

A Descriptive Study of UCLA Outreach in the Los Angeles Unified School District

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Occasional Report #6

Outreach Evaluation

OCCASIONAL REPORT SERIES



Graduate School of Education & Information Studies
UCLA

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July, 2001

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Outreach Evaluation Project

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Executive Summary

- This report is a descriptive study of UCLA Outreach in the Los Angeles Unified School District (LAUSD) high schools. Part I of the report focuses on demographic characteristics of the students for 1998-1999 and 1999-2000. Part II describes some of the student level benchmark data for the academic years between 1997-1998 and 1999-2000. The data included is limited to the files that are accessible at this point in time. (See p.3)
- UCLA Outreach is examined in terms of level. Each level of outreach incorporates all of the activities of the lower levels with additional activities. Data are analyzed according to five levels: No Outreach, Information Only, EAOP, EAOP with CBOP, and Super 12 and Venice/Westchester. While Super 12 and Venice/Westchester both involve School-University partnerships, the programs have been fully implemented at Venice/Westchester while Super 12 schools have been developing partnerships over the past four years. (See p.5)
- Particular ethnic groups have been historically underrepresented in institutions of higher education. The majority of LAUSD students belong to these groups. Differences across levels of outreach are substantial and require careful consideration. The EAOP with CBOP schools have a much smaller percentage of Hispanic students (28%) compared to all other Outreach levels (44%-78%). (See p.9)
- Estimates of students leaving the schools show that the schools lose more students during the first two years of high school than the last two years. EAOP with CBOP schools have the least diminution of class size while Super 12 schools have a much greater student loss. (See p. 11)
- Subsidized lunch and Title I programs are commonly used indicators of educational disadvantage. Nearly 60% of students in LAUSD receive free lunch. Percent of students receiving free or reduced-cost lunch differs across outreach levels. (See p.14)
- Language barriers can interfere with both student and parent participation in schools. Most LAUSD students speak either English or Spanish at home. Super 12 schools have the greatest percentage (25%) of students classified as Limited English Proficient. (See p.15 and p.16)
- Consistent with subsidized-lunch data, the EAOP with CBOP schools have a much lower percentage of Title I participants. Super 12 schools have the greatest level of Title I

participation. Venice/Westchester has the smallest percentage of students in Title I programs. (See p.18)

- Super 12 schools show the largest increase in the number of AP exams given between 1997-1998 and 1999-2000. However, Super 12 schools still show low AP passage rates across all three school years (See p. 22).
- In one and two year comparisons starting from 1997-1998, 87% of UC Bound schools showed an increase in percentage of AP exams given, relative school population. (See p. 25)
- Between 1997-1998 and 1999-2000, verbal and math scores went up slightly for all levels of outreach. However, using a combined SAT I score of at least 1000 as an initial measure of UC eligibility, most twelfth-grade students are not making the cut. (See p. 35, p.38)
- EAOP with CBOP shows the highest percentage of students scoring at least 1000 on the SAT I. (See p.38)
- Based upon data for a limited, and very early, time period, most outreach programs increased their number of UC applicants and admits. However, admits as a percentage of school population remained relatively constant. (See p.42, p.46)

A Descriptive Study of UCLA Outreach in the Los Angeles Unified School District

Introduction

To understand a program's impact and to evaluate its effectiveness, we must first develop an in-depth understanding of the context in which the program is operating. This report is a descriptive study of the high schools in the Los Angeles Unified School District (LAUSD) that participate in University of California, Los Angeles (UCLA) Outreach. It is intended to create a baseline picture of the schools involved in UCLA Outreach and compare it to a picture of schools not involved in outreach. The report focuses on schools as a whole and does not focus on the individual students who participate in outreach activities. Because the programs have been in place longer at some schools than at others, this factor must be considered in examining the relative effectiveness of the schools and programs in the UCLA Outreach programs; this report is designed to set a backdrop for subsequent reports that will analyze the impact of UCLA Outreach activities on the students involved.

UCLA's Outreach efforts can be seen as having two objectives: 1) to foster systemic change related to college readiness and 2) to implement and sustain programs that assist prospective students in becoming University of California eligible. The systemic change effort aims to support a longer-term solution to diversifying the pool of students who are UC admissible. This is achieved by establishing school-university partnerships with local schools, aiming to better prepare students for the educational opportunities of the University. Partnerships are designed to

establish six conditions that UCLA has identified as essential for achieving long-term systemic change. These six conditions are: 1) a college going-culture; 2) rigorous academic curriculum;

3) high quality teaching; 4) intensive academic and college-going support; 5) a multicultural, college-going identity; and 6) parent community relations re: college-going and academics.

Understanding that in order to create systemic change, conditions fostering student eligibility to attend the University of California must begin very early on, UCLA has focused much of their efforts over the past three years on building partnerships with local district's elementary and middle schools. These partnership efforts have only recently been expanded to district high schools. Thus, the partnership work being done within LAUSD, by in large, is not yet fully reflected in the data presented in this report. To this point, UCLA's Outreach efforts at the high school level have largely focused on identifying students who might not achieve UC eligibility, and working intensely with them in order to increase their likelihood of becoming competitive for UC admissions. This is accomplished through UCLA's EAOP programs. Thus, we would expect that the impact of these efforts would be better reflected in data presented in this report than for partnership activities.

The report consists of two parts. Part I focuses on descriptive characteristics of the students in LAUSD schools. The characteristics presented include those that have been identified in educational research as correlated to academic success. These factors are likely to mediate the impact of intervention efforts on student and school progress; thus, they must be

considered in any interpretation of outcome data. Part II focuses on key indicators of academic progress identified by the University of California. These benchmark indicators are presented in order to understand the current status of student progress, focusing on those areas that the programs are intended to change. Future reports will use statistical models to examine the changes in these indicators in relation to changes in outreach activities.

Basic demographic information can be found for individual schools at both the LAUSD and California Department of Education web sites. Therefore, Part I of this report presents information on schools grouped by the type of UCLA outreach activities in the school. The data for Part I came from the LAUSD longitudinal database maintained by the Center for the Study of Evaluation at UCLA. Analyses were run on separate data sets for 1998-1999 and 1999-2000 school years. The 1998-1999 data includes 168,559 students and the 1999-2000 data includes 172,208 students. A large portion of a school's student population remains the same from one year to the next, with students continuing on to the next grade or returning to repeat the same grade; a student is likely to be in the school population for an average of four years. While some community changes might come into play, demographic characteristics of the school as a whole are presumed to be the same or similar across the two academic years. Any differences will be noted.

Data for Part II came primarily from the CBEDS (California Basic Educational Data System) database. This report focuses on two key criteria, the SAT I and Advanced Placement (AP) tests, used in the admissions process, as well as admittance to the university. Because these

are key indicators of interest and because years of outreach participation vary within each outreach level, data for individual schools are reported for the four levels of outreach indicated in Table 1. Much of this data is available for 1999-2000 and earlier years; the University of California Office of the President (UCOP) reports that the data for UCLA for 2000-2001 benchmarks is still not available. Data on AP exams and SAT I scores for the 1999-2000 academic year were made available very recently and are included in this report.

Levels of UCLA Outreach

In this report we focus on the overall district as well as the different levels of outreach programming. Five levels have been used in this analysis based upon the programs offered by UCLA at the school: Partner schools (Super 12 and Venice/Westchester), Early Academic Outreach Program (EAOP) with the Career Based Outreach Program (CBOP), UC Bound, Information Only, and No Outreach. Table 1 lists the schools included in the first four levels of outreach programming. UCLA has been working with some schools longer than with others. Thus, within each level there is variation in the number of years since programming began and level of implementation. For example, intensive school-university partnerships have been in place at Venice and Westchester High Schools since the 1997-1998 academic year (indicated by purple in Table 1), however, the partnership was just introduced at San Fernando and South Gate High Schools (indicated by red in Table 1).

The No Outreach category consists of all other high schools in LAUSD that do not have an outreach relationship with UCLA. Schools in the Information Only category are provided with information on the UC system and UCLA specifically. Information provided addresses academic requirements and application procedures for the University of California as well as information on educational opportunities at UCLA.

The UC Bound program is an adaptation of the Early Academic Outreach Programs that were in place prior to 1998-1999. It consists of multi-level outreach efforts intended to increase the competitive eligibility of students to the University. In addition to providing admissions information, the UC Bound program identifies students with academic potential and provides them with information and counseling to create an educational plan that will ensure eligibility. Other UC Bound activities involve visits to the UCLA campus for tours, informational sessions, and attendance at campus concerts and athletic events. Most of the schools currently in this level of outreach participated in the previous Early Academic Outreach Programs during the 1997-1998 and 1998-1999 academic years. Additionally, as Table 1 indicates, a number of the Super 12 partnership schools were involved in EAOP activities prior to the development of the partnership.

The Career Based Outreach Program involves students from college to middle school. UCLA students hold sessions at the high school for a selected group of students. The criteria for selecting students vary by school. During these sessions, the UCLA undergraduates teach the high school students the Personal Academic Learning System (PALS), a system of skills and

strategies for achieving academic excellence, developed by UCLA vice-chancellor Winston Doby. In addition to classes at the high school, the students are invited to attend intensive educational sessions on the UCLA campus.

School-University Partnerships involve intensive work with a high school and its feeder schools to develop a culture fostering academic success and high educational standards. The focus of these partnerships is systemic change – working with the school as a community on a long-term basis to address the underlying causes of low-UC eligibility among students. This systemic approach, while often considered to produce more stable and powerful changes, may not produce noticeable changes in the short term. Partnership activities include the Early Academic Outreach Program, the Career Based Outreach Program, and training programs for teachers and parents. Full school-university partnerships have been in place at Venice and Westchester High Schools for four years while partnerships have been under gradual development at the Super 12 schools since 1997-1998. Therefore, the Partner schools are presented as two separate groups in this report, Venice/Westchester representing a higher level of outreach.

These groups differ in ways other than their relationship with UCLA outreach. School-University Partnerships were intentionally sought at schools with very large numbers of educationally-disadvantaged students; thus the socio-economic characteristics of students at these schools differ from those of other groups.

Table 1. LAUSD High Schools receiving UCLA Outreach

Date Began	Partner Schools	EAOP with CBOP	UC Bound	Information Only
Full Partnership Pre-1998	Venice Westchester			
1997-1998	Crenshaw Dorsey Garfield Roosevelt	Hamilton LACES Palisades Charter	Bell Belmont Birmingham Bravo Medical Carson Cleveland El Camino Real Fairfax Franklin Fremont Gardena Grant Huntington Park Jefferson Jordan Locke Los Angeles Manual Arts Marshall Monroe Narbonne North Hollywood Polytechnic San Fernando South Gate Sylmar Taft Washington Prep Wilson	Chatsworth Granada Hills * Kennedy Lincoln Reseda University Van Nuys * dropped from service in 2000-2001
1998-1999	Fremont Jefferson Jordan Locke Manual Arts Washington Prep			
1999-2000				

2000-2001	San Fernando South Gate		Chatsworth	Birmingham Canoga Park El Camino Real Franklin
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Note: Colors indicate the academic year that the school entered the particular outreach level. **red** = 2000-2001, **green** = 1999-2000, **blue** = 1998-1999, **black** = 1997-1998. **Purple** indicates extensive school-university partnerships that have been in place for all four years.

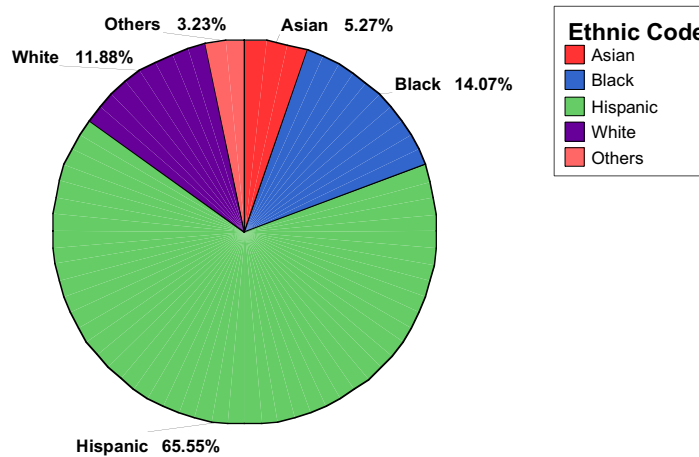
Part I: Demographic Characteristics

Ethnicity

Some ethnic groups are considered historically underrepresented in institutions of higher education. For many years affirmative action was used to counter this trend. In 1995 the use of ethnic information in the selection of UC applicants was abolished. This act provided impetus for much of the UCLA outreach work and for the funding that supports these programs. Given this impetus for university outreach, it is important to account for the long-standing disparity in educational attainment in examining the effectiveness of UCLA outreach.

