

Weber Institute of Applied Sciences & Technology

302 West Weber Ave. • Stockton, CA 95203 • (209) 933-7330 • Grades 9-12

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

MISSION:

The mission of Weber Institute is to develop students who are both college and career ready. We are dedicated to developing leaders who are prepared for the challenges of the 21st century, who think critically, who are dedicated to their communities and who are lifelong learners.

SCHOOL DESCRIPTION:

Weber Institute of Applied Sciences and Technology was founded by the Stockton Unified School District as a technical high school for juniors and seniors in 2000. Weber Institute is divided into three career academies emphasizing technology, health and transportation. Weber is a state of the art facility in Stockton Unified School District designed for high school students who have an interest in exploring career fields and/or acquiring job entry skills.

The school serves a 9th-12th grade student body of approximately 400 students. Students come from within the boundaries of the Stockton Unified School District, a district with four very large comprehensive high schools. The school's student population, generally of lower socio-economic status, comes from culturally and ethnically diverse backgrounds. Students come to Weber Institute by choice via an application process. Mutual acceptance follows completion of a contract with affirmed commitments by students, parents and school.

The school occupies the facility of the former Gracella Woodruff Regional Occupation Center. The school is situated just west of downtown Stockton and south of the beautiful Weber Point community park. City bus transportation makes the school accessible to students.

Weber Institute is dedicated to academic and career preparation with an emphasis on good citizenship. New equipment meeting current industry standards is found in each of the three academies. Weber Institute seeks to provide a smooth transition from school to work as students are encouraged to participate in internship programs in their particular career field during their junior and/or senior year. The school maintains a "workplace" culture with students adhering to a professional dress code. The framework by which Weber Institute operates is based upon the career academy model. This model has three distinguishing features: 1) A small learning community within the larger high school. 2) A curriculum that combines a career focus while meeting college entrance requirements. 3) Partnerships with supporting employers, community members, and institutions of higher education .

Consisting of 70-100 students, the Transportation Fuels and Green Energy Academy seeks to provide students with rigorous and relevant learning opportunities tied to the automotive industry. The Technology Academy, consisting of 95-120 students, focuses on experiential learning opportunities based upon current technology careers (i.e. graphic arts, CADD, and information technology). The Health Academy applies a wide variety of instructional and curriculum approaches in order to actively engage students in the learning process. The goal of all academies is to integrate career and technical education with core academic classes and empower students with experiential learning opportunities in the local community. As incoming students, freshman at Weber Institute are placed into the Freshman Academy and are exposed to core academic courses that prepare them for placement in one of the three career academies. Although students are placed in a variety of required courses, the Career Education class allows students to explore academy specific offerings in preparation for their continuing education at Weber Institute. In their junior and senior years, students are encouraged to participate in internships. Students also take industry certification exams so that, in addition to college preparation, they are career ready by graduation from Weber Institute.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (209) 933-7330.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	115
Gr. 10	119
Gr. 11	76
Gr. 12	102
Total	412

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	1.9
Asian	4.4
Filipino	3.4
Hispanic or Latino	84.0
Native Hawaiian/Pacific Islander	0.2
White	2.9
Two or More Races	0.0
Socioeconomically Disadvantaged	87.6
English Learners	14.3
Students with Disabilities	4.4

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Weber Institute of Applied Sciences &	12-13	13-14	14-15
Fully Credentialed	24	22	20
Without Full Credential	0	1	3
Teaching Outside Subject Area of Competence	3	2	3
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Weber Institute of Applied	12-13	13-14	14-15
Teachers of English Learners	1	1	0
Total Teacher Misassignments	4	3	3
Vacant Teacher Positions	1	1	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.74	10.26
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>ENGLISH LANGUAGE ARTS K-12</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>9-12 Math, Algebra I, II & Geometry</p> <p>Teacher developed Units of Study aligned to Common Core State Standards</p> <p>Adopted in 2014</p> <p>Calculus HM</p> <p>Adopted in 2006</p> <p>PreCalculus</p> <p>Adopted in 2006</p> <p>Statistics McDougal</p> <p>Adopted in 2008</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Holt Earth Science</p> <p>Adopted in 2007</p> <p>Biology</p> <p>Adopted in 2007</p> <p>Chemistry: Matter and Change</p> <p>Adopted in 2007</p> <p>Physics: Principles and Problems</p> <p>Adopted in 2007</p> <p>Health Glencoe</p> <p>Adopted in 2005</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>World History: The Modern World</p> <p>Adopted in 2007</p> <p>The American Vision: Modern Times</p> <p>Adopted in 2006</p> <p>Magruder's American Government</p> <p>Adopted in 2006</p> <p>Economics: Principles in Action</p> <p>Adopted in 2007</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>French - McDougal</p> <p>Adopted in 2001</p> <p>Spanish – Prentice Hall</p> <p>Adopted in 2000</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/4/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[]	[X]	[]		A-5: extention cord across door way SH-1: missing base board.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	43	41	43	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	37	33	39	36	38	37	54	56	55
Math	17	12	16	34	34	34	49	50	50
HSS	24	23	26	26	27	27	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	3	3
Similar Schools	2	1	1

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	21.6	19.8	24.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	43
Male	35
Female	51
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	43
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	40
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-9	3	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-9	5	4
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-10	15	7
English Learners	-20	34	1
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Each school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement. We have been striving to increase our parent base and hold monthly meetings both in English and Spanish. The current contact for parent involvement is the Principal.

