



SDCCD Special Admit Summary, Public

2018-19 to 2022-23

February 29, 2024

Context

This document is a high-level summary of access and outcomes for special admit students at SDCCD. In support of the SDUSD-SDCCD Joint Board Partnership, access, outcomes, and disproportionate impact data are also included for SDUSD public schools.

This version of the Summary is modified for public use: all cell sizes of less than 10 are suppressed, and links to dashboards with student-level data are removed. Contact the Stephen Bass (sbass@sdccd.edu) in the SDCCD Office of Institutional Effectiveness and Research for more information.

Special Admits are high school students enrolled in college classes. Special Admits include both **dual** and **concurrent enrollment**.

Local Context

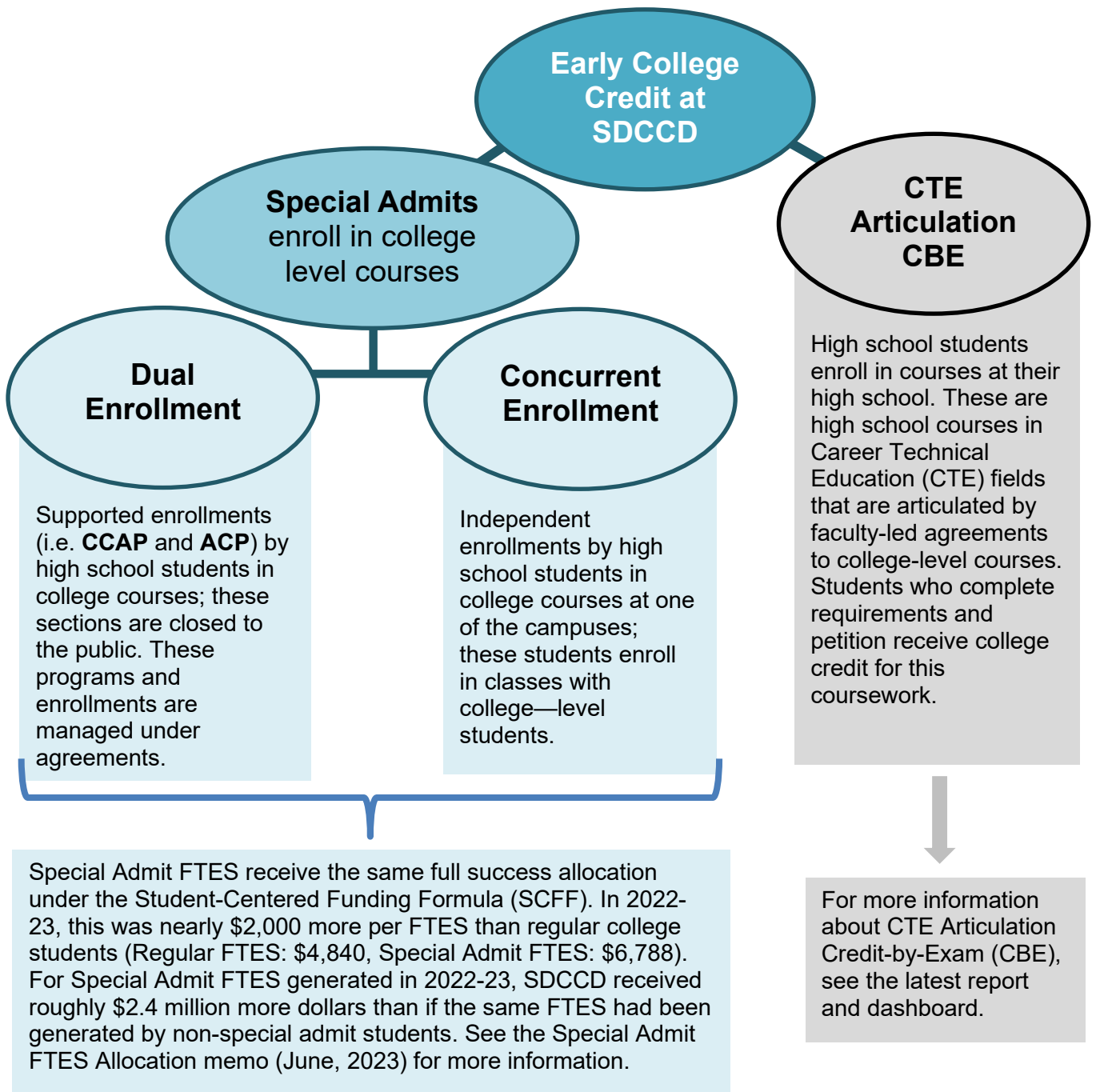
While this report provides overall averages of representation and success rates by age and ethnicity, these averages do not tell the story of each group at each site. Further complicating that story is the extent to which the effects of the COVID-19 pandemic continue to impact student outcomes. Gaps are likely prevalent between students who had academic support in 2020-21 and 2021-22 and those who did not.

