



# CCAP and ACP DI Summary

## SDUSD Public Schools

### SDUSD & SDCCD Joint Partnership

2017-18 to 2021-22

November 14, 2022

### Context

This document is a high-level summary of Disproportionate Impact (DI) findings for the CCAP and ACP dual enrollment programs. The appendix also contains headcount, representation, participation rate, and outcome data for CCAP, ACP, and both programs over the last five years. See the access and outcomes dashboards for additional details supporting the conclusions summarized in this document.

Findings presented in this briefing reflect SDUSD public schools only, excluding charter schools such as High Tech High and E3 Civic High. East Village High, an early and middle college, is largely excluded from this analysis due to only have CCAP active in last two years.

**Access** and **Outcomes** dashboards are available at the below links. These dashboards include cell values of less than 10 in some places, and are therefore **for use by SDCCD and SDUSD leadership, staff, and faculty only**. Do not distribute or share these links outside of SDCCD and SDUSD.

Also included is a brief discussion of a survey to high school principals conducted in the Spring of 2022. The survey was distributed to 20 principals at SDUSD public high schools to learn more about site-specific requirements for participation in CCAP.

#### Dashboard Links

[Access Dashboard](#)

[Outcomes Dashboard](#)

### Contents

Context .....	1
Findings .....	3
Key Findings and Next Steps .....	4
CCAP and ACP Access Conclusions.....	5
CCAP Participation Requirements Survey:.....	6
Worksheet: Persistent and Recent DI in Access, African American Students .....	7
Worksheet: Persistent and Recent DI in Access, Latinx Students.....	8
CCAP and ACP Outcomes Conclusions:.....	9
Worksheet: Low Success Rates and DI in 9+ Units, African American Students.....	10
Worksheet: Low Success Rates and DI in 9+ Units, Latinx Students.....	11
Appendix.....	12

Table 1. Schools with Persistent and Recent DI in Access for African American and Latinx Students	5
Table 2. Schools with Recent DI in Access for Latinx Students .....	6
Table 3. Additional CCAP Requirements Survey Summary.....	6
Table 4. Persistent and Recent DI in Access, African American Students .....	7
Table 5. Persistent and Recent DI in Access, Latinx Students .....	8
Table 6. Schools with Low Success Rates in 2021-22 and DI in 9+ Unit Completion for African American and Latinx Students.....	9
Table 7. Low Success Rates and DI in 9+ Units, African American Students .....	10
Table 8. Low Success Rates and DI in 9+ Units, Latinx Students.....	11
Table 9. CCAP and ACP Headcount, SDUSD Public Schools.....	12
Table 10. CCAP Headcount, SDUSD Public Schools.....	13
Table 11. ACP Headcount, SDUSD Public Schools .....	14
Table 12. Participation Rate by Program and Ethnicity.....	15
Table 13. Participation Rate by High School, CCAP and ACP.....	16
Table 14. Participation Rate by High School, CCAP.....	17
Table 15. Average units earned in CCAP and ACP, high school graduates in 2020, 2021, 2022 .....	19
Table 16. Percent of graduates who earned 9+ units in CCAP and/or ACP.....	20
Table 17. Count of graduates who earned 9+ units in CCAP and/or ACP .....	20
Table 18. Additional Requirements for CCAP Participation, Survey Responses, by Site .....	21
Table 19. Dual and Concurrent Enrollment Student Headcount, by College, all students (includes charters).....	22
Table 20. CCAP and ACP Student Headcount, by College, SDUSD Public Schools Only.....	22

## Findings

### Access

1. **Enrollment Trends:** Headcount across the CCAP and ACP programs grew from 3,137 students in 2017-18 to 4,190 in 2019-20. The COVID-19 pandemic and transition of instruction online impacted the program severely in 2020-21, with 408 fewer students in the program that year (-10%). Headcount continued to decrease in 2021-22, with 3,388 students in the program (-394 compared to prior year, -10%). It should be noted to CCAP scheduling has increased in Fall 2022, and annual data will likely show program growth for Fall 2022 and Spring 2023 terms (Appendix Table 11).
2. **Participation Rate:** 12% of students at SDUSD public high schools with CCAP and/or ACP programs enrolled in one of those programs in 2021-22. Participation rate peaked at 15% in 2019-20 and decreased to 12% in 2021-22 (Appendix Table 12). Scripps Ranch, University City, La Jolla, SDSCPA, and Canyon Hills saw **consistently high participation rates** over the last five years. Kearny has consistently had the highest rate of participation in SDUSD (2021-22: 30%) (Appendix Table 13 and 14). Hoover, Mission Bay, and Crawford High Schools saw **low overall participation rates** across the last five years.
3. **Key Finding: Significant gaps in access were observed for African American and Latinx students districtwide.** African American and Latinx students were under-represented in CCAP and ACP compared to the high schools with CCAP and ACP programs; this gap grew for both African American and Latinx students in 2021-22 (Appendix Figures 1 to 4).

**African American students** experienced persistent and recent disproportionate impact (DI) in access to CCAP and/or ACP courses at Canyon Hills, Clairemont, Henry, La Jolla, Madison, Mira Mesa, and Point Loma (see Section 14 for a summary of these findings). **Latinx students** experienced persistent and recent DI at Point Loma and University City (page 4).

**Key Finding:** While African American students at La Jolla and Latinx students at Point Loma and University City were DI in Access across both ACP and CCAP programs, **those groups were not DI in Access to the CCAP program at those sites.** This discrepancy is due to larger gaps in access to ACP, which does not operate under a legislative mandate to increase college credit opportunities for groups historically under-represented in higher education.

