



**SAN DIEGO**  
Community College District

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City College · Mesa College · Miramar College  
College of Continuing Education

# **CTE Articulation CBE, SDUSD**

**2024-25**

*For Public Distribution*

Institutional Innovation & Effectiveness

*March 23, 2026*

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# San Diego Community College District

City College · Mesa College · Miramar College · College of Continuing Education

## Context

This briefing provides a summary of annual access and outcomes data for the Career Technical Education (CTE) Articulation Credit-by-Exam (CBE) partnership between the San Diego Community College District (SDCCD) and the San Diego Unified School District (SDUSD).

CTE Articulation CBE provides students in SDUSD high schools with an opportunity to earn college credit through demonstrating mastery in pre-approved CTE courses offered at their high schools. The goals of this process include supporting students to:

- Get an early start on their pathway to a college degree and/or career in a CTE field.
- Transition from high school to community college to earn a certificate, degree, and/or meet the requirements to transfer to a four-year college or university in a CTE field.
- Earn the necessary credentials to be successful professionals in their fields.

San Diego City, Mesa, and Miramar Colleges partner with San Diego Unified School District high schools to identify courses in pathways that facilitate these goals. Under the resulting course articulation credit-by-exam agreements, students who are able to demonstrate content and skill area mastery at the college-level become eligible for college credit at City College, Mesa College, and/or Miramar College. Students demonstrate college-level content and skill area mastery through: (1) receiving an A or B in the aligned class, (2) receiving an A or B on an exam approved by college faculty, and (3) applying for and receiving credit.

## Changes to CTE Articulation CBE Over the Years

Starting in 2023-24, course requirements were widened to include C letter grades in the high school coursework. Analysis for years 2022-23 and earlier reflects the earlier requirement (A or B only), and analysis for 2023-24 and 2024-25 reflects the new requirements (A, B, or C).

As of the distribution of this report (March 2026), additional data is available through a dashboard on the Tableau platform. As part of the OIER transition to an enterprise data solution, this dashboard will be transitioned to the Power BI platform by January 2027.

## Dashboard Resources

A dashboard is available at the link below with additional resources. Access the tabs at the top of the dashboard page to see additional information about:

Dashboard Tab Name	Description
High School Level Checkpoints	District- and Site-level graph of checkpoint data, 1 year
Checkpoint Dashboard	Compare 2 years of data across selected disaggregation
Annual Data	Compare 5 years of data across selected disaggregation and metric
Course Level Data	Compare outcomes across courses and sites, 1 year
End of Course Exploration	Explore gaps in EOC completion rates by ethnicity
Enrollment Pattern Explorer	Explore gaps in petition process for grade eligible students by site

**[Link to Dashboard](#)**

**Briefing Contents**

Context ..... 1  
     Changes to CTE Articulation CBE Over the Years..... 1  
     Dashboard Resources ..... 1  
 Executive Summary ..... 3  
 Outcomes of CTE Articulation CBE at SDUSD high schools ..... 4  
     2024-25 CTE Articulation CBE College Credit Checkpoints ..... 5  
     CTE Articulation CBE Checkpoints, Last Five Years ..... 6  
 Decreased Gaps in CTE Articulation CBE Checkpoints ..... 7  
     Grade-eligible students who did not receive credit ..... 8  
     DI in CBE CTE College Credit Checkpoints ..... 10  
 Next Steps ..... 11  
 Appendix ..... 12

**Table of Tables**

Table 1. Enrollments, Enrollments that Received Credit, and Credit Received Rate ..... 4  
 Table 2. Grade-eligible students with credit, top sites and courses, 2024-25 ..... 9  
 Table 3. Gaps in College Credit Checkpoint Completion, by Ethnicity ..... 10  
 Table 4. Percent of Grade Eligible Enrollments that Received Credit, sorted by enrollment ..... 12  
 Table 5. Percent of Grade Eligible Enrollments that Received Credit, by Course ..... 13  
 Table 6. 2024-25 Enrollments by Subject and Gender ..... 15

**Table of Figures**

Figure 1. Five-year trend, Headcount and Received College Credit ..... 4  
 Figure 2. 2024-25 CTE Articulation CBE Checkpoint Completion Rates, Overall ..... 5  
 Figure 3. Enrollments by College Credit Checkpoint, Last Five Years ..... 6  
 Figure 4. College Credit Checkpoint Completion Rates, Last Five Years ..... 7  
 Figure 5. 2024-25 Credit Petition Process, Grade-eligible students ..... 8  
 Figure 6. 2024-25 College Credit Checkpoint Completion Rates, by Ethnicity ..... 10  
 Figure 7. 2024-25 College Credit Checkpoint Completion Rates, by Special Ed ..... 14  
 Figure 8. Male-dominated subjects, Enrollments by % Male Enrollments ..... 16  
 Figure 9. Female-dominated subjects, Enrollments by % Female Enrollments ..... 16

## Executive Summary

- In 2024-25, 4,940 enrollments in CTE Articulation CBE courses received college credit, for a total of 14,461 college units (up from 2023-24, when 12,386 college units were awarded). The number of enrollments receiving credit in 2024-25 increased significantly (728 more enrollments receiving credit, or +17%) while the total number of enrollments also increased (828, or +9%).
- The number of enrollments receiving college credit increased 17% in 2024-25, from 4,212 in 2023-24 to 4,940. This growth was driven by **a 9% increase in overall enrollment**, an **increase in the number of students who became grade-eligible**, and **continued support for students through the credit petition process**.
- As in prior years, Engineering accounted for the largest number of enrollments in 2024-25 (1,209 of 10,155, or 12%). This subject is male-dominated, similar to in prior years (71% of engineering enrollments in 2024-25 were accounted for by male students). Enrollment in high school courses articulated to MFET 101 and CISC 150 were also highly male-dominated. See the [dashboard](#), Table 6, Figure 8, and Figure 9 on page 15 for more detail.
- The percent of all enrolled students who met course requirements remained stable at 78% in 2024-25, following a significant increase in 2023-24 due to the inclusion of C grades in course requirements. The rate of all students who were grade-eligible for credit increased to 54% of all enrolled students.
- African American, Latinx, and Special Ed students were all Disproportionately Impacted (DI) in earning college credit in 2024-25. For all three groups, DI first appears in the percentage of students who meet course requirements. For example, African American and Latinx students meet course requirements at rates 22% lower than Asian students. Gaps for both groups remained the same in 2024-25 as in 2023-24.
- **The top high schools by enrollment in 2023-24 were Henry (1,047 enrollments), Mira Mesa (1,028), Kearny (763), Hoover (696), Morse (673), and SDHS (663).** Compared to 2023-24, enrollments in CBE-eligible courses increased most significantly at Madison (+176 enrollments, +115%), Mira Mesa (+278, +37%), and SDHS (+138, +26%). Nine sites saw decreases, including Crawford (-51, -11%), Morse (-76, -10%), and Twain (-24, -10%).

