

Dunlap Leadership Academy

39500 Dunlap Rd. • Dunlap, CA 93621 • (559) 305-7320 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Dunlap Leadership Academy

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Roberto Gutierrez
Assistant Superintendent, Human Resources
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Assistant Superintendent, Business Services
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Assistant Superintendent, Curriculum and Instruction
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Administrator, Educational Programs
Mary Ann Carouso
Administrator, Student Services

School Description

Dunlap Leadership Academy is a dependent online charter school in the Kings Canyon Unified School District. DLA provides standards based, common core aligned curriculum through a hybrid program consisting of online courses and individualized and group on-site support. Students at DLA have the opportunity to participate in AG approved, AP, or elective coursework through our online curriculum provider. In addition, DLA also has opportunities for students who are behind on credit completion, needing individual academic, social, and/or emotional support to be successful in school.

Our program is dedicated to giving students an option beyond the traditional brick and mortar high school model, while maintaining a rigorous curriculum that both challenges student academic potential but also prepares students for success in the 21st century. In all we do we ensure alignment with the skills and tools necessary for a student to be college and career ready upon completion of Dunlap Leadership Academy.

DLA Vision

The vision of Dunlap Leadership Academy is to develop successful students of Perseverance, Respect, Integrity, Drive, and Excellence while supporting them in achieving their academic purpose.

DLA Mission

The mission of Dunlap Leadership Academy practice the behaviors and value embodied in DLA P.R.I.D.E. and to provide rigorous, academic content integrated with technology in a learning environment that fosters the development of critical and independent thinking and learning. Perseverance, pride, integrity, drive, and excellence are the leadership qualities we desire all graduates to take with them into either college and career endeavors.

Essential Schoolwide Learning Results:

Student will develop into successful leaders of Perseverance, Respect, Integrity, Drive, and Excellence.

Students will achieve their academic purpose.

Students will attain their highest potential.

Students will practice the behaviors and values embodied in DLA P.R.I.D.E.

Students will successfully engage with rigorous academic content.

Students will excel at the integrated use of technology.

Students will develop as critical and independent thinkers and learners.

Students will fully explore their career and college interests.

Schoolwide Student Outcomes:

Goal 1: Students will increase SBA proficiency in Language Arts by 2% from 76%. All EL students will increase one performance band on the ELPAC.

Goal 2: Students will increase SBA proficiency in Math by 2% from 14%.

Goal 3: Combined with goal 1 to align with our Local Control and Accountability Plan.

Goal 4: Increase over-all attendance percentage from 2017 by 2% and seek GOLD PBIS recognition.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/>.
- 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/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	3
Grade 10	13
Grade 11	11
Grade 12	34
Total Enrollment	61

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	3.3
Filipino	0
Hispanic or Latino	49.2
Native Hawaiian or Pacific Islander	0
White	36.1
Two or More Races	11.5
Socioeconomically Disadvantaged	75.4
English Learners	3.3
Students with Disabilities	6.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Dunlap Leadership Academy	15-16	16-17	17-18
With Full Credential	5	5	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Dunlap Leadership Academy	15-16	16-17	17-18
With Full Credential	♦	♦	423
Without Full Credential	♦	♦	23
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dunlap Leadership Academy	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All students have access online to web-based curriculum, highly qualified and State certified teachers, a 24/7 support environment, and a proprietary technology platform specifically designed for secondary education for students in grades 9-12.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Apex Learning offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-year university programs. The following information provides the UCOP approval status for Apex Learning Comprehensive Courses.</p> <p>UCOP "a-g" APEX Courses Approved through 2015-2016 School Year: English 9 Common Core English 10 Common Core English 11 Common Core English 12 Common Core English I English III English IV Creative Writing</p> <p>Fuel Education has the most a-g courses approved out of all online learning providers in the market with 151 a-g courses that were approved through May of 2016:</p> <p>AP English Language and Composition AP English Lit and Composition American Literature British and World Literature English Foundations I English Foundations II Gothic Literature Journalism Literary Analysis and Composition I Literary Analysis and Composition II Public Speaking</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Apex Learning offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-year university programs. The following information provides the UCOP approval status for Apex Learning Comprehensive Courses.</p> <p>Algebra I Common Core Geometry Common Core Algebra II Common Core Mathematics I Common Core Mathematics II Common Core Mathematics III Common Core Geometry Pre-Calculus</p> <p>Fuel Education has the most a-g courses approved out of all online learning providers in the market with 151 a-g courses that were approved through May of 2016:</p> <p>ALL FuelEd Courses Offered Pre-Algebra Developmental Algebra Continuing Algebra Integrated Math Consumer Math Math Foundations I</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Math Foundations II Personal Finance Practical Math Trigonometry Pre-Calculus Calculus A Calculus B Integrated Algebra I A Integrated Algebra I B Integrated Algebra II A Integrated Algebra II B Probability and Statistics AP Statistics AP® Calculus AB AP® Calculus BC</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Apex Learning offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-0year university programs. The following information provides the UCOP approval status for Apex Learning Comprehensive Courses.</p> <p>Biology - Including labs Chemistry - including labs Physics - Including labs</p> <p>Fuel Education has the most a-g courses approved out of all online learning providers in the market with 151 a-g courses that were approved through May of 2016:</p> <p>ALL FuelEd Courses Offered</p> <p>Astronomy Physical Science Earth Science Environmental Science Forensic Science AP® Biology AP Chemistry AP® Environmental Science</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Apex Learning offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-0year university programs. The following information provides the UCOP approval status for Apex Learning Comprehensive Courses.</p> <p>Multicultural Studies U.S. and Global Economics U. S. Government and politics U. S. History since the Civil War World History World History to the Renaissance World History since the Renaissance Psychology AP Macroeconomics AP Microeconomics AP Psychology</p>