4. **Survey Findings, site-level requirements:** Preliminary evidence does not suggest that site-level requirements for CCAP participation lead to disproportionate impact in access for Latinx or African American students, although only half of sites surveyed provided a response.

### Outcomes

5. Success rates in CCAP and ACP courses have been high over the last five years (CCAP: 88% to 93%, ACP: 92% to 94%).

**Key Finding:** 1,047 CCAP and ACP students who graduated in 2022 completed 9+ CCAP and/or ACP units while in high school – or over 40% of all CCAP and ACP students. These metrics indicate that the CCAP and ACP programs are providing opportunities for students to succeed in college level coursework and a gain momentum towards degree completion or transfer.

6. **Key Finding:** While CCAP and ACP success rates declined 5% or more at six sites in 2021-22, they increased at the two sites with the lowest 2020-21 success rates (Hoover and Lincoln).

7. Over the last three years, African American and Latinx students on average earned 7 and 7.4 CCAP and ACP units, compared to 9.8 for Asian students. These gaps represent disproportionate impact in units earned for the 3,030 CCAP and ACP students (African American: 407, Latinx: 2,623) who graduated in 2019, 2020, and 2021.
8. **The COVID-19 pandemic significantly impacted 9+ unit completion rates for African American students** (Appendix Table 16 and 17). Additionally, African American and Latinx students complete 9+ CCAP and/or ACP units at lower rates (36% and 32%) than White and Asian students (45% and 51%).

## Key Findings and Next Steps

Finding	Next Steps
<p>Significant gaps in access were observed for African American and Latinx students districtwide. African American and Latinx students were under-represented in CCAP and ACP compared to the high schools with CCAP and ACP programs; this gap grew for both African American and Latinx students in 2021-22.</p>	<p>Students' opportunity to enroll in CCAP courses may vary by high school. The implications of gaps in access are far-reaching, as data strongly suggests that participation in CCAP and/or ACP is linked to increased first-year success in college. 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>While African American students at La Jolla and Latinx students at Point Loma and University City were DI in Access across both ACP and CCAP programs, those groups were not DI in Access to the CCAP program at those sites.</p>	<p>Gaps in access to the ACP program have historically been larger than gaps in access for the CCAP program. While the CCAP program is legislatively mandated to address those gaps, the ACP program is not. Review of DI in Access at these sites should include discussion of the extent to which CCAP can or should address access gaps left by ACP.</p>
<p>1,047 CCAP and ACP students who graduated in 2022 completed 9+ CCAP and/or ACP units while in high school (42% of CCAP/ACP seniors). 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.</p>	<p>Early college credit opportunities help students see themselves as college-ready and build momentum to degree completion and transfer: data shows students who earn early college credit are more likely to earn a degree or transfer than students who don't. 9 early college credit units is one benchmark towards subsequent completion in college, and increasing the number of students who reach that benchmark while in high school may be one way to increase the number of college students who complete a degree or transfer within two or three years.</p>
<p>While CCAP and ACP success rates declined 5% or more at six sites in 2021-22, they increased at the two sites with the lowest 2020-21 success rates (Hoover and Lincoln).</p>	<p>Efforts to address access gaps should be paired with efforts to support student success in college classroom. These grades remain on college transcripts permanently. Effective relationships between college CCAP faculty and counselors at the high school site can help provide support to students before they fail or withdraw from the CCAP course; supporting these relationships and finding ways to increase high school counselor bandwidth may be one way to provide students the support they need.</p>

## CCAP and ACP Access

**CCAP and ACP Access Conclusions: Gaps in access to the CCAP and ACP program are prevalent for African American and Latinx students at several high schools**, as well as all students at Hoover and Crawford (low participation rates over the last five years). 10 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 across CCAP and ACP program.

The table below identifies schools which had persistent **and** recent DI in access<sup>1</sup> 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.

It should be noted that this analysis includes both CCAP and ACP programs. CCAP is generally more accessible when it is offered; **schools in the list below where CCAP implementation did not show persistent and recent disproportionate impact are indicate with an \***.

Changes to sites with recent and persistent DI in access for Latinx and African American students are:

- Canyon Hills, African American students, **added** (no DI in 2020-21, DI in 2021-22)
- Kearny, African American students, **removed** (no DI in 2021-22)
- La Jolla, Latinx students, **removed** (no DI in 2021-22)
- University City, Latinx students, **added** (no DI in 2018-19, DI in three years since)

While African American students at La Jolla and Latinx students at Point Loma and University City were DI in Access across both ACP and CCAP programs, **those groups were not DI in Access to the CCAP program at those sites**. This discrepancy is due to much larger gaps in access to the ACP program, which does not operate under a legislative mandate to explicitly increase college credit opportunities for groups historically under-represented in higher education.

*Table 1. Schools with Persistent and Recent DI in Access for African American and Latinx Students*

African American Students				Latinx Students	
High School	2021-22 Population	High School	2021-22 Population	High School	2021-22 Population
Canyon Hills	101	Madison	97	*Point Loma	608
Clairemont	15	Mira Mesa	94	*University City	675
Henry	151	Point Loma	44		
*La Jolla	21				

Schools that showed **little or no evidence of persistent or recent DI in access for African American students** were Hoover, Kearny, Lincoln, Mission Bay, Morse, Scripps Ranch, SDSCPA, and University City.

<sup>1</sup> 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 in 2020-21** across both CCAP and ACP programs.

*Table 2. Schools with Recent DI in Access for Latinx Students*

In addition to the schools in Table 1, the schools in Table 2 showed **recent DI** in access (DI in both representation and participation rate in 2021-22) for **Latinx** students in CCAP/ACP access. Mira Mesa and Scripps (indicated in bold) had DI for Latinx students in the last 3 years – while this does not cross the threshold of “Persistent” DI for this report, it is a notable trend.