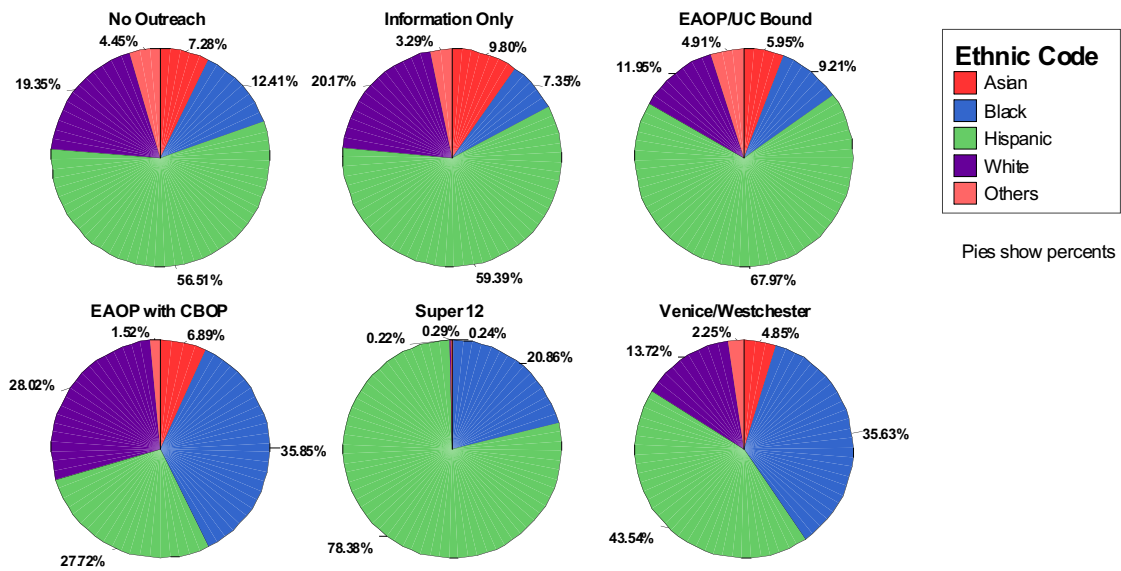
As Figure 1 indicates, LAUSD high school students are predominantly Hispanic (65.6%). There are roughly equal numbers of Black (14.1%) and White (11.9%) students. About 5 % of the students are Asian and the final 3% are categorized as “other.” Historically underrepresented ethnic groups account for over 80% of LAUSD high school students. Thus, the majority of LAUSD students face institutional and/or cultural barriers along the pathway to college.

Figure 1. Ethnicity of LAUSD high school students in 1999-2000



Differences in ethnic make-up of the five outreach levels and No Outreach are pronounced, as indicated in Figure 2. Most dramatic is the almost exclusively Hispanic and Black population at the Super 12 schools; White, Asian, and Other students constitute a total of .75% of the population. Super 12 schools have a greater percentage of Hispanic (78%) and Black (21%) students than the district as a whole. Venice and Westchester also have a large Hispanic population (43%), but it is smaller than for the district as a whole. These two schools have a larger Black population (35%), as well as more White, Asian, and Other students. The EAOP with CBOP schools also differ a great deal from the overall district patterns. This is the only outreach level in which Hispanic students are not the largest group. The EAOP with CBOP schools consist of 28% Hispanic students and much larger proportions of white (28%) and black (36%) students.

Figure 2. Ethnicity of LAUSD high school students by UCLA programming



Like the overall district and Super 12 schools, the UC Bound group has a majority of Hispanic students (68%). However, the percentage of Black students (9%) is more similar to the Information Only and No Outreach groups. The Information Only and No Outreach schools are similar in ethnic composition. As with the Partner schools, the majority of students are of Hispanic descent; Information Only and No Outreach schools are a little under 60% Hispanic. The largest group within remaining student population is white. Whereas the Information Only group has more Asian students (9.8%) than Black students (7.35%), the No Outreach group has 7.28% Asian and 12.41% Black.

As with school curricula, situational and cultural factors often interact with intervention programs in ways that make some programs more effective with particular populations than with others. Hispanic, Black, and Other/Mixed-race students historically have been underrepresented

in institutions of higher education, including the UC system. The Super 12 schools have a far higher percentage of these students than do the other outreach categories. With the differences in ethnic constitution of the UCLA outreach groups, ethnicity (as well as other demographic variables) must be taken into consideration when examining outcomes.

Grade Level and Student Progression

Basic to college eligibility is the attainment of a high school diploma. Without this degree or the General Education Development equivalent (GED), students are not eligible, let alone competitively eligible, at any UC. Progression of students from grade to grade through the four years of high school is an important consideration in examining LAUSD high schools because it indicates student success in working towards the high school diploma.

In LAUSD, the number of enrolled students decreases by grade. About 36% of the students are in the ninth grade. Twenty-seven percent are in the tenth grade, 20% are in the eleventh grade and the final 17% are in the twelfth grade. This uneven distribution is an indication of barriers, such as retention and dropping out, in the progress of students towards graduation. These differences also might be explained in part by differences in initial class sizes. However, an examination of numbers of students per cohort from 1998-1999 to 1999-2000 indicates that many students are not progressing to the next grade; instead, they are leaving school, dropping out of school, or have failed to pass necessary courses to move on to the next grade. As Table 2 estimates, 24% of the 1998-1999 ninth-grade students returned the next year

as tenth-grade students. The 1998-1999 tenth-grade class experienced the same diminuation in class size.

Table 2. LAUSD Overall Estimated Progression by Grade

Grade	1998-1999	1999-2000	Size of Decrease
Class of 2002 (9 th to 10 th grade)	60194	45882	14312 (24%)
Class of 2001 (10 th to 11 th grade)	45094	34167	10927 (24%)
Class of 2000 (11 th to 12 th grade)	34013	29925	4088 (12%)

It must be stressed that these numbers cannot be interpreted purely as high school dropout rates. As explained on the CBEDS web site (www.cde.ca.gov/demographics/coord.htm), anecdotal evidence indicates that many students repeat the ninth grade; these students remain in the school, but continue to be classified as ninth-grade students. Additionally, some of the students who leave school do so to transfer to a different school. Thus, some of the students returning for another year are actually new students from other schools within and outside of the district and may not have benefited from UCLA outreach efforts. Some of the non-returning students may be entering private schools or other non-LAUSD public schools. The most common time for students to switch from public to private school is before the ninth grade, but it is likely that some of the decrease in students is due to transfers occurring during high school. With the above cautions in mind, changes in class size can provide an indication of student progress in high school, but cannot be used as an indicator of student dropouts.

Table 3. LAUSD Enrollment and Estimated Progression Rates by Grade and Outreach

Grade	1998-1999	1999-2000	Size and % of
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				Decrease
No Outreach				
Class of 2002 (9 th to 10 th grade)	8632	6401	2231	(26%)
Class of 2001 (10 th to 11 th grade)	6325	4890	1435	(23%)
Class of 2000 (11 th to 12 th grade)	4934	4396	538	(11%)
Information Only				
Class of 2002 (9 th to 10 th grade)	9148	6801	2347	(26%)
Class of 2001 (10 th to 11 th grade)	6723	5281	1442	(21%)
Class of 2000 (11 th to 12 th grade)	5051	4783	268	(5%)
UC Bound				
Class of 2002 (9 th to 10 th grade)	23071	17861	5210	(23%)
Class of 2001 (10 th to 11 th grade)	17392	13267	4125	(24%)
Class of 2000 (11 th to 12 th grade)	13442	11842	1600	(12%)
EAOP with CBOP				
Class of 2002 (9 th to 10 th grade)	1820	1573	247	(14%)
Class of 2001 (10 th to 11 th grade)	1615	1451	164	(10%)
Class of 2000 (11 th to 12 th grade)	1339	1214	125	(9%)
Super 12				
Class of 2002 (9 th to 10 th grade)	15956	11926	4030	(25%)
Class of 2001 (10 th to 11 th grade)	11792	8291	3501	(30%)
Class of 2000 (11 th to 12 th grade)	8206	6742	1464	(18%)
Venice/Westchester				
Class of 2002 (9 th to 10 th grade)	1567	1320	247	(16%)
Class of 2001 (10 th to 11 th grade)	1247	987	260	(21%)
Class of 2000 (11 th to 12 th grade)	1041	948	93	(9%)

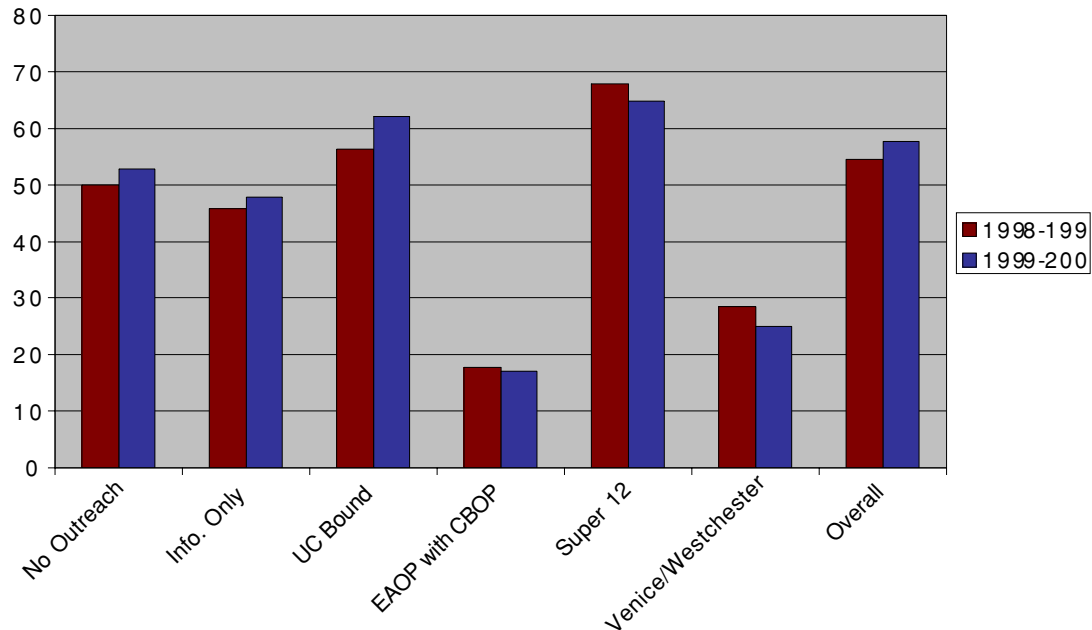
The last column of Table 3 indicates the loss of students from one academic year to the next. Rates differ across outreach levels, with the Super 12 schools having the highest decrease from tenth grade to eleventh and from eleventh grade to twelfth. The EAOP with CBOP schools

have the lowest rates of students leaving in the ninth through eleventh grades. Venice and Westchester, the most intensive level of outreach, have lower rates of student loss. Ranging from 9% to 21%, their rates are closer to those of the EAOP with CBOP schools.

Subsidized Meal Programs

Socio-economic status of students has been found to be a key predictor of academic opportunity and success, yet it is often difficult to assess. One commonly used indicator is participation in subsidized meal programs. In LAUSD, those students participating in this program receive reduced-cost or free lunches as determined by financial need of the student's family. In 1998-1999, 55% of the LAUSD high school students received free or reduced-cost lunches. In the 1999-2000 school year this number increased slightly to 58%. This dichotomous grouping into free/reduced-cost lunch or full-price lunch is, however, limited in utility. Examination of more detailed data shows that of the students not receiving subsidized lunches, about 3% pay full price for lunch. The additional 33% did not participate in the voluntary program. The socio-economic status of those students cannot be assumed.

