Descriptive Study of UCLA Outreach in the Lynwood Unified School District

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Occasional Report #14

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March, 2003

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Executive Summary

The present report examined data regarding the partnership that UCLA has maintained with Lynwood Unified School District during the school years between 1997-1998 and 2000-2001. Following is a summary of the information presented in the report.

Demographic Characteristics. Examining the ethnicity of the student body at the two Lynwood high schools show that almost the entire population is either Latino (over 80%) or African American (approximately 15%). Regarding language proficiency, data shows that in any given year, approximately 10% of the students are classified as English Language Learners, between 20 and 30% are classified as English Only, and the remainder are classified as Fluent English Proficiency. Following any particular cohort across increasing grade levels, there is a drop in the percent of limited English proficiency (LEP) students. With respect to indicators of economic hardship, more than half of the students at Lynwood high schools participate in the subsidized lunch program, with the percent reaching over 70% for some of the school years analyzed. These high levels of subsidized lunch participation may indicate that the majority of Lynwood's high school students may face substantial financial barriers in pursuing a college education.

Data also indicates that enrollment at the schools tended to decrease with increasing grade level, so that the senior class had the lowest number of students. Participation in the Gifted and Talented Education (GATE) Program increased over the years, almost doubling in the four-year period.

Outreach Participation. According to data from the Gateways database—which is seldom up to date but is the only available source—439 Lynwood students participated in UCLA Outreach activities between January 25, 2000 and May 25, 2001 (a time period that overlaps two

school years: 1999-2000 and 2000-2001). Approximately one fourth of these students participated in CBOP and the other three fourths participated in EAOP. The majority of the outreach activities involved (1) academic counseling, (2) mentoring activities or (3) preparation for standardized tests or college application.

Benchmarks for UC Eligibility. The number of Advanced Placement (AP) exams taken increased between 1998-1999 and 2000-2001, but the percentage of AP exams passed decreased during the same time period from almost 80% to almost 60%. The Academic Performance Index (API) scores for Lynwood's students were below what was expected for the 1998-1999 and 1999-2000 school years. In other words, Lynwood did not meet the target growth goal during those two academic years and as a consequence was not eligible for additional money provided by the state as an award for meeting the target. The goal, however, was met in 2000-2001, and the district was eligible for the award.

Only about one in three 12th grade students in Lynwood takes the SAT I. This percentage increased between 1997-1998 and 2000-2001, from 25% to 33%. The average verbal and math scores, however, decreased over the same time period. The percentage of students scoring over 1000 points in the SAT I—which can be considered an initial measure of UC eligibility—remains extremely low, between 3% and 4%.

Course-taking Benchmarks. The UC Office of the President identified a set of courses within the A-F requirements than can be used to predict eligibility to the UC. Students completing the courses with a B- or higher are potentially competitively eligible to the University. Although the percentage of students passing key courses with a B- or higher increased between the two school years analyzed (1999-2000 and 2000-20001), the data is still discouraging. The majority of students are already behind in the key courses required for

competitive eligibility to the UC after their first year of high school. Regarding Algebra I and 9th grade English, less than a quarter passed with a B- or higher. Less than 10% of 10th graders passed Geometry with a B- or higher, and less than a quarter did so in 10th grade English. Only around 10% passed Algebra II/Trigonometry in 11th grade, and a smaller percentage passed Chemistry by that same grade level.

Grade Point Average in UC/CSU Courses. Lynwood provided data for students in grades 10-12 regarding the grade point average in courses that transfer to the UC/CSU systems (what we call a "UCGPA"). The minimally acceptable UCGPA for UC eligibility is 3.3. The percentage of students receiving a UCGPA of at least 3.3 generally increased with grade level. The highest percentage of students with a UCGPA of at least 3.3 was during the 2000-2001 school year (between 14% and 20%, depending on the grade level).

We compared GPA's for students participating in UCLA Outreach versus students who did not participate. In general, Outreach students tended to outperform non participating students. Achieving a UCGPA of 3.3 or higher is very strongly associated with Outreach participation. It is important to note, however, that participation in certain outreach programs—such as CBOP—is determined by the student's GPA. Only the highest achieving students are invited to participate in CBOP, so it is expected that the GPA's of outreach participants should be higher than the GPA's of non participants.

Introduction

After the elimination of affirmative action, UCLA implemented a series of Outreach programs aimed at increasing the eligibility of economically disadvantaged students to the UC system. One set of programs was implemented in partnership with the Lynwood Unified School District (LUSD). LUSD consists of ten elementary schools, two middle schools and two high schools. Lynwood High School serves students in grades 9 through 12, and Opportunity High School serves only 9th grade students. UCLA has maintained a relationship with LUSD since 1996, but the current Outreach programs implemented in the district have been in operation since 2000.[1]

The purpose of this report is to provide a picture of the high schools in the Lynwood Unified School District (LUSD) and the UCLA Outreach activities targeting the students in these schools. It also provides initial data on benchmarks used to assess progress in these schools. First, demographic characteristics of the district and its two high schools, Lynwood HS and Opportunity HS, are provided to demonstrate why LUSD is a key target and a challenge for UCLA Outreach. The report then describes the UCLA Outreach activities in which LUSD high school students have participated. Finally, the report provides data on benchmarks for eligibility to the UC, such as advanced placement exams passed, the academic performance index (API), SAT I scores, course-taking benchmarks and grade point average on certain crucial courses. Data for this report—which encompasses the academic years from 1997-1998 through 2000-2001—was obtained from the California Department of Education (CDE) website, the LUSD Office, the UCLA EAOP office and the Gateways database.

Part I: Demographic Characteristics

Enrollment and Ethnicity

According to the CDE database, Lynwood High School has grown by nearly 1000 students between 1997 and 2001. As shown below in Table 1, the student population has grown from 3305 students in 1997-1998 to 4129 students in 2000-2001. The largest increase of students occurred between 1997-1998 and 1998-1999 when 549 additional students enrolled at Lynwood High School.

Table 1. Student Enrollment by Grade, 1997-2001.

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
1997-1998	993	882	751	679	3305
1998-1999	1211	1094	888	661	3854
1999-2000	1235	1120	940	756	4051
2000-2001	1271	1169	988	701	4129

(Source: CDE)

Year-to-year changes in the entering ninth grade student population sizes can be tracked by looking along the diagonals (upper left to lower right) of Table 1. Following the 1997-1998 9th grade class forward, there was an initial spike in enrollment from 1997-1998 to 10th grade in 1998-1999, when the class population increased from 993 students to 1094. The class population fell by approximately 150 students to 940 juniors (Grade 11) in 1999-2000 and then by almost 250 to a senior class population of 701 in 2000-01. The population trend for the Grade 9 cohort beginning in 1998-1999 was different, with no Grade 10 enrollment spike. This cohort began with 1211 students in 1998-1999, lost almost 100 students to 1120 10th graders, and then lost more than 100 students to a class of 988 11th graders in 2000-2001. The 1999-2000 9th grade class lost 66 students, from 1235 in 1999-2000 to 1169 10th graders in 2000-2001.

