



CCAP and ACP Comprehensive Report

SDUSD & SDCCD Joint Partnership

2016-17 to 2020-21

September 15, 2021

For Internal Use Only

Introduction

CCAP (College and Career Access Pathways) was established by California Assembly Bill 288 in 2015, which authorized “the governing board of a community college district to enter into a [CCAP] partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness”¹. The program was implemented at the San Diego Community College District (SDCCD) credit colleges (City, Mesa, and Miramar Colleges) in the 2016-17 academic year. CCAP was implemented alongside the existing ACP program offered by Mesa College. Since its first year, the CCAP program has grown significantly. This report details that growth both across the district and at the high school level, identifies successful outcomes, and discusses gaps in access and outcomes.

Because this report includes disaggregations by ethnicity and high school, values reported in some areas represent potentially identifiable student information. For this reason, **this report and all of its contents are for internal use only** and should be distributed only to SDUSD and SDCCD leadership, staff, and/or faculty.

COVID-19

In response to the COVID-19 pandemic, instruction was moved online for the 2020-21 academic year. This year was the first that saw a reduction in the size of the CCAP program. As administrators, faculty, and students responded to the impact of the pandemic on their lives and the CCAP program, a number of trends emerged. These are noted throughout the report. In addition to delivering all coursework online, a number of CCAP sections were open to students from two or more high schools; this practice was to accommodate students who wanted to enroll in a section that was full at their school, but under-enrolled at another school. These sections are not disaggregated in this report, but may be in subsequent reporting.

Focus of Analysis

This report is organized in three sections: **Access, Outcomes-Enrollment Level,** and **Outcomes-Student Level**. All three sections present data from a big-picture perspective (across the entire program, or by ethnicity across the entire program) to a more granular level (at each high school, or by ethnicity and by high school). Each section approaches **equity in access and outcomes** through the lens of ethnicity. Demographic factors such as gender, language status, special education status, and parental education level are not included in this report, but may be included in subsequent reports.

- **Access** examines representation and participation rates in the CCAP and ACP programs. Program representation is compared to representation at the high schools where those programs are offered, and Persistent and Recent Disproportionate Impact (DI) in Access are identified.

¹ California Assembly Bill 288, October 8, 2015.

- **Persistent DI in Access** is identified for schools at which African American and/or Latinx students experienced DI in representation and participation rates for four or more years.
- **Recent DI in Access** is identified for schools at which African American and/or Latinx students experienced DI in representation and participation rates in 2020-21.
- **Outcomes-Enrollment Level** examines course success rates (the count of enrollments that received an A, B, C, or Pass out of total enrollments).
- **Outcomes-Student Level** examines data regarding the number and rate of students earning 9 or more CCAP and/or ACP units while in high school. Subsequent reporting may include completion of Transfer Level Math and English.

Most findings in the **Access** and **Outcomes-Enrollment Level** sections of this report can be further disaggregated at the high school level in dashboards (see **Additional Disaggregations** below for links).

Important factors not included in this report are student outcomes after high school (enroll with SDCCD, enroll in Promise, transfer to four-year university). These outcomes will be explored in subsequent reporting on CCAP and ACP.

Disproportionate Impact

This report relies heavily on the 80% rule to identify high school sites at which African American and Latinx students were disproportionately impacted. The 80% rule is one of several ways of calculating Disproportionate Impact (DI) – it is a commonly applied rule-of-thumb in which a group is said to be DI when their representation in an outcome group is less than 80% of their representation in the original or starting cohort. It should be noted that 80% is a rough threshold. A group whose outcome representation is 81% of their cohort representation would not be identified as DI, but a group whose outcome representation is 79% of their cohort representation would be identified as DI. Nonetheless, DI remains useful when identifying the most prevalent issues in under-representation across a variety of metrics and school sites.

College Service Area

This report will at times present data disaggregated by MOU College Service Area. San Diego City, Mesa, and Miramar Colleges each provide CCAP courses under an MOU to their nearest SDUSD high schools. These high schools comprise each college’s service area. Table 1 below shows the high schools included in each college’s service area.

Table 1. High Schools by College Service Area

City College Service Area	Mesa College Service Area	Miramar College Service Area
Crawford	Clairemont	Canyon Hills*
East Village	Henry	Mira Mesa
Garfield	Kearny	Scripps Ranch
Hoover	La Jolla	University City
Lincoln	Madison	
Morse	Mission Bay	
San Diego High School (SDHS)	Mt. Everest	
San Diego School of Creative and Performing Arts (SDSCPA)	Point Loma	

*Canyon Hills High School was formerly known as Serra High School.

Report Formatting

Blue, orange, and gray text boxes appear throughout this report.

Blue text boxes indicate a **key equity finding**. These key findings are summarized in the **Conclusions** page at the end of the **Access** (Section 14) and **Outcomes** sections (Section 24).

Orange text boxes indicate findings impacted by the **COVID-19 pandemic**.

Gray text boxes contain information about the report’s organization, how to interpret a table, or methodology used for an analysis.

Definitions

- **ACP (Accelerated College Program)** Courses that follow the same criteria as CCAP (closed to the public, offered at high schools). Offered on select high school campuses through San Diego Mesa College. Goal is to accelerate degree completion for high achieving students.
- **CCAP (College and Career Access Pathways)** Courses offered on high school campuses that are closed to the public. Instruction was moved online in Fall 2020 due to COVID-19. Enrollment in CCAP courses requires approval of both the high school and community college districts. The program's first year was 2016-17.
- **Enrollments:** Duplicated counts of students in classes. One student in two classes is counted twice.
- **Headcount:** Unduplicated count of students. One student in two classes is counted once.
- **Participation Rate:** The percent of all students a high school who enrolled in the CCAP and/or ACP programs, or the percent of all students across all high schools who enrolled in CCAP and/or ACP programs.
- **Sections:** Count of sections offered. Two sections of English 101 are counted two times.
- **Success Count:** An enrollment that resulted in a A, B, C, or Pass grade.
- **Success Rate:** The count of Successful enrollments divided by total enrollments.

***Headcount Note:** Previous reporting on headcount utilized a hierarchy to identify CCAP and ACP students. This previous reporting criteria counted a student as CCAP if they enrolled in any CCAP course, which included students who also enrolled in ACP courses. This criteria allowed for an unduplicated headcount ($ACP + CCAP = Total$). Under the reporting criteria utilized in this report, all students enrolled in ACP courses are included in ACP headcount. This means that ACP headcount data included in this report will be higher than previously reported.*

Exclusions

- Unless otherwise noted, all data reflects valid enrollments as of end of term. Enrollments in cancelled classes and dropped enrollments are excluded.
- All CCAP and ACP data reflects enrollments at SDUSD schools and excludes charter schools (High Tech High, E3 Civic High, and Ideate High).
- CCAP and ACP students account for the majority of dual enrollment students served by SDCCD. A third group of students, referred to by SDCCD reporting as "Other Dual Enrollment" students, enroll in college courses directly through the college, outside of an MOU agreement. These enrollments are excluded from this report.
- A small number of courses are offered by the colleges to high schools under MOU agreements, but outside of CCAP and/or ACP. These courses are excluded from this report, but may be included in future reporting.

Sources

CCAP and ACP data are tracked and reported by the San Diego Community College Office of Institutional Effectiveness and Research (OIER). Enrollment data is queried from Campus Solutions and validated against the MOUs produced each year by the Joint Partnership Committee, leadership from SDUSD and SDCCD, and the governing boards of each institution.

High school representation data (i.e., the percent of students at each high school in an ethnicity) was sourced from the California Department of Education Dataquest website, available the link below. High school population data includes all students enrolled at a high school in a given year.

<https://dq.cde.ca.gov/dataquest/>



Additional Disaggregations

Data presented in this report may be disaggregated at a more granular level in two dashboards available on the SDCCD Tableau webpage. This data may be focused on CCAP, ACP, or both programs, across all high schools in a service area or on only one high school, and by ethnicity.

Data regarding **access** is available at the link below. This data includes representation by ethnicity in the CCAP and/or ACP programs.

[SDCCD and SDUSD CCAP and ACP Representation](#)

Data regarding **enrollment-level outcomes** is available at this link. This data includes success rates, and is filterable by program (CCAP, ACP, or both), ethnicity, college service area, and subject.

[SDCCD and SDUSD CCAP and ACP Outcomes](#)

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Findings

Access

1. Headcount across the CCAP and ACP programs grew every year from 2,168 students in 2016-17 to 4,190 in 2019-20. **In 2020-21 the programs served 3,832 students.** This was a **decrease of 358 students** (and 43 sections) compared to the prior year (-9%) (*Section 1*).
2. Over the last three years, between **13% and 15% of students at high schools that had CCAP and/or ACP programs enrolled in CCAP and/or ACP classes** (*Section 10*).
3. Kearny, Scripps Ranch, University City, La Jolla, and Canyon Hills saw **consistently high participation rates** over the last five years, particularly among the last three. Participation rates have increased each year at SDSCPA, even through the impact of COVID-19 (*Section 12*).
4. Henry, Hoover, and Crawford High Schools saw **low overall participation rates** across the last five years. Mission Bay and SDHS, which offered CCAP courses starting in 2018-19, saw low rates since that year (*Section 12*).
5. **Significant gaps in access were observed for African American and Latinx students.** African American and Latinx students were under-represented in CCAP and ACP compared to the high schools with CCAP and ACP programs; this gap has narrowed for African American students, but grew for Latinx students in 2020-21.
6. **African American students** experienced persistent and recent disproportionate impact (DI) in access to CCAP and/or ACP courses at Clairemont, Henry, Kearny, La Jolla, Madison, Mira Mesa, and Point Loma High Schools (*see Section 14 for a summary of these findings*). **Latinx students** experienced persistent and recent DI at La Jolla and Point Loma.

Outcomes

7. Success rates in CCAP and ACP courses have been high over the last five years (CCAP: 90% to 93%, ACP: 92% to 94%). Further, nearly 4 in 10 students enrolled through 2019-20 and 2020-21 completed 9+ CCAP and/or ACP units while in high school. **These metrics indicate that the CCAP and ACP programs are providing opportunities for students to succeed in college level coursework and a head-start on college educational objectives and career preparation.**
8. Success rates at Hoover and Lincoln have been **low or decreasing** over the last five years (*Section 17*). These schools also saw low rates of 9+ unit completion (*Section 19*).
9. Over the last five years, a total of **4,702 students at SDUSD high schools completed 9+ CCAP and/or ACP units.** The number of students achieving this benchmark increased for every cohort, with over 1,500 students who attended CCAP and/or ACP courses in 2020-21 earning 9+ units while in high school (*Section 19*).
10. Over the last three years, Pacific Islander students earned 9+ units at low rates (compared to other groups at their schools) at most schools. African American students earned 9+ units at low rates at Mira Mesa, Henry, SDSCPA, and SDHS (*Section 23*).
11. **The COVID-19 pandemic significantly impacted 9+ unit completion rates for African American students** (*Section 21*). Additionally, the number of African American and Latinx students completing 9+ units decreased for the most recent cohort compared to the prior cohort (African American: -6 students, -11%; Latinx: -5 students, -1%), while other groups saw increases (*Section 22*).

CCAP and ACP Access

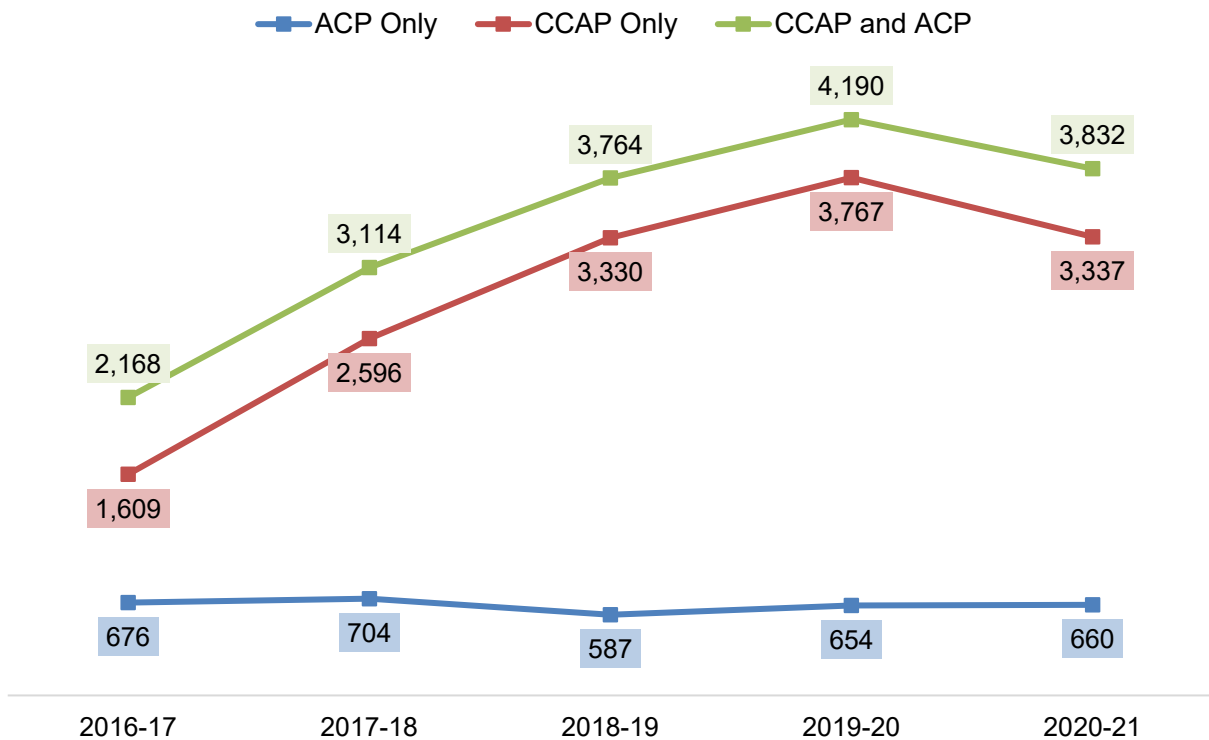
- Overall Headcount, and Headcount by College:** Nearly 4,000 SDUSD students were served by the CCAP and ACP programs in 2020-21 (City: 1,087, Mesa: 1,343, Miramar: 1,402). CCAP and ACP headcount grew each year from 2016-17 until 2020-21, when the CCAP enrollment was heavily impacted by COVID-19 (-11% decrease in CCAP students across the district). ACP headcount did not decrease, although the program did not grow significantly in 2020-21, with a 1% increase in students compared to the prior year.