There were no additional sites (with only recent DI, but no persistent DI) for African American students.

School	2021-22 Population
Canyon Hills	517
Clairemont	407
Henry	767
Madison	566
<b>Mira Mesa</b>	550
Mt. Everest	24
<b>Scripps Ranch</b>	282

Schools that showed **little or no evidence of persistent or recent DI in access for Latinx students** were Garfield, Lincoln, Mission Bay, Morse, SDHS, and SDSCPA. While Crawford and Hoover did not have gaps in access for Latinx or African American students, those sites showed low overall rates of CCAP/ACP access.

**CCAP Participation Requirements Survey: Preliminary evidence does not suggest that site-level requirements for CCAP participation lead to disproportionate impact** in access for Latinx or African American students, although only half of sites surveyed provided a response.

Of 20 sites surveyed, half responded. Of the ten sites that responded, 2 had additional requirements for CCAP participation. One of these sites, East Village, was excluded from this analysis due to the nature of the early and middle college model used at that site. The one remaining site that has additional requirements for CCAP participation did not show any evidence of recent or persistent disproportionate impact (DI) in access for Latinx or African American students.

Of 10 sites surveyed that did have evidence of DI in access, 6 responded to the survey, and none of these indicated they have additional requirements for CCAP participation. For full response detail, see Table 18 in the appendix.

*Table 3. Additional CCAP Requirements Survey*

Survey Response	Persistent or Recent DI	Count
Additional Requirements	with DI	0
	without DI	1
<b>Total with Additional Requirements</b>		<b>1</b>
No Additional Requirements	with DI	6
	without DI	2
<b>Total without Additional Requirements</b>		<b>8</b>
No Response	with DI	4
	without DI	6
<b>Total No Response</b>		<b>10</b>

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

		2021-22 Population	African American CCAP and ACP Access Summary			
			Persistent DI		2021-22 DI	
			Representation	Participation Rate	Representation	Participation Rate
SDUSD Public Schools	Canyon Hills	101	Yes	Yes	Yes	Yes
	Clairemont	15	Yes	Yes	Yes	Yes
	Crawford	346			Yes	
	Garfield	17				
	Henry	151	Yes	*Yes	*Yes	*Yes
	Hoover	159				
	Kearny	138				
	La Jolla	21	Yes	*Yes	*Yes	*Yes
	Lincoln	281				
	Madison	97	Yes	Yes	Yes	Yes
	Mira Mesa	94	Yes	Yes	Yes	Yes
	Mission Bay	47				
	Morse	195				
	Mt. Everest	**				Yes
	Point Loma	44	Yes	Yes	Yes	Yes
	Scripps Ranch	50				
	SDHS	179				Yes
	SDSCPA	100				
University City	53					
<b>Total</b>	2,091	7 schools	7 schools	8 schools	9 schools	

Rows indicated with an asterisk (\*) indicate a site in which DI in access is present across both CCAP and ACP programs, but not for the CCAP program.

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 2021-22 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%.

For more detail about access, see the [CCAP/ACP Access Dashboard](#).

\*\* indicates cell sizes smaller 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

		2021-22 Population	Latinx CCAP and ACP Access Summary			
			Persistent DI		2021-22 DI	
			Representation	Participation Rate	Representation	Participation Rate
SDUSD Public Schools	Canyon Hills	517			Yes	Yes
	Clairemont	407			Yes	Yes
	Crawford	532				
	Garfield	158				
	Henry	767			Yes	Yes
	Hoover	1,812				
	Kearny	702			Yes	
	La Jolla	305	*Yes	Yes		
	Lincoln	973				
	Madison	566	*Yes		Yes	Yes
	Mira Mesa	550			Yes	Yes
	Mission Bay	522				
	Morse	758				
	Mt. Everest	24			Yes	Yes
	Point Loma	608	*Yes	Yes	*Yes	*Yes
	Scripps Ranch	282			Yes	Yes
	SDHS	1,731				
	SDSCPA	526				
	University City	675	*Yes	Yes	Yes	Yes
<b>Total</b>	12,415	4 schools	3 schools	10 schools	9 schools	

Rows indicated with an asterisk (\*) indicate a site in which DI in access is present across both CCAP and ACP programs, but not for the CCAP program.

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 2021-22 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%.

For more detail about access, see the [CCAP/ACP Access Dashboard](#).



## 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: 88% to 93%, ACP: 92% to 94%). Further, 1,047 CCAP and ACP students who graduated in 2022 completed 9+ CCAP and/or ACP units while in high school – or over 40% of all CCAP and ACP seniors that year. **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 degree completion and transfer.**

Nonetheless, equity gaps in these outcomes are visible both across programs at the districtwide level, and at specific high school sites:

- 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** and **Lincoln** high schools have consistently been the lowest or among the lowest of SDUSD high schools over the last three years. Success rates did increase significantly at both sites in 2021-22; success rates for African American students at Hoover have been above 80% in each of the last three years.
- Schools that saw **low average units earned** in CCAP and ACP were Hoover (average units: 2.9) and Mission Bay (3.9).

The table below identifies schools which had low success rates (less than 80%) in 2021-22 and disproportionate impact in 9+ unit completion rate for African American and Latinx seniors across the last three graduating classes. The table includes the number of students in each ethnicity who participated in CCAP and/or ACP at the high school in 2021-22. See Tables 7 and 8 for full detail.

*Table 6. Schools with Low Success Rates in 2021-22 and DI in 9+ Unit Completion for African American and Latinx Students*

African American Students		Latinx Students	
High School	2021-22 CCAP/ACP Enrollment	High School	2021-22 CCAP/ACP Enrollment
Garfield	**	Crawford	48
La Jolla	**	Garfield	44
		Point Loma	40

\*\* indicates cell sizes smaller than 10.