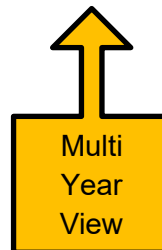
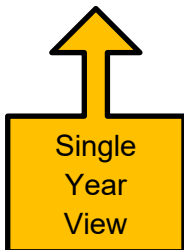
See the [SDUSD CTE CBE Course Articulation Dashboard](#) for more tables and disaggregations.

High School-level Checkpoint ...

Checkpoint Dashboard

Annual Data

Course Level Data



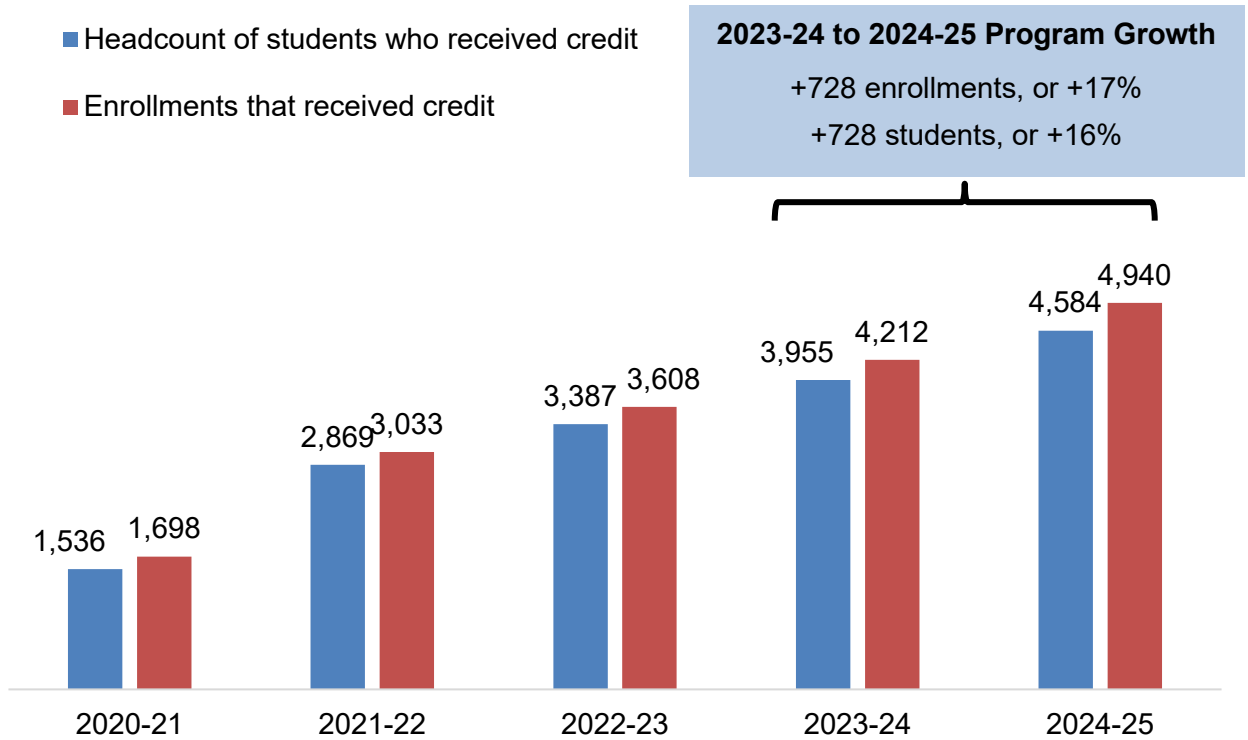
## Outcomes of CTE Articulation CBE at SDUSD high schools

In 2024-25, 4,940 enrollments in CTE Articulation CBE courses received college credit, for a total of 14,461 college units (up from 2023-24, when 12,386 college units were awarded). The number of enrollments receiving credit in 2024-25 increased significantly (728 more enrollments receiving credit, or +17%) while the total number of enrollments also increased (828, or +9%). 91% of grade-eligible enrollments received credit in 2024-25, the same rate as the two years prior.

Table 1. Enrollments, Enrollments that Received Credit, and Credit Received Rate

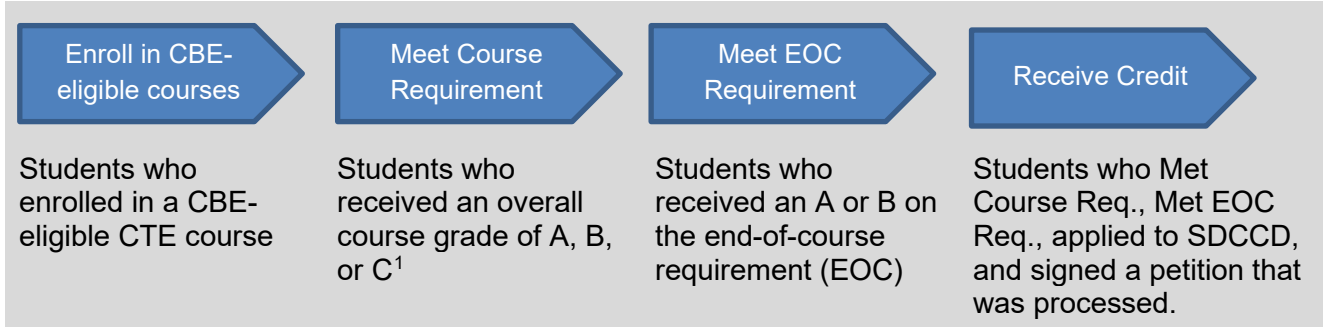
	2020-21	2021-22	2022-23	2023-24	2024-25	2023-24 to 2024-25	
						Diff.	% Change
Total Enrollments	5,528	8,375	8,861	9,327	10,155	828	9%
Grade Eligible Enrollments	2,030	3,179	3,948	4,618	5,437	819	18%
Enrollments which received Credit	1,698	3,033	3,608	4,212	4,940	728	17%
Credit Received Rate, out of total	31%	36%	41%	45%	49%	3%	---
Credit Received Rate, out of eligible	84%	95%	91%	91%	91%	0%	---

