systems that are often antiquated or have been discontinued in order to redirect funding. For the purposes of this report, missing data have been addressed using a combination of complete-case analysis, available-case analysis and imputation methods.

In addition, because numerous independent data sources have been used, there is variation in data-field definitions, data-collection frequency, and statistical methodology, e.g., while some statistics are based upon complete participant counts or census data, others rely on sampling methods. In addition, some
data were collected from secondary sources intended for administrative purposes (e.g., school enrollments, graduation rates and Free/Reduced-Price Meal (FRPM) decile rankings), while other data were directly collected using techniques like surveying.

Finally, please note that the SAPEP goals and objectives included in this report were established more than a decade ago. During this time, some programs have modified their goals and services, as documented in Section 3. (In particular, the Accountability Framework in Table 1 will be replaced with a new Program Impact Framework as of 2018-19.) In addition, funding has shifted downward, as shown in Section 5. This complicates the comparison of findings over time and across programs.
APPENDIX B. COMMON TERMS AND ABBREVIATIONS

A-G — The A-G coursework sequence comprises 15 high school classes that students must take in order to be eligible for freshman admission to both the UC and CSU systems.

ACT — The ACT is one of two standardized tests (the other being the SAT) used to assess high school achievement levels for college admissions in the United States. The ACT test is administered by ACT, Inc., a nonprofit organization.

Advanced Placement (AP) courses — Advanced Placement courses are advanced high school classes satisfying curriculum requirements administered by the College Board, a nonprofit organization, with the goal of replicating college-level rigor within select subjects.

Articulation — Articulation is the means by which the UC and CSU define the content of community college courses that can be used to satisfy subject-matter requirements at UC and CSU campuses. This process enables community college students to transfer from community colleges to a university without experiencing delays or having to repeat coursework.

CCC — The California Community College (CCC) system is one of the three segments of California’s public postsecondary system, the other two being the CSU and UC systems. The CCC system is the largest higher educational system in the United States and, for the period covered by this report, included 114 colleges in 72 districts that collectively served more than 2.4 million students.

CDE — The California Department of Education (CDE) oversees K–12 public education throughout California.

CDS — The County/District/School (CDS) of each California public school is a unique 14-digit identifier provided by the CDE; the first two digits identify a county, the next five a school district, and the last seven a specific school.

CSU — The California State University (CSU) system is one of the three segments of California’s public postsecondary system, the other two being the CCC and UC systems. For the period covered by this report, the CSU system included 23 campuses serving more than 480,000 undergraduate and graduate students.

Free or Reduced Price Meals (FRPM) — The number of students who are eligible for Free or Reduced Price Meals is used to determine the level of need of a school. Students can be found eligible for FRPM through

- applying to the National School Lunch Program (NSLP; see below);
- direct identification as eligible for free meals based on their foster, migrant, or homeless status; or
- based on their participation in California’s food stamp program.

A school is considered to have a high-poverty rate when at least 60 percent of students were eligible for FRPM.

Intersegmental — Intersegmental refers to multiple segments of California’s public education system, which includes K–12 schools/districts, the CCC system, the CSU system and the UC system. Private and not-for-profit sector entities periodically partner with these public education systems on intersegmental projects and initiatives.

K–8 — Kindergarten through 8th-grade refers to kindergarten, primary (elementary) school and middle school.
**K–12** — *Kindergarten through 12th-grade* refers to kindergarten, primary (elementary) and secondary (middle and high) schools.

**K–20** — *Kindergarten through graduate and professional education* refers to the entire education continuum, beginning with kindergarten and ending with post-baccalaureate graduate and/or professional education.

**National School Lunch Program (NSLP)** — The *National School Lunch Program* is a federally assisted meal program providing free or reduced-price meals in public and nonprofit private schools. (See [https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp](https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp) for further details.)

**pre-K** — *pre-Kindergarten*, referring to any type of education preceding kindergarten, such as preschool.

**SAPEP** — *Student Academic Preparation and Educational Partnerships (SAPEP)* is a portfolio of academic preparation programs and intersegmental partnerships administered by the UC system. SAPEP programs are designed to improve education outcomes for all California students, particularly those who are educationally disadvantaged.

**SAT** — The *SAT* is one of two standardized tests (the other being the ACT) used to assess high school achievement for college admissions in the United States. The SAT test is administered by the College Board, a nonprofit organization.

**STEM** — *STEM* is an abbreviation for "Science, Technology, Engineering and Mathematics."

**Transfer ready** — *Transfer ready* refers to community college students who have met all of the academic requirements necessary for transfer to the CSU or UC system, meaning 60 transferable semester-system college units completed with a grade of C or better, including transferable English composition and mathematics concepts/quantitative reasoning courses.

**UC** — The *University of California (UC) system* is one of the three segments of California's public postsecondary system, the other two being the CCC and CSU systems. For the period covered by this report, the UC system included 10 campuses serving more than 280,000 undergraduate and graduate students.