While there were only two sites with recent and persistent patterns disproportionate impact in outcomes for African American students, other sites where African American students experienced low success rates in 2021-22 were **Kearny** (34 students enrolled in 2021-22), **Mission Bay** (\*\*), and **Morse** (19). Other sites where Latinx students experienced low success rates in 2021-22 were **Lincoln** (130), **Mission Bay** (79%), and **Morse** (66).

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

Schools that saw both 1) a 2021-22 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 2021-22 CCAP/ACP Enrollment column is the number of African American students who enrolled at CCAP and/or ACP at each school site in 2021-22.

Table 7. Low Success Rates and DI in 9+ Units, African American Students

African American CCAP and ACP Outcomes Summary						
	Success Rates			2021-22 CCAP/ACP Enrollment	Average Units Earned	Seniors in 2020-2022
	2019-20	2020-21	2021-22			
Canyon Hills	96%	<b>69%</b>	88%	11	<b>8.12</b>	26
Clairemont	100%	100%	100%	**	12.67	**
Crawford	80%	95%	94%	13	<b>5.24</b>	25
East Village High		88%	100%	**	<b>3</b>	**
<b>Garfield High</b>	<b>100%</b>		<b>33%</b>	**	<b>4.25</b>	**
Henry High	83%	91%	93%	**	<b>4.81</b>	21
Hoover	87%	80%	92%	**	2.84	25
Kearny High	87%	82%	<b>76%</b>	34	9.78	37
<b>La Jolla</b>	<b>100%</b>	<b>100%</b>	<b>75%</b>	**	<b>7.2</b>	**
Lincoln	84%	<b>61%</b>	72%	37	<b>5.46</b>	69
Madison High	100%	<b>67%</b>	94%	**	<b>8.4</b>	15
Mira Mesa	86%	95%	92%	**	<b>6.44</b>	16
Mission Bay	100%	<b>71%</b>	<b>67%</b>	**	3.75	**
Morse	<b>76%</b>	88%	<b>57%</b>	19	7.63	38
Mt. Everest		n/a	n/a	0	n/a	0
Point Loma High	100%	100%		0	11	**
Scripps Ranch	88%	100%	100%	12	<b>7.5</b>	18
SDHS	<b>72%</b>	88%	80%	11	6.15	34
SDSCPA	92%	<b>78%</b>	95%	18	<b>11.21</b>	42
University City	86%	<b>76%</b>	100%	11	<b>6.94</b>	16

\*\* indicates cell sizes smaller than 10.

For more detail about success rates, see the [CCAP/ACP Outcomes Dashboard](#).

For more detail about unit completion, see the Early College Credit Re-enrollment and Subsequent Outcomes Dashboard.

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

Schools that saw both 1) a 2021-22 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 2021-22 CCAP/ACP Enrollment column is the number of Latinx students who enrolled at CCAP and/or ACP at each school site in 2021-22.

Table 8. Low Success Rates and DI in 9+ Units, Latinx Students

Latinx CCAP and ACP Outcomes Summary						
	Success Rates			2021-22 CCAP/ACP Enrollment	Average Units Earned	Seniors in 2020, 2021, 2022
	2019-20	2021-22	2021-22			
Canyon Hills	96%	92%	86%	68	10.45	185
Clairemont	91%	89%	87%	43	8.54	110
<b>Crawford</b>	<b>92%</b>	<b>68%</b>	<b>76%</b>	<b>25</b>	<b>5.25</b>	<b>48</b>
E3 Civic High		93%	<b>60%</b>	34	6	**
East Village High		<b>76%</b>	100%	35	3	**
<b>Garfield High</b>	<b>79%</b>		<b>48%</b>	<b>21</b>	<b>3.14</b>	<b>44</b>
Henry High	93%	<b>75%</b>	94%	41	5.43	117
High Tech High	<b>68%</b>	88%	87%	40	2.81	32
Hoover	<b>72%</b>	<b>74%</b>	89%	66	2.85	194
Kearny High	85%	84%	84%	165	9.64	328
La Jolla	95%	93%	89%	42	7.51	86
Lincoln	<b>72%</b>	<b>66%</b>	<b>73%</b>	130	5.66	279
Madison High	99%	84%	88%	37	10.09	69
Mira Mesa	90%	97%	82%	42	7.1	114
Mission Bay	82%	86%	<b>79%</b>	31	3.78	73
Morse	89%	91%	<b>68%</b>	66	8.05	124
Mt. Everest		100%	90%	10	5.75	**
<b>Point Loma High</b>	<b>92%</b>	<b>78%</b>	<b>79%</b>	<b>40</b>	<b>6.07</b>	<b>87</b>
Scripps Ranch	89%	90%	92%	39	7.73	106
SDHS	87%	80%	82%	119	6.54	316
SDSCPA	93%	82%	90%	76	11.4	145
University City	96%	92%	91%	68	8.81	186

\*\* indicates cell sizes smaller than 10.

For more detail about success rates, see the [CCAP/ACP Outcomes Dashboard](#).

For more detail about unit completion, see the [Early College Credit Re-enrollment and Subsequent Outcomes Dashboard](#).