The Grade 10 cohort of 1997-1998 was rather stable going into Grade 11 (increasing from 882 to 888 students), but then lost more than 100 students, ending with a senior class population of 756 in 1999-2000. The 1997-1998 Grade 11 cohort of 751 students shrank by 90 students to a senior class population of 661 in 1998-1999. Overall, there is a trend towards smaller class size from one year to the next, with the exception of the spike in grade 10 noted above.

Student enrollment figures provided by the District Office differ from the CDE figures. The District Office also provided the number of "inactive" students, i.e., district students who do not enroll for the new school year or enroll but then withdraw during the new school year These numbers are summarized below in Table 2. Because of this enrollment discrepancy, results of various analyses may depend on the data source. Thus, duplicate analyses using both of these data sources will sometimes be given. The data source will be clearly indicated for each analysis.

Table 2. Student Enrollment, 1997-1998 through 2000-2001.

School Year	Total Enrollment (CDE)	Inactive Students (District)	Available for Analysis (District Database)
1997-1998	3305	875	3196
1998-1999	3854	1195	3245
1999-2000	4051	1194	3632
2000-2001	4129	1025	3279*

* 3106 at Lynwood High School and 173 at Lynwood Opportunity High School.
(Source: CDE and Lynwood District Office)

For the 2000-2001 school year, the District Office provided two separate data files: one for Lynwood High School and one for Lynwood Opportunity High School (OHS), which was created for the 2000-01 school year and enrolled only 9th graders. The Lynwood High School file contained the records of 3106 students in grades 9 through 12. The Opportunity High School file had records for 173 9th grade students. The gender distribution at the OHS was 70% males and 30% females.

According to the CDE data, nearly all of Lynwood High School's students are either Latino or African American.[2] As shown in Table 3 below, between 1997 and 2001, Latinos and African Americans have comprised approximately 99% of the school's population. In particular, Latinos make up the overwhelming majority of Lynwood's students. In each of the past four school years, Latinos have made up over 80% of the student body. African-American students make up between 13% and 16% of the student population. All other ethnic groups (Native American, Asian, Pacific Islander, Filipino, White, and those students who listed either multiple or no responses when asked about their ethnicity) represented at most two percent of Lynwood's student body in any given year between 1997 and 2001. Over the last four years the relative proportions of each of these ethnic groups have remained relatively constant.

Table 3. Ethnicity of Lynwood's high school students, 1997-2001.

School Year	Latino/Hispanic	African American	Other
1997-1998	84.8%	13.2%	2.0%
1998-1999	83.4%	15.3%	1.3%
1999-2000	82.5%	16.2%	1.3%
2000-2001	83.9%	15.3%	0.8%

(Source: CDE)

English Language Learners and Primary Language

Although Lynwood serves a predominantly Latino community, the percentage of limited English proficient (LEP) students compared to the total enrollment is rather small. Table 4 below shows that about 10% of the students are classified as LEP in any given school year between 1997 and 2001 (data from the District Office), while the majority of the students (more than 60%) are classified as fluent English proficient (FEP).

According to the CDE data, virtually all English Language Learner (ELL) students at Lynwood High School list Spanish as their primary language.

Table 4. Percentage Distribution of English Language Learner (ELL) Status by Grade for Academic Years 1997-1998 through 2000-2001

Year	ELL Status	Grade 9	Grade 10	Grade 11	Grade 12	Total
1997-1998	LEP	12.5	10.8	12.0	7.2	10.8
	FEP	62.6	68.1	68.5	72.2	67.5
	EO	24.8	21.1	19.5	20.6	21.7
		100	100	100	100	100
		(N=918)	(N=868)	(N=691)	(N=719)	(N=3196)
1998-1999	LEP	16.5	11.4	7.0	4.5	10.7
	FEP	56.6	62.1	68.2	72.7	63.7
	EO	26.9	26.5	24.8	22.8	25.6
		100	100	100	100	100
		(N=1025)	(N=890)	(N=726)	(N=604)	(N=3245)
1999-2000						
	LEP	14.3	10.9	7.4	4.1	9.9
	FEP	55.1	59.3	62.8	69.6	60.7
	EO	30.6	29.8	29.8	26.3	29.4
		100	100	100	100	100
		(N=1146)	(N=1003)	(N=768)	(N=715)	(N=3632)
2000-2001						
	LEP	14.9	9.9	10.1	3.5	10.1
	FEP	59.3	60.3	61.1	66.2	61.5
	EO	25.8	29.8	28.8	30.2	28.4
		100	100	100	100	100
		(N=957)	(N=738)	(N=730)	(N=678)	(N=3103)
2000-01 OHS						
	LEP	17.6				17.6
	FEP	71.2				71.2
	EO	11.2				11.2
		100				100
		(N=170)				(N=170)

LEP: Limited English Proficient; FEP: Fluent English Proficient; EO: English Only;
OHS: Opportunity High School.
ELL status was missing for 3 OHS students.
(Source: District Office)

Several trends are apparent in the above table. First, in any given school year, the LEP percent tends to decrease with increasing grade level, the FEP percent tends to increase with grade level, and the EO percent remains relatively stable across grade level. This pattern is consistent with students being reclassified from LEP to FEP as they move to a higher grade. Second, across the school years, the percent of FEP students has declined slightly, from about 68% in 1997-98 to about 62% in 2000-01, while the percent of English only (EO) students has

increased slightly, from about 22% in 1997-98 to about 28% in 2000-01. Meanwhile (as mentioned above), the LEP percent has remained relatively stable, at about 10-11%.

Following a particular cohort across increasing grade levels, we see a dramatic drop in the number and percent of LEP students. For example the 1997-98 9th grade cohort started with 12.5% LEP students. The LEP number dropped to only 3.5% in 12th grade. For the same cohort of students, the FEP percent remained essentially constant (about 62%) through 11th grade, and then rose slightly in 12th grade (about 66%). The EO percent rose with increasing grade level, from about 25% in grade 9 to more than 30% in grade 12.

Tracking the 1997-98 10th grade student cohort shows a pattern similar to the 1997-98 9th grade cohort. The LEP percent decreased with increasing grade level (10.8% to 7.0% to 4.1%), the FEP percent remained relatively constant (68%), and the EO percent increased (21% to 24.8% to 26.3%).

A different pattern is revealed for the 1998-99 9th grade cohort. As expected for this cohort, the LEP percent decreased: 16.5% in grade 9, to 10.9% in grade 10, to 10.1% in grade 11). However, the FEP percent increased: from 56.6% in grade 9, to 59.3% in grade 10, to 61.1% in grade 11. Meanwhile, the EO percent remained relatively constant at about 27-30%.