Textbooks and Instructional Materials

Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>AP® U.S. Government and Politics AP® United States History</p> <p>Fuel Education has the most a-g courses approved out of all online learning providers in the market with 151 a-g courses that were approved through May of 2016:</p> <p>AP World History Anthropology Archaeology Contemporary World Issues Family and Consumer Science Geography</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Apex Learning offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-0year university programs. The following information provides the UCOP approval status for Apex Learning Comprehensive Courses.</p> <p>APEX contracts with Middlebury who provides the curriculum for our Language Courses.</p> <p>French I French II Spanish I Spanish II Spanish III</p> <p>Fuel Education has the most a-g courses approved out of all online learning providers in the market with 151 a-g courses that were approved through May of 2016:</p> <p>French I French II French III French IV German I German II German III German IV Latin I A Latin II Chinese I Chinese II Japanese I Japanese II Spanish I Spanish II Spanish III Spanish IV AP® French Language and Culture AP® Spanish Language and Culture</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Apex Learning offers University of California Office of the President (UCOP)-approved, standards-based courses in "a-g" instructional areas to fully prepare students for first-0year university programs. The following information provides the UCOP approval status for Apex Learning Comprehensive Courses.</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Personal Health and Safety Physical Education I A Physical Education I B Physical Education II A Physical Education II B Physical Education III A Physical Education III B Running Fuel Education has the most a-g courses approved out of all online learning providers in the market with 151 a-g courses that were approved through May of 2016: Driver Safety Life Skills Skills for Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Band is offered through Reedley High School The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Kings Canyon Unified School District Business Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school Administrator. Dunlap Leadership Academy has 2 classrooms, and an Administration/Computer Lab/Library building. The main campus was built in 2007. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Director of Maintenance, custodial Supervisor, and the site Administrators work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/2017

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials			X	Potable water has high levels of Uranium / Drinking water have high levels of Uranium. District is providing bottled water while state grant is in process. (Fire Safety is checked as Exemplary) (Hazard marked as poor)
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	20	58	45	44	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	46	76	45	47	48	48
Math	3	14	27	32	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	12	12	100.0	58.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	21	95.45	76.19
Male	--	--	--	--
Female	13	13	100	61.54
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	12	12	100	75
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100	70.59
English Learners	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	21	95.45	14.29
Male	--	--	--	--
Female	13	13	100	7.69
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	12	12	100	8.33
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100	11.76
English Learners	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

All enrolled students are on Independent Study and their assignments are completed mostly online. Our parents are in a working partnership with the teachers to assist and oversee the student's progress and success week to week. We also offer parents the opportunity to participate on our School Site Council Committee each year. Nomination forms are sent out so they can nominate others parents or themselves for the committee. In addition, parents are invited to fill out questionnaires and surveys regarding their child's experience at DLA and the PRIDE expectations. We are always seeking feedback on how things are going from the parent perspective and how things could be improved. Annually, parents are encouraged to attend Back to School Night and Open House.