## Appendix

Table 9. CCAP and ACP Headcount, SDUSD Public Schools

	2017-18	2018-19	2019-20	2020-21	2021-22
Grand Total	3,137	3,775	4,190	3,782	3,388
African American	139	200	224	223	202
Asian	527	558	592	574	512
Filipino	174	255	320	295	264
Latinx	1,005	1,367	1,513	1,232	1,123
Multiple ethnicities	249	316	373	348	326
Native American	<i>Small cell sizes suppressed</i>				
Pacific Islander	<i>Cells sizes suppressed for imputation protection</i>				
Unreported	84	105	96	54	57
White	942	947	1,049	1,032	883
Grand Total	100%	100%	100%	100%	100%
African American	4%	5%	5%	6%	6%
Asian	17%	15%	14%	15%	15%
Filipino	6%	7%	8%	8%	8%
Latinx	32%	36%	36%	33%	33%
Multiple ethnicities	8%	8%	9%	9%	10%
Native American	0%	0%	0%	0%	0%
Pacific Islander	0%	1%	0%	1%	1%
Unreported	3%	3%	2%	1%	2%
White	30%	25%	25%	27%	26%

Table 10. CCAP Headcount, SDUSD Public Schools

	2017-18	2018-19	2019-20	2020-21	2021-22
Grand Total	2,617	3,341	3,766	3,316	2,982
African American	135	190	213	216	200
Asian	458	497	526	502	455
Filipino	140	216	272	252	248
Latinx	909	1,298	1,435	1,149	1,046
Multiple ethnicities	205	272	333	305	289
Native American	<i>Small cell sizes suppressed</i>				
Pacific Islander	<i>Cells sizes suppressed for imputation protection</i>				
Unreported	72	91	83	50	44
White	683	751	882	820	679
Grand Total	100%	100%	100%	100%	100%
African American	5%	6%	6%	7%	7%
Asian	18%	15%	14%	15%	15%
Filipino	5%	6%	7%	8%	8%
Latinx	35%	39%	38%	35%	35%
Multiple ethnicities	8%	8%	9%	9%	10%
Native American	0%	0%	0%	0%	0%
Pacific Islander	0%	1%	0%	1%	1%
Unreported	3%	3%	2%	2%	1%
White	26%	22%	23%	25%	23%

Table 11. ACP Headcount, SDUSD Public Schools

	2017-18	2018-19	2019-20	2020-21	2021-22
Grand Total	709	588	657	644	600
African American		11	24	11	14
Asian	107	91	105	104	91
Filipino	44	53	61	57	31
Latinx	144	129	158	134	130
Multiple ethnicities	62	53	57	59	54
Native American	<i>Small cell sizes suppressed</i>				
Pacific Islander	<i>Small cell sizes suppressed</i>				
Unreported	14	18	16	10	18
White	328	232	232	264	259
Grand Total	100%	100%	100%	100%	100%
African American	1%	2%	4%	2%	2%
Asian	15%	15%	16%	16%	15%
Filipino	6%	9%	9%	9%	5%
Latinx	20%	22%	24%	21%	22%
Multiple ethnicities	9%	9%	9%	9%	9%
Native American	0%		0%	0%	0%
Pacific Islander	0%	0%	0%	1%	0%
Unreported	2%	3%	2%	2%	3%
White	46%	39%	35%	41%	43%

*Table 12. Participation Rate by Program and Ethnicity*

		2017-18	2018-19	2019-20	2020-21	2021-22
<b>CCAP and ACP</b>	Total	13%	13%	15%	13%	12%
	African American	7%	9%	11%	11%	10%
	Asian	19%	20%	21%	21%	19%
	Filipino	10%	13%	17%	16%	16%
	Latinx	10%	11%	12%	10%	9%
	Multiple ethnicities	15%	15%	18%	16%	14%
	Native American	12%	10%	18%	7%	6%
	Pacific Islander	7%	14%	10%	17%	19%
	White	16%	14%	16%	16%	14%
<b>CCAP</b>	Total	11%	12%	13%	12%	11%
	African American	7%	9%	10%	11%	10%
	Asian	16%	17%	19%	18%	17%
	Filipino	8%	11%	14%	14%	15%
	Latinx	9%	10%	11%	9%	8%
	Multiple ethnicities	12%	13%	16%	14%	13%
	Native American	10%	10%	16%	4%	6%
	Pacific Islander	6%	13%	10%	16%	19%
	White	12%	11%	13%	13%	10%
<b>ACP</b>	Total	6%	4%	5%	5%	5%
	African American	1%	1%	3%	2%	2%
	Asian	13%	9%	10%	10%	10%
	Filipino	5%	5%	5%	7%	4%
	Latinx	3%	2%	3%	3%	3%
	Multiple ethnicities	7%	5%	5%	6%	5%
	Native American	3%		6%	4%	12%
	Pacific Islander	3%	1%	3%	7%	2%
	White	8%	6%	6%	7%	7%