From 2019-20 to 2020-21, total headcount at high schools at which CCAP and ACP programs were offered decreased 1%, from 28,581 to 28,320.

From 2016-17 to 2019-20, the number of CCAP students served through City College grew more than 5 times, from 225 to over 1,200. Mesa and Miramar Colleges served more CCAP students in the first year of the program (678 and 706, respectively), and the number of students served by each college roughly doubled by 2019-20 (1,105 and 1,473, respectively).

In 2020-21, the 3,832 CCAP and ACP students attended **292 sections**. There was an 11% decrease in CCAP sections, and a 21% decrease in ACP sections. It should be noted that average enrollments per ACP section increased dramatically in 2020-21 compared to the prior year (2019-20: 21 enrollments per section, 2020-21: 28 enrollments per section). See Table 3 for section data by college.

Figure 1. Unduplicated CCAP and ACP Headcount



Note. Excludes charters.

CCAP and ACP Access

COVID-19 Impact on Headcount: 2020-21 was the first year that saw a decrease in the number of student served by the CCAP and ACP programs (-9%). CCAP and ACP enrollment at high schools in the City College service area was more heavily impacted by the pandemic (-13%) than enrollment at high schools in the Mesa and Miramar service areas (-6% at each).

Table 2. CCAP and ACP Headcount, by CCAP MOU College

CCAP MOU College	Program	2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 Diff.	19-20 to 20-21 % Change
City College	ACP Only	42	49	69	82	86	4	5%
	CCAP Only	225	373	956	1,189	1,017	-172	-14%
	CCAP and ACP	262	420	1,021	1,256	1,087	-169	-13%
Mesa College	ACP Only	535	508	439	529	515	-14	-3%
	CCAP Only	678	950	871	1,105	953	-152	-14%
	CCAP and ACP	1,114	1,349	1,187	1,436	1,343	-93	-6%
Miramar College	ACP Only	99	147	79	43	59	16	37%
	CCAP Only	706	1,273	1,503	1,473	1,367	-106	-7%
	CCAP and ACP	792	1,345	1,556	1,498	1,402	-96	-6%
All Colleges	ACP Only	676	704	587	654	660	6	1%
	CCAP Only	1,609	2,596	3,330	3,767	3,337	-430	-11%
	CCAP and ACP	2,168	3,114	3,764	4,190	3,832	-358	-9%

Note 1. Excludes charter schools (City 2019-20: 42, City 2020-21: 33, Mesa 2019-20: 214, Mesa 2020-21: 91).

Note 2. "CCAP and ACP" is unduplicated across ACP and CCAP students (some students enroll in both types of courses).

Note 3. All ACP courses are offered through Mesa College. Headcount by Service Area shown according to the CCAP service area of the college.

Table 3. CCAP and ACP Sections, by College

CCAP MOU College	Program	2016-17	2017-18	2018-19	2019-20	2020-21	Diff. 19-20 to 20-21	% Change 19-20 to 20-21
City	CCAP	16	23	58	87	75	-12	-14%
Mesa	CCAP	43	76	67	80	63	-17	-21%
	ACP	58	60	54	57	45	-12	-21%
	Mesa Total	101	136	121	137	108	-29	-21%
Miramar	CCAP	41	81	111	111	109	-2	-2%
All Colleges	CCAP	100	180	236	278	247	-31	-11%
	ACP	58	60	54	57	45	-12	-21%
	Total	158	240	290	335	292	-43	-13%

Note. Excludes charters.

CCAP and ACP Access

2. **Headcount by High School:** The largest CCAP high schools by enrollment over the last five years have been Scripps Ranch, Kearny, and University City. All three of these high schools saw 13% to 14% decreases in enrollment in 2020-21 compared to the prior year. See Table 32 in the appendix for complete headcount by high school.

COVID-19 Impact on Headcount by High School: Of the 17 SDUSD high schools that offered CCAP and ACP courses in both 2019-20 and 2020-21, 13 high schools saw decreases in headcount in 2020-21 compared to the prior year.

High schools where African American and/or Latinx students experienced **persistent and recent** disproportionate impact (DI) in access are indicated with an ** in Table 4 below (La Jolla, Mira Mesa, Point Loma, Clairemont, Henry). Schools where African American and/or Latinx student experienced **recent** DI in access are indicated with an * (Scripps Ranch, Kearny, Morse, Madison, Hoover). See Section 14 for the methodology used to identify these school sites.

While total headcount shows the volume of students enrolled in CCAP and/or ACP, it does not account for varying sizes of high schools. See Section 12 for information about Participation Rate, which calculates the number of CCAP and ACP students out of the number of students enrolled at each high school.

For more detail on enrollment by high school, see the [Representation Dashboard, 5-Year Overview](#).

Table 4. Top 5 High Schools by Headcount, CCAP and ACP, and High Schools with DI in Access

Rank by Enrollment		2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 Diff.	19-20 to 20-21 % Change
Overall		2,168	3,114	3,764	4,190	3,832	-358	-9%
1	Scripps Ranch*	342	511	572	528	458	-70	-13%
2	Kearny*	333	456	433	474	406	-68	-14%
3	University City	256	450	344	355	307	-48	-14%
4	La Jolla**	299	263	217	244	256	12	5%
5	Canyon Hills	88	197	311	329	328	-1	0%
6	Mira Mesa**	106	187	329	286	309	23	8%
8	Point Loma**	184	218	201	171	150	-21	-12%
9	Clairemont**	160	152	127	179	134	-45	-25%
10	Henry**	41	162	96	227	204	-23	-10%
11	Morse*	80	72	135	259	184	-75	-29%
14	Madison*	97	98	60	101	87	-14	-14%
15	Hoover*	17	57	86	138	89	-49	-36%
16	Crawford ²	15	43	36	71	82	11	15%

Note 1. Overall total excludes charter schools.

² Crawford is included in Table 4 due to low overall participation rates. See Section 12 for more detail.

Note 2. Headcount includes both CCAP and ACP students.

CCAP and ACP Access

3. **CCAP Enrollments³ by subject:** English and Math were the top CCAP subjects by enrollment over the last five years. In the program's first year, 2016-17, they accounted for nearly half (49%) of all CCAP enrollments. That proportion dropped to 34% by 2019-20.

COVID-19 Impact: In 2020-21, subjects such as Communications, Personal Growth, Psychology, Chicana/o Studies, and Black Studies saw large decreases in enrollment (-23% to -33%).

ACP Enrollments: There were between 1,183 and 1,464 enrollments in Political Science and Math ACP courses over the last five years. ACP enrollments have remained relatively stable, except when Political Science enrollments peaked at 940 in 2017-18.

Table 5. CCAP Enrollments (duplicated) by Subject

Subject of College Course	2016-17	2017-18	2018-19	2019-20	2020-21	Diff. 19-20 to 20-21	% Change 19-20 to 20-21
English	489	860	1,227	1,475	1,467	-8	-1%
Math	863	1,009	835	875	743	-132	-15%
Communications	251	468	501	861	605	-256	-30%
Political Science	238	394	566	640	623	-17	-3%
Personal Growth	283	399	567	672	466	-206	-31%
Business	98	364	549	486	411	-75	-15%
Marketing	186	289	323	343	326	-17	-5%
Psychology	68	329	277	434	335	-99	-23%
Health	135	324	309	323	262	-61	-19%
Sociology	28	183	217	242	225	-17	-7%
Chicana/o Studies	0	15	309	328	219	-109	-33%
Black Studies	0	0	191	245	170	-75	-31%
Total Shown	2,639	4,634	5,871	6,924	5,852	-1,072	-15%
Total Year	2,736	5,071	6,569	7,690	6,553	-1,137	-15%
% Shown	96%	91%	89%	90%	89%	---	---

Table 6. ACP Enrollments (duplicated) by Subject

Subject of College Course	2016-17	2017-18	2018-19	2019-20	2020-21	Diff. 19-20 to 20-21	% Change 19-20 to 20-21
Math	672	524	572	530	562	32	6%
Political Science	644	940	611	678	683	5	1%
Total ACP	1,316	1,464	1,183	1,208	1,245	37	3%

Note. Tables 5 and 6 exclude charters.

³ Enrollments are duplicated instances of students in classes. One student in two classes is counted twice.

CCAP and ACP Access

This section of the report examines access to the CCAP and ACP programs by ethnicity. The analysis is presented in four pieces to answer different questions about which groups of high school students are accessing the CCAP and ACP programs:

- **Overall Representation:** Within the CCAP and ACP programs, what is the representation of each ethnicity?
- **Representation by Program:** How does representation differ between the CCAP and ACP programs?
- **Compared to High School Representation:** How does representation in the CCAP and ACP programs compare to the demographics of the high schools where those programs are offered? Where are the significant differences?
- **Participation Rate:** Out of all students at a high school, or out of all students at a high school in an ethnicity, what percent participated in CCAP and/or ACP? Where are the significant differences?

4. **Overall Representation by Ethnicity:** Across the colleges, the largest group of CCAP and ACP students by ethnicity has been Latinx students. Latinx student representation among CCAP and ACP students grew from 32% in 2016-17 to 36 % in 2019-20. See Table 7 on the next page for full detail.

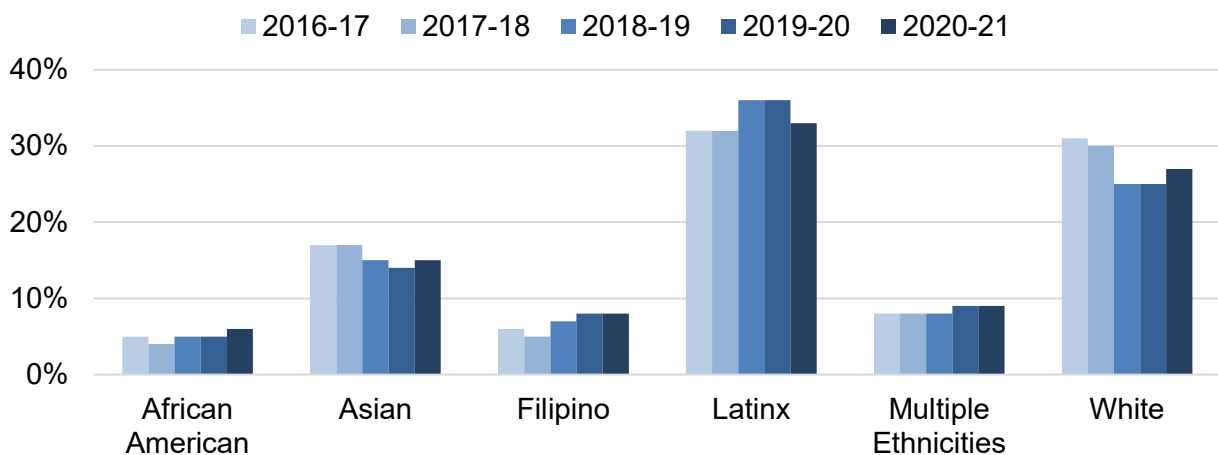
COVID-19 Impact on Representation: In 2020-21, representation of Latinx students decreased 3%.

Gaps in representation by ethnicity in the CCAP and ACP programs compared to their corresponding high school sites are prevalent. These gaps are visible both across the CCAP and ACP programs and at certain high school sites. Section 6 illustrates gaps in representation between the CCAP and ACP programs and the high schools at which those programs are offered.

Access: Ethnicity Analysis

- **Overall Representation**
- Representation by Program (CCAP or ACP)
- Compared to High School Representation
- Participation Rate

Figure 2. CCAP and ACP Representation, by Ethnicity, largest groups



Note. Excludes charter schools.

CCAP and ACP Access

Table 7. CCAP and ACP Representation, by Ethnicity

		2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 Difference
CCAP and ACP	African American	5%	4%	5%	5%	6%	1%
	Asian	17%	17%	15%	14%	15%	1%
	Filipino	6%	5%	7%	8%	8%	0%
	Latinx	32%	32%	36%	36%	33%	-3%
	Multiple Ethnicities	8%	8%	8%	9%	9%	0%
	Native American	0%	0%	0%	0%	0%	0%
	Pacific Islander	0%	0%	1%	0%	1%	1%
	Unreported	1%	3%	3%	2%	1%	-1%
	White	31%	30%	25%	25%	27%	2%
	CCAP and ACP Headcount	100% 2,168	100% 3,114	100% 3,764	100% 4,190	100% 3,832	--- -9%

Note. Excludes charter schools.

