



CCAP and ACP Summary

SDUSD & SDCCD Joint Partnership

2016-17 to 2020-21

September 29, 2021

Context

This document is a high level summary of key findings from the 2020-21 CCAP and ACP Comprehensive report. This summary is intended to inform high-level discussions about program structure and outreach efforts; accordingly, cell values less than 10 are indicated by an asterisk (*). See the full report and dashboards for additional details supporting the conclusions summarized in this document.

Table and figure numbers in this document correspond to table and figure numbers in the comprehensive report.

Section numbers included in the “Findings” section correspond to section numbers in the comprehensive report.

Dashboard Links

Access and Outcomes dashboards include cell values less than 10 and are for internal use by SDCCD and SDUSD staff only. For access to these dashboards, contact a CCAP Coordinator or the SDCCD District Office of Institutional Effectiveness and Research.

Exclusions

Data included in this summary and the comprehensive report reflects valid enrollments as of end-of-term in active sections only. Data includes enrollments in CCAP and ACP sections at SDUSD school sites and excludes charter schools such as High Tech High, E3 Civic High, and Ideate High. Also excluded are enrollments in college courses outside of a CCAP or ACP MOU (referred to in other SDCCD reporting as “Other Dual Enrollments” or “Concurrent Enrollments”), and non-CCAP and ACP MOU courses.

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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 (see *Section 14 for a summary of these findings*).

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

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 access¹ 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 1. 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 2. 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 3. 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 Canyon Hills, 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

¹ 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 4. 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%.

Note 4. * indicates cell values less than 10.

CCAP and ACP Access

Worksheet: Persistent and Recent DI in Access, Latinx Students

Table 5. 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				
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				
Morse	727			Yes	Yes
Mt. Everest	43				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

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 6. Schools with Low Success Rates in 2020-21 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

*Note. * indicates cell values 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.

Table 7. 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%

Note. * indicates cell values 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**. 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.

Table 8. 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>

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.**