- After School Programs
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- English as a Second Language for adults (ESL)
- GATE
- Parent Resource Center
- Parent/Student conferences when possible
- School Site Council (SSC)
- The school believes that the parents and guardians can support the learning environment of the school and their students by:
 - Monitoring student attendance
 - Monitoring completion of student homework
- Monitoring and regulating television viewing, gaming and time spent online in social networks such as Facebook, Pinterest, and YouTube
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom
- Parents and community members who wish to become a part of the school community and participate should call the school's office.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Our schools place a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually. A comprehensive School Safety Plan, which is annually updated and approved by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Readiness and Emergency Management plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. Our school safety plan is revised on a yearly basis.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.5	2.4	6.7
Expulsions Rate	0.2	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	Yes	
Met API Criteria	Yes	

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2014-2015
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.33
Social Worker	.10
Nurse	.10
Speech/Language/Hearing Specialist	.15
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	400

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

SOURCE: This information is provided by the school district.

SOURCE: California Department of Education

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	21.6	21	23	11	14	11	13	8	13	0		
Math	23.8	24	25	6	3	4	12	12	13	0		
Science	25.6	24	27	0	2	3	9	10	9	0		
SS	22.8	23	23	7	10	6	13	13	12	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,987	\$2,363	\$5,624	\$65,383
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			12.9	6.9
Percent Difference: School Site/ State			19.9	-7.5

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at Weber Institute of Applied Sciences & Technology

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Categorical funding or restricted funds can only be used for a specific purpose. At Weber Institute we (School Site Council) continually update expenditures in the above programs that best suit the needs of our students. During the 2012-2013 school year, Weber Institute used categorical Title 1 funding to employ two full time teachers to teach those students that are one or more grade levels behind in English and Math. We implemented support classes as well as intensive intervention classes. In addition these funds will be used to send our teachers to staff development for curriculum and instruction. Our school calendar includes many minimum days. The focus this year will be on how our electives can support ELA and Math. Staff development will be provided in the areas of writing across the curriculum, using Math in project based learning and development of a large integrated project within each of our academies. Funding will be used to pay teachers extra time for collaboration.

Professional Development provided for Teachers at Weber Institute of Applied Sciences & Technology

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

The three Business Skills 1-2 teachers are collaborating to design similar lesson plans and assessments to meet the standards required to meet the industry certification tests in Microsoft Office. Teachers were provided collaboration time and guidance for one full day and a substitute was provided for each teacher.

All teachers are being asked to collaborate and integrate across the curriculum to better serve our students and make links between subjects.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	23	18	49	35	17
All Students at the School	54	32	15	43	39	18
Male	53	35	11	45	32	23
Female	55	27	18	40	47	13
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	53	33	14	44	39	18
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	57	29	14	42	40	17
English Learners	94	6		78	17	6
Students with Disabilities	85	8	8	62	38	
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Weber Institute of Applied Sciences &	2011-12	2012-13	2013-14
English-Language Arts	44	43	46
Mathematics	48	43	57
Stockton Unified School District	2011-12	2012-13	2013-14
English-Language Arts	42	44	35
Mathematics	46	49	42
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	72.16	85.27	84.56
Black or African American	100.00	83.67	75.90
American Indian or Alaska Native	100.00	83.50	77.82
Asian	0.00	91.12	92.94
Filipino	100.00	96.25	92.20
Hispanic or Latino	73.49	84.50	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	44.44	77.11	90.15
Two or More Races	0.00	62.50	89.03
Socioeconomically Disadvantaged	72.50	82.94	82.58
English Learners	14.29	73.11	53.68
Students with Disabilities	100.00	66.15	60.31

SOURCE: California Department of Education

Dropout Rate and Graduation Rate			
Weber Institute of Applied Sciences &	2010-11	2011-12	2012-13
Dropout Rate (1-year)	6.8	7.0	21.8
Graduation Rate	91.78	91.00	78.16
Stockton Unified School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	24.2	19.4	9.9
Graduation Rate	70.99	71.09	83.09
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

SOURCE: California Department of Education

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

SOURCE: California Department of Education

♦ no data required.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	51.21
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

SOURCE: California Department of Education

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1083
% of pupils completing a CTE program and earning a high school diploma	87
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	46

SOURCE: This information is provided by the school district.

Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled 1,083 students in career technical education courses. Weber Institute and Stockton Unified School District continues to maintain a low teacher to student ratio. Weber Institute strives to provide quality Career and Technical Education instruction through numerous pathways that lead to college and career readiness. In addition to the academic and technical subjects that lead to a diploma, each career path has "articulated courses" that earn up to nine (9) college credits at Delta College. Furthermore, the technical courses at Weber lead to Industry Certification. In the Technology Academy, students may earn a certificate as an Adobe Certified Associate in various programs. Graduates of the Health Academy CNA program can become Certified Nursing Assistants. Students in the Transportation Academy can earn up to fourteen (14) Industry Certificates from AYES in systems ranging from brakes to engine performance and so on. This truly means that Weber graduates are College and Career Ready!