Figure 3. Percent of students receiving free or reduced-cost lunch



The percentage of students receiving free or reduced-cost lunch differs between levels of outreach. Schools receiving no outreach are similar to the overall school district, with a little over 50% of students receiving free or reduced-cost lunch. At the Information Only Schools, fewer students (47%) received subsidized lunches.

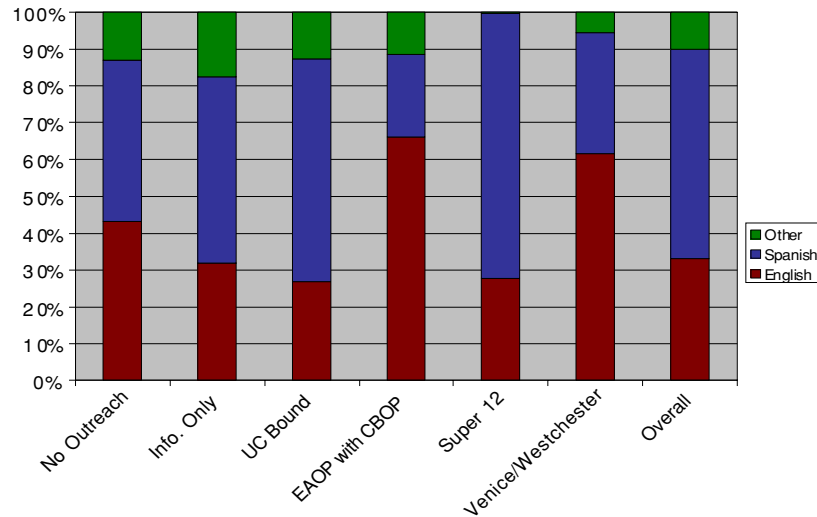
In the schools participating in EAOP with CBOP, 15% of students receive free or reduced-cost lunches. Venice and Westchester have slightly larger numbers, between twenty and thirty percent. The Super 12 schools, which have been phased into school-university partnerships over the past four years, have the greatest percentage of students qualified for subsidized lunches. The percentage of students at these schools receiving free or reduced-cost lunch is slightly higher than at the UC Bound schools. Thus, the students at schools within these two levels of outreach may be more economically disadvantaged than students at other schools.

Home Language

Other factors related to the student's home play a role in his or her educational opportunities, including the accessibility of college. One such factor is the language spoken at home. At the most basic level, home communication plays a role in the student's English-language development; students who speak English at home are using and practicing the English-language skills they learn in school. On a secondary level, parental involvement in the student's education is an important part of the college-going culture. The parent's proficiency in English (or Spanish¹) may enhance or impede participation in school activities, thus impacting the college-going culture of the school as a community, as well as the college-going culture of the student's home. Additionally, while much of the correspondence to the home is translated into the home language, non-English-speaking parents may be limited in their ability to access information related to academic achievement and college admissions. Without this access, these parents may not be able to provide the help and support available to other students.

Figure 4. Students' home language in 1999-2000

¹ In communities in which the vast majority of residents speak Spanish, fluency in Spanish is likely to influence participation as much as or more than fluency in English.



As the final column in Figure 4 shows, 57% of LAUSD high school students speak Spanish at home and another 33% speak English. The other 10% of students represent over 85 different languages. These percentages vary across levels of UCLA outreach. With the exception of the EAOP with CBOP level and Venice/Westchester, the majority of the students speak Spanish at home. The schools in the No Outreach group are almost evenly split between English (43%) and Spanish (44%) as home languages. It is interesting to note that the 99% of the students at Super 12 schools speak either English or Spanish. Most of these students (71%) speak Spanish. Thus, the percentage of students that speak other languages is much smaller than the percentage for the overall LAUSD population.

Limited English Proficiency

English proficiency impacts a student's potential for UC eligibility in multiple ways. While English as a Second Language (ESL) classes may be counted under the foreign language requirement, extensive numbers of these courses reduces the time available for students to take

other required courses. In addition, difficulty in understanding material in the courses required by the UC for admissions (A-F requirements²) can lead to unacceptable grades in the required courses. To address these issues, the LAUSD instituted the “Master Plan,” which includes programs for assessment, alternative instruction, and English proficiency for students with limited proficiency in English. The UC does accept some content courses taught in other languages as meeting the A-F requirements, but not all students have access to these courses.

Table 4 reports the percentage of students at the schools of each outreach level that are classified as Limited English Proficient (LEP). Overall, 21% of LAUSD high school students are classified as Limited English Proficient. Of the five levels of outreach, Super 12 schools have the greatest percentage (25%) of LEP students. EAOP with CBOP schools have a significantly lower percentage (6%) of LEP students. This is a 2% decrease from the 1998-1999 academic year.

Table 4. Percent of Students Classified as Limited English Proficient

	1998-1999	1999-2000
No Outreach	16%	15%
Information Only	20%	19%
UC Bound	22%	23%
EAOP with CBOP	8%	6%
Super 12	27%	25%
Venice/Westchester	11%	12%
LAUSD overall	21%	21%

² Now A-G requirements

The UC Bound, Information Only, and No Outreach levels, displayed in the first through third rows of Table 4, fall between the extremes of Super 12 and EAOP with CBOP. UC Bound, the third level of outreach, has 23% of students classified as LEP; this is close to the level of the Super 12 schools. Venice/Westchester falls between EAOP with CBOP, the lowest percentage, and No Outreach, with 12%.

English Proficiency is critical in academic achievement and college eligibility on multiple levels. Most obvious is the role of performance in academic courses that are taught in English and the basic skills necessary to perform on tests applicable to college admissions. As noted, perhaps more critical is the limitation that LEP status places on the opportunity to complete A-F course requirements.

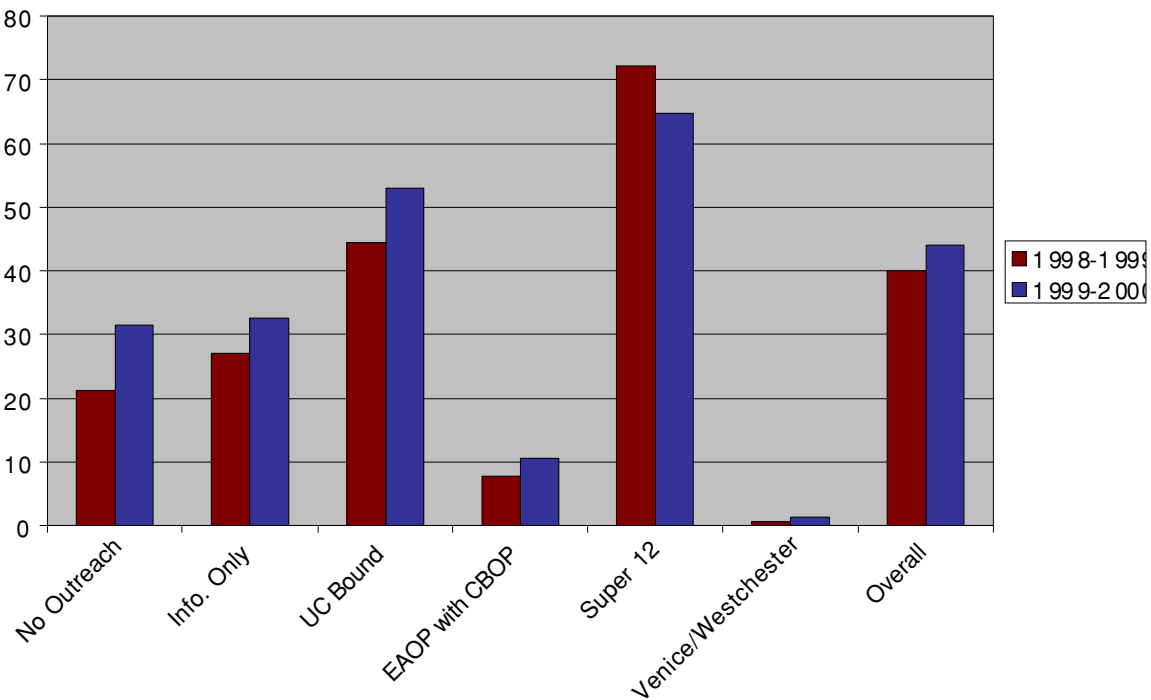
Title I – Resources for the Educationally Disadvantaged

A number of factors, including those discussed above are indicators used by the federal government to indicate educational disadvantage. Title I programming provides additional funding for schools to aid the educationally disadvantaged. The above factors indicating economic hardship and limited English proficiency, as well as special education needs, are used in determining if a student is eligible to receive Title I services. Schools with large proportions of students qualifying for Title I services may receive funding for school-wide programs. Many of the Title I programs are, however, directed only to those students classified as educationally disadvantaged. Title I status indicates the recognition of greater barriers to educational achievement as well as the provision of additional resources to reduce these barriers.

During the 1999-2000 academic year, 44% of LAUSD high school students were a part of Title I programs; this is 4% higher than in the previous year. Super 12 schools have the greatest number of Title I students at 65%; this is a decrease of 7% from 1998-1999. Since 1998-1999, the number of Title I students at UC Bound schools has risen to over 50%.

The Information Only and No Outreach categories have about 32% of their students participating in Title I programming. Both of these figures have increased since the 1998-1999 academic year. Consistent with the previously discussed demographic data, students at the EAOP with CBOP schools are considered by district criteria to be less educationally disadvantaged; only 12% of these students participate in Title I programming. Venice and Westchester have even fewer students in Title I programming, with less than 2%.

Figure 5. Percent of Students Participating in Title I Programs



GATE

Gifted and Talented Education (GATE) consists of programming intended to provide challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. GATE funding is obtained through district applications to the state. As part of the application, school districts outline their own criteria for classification as gifted or talented. At the high school level, GATE funds can be used to begin new AP and honors courses or to initiate an International Baccalaureate program; thus, the extent of GATE programming has a direct impact on the availability of courses needed for competitive eligibility in the UC system.

For both academic years, between 10% and 11% of LAUSD high school students were in gifted and talented programming. There are far fewer GATE students in the Super 12 Schools (5.1%) than in any other level of outreach. EAOP with CBOP has the highest number of GATE students; 22% of their students are in the programs. It should be noted that one of the three schools in this level, LACES, was developed for above average students; therefore, it is not surprising that the EAOP with CBOP schools have a higher percentage of GATE students. UC Bound schools have about 10% in GATE, while Information Only and No Outreach schools have about 14% in GATE. These numbers are partial indicators of the amount of additional funding available for starting AP and honors courses which serve both GATE and non-GATE students and are key to college eligibility.

Part II: Benchmarks for UC Eligibility

While high school grades and curriculum are still the most important factors in college admissions, consideration of other indicators is ultimately necessary to determine UC eligibility. The following sections examine data from AP exams given and passed, SAT I test-taking patterns, and actual acceptance to UC, in particular, to UCLA. AP and SAT I data include the school years between 1997 and 2000. UC admission data is compared between 1997-1998 and 1998-1999. UCOP was not able to release a copy of 1999-2000 UC and UCLA admissions data. After each chart or table displaying the school mean number or percentage by level of outreach, there are breakout tables for EAOP/UC Bound schools, EAOP with CBOP schools, Super 12 schools, and Venice and Westchester high schools. Table 1 (earlier) shows the relationships LAUSD high schools have had with UCLA outreach since 1997-1998. The breakout tables in Part II include past outreach relationships with UCLA. Since the data being presented covers the school years between 1997 and 2000, it is necessary to display the data based on the level of outreach a school had during that year. Table 5 shows schools' current relationship with UCLA and their relationship between 1997 and 2000. The last column of the table shows the level of outreach the school will be grouped with for this analysis based on its past relationship with outreach. All schools currently in the Super 12 that changed their levels of outreach will remain in the Super 12 tables. These schools have been at that level of outreach longer than at their old levels. Garfield and Roosevelt High Schools are also new to the Super 12 this year but have had a relationship with UCLA outreach since 1997. Like other Super 12 schools, Garfield and

Roosevelt High Schools were both served by CBOP programs. Because of the services offered prior to their inclusion in the Super 12, both schools will be grouped with Super 12 schools for this analysis.