In Fall 2023, access and outcome data was shared with 9 sites as part of ACP program review. In response to that data, leadership at those sites shared local challenges to equitable expansion of dual enrollment. Notes from these discussions are available in Section 6 of this report (page 12).

A pair of dashboards is available to provide site-level data regarding dual enrollment [Access](#) and [Outcomes](#). Site and course-level exploration of data is encouraged during development of strategies to improve access and support student success.

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Findings

Access

1. **Key Finding, Annual Headcount Overall and by College:** 5,735 high school students were served by SDCCD CCAP, ACP, and Concurrent Enrollment programs in 2022-23 (City: 1,740, Mesa: 2,532, Miramar: 1,782). 4,444 of these students were from SDUSD public schools and enrolled in CCAP or ACP, the most students ever served by SDCCD dual enrollment (City: 1,207, Mesa: 1,304, Miramar: 1,487).

Special admit enrollment was severely impacted by the COVID-19 Pandemic and the transition of instruction online – it decreased 19% from a peak of 5,314 enrolled students 2019-20 to 4,292 students in 2021-22. The 5,735 special admit students served in 2022-23 is a 34% increase from 2021-22.

2. **Dual Enrollment Headcount by High School:** The largest dual enrollment (CCAP+ACP) high schools by enrollment over the last five years have been Scripps Ranch, Kearny, and Mira Mesa. Of the 19 SDUSD public schools that offered CCAP and/or ACP in 2022-23, 17 saw increases in enrollment compared to 2021-22. The sites that added the most students compared to 2021-22 were SDSCPA (+102 students, +49%), Mira Mesa (+98 students, +30%), and Scripps Ranch (+92 students, +23%).

Sites with high dual enrollment participation rates in 2022-23 (25% and over) were Kearny, East Village, Scripps, and SDSCPA. Sites with low dual enrollment participation rates (10% and under) were Hoover, Crawford, and Henry.

3. **Key Finding, Headcount by Age:** Both overall and among SDUSD public school students, just under half of special admit students were aged 17, 18, or 19 (All Special Admit Students: 46%, SDUSD Public: 47%), and the next-largest group was aged 16 (All: 36%, SDUSD Public: 37%).
4. **Headcount by Ethnicity:** Both overall and among SDUSD public school students, Latinx students were the largest group of special admits in 2022-23 (All Special Admits: 33%, SDUSD Public: 32%), followed by white students (All: 27%, SDUSD Public: 26%), and Asian students (All: 15%, SDUSD Public: 15%).

Key Finding: Compared to last year, special admit representation across the district has not changed significantly by ethnicity. **Compared to five years ago, special admit students are 6% less likely to be Latinx.** Representation of Latinx students among dual enrollment students (CCAP+ACP) at SDUSD public schools has decreased by 4% compared to five years ago.

5. **Key Finding, Disproportionate Impact in Dual Enrollment Access:** Gaps in access to the CCAP and ACP programs are present for African American and Latinx students at 9 SDUSD high schools. These sites showed persistent (4+ years) and recent (2022-23) disproportionate impact in Access for African American or Latinx students across CCAP and ACP programs.
6. **Report from Sites: Challenges to Equitable Expansion of Dual Enrollment:** In Fall 2023, nine SDUSD sites that offer ACP shared challenges they have experienced in efforts to address access gaps for Latinx and African American students. The challenges most often shared by high school site leadership related to scheduling, sufficient college faculty to teach requested courses, local misperceptions about college classes, and decreasing enrollment at high school sites.

Outcomes

7. **Annual Success Rates Overall, by College, and by Program:** Special Admit success rates are generally very positive, with most types of special admit students at most campuses passing their classes at a rate of more than 85%.
8. **Dual Enrollment Units Earned, Overall and by High School, SDUSD Public Schools:** Students who participated in CCAP and/or ACP that graduated from a SDUSD public high school in 2023 earned on average 7.9 units, down slightly from the average for the classes of 2021 and 2022 (8.4), likely an effect of the decline in CCAP enrollment due to the COVID-19 Pandemic.

Key Finding: 27% of seniors who graduated from a SDUSD public school in 2023 earned 12 or more dual enrollment units (741 out of 2,795 seniors), a key metric in the CCCCO Vision 2030. The number of dual enrollment units earned varies significantly by high school, generally in line with dual enrollment dosage offered and course success rates.