Table 8. Representation by Ethnicity at High Schools with CCAP and/or ACP courses, by year

		2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 Difference
All High Schools with CCAP and/or ACP Programs	African American	8%	8%	8%	7%	7%	0%
	Asian	12%	12%	10%	9%	10%	1%
	Filipino	7%	7%	7%	6%	6%	0%
	Latinx	41%	41%	44%	45%	44%	-1%
	Multiple Ethnicities	6%	7%	7%	7%	8%	1%
	Native American	0%	0%	0%	0%	0%	0%
	Pacific Islander	1%	1%	1%	1%	0%	0%
	Unreported	0%	1%	1%	0%	0%	1%
	White	24%	24%	23%	24%	24%	1%
	Total Headcount	100% 24,072	100% 24,154	100% 28,842	100% 28,581	100% 28,320	--- -1%

Note 1. Excludes charter schools.

Note 2. Includes all enrollment at high schools with CCAP and ACP courses in each year.

Compared to the corresponding high school populations, **African American and Latinx students were under-represented** across the CCAP and ACP programs in all of the last five years. Figure 4 illustrates these gaps

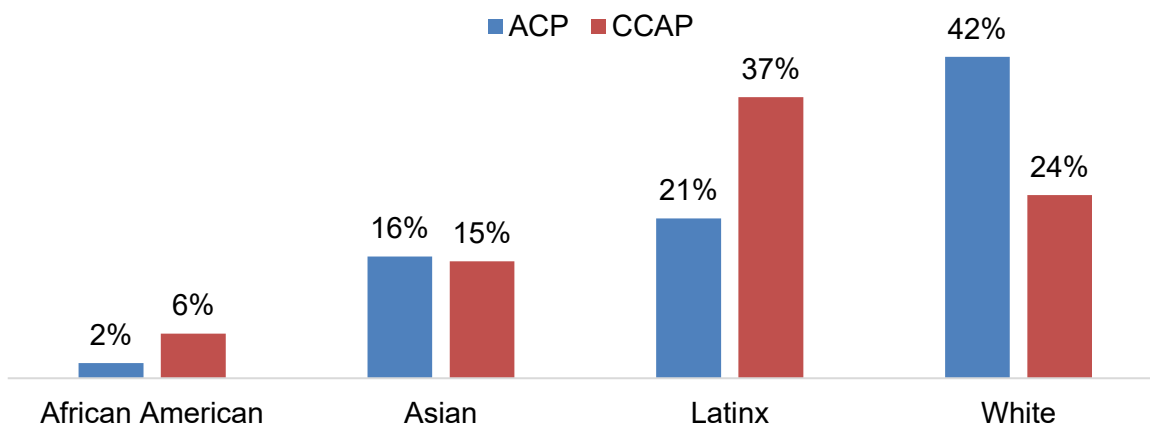
CCAP and ACP Access

5. Representation by Program (CCAP or ACP): Compared to the CCAP program, the ACP program has had lower representation of African American (-4%) and Latinx students (-16%) over the last five years. See Table 11 on the next page for full detail.

As headcount in the CCAP program has more than doubled over the last five years, so has the number of African American (+119%) and Latinx students (+100%). And while the ACP program has not changed significantly in the number of students served (2016-17: 676, 2020-21: 660), the low numbers of African American and Latinx students in ACP have also not changed significantly.

While ACP is offered at a subset of the schools at which CCAP is offered, differences in high school populations between ACP and CCAP schools do not entirely account for differences in representation seen below. See Tables 10 and 11 to compare representation by ethnicity in CCAP and ACP to representation at high schools with CCAP or ACP courses.

Figure 3. Representation by Ethnicity in CCAP and ACP, 5-Year Average



Access: Ethnicity Analysis

- Overall Representation
- **Representation by Program (CCAP or ACP)**
- Compared to high school representation
- Participation Rate

Table 9. Headcount of selected ethnicities, by Program

		2016-17	2017-18	2018-19	2019-20	2020-21	5-Year % Change	5-Year Total
ACP only	African American	12	**	11	24	11	-8%	65
	Asian	107	107	91	105	114	7%	524
	Latinx	127	141	129	157	135	6%	689
	White	329	327	231	230	268	-19%	1,385
	Total	676	704	587	654	660	-2%	3,281
CCAP only	African American	101	134	190	213	221	119%	859
	Asian	274	457	496	526	494	80%	2,247
	Latinx	589	905	1,296	1,436	1,176	100%	5,402
	White	399	675	749	882	817	105%	3,522
	Total	1,609	2,596	3,330	3,767	3,337	107%	14,639

Note 1. Excludes charter schools.

Note 2. "Total" rows includes ethnicities not shown in the table above (Filipino, Multiple Ethnicities, Native American, Pacific Islander, Unreported).

CCAP and ACP Access

COVID-19 Impact on Representation:

Representation of Latinx students decreased in both CCAP (-3%) and ACP (-4%) in 2020-21 compared to the prior year

While representation of African American students was increased 1% in the CCAP program in 2020-21 compared to the prior year, it decreased in the ACP program (from 4% in 2019-20 to 2% in 2020-21).

Access: Ethnicity Analysis

- Overall Representation
- **Representation by Program (CCAP or ACP)**
- Compared to high school representation
- Participation Rate

Table 10. CCAP and ACP Representation, by Program and Ethnicity

		2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 Difference
CCAP only	African American	6%	5%	6%	6%	7%	1%
	Asian	17%	18%	15%	14%	15%	1%
	Filipino	6%	5%	6%	7%	8%	1%
	Latinx	37%	35%	39%	38%	35%	-3%
	Multiple Ethnicities	7%	8%	8%	9%	9%	0%
	Native American	0%	0%	0%	0%	0%	0%
	Pacific Islander	0%	0%	1%	0%	1%	1%
	Unreported	1%	3%	3%	2%	1%	-1%
	White	25%	26%	22%	23%	24%	1%
	CCAP Total	100%	100%	100%	100%	100%	---
ACP only	African American	2%	1%	2%	4%	2%	-2%
	Asian	16%	15%	16%	16%	17%	1%
	Filipino	5%	6%	9%	9%	9%	0%
	Latinx	19%	20%	22%	24%	20%	-4%
	Multiple Ethnicities	9%	9%	9%	9%	9%	0%
	Native American	0%	0%	0%	0%	0%	0%
	Pacific Islander	0%	0%	0%	0%	1%	1%
	Unreported	1%	2%	3%	2%	2%	0%
	White	49%	46%	39%	35%	41%	6%
	ACP Total	100%	100%	100%	100%	100%	---

Note. Excludes charter schools.

For more detail on program representation, and program representation compared to representation at SDUSD high schools with CCAP and/or ACP programs, see the [Representation Dashboard, 5-Year Ethnicity](#).

CCAP and ACP Access

Compared to the high schools where CCAP and ACP programs were offered, African American and Latinx students were under-represented.

This under-representation was most dramatic for African American students in ACP: while they were 6% to 7% of the student population at high schools with ACP programs, they were 1% to 4% of students in ACP. Latinx students were also under-represented in ACP (37% to 39% of the high school population, 19% to 24% of the ACP population).

The next section (“Compared to high school representation”) illustrates gaps between these groups’ high school representation and representation across CCAP and ACP programs.

Access: Ethnicity Analysis

- Overall Representation
- Representation by Program (CCAP or ACP)
- Compared to high school representation
- Participation Rate

Table 11. High School Representation at schools with active CCAP and/or ACP Programs, by Program and Ethnicity

		2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 Difference
CCAP	African American	9%	8%	8%	7%	7%	0%
	Asian	11%	12%	10%	9%	10%	1%
	Filipino	8%	7%	7%	6%	6%	0%
	Latinx	42%	41%	44%	45%	45%	0%
	Multiple Ethnicities	6%	7%	7%	7%	8%	1%
	Native American	0%	0%	0%	0%	0%	0%
	Pacific Islander	1%	1%	1%	1%	0%	-1%
	Unreported	0%	1%	1%	0%	0%	0%
	White	22%	24%	23%	24%	23%	-1%
	CCAP and ACP	100%	100%	100%	100%	100%	---
ACP	African American	7%	6%	6%	6%	6%	0%
	Asian	8%	7%	8%	8%	8%	0%
	Filipino	7%	7%	7%	7%	6%	-1%
	Latinx	39%	37%	39%	39%	38%	-1%
	Multiple Ethnicities	7%	7%	8%	8%	8%	0%
	Native American	0%	0%	0%	0%	0%	0%
	Pacific Islander	1%	1%	1%	1%	0%	-1%
	Unreported	0%	0%	1%	0%	0%	0%
	White	31%	34%	32%	32%	32%	0%
	CCAP and ACP	100%	100%	100%	100%	100%	---

CCAP and ACP Access

6. Program Representation compared to High School

Demographics: Over the last five years, representation of Latinx students in CCAP and ACP have been 8% to 11% lower than the high schools at which those programs were offered. This gap grew larger in 2020-21, the year in which instruction was moved online in response to COVID-19 (-11%). Representation of African American students has been 1% to 4% lower; this gap has narrowed in recent years as well.

- Access: Ethnicity Analysis
- Overall Representation
 - Representation by Program (CCAP or ACP)
 - **Compared to high school representation**
 - Participation Rate

Figure 4 below illustrates the gaps in representation between high school populations and CCAP and ACP demographics. Red bars indicate groups which saw lower representation in CCAP and ACP programs than the high schools at which those programs were offered, and green bars indicate groups which saw higher representation in CCAP and ACP.

Figure 4. Districtwide differences between High School and CCAP/ACP Representation, by Year

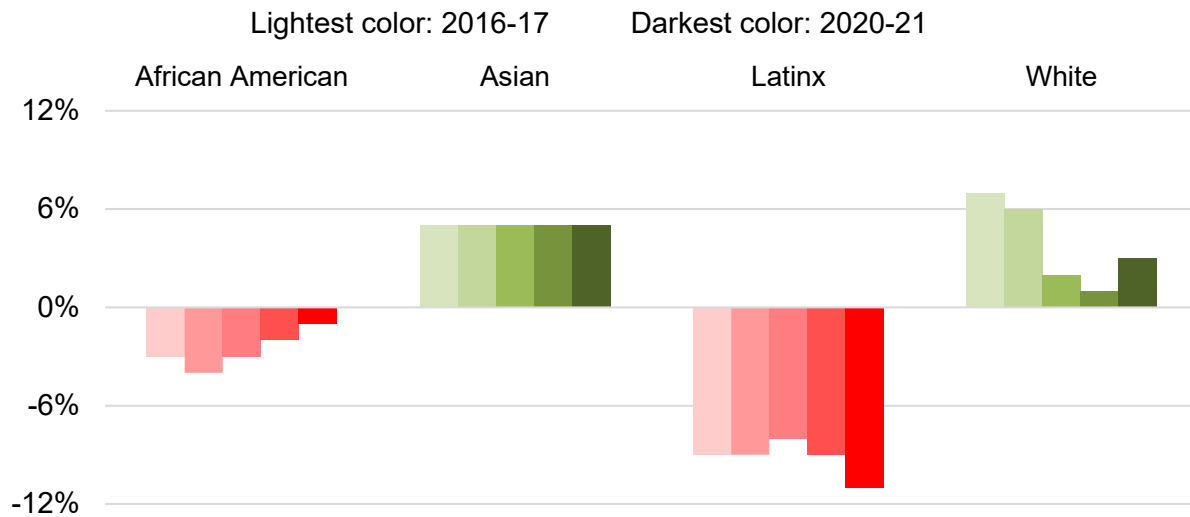


Table 12. Differences in representation in CCAP/ACP, compared to included high schools

	2016-17	2017-18	2018-19	2019-20	2020-21
African American	-3%	-4%	-3%	-2%	-1%
Asian	5%	5%	5%	5%	5%
Filipino	-1%	-2%	0%	2%	2%
Latinx	-9%	-9%	-8%	-9%	-11%
Multiple Ethnicities	2%	1%	1%	2%	1%
Native American	0%	0%	0%	0%	0%
Pacific Islander	-1%	-1%	0%	-1%	1%
Unreported	1%	2%	2%	2%	1%
White	7%	6%	2%	1%	3%

Note. Excludes charter schools.

CCAP and ACP Access

7. Program Representation by Ethnicity compared to High School Representation, School-level detail:

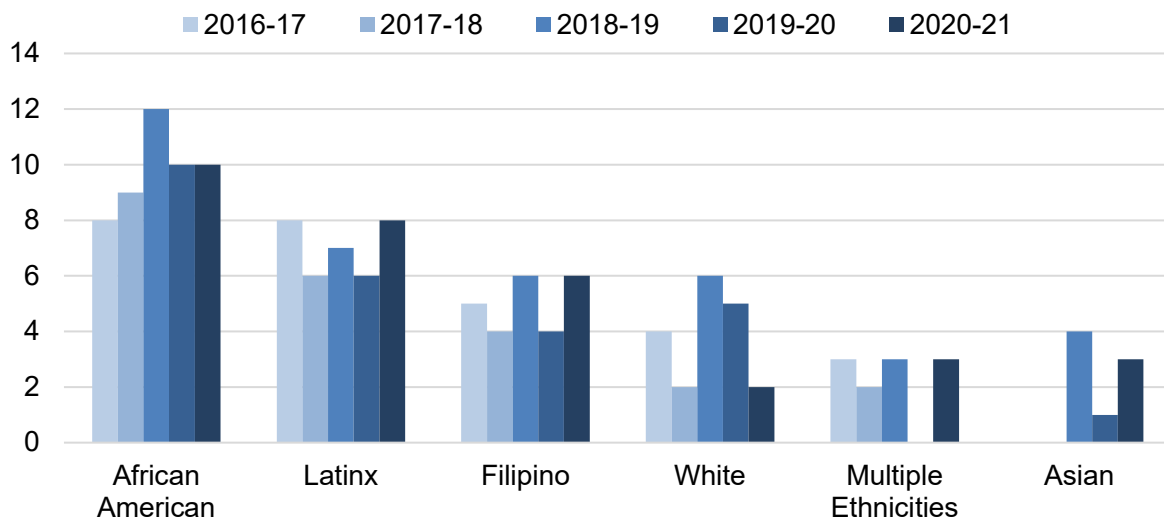
Disproportionate under-representation was observed more often over the last five years for African American and Latinx students than other groups.