Free or Reduced-Price Lunch Program Participation

Many education studies have shown that both academic opportunity and academic success are strongly related to family socio-economic status (SES). A commonly used measure of socio-economic status is student participation in the school free or reduced-price lunch program – i.e. subsidized lunch participation. This measure is aggregated to the grade or school level by calculating the percent of students who receive a subsidized lunch. The use of this

percent as a measure of family socio-economic status is somewhat controversial among educational researchers, but does provide some indication of SES. The percent of students participating in the Lynwood subsidized lunch program are given in Table 5 below (from the District data). About 73% of the students participated in the program in 1997-1998. This percent dropped to a low of about 57% in 1998-1999 and has been increasing since. Almost 70% of the Lynwood HS students participated in 2000-2001. In each of the 1997-98, 1998-99 and 1999-2000 school years, seniors had the lowest level of participation. However, in 2000-2001, the percent of participation was relatively constant across the four grade levels. Following the 1997-1998 Grade 9 class forward, the participation dropped from 73% to 64% in Grade 10, dropped further to 62% in Grade 11, and then increased to 69% in Grade 12. Two countervailing forces may provide insight here. First, in 2000-01 there was a district-wide push for parents to enroll their children in the subsidized lunch program. Second, there is a general tendency for the participation rate to decrease with increasing grade level – older students don't want to stand in lines and they don't want to call attention to their low family income status.

These high levels of subsidized lunch participation may indicate that the majority of Lynwood HS students may face substantial financial barriers in pursuing a college education.

Table 5. Percent Students Participating in Free or Reduced-Price Lunch Program by Grade and Year.

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total
1997-1998	72.3	75.4	76.1	68.9	73.2
1998-1999	62.8	63.8	51.2	43.4	56.9
1999-2000	60.5	61.6	61.6	57.5	60.4
2000-2001	70.2	70.9	66.6	69.2	69.3
2000-01 OHS	54.3*	--	--	--	54.3*

OHS: Opportunity High School.
* Subsidized lunch status was unknown for 44.5% of the OHS students; 1.2% did not participate.
(Source: District database)

GATE Program Participation

The District Office provided data on their Gifted and Talented Education (GATE) Program, except for the 1998-1999 school year. GATE participation was at one of two levels: Accelerated or GATE. Student participation in both levels grew from 1997-1998 to 2000-2001, as shown in Table 6 below. Total GATE participation almost doubled in the four-year period. Most of the participation occurred in the GATE level. Participation at the Opportunity HS was considerably lower than among 9th graders at the regular high school.

Table 6. GATE Program: Percent of Students Participating by Academic Year.

Year	GATE Level %	Accelerated Level %	Total GATE %	Non-Participant %	Total Enrollment (N)
1997-1998	10.0	0.0	10.0	90.0	3196
1998-1999	NA	NA	NA	NA	3245
1999-2000	11.2	2.0	13.2	86.8	3632
2000-2001	15.9	3.5	19.4	80.6	3106
2000-01 OHS	5.2	0.0	5.2	94.8	173

NA: Not Available
OHS: Opportunity High School
(Source: District database)

Part II: Outreach Participation

The EAOP office at UCLA tracks the participation and progress of students participating in UCLA Outreach activities. Data gathered by EAOP and CBOP staff at UCLA is entered into a statewide database (the Gateways database) of participation in University of California Outreach activities. The Gateways database provides information on Outreach participation by Lynwood students. Unfortunately, the Gateways database is seldom up-to-date.

According to data from the Gateways database, 439 Lynwood students participated in UCLA Outreach activities between January 25, 2000 and May 25, 2001. Note that this time period overlaps with two school years: 1999-2000 and 2000-2001. Twenty five percent of these

students participated in CBOP and 75% participated in EAOP. More females (60%) than males (40%) participated. Activity participation per student varied from one (the mode or most frequent value) to 14 activities. Table 7 below shows the participation by grade status.

Table 7. Lynwood Outreach Participation by Graduation Year and Grade, 2000-2001

Graduation Year	Grade	Number	Per Cent
Class of 2004	10	157	35.8
Class of 2003	11	140	31.9
Class of 2002	12	101	23.0
Class of 2001	13	41	9.3
Total		439	100.0

(Source: Gateways database)

The ethnic distribution of Outreach-participating students (see Table 8) was similar to that of the school population (shown earlier in Table 3).

Table 8. Ethnicity of Lynwood Outreach Participants, 2000-2001

Ethnicity	Number	Per Cent
Hispanic/Latino	366	83.4
African American	61	13.9
Other	12	2.7
Total	439	100.0

(Source: Gateways database)

The Gateways database contains student-reported information on the highest level of education of the mothers and fathers of the Outreach participants. This information is summarized in Table 9 below. Mother's and/or father's level of education was not reported for 24% of the students. With a few exceptions, the mother's and father's levels of education were similar. More fathers than mothers were reported as having no education (15.2% to 9.3%). More mothers than fathers were reported as having an elementary school education as the highest level (21.2% to 14.9%). "High School Graduate" was the modal (or most common) category for both mothers and fathers. About 40% of both mothers and fathers had some high school or were high school graduates. Fewer than 6% of both mothers and fathers were college graduates.

Table 9. Percentage Distribution of the Highest Education Level of Parents of Lynwood Outreach Participants, 2000-2001.

Highest Level of Education	Mother	Father
None	9.3	15.2
Some Elementary	21.2	14.9
Some Junior High	7.5	9.0
Some High School	20.0	17.3
High School Graduate	21.2	23.6
Some College	15.2	13.7
College Graduate	5.4	4.2
Graduate School	0.0	1.5
Total	100	100
N	(334)	(333)

(Source: Gateways database)

The 439 Outreach students participated in a total of 1028 activities from January 25, 2000 through May 25, 2001. A slight majority of these activities was associated with EAOP (53.8%), when compared to CBOP (46.2%). Table 10 below presents the percentage distribution of the 1028 activities as reported in Gateways. Overall, about one-third of the activities consisted of academic counseling and more than 60% of the activities (academic counseling, mentoring, standardized test preparation and in-school instruction) were essentially of an academic nature. About 10% of the activities were associated with the college application process. Summer and Saturday programs together accounted for about 6% of the activities. Very few of the activities were classified as “Parent Involvement” (1.5%) or “Career Development” (1.2%).

Table 10. Activities of Lynwood Outreach Participants, 2000-2001

Activity	Per Cent
Academic Counseling	32.3
Mentoring	17.8
Standardized Test Preparation	11.0
College Application / Essay Prep	9.8
Summer Programs	3.0
Saturday Program	2.9
In-school Instruction	2.6
Parent Involvement	1.5
Career Development	1.2
Other	17.9
Total	100
N	(1028)

(Source: Gateways database)

Table 11 below displays the differing activity emphases for EAOP and CBOP. EAOP emphasizes academic counseling and the college application process, with very little mentoring and no career development or in-school instruction. CBOP emphasizes mentoring and academic counseling, with very little on the college application process. Both programs utilize standardized test preparation to about the same extent (about 11%). EAOP apparently has a multitude of ancillary activities, captured in the "other" category (26.8%).