9. **Dual Enrollment Success Rates, by High School, SDUSD Public Schools:** In 2022-23, CCAP success rates by high school ranged between 99% and 77%. While site-level effects may account for a large part of success rate variation, success rates also vary at each site by course.
10. **Special Admit Success Rates, by Age:** Over the last five years, success rates for students 17 and over have been slightly lower than success rates for students 16 and younger, however this varies significantly by site and course. **It should be noted that success by age group varies significantly by high school.** While the most visible effects of the pandemic have largely receded, the downstream effects of the transition to online instruction will continue to impact student outcomes in the coming years.
11. **Special Admit Success Rates, by Ethnicity:** For most ethnicities, success rates increased in 2022-23, but remain at or slightly below pre-pandemic levels. African American, Latinx, and Pacific Islander student outcomes were significantly impacted in the 2020-21 academic year as instruction was transitioned online in response to COVID-19. While success rates for African American and Latinx students have increased since 2020-21, they have not quite regained pre-pandemic levels.

Key Finding: Significant gaps have persisted in special admit success rates between ethnicities over the last five years. These gaps are generally similar across CCAP, ACP, and Concurrent enrollment. Success rates for Latinx students have been about 10% below that of Asian students, and success rates for African American students have been between 9% and 17% lower than that of Asian students.

12. **Key Finding, Disproportionate Impact in Dual Enrollment Outcomes:** Equity gaps in outcomes are visible both at the district level and at 6 high school sites. Disproportionate impact (DI) in outcomes stems from gaps in access, gaps in course success rates, site-level trends, and gaps in total units earned over a student’s high school career.
 - Across CCAP and ACP, African American and Latinx students were disproportionately impacted in dual enrollment units earned in four of the last five years.
 - CCAP success rates at **Lincoln** and **Point Loma** have been low for the last three years. **Clairemont, Hoover, and Mission Bay** also saw low or decreasing CCAP success rates in 2022-23.
 - Sites at which students graduating in 2023 earned on average fewer than 6 CCAP or ACP units were **Garfield, Hoover, East Village, Mission Bay, Lincoln, and Crawford.**

Key Findings and Next Steps

Finding	Next Steps
<p>5,735 high school students were served by SDCCD CCAP, ACP, and Concurrent Enrollment programs in 2022-23, 4,444 of whom were from SDUSD public schools and enrolled in CCAP or ACP, the most students ever served by SDCCD dual enrollment.</p>	<p>As dual enrollment continues to rebound from the COVID-19 pandemic, gaps in access persist. A strategic emphasis on not only recruiting but also retaining students under-represented in higher education is needed.</p>
<p>Both overall and among SDUSD public school students, just under half of special admit students were aged 17, 18, or 19 (All Special Admit Students: 46%, SDUSD Public: 47%), and the next-largest group was aged 16 (All: 36%, SDUSD Public: 37%).</p>	<p>One of the Vision 2030 goals for dual enrollment is for students in all high school grades to participate. As more access to dual enrollment is extended to younger students, course scheduling and student support efforts should consider the implications of meeting the needs of this group.</p>
<p>Compared to last year, special admit representation across the district has not changed significantly by ethnicity. Compared to five years ago, special admit students are less likely to be Latinx.</p>	<p>Districtwide averages obscure site-level trends; nonetheless, access gaps continue to grow for Latinx students. A flexible strategy will be necessary to narrow persistent access gaps. Qualitative research could illuminate the student experience and inform those strategies.</p>
<p>Gaps in access to the CCAP and ACP programs are present for African American and Latinx students at 9 SDUSD high schools.</p>	<p>Sufficient college faculty to fill requested courses, targeted outreach efforts, and sufficiently resourced student success supports are needed to bring more students into dual enrollment classrooms and keep them there.</p>
<p>27% of seniors who graduated from a SDUSD public school in 2023 earned 12 or more dual enrollment units (741 out of 2,795 seniors).</p>	<p>Conversations at all levels should consider the amount of additional dual enrollment offerings needed to reach Vision 2030 goals.</p>
<p>Significant gaps have persisted in special admit success rates between ethnicities over the last five years. These gaps are generally similar across CCAP, ACP, and Concurrent enrollment. Success rates for Latinx students have been about 10% below that of Asian students, and success rates for African American students have been between 9% and 17% lower than that of Asian students.</p>	<p>Supporting student success should be a central component of strategies to equitably expand dual enrollment. A key benefit of early college credit is momentum towards a degree or transfer, and students from groups under-represented in higher education must be successful in dual enrollment classes to establish that momentum. Further, increasing success rates for disproportionately impacted groups could increase access rates for those groups, as dual enrollees may recruit their peers to the program.</p>
<p>Equity gaps in outcomes are visible both at the district level and at 7 high school sites. Disproportionate impact (DI) in outcomes stems from gaps in access, gaps in course success rates, site-level trends, and gaps in total units earned over a student’s high school career</p>	<p>As with access, there is no one-size-fits-all approach to supporting student success. Different groups in different courses at different sites will benefit from different supports. An intentional, resourced strategy to support faculty and students at the sites that need it most is needed.</p>