Table 5.
Outreach at schools that changed their levels of outreach between 1997 and 2001.

School	1997-1998	1998-1999	1999-2000	2000-2001	Level of outreach group for analysis
Birmingham HS	EAOP	EAOP	UC Bound	Information Only	UC Bound
Chatsworth HS	Information Only	Information Only	Information Only	UC Bound	Information Only
El Camino Real HS	EAOP	EAOP	UC Bound	Information Only	UC Bound
Franklin HS	EAOP	EAOP	UC Bound	Information Only	UC Bound
Fremont HS	EAOP	Super 8	Super 8	Super 12	Super 12
Granada Hills HS	Information Only	Information Only	Information Only	No Outreach	Information Only
Jefferson HS	EAOP	Super 8	Super 8	Super 12	Super 12
Jordan HS	EAOP	Super 8	Super 8	Super 12	Super 12
Locke HS	EAOP	Super 8	Super 8	Super 12	Super 12
Manual Arts HS	EAOP	Super 8	Super 8	Super 12	Super 12
San Fernando HS	EAOP	EAOP	UC Bound	Super 12	UC Bound
South Gate HS	EAOP	EAOP	UC Bound	Super 12	UC Bound
Washington Prep HS	EAOP	Super 8	Super 8	Super 12	Super 12

Note: UC Bound was instituted in 1999-2000. Schools were part of the old EAOP before then. Also, the Super 8 was formed in the 1998-1999 school year. In 2000-2001, it was expanded to become the Super 12.

Advanced Placement

The College Board, a component of the Educational Testing Service (ETS), administers the AP exams. According to ETS: “The AP Program gives high school students an opportunity to take college-level courses and exams, and earn credit, advanced placement, or both for college. Thirty-three courses in 19 subject areas are currently offered worldwide”

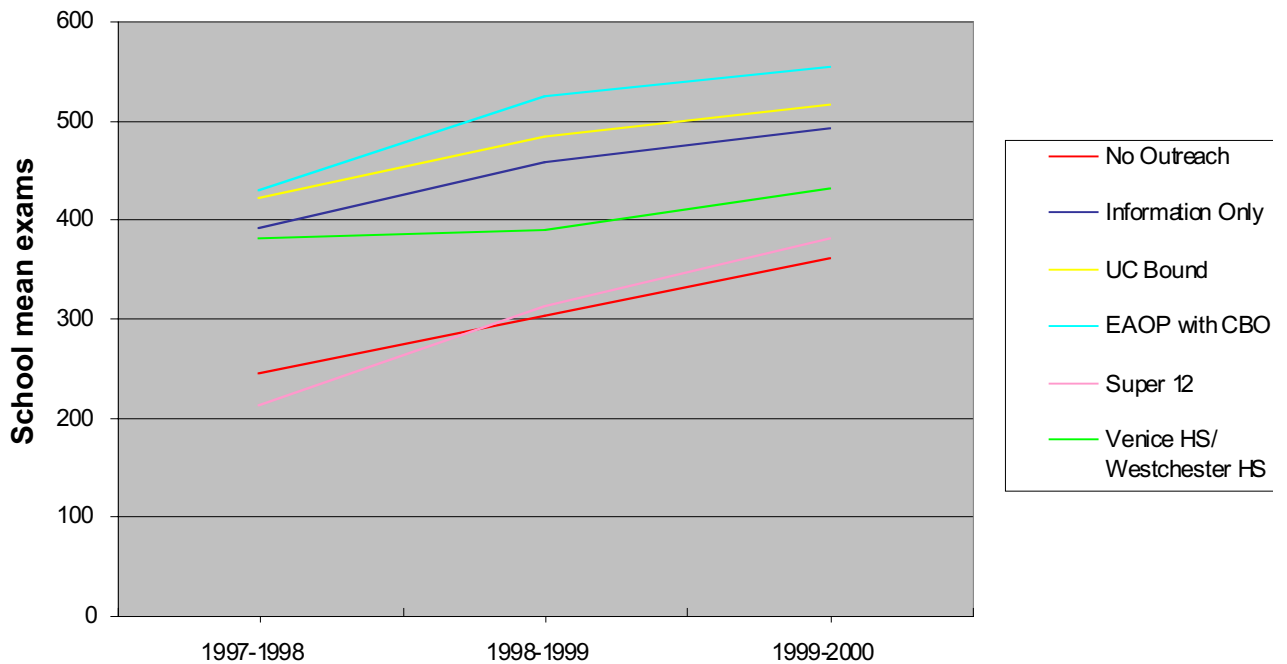
(<http://www.ets.org>). “Students enjoy the challenge of taking AP courses with enthusiastic classmates and teachers; high school faculty find that AP courses enhance their students' confidence and academic interest as well as their school's reputation; and college faculty report that AP students are far better prepared for serious academic work,” the College Board reports (<http://www.collegeboard.org/ap/>).

Students enrolled in an AP course learn from a rigorous academic curriculum designed to prepare them for college-level work and are expected to take a national exam in May, administered by ETS and the College Board, covering subject matter taught in the AP course. The exams are scored using a 1 to 5 scale. All high school students should be allowed to enroll in AP courses but most wait until eleventh or twelfth grade to do so. Colleges and universities usually give course credit for a score of 4 or 5 (and sometimes 3) on a particular exam. Students scoring 4 or 5 on several exams may be eligible for advanced standing at a college or university. Course credit is not given for scores of one and two. High school students will be given a

weighted point in the calculation of their grade point average (GPA) for successfully completing an AP course regardless of doing well on the exam.

AP exams are becoming increasingly important in determining eligibility and competitive eligibility to UC. Several pending court cases underline their importance. The complaint in *Rios v. Regents of the University of California* centers around UC admissions allegedly considering applicants unfairly due to lack of AP course and exam credit. The high schools of the plaintiffs did not offer an AP curriculum. In the case of *Daniel v. Inglewood Unified School District*, the plaintiffs charge that the college admissions process at the schools to which they applied will treat them unfairly because the district did not offer an AP curriculum at the high school level. In light of these pending cases, it is important to examine AP enrollment and passage rates among the different levels of outreach. The AP data presented in the following section are from the 1997-1998 and 1998-1999 school years. The data examined relates to number of exams taken. A student can take more than one AP exam within a year so the number of exams does not necessarily match the number of students enrolled in an AP program. We were not provided with any data on actual AP program enrollment by school, so the number of exams taken serves as a proxy for student enrollment in this report.

Figure 6.
School mean number of AP exams given by level of outreach, 1997-2000.



Outreach groups differed in the number of exams taken, as seen in Figure 6. EAOP with CBOP schools gave the most exams over the three years. All other levels of outreach fell short of this number. However, each level of outreach shows more AP exams being taken in each successive year. The breakout tables that follow show school-level data on AP exams taken as compared to the eleventh- and twelfth-grade populations at each school. Since a student can take more than one AP exam in a year and can also take them in ninth and tenth grades, this percentage is an approximation of the ratio of eleventh- and twelfth-grade students taking AP exams compared to the total number of eleventh- and twelfth-grade students at each school. It is a good approximation because not many students take multiple exams in a given year or during their first two years of high school.

Table 6.

Number of AP exams given by UC Bound school (and percentage of exams given as compared to each school's 11th-and 12th-grade student populations), 1997-2000.

UC Bound Schools	1997-1998	1998-1999	1999-2000
Bell HS	323 (19%)	603 (39%)	614 (38%)
Belmont HS	223 (11%)	298 (19%)	301 (17%)
Birmingham HS	371 (31%)	491 (42%)	531 (43%)
Bravo Med. Magnet	526 (73%)	494 (69%)	605 (80%)
Carson HS	385 (29%)	492 (40%)	481 (38%)
Cleveland HS	431 (45%)	582 (57%)	596 (58%)
El Camino Real HS	583 (42%)	713 (51%)	853 (53%)
Fairfax HS	226 (22%)	299 (35%)	262 (26%)
Franklin HS	452 (36%)	540 (49%)	560 (47%)
Gardena HS	106 (9%)	75 (7%)	139 (12%)
Grant HS	443 (32%)	505 (42%)	548 (44%)
Huntington Park HS	244 (16%)	342 (23%)	349 (22%)
Los Angeles HS	138 (11%)	168 (13%)	278 (21%)
Marshall HS	530 (29%)	792 (47%)	892 (46%)
Monroe HS	370 (25%)	392 (28%)	437 (27%)
Narbonne HS	286 (27%)	254 (25%)	346 (31%)
North Hollywood HS	1280 (88%)	1278 (101%)	1280 (98%)
Polytechnic HS	475 (32%)	504 (37%)	471 (32%)
San Fernando HS	292 (17%)	370 (27%)	362 (23%)
South Gate HS	356 (21%)	641 (43%)	661 (36%)
Sylmar HS	325 (28%)	330 (30%)	317 (28%)
Taft HS	824 (63%)	729 (61%)	618 (49%)
Wilson HS	273 (27%)	288 (31%)	363 (37%)

Table 6 shows the pattern of AP exam offerings at UC Bound schools. Nearly all schools show a growth trend for all three years both in number of exams given and in percentage of eleventh- and twelfth-grade students taking AP exams. In terms of change in percentage of exams given from 1997-1998 compared to 1998-1999 and from 1997-1998 to 1999-2000 (46 relationships), in only five instances was there a percentage decrease. Gardena HS represents the low end of the range for UC Bound schools and North Hollywood HS represents the high end.

For the 1998-1999 school year, North Hollywood HS offered more AP exams than there are eleventh- and twelfth-grade students enrolled. This is possible because of students who took more than one exam per year and the students who do take AP exams prior to eleventh grade.

Table 7 below shows the pattern of AP exam offerings at EAOP with CBOP schools. Both Hamilton HS and Los Angeles Center for Enriched Studies (LACES) show growth over all three years in both numbers and percentages. Students at Palisades Charter HS took more exams in 1998-1999 than in 1997-1998 but took fewer exams in 1999-2000. LACES showed a similar trend to North Hollywood HS in that more AP exams were given than there were eleventh- and twelfth-grade students.

Table 7.
Number of AP exams given by EAOP with CBOP school (and percentage of exams given compared to each school's 11th- and 12th-grade student populations), 1997-2000.

EAOP with CBOP Schools	1997-1998	1998-1999	1999-2000
Hamilton HS	389 (29%)	470 (42%)	553 (46%)
LACES	311 (85%)	403 (114%)	463 (122%)
Palisades Charter HS	584 (53%)	695 (69%)	643 (60%)

Table 8 shows the pattern of AP exam offerings at Super 12 schools and Venice HS/Westchester HS. Most schools show growth over all three years, with particularly dramatic growth between 1998-1999 and 1999-2000. For example, the percentage of AP exams given at Locke HS jumped 11% in that year. Some schools, like Crenshaw HS, showed a decrease between 1998-1999 and 1999-2000. Overall, Super 12 schools have lower numbers and

percentages than other levels of outreach; however, their growth patterns are larger.

Students at Venice HS took a higher percentage of AP exams each year. Westchester HS stayed nearly constant at just above 40%.

Table 8.
Number of AP exams given by Super 12 schools and Venice HS/Westchester HS (and percentage of exams given compared to each school's 11th- and 12th-grade student populations), 1997-2000.