Figure 1. Five-year trend, Headcount and Received College Credit



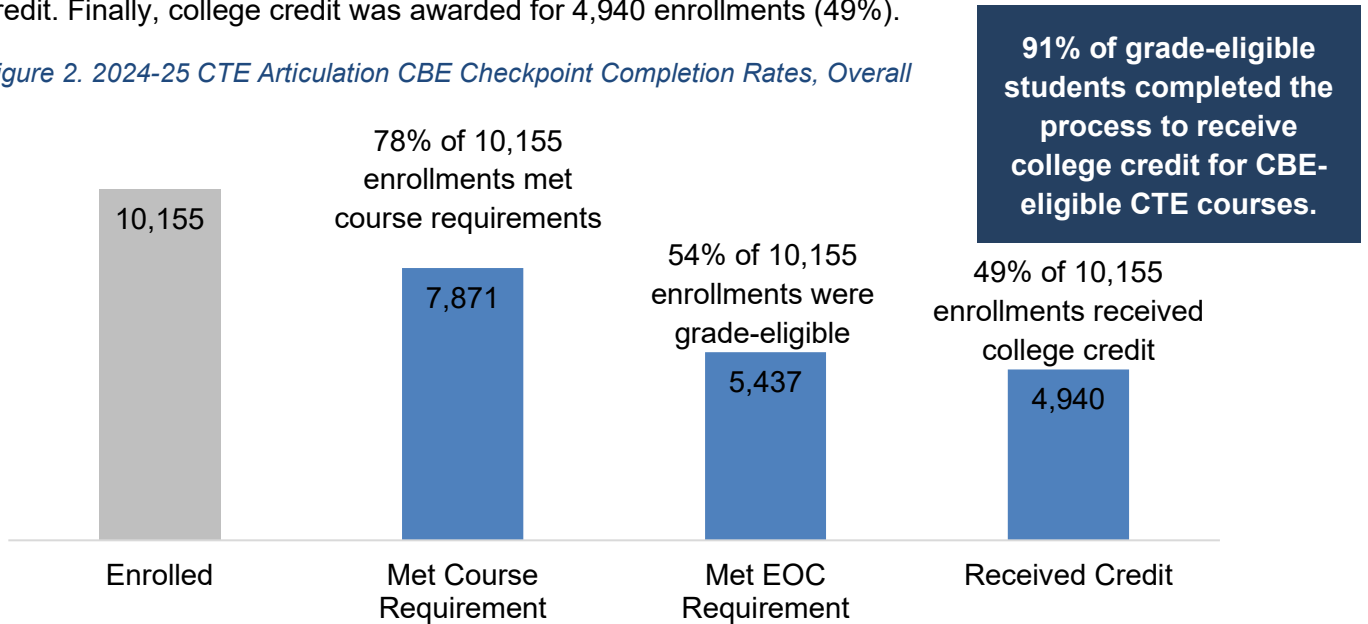
### 2024-25 CTE Articulation CBE College Credit Checkpoints

The four checkpoints to receive credit are **Enroll, Meet Course Requirement (Met Course Req.), Meet End of Course Requirement (Met EOC Req.), and Receive Credit**. This section examines student progress towards receiving credit.



In 2024-25, there were 10,155 enrollments in CTE Articulation CBE-eligible courses. Students received an A, B, or C in both components of the high school course for 7,871 of those enrollments (78%). Students who met the course requirements and end-of-course (EOC) requirement for 5,437 enrollments (54%), – these students were **grade-eligible** to receive college credit. Finally, college credit was awarded for 4,940 enrollments (49%).

Figure 2. 2024-25 CTE Articulation CBE Checkpoint Completion Rates, Overall



**In 2024-25, for every 10 students who enrolled in a CBE-eligible CTE course:**

- 8 met course requirements (up from 6 for the last two years)
- 5 and a half received an A or B on the end-of-course requirement
- 5 received college credit