Special Admit Enrollment Trends

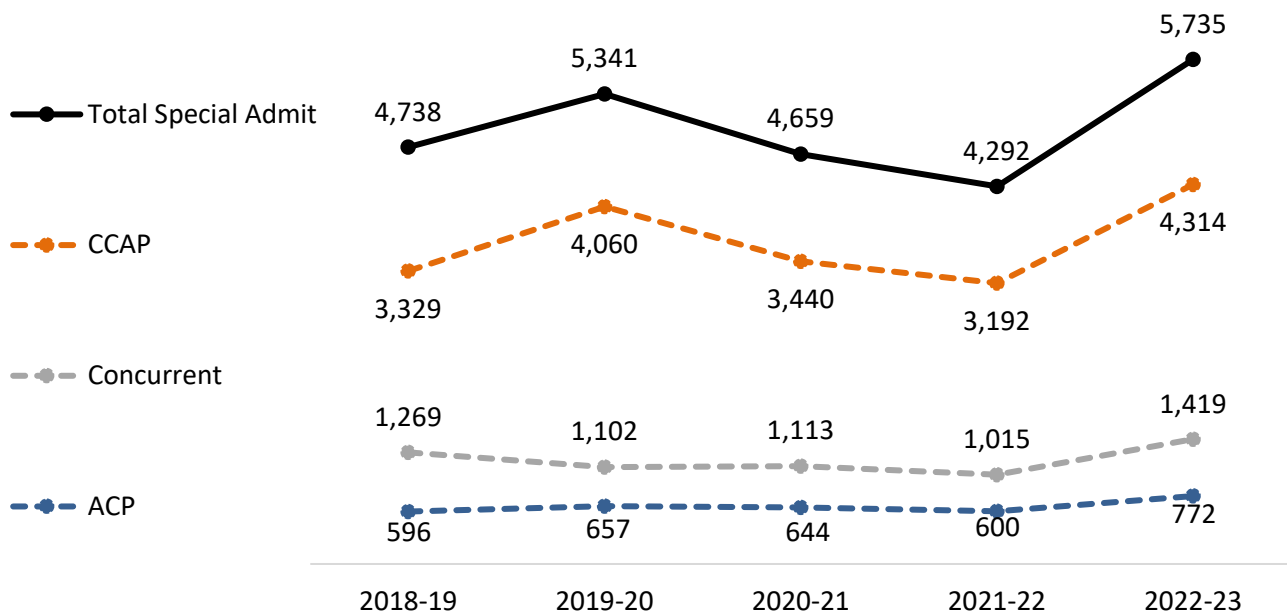
Report Section 1. Annual Headcount Overall and by College

5,735 high school students were served by SDCCD CCAP, ACP, and Concurrent Enrollment programs in 2022-23 (City: 1,740, Mesa: 2,532, Miramar: 1,782). 4,444 of these students were from SDUSD Public Schools and enrolled in CCAP or ACP, **the most students ever served by SDCCD dual enrollment** (City: 1,207, Mesa: 1,304, Miramar: 1,487).

Special admit enrollment was severely impacted by the COVID-19 Pandemic and the transition of instruction online – it decreased 19% from a peak of 5,314 enrolled students 2019-20 to 4,292 students in 2021-22. The 5,735 special admit students served in 2022-23 is a 34% increase from 2021-22.

SDCCD dual enrollment programs – CCAP and ACP – served 16% of students enrolled at SDUSD public schools (27,091 students enrolled in grades 9-12). Participation rate varies by college (City CCAP: 12%, Mesa CCAP: 13%, Mesa ACP: 6%, Miramar CCAP: 21%), program (CCAP: 15%, ACP: 6%), high school (see the full report and [Access Dashboard](#)), and ethnicity (see [Access Dashboard](#)).