	1997-1998		1998-1999		1999-2000	
Super 12 Schools						
Crenshaw HS	290	(29%)	399	(39%)	297	(27%)
Dorsey HS	58	(8%)	85	(14%)	175	(27%)
Fremont HS			400	(31%)	444	(30%)
Garfield HS	453	(26%)	660	(44%)	738	(46%)
Jefferson HS			283	(26%)	412	(33%)
Jordan HS			152	(23%)	190	(24%)
Locke HS			114	(17%)	195	(28%)
Manual Arts HS			276	(22%)	410	(32%)
Roosevelt HS	457	(25%)	564	(36%)	667	(38%)
San Fernando HS						
South Gate HS						
Washington Prep HS			183	(18%)	272	(24%)
Venice HS/ Westchester HS						
Venice HS	364	(38%)	419	(44%)	492	(48%)
Westchester HS	395	(42%)	357	(39%)	368	(41%)

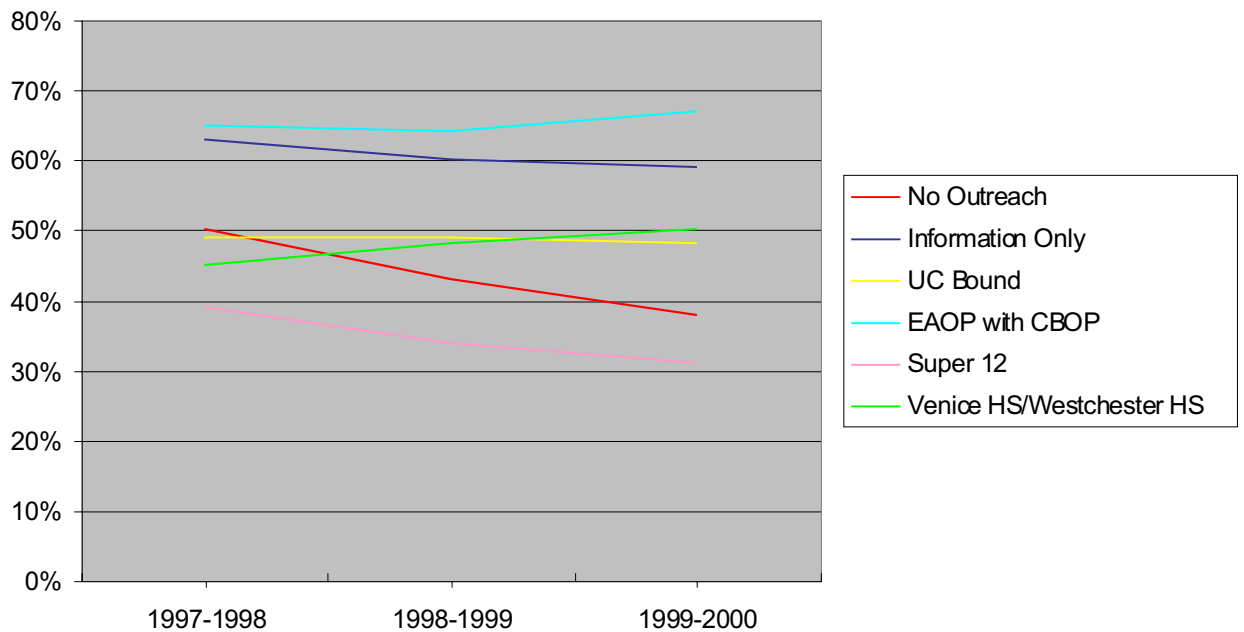
Note: Colors of school names indicate the academic year that the school entered the particular outreach level. red = 2000-2001, green = 1999-2000, blue = 1998-1999, black = 1997-1998. Purple indicates extensive school-university partnerships that have been in place for all four years. Figures for San Fernando HS and South Gate HS can be found in Table 6.

While Super 12 schools offered nearly the lowest number of AP exams each year, they showed the largest increases. One possible explanation for the pattern of increases is that an increasing number of courses are being made available and that the importance of AP exams is being communicated to the Super 12 schools. These have been emphases of the UCLA outreach effort.

In terms of mean percentages of the total eleventh- and twelfth-grade student population, Super 12 schools showed the second highest increase in exams taken, only surpassed by EAOP with CBOP schools. While all levels of outreach increased between the three school years, Super 12 schools, with the most disadvantaged populations in LAUSD, increased to a percentage similar to the percentage at which all other levels of outreach began. This is a positive sign for the impact of UCLA's outreach efforts.

At the UC admissions level, it is not only important that students take AP exams, but also that they pass the exams. Figure 7 shows mean passing rate percentages compared to the mean eleventh- and twelfth-grade student population by level of outreach between 1997 and 2000. AP exams are scored on a scale of one to five. A score of three or above is considered passing.

Figure 7.
School mean percentage of AP exams passed by level of outreach, 1997-2000.



When compared to the mean eleventh- and twelfth-grade student populations, Super 12 schools decreased their passing rate more than every other level of outreach, except No Outreach schools. While eleventh- and twelfth-grade students in Super 12 schools passed just over 40% of the AP exams taken in 1998, that percentage dropped to almost 30% by 2000. Other levels of outreach have higher percentages of exams passed by eleventh- and twelfth-grade students but their growth patterns mirror that of Super 12 schools, with No Outreach schools showing the most dramatic decline in percentage passed. With a substantial increase in the number of students taking AP exams, it is perhaps reasonable to expect that passage rates would decline somewhat. However, it is interesting to note that outreach schools suffered less of a decline in percentage passing than No Outreach schools.

Thus, in considering program impact, it might be worthwhile to examine if there are an increasing number of AP exams passed. This might produce an indication of improvement in the number of UC-eligible and admissible students.

Figure 8.
School mean number of AP exams passed by level of outreach, 1997-2000.

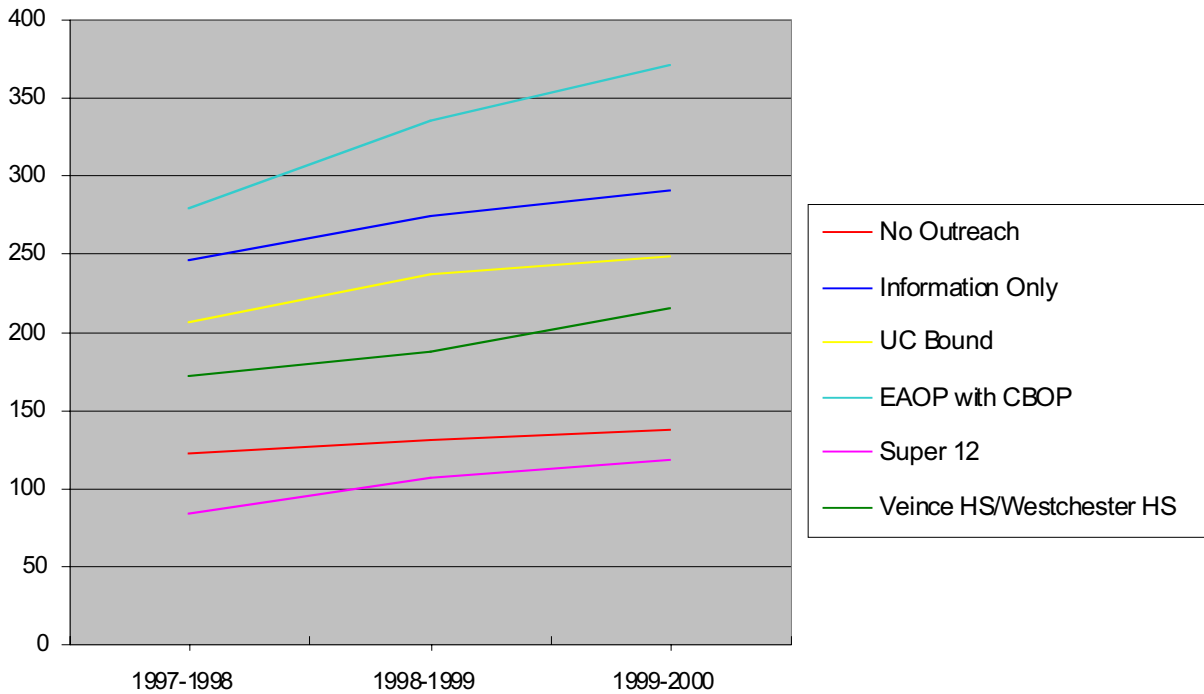


Figure 8 shows the school mean number of exams passed by level of outreach. Venice HS/Westchester HS grew slightly between 1997-1998 and 1998-1999 then grew substantially between 1998-1999 and 1999-2000. All other categories grew more between 1997-1998 and 1998-1999 than between 1998-1999 and 1999-2000. Even though No Outreach schools, Information Only schools, and Super 12 schools had a declining percentage passing between 1997-1998 and 1999-2000, more exams were passed in each successive year. This might

indicate that there is an improvement in the number of UC-eligible and admissible students among those categories. All other categories had either static or increasing passing percentages and increasing number of exams given. It is possible that UC Bound schools, EAOP with CBOP schools, and Venice HS/Westchester HS are producing more UC-eligible and admissible students.

SAT I Scores

The SAT I is important to the college admissions process because college admissions offices often consider it a good indicator of college grades. The SAT I consists of three verbal and three math sections. In the verbal section, students answer questions related to sentence completions, analogies, and reading comprehension. In the math section, students answer questions related to algebra and geometry. The raw score from the SAT I is scaled and reported as a score between 200 and 800 per section. Students can score between 400 and 1600 on the overall test. Recently, the administration of UC has been considering the elimination of the SAT I from the admissions process. So far, no action has been taken by the Regents or by any UC campus administrators. Preparation for and performance on the SAT I are still factors of college admission that need to be addressed by UCLA outreach efforts.

Table 9.

Mean school numbers of 12th-grade students taking the SAT I by level of outreach (and percentages compared to 12th-grade student population), 1997-2000.

	No Outreach	Information Only	UC Bound	EAOP with CBOP	Super 12	Venice HS/ Westchester HS
1997-1998	165 (52%)	220 (47%)	211 (42%)	157 (73%)	187 (39%)	233 (60%)
1998-1999	182 (55%)	220 (44%)	219 (42%)	242 (66%)	183 (38%)	196 (54%)
1999-2000	179 (50%)	218 (44%)	245 (45%)	242 (69%)	183 (39%)	217 (52%)

Table 9 reports the mean number and mean percentage of twelfth-grade students taking the SAT I by level of outreach compared to all twelfth-grade students at each level of outreach. For example, the average No Outreach school had 165 twelfth-grade students, or 52% of its twelfth-grade students, take the SAT I in the 1997-1998 school year. Information Only and UC Bound schools have an average of at least 200 twelfth-grade students taking the SAT I while No Outreach and Partner schools have lower numbers. In the average Super 12 school, approximately 40% of twelfth-grade students took the SAT I every year. Venice HS/Westchester HS percentages dropped every year.

What is particularly distressing to note is that percentage of students taking the SAT I is declining slightly in practically all groups, including No Outreach and Venice HS/Westchester HS. The only category in which a slight percentage increase exists is among UC Bound schools.

A breakdown of UC Bound school numbers and percentages are presented in Table

10. While UC Bound schools have high mean numbers of students taking the SAT I, their percentages of students taking the test are quite low. UC Bound schools, such as Marshall HS, with 604 twelfth-grade students in 1997-1998, 781 students in 1998-1999, and 894 students in 1999-2000, tend to have large twelfth-grade populations. However, of the 23 schools in this grouping, 15 showed an increased percentage taking the SAT I and only 7 had a decreased percentage.

Table 10.
Numbers of 12th-grade students taking the SAT I by UC Bound school (and percentages compared to 12th-grade student population), 1997-2000.

UC Bound Schools	1997-1998	1998-1999	1999-2000
Bell HS	251 (42%)	207 (33%)	252 (38%)
Belmont HS	212 (29%)	184 (24%)	223 (31%)
Birmingham HS	207 (40%)	192 (40%)	216 (42%)
Bravo Med. Magnet	241 (77%)	282 (82%)	281 (77%)
Carson HS	240 (48%)	226 (44%)	251 (47%)
Cleveland HS	232 (57%)	192 (53%)	295 (62%)
El Camino Real HS	261 (51%)	328 (53%)	413 (57%)
Fairfax HS	128 (41%)	165 (42%)	185 (50%)
Franklin HS	285 (56%)	301 (57%)	233 (51%)
Gardena HS	142 (32%)	181 (35%)	177 (37%)
Grant HS	202 (31%)	187 (31%)	232 (43%)
Huntington Park HS	196 (33%)	195 (32%)	214 (31%)
Los Angeles HS	132 (30%)	171 (37%)	220 (39%)
Marshall HS	242 (40%)	257 (33%)	321 (38%)
Monroe HS	210 (37%)	192 (31%)	223 (32%)
Narbonne HS	185 (43%)	161 (38%)	200 (44%)
North Hollywood HS	318 (54%)	334 (56%)	352 (64%)
Polytechnic HS	140 (26%)	181 (33%)	208 (35%)

San Fernando HS	204 (32%)	215 (31%)	176 (27%)
South Gate HS	237 (36%)	266 (40%)	297 (40%)
Sylmar HS	135 (33%)	145 (32%)	175 (39%)
Taft HS	289 (52%)	315 (60%)	299 (54%)
Wilson HS	164 (39%)	171 (42%)	198 (48%)

Note: UC Bound was instituted in 1999-2000. All schools had involvement with the old EAOP prior to this.