Disproportionate impact (DI) in access was calculated at the high school level by comparing representation in CCAP and/or ACP to that high school's population. DI was identified in instances where program representation was less than 80% of representation at the high school. East Village and Mt. Everest High Schools were excluded from this analysis as only one year of data was available for these sites.

Access: Ethnicity Analysis

- Overall Representation
- Representation by Program (CCAP or ACP)
- **Compared to high school representation**
- Participation Rate

Figure 5. Count of high schools with DI in Access (Representation)



Note. Excludes charter schools.

African American and Latinx students at the below school sites experienced DI in CCAP and ACP access in four or five of the last five years.

- African American students DI in access
 - ...for 5 years at Henry and Madison
 - ...for 4 years at Clairemont, Kearny, La Jolla, Mira Mesa, and Point Loma
- Latinx students DI in access
 - ...for 5 years at La Jolla
 - ...for 4 years at Crawford, Madison, and Point Loma

CCAP and ACP Access

8. **DI in Representation, African American Students:** Table 13 below shows the years in which African American student representation was less than 80% of their representation at the school site. The value shown in each cell is the difference in representation (CCAP/ACP representation minus high school representation).

For more detail on rates of representation at each school site, see the [CCAP and ACP Representation Dashboard](#). East Village and Mt. Everest High Schools were excluded from this analysis as only one year of data was available for these sites.

Access: Ethnicity Analysis

- Overall Representation
- Representation by Program (CCAP or ACP)
- **Compared to high school representation**
- Participation Rate

Table 13. Disproportionate differences between high school and CCAP/ACP representation, African American Students

	2016-17	2017-18	2018-19	2019-20	2020-21	Years DI
Canyon Hills	---	-3%	-2%	-2%	---	3
Clairemont	-2%	-1%	-1%	---	-1%	4
Crawford	-22%	-10%	---	---	-9%	3
Garfield	---	---	-1%	---	---	1
Henry	-6%	-4%	-4%	-3%	-3%	5
Hoover	---	-2%	---	---	-4%	2
Kearny	-4%	---	-2%	-2%	-3%	4
La Jolla	-1%	-1%	---	-0.3%	-0.4%	4
Lincoln	---	-7%	-7%	-4%	---	3
Madison	-3%	-10%	-11%	-7%	-3%	5
Mira Mesa	-2%	---	-2%	-3%	-1%	4
Mission Bay	---	---	-3%	-2%	---	2
Morse	---	-9%	---	---	---	1
Point Loma	-1%	---	-2%	-2%	-2%	4
Scripps Ranch	---	---	-1%	-1%	-2%	3
SDHS	---	---	---	---	---	0
SDSCPA	---	---	---	---	---	0
University City	---	---	-1%	---	---	1
Total Schools DI	8	9	12	10	10	---

Schools with **Persistent DI in Representation** (DI in 4 or 5 years) for African American Students: Clairemont (14), Henry (150), Kearny (124), La Jolla (15), Madison (91), Mira Mesa (89), Point Loma (45).

Additional schools with **DI in Representation in 2020-21** for African American Students: Crawford (289), Hoover (164), Scripps Ranch (49).

Values shown in parenthesis – “Henry (150)” – are the number of African American students at that high school in 2020-21. These values may be used to make the statement: **“The 150 African American students at Henry in 2020-21 were disproportionately impacted in access to CCAP and/or ACP.”**

CCAP and ACP Access

9. **DI in Representation, Latinx Students:** Table 14 below shows the years in which Latinx student representation was less than 80% of their representation at the school site. The value shown in each cell is the difference in representation (CCAP/ACP representation minus high school representation).

For more detail on rates of representation at each school site, see the [CCAP and ACP Representation Dashboard](#). East Village and Mt. Everest High Schools were excluded from this analysis as only one year of data was available for these sites.

Access: Ethnicity Analysis

- Overall Representation
- Representation by Program (CCAP or ACP)
- **Compared to high school representation**
- Participation Rate

Table 14. Disproportionate differences between high school and CCAP/ACP representation, Latinx Students

	2016-17	2017-18	2018-19	2019-20	2020-21	Years DI
Canyon Hills	-14%	---	-10%	---	---	2
Clairemont	---	-13%	---	---	-18%	2
Crawford	-14%	-12%	-33%	-11%	---	4
Garfield	---	---	---	---	---	0
Henry	-15%	-8%	-11%	---	---	3
Hoover	---	---	---	---	---	0
Kearny	---	---	---	---	---	0
La Jolla	-12%	-12%	-10%	-9%	-10%	5
Lincoln	-14%	---	---	---	---	1
Madison	-13%	-16%	-14%	---	-25%	4
Mira Mesa	---	---	---	-9%	-10%	2
Mission Bay	---	---	---	---	---	0
Morse	-8%	---	-9%	---	-12%	3
Point Loma	-16%	---	-10%	-12%	-13%	4
Scripps Ranch	---	---	---	-4%	-4%	2
SDHS	---	---	---	---	---	0
SDSCPA	---	---	---	---	---	0
University City	---	-8%	---	-11%	-12%	3
Total Schools DI	8	6	7	6	8	---

Schools with **Persistent DI in Representation** (DI in 4 or 5 years) for Latinx Students: Crawford (525), La Jolla (333), Madison (551), Point Loma (638)

Additional Schools with **DI in Representation in 2020-21** for Latinx Students: Clairemont (402), Mira Mesa (550), Morse (727), Point Loma (638), Scripps Ranch (297), University City (669)

Values shown in parenthesis – “La Jolla (333)” – are the number of Latinx students at that high school in 2020-21. These values may be used to make the statement: **“The 333 Latinx students at La Jolla in 2020-21 were disproportionately impacted in access to CCAP and/or ACP.”**

CCAP and ACP Access

10. Overall Participation Rate: In 2020-21, 14% of students at high schools with CCAP and ACP courses enrolled in at least one CCAP or ACP course (3,832 out of 28,320 students). Overall participation rates increased from 9% in 2016-17 to 15% in 2019-20, then decreased slightly to 14% in 2020-21. ACP participation rates have remained between 5% and 6% over the last five years.

The Overall Participation Rate (CCAP and ACP) is the number of CCAP and/or ACP students divided by total enrollment at the high schools where those programs are offered. Similarly, the CCAP Participation Rate is the number of CCAP students divided by total enrollment at schools where CCAP was offered.

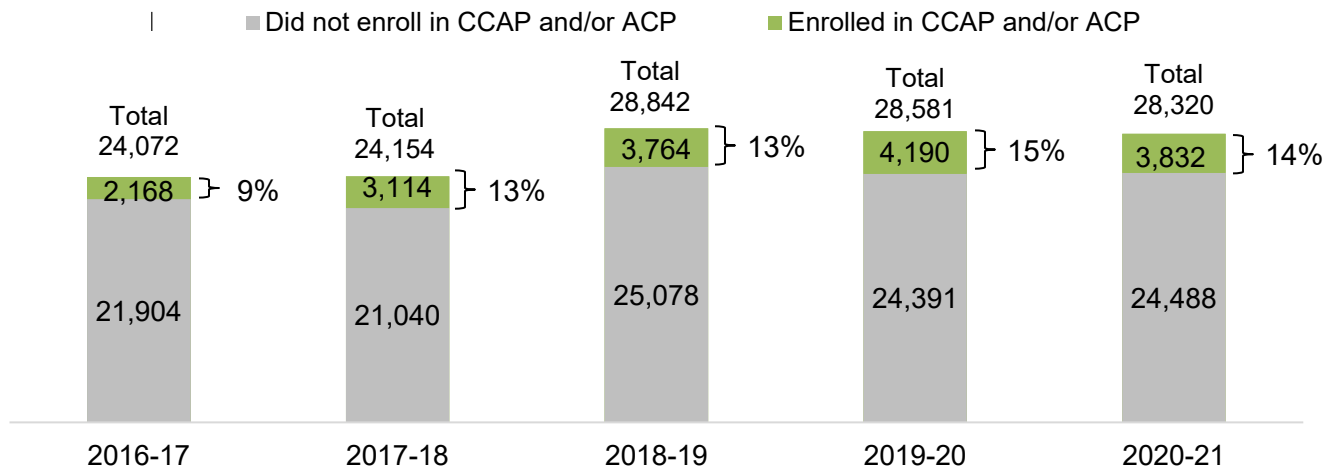
Access: Ethnicity Analysis

- Overall Representation
- Representation by Program (CCAP or ACP)
- Compared to high school representation
- **Participation Rate**

Table 15. CCAP and/or ACP Enrollment, High School Enrollment, and Participation Rate

		2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 Diff.
CCAP and ACP	HS Population	24,072	24,154	28,842	28,581	28,320	-261
	Program Enrollment	2,168	3,114	3,764	4,190	3,832	-358
	% in CCAP and/or ACP	9%	13%	13%	15%	14%	-1%
CCAP Only	HS Population	21,682	24,154	28,842	28,581	28,029	-552
	Program Enrollment	1,609	2,596	3,330	3,767	3,337	-430
	% in CCAP	7%	11%	12%	13%	12%	-1%
ACP Only	HS Population	12,941	11,456	12,613	12,537	12,700	163
	Program Enrollment	676	704	587	654	660	6
	% in ACP	5%	6%	5%	5%	5%	0%

Figure 6. CCAP and ACP Enrollment (unduplicated), and High School Enrollment at included High Schools



Note 1. Excludes charter schools.

Note 2. High school enrollment at “CCAP and ACP” schools is largely similar to enrollment at “CCAP Only” schools, with a few exceptions where ACP was offered in years that CCAP was not. For example, Patrick Henry had 80 ACP enrollments in 2016-17 and no CCAP enrollments in that year.

CCAP and ACP Access

11. Participation Rate by Ethnicity: Participation rates in CCAP and ACP increased for all groups from 2016-17 to 2019-20. Participation rates were highest for Asian students in each of the last five academic years.

Participation rates were consistently lower for African American (6% to 11%) and Latinx students (7% to 12%) across the last five years. Participation rates were also low at certain points within the last five years for Native American and Pacific Islander students.

Access: Ethnicity Analysis

- Overall Representation
- Representation by Program (CCAP or ACP)
- Compared to high school representation
- **Participation Rate**

The ACP program saw substantially lower participation rates for Latinx and African American students (Latinx: 2% to 3%, African American: 1% to 3%) than the CCAP program (Latinx: 6% to 11%, African American: 5% to 11%). For more detail on participation rates in CCAP only or ACP only, see Tables 34 and 35 in the Appendix.

Figure 7. CCAP and ACP Participation Rate

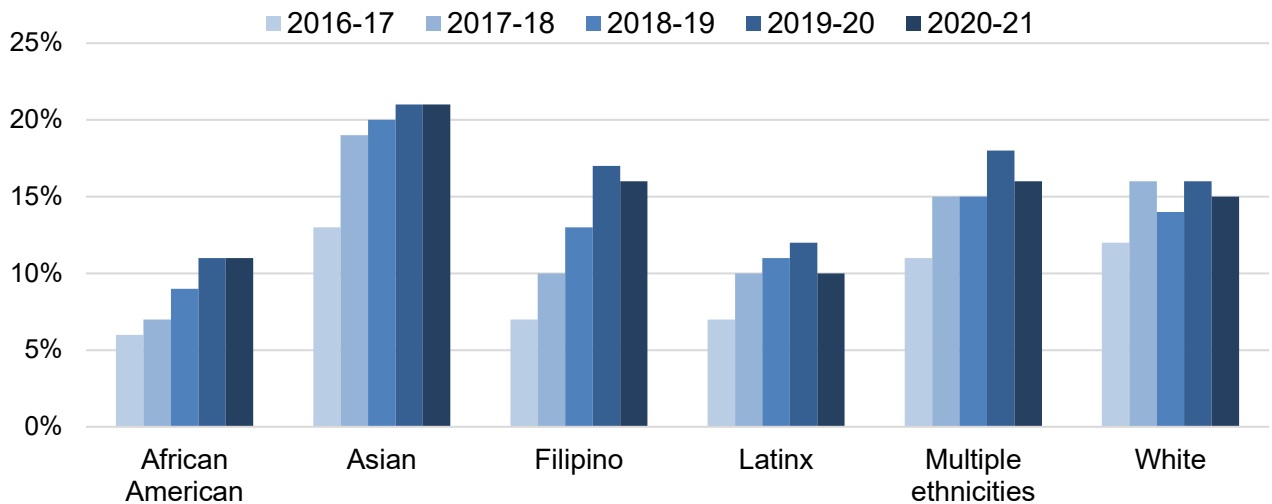


Table 16. CCAP and ACP Participation Rate

	2016-17	2017-18	2018-19	2019-20	2020-21	16-17 to 20-21 Diff.
African American	6%	7%	9%	11%	11%	5%
Asian	13%	19%	20%	21%	21%	8%
Filipino	7%	10%	13%	17%	16%	9%
Latinx	7%	10%	11%	12%	10%	3%
Multiple ethnicities	11%	15%	15%	18%	16%	5%
Native American	7%	12%	10%	18%	7%	0%
Pacific Islander	7%	7%	14%	10%	17%	10%
White	12%	16%	14%	16%	15%	3%
Overall	9%	13%	13%	15%	14%	5%

Note 1. Excludes charter schools.