Table 11. Percentage Distribution of Activity by Outreach Program, 2000-2001

Activity	EAOP	CBOP
Academic Counseling	39.8	23.6
Mentoring	0.4	38.1
Standardized Test Preparation	10.7	11.4
College Application / Essay Prep	17.5	0.8
Summer Programs	3.4	2.5
Saturday Program	0.9	5.3
In-school Instruction	0.0	5.7
Parent Involvement	0.5	2.5
Career Development	0.0	2.5
Other	26.8	7.6
Total	100	100
N	(553)	(475)

(Source: Gateways database

Activity participation varied considerably by grade level, as shown in Table 12 below. Seniors in 2000-01 (the Grade 12 cohort) participated mostly in academic counseling and college

application activities. The Grade 11 cohort (juniors in 2000-01) participated in a much wider variety of activities, most often in academic counseling, and somewhat in standardized test preparation and mentoring. The Grade 10 cohort (sophomores in 2000-01) also participated in a wide variety of activities; the most common activity was mentoring, followed by academic counseling. Very few of the Grade 9 cohort had their activity data entered into Gateways.

Table 12. Percentage Distribution of Outreach Activity by Grade Level, 2000-2001

Activity	Grade 12	Grade 11	Grade 10	Grade 9
Academic Counseling	33.5	47.4	19.0	0
Mentoring	0	14.9	31.2	0
Standardized Test Preparation	5.7	15.9	5.2	72.0
College Application / Essay Prep	33.9	3.1	3.7	0
Summer Programs	1.4	4.9	2.2	0
Saturday Program	0	1.3	4.5	28.0
In-school Instruction	0	6.9	0	0
Parent Involvement	0	0.8	3.0	0
Career Development	0	1.5	1.5	0
Other	24.5	3.3	29.7	0
Total	(100)	(100)	(100)	(100)
N	212	390	401	25

(Source: Gateways database)

The Lynwood District office also provided data on UCLA Outreach participation for students who attended Lynwood High School during the 2000-01 school year. Analysis of the 2000-2001 data provided by the Lynwood District Office revealed that 6.1% of the 3106 Lynwood High School students had participated in the UCLA sponsored Outreach Program at some time from 1998 through 2001: 98 students in CBOP (37 in 1998-99, 29 in 1999-2000, 32 in 2000-01) and 90 students in EAOP (39 in 1998-99, 51 in 1999-2000). Outreach participation data was not available for the 173 Opportunity High School students. Female participants outnumbered males (60.6% vs. 39.4%). The female rate was slightly higher in EAOP (64.4%), compared to CBOP (57.1%). Seventy five percent of Lynwood Outreach students also participated in the free or reduced-price lunch program. There was no relationship between

subsidized lunch participation and type of Outreach program (EAOP vs. CBOP); about 75% in each Outreach program also participated in the subsidized lunch program.

Table 13 below presents the Outreach participation by grade and program. All except one of the CBOP participants were in grades 9 through 11, while all of the EAOP participants were in grades 11 and 12.

Table 13. Per cent of 2000-2001 Lynwood High School Students Participating in UCLA Outreach, by Grade.

Outreach Program	Grade 9	Grade 10	Grade 11	Grade 12	Total
CBOP	3.3	3.7	5.2	0.2	3.2
EAOP	0.0	0.0	6.9	5.9	2.9

(Source: District database)

The Outreach participation of the major ethnic groups was very similar to the ethnic distribution of the student body (and to that from the Gateways database presented earlier) and is shown in Table 14 below.

Table 14. Percentage Distribution of Ethnicity of Lynwood Outreach Participants

Ethnicity	Per Cent
Hispanic/Latino	84.6
African American	12.2
Other	3.2
Total	100.0
N	(188)

(Source: District database)

In the 2000-2001 District database, there was some overlap between Outreach and GATE Program participation. Recall that GATE Program participation was at two levels: GATE and Accelerated. A total of 604 students participated in the two levels of the GATE Program. Of the 98 CBOP participants, 46 (46.9%) participated in the GATE Program: 39 at the GATE level and 7 at the Accelerated level. Of the 90 EAOP participants, 47 (52.2%) participated in the GATE Program, all at the GATE level. Of the 110 Accelerated level students, only 7 (6.4%)

participated in Outreach, all in CBOP. Of the 494 GATE level students, 86 (17.4%) participated in Outreach, 39 (7.9%) in CBOP and 47 (9.5%) in EAOP.

Part III: 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, the Academic Performance Index (API), SAT I test-taking patterns, course-taking benchmarks developed by UCOP as essential for UC eligibility, and grade point average in courses essential for UC eligibility. AP and SAT I data include the school years between 1997 and 2001. Course-taking benchmark data covers the 1999-2000 and 2000-2001 school years.

Advanced Placement (AP)

Advanced Placement (AP) courses offer students the opportunity to begin learning college-level material while in high school. All high school students are eligible to enroll in AP courses but most wait until eleventh or twelfth grade to do so. The College Board administers tests for AP courses nationwide. The tests are scored on a scale of one to five, with a score of three or higher considered passing. Passing an AP exam provides an indication that the student is able to master college level material. Thus, students taking AP courses and passing the exams are given more weight in the admissions process. Furthermore, students admitted to the university who earn a score of three or higher may receive course credit hours in the applicable subject area on their UCLA transcript.

Since AP exams are becoming increasingly important in determining eligibility and competitive eligibility to UC, we examine the AP course taking pattern for Lynwood high school students. The AP data presented in the following section are for the school years between 1998 and 2001.

Table 15 shows the number of exams taken and the percentage of exams passed. Note that although the data examined relates to number of exams taken, a student can take more than one AP exam within a year. Additionally, the number of exams does not perfectly match the number of students enrolled in an AP program.

Table 15. Number of AP exams taken and percentage of exams passed, 1998-9 and 2001-1 school years.

	Number of AP exams taken	Percentage of exams passed
1998-1999	150	79%
2000-2001	319	59%

The data shows that the actual number of AP exams taken increased between 1998-1999 and 2000-2001, but the percentage of exams passed decreased during the same time period.

Academic Performance Index (API)

In 1998 the California Department of Education (CDE) created the Academic Performance Index (API) to monitor school achievement. A major component of the API has been student performance on the Stanford 9 Achievement Test. The CDE utilizes the API to measure each public school's academic performance and to compare each public school's performance to other schools throughout the state.

Lynwood High School had a target growth goal of 17 points between 1998-1999 and 1999-2000, as well as between 1999-2000 and 2000-2001. As seen in Table 16, actual growth from Lynwood High School was 16 points between 1998-1999 and 1999-2000 and 20 points

between 1999-2000 and 2000-2001. The target growth goal between 2000-2001 and 2001-2002 is 16 points.

Table 16. API Score for Lynwood High School, 1998-1999 to 2001-2002.