Figure 1. Special Admit Headcount, all SDCCD students (Includes Charters)



Note. Headcount in Figure 1 reflects all Special Admit students served by SDCCD in each academic year, which includes charter schools. See Table 2 on the next page for CCAP and ACP headcount in SDUSD public schools.

2022-23 Special Admit Report, Public

Table 1. Special Admit Headcount by College, All Students (Includes Charters)

College	Enrollment Type	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.	21-22 to 22-23 % Change
City	CCAP Only	956	1,253	991	956	1,300	344	36%
	Concurrent	307	360	402	366	467	101	28%
	College Total	1,248	1,590	1,308	1,277	1,740	463	36%
Mesa	ACP Only	596	657	644	600	772	172	29%
	CCAP Only	899	1,358	1,088	1,116	1,545	429	38%
	Concurrent	713	465	541	549	657	108	20%
	Dual (CCAP+ACP)	1,368	1,815	1,595	1,551	2,074	523	34%
	College Total	1,914	2,158	1,938	1,914	2,532	618	32%
Miramar	CCAP Only	1,483	1,454	1,365	1,146	1,487	341	30%
	Concurrent	266	306	280	235	469	234	100%
	College Total	1,640	1,689	1,600	1,333	1,782	449	34%
All Credit	ACP Only	596	657	644	600	772	172	29%
	CCAP Only	3,329	4,060	3,440	3,192	4,314	1,122	35%
	Concurrent	1,269	1,102	1,113	1,015	1,419	404	40%
	Dual	3,772	4,484	3,906	3,594	4,791	1,197	33%
	All Credit Total	4,738	5,341	4,659	4,292	5,735	1,443	34%

2022-23 Special Admit Report

Table 2. Dual Enrollment Program Headcount, Site Enrollment, and Participation Rate by College, SDUSD Public School Students (Excludes Charters)

Metric	College	Enrollment Type	2018-19	2019-20	2020-21	2021-22	2022-23	21-22 to 22-23 Diff.	21-22 to 22-23 % Change
Program Headcount	City	CCAP	956	1,188	958	883	1,207	324	37%
	Mesa	ACP	587	655	644	600	757	157	26%
		CCAP	899	1,129	987	980	1,304	324	33%
		College Total	1,359	1,585	1,497	1,419	1,820	-78	-5%
	Miramar	CCAP	1,483	1,454	1,365	1,146	1,487	341	30%
	All Credit Colleges	ACP	587	655	644	600	757	157	26%
		CCAP	3,329	3,766	3,306	2,983	3,980	997	33%
		All Credit Total	3,763	4,189	3,775	3,389	4,444	1,055	31%
Headcount at SDUSD Public Schools with Program	City	CCAP	10,785	10,749	10,432	10,582	9,985	-597	-6%
	Mesa	ACP	12,613	12,537	12,549	12,256	12,102	-154	-1%
		CCAP	10,174	10,169	10,206	10,021	10,053	32	0%
	Miramar	CCAP	7,883	7,663	7,531	7,302	7,053	-249	-3%
	All Credit Colleges	ACP	12,613	12,537	12,549	12,256	12,102	-154	-1%
		All Credit Total	28,842	28,581	28,169	27,905	27,091	-814	-3%
Participation Rate	City	CCAP	9%	11%	9%	8%	12%	4%	---
	Mesa	ACP	5%	5%	5%	5%	6%	1%	---
		CCAP	9%	11%	10%	10%	13%	3%	---
	Miramar	CCAP	19%	19%	18%	16%	21%	5%	---
	All Credit Colleges	ACP	5%	5%	5%	5%	6%	1%	---
		All Credit Total	13%	15%	13%	12%	16%	4%	---

Key Terms

Participation Rate: % of students at high school who enrolled in CCAP or ACP

Report Section 5. Disproportionate Impact in Dual Enrollment Access

Gaps in access to the CCAP and ACP programs are prevalent for African American and Latinx students at several high schools. 9 SDUSD high schools showed persistent (4+ years) and recent (2022-23) disproportionate impact (DI) in Access for African American or Latinx students across CCAP and ACP programs.

Table 3 at right identifies schools with 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 2022-23. See the worksheets on pages **Error! Bookmark not defined.** and **Error! Bookmark not defined.** for full detail.

It should be noted that this analysis includes both CCAP and ACP programs. While gaps in access to CCAP are generally smaller than those in ACP, the sites in Table 10 below showed DI in access for the indicated group in CCAP, and CCAP and ACP for the sites where ACP was offered.

In addition to the sites in Table 3, the sites in Table 4 showed some evidence of **recent DI** in access.