Note 2. Unreported ethnicity participation rates not included here.

CCAP and ACP Access

12. Participation Rate by High School: Generally, schools with larger CCAP and ACP enrollment had higher participation rates. For example, Kearny High School had the highest participation rate each year since 2016-17 (23% to 34% of all Kearny students). Other high schools with consistently high participation rates were Scripps Ranch, University City, La Jolla, and Canyon Hills. In 2020-21, SDSCPA had a participation rate of 22% and East Village had a participation rate of 57%.

Access: Ethnicity Analysis

- Overall Representation
- Representation by Program (CCAP or ACP)
- Compared to high school representation
- **Participation Rate**

Compared to the first year CCAP and/or ACP was offered, participation rates grew the most at Canyon Hills (+18%), Mira Mesa (+9%), and SDSCPA (+8%).

Participation rates have been consistently low at Henry, Hoover, and Crawford High Schools (less than 10% in each of the last five years). Other high schools with low participation rates have included Point Loma, Henry, Morse, SDHS, Madison, and Mission Bay High Schools.

Table 17. Participation Rate by High School

High School, by Enrollment Rank	2016-17	2017-18	2018-19	2019-20	2020-21	First Year to 20-21 Diff.
Scripps Ranch	16%	23%	26%	25%	22%	6%
Kearny	23%	30%	30%	34%	29%	6%
University City	14%	24%	19%	20%	18%	4%
La Jolla	19%	17%	15%	18%	19%	0%
Canyon Hills	5%	12%	21%	24%	23%	18%
Mira Mesa	4%	8%	14%	12%	13%	9%
Lincoln	8%	14%	18%	18%	13%	5%
Point Loma	9%	11%	11%	9%	8%	-1%
Clairemont	17%	16%	14%	20%	15%	-2%
Henry	2%	7%	4%	9%	8%	6%
Morse	5%	4%	8%	15%	10%	5%
SDSCPA	---	---	14%	17%	22%	8%
SDHS	---	---	10%	10%	8%	-2%
Madison	9%	10%	6%	10%	9%	0%
Hoover	1%	3%	4%	6%	4%	3%
Crawford	1%	4%	3%	6%	7%	6%
Mission Bay	---	---	5%	3%	7%	2%
Garfield	17%	15%	13%	14%	---	---
East Village	---	---	---	---	57%	---
Mt. Everest	---	---	---	---	9%	---
Overall	9%	13%	13%	15%	14%	-1%

CCAP and ACP Access

13. Participation Rate by Ethnicity and Overall

Participation Rate, by School: As in comparisons of program representation to high school representation, African American students were disproportionately impacted in participation rate more often than other groups.

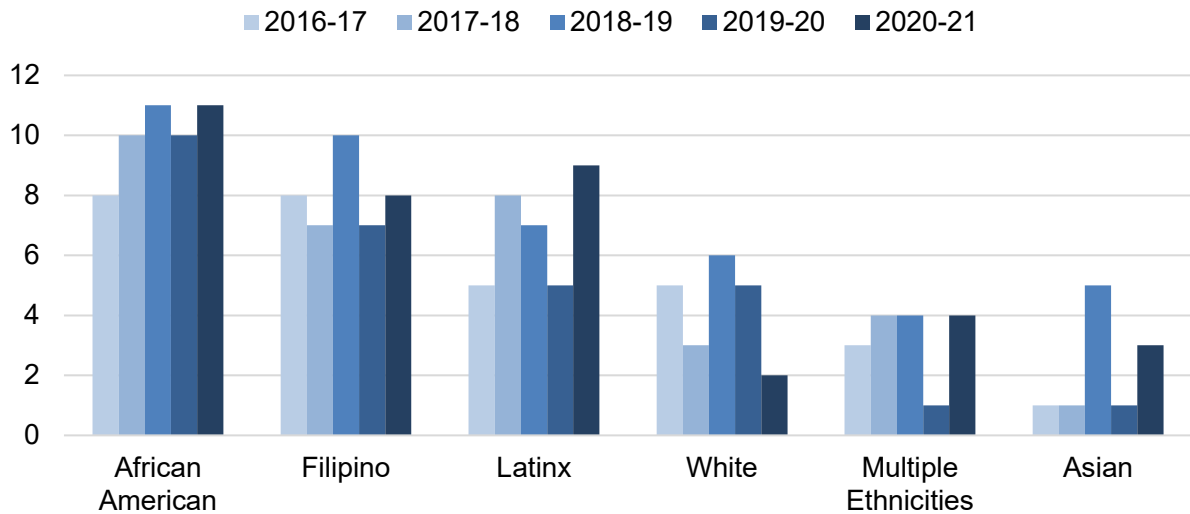
Filipino students were DI in participation rate the next most often, followed by Latinx students.

DI in participation rate was calculated by dividing a group’s participation rate by the overall participation rate.

Access: Ethnicity Analysis

- Overall Representation
- Representation by Program (CCAP or ACP)
- Compared to high school representation
- **Participation Rate**

Table 18. Count of high schools with DI in Access (Participation Rate)



Note. Excludes charter schools.

African American, Filipino, and Latinx students at the below school sites experienced DI in CCAP and ACP participation rates in four or five of the last five years.

- African American students DI in participation rate
 - ...for 5 years at Henry and Madison
 - ...for 4 years at Clairemont, Kearny, La Jolla, Mira Mesa, and Point Loma
- Filipino students DI in participation rate
 - ...for 5 years at Clairemont
 - ...for 4 years at Garfield and Hoover
- Latinx students DI in participation rate
 - ...for 5 years at La Jolla
 - ...for 4 years at Point Loma and University City

For more detail on program representation, and program representation compared to representation at SDUSD high schools with CCAP and/or ACP programs, see the [Representation Dashboard, 5-Year Ethnicity](#).

CCAP and ACP Access

14. **CCAP and ACP Access Conclusions: Gaps in access to the CCAP and ACP program are prevalent for all students at Hoover and Crawford (low participation rates over the last five years), as well as African American and Latinx students at several high schools.** 16 SDUSD high schools showed persistent (4+ years) or recent (2020-21) DI in underrepresentation and/or participation rates for African American and/or Latinx students.

The table below identifies schools which had persistent **and** recent DI in access⁴ for African American and Latinx students. The table includes the number of students in each ethnicity enrolled at the high school in 2020-21. See Tables 22 and 23 for full detail.

Table 19. Schools with Persistent and Recent DI in Access for African American and Latinx Students

African American Students				Latinx Students	
High School	2020-21 Enrollment	High School	2020-21 Enrollment	High School	2020-21 Enrollment
Clairemont	14	Madison	91	La Jolla	333
Henry	150	Mira Mesa	89	Point Loma	638
Kearny	124	Point Loma	45		
La Jolla	15				

Table 20. Sites with Recent DI in Access for African American Students

In addition to the schools in the table above, the schools in Table 20 showed **recent DI** in access (DI in both representation and participation rate in 2020-21) for **African American** students.

Schools that showed **little or no evidence of persistent or recent DI in access for African American students** were Morse, SDHS, SDSCPA, and University City.

School	African American Enrollment
Crawford	289
Hoover	164
Scripps Ranch	49

Table 21. Schools with Recent DI in Access for Latinx Students

In addition to the schools in the table above, the schools in Table 21 showed **recent DI** in access (DI in both representation and participation rate in 2020-21) for **Latinx** students.

Schools that showed **little or no evidence of persistent or recent DI in access for Latinx students** were Hoover, Kearny, Lincoln, Mission Bay, SDHS, and SDSCPA.

School	Latinx Enrollment
Clairemont	402
Madison	551
Mira Mesa	550
Morse	727
Scripps Ranch	297
University City	669

⁴ These schools showed DI in representation in 4+ out of the last 5 years **and** in 2020-21 **and** DI in participation rate in 4+ out of the last 5 years **and** DI in participation rate in 2020-21.

CCAP and ACP Access

Worksheet: Persistent and Recent DI in Access, African American Students

Table 22. Persistent and Recent DI in Access, African American Students

	2020-21 African American Enrollment	African American CCAP and ACP Access Summary			
		Persistent DI		Recent DI	
		Representation	Participation Rate	Representation	Participation Rate
Canyon Hills	102				
Clairemont	14	Yes	Yes	Yes	Yes
Crawford	289			Yes	Yes
East Village	**	n/a	n/a		
Henry	150	Yes	Yes	Yes	Yes
Hoover	164			Yes	Yes
Kearny	124	Yes	Yes	Yes	Yes
La Jolla	15	Yes	Yes	Yes	Yes
Lincoln	268				
Madison	91	Yes	Yes	Yes	Yes
Mira Mesa	89	Yes	Yes	Yes	Yes
Mission Bay	57	n/a	n/a		
Morse	211				
Mt. Everest	**	n/a	n/a	---	Yes
Point Loma	45	Yes	Yes	Yes	Yes
Scripps Ranch	49			Yes	Yes
SDHS	190				
SDSCPA	118				
University City	50				

Note 1. "Persistent DI" refers to Disproportionate Impact in the indicated metric in 4 of the last 5 years. "Recent DI" refers to Disproportionate Impact in the 2020-21 academic year.

Note 2. DI in representation was calculated by dividing the group's representation in CCAP/ACP by their representation at the high school. DI is indicated for sites where this value was less than 80%.

Note 3. DI in participation rate was calculated by dividing the group's participation rate by the overall participation rate for the high school. DI is indicated for sites where this value was less than 80%.

** indicates cell sizes less than 10.

CCAP and ACP Access

Worksheet: Persistent and Recent DI in Access, Latinx Students

Table 23. Persistent and Recent DI in Access, Latinx Students

	2020-21 Latinx Enrollment	Latinx CCAP and ACP Access Summary			
		Persistent DI		Recent DI	
		Representation	Participation Rate	Representation	Participation Rate
Canyon Hills	548				
Clairemont	402			Yes	Yes
Crawford	525	Yes			
East Village	95	n/a	n/a		
Henry	767				
Hoover	1,643				
Kearny	721				
La Jolla	333	Yes	Yes	Yes	Yes
Lincoln	988				
Madison	551	Yes		Yes	Yes
Mira Mesa	550			Yes	Yes
Mission Bay	560	n/a	n/a		
Morse	727			Yes	Yes
Mt. Everest	43	n/a	n/a		Yes
Point Loma	638	Yes	Yes	Yes	Yes
Scripps Ranch	297			Yes	Yes
SDHS	1,789				
SDSCPA	539				
University City	669		Yes	Yes	Yes

Note 1. “Persistent DI” refers to Disproportionate Impact in the indicated metric in 4 of the last 5 years. “Recent DI” refers to Disproportionate Impact in the 2020-21 academic year.

Note 2. DI in representation was calculated by dividing the group’s representation in CCAP/ACP **by their representation at the high school**. DI is indicated for sites where this value was less than 80%.

Note 3. DI in participation rate was calculated by dividing the group’s participation rate **by the overall participation rate** for the high school. DI is indicated for sites where this value was less than 80%.

CCAP and ACP Outcomes: Enrollment-level

15. Success Rates, Overall: Success rates in CCAP and ACP courses have historically been high, with more than 9 out of 10 enrollments across both programs and all high schools resulting in an A, B, C, or passing grade.

COVID-19 Impact: Success rates decreased 3% in the CCAP program in 2020-21 compared to the prior year. There were 1,268 fewer course successes (-18%) in 2020-21 than the prior year (course enrollments⁵ decreased 15%, or -1,137). See Figure 36 in the Appendix for more detail.

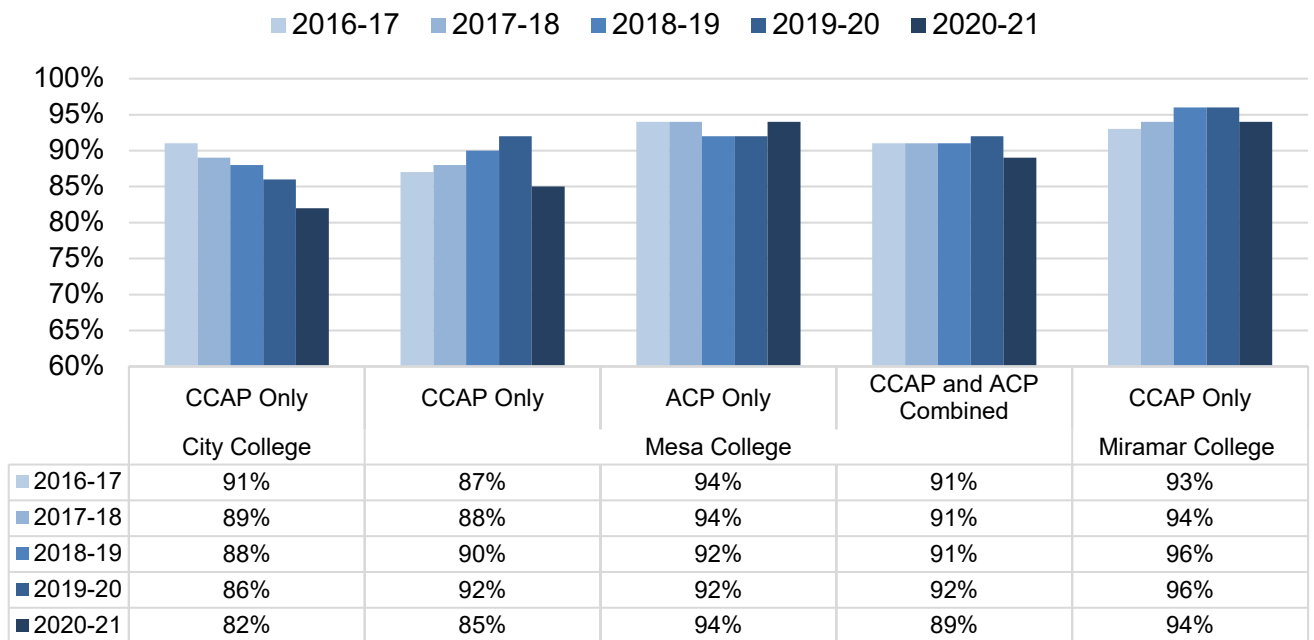
Success rates in the ACP program increased 2% from 2019-20 to 2020-21.