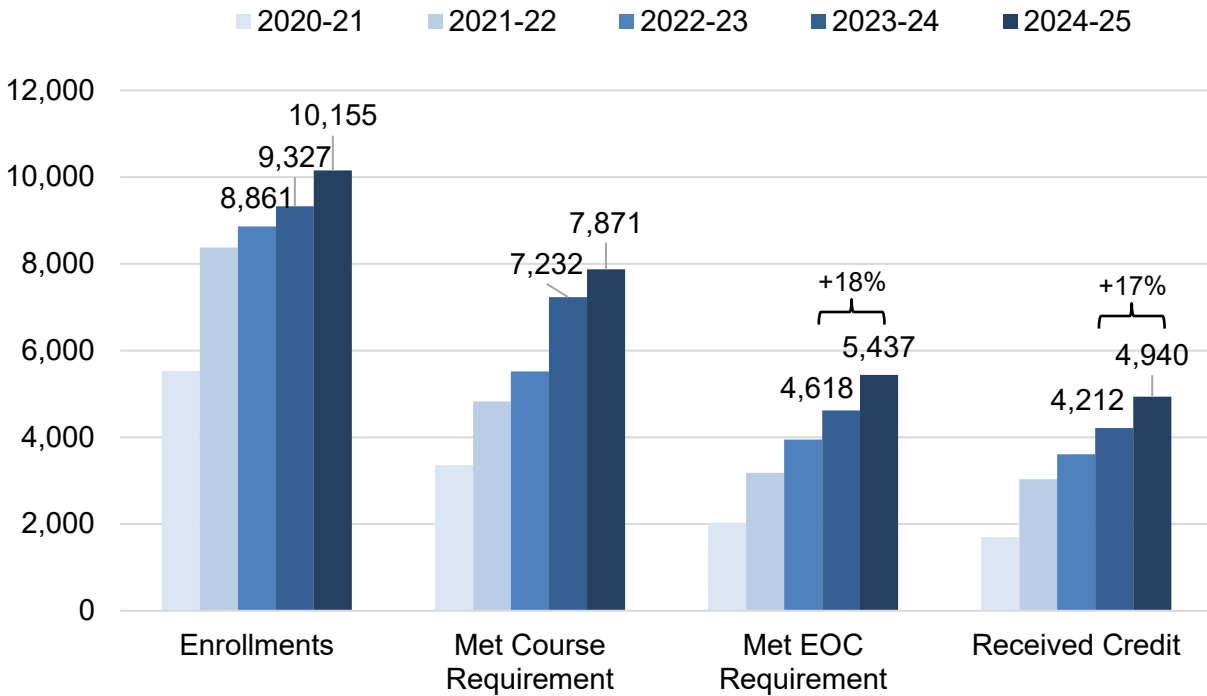
<sup>1</sup> In 2022-23 and before, only students who earned an A or B met course requirements. In 2023-24 and going forward, students who earn an A, B, or C met and will meet course requirements.

### CTE Articulation CBE Checkpoints, Last Five Years

The count of enrollments in Figure 3 below reflects enrollments by high school students in CTE Articulation CBE-eligible courses. The number of enrollments receiving college credit **increased 17% in 2024-25**, from 4,212 in 2023-24 to 4,940. This growth was driven by:

- **Increased enrollments in CBE-eligible CTE high school coursework:** Enrollments increased 9% from 2023-24 to 2024-25.
- **Increased number of grade-eligible students:** 55% of all students enrolled in CBE-eligible coursework became grade-eligible for college credit (5,437 students) in 2024-25, 18% more students than in 2023-24 (when 50% of enrolled students became grade-eligible).
- **Continued support for students through the credit petition process:** Focused efforts to support students to complete CCCApply, completing a petition, and receiving college credit led to over 91% of grade-eligible students earning college credit in 2024-25. This is the same as in 2023-24 (91%). For more information on grade-eligible students who did not receive credit, see Figure 5 on page 8.

Figure 3. Enrollments by College Credit Checkpoint, Last Five Years

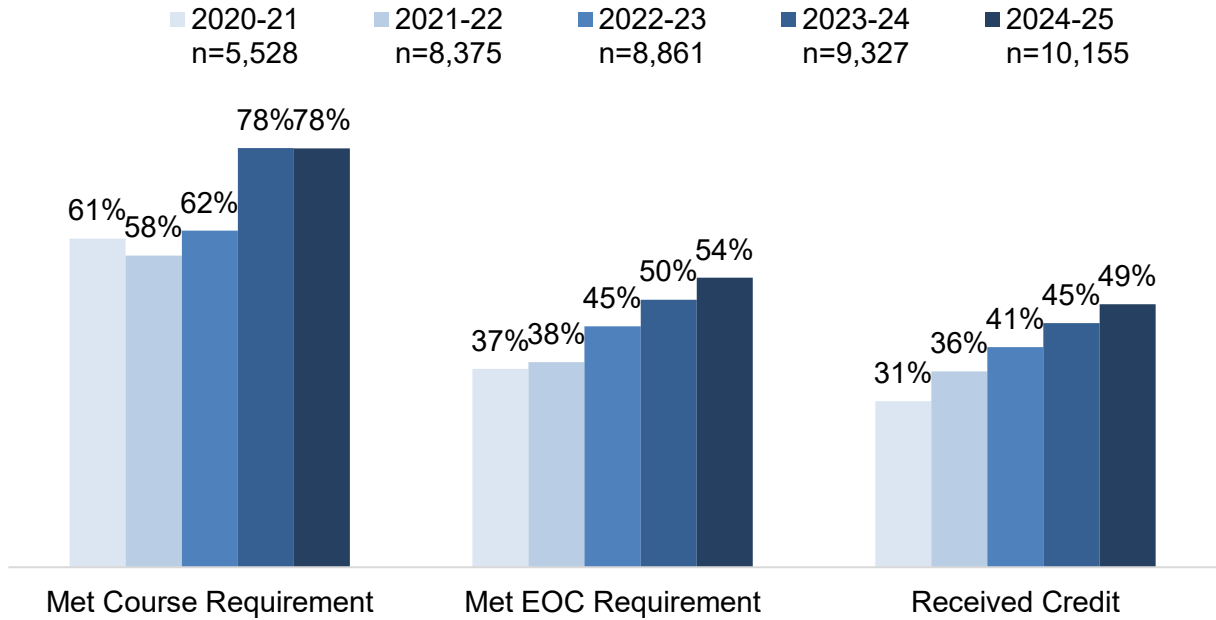


**Note that “Enrollments” refers to opportunities to earn college credit.** Most high school courses consist of Fall and Spring components, following completion of which students may complete an end-of-course requirement (such as a test), apply to the colleges, and petition for credit. It is possible for multiple high school courses to be articulated to a single college course (such as for AUTO153G); students enrolled in such courses are counted as a single enrollment, as they represent one opportunity to earn college credit.

## Decreased Gaps in CTE Articulation CBE Checkpoints

The percent of all enrolled students who met course requirements remained stable at 78% in 2024-25, following a significant increase in 2023-24 due to the inclusion of C grades in course requirements. The rate of all students who were grade-eligible for credit increased to 54% of all enrolled students.