Table 13. Participation Rate by High School, CCAP and ACP

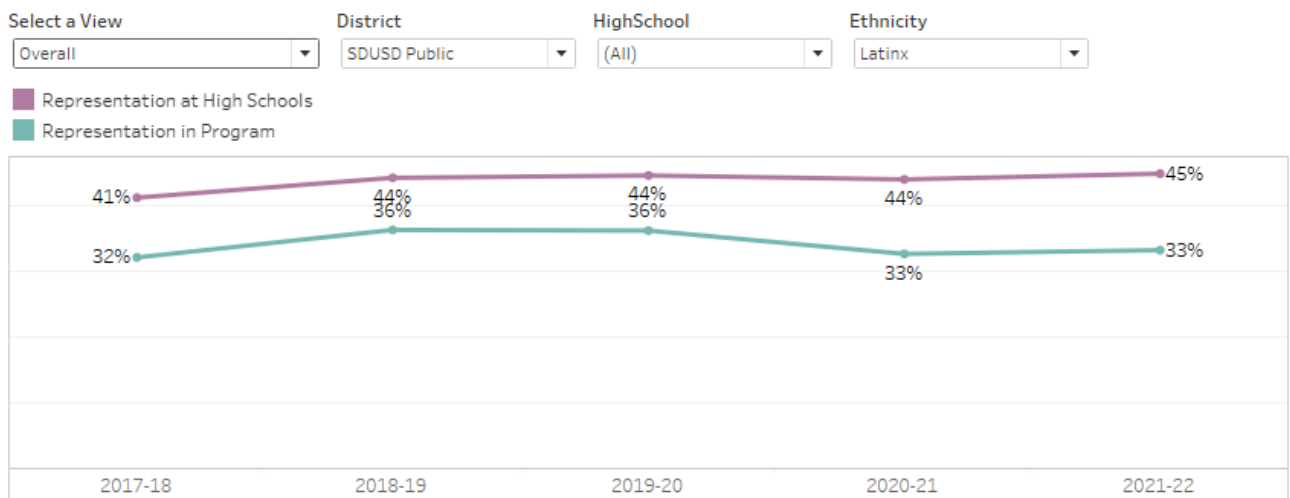
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Canyon Hills	5%	12%	21%	24%	23%	18%
Clairemont	17%	16%	14%	20%	15%	15%
Crawford	1%	4%	3%	6%	7%	5%
East Village					57%	54%
Garfield	17%	15%	13%	14%		13%
Henry	2%	7%	4%	9%	9%	8%
Hoover	1%	3%	4%	6%	4%	4%
Kearny	23%	30%	30%	34%	30%	30%
La Jolla	19%	17%	15%	18%	19%	16%
Lincoln	8%	14%	18%	18%	13%	13%
Madison	9%	10%	6%	10%	9%	12%
Mira Mesa	4%	8%	14%	12%	13%	14%
Mission Bay			5%	3%	7%	6%
Morse	5%	4%	8%	15%	10%	9%
Mt. Everest					18%	54%
Point Loma	9%	11%	11%	9%	8%	9%
Scripps Ranch	16%	23%	26%	25%	22%	21%
SDHS			10%	10%	8%	8%
SDSCPA			14%	17%	22%	17%
University City	14%	24%	19%	20%	18%	17%



Table 14. Participation Rate by High School, CCAP

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Canyon Hills	5%	12%	21%	24%	23%	18%
Clairemont	13%	12%	13%	18%	13%	14%
Crawford	1%	4%	3%	6%	7%	5%
East Village					57%	54%
Garfield	17%	15%	13%	14%		13%
Henry		3%	1%	6%	7%	5%
Hoover	1%	3%	4%	6%	4%	4%
Kearny	21%	30%	30%	33%	27%	28%
La Jolla	9%	9%	7%	9%	9%	6%
Lincoln	8%	14%	18%	18%	13%	13%
Madison	4%	8%	6%	10%	8%	8%
Mira Mesa	4%	8%	14%	12%	13%	14%
Mission Bay			5%	3%	7%	6%
Morse	2%	1%	4%	11%	6%	8%
Mt. Everest						2%
Point Loma	3%	5%	5%	4%	3%	4%
Scripps Ranch	16%	23%	26%	25%	22%	21%
SDHS			10%	10%	8%	8%
SDSCPA			14%	17%	22%	17%
University City	9%	20%	16%	18%	16%	14%

Figure 1. CCAP and ACP Representation by Ethnicity, compared to High School Population, Latinx Students, SDUSD Public Schools



## CCAP and ACP Summary Materials

Figure 2. CCAP Representation by Ethnicity, compared to High School Population, Latinx Students, SDUSD Public Schools

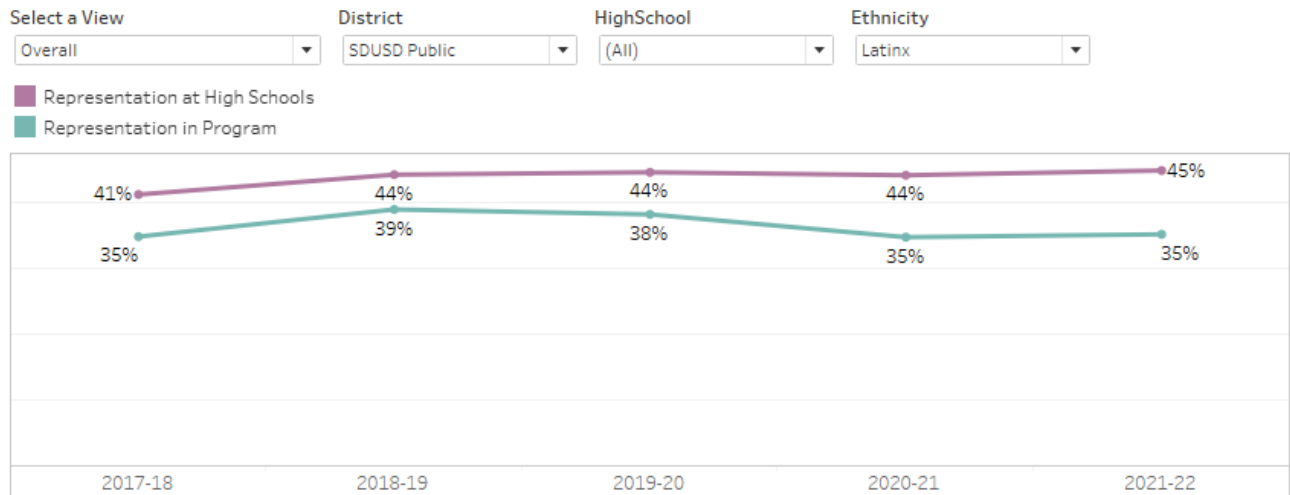


Figure 3. CCAP and ACP Representation by Ethnicity, compared to High School Population, African American Students, SDUSD Public Schools