Table 24. Overall CCAP and ACP Success Rates

	2016-17	2017-18	2018-19	2019-20	2020-21	Diff. 19-20 to 20-21
CCAP Only	90%	91%	93%	92%	89%	-3%
ACP Only	94%	94%	92%	92%	94%	2%
CCAP and ACP Total	92%	92%	93%	92%	90%	-2%

Note. Excludes charters.

Figure 8. CCAP and ACP Success Rates, by Service Area



Note. Excludes charters.

⁵ Enrollments are duplicated instances of students taking courses. One student in two courses is counted twice.

CCAP and ACP Outcomes: Enrollment-level

16. Success Rate, by Subject: Among the top 10 CCAP subjects by enrollment, success rates in Business, Marketing, and Political Science have been higher than other subjects for the last five years (94% to 100%). The subjects shown in Table 25 below account for 89% to 91% of all CCAP enrollments⁶ in the last four years (and 96% in 2016-17).

English, the largest CCAP subject by enrollment, saw success rates between 89% and 94%. Math, the second-largest CCAP subject by enrollment, saw slightly lower success rates (83% to 90%).

Overall ACP success rates (Math and Political Science only) have remained consistently between 91% and 94% (except Political Science in 2016-17, 96%).

COVID-19 Impact: CCAP success rates decreased 6% in English, 8% in Math, and 5% in Personal Growth in 2020-21 compared to the prior year.

Table 25. CCAP Success Rates, 10 Largest Subjects by Enrollment, and Chicano/a Studies and Black Studies

Subject of College Course	2016-17	2017-18	2018-19	2019-20	2020-21	Diff. 19-20 to 20-21
English	89%	92%	94%	94%	88%	-6%
Math	83%	87%	87%	90%	87%	-3%
Communications	90%	88%	93%	95%	87%	-8%
Political Science	100%	99%	94%	95%	96%	1%
Personal Growth	97%	96%	98%	91%	86%	-5%
Business	100%	98%	96%	94%	95%	1%
Marketing	98%	99%	97%	95%	95%	0%
Psychology	84%	86%	92%	88%	87%	-1%
Health	89%	87%	85%	89%	88%	-1%
Sociology	82%	87%	92%	92%	89%	-3%
Chicana/o Studies	---	100%	91%	76%	72%	-4%
Black Studies	---	---	77%	84%	86%	2%

For more detail on success rate by subject, see the [Outcomes Dashboard](#).

⁶ Enrollments are duplicated instances of students taking classes. One student enrolled in two classes is counted twice.

CCAP and ACP Outcomes: Enrollment-level

17. Success Rate by High School: Over the last five years, success rates have generally been higher at high schools with larger CCAP and ACP enrollment, and lower at high schools with smaller CCAP and ACP enrollment. Success rates at Scripps Ranch, Canyon Hills, and La Jolla High Schools have consistently been the highest or among the highest over the last five years.

Success rates at Hoover High School have consistently been the lowest or among the lowest over the last five years. **Lincoln High School has seen decreasing success rates** every year since 2016-17; the decrease in the most recent year is likely at least partially accounted for by the COVID-19 pandemic and the transition to online instruction.

COVID-19 Impact: Six schools saw success rate decrease by more than 5% in 2020-21 compared to the prior year: Point Loma (-9%), SDSCPA (-7%), Lincoln (-9%), Henry (-10%), Madison (-14%), and Crawford (-9%).

Table 26. CCAP and ACP Success Rates, by High School

Subject of College Course	2016-17	2017-18	2018-19	2019-20	2020-21	Diff. 19-20 to 20-21
Scripps Ranch	99%	99%	98%	96%	95%	-1%
University City	91%	89%	96%	96%	95%	-1%
Canyon Hills	94%	90%	98%	97%	92%	-5%
La Jolla	97%	97%	96%	96%	95%	-1%
Mira Mesa	76%	92%	94%	94%	94%	0%
Kearny	88%	86%	87%	86%	85%	-1%
Point Loma	89%	89%	88%	94%	85%	-9%
SDSCPA	---	---	97%	94%	87%	-7%
Clairemont	80%	88%	91%	92%	96%	4%
Morse	92%	88%	84%	81%	89%	8%
Lincoln	97%	88%	87%	76%	67%	-9%
Henry	100%	94%	89%	94%	84%	-10%
SDHS	---	---	83%	88%	84%	---
Madison	89%	95%	97%	99%	85%	-14%
Hoover	79%	85%	82%	74%	78%	4%
Crawford	67%	93%	86%	93%	84%	-9%
Mission Bay	---	---	95%	88%	85%	-3%
Garfield	95%	89%	79%	82%	---	---
East Village	---	---	---	---	82%	---
Mt. Everest	---	---	---	---	100%	---

CCAP and ACP Outcomes: Enrollment-level

18. Success Rate by Ethnicity: Across CCAP and ACP programs over the last five years, success rates were higher for Asian students and lower for African American and Latinx students; in some years they were lower for Pacific Islander students (2016-17, 2019-20 to 2020-21).

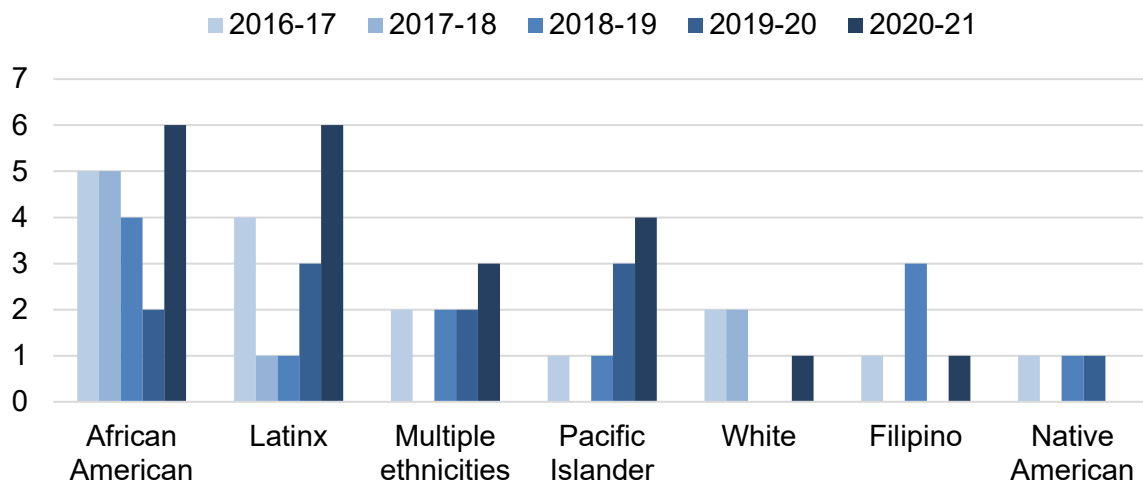
Table 27. CCAP and ACP Success Rates, by Ethnicity

	2016-17	2017-18	2018-19	2019-20	2020-21	Diff. 19-20 to 20-21
African American	86%	86%	87%	86%	78%	-8%
Asian	96%	96%	96%	97%	95%	-2%
Filipino	91%	93%	92%	93%	93%	0%
Latinx	88%	86%	90%	88%	84%	-4%
Multiple ethnicities	89%	93%	92%	91%	91%	0%
Native American	86%	100%	92%	91%	100%	9%
Pacific Islander	80%	100%	93%	85%	78%	-7%
Unreported	98%	93%	89%	92%	92%	0%
White	94%	94%	96%	95%	93%	-2%
Overall	92%	92%	93%	92%	90%	-2%

Note. Excludes charter schools.

COVID-19 Impact: Success rates in 2020-21 were significantly lower than the prior year for African American (-8%), Latinx (-4%), and Pacific Islander (-7%) students. Additionally, the number of high schools at which success rates for these groups was lower than 80% increased dramatically for these groups in 2020-21. See Table 28 on the next page for the schools where African American, Latinx, Multiple Ethnicities, and Pacific Islander students experienced success rates lower than 80% in 2020-21.

Figure 9. Number of High Schools where Groups had Success Rates lower than 80%



Note. Excludes charters.

See the [Outcomes Dashboard](#) for additional detail, such as success by ethnicity in a given subject or at a given high school.

CCAP and ACP Outcomes: Enrollment-level

Table 28. Schools with Success Rates Lower than 80% in 2020-21, Four Groups

	African American	Latinx	Multiple ethnicities	Pacific Islander
Canyon Hills	69%	---	---	20%
Clairemont	---	---	---	---
Crawford	---	68%	0%	---
East Village	---	76%	---	---
Henry	---	75%	---	---
Hoover	---	74%	---	---
Kearny	---	---	---	67%
La Jolla	---	---	---	---
Lincoln	61%	66%	70%	---
Madison	67%	---	---	50%
Mira Mesa	---	---	---	---
Mission Bay	71%	---	---	---
Morse	---	---	---	77%
Mt. Everest	---	---	---	---
Point Loma	---	78%	75%	---
Scripps Ranch	---	---	---	---
SDHS	---	---	---	---
SDSCPA	78%	---	---	---
University City	76%	---	---	---
Total Schools	6	6	3	4

CCAP and ACP Outcomes: Student-level

19. Completion of 9+ Dual Enrollment Units, Overall: One measure of success for dual enrollment programs is the rate at which students earn 9+ units while in high school⁷. **Across the district, nearly 4 in 10 students who attended a CCAP or ACP course in 2020-21 (39%, or 1,513 students) completed 9+ CCAP and/or ACP units while in high school.**

Over the last five years, a total of **4,702 students at SDUSD high schools completed 9+ CCAP and/or ACP units** (excluding charter schools).

Completed 9+ Unit Cohorts: Cohorts are defined by the last year enrolled in CCAP and/or ACP courses. This criteria is a proxy for high school graduation year due to incomplete data in Campus Solutions.

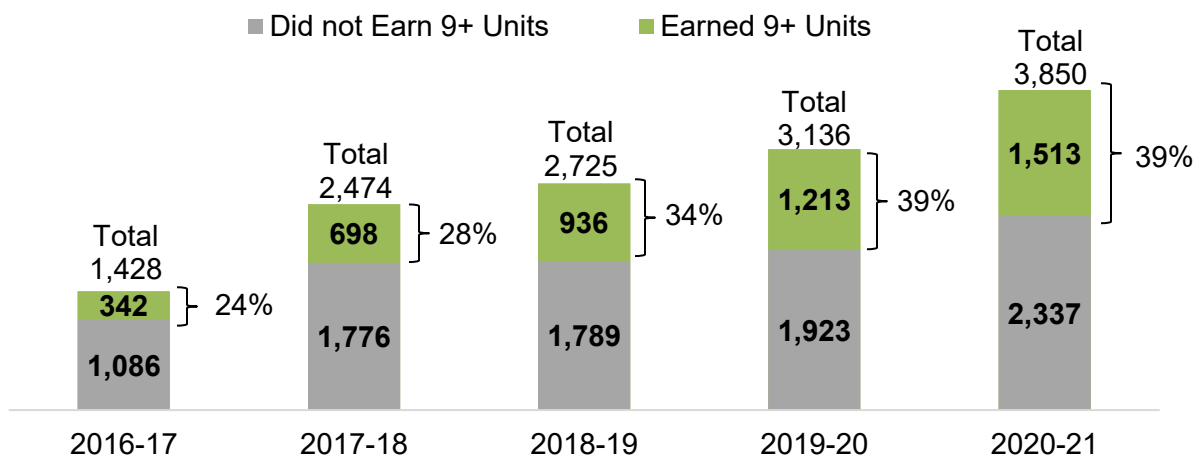
For example, the 3,136 students in the 2019-20 cohort attended CCAP and/or ACP courses through the 2019-20 year. They may have enrolled in CCAP and/or ACP courses in any of the three preceding years, and did not enroll in CCAP and/or ACP courses in 2020-21.

It should be noted most high schools offered 9+ distinct units per year over the last three years⁸.

The increase in the number of students completing 9+ units is due to three factors:

- 1. More years of the CCAP program for students to complete 9 units.** The first year of the CCAP program was 2016-17. Seniors in that year at CCAP-only schools had one year to complete 9+ units; seniors in 2017-18 had two years, and so on. This effect applies through the 2018-19 cohort.
- 2. Expanded course offerings at each high school.** Even after the reduction in sections in 2020-21 (-43, or -13%), the number of CCAP and ACP sections nearly doubled from 158 in 2016-17 to 292 in 2020-21. More course availability means more opportunities for students to complete 9+ CCAP and/or ACP units.
- 3. Students completing more CCAP and/or ACP units.** If more students complete 3 CCAP and/or ACP courses while in high school⁹, the rate of students earning 9+ units will increase.