Table 3. Schools with Persistent & Recent DI in Access for African American and Latinx Students

High School	Students Enrolled at High School in DI Group	
	African American	Latinx
Canyon Hills	107	not DI
Clairemont	18	not DI
Henry	163	not DI
La Jolla	16	313
Madison	112	not DI
Mira Mesa	not DI	568
Point Loma	53	not DI
Scripps Ranch	not DI	280
University City	not DI	588

Sites that showed **little or no evidence of persistent or recent DI in access for African American students** were Crawford, East Village, Garfield, Hoover, Kearny, Lincoln, Morse, Scripps Ranch, SDSCPA, and University City.

Sites that showed **little or no evidence of persistent or recent DI in access for Latinx students** were Canyon Hills, East Village, Garfield, Hoover, Lincoln, Madison, Mission Bay, SDHS, and SDSCPA.

Schools with low participation rates in CCAP and ACP in general included Hoover, Crawford, and Henry, SDHS, Point Loma, Mission Bay, and Morse.

Table 4. Schools with only Recent DI in Access

	School	2022-23 Population
Latinx Students	Clairemont	371
	Crawford	551
	Henry	815
	Kearny	718
	Morse	779
African American Students	Mission Bay	35
	SDHS	147

¹ These sites showed DI in representation in 4+ out of the last 5 years **and in** 2022-23 **and** DI in participation rate in 4+ out of the last 5 years **and** in 2022-23 across both CCAP and ACP programs.

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

Table 5. Persistent & Recent DI in Access, African American Students

		2022-23 Population	African American CCAP and ACP Access Summary			
			Persistent DI		2022-23 DI	
			Representation	Participation Rate	Representation	Participation Rate
SDUSD Public Schools	Canyon Hills	107	Yes	Yes	Yes	Yes
	Clairemont	18	Yes	Yes	Yes	Yes
	Crawford	353				
	East Village	<i>Less than 10</i>				
	Henry	163	Yes	Yes	Yes	Yes
	Hoover	165				
	Kearny	131				
	La Jolla	16	Yes	Yes	Yes	Yes
	Lincoln	272				
	Madison	112	Yes	Yes	Yes	Yes
	Mira Mesa	89	Yes	Yes		
	Mission Bay	35			Yes	Yes
	Morse	187				
	Point Loma	53	Yes	Yes	Yes	Yes
	Scripps Ranch	48				
	SDHS	147			Yes	Yes
	SDSCPA	92				
	University City	55				
Total	2,046	7 schools	7 schools	8 schools	8 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 2022-23 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](#).

Worksheet: Persistent & Recent DI in Access, Latinx Students

Table 6. Persistent & Recent DI in Access, Latinx Students

		2022-23 Population	Latinx CCAP and ACP Access Summary			
			Persistent DI		2022-23 DI	
			Representation	Participation Rate	Representation	Participation Rate
SDUSD Public Schools	Canyon Hills	479				
	Clairemont	371			Yes	Yes
	Crawford	551			Yes	Yes
	East Village	74				
	Henry	815			Yes	Yes
	Hoover	1,757				
	Kearny	718			Yes	Yes
	La Jolla	313	*Yes	Yes	Yes	Yes
	Lincoln	978				
	Madison	592				
	Mira Mesa	568	Yes	Yes	Yes	Yes
	Mission Bay	488				
	Morse	779			Yes	Yes
	Point Loma	589	Yes	Yes		
	Scripps Ranch	280	Yes	Yes	Yes	Yes
	SDHS	1,481				
	SDSCPA	531				
	University City	588	Yes	Yes	Yes	Yes
Total	11,952	5 schools	5 schools	9 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 2022-23 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](#).

Report Section 6. Report from Sites: Challenges to Equitable Expansion of Dual Enrollment

In Fall 2023, nine SDUSD sites that offer ACP shared challenges they have experienced in efforts to address access gaps for Latinx and African American students. These challenges were shared during ACP program review, in which staff from the ACP program, the SDCCD Office of Institutional Effectiveness and Research (OIER), and the SDUSD Office of Career, College, and Technical Education (CCTE) met individually with ACP sites and shared access and outcome data.

The challenges most often shared by high school site leadership related to **scheduling, sufficient college faculty to teach requested courses, local misperceptions about college classes, and decreasing enrollment at high school sites**. Many sites also shared challenges related to asynchronous classes; this challenge was sharpest during 2020-21 and 2021-22, and the re-activation of on-campus instruction has somewhat eased difficulties related to student success in online classes.