Figure 4. College Credit Checkpoint Completion Rates, Last Five Years



### Link to Dashboard

See the **second tab** of the [SDUSD CTE CBE Course Articulation Dashboard](#) for more disaggregations of the data in this summary.

Grade-eligible students who did not receive credit

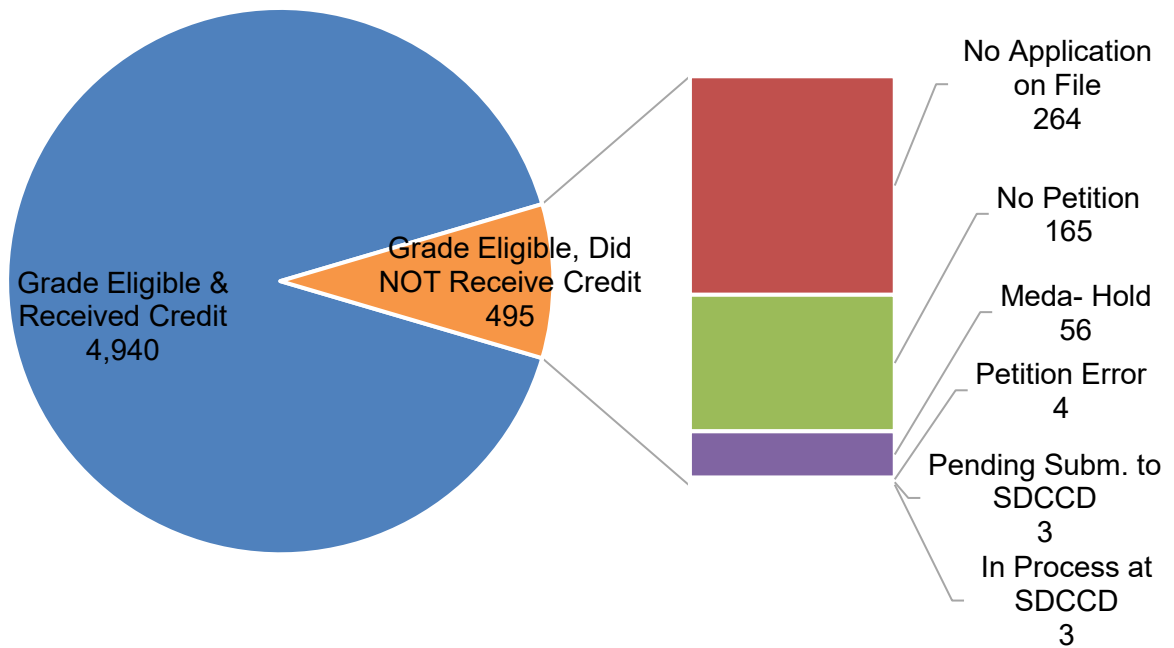
High school students in CTE courses must meet requirements in both components of a high school course and an end-of-course requirement to be **grade-eligible** for college credit. These students must still complete an application to SDCCD and sign a petition for college credit (parents must also sign the petition for students under 18). In 2024-25, **497<sup>2</sup> grade-eligible students did not receive college credit**, or 9% of all grade-eligible students; this is the same percentage as in 2023-24.

The majority of grade-eligible students who did not receive credit (53%, or 264 students) did not have an active CCCApply. An additional 33% (165 students) did complete a college application.

Courses at sites with 4 or more grade-eligible students who did not have an application and/or petition on file are listed in Table 2 on the next page.

Data on this page reflects credit petition status as of November 19, 2025.

Figure 5. 2024-25 Credit Petition Process, Grade-eligible students



<sup>2</sup> Note that 2 students are excluded from Figure 5 due to data quality.

Table 2 below shows students who:

- Received an A, B, or C in both articulated high school courses
- Received an A or B on the end-of-course requirement (test, portfolio, or other assessment)
- Did **not** receive college credit

This table includes site and course combinations with 4 or more such “grade eligible/no credit” students.

*Table 2. Grade-eligible students with credit, top sites and courses, 2024-25*

School	Course	No Application	No Petition
Hoover High	<b>*CACM 102</b>	<b>15</b>	<b>8</b>
	NUTR 160	7	16
	<b>*GISG 110</b>	<b>1</b>	<b>7</b>
Henry High	MULT 123	3	15
	PHOT 143	2	24
Morse High	AUTO 153	8	7
	ENGN 130	4	10
	CACM 102	2	2
	NUTR 160	1	2
Mission Bay High	<b>*CISC 150</b>	<b>5</b>	<b>18</b>
	MULT 120	4	2
	ENGN 130	2	2
SDHS	<b>*NUTR 160</b>	<b>11</b>	<b>5</b>
	CACM 102	3	4
	MEDA 055	1	3

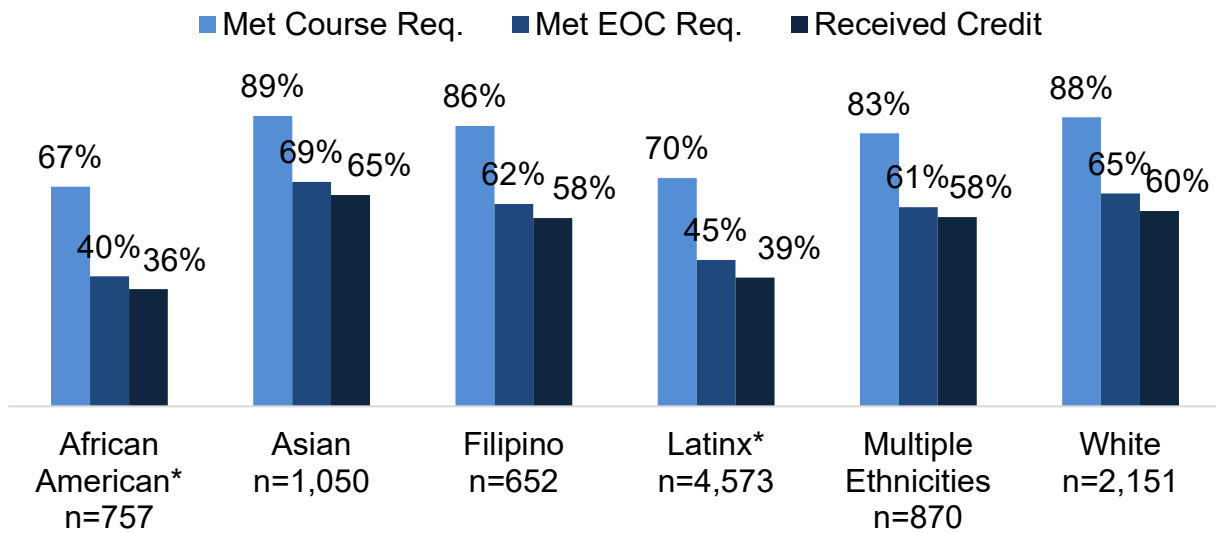
Sites and courses indicated with an \* and bolded above also had high rates of grade-eligible students not receiving credit in 2023-24.