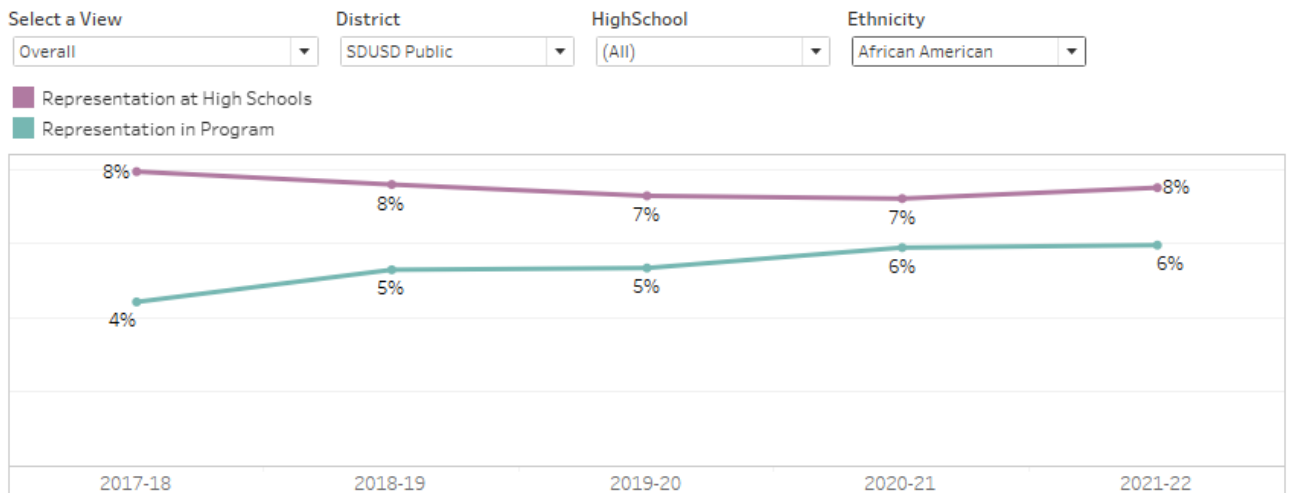


Figure 4. CCAP Representation by Ethnicity, compared to High School Population, African American Students, SDUSD Public Schools

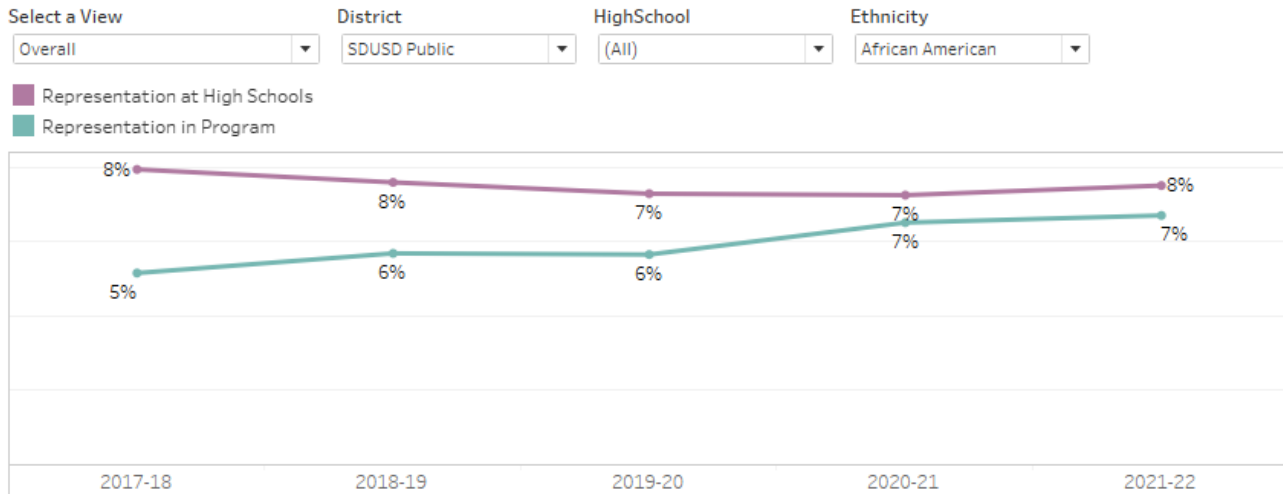


Table 15. Average units earned in CCAP and ACP, high school graduates in 2020, 2021, 2022

	Headcount	Average Units Earned	DI in Average Units
African American	407	7.0	Yes
Asian	1,145	9.8	Reference
Filipino	576	9.9	---
Latinx	2,623	7.4	Yes
Multiple Ethnicities	680	8.6	---
Native American	11	11.6	---
Pacific Islander	32	8.3	---
White	1,956	9.2	---
<b>Total</b>	<b>7,628</b>	<b>8.4</b>	<b>---</b>

Note. "Unreported" ethnicity not shown in table rows, but is included in total headcount and Average Units Earned

Table 16. Percent of graduates who earned 9+ units in CCAP and/or ACP

	High School Graduating Class			
	2019	2020	2021	2022
African American	29%	38%	23%	36%
Asian	48%	55%	52%	51%
Filipino	39%	46%	54%	56%
Latinx	28%	41%	33%	32%
Multiple Ethnicities	40%	43%	47%	46%
Native American	33%	57%	100%	100%
Pacific Islander	15%	36%	36%	50%
White	48%	50%	47%	45%
<b>Total</b>	<b>39%</b>	<b>46%</b>	<b>42%</b>	<b>42%</b>

Table 17. Count of graduates who earned 9+ units in CCAP and/or ACP

	High School Graduating Class			
	2019	2020	2021	2022
African American	36	44	36	49
Asian	183	172	232	197
Filipino	67	78	123	99
Latinx	231	342	315	264
Multiple Ethnicities	80	77	125	108
Native American	**	**	**	**
Pacific Islander	**	**	**	**
Unreported	22	21	19	10
White	302	238	367	314
<b>Total</b>	<b>924</b>	<b>980</b>	<b>1,224</b>	<b>1,047</b>

\*\* indicates cell sizes smaller than 10.