EAOP with CBOP schools showed the largest gain in mean number of students taking the SAT I and the largest drop in mean percentages between 1997-1998 and 1998-1999. Because EAOP with CBOP contains only three schools, when something happens at one school it dramatically affects this entire category of outreach, as can be seen in Table 11.

Table 11.
Numbers of 12th-grade students taking the SAT I by EAOP with CBOP school (and percentages compared to 12th-grade student population), 1997-2000.

EAOP with CBOP Schools	1997-1998	1998-1999	1999-2000
Hamilton HS	314 (53%)	297 (52%)	264 (53%)
LACES	139 (92%)	161 (88%)	171 (90%)
Palisades Charter HS	17 (?)	267 (58%)	291 (65%)

There was a probable error in reporting data from Palisades Charter HS by CBEDS. Palisades Charter HS had 477 twelfth-grade students in 1997-1998. Given the school's high percentages of AP exams offerings and passage, it is unlikely that only 4% of its twelfth-grade students would take the SAT I in 1997-1998. All three schools increased their numbers and percentages between 1998-1999 and 1999-2000.

No Outreach schools have the highest percentage of twelfth-grade students taking the SAT I during all three school years but some of the smallest mean number of SAT I's taken. This can be explained by looking at the total enrollment of the schools. No Outreach schools tend to enroll fewer students than schools at other levels of outreach. As seen in Table 12, this pattern is mirrored in the Super 12 schools. Numbers over the three school years may have stayed the same or increased while percentages went down because of increased total enrollment at each school. Roosevelt HS has some of the highest numbers of twelfth-grade students taking the SAT I, but since its 1997-1998, 1998-1999, and 1999-2000 twelfth-grade student enrollments were 840, 756, and 824, respectively, percentages, when compared to the total twelfth-grade population are likely to be small. The percentage for Venice HS jumped between 1997-1998 and 1998-1999 but dropped slightly the next year. The percentages for Westchester HS dropped every year.

Table 12.
Numbers of 12th-grade students taking the SAT I by Super 12 schools and Venice HS/Westchester HS (and percentages compared to 12th-grade student population), 1997-2000.

	1997-1998	1998-1999	1999-2000
Super 12 Schools			
Crenshaw HS	221 (46%)	185 (39%)	242 (51%)
Dorsey HS	134 (45%)	114 (38%)	124 (47%)
Fremont HS		206 (37%)	189 (32%)
Garfield HS	290 (34%)	341 (49%)	308 (48%)
Jefferson HS		165 (40%)	133 (32%)

Jordan HS		146 (48%)	119 (41%)
Locke HS		49 (24%)	57 (24%)
Manual Arts HS		220 (36%)	188 (34%)
Roosevelt HS	356 (42%)	229 (30%)	292 (40%)
San Fernando HS			
South Gate HS			
Washington Prep HS		149 (40%)	176 (43%)
Venice HS/ Westchester HS			
Venice HS	159 (34%)	175 (41%)	164 (39%)
Westchester HS	290 (79%)	243 (67%)	270 (65%)

Note: Colors of school names indicate the academic year that the school entered the particular outreach level. red = 2000-2001, green = 1999-2000, blue = 1998-1999, black = 1997-1998. Purple indicates extensive school-university partnerships that have been in place for all four years. Figures for San Fernando HS and South Gate HS can be found in Table 10.

Table 13 lists changes in SAT verbal and math scores between 1997-1998, 1998-1999, and 1999-2000. No Outreach schools showed growth on both mean verbal and math scores between 1997-1998 and 1999-2000. Information Only schools grew on average verbal score but dropped slightly on average math score. For the Outreach groupings (UC Bound, EAOP with CBOP, Super 12, and Venice HS/Westchester HS), all showed an increase in SAT I scores (verbal and math) from 1997-1998 to 1999-2000.

Table 13.
School mean SAT I verbal and math scores by level of outreach, 1997-2000 (verbal scores are in red and math scores are in green).

	No Outreach		Information Only		UC Bound		EAOP with CBOP		Super 12		Venice HS/ Westchester HS	
1997-1998	438	454	453	489	430	450	500	500	363	377	448	458
1998-1999	444	459	457	490	429	451	487	486	365	376	457	468
1999-2000	451	464	458	487	432	452	509	511	372	378	457	466

UC Bound schools showed slight growth on average math and verbal scores. Super 12 schools increased their average verbal score by nine points and their average math score by one point between 1997-1998 and 1999-2000. Venice HS/Westchester HS increased the average verbal score nine points and their average math score eight points between 1997-1998 and 1999-2000. EAOP with CBOP schools reported a lower mean verbal score in 1998-1999 than in 1997-1998 but surpassed their 1997-1998 scores in 1999-2000.

Despite these overall positive gains, there is a great deal of individual variation by school.

EAOP with CBOP school scores can be seen in Table 14.

Table 14.

School mean SAT I verbal and math scores by EAOP with CBOP school, 1997-2000 (verbal scores are in red and math scores are in green).

EAOP with CBOP Schools	1997-1998		1998-1999		1999-2000	
Hamilton HS	477	467	474	476	504	488
LACES	501	484	494	466	505	504
Palisades Charter HS	522	550	492	515	519	540

As can be seen in Table 15, among UC Bound schools, El Camino Real HS represented the high end of the range of scores for both sections while Bell HS and Franklin HS represented the low end of each range. However, El Camino Real HS also showed a slight decline on both

scores between 1997-1998 and 1999-2000 while Bell HS showed an increase on both scores between the same school years. Franklin HS showed declines over all three school years.

Table 15.
School mean SAT I verbal and math scores by UC Bound school, 1997-2000 (verbal scores are in red and math scores are in green).

UC Bound Schools	1997-1998		1998-1999		1999-2000	
Bell HS	377	408	376	396	389	414
Belmont HS	387	409	387	411	396	419
Birmingham HS	451	474	447	460	464	466
Bravo Med. Magnet	444	473	466	488	471	490
Carson HS	403	415	408	420	396	415
Cleveland HS	488	486	474	493	498	509
El Camino Real HS	503	551	514	559	511	556
Fairfax HS	420	466	432	471	431	471
Franklin HS	399	406	386	405	385	392
Gardena HS	428	429	402	411	405	409
Grant HS	461	497	479	503	463	482
Huntington Park HS	389	390	396	405	401	412
Los Angeles HS	390	417	396	434	424	441
Marshall HS	412	438	418	438	422	450
Monroe HS	456	467	438	460	444	468
Narbonne HS	486	515	472	510	462	479
North Hollywood HS	485	480	469	487	473	479
Polytechnic HS	423	442	401	427	410	422
San Fernando HS	397	431	392	421	411	444
South Gate HS	403	413	409	411	392	410
Sylmar HS	385	401	403	415	422	438
Taft HS	500	521	497	526	481	516
Wilson HS	392	431	400	417	379	417

Note: UC Bound was instituted in 1999-2000. All schools had involvement with the old EAOP prior to this.

Table 16 shows Super 12 and Venice HS/Westchester HS SAT I verbal and math scores.

Overall, Super 12 schools, as a group, scored lower than did other levels of outreach, with mean scores in either the 300 or 400 ranges. Jefferson HS showed a gain of 40 points on its mean verbal score between 1998-1999 and 1999-2000, the largest gain among the Super 12 schools. Jefferson HS also showed the largest gain on its average math score between 1998-1999 and 1999-2000 with a 27-point increase. Westchester HS raised both scores between 1997 and 2000 while Venice HS increased between 1997-1998 and 1998-1999, dropping slightly between 1999-2000.

Table 16.
School mean SAT I verbal and math scores by Super 12 schools and Venice HS/Westchester HS (1997-2000 (verbal scores are in red and math scores are in green)).

	1997-1998		1998-1999		1999-2000	
Super 12 Schools						
Crenshaw HS	376	375	392	375	379	375
Dorsey HS	384	377	378	385	387	377
Fremont HS			340	363	355	361
Garfield HS	380	400	381	396	381	401
Jefferson HS			330	355	370	382
Jordan HS			344	372	345	349
Locke HS			367	371	357	375
Manual Arts HS			354	357	370	370
Roosevelt HS	372	399	389	417	386	411
San Fernando HS						
South Gate HS						
Washington Prep HS			377	371	387	383
Venice HS/ Westchester HS						

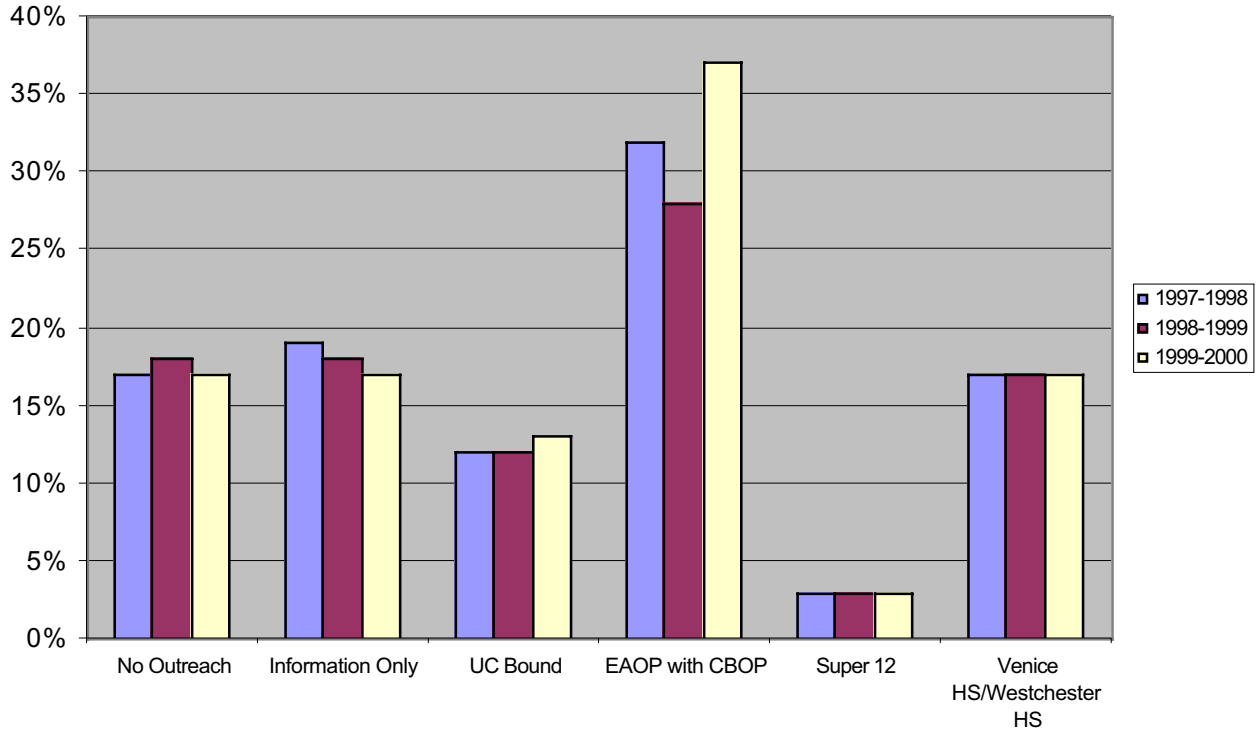
Venice HS	467	483	483	499	473	492
Westchester HS	429	432	431	437	441	440

Note: Colors indicate the academic year that the school entered the particular outreach level. red = 2000-2001, green = 1999-2000, blue = 1998-1999, black = 1997-1998. Purple indicates extensive school-university partnerships that have been in place for all four years. Figures for San Fernando HS and South Gate HS can be found in Table 15.