DI in CBE CTE College Credit Checkpoints

**African American, Latinx, and Special Ed students were all Disproportionately Impacted (DI) in earning college credit in 2024-25.** For all three groups, DI first appears in the percentage of students who meet course requirements. For example, African American and Latinx students meet course requirements at rates 22% lower than Asian students. Gaps for both groups remained the same in 2024-25 as in 2023-24.

See Figure 7 on page 14 for Special Education rates and the first tab of [SDUSD CTE CBE Course Articulation Dashboard](#) for site-level data.

Figure 6. 2024-25 College Credit Checkpoint Completion Rates, by Ethnicity



\*Asterisks indicate groups that are DI in receiving credit in two or more DI methodologies.

Table 3. Gaps in College Credit Checkpoint Completion, by Ethnicity

	Group	Met Course Req.		Met EOC Req.		Received Credit	
		2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
% of Each Group Achieving Checkpoints	Asian	90%	89%	65%	69%	62%	65%
	White	87%	88%	63%	65%	59%	60%
	Filipino	84%	86%	55%	62%	51%	58%
	African American	68%	67%	31%	40%	27%	36%
	Latinx	71%	70%	41%	45%	36%	39%
	<b>Reference (Max)</b>		<b>90%</b>	<b>89%</b>	<b>65%</b>	<b>69%</b>	<b>62%</b>
Gap Between Each Group and Reference Group	Asian	0%	0%	0%	0%	0%	0%
	White	-3%	0%	-2%	-4%	-3%	-5%
	Filipino	-6%	-3%	-10%	-7%	-11%	-7%
	African American	-22%	-22%	-35%	-29%	-35%	-29%
	Latinx	-19%	-19%	-24%	-24%	-26%	-25%

## Next Steps

### Agreements

- Examine alignment of high school coursework and end-of-course exams, particularly those with low rates of students meeting requirements. End-of-course exams may have been designed years ago, and the agreement renewal process is an opportunity to revisit the exams.
- Integrate college-level expectations regarding rigor, communication, and organization into articulated high school courses.
- These agreements are long-term investments in the SDUSD-SDCCD partnership that provide students an opportunity to see themselves as college ready and build college aspirations, encourage a closer relationship between secondary and postsecondary curricula to facilitate the transition of students into SDCCD, and encourage collaboration across educational institutions.

### Outreach

- Explore **women-in-STEM messaging** for Engineering; Information, Network, and Web Technologies; and Computer Information Sciences classes. There are many issues contributing to under-representation of women in these fields; SDUSD and SDCCD represent the beginning of a pipeline that amplifies early gaps in access.

### Student Support

- Examine academic **support for Latinx, African American, and Special Education** students: while gaps narrowed slightly, these groups still completed course requirements at rates disproportionately lower than the reference group in 2024-25.

## Appendix

Table 4. Percent of Grade Eligible Enrollments that Received Credit, sorted by enrollment

	2023-24				2024-25			
	Enrolled	Met EOC	Received Credit	Received Credit %	Enrolled	Met EOC	Received Credit	Received Credit %
Grand Total	9,327	4,618	4,212	91%	10,155	5,437	4,940	91%
Henry High	866	527	502	95%	1,047	632	572	91%
Mira Mesa High	750	434	424	98%	1,028	625	601	96%
Kearny High School	731	308	295	96%	763	329	314	95%
Hoover High	722	259	217	84%	696	340	274	81%
Morse High	749	211	172	82%	673	227	187	82%
SDHS	525	307	261	85%	663	335	302	90%
Scripps Ranch High	473	358	354	99%	586	409	389	95%
Lincoln High	555	153	139	91%	578	213	168	79%
University City High	416	293	268	91%	436	274	240	88%
Canyon Hills High	468	225	207	92%	436	208	188	90%
Point Loma High	427	218	201	92%	422	222	206	93%
Crawford High	472	133	118	89%	421	146	130	89%
Clairemont High	369	116	99	85%	405	210	187	89%
La Jolla High	417	280	235	84%	392	285	257	90%
Mission Bay High	395	272	241	89%	384	255	220	86%
San Diego SCPA	291	153	141	92%	375	231	225	97%
Madison High	153	55	49	89%	329	181	180	99%
Twain High	242	166	147	89%	218	159	152	96%
Garfield High	229	95	87	92%	214	89	86	97%
East Village Middl..	62	54	54	100%	63	55	55	100%
Mt. Everest Acade..	3	1	1	100%	16	12	7	58%
ALBA					10	0	0	

[High School-level Checkpoint ...](#) | 
 [Checkpoint Dashboard](#) | 
 [Course Level Data](#) | 
 [End of Course Exploration](#) | 
 [Enrollment Pattern Explorer](#)

### CTE Articulation CBE

#### Received Credit Detail

Use this dashboard to view the percent of grade eligible students who receive credit across years.

Use the Disaggregation to Show dropdown menu to view data by High School, Course, Ethnicity, Gender, or Special Education status. Use the Select Year slider to select a comparison year (2022-23 will remain fixed at the right). Use the Received Credit Denominator dropdown menu to toggle between the percent of students who received credit out of those who were grade eligible and all those who enrolled.