Figure 10. Completion of 9+ CCAP and/or ACP units, by last year attended CCAP and/or ACP



Note. Excludes charters.

⁷ Community College Research Center (CCRC), The Dual Enrollment Playbook (October 2020).

⁸ 17 out of 18 in 2018-19 and 2019-20, and all 19 schools with CCAP and ACP courses in 2020-21.

⁹ 75% of courses offered and 81% of scheduled sections offered over the last five years were 3 units.

CCAP and ACP Outcomes: Student-level

20. Completion of 9+ Units while in High School, by High School: Students at Madison completed 9+ units while in high school at or among the highest rates of all SDUSD schools over the last five years (38% to 67%). Other schools with high rates of 9+ unit completion were La Jolla (35% to 55%) and SDSCPA. Additionally, students at Mt. Everest in 2020-21 completed 9+ units at the highest rate that year (64%).

While 9+ unit completion rates improved through the 2019-20 academic year for most schools, schools that saw **low 9+ unit completion rates** included **Lincoln** (1% to 30%), **Henry** (6% to 26%), **Hoover** (6% to 11%), and **Crawford** (5% to 28%).

While Mission Bay High School offered CCAP course from 2018-19 to 2020-21, 9+ distinct units were only offered in the most recent academic year. East Village offered 4 courses in 2020-21 (English 101 and 36; Personal Growth 110 and 120), and were excluded from this analysis.

COVID-19 Impact: For students whose most recent year in CCAP and/or ACP was 2020-21, rates of 9+ unit completion decreased significantly at the following school sites: Canyon Hills (-8%), Lincoln (-11%), Point Loma (-8%), SDSCPA (-16%), and Madison (-13%).

Table 29. 9+ CCAP and/or ACP unit completion rate, by last year attended CCAP and/or ACP

	2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 Diff.
Scripps Ranch	29%	32%	45%	46%	44%	-2%
Kearny	2%	21%	31%	42%	43%	1%
University City	0%	43%	46%	45%	47%	2%
La Jolla	35%	52%	55%	42%	53%	11%
Canyon Hills	---	27%	48%	59%	51%	-8%
Mira Mesa	6%	6%	31%	42%	39%	-3%
Lincoln	---	1%	12%	30%	19%	-11%
Point Loma	---	---	29%	30%	22%	-8%
Clairemont	17%	37%	52%	39%	55%	16%
Henry	---	6%	26%	16%	26%	10%
Morse	---	37%	31%	32%	45%	13%
SDSCPA	---	0%	32%	70%	54%	-16%
SDHS	---	---	1%	26%	23%	-3%
Madison	38%	47%	58%	67%	54%	-13%
Hoover	---	11%	6%	6%	7%	1%
Crawford	---	5%	14%	28%	26%	-2%
Mission Bay	---	---	---	---	0%	---
Garfield	34%	6%	21%	8%	---	---
Mt. Everest	---	---	---	---	64%	---

Note 1. Years in which a school did not offer CCAP and/or ACP courses, or did not offer 9+ distinct units, are indicated with “---”.

Note 2. “Most recent year attended CCAP and/or ACP” used as a proxy for graduation year due to incomplete data in Campus Solutions.

CCAP and ACP Outcomes: Student-level

21. Completion of 9+ Units while in High School, by Ethnicity: Compared to the group that earned 9+ units at the highest rate (White students in 2016-17 and 2017-18, and Asian students in 2018-19 to 2020-21), there were many instances of DI in 9+ unit completion across the last five cohorts. Still, African American and Latinx students were the only two groups that achieved this benchmark at less than 80% the rate of the reference group in all five years.

COVID-19 Impact: Among students whose most recent year in CCAP and/or ACP was 2020-21, the groups most heavily impacted by the pandemic in 9+ unit completion were African American (-9%) and Pacific Islander students (-9%). Rates remained relatively stable for Asian (no change), White (+1%), and Latinx (-1%) students.

Table 30 below shows the percent of students in each cohort who earned 9+ CCAP and/or ACP units. The year in the column headers refers to the last year that group of students attended CCAP and/or ACP courses; these define the cohorts. Cells highlighted in **blue** are the reference group for each cohort – this is the group within the cohort that earned 9+ units at the highest rate. Cells highlighted in **red** are the groups that earned 9+ units at disproportionately lower rates than (less than 80% of) the reference group.

Table 30. DI in completion of 9+ CCAP and/or ACP units, by last year attended CCAP and/or ACP

	2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 Diff.	Years DI
African American	15%	16%	22%	30%	21%	-9%	5
Asian	29%	32%	44%	48%	48%	0%	0
Filipino	12%	27%	38%	42%	54%	12%	2
Latinx	20%	22%	25%	32%	31%	-1%	5
Multiple ethnicities	28%	36%	33%	33%	41%	8%	2
Native American	25%	20%	25%	50%	100%	50%	2
Pacific Islander	29%	30%	13%	42%	33%	-9%	2
Unreported	30%	7%	36%	38%	49%	11%	2
White	28%	34%	43%	39%	40%	1%	1
Total	24%	28%	34%	39%	39%	0%	---

Note 1. Excludes charters.

Note 2. “Most recent year attended CCAP and/or ACP” used as a proxy for graduation year due to incomplete data in Campus Solutions.

CCAP and ACP Outcomes: Student-level

22. Increasing Completion of 9+ CCAP and/or ACP Units in High School, by Ethnicity: As CCAP and ACP course offerings grew over the last five years, the number of students completing 9+ units while in high school also increased. Even as instruction was moved entirely online in 2020-21, the number of students reaching this benchmark increased 25%.

Increases in the number of students completing 9+ units were not consistent across ethnicities: the count of African American and Latinx student students who completed 9+ units decreased 11% and 1% respectively in 2020-21 compared to the prior year.

COVID-19 Impact: Increases in students earning 9+ units reversed for Latinx and African American students in 2020-21, while those increases continued (and in fact accelerated) for other groups.

Figure 11. Headcount of Students who Completed 9+ CCAP and/or ACP Units, by Ethnicity and most recent year attended CCAP and/or ACP

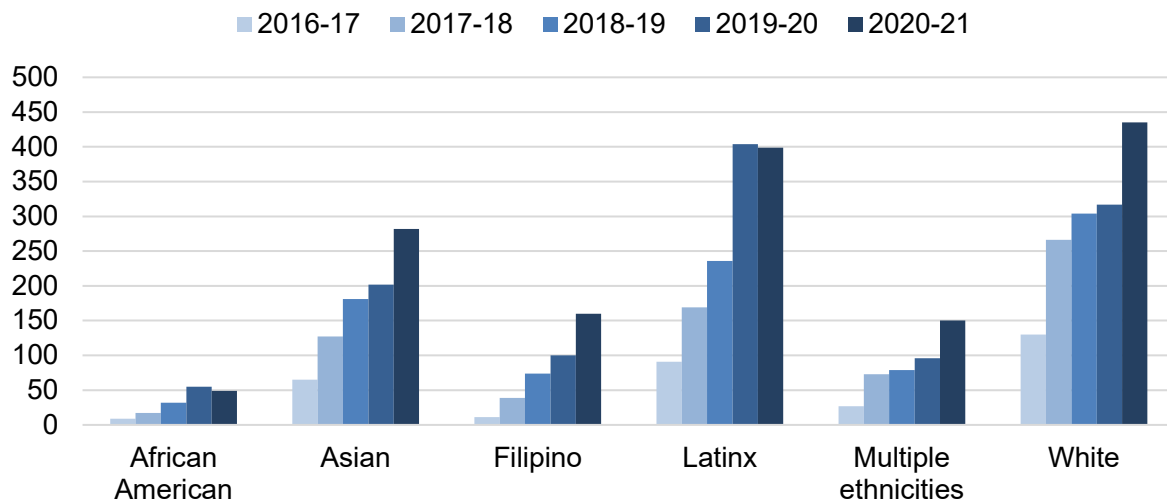


Table 31. Headcount of Students who Completed 9+ CCAP and/or ACP Units, by Ethnicity and most recent year attended CCAP and/or ACP

	2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 % Change
African American	**	17	32	55	49	-11%
Asian	65	127	181	202	282	40%
Filipino	11	39	74	100	160	60%
Latinx	91	169	236	404	399	-1%
Multiple ethnicities	27	73	79	96	150	56%
Native American	**	**	**	**	**	0%
Pacific Islander	**	**	**	**	**	40%
Unreported	**	**	27	32	29	-9%
White	130	266	304	317	435	37%
Total	342	698	936	1,214	1,514	25%

** indicates cell sizes less than 10.

CCAP and ACP Outcomes: Student-level

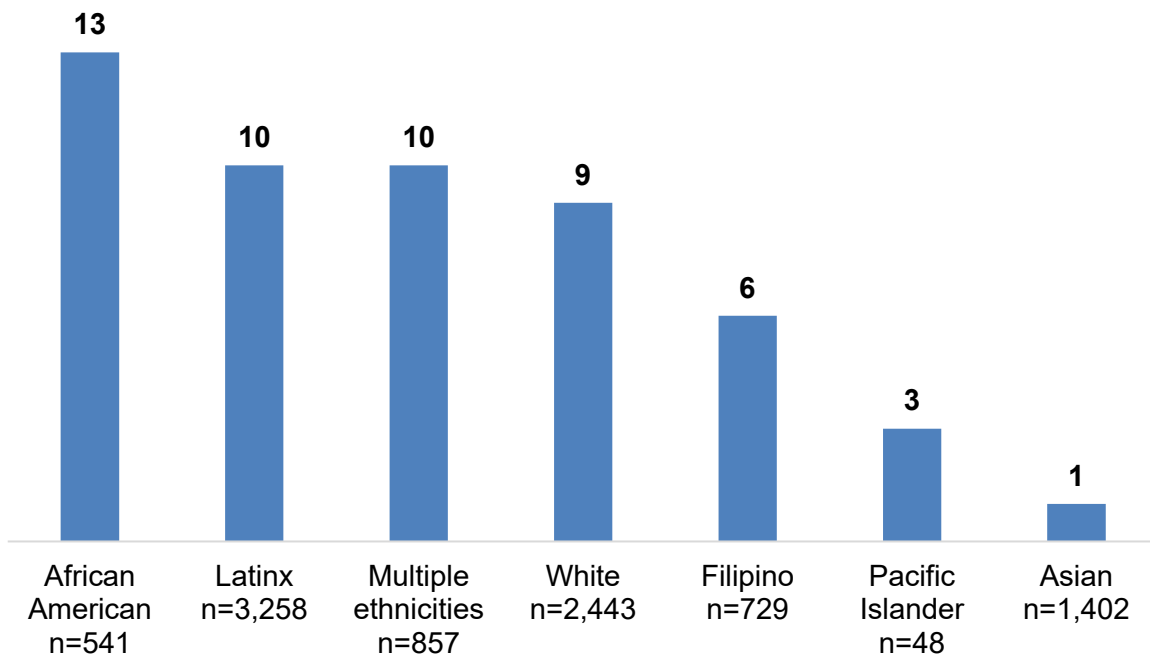
23. Completion of 9+ Units while in High School, by Ethnicity: Completion rates of 9+ units vary significantly by high school. When analyzing these outcomes **by ethnicity**, it is important to consider the completion rate of a group relative to other groups at the same high school.

Asian students generally earned 9+ units at the highest at their high school, with many groups reaching this benchmark at disproportionately lower rates than Asian students across all school sites.

Of the 17 high schools included in this analysis¹⁰, African American students were DI in earning 9+ units at 13. Latinx and Multiple Ethnicities students were DI at 10 schools, and White students were DI at 9 schools.

See Table 32 on the next page for more detail about the schools at which these groups were DI in 9+ unit completion rates.

Figure 12. Count of schools where groups are DI in 9+ Unit Completion



Note. The numbers below each group (n= __) indicate the total number of students enrolled in CCAP and/or ACP in the 2018-19, 2019-20, and 2020-21 cohorts at the 17 high schools included in this analysis.

¹⁰ 9+ unit completion rates were compared across ethnicity groups at each high school for students whose most recent year of CCAP and/or ACP was 2018-19, 2019-20, and 2020-21. Mission Bay, Mount Everest, and Garfield were excluded from this analysis because they either did not offer CCAP or ACP in all three years, or their course offerings in one of those years were not conducive to completion of 9+ units.

DI Methodology: Groups highlighted in red in Table 32 were disproportionately impacted in earning 9+ units at their high school (includes students whose last year of CCAP and/or ACP was 2018-19, 2019-20, or 2020-21). DI was determined by identifying all groups who earned 9+ units at less than 80% of the rate of each school's reference group (among African American, Latinx, White, or Asian students, the group who earned 9+ units at the highest rate). The reference group for each school is highlighted in blue.

African American students were DI in 9+ unit completion rates at more school sites than any other group (13). This included both school sites where there were relatively large numbers of African American students across the three cohorts in this analysis (Lincoln: 98, Morse: 56, Canyon Hills: 48), and school sites with smaller numbers of African American students (Point Loma: 4, La Jolla: 5, Madison: 10).

African American students were severely DI in 9+ unit completion rates (completed 9+ units at less than 60% the rate of the reference group) at University City, La Jolla, Lincoln, Clairemont, Henry, SDHS, Hoover, and Crawford.