Year	1998-1999	1999-2000	2000-2001	2001-2002 (projected)
Score	451	467	487	503

Lynwood did not meet its target growth between 1998-1999 and 1999-2000. The consequence was that the school was not eligible for additional money from the state provided as an award for meeting the target. However, they did meet the target for 2000-2001 and were eligible for the award money.

Below we examine the API scores for Latino and African American students separately (see Table 17). Latino students had higher API scores than African Americans. Additionally, the gap between the Latino and African American API scores started at 24 points in 1998-1999. By 1999-2000, that gap had increased to 57 points. With the large increase in African-American API score by 2000-2001, this gap decreased to 35 points.

Table 17. API scores for African-American and Latino students between 1998-1999 and 2000-2001.

	1998-1999	1999-2000	2000-2001
African American	431	417	460
Latino	454	474	495

Table 18 shows the target and actual growth in API scores for both ethnic groups. African-American students in Lynwood declined on the API between 1998-1999 and 1999-2000, but they tripled their target growth goal between 1999-2000 and 2000-2001. Latino students surpassed their expected target goals during each growth period.

Table 18. Target growth and actual growth in API scores from 1998 to 2001, African American and Latino students.

	Target Growth	Actual Growth 1998-1999 to 1999-2000	Actual Growth 1999-2000 to 2000-2001
African American	14	-14	43
Latino	14	20	21

Scholastic Aptitude Test (SAT I) Scores

The UC currently uses the SAT-I and the SAT-II in admissions decisions. It has considered ending its use of the SAT-I in admissions decisions because the SAT-II alone has been found to predict college success almost as well as the combination of both tests. Because only data on the SAT-I was available from the California Department of Education and it is currently in use by the admissions office, these data are presented in this report.

The Scholastic Aptitude Test I (SAT-I) consists of a verbal section and a mathematics section each with a maximum possible score of 800. The national average of the combined SAT-I is about 1000. Rather than selecting an arbitrary cut-off score, the UC uses scores from the SAT-I and SAT-II with an eligibility index that considers student grade point average as well. A student with a high GPA may be eligible with a lower score on the SAT while a student with a lower GPA requires a higher SAT score to be eligible for admission.

It is important to note as a reference that among the 40,737 applicants to UCLA for the 2001 fall quarter, the average score for the verbal section of the SAT-I was 586; the average mathematics score was 624. The 10,953 students admitted to the university averaged 647 on the verbal section and 679 on math.

Table 19. Percentage of 12th grade students taking SAT I exam, percentage of 12th students scoring over 1000 on SAT I, and average verbal and math scores, 1997-2001.

	Percentage of 12th grade students taking SAT I	Percentage of 12th graders scoring over 1000	Average SAT I verbal score	Average SAT I math score
1997-1998	25%	4%	404	404
1998-1999	28%	4%	396	408
1999-2000	31%	4%	390	386
2000-2001	33%	3%	388	377

As shown in Table 19, only about 30% of Lynwood High School's 12th grade students take the SAT I. The percentage of students taking the SAT I increased by 8 points between 1997 and 2000, from 25% to 33%. The average verbal and math scores, however, dropped between 1997-1998 and 2000-2001. Between 1997 and 2001, the average verbal score dropped 16 points from 404 to 388. The average math score dropped 27 points from 404 to 377. The largest decrease in verbal scores occurred between 1997-1998 and 1998-1999 where the average verbal score dropped eight points. Between the same school years, the average math score increased four points. Between 1998-1999 and 1999-2000, the average math score dropped 22 points.

Table 19 also shows the mean number and percentage of twelfth-grade students scoring at least a combined SAT I score of 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. Only between 3% and 4% of all 12th grade students scored over 1000 on the SAT I in any given school year. While an increased percentage of 12th grade students are taking the SAT I, this increase is not reflected in the percentage of 12th grade students scoring at least 1000.

Below we examine the SAT I patterns separately for African American and Latino students. Table 20 shows the number of 12th African-American and Latino students in Lynwood who took the SAT I in 1999-2000 and 2000-2001. The percentages represent the proportion of each ethnicity's 12th grade population who took the SAT I.

Table 20. Number of 12th Grade African-American and Latino Students Taking the SAT I Exam, 1999-2001.

	Number taking SAT I	Percentage of 12th grade students **of that ethnicity** taking SAT I
1999-2000		
▪ African-American	42	36%
▪ Latino	178	28%
2000-2001		
▪ African-American	42	40%
▪ Latino	177	30%

Table 20 shows that a larger percentage of African-American 12th grade students are taking the SAT I, with a small increase from 1999-2000 to 2000-2001 for both ethnic groups. Latinos outnumber African Americans at Lynwood by a margin of about six to one. However, only about four times as many Latinos are taking the SAT I. African-American students have a larger representation in the population of students taking the SAT I than Latinos.

Table 21 displays the average verbal and math scores on the SAT I by African-American and Latino students for 1999-2000 and 2000-2001. The data indicate that at Lynwood High School, Latino students have higher average scores than African-American students. Additionally, the scores of African American students decreased more between the two school years. The average African-American verbal score fell 27 points (390 to 363) between the two

school years, while the average Latino verbal score fell two points (393 to 391). The pattern was similar in average math scores. The average African-American math score fell 21 points (346 to 325) while the average Latino score fell eight points (394 to 386).

Table 21. Average African-American and Latino Verbal and Math Scores on the SAT I Exam, 1999-2001.

SAT I Scores	1999-2000	2000-2001
Average Verbal Score		
▪ African-American	390	363
▪ Latino	393	391
Average Math Score		
▪ African-American	346	325
▪ Latino	394	386

Table 22 shows the number and percentage of 12th grade African American and Latino students scoring at least 1000 on the SAT I. The data show that for both ethnic groups, less than four percent of the 12th grades students of that particular ethnicity scored over 1000 on the SAT I on both school years.

Table 22. Number and Percentage of African-American and Latino Students Scoring over 1000 on the SAT I Exam, 1999-2001.

	Number scoring over 1000 on the SAT I 1999-2000	Percentage of 12th grade students **of that ethnicity** scoring over 1000 on the SAT I 1999-2000
1999-2000		
▪ African-American	2	2%
▪ Latino	24	4%
2000-2001		
▪ African-American	2	2%
▪ Latino	16	3%

Course-taking Benchmarks

In order to be eligible to the UC, a student must complete certain course requirements during high school. These course requirements are broken down by subject area and outlined as A-F requirements. Revisions to the requirements will soon take effect adding a fine arts requirement; the result is a slightly modified A-G requirement system. The UC reviews courses

submitted by the schools and approves those it considers to meet UC requirements. The Pathways system, part of the UC online application system, lists approved courses for each of the requirements.