Use the additional filters (in blue) to further focus the data shown.

Disaggregation to Show

College Course

Year to Compare

2021-22

Received Credit Denominator

of Grade Eligible

School

(All)

Ethnicity

(All)

Gender

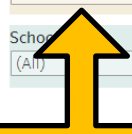
(All)

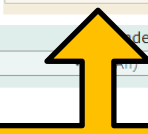
Special Ed


(All)

College Course

(All)

  
**Additional Views**

  
**Compare to prior years**

  
**Received Credit Calc.**

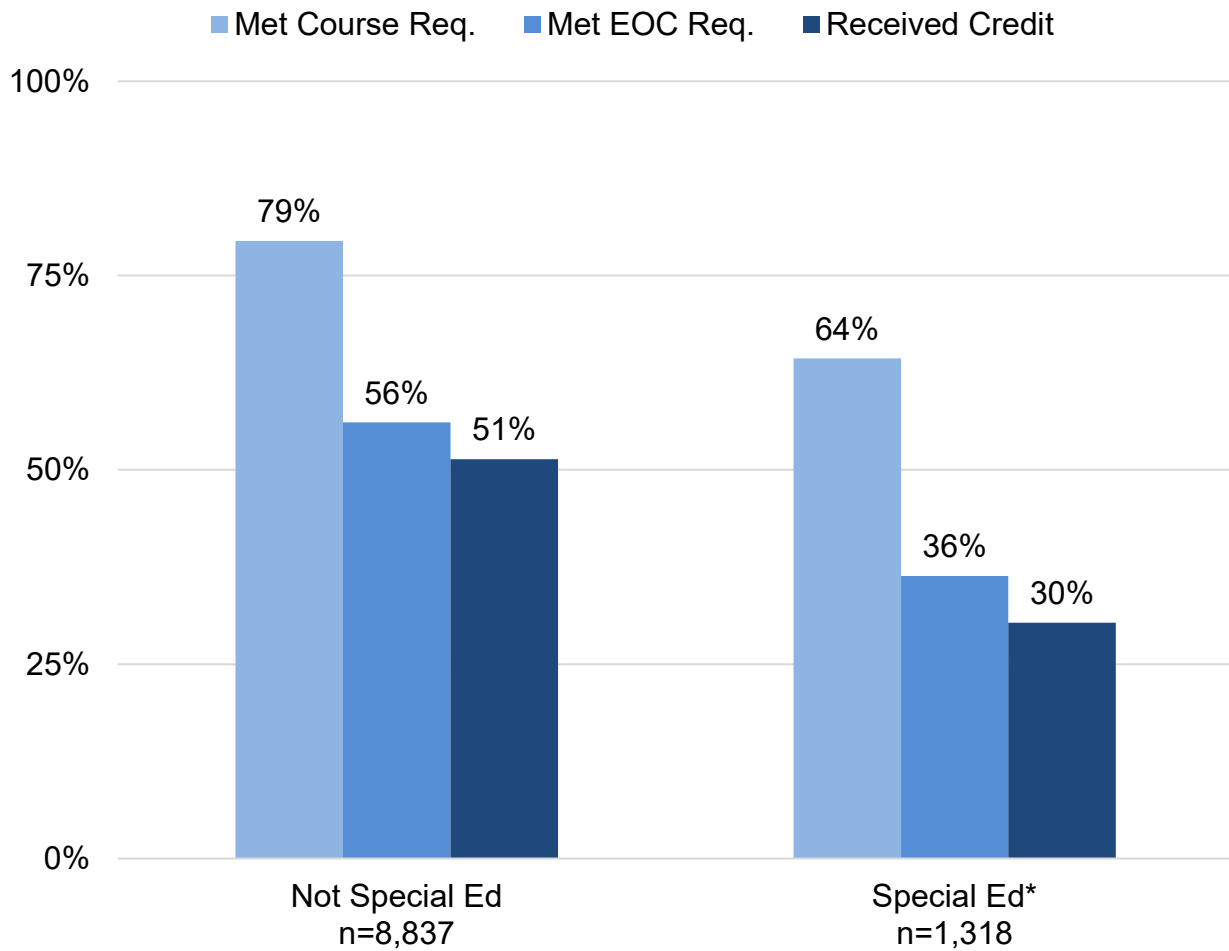
**Link to Dashboard**  
See the **second tab** of the [Dashboard](#) for more additional views, compare to prior years, and toggle between the percent of students who received credit out of those who were grade eligible and all those who enrolled.

2024-25 SDUSD CBE CTE Course Articulation

Table 5. Percent of Grade Eligible Enrollments that Received Credit, by Course

	2023-24				2024-25			
	Enrolled	Met EOC	Received Credit	Received Credit %	Enrolled	Met EOC	Received Credit	Received Credit %
<b>Grand Total</b>	<b>9,327</b>	<b>4,618</b>	<b>4,212</b>	<b>91%</b>	<b>10,155</b>	<b>5,437</b>	<b>4,940</b>	<b>91%</b>
MACT 140	61	7	7	100%	73	8	8	100%
INWT 140	13	0	0		17	1	1	100%
INWT 100	30	0	0		18	2	2	100%
FJMP 111					44	40	40	100%
EDUC 200	121	55	52	95%	85	27	27	100%
BIOL 132	17	13	13	100%	18	12	12	100%
BIOL 131	477	155	144	93%	356	116	116	100%
ARCH 107	89	80	79	99%	102	96	96	100%
MFET 101	605	414	407	98%	608	446	438	98%
BUSE 129	146	83	74	89%	87	48	47	98%
BUSE 100	281	151	134	89%	363	222	216	97%
PHOT 243	68	45	45	100%	143	121	117	97%
DSGN 102					773	213	205	96%
PARA 100	85	67	67	100%	75	64	61	95%
FJMP 131					255	179	170	95%
ENGN 130	1,154	704	661	94%	1,209	715	675	94%
CHIL 160	243	155	149	96%	251	137	128	93%
DRAM 123	417	240	225	94%	394	204	190	93%
CHIL 161	112	66	65	98%	137	86	80	93%
EDUC 203	29	14	13	93%	46	26	24	92%
CISC 150	528	372	355	95%	501	366	330	90%
MULT 100	650	340	313	92%	659	350	315	90%
MULT 120	120	82	74	90%	88	58	52	90%
HOSP 101	37	11	7	64%	53	24	21	88%
CACM 106	115	60	57	95%	130	70	61	87%
PHOT 143	326	216	192	89%	438	287	250	87%
NUTR 160	704	299	247	83%	650	335	289	86%
AUTO 153	535	185	148	80%	575	209	180	86%
CACM 102	448	178	151	85%	578	287	245	85%
MULT 123					807	405	345	85%
GISG 110	71	24	24	100%	75	36	28	78%
FIPT 101	12	11	10	91%	21	13	10	77%
MEDA 055	566	216	149	69%	526	234	161	69%