Latinx students were severely DI in 9+ unit completion rates University City, La Jolla, Point Loma, Henry, SDHS, and Crawford.

Table 32. Percent of students who earned 9+ CCAP and/or ACP Units while in high school, students whose last year enrolled in CCAP and/or ACP was 2018-19 to 2020-21

	African American	Latinx	Multiple ethnicities	White	Filipino	Pacific Islander	Asian
Scripps Ranch	38%	32%	40%	44%	41%	17%	52%
Kearny	41%	40%	34%	32%	34%	67%	47%
University City	28%	35%	32%	49%	59%	---	65%
La Jolla	40%	40%	61%	50%	50%	---	71%
Canyon Hills	40%	51%	61%	54%	45%	20%	51%
Mira Mesa	32%	32%	31%	37%	42%	36%	39%
Lincoln	13%	25%	33%	0%	50%	---	26%
Point Loma	25%	21%	23%	32%	20%	---	35%
Clairemont	25%	45%	56%	52%	---	---	39%
Henry	7%	14%	21%	23%	40%	---	32%
Morse	36%	38%	24%	43%	39%	33%	38%
SDSCPA	42%	49%	47%	51%	73%	75%	65%
SDHS	9%	17%	15%	21%	20%	---	40%
Madison	40%	52%	83%	59%	100%	---	67%
Hoover	4%	6%	0%	0%	100%	---	10%
Crawford	12%	20%	0%	0%	25%	---	43%
Total Schools DI	13	10	10	9	6	3	1

Note. Mission Bay, Mount Everest, and Garfield were excluded from this analysis because they either did not offer CCAP or ACP in all three years, or their course offerings in one of those years were not conducive to completion of 9+ units.

CCAP and ACP Outcomes

24. CCAP and ACP Outcomes Conclusions: Success rates in CCAP and ACP courses have been high over the last five years (CCAP: 90% to 93%, ACP: 92% to 94%). Further, nearly 4 in 10 students enrolled through 2019-20 and 2020-21 completed 9+ CCAP and/or ACP units while in high school. **These metrics indicate that the CCAP and ACP programs are helping students succeed in valuable college level coursework and providing a head-start in college educational objectives and career preparation.**

Nonetheless, equity gaps in these outcomes are visible both across programs at the districtwide level, and at specific high school sites. Outcomes for the following groups or schools were consistently low:

- African American and Latinx students were the only two groups that earned 9+ units at less than 80% the rate of the reference group **in all five years.**
- Success rates at **Hoover High School** have consistently been the lowest or among the lowest of SDUSD high schools over the last five years.
- **Lincoln High School** has seen decreasing success rates every year since 2016-17; the decrease in the most recent year is likely at least partially accounted for by the COVID-19 pandemic and the transition to online instruction.
- Schools that saw **low 9+ unit completion rates** included Lincoln (1% to 30%), Henry (6% to 26%), Hoover (6% to 11%), and Crawford (5% to 28%).

The table below identifies schools which had low success rates (less than 80%) in 2020-21 and disproportionate impact in 9+ unit completion rate for African American and Latinx students. The table includes the number of students in each ethnicity who participated in CCAP and/or ACP at the high school in 2020-21. See Tables 34 and 35 for full detail.

Table 33. Schools with Low Success Rates and DI in 9+ Unit Completion for African American and Latinx Students

African American Students		Latinx Students	
High School	2020-21 CCAP/ACP Enrollment	High School	2020-21 CCAP/ACP Enrollment
Canyon Hills	21	Crawford	32
Lincoln	47	Henry	55
Madison	**	Hoover	74
SDSCPA	33	Lincoln	106
University City	**	Point Loma	34

** indicates cell sizes less than 10.

Worksheet: Low Success Rates and DI in 9+ Units, African American Students

Schools that saw both 1) a 2020-21 success rate lower than 80% **and** 2) disproportionate impact in 9+ unit completion rate for African American students are indicated with **bold text**. The number of students in the 2020-21 CCAP/ACP Enrollment column is the number of African American students who enrolled at CCAP and/or ACP at each school site in 2020-21.

Values in red in the Success Rate columns are years that African American students had **success rates lower than 80% at that school site**.

Values in the “DI in 9+ Units” column are the rates at which African American students earned 9+ units at each high school, for students whose last year in CCAP and/or ACP were 2018-19, 2019-20, or 2020-21. **Rates are shown for schools at which African American students were DI in 9+ unit completion.**

Table 34. Low Success Rates and DI in 9+ Units, African American Students

African American CCAP and ACP Outcomes Summary					
	2020-21 CCAP/ACP Enrollment	Success Rates Less than 80%			DI in 9+ Units, 2018-19 to 2020-21
		2018-19	2019-20	2020-21	
Canyon Hills	21	---	---	69%	40%
Clairemont	**	50%	---	---	25%
Crawford	14	---	---	---	12%
Henry	**	67%	---	---	7%
Hoover	**	---	---	---	4%
Kearny	24	---	---	---	---
La Jolla	**	---	---	---	40%
Lincoln	47	---	---	61%	13%
Madison	**	---	---	67%	40%
Mira Mesa	**	---	---	---	---
Morse	19	---	76%	---	---
Point Loma	**	67%	---	---	25%
Scripps Ranch	**	---	---	---	38%
SDHS	20	71%	72%	---	9%
SDSCPA	33	---	---	78%	42%
University City	**	---	---	76%	28%

** indicates cell sizes less than 10.

Worksheet: Low Success Rates and DI in 9+ Units, Latinx Students

Schools that saw both 1) a 2020-21 success rate lower than 80% **and** 2) disproportionate impact in 9+ unit completion rate for Latinx students are indicated with **bold text**. The number of students in the 2020-21 CCAP/ACP Enrollment column is the number of Latinx students who enrolled at CCAP and/or ACP at each school site in 2020-21.

Values in red in the Success Rate columns are years that Latinx students had **success rates lower than 80% at that school site**.

Values in the “DI in 9+ Units” column are the rates at which Latinx students earned 9+ units at each high school, for students whose last year in CCAP and/or ACP were 2018-19, 2019-20, or 2020-21. **Rates are shown for schools at which Latinx students were DI in 9+ unit completion.**

Table 35. Low Success Rates and DI in 9+ Units, Latinx Students

Latinx CCAP and ACP Outcomes Summary					
	2020-21 CCAP/ACP Enrollment	Success Rates Less than 80%			DI in 9+ Units, 2018-19 to 2020-21
		2018-19	2019-20	2020-21	
Canyon Hills	114	---	---	---	---
Clairemont	36	---	---	---	---
Crawford	32	---	---	68%	20%
Henry	55	---	---	75%	14%
Hoover	74	---	72%	74%	6%
Kearny	183	---	---	---	---
La Jolla	38	---	---	---	40%
Lincoln	106	---	72%	66%	---
Madison	30	---	---	---	52%
Mira Mesa	41	---	---	---	---
Morse	53	---	---	---	---
Point Loma	34	---	---	78%	21%
Scripps Ranch	50	---	---	---	32%
SDHS	119	---	---	---	17%
SDSCPA	119	---	---	---	49%
University City	80	---	---	---	35%

Findings and Next Steps

Finding	Next Steps
<p>In 2020-21, subjects such as Communications, Personal Growth, Psychology, Chicana/o Studies, and Black Studies saw large decreases in CCAP enrollment (-23% to -33%).</p>	<p>Electives courses are an important component of the CCAP program’s ability to provide both college and career preparation. While the impact of COVID-19 on schools and students has been severe, demand for and the ability to offer these electives courses should be examined.</p>
<p>African American students experienced persistent and recent DI in access to CCAP and/or ACP courses at Clairemont, Henry, Kearny, La Jolla, Madison, Mira Mesa, and Point Loma. Latinx students experienced persistent and recent DI in access at La Jolla and Point Loma.</p> <p>Schools that showed little of no evidence of DI in access for either group were SDHS and SDSCPA.</p>	<p>The process through which high school students learn about, express interest in, and enroll in CCAP courses involves vigorous and complex coordination between SDCCD and SDUSD throughout the year. Due to the requirements of this process, students’ opportunity to enroll in CCAP courses may vary by high school. There is evidence to suggest that this process may not work for some groups of students at some high schools.</p> <p>While setting goals around increasing access for groups at high schools, it is important to consider the size of the population at each school.</p>
<p>Overall, CCAP and ACP success rates decreased 2% in 2020-21 compared to the prior year, with 1,268 fewer successful CCAP enrollments in that year compared to 2019-20. This decrease was more significant for African American students (-8%) and Pacific Islander students (-7%).</p>	<p>The transition to online instruction appears to have impacted African American and Pacific Islander students more than other groups. This should be considered as courses modalities are chosen in future terms, as well as what support services may be provided to support student success.</p>
<p>The COVID-19 pandemic significantly impacted 9+ unit completion rates for African American students, who earned 9+ units at low rates at University City, La Jolla, Point Loma, Henry, SDHS, and Crawford. Latinx students were severely DI in 9+ unit completion rates University City, La Jolla, Point Loma, Henry, SDHS, and Crawford.</p>	<p>Completion of 9+ units begins with enrollment. While access does not appear to be an issue for African American students at University City or SDHS, it is at Henry. Examining the experiences of the 150 African American students at Henry, and the 638 Latinx students at Point Loma, may illuminate administrative or logistical barriers to unit completion.</p>

Finally, it must be noted that SDUSD schools are incredibly diverse. This report focused on Latinx and African American students because of existing goals and programming aimed at supporting these groups’ success. However, some high schools may require additional exploration based on their unique populations. Detailed, site-specific analyses will therefore be crucial to efforts to support student success at each high school. **To democratize the access and outcome data needed to support student success across the nearly 20 SDUSD school sites (and additional**

charter schools not included in this report), increased use of dynamic reporting such as dashboards will be necessary.

Appendix

Table 36. ACP and CCAP Headcount by High School, SDUSD. Excludes Charter Schools

	2016-17	2017-18	2018-19	2019-20	2020-21	19-20 to 20-21 Diff.	19-20 to 20-21 % Change
Scripps Ranch	342	511	572	528	458	-70	-13%
Kearny	333	456	433	474	406	-68	-14%
University City	256	450	344	355	307	-48	-14%
La Jolla	299	263	217	244	256	12	5%
Canyon Hills	88	197	311	329	328	-1	0%
Mira Mesa	106	187	329	286	309	23	8%
Lincoln	117	212	275	254	178	-76	-30%
Point Loma	184	218	201	171	150	-21	-12%
Clairemont	160	152	127	179	134	-45	-25%
Henry	41	162	96	227	204	-23	-10%
Morse	80	72	135	259	184	-75	-29%
SDSCPA	---	---	199	238	287	49	21%
SDHS	---	---	256	259	195	-64	-25%
Madison	97	98	60	101	87	-14	-14%
Hoover	17	57	86	138	89	-49	-36%
Crawford	15	43	36	71	82	11	15%
Mission Bay	---	---	53	40	81	41	103%
Garfield	33	36	34	37	0	-37	-100%
East Village	---	---	---	---	72	72	---
Mt. Everest	---	---	---	---	25	25	---
Overall	2,168	3,114	3,764	4,190	3,832	-358	-9%

Table 37. CCAP Participation Rate, by Ethnicity

	2016-17	2017-18	2018-19	2019-20	2020-21	16-17 to 20-21 Diff.
African American	5%	7%	9%	10%	11%	6%
Asian	11%	16%	17%	19%	18%	7%
Filipino	6%	8%	11%	14%	14%	8%
Latinx	6%	9%	10%	11%	10%	4%
Multiple ethnicities	8%	12%	13%	16%	14%	6%
Native American	9%	10%	10%	16%	4%	-5%
Pacific Islander	6%	6%	13%	10%	16%	10%
Unreported	24%	57%	58%	58%	44%	20%
White	8%	12%	11%	13%	12%	4%
Overall	7%	11%	12%	13%	12%	5%

Table 38. ACP Participation Rate, by Ethnicity

	2016-17	2017-18	2018-19	2019-20	2020-21	16-17 to 20-21 Diff.
African American	1%	1%	2%	3%	2%	1%
Asian	10%	13%	9%	11%	11%	1%
Filipino	4%	5%	6%	7%	7%	3%
Latinx	2%	3%	3%	3%	3%	1%
Multiple ethnicities	7%	7%	6%	6%	6%	-1%
Native American	0%	3%	0%	7%	4%	4%
Pacific Islander	3%	3%	1%	3%	7%	4%
Unreported	11%	38%	25%	30%	22%	11%
White	8%	8%	6%	6%	7%	-1%
Overall	5%	6%	5%	5%	5%	0%

Table 39. CCAP and ACP Successes, by Service Area

Service Area		2016-17	2017-18	2018-19	2019-20	2020-21	Diff. 19-20 to 20-21	% Change
City	CCAP Only	257	490	1,408	2,026	1,517	-509	-25%
Mesa	CCAP Only	975	1,646	1,449	1,884	1,342	-542	-29%
	ACP Only	1,238	1,373	1,091	1,113	1,176	63	6%
	Mesa Total	2,213	3,019	2,540	2,997	2,518	-479	-16%
Miramar	CCAP Only	1,239	2,490	3,231	3,163	2,946	-217	-7%
All Colleges	CCAP Only	2,471	4,626	6,088	7,073	5,805	-1,268	-18%
	ACP Only	1,238	1,373	1,091	1,113	1,176	63	6%
	All Colleges Total	3,709	5,999	7,179	8,186	6,981	-1,205	-15%

Note. Excludes charters.