A study conducted by the UC Office of the President (UCOP) identified courses within the A-F requirements that could be used to predict eligibility to the UC during the student's senior year. Table 23 lists the course pattern indicated by UCOP as important to predicting eligibility to the university. Students completing these six courses with a B- or higher are potentially competitively eligible to the university. Each UC campus is required to report the number of students passing each benchmark course at each of their Outreach high schools.

Table 23. Benchmark courses for UC eligibility

Course	Completion Year
Algebra I	9th grade
9th grade English	9th grade
Geometry	10th grade
10th grade English	10th grade
Trigonometry/Algebra II	11th grade
Chemistry	11th grade

Below we present the course-taking benchmarks recently adopted by UC that may be used to determine potential pathways to UC eligibility. It is important to analyze these benchmarks because data indicate that if the courses presented in Table 23 are not completed in a timely manner, it will be very difficult for a student to obtain the required 15 A-F units in order to be UC eligible.

Table 24. Percentage Completion of Algebra I and 9th Grade English by 9th Graders in 1999-2001.

Academic Year	Percentage of 9th graders passing Algebra I in 9th grade	Percentage of 9th graders passing Algebra I in 9th grade with a B- or better	Percentage of 9th graders passing English in 9th grade	Percentage of 9th graders passing English in 9th grade with a B- or better
1999-2000	7%?	2%?	42%	18%
2000-2001	25%	14%	41%	25%

During 1999-2000, most 9th grade students were enrolled in Algebra 9, a course not approved by UC. This is reflected in the small percentage of students passing Algebra I by the 9th grade: only 7% completed the course, and only 2% passed it with a B- or better (see Table 24). In 2000-2001, the situation improved, but still only a quarter of 9th graders passed Algebra I and 14% passed it with a B- or better.

The UC requires applicants to take four years of UC approved English courses during high school. Thus, if a student does not complete an approved English course during the 9th grade, eligibility or competitive eligibility is very difficult to achieve. During 1999-2001, approximately 40% of 9th graders at Lynwood completed the course, but only 18% passed with a B- or more in 2000 and 25% in 2001.

In sum, the data regarding Algebra I and 9th grade English show that the overwhelming majority of 9th graders are already behind in the key courses required for competitive eligibility to the UC after their first year of high school.

Table 25. Percentage Completion of Geometry and 10th Grade English by 10th Graders in 1999-2001.

Academic Year	Percentage of 10th graders passing Geometry by 10th grade	Percentage of 10th graders passing Geometry by 10th grade with a B- or better	Percentage of 10th graders passing English in 10th grade	Percentage of 10th graders passing English in 10th grade with a B- or better
1999-2000	24%	6%	37%	16%
2000-2001	23%	9%	36%	24%

Geometry follows Algebra in the traditional sequence of college preparatory classes and fulfills one of the three math requirements in the A-G eligibility system. Because only three years of high school math courses are required for admittance to the university, students not completing geometry in the 10th grade may still be eligible by the time they graduate from high school. However, analyses of statewide data by UCOP indicate that geometry completion by 10th grade is more indicative of future eligibility. Table 25 shows that for both academic years,

about one fourth of 10th graders at Lynwood passed Geometry, and less than 10% passed it with a B- or better.

As with 9th graders, 10th graders faired better in English than math. Nevertheless, only about 40% passed 10th English, and less than a quarter passed it with a B- or more (see Table 25). In 2000-2001 there was an increase in the percent passing 10th grade English with a B- or better, but the percentage was still low.

For 11th graders, the expected math course is Algebra II/Trigonometry. In Lynwood, however, only about 10% of 11th graders passes this course with a B- or better. The academic year 2000-2001 had slightly better results than the previous year, but are still very low (see Table 26).

Chemistry, which is usually taken in the 11th grade, is an important laboratory science benchmark. Because of the math and science pre-requisites typically necessary for enrollment in a UC approved chemistry course, successful completion of the course indicates success in the sequence of courses leading to chemistry. The percentage of Lynwood students passing this course declined between 1999-2000 and 2000-2001. During the last year analyzed, only 6% passed the course with a B- or more.

Table 26. Percentage Completion of Algebra II/Trigonometry and Chemistry by 11th Graders in 1999-2001.

Academic Year	Percentage of 11th graders passing Algebra II/Trigonometry by 11th grade	Percentage of 11th graders passing Algebra II/Trigonometry by 11th grade with a B- or better	Percentage of 11th graders passing Chemistry by 11th grade	Percentage of 11th graders passing Chemistry by 11th grade with a B- or better
1999-2000	18%	8%	27%	11%
2000-2001	25%	12%	17%	6%

Grade Point Average in UC/CSU Courses

The Lynwood District Office provided three different grade point averages (GPAs):

- Academic GPA (ACAGPA) – for the academic courses
- Total GPA (TOTGPA) – for all courses, including non-academic courses
- UC/CSU GPA (UCGPA) – for courses that transfer to the UC/CSU systems.

Our analyses focus on the UC/CSU GPA (for simplicity, UCGPA will henceforth be used for this GPA). According to the District Office, the UCGPA is not computed for students in Grade 9. Thus, our analyses of UCGPA involve only students in grades 10 through 12. The analyses are based on the student data provided by the District Office; the enrollments are displayed in Table 27 below. Note that these enrollments do not match the enrollments gathered from the CDE website.

Table 27. Student Enrollment in Grades 10 through 12 for Years 1997–98 through 2000–01

Year	Grade 10	Grade 11	Grade 12	Total
1997-1998	868	691	719	2278
1998-1999	890	726	604	2220
1999-2000	1003	768	715	2486
2000-2001	738	730	679	2147

(Source: District database)

The following tables present the percent of students who achieved a UCGPA of at least 3.0, 3.2, or 3.3, respectively, in each grade. The 3.0 GPA represents a "straight B" average. The minimum acceptable UCGPA for UC eligibility is often taken as 3.3.

Two trends are apparent in Table 28 below, for students with UCGPA of at least 3.0. First, in each academic year, the percent of students achieving a UCGPA of at least 3.0 generally increased with grade level. Second, the percent of such students in Grades 10 through 12 was generally higher in 2000-01 than in the previous years. There were two exceptions: in 2000-01 the Grade 10 percent was higher than that in grades 11 and 12; the 1998-99 Grade 12 percent was slightly higher than the comparable 2000-01 Grade 12 percent.

Table 28. Percent of Students with UCGPA of at least 3.0 by Grade Level and Academic Year

Year	Grade 10 %	Grade 11 %	Grade 12 %	Total %
1997-1998	19.9	22.9	24.8	22.3
1998-1999	19.8	21.6	27.2	22.4
1999-2000	21.6	22.1	24.3	22.6
2000-2001	29.3	24.1	26.7	26.7

(Source: District database)

The same two trends generally held for students having a UCGPA of at least 3.2, as shown in Table 29 below. Also, the same two exceptions persisted. First, for the academic year 2000-01, the increasing percent with grade trend did not hold; the percent of Grade 10 students at this level was again higher than the percent in both grades 11 and 12, where the percents were essentially equal. Second, the percent of these Grade 12 achievers in 1998-99 was again higher than that in 2000-01.