Table 7. Challenges to Equitable Expansion of Dual Enrollment from ACP Site Leadership

Challenge	Description	# Sites Reported
Asynchronous Classes	Do not work for students without support	6
	Courses scheduled asynchronously dropped more often by Latinx and African American students. More relevant during height of pandemic.	5
	Preferred option for some students	1
Scheduling	Aligning college faculty with high school schedule, accommodating athletic schedules, aligning to 4x4 schedule, accounting for free periods caused by college classes	3
	Sometimes requested courses are unable to be scheduled/staffed by high school's feeder college	2
College faculty	Sufficient Staff - Classes are sometimes requested that the college cannot staff	2
	Consistency - Consistent faculty assignments year-over-year benefit students at high school sites	1
Decreasing enrollment at high school	Among declining enrollment at high school sites, h.s. faculty feel that students should be directed to high school classes	3
Access to college support services	Access to college counselors for advising; access to college tutoring	2
Local misperception about community college classes	Students, parents, and high school teachers may believe/say that community college classes may not transfer, are too hard or are too easy, and may recommend AP classes instead	2
AP Classes - Content Overlap	If site offers similar class as AP (i.e. AP Calc AB = Math 151; AB Calc BC = Math 151), less demand for college classes	1
Complete data	SDCCD reporting still missing concurrent enrollment and disaggregation by sub-school	1

Special Admit Outcomes

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

Further, 741 CCAP and ACP students who graduated in 2023 completed 12+ CCAP and/or ACP units while in high school – a key goal established in Vision 2030 – over 25% of all CCAP and ACP seniors that year.

An additional 421 students from the class of 2023 earned between 6 and 12 units. On average, SDUSD public school students CCAP and ACP students graduated with 8 units of dual enrollment credit in 2023. **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.**

Report Section 7. Annual Success Rates Overall, by College, and by Program

Special Admit success rates are generally very positive, with most types of special admit students at most campuses passing their classes at a rate of more than 85%. However, **success rates vary significantly by high school, course, and student group such as ethnicity**, and local exploration of success rates is strongly encouraged.

Compared to 2021-22, success rates in 2022-23 remained relatively stable, with overall changes of 2% or less. By college compared to last year:

- City, significant increase (CCAP: +5%, Concurrent: +4%)
- Mesa, slight decrease (ACP: no change, CCAP: -2%, Concurrent: +1%)
- Miramar, slight increase (CCAP: +1%, Concurrent: +4%).

Table 8. Special Admit Success Rates, Includes Charters

		2018-19	2019-20	2020-21	2021-22	2022-23	2022-23 to 2021-22 Diff.
City College	CCAP	88%	86%	83%	82%	87%	5%
	Concurrent	69%	83%	81%	83%	87%	4%
	Total	84%	86%	82%	82%	87%	5%
Mesa College	ACP	92%	92%	94%	94%	94%	0%
	CCAP	90%	90%	86%	87%	85%	-2%
	Concurrent	83%	87%	87%	88%	89%	1%
	Total	88%	90%	89%	90%	88%	-2%
Miramar College	CCAP	96%	96%	94%	92%	93%	1%
	Concurrent	88%	88%	90%	85%	89%	4%
	Total	96%	95%	94%	91%	92%	1%
All Credit Colleges	ACP	92%	92%	94%	94%	94%	0%
	CCAP	93%	92%	89%	88%	89%	1%
	Concurrent	97%	88%	84%	86%	88%	2%
	Total	93%	91%	89%	88%	89%	1%

Report Section 12. Disproportionate Impact in Dual Enrollment Outcomes

Equity gaps in outcomes are visible both at the district level and at 7 high school sites. Disproportionate impact (DI) in outcomes stems from gaps in access, gaps in course success rates, site-level trends, and gaps in total units earned over a student’s high school career.

District- and Site-level Outcome Gaps

- Across CCAP and ACP, African American and Latinx students were disproportionately impacted (DI) in dual enrollment units earned in four of the last five years, and Pacific Islander students were DI in three of the last five (see the full report for more detail).
- CCAP success rates at **Lincoln** and **Point Loma** have been low for the last three years. **Clairemont, Hoover, and Mission Bay** also saw low or decreasing CCAP success rates in 2022-23. See the full report and the [Outcomes Dashboard](#) for more detail.
- Sites at which students graduating in 2023 earned on average fewer than 6 CCAP or ACP units were **Garfield, Hoover, East Village, Mission Bay, Lincoln, and Crawford**.

Gaps for African American and Latinx students, by Site

The sites in Table 9 showed disproportionately lower outcomes for African American and Latinx students both in 2022-23 and over the last graduating classes. Students at these sites had low success rates (less than 80%) in 2022-23, and disproportionate impact in units earned across the last three graduating classes². The table includes the number of students in each ethnicity who participated in CCAP and/or ACP at the high school in 2022-23. See the full report for more detail.