State Priority: School Climate

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

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

School Safety Plan

Safety of students and staff is a primary concern of Dunlap Leadership Academy. Before, during, and after school, the campus is monitored by assigned teaching and administrative staff. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

The plan was last reviewed in October 2017, and shared with staff in November of 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.8	1.4	3.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		61.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.3
Counselor (Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.05
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	70

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English		20			4							
Mathematics		20			4							
Science		20			4							
Social Science		20			4							

* 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.

Professional Development provided for Teachers

Professional development at Dunlap Leadership Academy is designed to meet the individual needs of all staff members as well as broader school concerns. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. All staff members and other support personnel take part in professional development activities. Continued implementation support is provided by the site administrator, district instructional coaches, and representatives from NWEA, APEX, and Fuel Ed throughout the year.

For the 2017-2018 school, professional development will be provided by NWEA on reading student assessment reports to better inform instruction and to create and monitor intervention groups. In addition, teachers will receive opportunities to implement a new pilot online curriculum to measure whether or not it meets the needs of our students. Every Wednesday is used for staff to collaborate on best practices and to analyze course passage rates, assessment data, and behavior data. Teachers will have 27 Wednesdays and three buy back days to collaborate on best practices and participate in professional development.

In 2016-2017, staff participated in professional development around APEX intervention opportunities, NWEA, and PBIS. In addition, all teachers participated in a 4 day charter schools conference in Sacramento. Every Wednesday is used as an opportunity for teacher to develop their practice through staff meetings, collaboration with colleagues, and PLC meetings in which practice is discussed.

In 2015-2016, teachers participated in professional development on K16 Bridge as well as both online curriculum providers, APEX and Fuel Ed. In addition, teachers participated in PBIS training as a first year PBIS school with Fresno County Office of Education. During this school year, every Wednesday was used for an opportunity to collaborate with colleagues on best practices.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

State Lottery money is generally used at DLA to support the purchasing of instructional materials and student/teacher supplies for the resource center. Supplemental Concentrated is spent in alignment with DLA's Local Control and Accountability Plan and is used to support the success of our EL students, foster youth, students with disabilities, and socio-economically disadvantaged students. These dollars are used to expose and prepare students for technical training and college, increase motivation and therefore school attendance, and to further engage students in school through campus co-curricular activities and academic based activities. In addition, DLA receives Title I dollars to provide supplementary learning materials for students and professional development for teachers.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Dunlap Leadership Academy	2013-14	2014-15	2015-16
Dropout Rate	5.9	0	9.5
Graduation Rate	70.59	71.43	76.19
Dunlap Leadership Academy	2013-14	2014-15	2015-16
Dropout Rate	4.8	0.8	2.1
Graduation Rate	90.32	93.86	93.74
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,183.16	\$357.28	\$8,825.88	\$33,488.85
District	♦	♦	\$5,572	\$69,005
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			52.9	-51.5
Percent Difference: School Site/ State			34.3	-55.0

* Cells with ♦ do not require data.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	58.33	81.9	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	29.17	81.2	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	84.72	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	50	60	63.9
English Learners	0	50	55.44
Students with Disabilities	59.26	81.49	85.45
Foster Youth	0	100	68.19

Career Technical Education Programs

During the 2016-2017 school year, DLA acquired CTE course options in the following CTE Pathways:

Agriculture Mechanics

Agriscience

Forestry and Natural Resources

Food Products and Processing

Administrative Support

Business Information Management

General Management

Pharmacy Technician

Nursing Assistant

Medical Assistant

Sports Medicine

Food Science and Nutrition

Food Service and Hospitality

Travel and Tourism

Information Support and Services

Programming and IT Support: Java, Python, C++, Web/HTML

Web and Digital Communications: Adobe, Game Design

Manufacturing Production Process Development

Production

CTE course participation rates at DLA have been very low historically. Usually this is because most students are spending the majority of their time focused on passing graduation requirement courses. For the 2017-2018 school year, students will take a survey identifying their specific CTE interests so that we can offer a smaller list of course options to students and to pinpoint student interests.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.