Table 29. Percent of Students with UCGPA of at least 3.2 by Grade Level and Academic Year

Year	Grade 10 %	Grade 11 %	Grade 12 %	Total %
1997-1998	13.0	17.7	18.4	16.1
1998-1999	11.8	15.8	20.7	15.5
1999-2000	14.4	14.7	17.9	15.5
2000-2001	22.5	18.4	18.3	19.7

(Source: District database)

In each of the school years 1997-98, 1998-99, and 1999-2000, the percent of students with UCGPA greater than or equal to 3.3 (the minimally acceptable UCGPA for UC eligibility) increased with grade level, as shown in Table 30 below. The largest percent of students meeting this 3.3 UCGPA threshold was in Grade 12. However, the trend was reversed in school year 2000-01, when Grade 10 had the highest percent meeting the UC threshold and Grade 12 the lowest such percent. Overall, school year 2000-01 had the highest total percent of students whose UCGPA was at least 3.3.

Table 30. Percent of Students with UC/CSU GPA of at least 3.3 by Grade Level and Academic Year

Year	Grade 10 %	Grade 11 %	Grade 12 %	Total %
1997-1998	12.2	14.5	15.6	14.0
1998-1999	9.9	13.5	18.5	13.4
1999-2000	11.7	11.9	14.8	12.6
2000-2001	20.3	15.8	13.7	16.7

(Source: District database)

Table 31 below compares the 2000-01 mean cumulative academic (ACAGPA) and total (TOTGPA) grade point averages for the Outreach participants with those students who did not participate in Outreach. UCGPA was not examined in this analysis, because the UCGPA is not calculated for 9th graders and there were 9th grade Outreach participants. The Opportunity High School students (all 9th graders) were not included because the District did not provide us with the Outreach participation status for these students. As the table shows, the EAOP participants

had the highest mean GPAs, followed by the CBOP participants, with the non-Outreach students ("None") having the lowest mean GPAs.[3]

Table 31. Academic GPA and Total GPA by Outreach Program, 2000-01.

Outreach Program	GPA	N	Mean	SD	Minimum	Maximum
EAOP	Academic	90	3.69	0.38	2.86	4.65
	Total	90	3.71	0.37	3.00	4.65
CBOP	Academic	98	3.35	0.70	1.63	4.79
	Total	98	3.38	0.68	1.71	4.79
None	Academic	2917	2.38	0.74	0.00	4.83
	Total	2917	2.40	0.74	0.00	4.67

(Source: District database)

Table 32 below compares the 2000-01 cumulative mean UCGPA for the Outreach and non-Outreach students. Students in Grade 9 (including the Opportunity High School) were excluded because the District does not compute the UCGPA for 9th graders. Both Outreach groups significantly outperformed their non-Outreach peers ($P < 0.0001$), and there was some evidence of a UCGPA advantage for the EAOP participants over their CBOP peers (mean difference = 0.25, $P = 0.055$).[4]

Table 32. UCGPA by Outreach Program, 2000-01

Outreach Program	N	Mean	SD	Minimum	Maximum
EAOP	90	3.69	0.45	2.66	4.71
CBOP	66	3.48	0.81	1.82	4.83
None	1990	2.45	0.72	0.00	4.83

(Source: District database)

Because there was participation in both EAOP and CBOP by Grade 11 students, comparisons of the mean UCGPA can be made in Grade 11 for the following three student groups: EAOP, CBOP and students who did not participate in either program (referred to as "None" below). The summary statistics are shown in Table 33 below. Results indicate that EAOP students scored higher than CBOP students and that both Outreach groups scored significantly higher than none-Outreach students.[5]

Table 33. Grade 11 UCGPA by Outreach Program, 2000-01

Outreach Program	N	Mean	SD	Minimum	Maximum
EAOP	50	3.61	0.42	2.66	4.68
CBOP	38	3.23	0.79	1.98	4.79
None	642	2.33	0.69	0.00	4.39

(Source: District database)

The minimum acceptable UCGPA for UC eligibility is usually taken to be 3.3. At Lynwood High School, achieving a UCGPA of at least 3.3 is very strongly associated with Outreach participation. Of the 156 Outreach students (combining CBOP and EAOP in grades 10 through 12), 72.4% achieved a 3.3 or higher grade point average in UC courses, whereas only 12.3% of the 1991 non-Outreach students achieved this UCGPA level. In other words, the odds of achieving a 3.3 UCGPA of 3.3 or higher for an Outreach student are 18.7 times the odds of achieving this level for a non-Outreach student.[6]

Achieving an even higher UCGPA of at least 3.4 is also very strongly associated with Outreach participation. Of the same 156 Outreach students in grades 10 through 12, 65.4% achieved this level grade point average, whereas only 10.2% of the 1991 non-Outreach students achieved this GPA level. The odds of achieving a UCGPA of at least 3.4 for an Outreach student are 16.7 times the odds of achieving this level for a non-Outreach student.[7]

One of the main goals of UCLA Outreach programs is to increase the proportion of underserved high school students who meet the requirements for UC eligibility. It has been demonstrated above that Lynwood students who participate in the UCLA sponsored Outreach programs have a higher mean UCGPA than their non-participating peers and are far more likely to reach the minimum threshold UCGPA of 3.3 or higher.

It is important to note, however, that participation in certain outreach programs—such as CBOP—is determined by the student's GPA. Only the highest achieving students are invited to

participate in CBOP, so it is expected that the GPA's of outreach participants should be higher than the GPA's of non participants.

Nevertheless, Outreach providers certainly hope that Outreach students improve their UCGPAs over time. To investigate this issue, we found 188 students identified in the District 2000-01 data file as having participated in the Outreach program, traced them back to the 1998-99 school year and then examined their UCGPAs to see if there was improvement from year to year. (Recall that the District does not compute the UCGPA for 9th graders, so the 1997-98 school year – when 2000-01 seniors would have been in 9th grade – was not included.) Of the 188 Outreach participants, 128 persisted at LHS from the 1999-2000 school year to the 2000-01 school year and 38 students persisted at LHS from 1998-99 through 2000-01.

Table 34 below presents summary statistics for the 38 students who were in the data files for all 3 school years 1998-99, 1999-2000 and 2000-01. Among these 38 continuing students, there was a trend toward higher mean UCGPA from the 1998 through 2000 school years.[8]

Table 34. UCGPA for Continuing Outreach Students Across 3 Academic Years, 1998-2001

Year	N	Mean	SD	Minimum	Maximum
2000-2001	38	3.82	0.47	2.97	4.71
1999-2000	38	3.78	0.48	2.67	4.67
1998-1999	38	2.54	0.47	2.50	4.50

(Source: District database)

Table 35 presents summary statistics for the 128 Outreach participants who appeared in the District data files for both school years 1999-2000 and 2000-01. The improvement of 0.10 points was small but statistically significant.[9]

Table 35. UCGPA for Continuing Outreach Students Across 2 Academic Years, 1999-2001

Year	N	Mean	SD	Minimum	Maximum
2000-2001	128	3.55	0.60	1.89	4.71
1999-2000	128	3.45	0.64	1.50	4.67

(Source: District database)

It was noted earlier in the report that in any particular school year, the percent of students who met various UCGPA thresholds (3.0, 3.2, 3.3) generally increased with grade level – e.g. for each school year the Grade 12 class had a higher percent of students with UCGPA of at least 3.0 than did the Grade 11 class. We naturally wondered whether Outreach participants showed more year-to-year improvement than their non-participating peers.