Table 18. Additional Requirements for CCAP Participation, Survey Responses, by Site

	High School	Group DI	Survey Response
Sites <u>with</u> Recent or Persistent DI	Canyon Hills	African American & Latinx	<i>No response</i>
	Clairemont	African American & Latinx	No additional requirements
	Henry	African American & Latinx	No additional requirements
	La Jolla	African American & Latinx	<i>No response</i>
	Madison	African American & Latinx	<i>No response</i>
	Mira Mesa	African American & Latinx	No additional requirements
	Mt. Everest	Latinx	No additional requirements
	Point Loma	African American & Latinx	No additional requirements
	Scripps Ranch	Latinx	<i>No Response</i>
	University City	Latinx	No additional requirements
Sites <u>without</u> Recent or Persistent DI	Crawford	---	3.0 GPA in Math/English, course requirements for English and Math CCAP
	Garfield	---	<i>No response</i>
	Hoover	---	No additional requirements
	Kearny	---	<i>No response</i>
	Lincoln	---	"Not sure" > counted as No additional requirements
	Mission Bay	---	<i>No response</i>
	Morse	---	<i>No response</i>
	SDHS	---	<i>No response</i>
	SDSCPA	---	<i>No response</i>

Note. Excludes East Village High, which does have additional requirements, due to status as an early/middle college.

Table 19. Dual and Concurrent Enrollment Student Headcount, by College, all students (includes charters)

College	Enrollment Type	2017-18	2018-19	2019-20	2020-21	2021-22	20-21 to 21-22 Difference	20-21 to 21-22 % Change
City College	CCAP Only	373	956	1,253	991	956	-35	-4%
	Concurrent	270	299	360	402	366	-36	-9%
	<b>College Total</b>	<b>638</b>	<b>1,240</b>	<b>1,590</b>	<b>1,308</b>	<b>1,277</b>	<b>-31</b>	<b>-2%</b>
Mesa College	ACP Only	704	596	657	644	600	-44	-7%
	CCAP Only	1,046	899	1,358	1,088	1,116	28	3%
	Concurrent	522	713	465	541	549	8	1%
	<b>College Total</b>	<b>1,984</b>	<b>1,914</b>	<b>2,158</b>	<b>1,938</b>	<b>1,914</b>	<b>-24</b>	<b>-1%</b>
Miramar College	CCAP Only	1,224	1,483	1,454	1,365	1,146	-219	-16%
	Concurrent	153	266	306	280	235	-45	-16%
	<b>College Total</b>	<b>1,367</b>	<b>1,640</b>	<b>1,689</b>	<b>1,600</b>	<b>1,333</b>	<b>-267</b>	<b>-17%</b>
All Credit Colleges	ACP Only	704	596	657	644	600	-44	-7%
	CCAP Only	2,596	3,329	4,060	3,440	3,192	-248	-7%
	Concurrent	942	1,269	1,102	1,113	1,015	-98	-9%
	<b>All Credit Total</b>	<b>3,869</b>	<b>4,738</b>	<b>5,341</b>	<b>4,659</b>	<b>4,292</b>	<b>-367</b>	<b>-8%</b>

Note 1. Includes all students enrolled in CCAP, ACP, or Concurrently through SDCCD – including charters and non-SDUSD sites (SET).

Note 2. Headcount is unduplicated across programs at each college and across colleges at the All Credit Colleges level. The sum of headcount per program exceeds the College Total due to students who enroll in more than one program. The sum of headcount per college exceeds the All Credit Colleges Total due to students who enroll at more than one college.

Table 20. CCAP and ACP Student Headcount, by College, SDUSD Public Schools Only

College	Enrollment Type	2017-18	2018-19	2019-20	2020-21	2021-22	20-21 to 21-22 Difference	20-21 to 21-22 % Change
City	CCAP Only	373	956	1,188	958	883	-75	-8%
Mesa	ACP Only	704	587	657	644	600	-44	-7%
	CCAP Only	1,046	899	1,129	997	981	-16	-2%
	<b>College Total</b>	<b>1,628</b>	<b>1,359</b>	<b>1,586</b>	<b>1,504</b>	<b>1,420</b>	<b>-84</b>	<b>-6%</b>
Miramar	CCAP Only	1,224	1,483	1,454	1,365	1,146	-219	-16%
All Credit Colleges	ACP Only	704	587	657	644	600	-44	-7%
	CCAP Total	2,596	3,329	3,766	3,316	2,984	-332	-10%
	<b>All Credit Total</b>	<b>3,114</b>	<b>3,763</b>	<b>4,190</b>	<b>3,782</b>	<b>3,390</b>	<b>-392</b>	<b>-10%</b>

Note 1. Excludes charter schools and SET.

Note 2. Headcount is unduplicated across programs at each college and across colleges at the All Credit Colleges level. The sum of headcount per program exceeds the College Total due to students who enroll in more than one program. The sum of headcount per college exceeds the All Credit Colleges Total due to students who enroll at more than one college.

Note 3. Headcount by college reflects the college that delivered the course in which students enrolled. Prior reporting (CCAP Comprehensive Report, 2020-21) reflected headcount by service area, which included students enrolled in classes offered by one college at a high school in another college's service area.