Figure 9 lists the mean number and percentage of twelfth-grade students scoring a combined SAT I score of at least 1000. This score was determined by the California Department of Education on its Dataquest web site to be an initial measure of UC eligibility. It is also important to note that the mean percentage of twelfth-grade students scoring at least 1000 is based on the ratio between the number of twelfth-grade students scoring 1000 and the total number of twelfth-grade students enrolled in that school for the year, **not** the total number of twelfth-grade students taking the SAT I that year. This is an important distinction because it is very unlikely that a student will currently be eligible for college admission without the SAT I. By considering the total number of twelfth-grade students in the percentage scoring at least 1000, we can examine initial UC eligibility in terms of the entire twelfth-grade student body, not just those students likely to go to college.

Figure 9.

Mean percentage of all 12th-grade students scoring at least 1000 on the SAT I by level of outreach, 1997-2000.



UC Bound and Super 12 schools have the lowest mean percentage of students scoring at least 1000 on the SAT I over all three school years. EAOP with CBOP showed the largest increase in number and decrease in percentage between 1997-1888 and 1998-1999. This is probably due to increased enrollment and, as can be seen in Table 17, with only three schools making up the EAOP with CBOP category, any slight change will have a dramatic effect on means. These percentages increase for Hamilton HS and LACES in 1999-2000, and surpass the percentages in 1997-1998. Due to probable errors in reporting Palisades Charter HS data, it is unlikely that its 1997-1998 percentage is accurate. Comparing 1998-1999 and 1999-2000

percentages, Palisades Charter HS substantially increased its percentage of twelfth-grade students scoring at least 1000 on the SAT I (10%).

Table 17.

Percentage of all 12th-grade students scoring at least 1000 on the SAT I by EAOP with CBOP school, 1997-2000.

EAOP with CBOP Schools	1997-1998	1998-1999	1999-2000
Hamilton HS	22%	21%	27%
LACES	42%	34%	45%
Palisades Charter HS	65% (?)	29%	39%

Table 18 shows the percentages of twelfth-grade students scoring at least 1000 on the SAT I at UC Bound schools. While most schools show low percentages for all school years, Bravo Medical Magnet, Cleveland HS, North Hollywood HS, and Taft HS all have over 20% of their twelfth-grade students scoring above 1000 each year. These percentages are more in line with EAOP with CBOP schools. El Camino Real HS had over 30% of its students scoring over 1000 on the SAT I every school year between 1997 and 2000. The only other school in LAUSD with similar percentages is LACES.

Table 18.
Percentage of all 12th-grade students scoring at least 1000 on the SAT I by UC Bound school, 1997-2000.

UC Bound Schools	1997-1998	1998-1999	1999-2000
Bell HS	4%	2%	4%
Belmont HS	4%	3%	5%
Birmingham HS	13%	14%	15%
Bravo Med. Magnet	27%	32%	34%
Carson HS	8%	8%	8%
Cleveland HS	27%	23%	32%
El Camino Real HS	30%	36%	35%
Fairfax HS	10%	14%	12%
Franklin HS	11%	7%	5%
Gardena HS	7%	6%	6%
Grant HS	13%	14%	15%
Huntington Park HS	3%	5%	4%
Los Angeles HS	5%	7%	10%
Marshall HS	9%	7%	10%
Monroe HS	12%	9%	10%
Narbonne HS	21%	19%	16%
North Hollywood HS	21%	21%	26%
Polytechnic HS	6%	6%	5%
San Fernando HS	5%	4%	5%
South Gate HS	4%	7%	4%
Sylmar HS	3%	4%	9%
Taft HS	28%	34%	25%
Wilson HS	7%	6%	7%

Note: UC Bound was instituted in 1999-2000. All schools had involvement with the old EAOP prior to this.

Using an SAT I score of at least 1000 as an initial measure of UC eligibility, as seen in Table 19, Super 12 schools have an average of only 25 twelfth-grade students per school—or 5% of the average 12th-grade population—who may be eligible. While nearly 20% of the twelfth-grade students at Venice HS and Westchester HS have scored at least 1000 for all three school years, the percentages of Super 12 schools fall at or below 5% for 1997-1998, at or below 7% for

1998-1999, and at or below 6% for 1999-2000. Washington Prep HS showed the largest increase by moving from 2% in 1998-1999, to 6% in 1999-2000.

Table 19.
Percentage of all 12th-grade students scoring at least 1000 on the SAT I by Super 12 schools and Venice HS/Westchester HS, 1997-2000.

	1997-1998	1998-1999	1999-2000
Super 12 Schools			
Crenshaw HS	4%	3%	4%
Dorsey HS	3%	3%	3%
Fremont HS		1%	2%
Garfield HS	4%	6%	5%
Jefferson HS		1%	2%
Jordan HS		4%	2%
Locke HS		1%	2%
Manual Arts HS		2%	2%
Roosevelt HS	4%	4%	5%
San Fernando HS			
South Gate HS			
Washington Prep HS		2%	6%
Venice HS/ Westchester HS			
Venice HS	16%	18%	16%
Westchester HS	18%	17%	18%

Note: Colors indicate the academic year that the school entered the particular outreach level. red = 2000-2001, green = 1999-2000, blue = 1998-1999, black = 1997-1998. Purple indicates extensive school-university partnerships that have been in place for all four years. Figures for San Fernando HS and South Gate HS can be found in Table 18.

UC Admissions

The school mean number of applications received by UC in 1997-1998 and 1998-1999 and the school mean number of applications accepted for those years are reported in Table 20 in

black and are separated by a line. In blue, the school mean number of individual applicants and the school mean number of individual applicants who were admitted are listed and are separated by a line. The number of applications and the number of individual applicants differ because students can apply to more than one UC campus at a time. For example, the average Super 12 school sent 137 applications to UC in 1997-1998; of those applications, 61 were accepted. Since students can apply to more than one campus, the numbers in blue represent the actual number of students who applied to UC. In 1997-1998, a school mean of 45 students from a Super 12 school applied to UC. Of those 45 individual applicants, 32 were admitted.

As a caveat to the discussion that follows it is important to note that the only data available from UCOP is for a one-year comparison period from 1997-1998 to 1998-1999. Not only is this a limited period but it also represents an early stage of the outreach program.

Table 20.
School mean number of UC applications received/school mean number of applications admitted (and school mean number of individual applicants/school mean number of individual applicants admitted) by level of outreach, 1997-1999.

	No Outreach	Information Only	UC Bound	EAOP with CBOP	Super 12	Venice HS/ Westchester HS
1997-1998	215/105 (64/50)	290/142 (83/65)	239/115 (73/56)	355/163 (114/83)	137/61 (45/32)	252/134 (75/59)
1998-1999	208/92 (59/46)	317/154 (87/69)	252/122 (74/57)	584/261 (157/119)	141/62 (44/31)	248/128 (73/56)

With the exception of No Outreach schools and Venice HS/Westchester HS, all other levels of outreach increased their applications over the prior year. Super 12 schools reported

only a slight increase compared to the other levels of outreach. In terms of accepted applications, UC Bound and Super 12 schools posted increases while No Outreach schools dropped and Information Only schools reported a modest gain of 12 more accepted applications.

As Table 21 shows, EAOP with CBOP schools showed very large gains in applications and individual applicants. This is probably due in part to problems in reporting between the two years, because we had no UC admissions data for LACES and Palisades Charter HS submitted over twice as many applications in 1998-1999 as it did in 1997-1998 (due to potential errors in reporting as referred to earlier).

Table 21.
Number of UC applications received/number of applications admitted (and number of individual applicants/number of individual applicants admitted) by EAOP with CBOP school, 1997-1999.

EAOP with CBOP Schools	1997-1998	1998-1999
Hamilton HS	382/185 (128/94)	486/224 (139/103)
LACES	No admissions data	No admissions data
Palisades Charter HS	328/140 (99/71)	681/297 (174/134)

Table 22 shows UC admission data for UC Bound schools. In terms of submitted applications, there seem to be two distinct groups. One group, which includes such schools as Belmont HS, Huntington Park HS, Monroe HS, and San Fernando HS, submitted somewhere between 100 and 200 applications. The second group, containing such schools as El Camino

Real HS, Marshall HS, North Hollywood HS, and Cleveland HS, submitted upwards of 300 applications each year. Clearly, there is a distinct gap in applications between these two groups. Carson HS showed an increase between the two years but there are no other examples of schools moving from the low to the high group.

This gap persists when looking at individual applicants. There are schools with between 40 and 50 individual applicants and schools with between 80 and 156 applicants. While the discrepancy also exists in the number of admitted individuals, it is safe to assume it would; schools with fewer individual applicants tend to have fewer admitted individuals.

Table 22.

Number of UC applications received/number of applications admitted (and number of individual applicants/number of individual applicants admitted) by UC Bound school, 1997-1999.

UC Bound Schools	1997-1998		1998-1999	
Bell HS	155/56	(50/36)	192/98	(61/52)
Belmont HS	165/79	(52/36)	153/65	(50/36)
Birmingham HS	199/86	(64/43)	177/95	(53/40)
Bravo Med. Magnet	451/231	(125/103)	499/235	(140/101)
Carson HS	177/107	(49/41)	268/155	(82/63)
Cleveland HS	335/176	(94/82)	457/249	(123/102)
El Camino Real HS	507/218	(149/111)	570/250	(148/116)
Fairfax HS	182/76	(59/41)	189/82	(54/40)
Franklin HS	220/104	(69/54)	253/159	(77/69)
Gardena HS	94/40	(26/19)	97/28	(27/16)
Grant HS	269/129	(94/65)	231/98	(73/50)
Huntington Park HS	148/57	(53/32)	146/65	(49/37)
Los Angeles HS	159/70	(43/32)	141/57	(38/29)
Marshall HS	293/118	(89/64)	324/160	(97/75)
Monroe HS	184/120	(56/48)	198/97	(63/51)
Narbonne HS	176/68	(53/38)	135/45	(43/27)
North Hollywood HS	470/274	(142/124)	494/231	(151/115)
Polytechnic HS	165/104	(53/50)	149/85	(44/37)
San Fernando HS	147/57	(50/37)	139/77	(46/35)
South Gate HS	204/102	(65/50)	218/113	(70/56)
Sylmar HS	73/28	(27/16)	97/44	(29/20)
Taft HS	570/270	(156/120)	467/207	(130/95)
Wilson HS	164/73	(52/38)	201/105	(63/52)

Note: UC Bound was instituted in 1999-2000. All schools had involvement with the old EAOP prior to this.

As seen in Table 23, the number of applicants went down slightly for most Super 12 schools while, as we know from the previous data, it went up for every other level of outreach.

The gap that exists among UC Bound schools also exists among Partner schools. Garfield HS and Roosevelt HS sent at least 200 applications by least 65 applicants to UC each school year. It

is safe to assume that with such large enrollments, these schools would send more applicants to UC each year. Crenshaw HS, Manual Arts HS, and Washington Prep HS sent between 118 and 150 applications by between 34 and 50 applicants. Crenshaw HS showed the largest increase in applications and applicants between 1997-1998 and 1998-1999. It increased its applications by 105 and its applicants by 30. Dorsey HS, Fremont HS, Jefferson HS, Jordan HS, and Locke HS sent between zero and 102 applications and fewer than 35 applicants to UC. Venice HS showed slight decreases in number of applications received/number of applications admitted and number of individual applicants/number of individual applicants admitted. Westchester HS raised its number of applications but not its number of accepted applications. The school also dropped in terms of applicants.

Table 23.
Number of UC applications received/number of applications admitted (and number of individual applicants/number of individual applicants admitted) by Super 12 schools and Venice HS/Westchester HS, 1997-1999.