For the three-year period from 1998 through 2000, there were 590 students available for UCGPA analysis: 38 Outreach participants and 552 non-participants (9^{th} graders in each year had to be excluded from the analysis, as explained earlier). Table 1 below provides summary statistics for the comparisons.

Table 36. UCGPA by Outreach Participation for 3 Academic Years, 1998-2001

Outreach Participation	Year	N	Mean UCGPA	SD	Minimum	Maximum
Yes	1998-1999	38	3.54	0.47	2.50	4.50
	1999-2000	38	3.78	0.48	2.67	4.67
	2000-2001	38	3.82	0.47	2.97	4.71
No	1998-1999	552	2.41	0.68	0.00	4.18
	1999-2000	552	2.46	0.62	0.00	4.19
	2000-2001	552	2.53	0.58	1.06	4.25

(Source: District database)

From the table we see that in both comparison groups, there is a trend for the mean UCGPA to increase from 1998 to 1999 to 2000, but the total increase is larger in the Outreach group (0.28 vs. 0.12). We also see that the Outreach participants far out-performed the non-participants, on the average. Results show that the increase in the UCGPA mean across time is larger for the Outreach participants, i.e. the Outreach participants improve more than their non-participating peers. Most of this improvement difference seems to occur in 1998 to 1999. Additionally, there is evidence that, averaging across all these students, the UCGPA increases with time. Finally, averaging across the 3 years, the mean UCGPA is higher in the Outreach population.[10]

Another within cohort comparison of the change in UCGPA could be made using the two-year period 1999-2000 to 2000-01, for which there were 1302 analyzable students: 128 Outreach participants and 1174 non-participants. Table 37 provides summary statistics for the comparison.

Results indicate that there was a trend for the UCGPA to increase over the years, averaging across all students, and that the 1999 to 2000 increase in the mean UCGPA was significantly larger for the Outreach group (0.10 vs. 0.03 points). Finally, the Outreach advantage of more than one grade point (averaging across the two years) was significant.[11]

Table 37. UCGPA by Outreach Participation for 2 Academic Years, 1999-2001.

Outreach Participation	Year	N	Mean UCGPA	SD	Minimum	Maximum
Yes	1999-2000	128	3.45	0.64	1.50	4.67
	2000-2001	128	3.55	0.60	1.89	4.71
No	1999-2000	1174	2.41	0.67	0.00	4.36
	2000-2001	1174	2.44	0.63	0.67	4.38

(Source: District database)

Conclusion

The data analyzed above indicates that Lynwood's students currently face many barriers in achieving competitive eligibility to the UC. A considerable number of students are English Language Learners and participate in the subsidized lunch program. The API index for the school was below what was expected for two of the school years analyzed. Few students take or pass AP exams. Only about a third take the SAT I, and less than 4% score over 1000 points on the exam. Analysis of course-taking patterns show that majority of students are already behind in the key courses required for competitive eligibility to the UC after their first year of high school. Finally, less than a quarter of students have a GPA of 3.3 or higher (the minimally acceptable GPA for UC eligibility) in key courses that transfer to the UC/CSU system.

The good news, however, is that Outreach participants tend to outperform non-participants in their GPA's, and also tend to show more year-to-year improvements than their peers. It is crucial to note, however, that eligibility for participation in certain outreach programs (such as CBOP) depends upon a student's GPA, so that the students with the highest GPA's are also the ones invited to participate in the program.

Endnotes

[1] For more information on the Lynwood/UCLA Partnership, please see Barela, Eric (2002) *The Evaluation of the UCLA/Lynwood USD Educational Partnership*. Outreach Evaluation Occasional Report Series, Occasional Report #13, Graduate School of Education and Information Studies, University of California, Los Angeles.
[2] Data provided by the District Office showed a very similar ethnic distribution and is not reproduced here.
[3] Because of evidence of heterogeneity of variance (note the considerably smaller standard deviations for the EAOP group), the group means were compared using the adjusted degrees of freedom (Satterthwaite) independent-samples T-test procedure. The EAOP vs. None, CBOP vs. None, and EAOP vs. CBOP differences in both GPAs were significant, with $P < 0.0001$ for each comparison.
[4] Because of evidence of heterogeneity of variance (note the considerably smaller standard deviation for the EAOP group), the group means were compared using the adjusted degrees of freedom (Satterthwaite) independent-samples T-test procedure.
[5] Because of evidence of heterogeneity of variance (note the considerably smaller standard deviation for the EAOP group), the group means were compared using the adjusted degrees of freedom (Satterthwaite) independent-samples T-test procedure. The EAOP vs. CBOP difference was significant, $P = 0.0093$. The EAOP vs. None difference was significant, $P < 0.0001$. The CBOP vs. None difference was also significant, $P < 0.0001$.
[6] Odds Ratio = 18.7, $P < 0.0001$, 95% Confidence Interval 12.7 to 27.9.
[7] Odds Ratio = 16.7, $P < 0.0001$, 95% Confidence Interval 11.5 to 24.4.
[8] A repeated measures analysis of variance (RM-ANOVA) model was created to examine the trend for significance. The model was significant, $P < 0.0001$. The mean change of 0.24 from 1998-99 to 1999-2000 was also significant, $P < 0.0001$. However, the small mean change from 1999-2000 to 2000-01 was not significant, $P = 0.087$.
[9] Paired T-test, $df = 127$, $P < 0.0001$.
[10] A multivariate (repeated measures) model with Outreach participation as the between subjects factor and school year as the within subjects factor was analyzed, providing the following results: (a) the Outreach by Year interaction was significant, $F = 4.00$, $P = 0.019$; (b) the Year effect was significant, $F = 15.18$, $P < 0.0001$; and (c) the Outreach effect was significant, $F = 165.83$, $P < 0.0001$.
[11] A multivariate (repeated measures) analysis established that the 1999 to 2000 increase in the mean UCGPA was significantly larger for the Outreach group (0.10 vs. 0.03 points), $F = 7.01$, $P = 0.008$. The trend for the UCGPA increase (averaging across all 1302 students) was also significant, $F = 21.94$, $P < 0.0001$. Finally, the Outreach advantage of more than one grade point (averaging across the two years) was significant, $F = 337.96$, $P < 0.0001$.