Table 9. Schools with Low Success Rates in 2022-23 and DI in Unit Completion for African American and Latinx Students in Dual Enrollment (CCAP+ACP)

African American Students		Latinx Students	
High School	2022-23 CCAP/ACP Enrollment	High School	2022-23 CCAP/ACP Enrollment
Henry	Less than 10	Crawford	24
Mission Bay	Less than 10	Hoover	124
SDHS	12	Mission Bay	58
		Point Loma	56

² Average CCAP and ACP units earned per student were compared across ethnicities at each site; the group with the highest units earned and more than 10 students was used as the reference group. African American or Latinx students were indicated as DI in Units Earned if their average units earned was less than 80% of the reference group’s units earned in a graduating class.

Worksheet: Persistent & Recent DI in Outcomes, African American Students

Schools that saw both 1) a 2022-23 success rate lower than 80% **and** 2) disproportionate impact in unit completion for African American students are indicated with **red fill and text**. The number of students in the 2022-23 CCAP/ACP Enrollment column is the number of African American students who enrolled at CCAP and/or ACP at each school site in 2022-23.

Table 10. Low Success Rates & DI in Units Earned, African American Students

Low Success Rates and DI in Units Earned, African American Students						
	Success Rates			2022-23 CCAP/ACP Enrollment	Average Units Earned	Seniors in 2021, 2022, and 2023
	2020-21	2021-22	2022-23			
Canyon Hills	69%	88%	89%	16	7.4	28
Clairemont	100%	100%	---	0	21	Less than 10
Crawford	95%	94%	82%	37	5.5	48
East Village	88%	100%	100%	Less than 10	3	Less than 10
Garfield	---	33%	---	0	2.7	Less than 10
Henry	85%	93%	78%	Less than 10	5.9	23
Hoover	80%	92%	92%	15	3.1	20
Kearny	83%	76%	84%	43	8	42
La Jolla	100%	75%	80%	Less than 10	4.5	Less than 10
Lincoln	61%	72%	81%	48	5.3	76
Madison	67%	94%	86%	10	7.3	17
Mira Mesa	95%	92%	85%	15	6.3	19
Mission Bay	71%	67%	50%	Less than 10	3.3	12
Morse	88%	57%	80%	20	6.3	42
Mt. Everest	---	---	---	0	---	0
Point Loma	100%	---	100%	Less than 10	5.5	Less than 10
Scripps Ranch	100%	100%	88%	10	8	22
SDHS	88%	80%	77%	12	5.8	35
SDSCPA	78%	95%	91%	22	10	47
University City	76%	100%	100%	11	8.5	21

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

Worksheet: Persistent & Recent DI in Outcomes, Latinx Students

Schools that saw both 1) a 2022-23 success rate lower than 80% and 2) disproportionate impact in unit completion for Latinx students are indicated with **red fill and text**. The number of students in the 2022-23 CCAP/ACP Enrollment column is the number of Latinx students who enrolled at CCAP and/or ACP at each school site in 2022-23.

Table 11. Low Success Rates & DI in Units Earned, Latinx Students

Low Success Rates and DI in Units Earned, Latinx Students						
	Success Rates			2022-23 CCAP/ACP Enrollment	Average Units Earned	Seniors in 2021, 2022, and 2023
	2020-21	2021-22	2022-23			
Canyon Hills	92%	86%	85%	85	9.6	182
Clairemont	89%	87%	73%	47	7.7	100
Crawford	68%	76%	74%	24	4	68
East Village	76%	100%	98%	26	3.4	41
Garfield		48%		0	2.8	30
Henry	74%	94%	89%	62	5.5	155
Hoover	74%	89%	75%	124	2.3	196
Kearny	84%	84%	86%	194	8.9	300
La Jolla	93%	89%	91%	50	7.5	110
Lincoln	66%	73%	76%	141	5	264
Madison	84%	87%	83%	91	7.4	102
Mira Mesa	97%	82%	94%	53	6.4	107
Mission Bay	86%	80%	73%	58	3.8	101
Morse	91%	68%	90%	59	6.7	158
Mt. Everest	100%	95%		0	4.8	13
Point Loma	78%	79%	75%	56	5.2	121
Scripps Ranch	90%	92%	94%	53	7.7	113
SDHS	80%	82%	84%	130	6.4	281
SDSCPA	82%	90%	90%	111	10	192
University City	92%	90%	96%	79	8.4	185

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