	1997-1998		1998-1999	
Super 12 Schools				
Crenshaw HS	144/56	(49/26)	249/89	(79/48)
Dorsey HS	71/23	(24/15)	85/42	(26/20)
Fremont HS			52/21	(18/11)
Garfield HS	358/184	(113/86)	319/145	(102/76)
Jefferson HS			84/49	(27/25)
Jordan HS			55/24	(19/15)
Locke HS			0	(0)
Manual Arts HS			147/49	(38/21)
Roosevelt HS	225/127	(73/62)	298/129	(96/66)
San Fernando HS				
South Gate HS				
Washington Prep HS			118/68	(34/27)

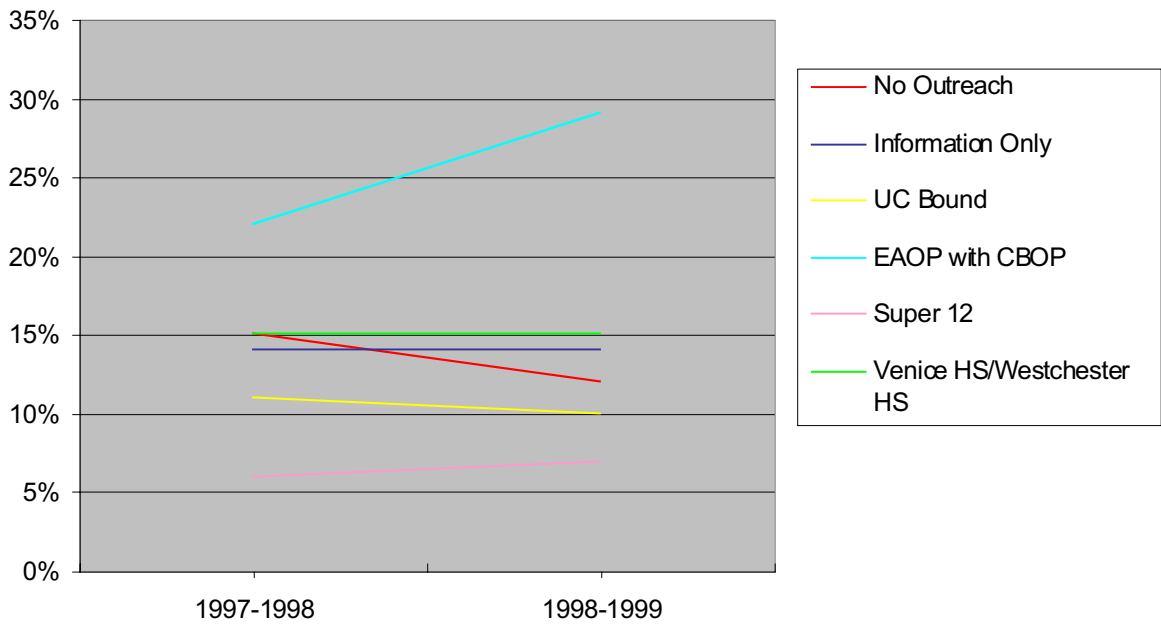
Venice HS/ Westchester HS				
Venice HS	242/130	(72/57)	230/129	(65/55)
Westchester HS	261/137	(78/60)	265/126	(80/57)

Note: Colors of school names indicate the academic year that the school entered the particular outreach level. red = 2000-2001, green = 1999-2000, blue = 1998-1999, black = 1997-1998. Purple indicates extensive school-university partnerships that have been in place for all four years. Figures for San Fernando HS and South Gate HS can be found in Table 22.

The trend for Super 12 schools, both in number of applications and number of individual applicants, is for an increase between the two years. Crenshaw HS, Dorsey HS, and Roosevelt HS all increased their numbers of submitted applications and admitted students. Crenshaw's results are particularly noteworthy with a substantial increase in number of applications and almost double the number of admits. Garfield HS showed declines in submitted applications and admitted students.

Figure 10 shows the mean number and percentage of students accepted to any UC campus compared to the entire twelfth-grade student population at each level of outreach.

Figure 10.
School mean percentage of students accepted to any UC campus compared to the entire 12th-grade student population at each level of outreach, 1997-1999.



Compared to the mean twelfth-grade student population by level of outreach, Super 12 schools have the smallest percentage of students being accepted to any UC campus. No Outreach schools, Information Only schools, UC Bound schools, and Venice HS/Westchester HS are not far ahead of Super 12 schools in terms of percentage of twelfth-grade students admitted. EAOP with CBOP schools have a much higher percentage of admitted students but their sample of three schools, as seen in Table 24, is too small to claim much of a comparative difference between the other levels of outreach.

Table 24.
Percentage of students accepted to any UC campus compared to the entire 12th-grade student population by EAOP with CBOP school, 1997-1999.

EAOP with CBOP Schools	1997-1998	1998-1999
Hamilton HS	16%	18%
LACES	No admissions data	No admissions data

Palisades Charter HS	15%	29%
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Table 25 shows the percentage of students accepted to any UC campus for each UC Bound school. Most schools have acceptance rates below 10% for both years. Bravo Medical Magnet, Cleveland HS, El Camino Real HS, North Hollywood HS, and Taft HS stand out because of their high acceptance rates compared to their twelfth-grade student populations. Approximately 30% of Bravo Medical Magnet seniors are accepted to a UC campus during both academic years.

Table 25.

Percentage of students accepted to any UC campus compared to the entire 12th-grade student population by UC Bound school, 1997-1999.

UC Bound Schools	1997-1998	1998-1999
Bell HS	6%	8%
Belmont HS	5%	4%
Birmingham HS	8%	8%
Bravo Med. Magnet	33%	29%
Carson HS	8%	12%
Cleveland HS	20%	28%
El Camino Real HS	22%	19%
Fairfax HS	13%	10%
Franklin HS	11%	13%
Gardena HS	4%	3%
Grant HS	9%	8%
Huntington Park HS	5%	6%
Los Angeles HS	7%	6%
Marshall HS	11%	9%
Monroe HS	8%	8%
Narbonne HS	8%	6%
North Hollywood HS	21%	19%
Polytechnic HS	9%	6%
San Fernando HS	6%	5%
South Gate HS	8%	8%
Sylmar HS	4%	4%
Taft HS	22%	18%
Wilson HS	9%	13%

Note: UC Bound was instituted in 1999-2000. All schools had involvement with the old EAOP prior to this.

Table 26 shows the acceptance rates for Super 12 schools and Venice HS/Westchester HS. Their rates are much lower than the rates for UC Bound schools. Garfield HS, Venice HS, and Westchester HS are the only schools with a consistent acceptance rate above 10%. Crenshaw HS increased from a 5% acceptance rate in 1997-1998 to 10% in 1998-1999. As seen

in Table 23, their applicant pool nearly doubled in one year. This trend should be encouraged at Crenshaw HS and at other Super 12 schools.

Table 26.
Percentage of students accepted to any UC campus compared to the entire 12th-grade student population by Super 12 schools and Venice HS/Westchester HS, 1997-1999.

	1997-1998	1998-1999
Super 12 Schools		
Crenshaw HS	5%	10%
Dorsey HS	5%	7%
Fremont HS		2%
Garfield HS	10%	11%
Jefferson HS		6%
Jordan HS		5%
Locke HS		0%
Manual Arts HS		3%
Roosevelt HS	7%	9%
San Fernando HS		
South Gate HS		
Washington Prep HS		6%
Venice HS/ Westchester HS		
Venice HS	13%	15%
Westchester HS	16%	16%

Note: Colors indicate the academic year that the school entered the particular outreach level. red = 2000-2001, green = 1999-2000, blue = 1998-1999, black = 1997-1998. Purple indicates extensive school-university partnerships that have been in place for all four years. Figures for San Fernando HS and South Gate HS can be found in Table 25.

UCLA Admissions

Table 27 shows the school mean number of students who applied to UCLA in black. The number of accepted students is shown in blue. The school mean number of students applying to

UCLA remained nearly constant over the two years with the exceptions of EAOP with CBOP schools. No Outreach schools, Information Only schools, and Venice HS/Westchester HS all dropped in the number of accepted students by two between 1997-1998 and 1998-1999. UC Bound schools and Super 12 schools dropped by one accepted student while EAOP with CBOP schools increased the number of accepted students by two in the same period of time.

Table 27.
School mean number of students who applied to UCLA (and school mean number of students who were accepted) by each level of outreach, 1997-1999.

	No Outreach	Information Only	UC Bound	EAOP with CBOP	Super 12	Venice HS/ Westchester HS
1997-1998	45 (13)	66 (24)	56 (19)	81 (24)	33 (9)	56 (27)
1998-1999	44 (11)	67 (22)	55 (18)	106 (26)	29 (8)	56 (25)

Table 28 shows the UCLA applicant patterns for UC Bound schools. While the mean numbers stayed nearly the same, most individual schools had large fluctuations in number of applicants between the two years. Carson HS had 23 more UCLA applicants in 1998-1999 than in 1997-1998. Taft HS had 27 fewer applicants in the same span of time. Several schools, including Sylmar HS, stayed at or near the same levels in numbers of applications and acceptances. Franklin HS had two fewer applicants in 1998-1999 than in 1997-1998 but had seven more students accepted.

Table 28.
Number of students who applied to UCLA (and number of students who were accepted) by UC Bound school, 1997-1999.

UC Bound Schools	1997-1998		1998-1999	
Bell HS	43	(7)	48	(11)
Belmont HS	25	(10)	25	(6)
Birmingham HS	48	(13)	38	(12)
Bravo Med. Magnet	98	(30)	109	(41)
Carson HS	36	(17)	59	(33)
Cleveland HS	71	(29)	92	(34)
El Camino Real HS	103	(34)	108	(38)
Fairfax HS	50	(16)	39	(9)
Franklin HS	50	(14)	48	(21)
Gardena HS	21	(7)	21	(5)
Grant HS	68	(23)	54	(14)
Huntington Park HS	41	(13)	31	(6)
Los Angeles HS	39	(7)	28	(5)
Marshall HS	70	(20)	83	(24)
Monroe HS	48	(22)	53	(15)
Narbonne HS	40	(11)	28	(2)
North Hollywood HS	115	(51)	119	(40)
Polytechnic HS	41	(24)	40	(19)
San Fernando HS	44	(13)	39	(15)
South Gate HS	53	(23)	51	(20)
Sylmar HS	22	(6)	22	(6)
Taft HS	130	(46)	103	(25)
Wilson HS	23	(9)	32	(5)

Note: UC Bound was instituted in 1999-2000. All schools had involvement with the old EAOP prior to this.

The EAOP with CBOP schools show a dramatic increase in UCLA applications from one year to the next. The number of applicants from Palisades Charter HS grew over 50%.

However, this may not be a genuine gain due to potential reporting problems discussed earlier in this report.

Table 29 shows that most Super 12 schools were stable between 1997-1998 and 1998-1999 in their UCLA application and acceptance rates. Two schools, however, were not. Garfield HS submitted 22 fewer applications to UCLA in the 1998-1999 school year while Crenshaw HS submitted 23 more applications to UCLA. Although these are sizable differences, their respective magnitudes counter each other so that the mean numbers for Super 12 schools remain the same.

Table 29.
Number of students who applied to UCLA (and number of students who were accepted) by Super 12 schools and Venice HS/Westchester HS, 1997-1999.

	1997-1998		1998-1999	
Super 12 Schools				
Crenshaw HS	30	(11)	53	(7)
Dorsey HS	18	(4)	17	(3)
Fremont HS			13	(4)
Garfield HS	87	(32)	65	(21)
Jefferson HS			24	(5)
Jordan HS			11	(4)
Locke HS			0	(0)
Manual Arts HS			24	(6)
Roosevelt HS	54	(18)	63	(18)
San Fernando HS				
South Gate HS				
Washington Prep HS			24	(9)
Venice HS/ Westchester HS				
Venice HS	56	(24)	48	(18)
Westchester HS	55	(29)	63	(31)

Note: Colors indicate the academic year that the school entered the particular outreach level. red = 2000-2001, green = 1999-2000, blue = 1998-1999, black = 1997-1998. Purple indicates extensive school-university partnerships that have been in place for all four years. Figures for San Fernando HS and South Gate HS can be found in Table 28.

Although more Crenshaw HS student applied to UCLA in 1998-1999, fewer applicants were accepted. This is troubling. The goal of outreach is to create more eligible students at each school, not just more applications. Motivating more students to apply to UC, and to UCLA in particular, is a start, but it is not enough. However, it is important to note that 48 students were admitted to UC in 1998-1999 (up from 26). Thus, Crenshaw HS has increased their rate of UC-admissible students but not UCLA-admissible students.

The benchmark results are decidedly mixed. However, there are instances of positive growth and individual schools that have demonstrated improvement. These are important exemplars, deserving of further examination. As facilitators of UCLA's outreach efforts, we must learn about what is being done well and take those methods that are proving effective to all schools involved in outreach in order to create a college-going culture and more UC-eligible and competitively eligible students.