Figure 7. 2024-25 College Credit Checkpoint Completion Rates, by Special Ed

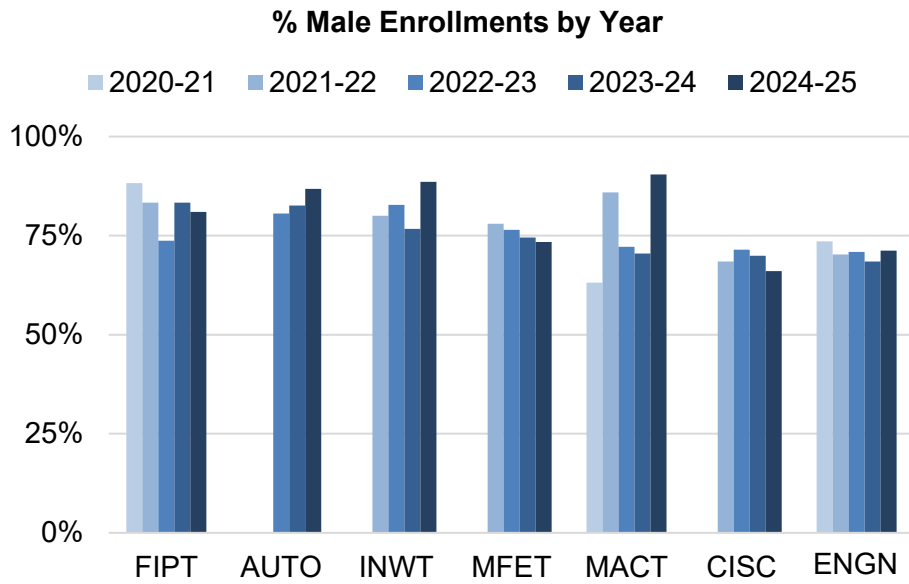


\* Denotes groups Disproportionately Impacted.

Table 6. 2024-25 Enrollments by Subject and Gender

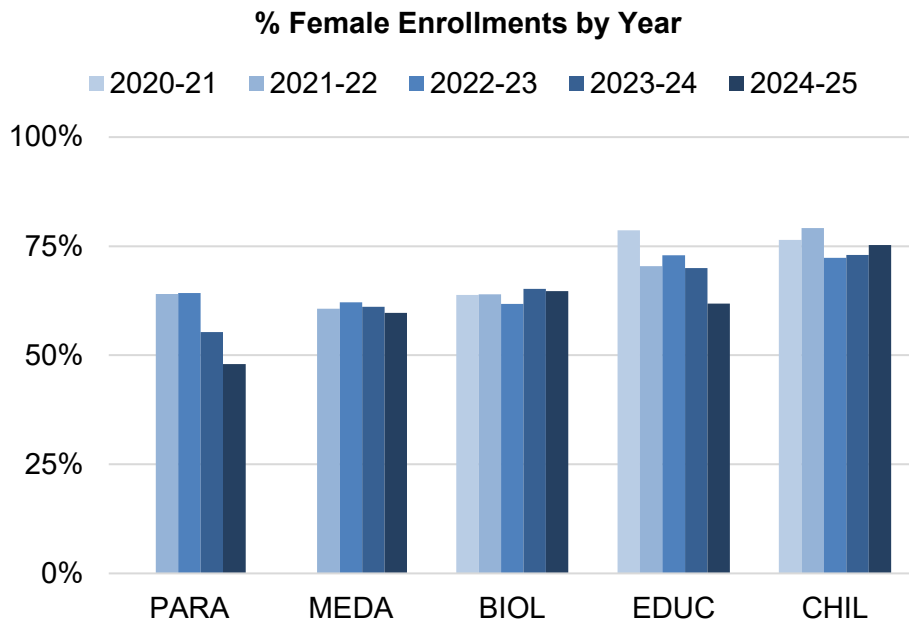
Subject	Enrollments	% Male Enrollments	% Female Enrollments
MACT	73	90%	10%
INWT	35	89%	11%
FIPT	21	81%	19%
GISG	75	77%	23%
MFET	608	73%	26%
ENGE	1,209	71%	28%
FJMP	299	66%	34%
CISC	501	66%	34%
MULT	1,554	62%	38%
DSGN	773	55%	43%
NUTR	650	53%	47%
PARA	75	52%	48%
PHOT	581	50%	49%
DRAM	394	45%	53%
HOSP	53	43%	55%
MEDA	526	40%	60%
EDUC	131	38%	62%
CHIL	388	24%	75%

Figure 8. Male-dominated subjects, Enrollments by % Male Enrollments



**FIPT:** Fire Protection  
**AUTO:** Automotive  
**INWT:** Information, Network, and Web Technologies  
**MFET:** Manufacturing and Engineering Tech.  
**MACT:** Machine Tech.  
**CISC:** Computer and Information Sciences  
**ENGN:** Engineering

Figure 9. Female-dominated subjects, Enrollments by % Female Enrollments



**BIOL:** Biology  
**MEDA:** Medical Assisting  
**PARA:** Paralegal  
**EDUC:** Education  
**CHIL:** Child Development