



Dunlap Leadership Academy

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Kings Canyon Unified School District, Dunlap Leadership Academy On-Line Charter

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District Governing Board

Floyd Smith
Robin Tyler
Manuel Ferreira
Noel Remick
Sarah Rola
Clotilda Mora
Connie Brooks

District Administration

Juan Garza
Superintendent
John Campbell
Deputy Superintendent, Human Resources
Dr. John Quinto
Assistant Superintendent, Business Services
Monica Benner
Assistant Superintendent, Curriculum and Instruction
Sheila Wiebe
Administrator, Educational Programs
Mary Ann Carousso
Administrator, Student Services

Philosophy on Education

Dunlap Leadership Academy is a dependent charter school. Dunlap Leadership Academy's primary purpose is to give students an option other than the traditional high school model. Yet, one with a rigorous curriculum that will challenge students while creating independent and life long learners. We seek to create individuals who will reach their full potential and contribute to society with the skills required in the 21st century. We further understand that without these tools they will be at a disadvantage in a highly technological workplace and in a technologically advanced global information society. Hence, our prevailing goal is to provide rigorous academic content integrated in and with technology, all in a learning environment and that fosters the development of independent thinking and learning. DLA's educational program is designed to furnish the learner with the skills and tools necessary to function effectively in the marketplace and society. We firmly believe that this is what the definition is of an educated person in the 21st century. Moreover, we believe that as an Internet based charter school we will have the flexibility to provide an alternative model for students in pursuit of these outcomes.

Vision

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

Mission

The mission of Dunlap Leadership Academy is to daily practice the behaviors and values embodied in DLA P.R.I.D.E. and to provide rigorous, academic content integrated with technology in an 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 college or career endeavors.

Motto

Dunlap Leadership Academy... daily working toward academic purpose with DLA P.R.I.D.E.

Values of Dunlap Leadership Academy

- Ability to choose other learning models within the public school system
- Self motivated learners
- Student centered learning
- Student learning which relates to real life and real world situations
- The use of technology as it relates to their future way of life and vocation

Belief Statements of Dunlap Leadership Academy

- We believe that everyone is a lifelong learner and that learning can occur in a variety of ways including teacher to student, student to teacher, student to student, community member to student, and so on
- We believe that all people, regardless of social or economic condition, must be provided the capacity to take charge of their lives. Through new models of teaching and learning, they will be enabled and empowered to make critical decisions for their futures.
- We believe in sharing our knowledge and experience with other educators and institutions in order to foster and enhance educational reform.
- We believe that reading is a window to the world and that learning has a social context.
- We believe that ethical behavior and information literacy must be taught so everyone learns how to best access, filter and use information so they can compete in a local, national and global economy.
- We believe that there should be daily learning experiences that integrate the use of computer and online technologies and provide real world application of learning.
- We believe that equal access is a key component for education.

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 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 at (559) 305-7320 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	5
Grade 10	16
Grade 11	29
Grade 12	30
Total Enrollment	80

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	1.3
Filipino	1.3
Hispanic or Latino	48.8
White	43.8
Two or More Races	5
Socioeconomically Disadvantaged	70
English Learners	2.5
Students with Disabilities	7.5

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

Dunlap Leadership Academy	13-14	14-15	15-16
With Full Credential	5	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Unified School District, Dunlap	13-14	14-15	15-16
With Full Credential	◆	◆	376
Without Full Credential	◆	◆	18
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School

Dunlap Leadership Academy	13-14	14-15	15-16
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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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: November 09, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<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>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>

Textbooks and Instructional Materials
Year and month in which data were collected: Novemeber 09, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Mathematics</p>	<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>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 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>

Textbooks and Instructional Materials
Year and month in which data were collected: Novemeber 09, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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>

Textbooks and Instructional Materials
Year and month in which data were collected: Novemeber 09, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 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>

Textbooks and Instructional Materials
Year and month in which data were collected: Novemeber 09, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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>

Textbooks and Instructional Materials
Year and month in which data were collected: Novemeber 09, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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> <p>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</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>Driver Safety Life Skills Skills for Health</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Band is offered through Reedley High School</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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.

Recent improvements have included adding two basketball courts and a sand volleyball court. We added a tall fence around the back side of the courts to prevent the balls from rolling into tall grass where snakes are a constant threat in the warm months. The office has been moved out of the student center into an adjacent, vacant classroom with a window to give a visual to the secretary as to who is coming and going. This also provides a place for students who are not feeling well to remove themselves from the working environment and parents a chance to meet and discuss concerns away from students. In addition, we have repainted all doors and trim as well as handicap signs and other parking lines in our parking lot. Final upgrades completed in the 2014-2015 school year include signage for the Office space, and Student Center, irrigation and grass lining the sidewalk going to the new office location and banners and signs indicating the definition of DLA PRIDE. There are 5 lamp post banners that read, Perseverance, Respect, Integrity, Drive and Excellence as well as one long banner on the wall with a new logo and the school name. In addition, the students now have a sink in the DLA Cafe with a counter space for dry food items. They have new flooring, tables and chairs. The student resource center library was finally completed with books on shelves in November 2015. Plans for additional books are being made for 2016. Older books and shelves will be moved to the Reedley Resource Center.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/23/2015				
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			
Safety: Fire Safety, Hazardous Materials			X	Uranium levels high in H2O. New well in process
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], Science California Standards Tests); 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	30	25	20	55	51	45	59	60	56

* Results are for 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	59	37	44
Math	10	22	33

* 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.

2014-15 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	45
All Student at the School	20
Male	21
Female	18
Asian	--
Filipino	--
Hispanic or Latino	0
White	45

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	11
Foster Youth	--

* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	35	29	82.9	21	17	41	17
Male	11	35	12	34.3	17	17	42	25
Female	11	35	17	48.6	24	18	41	12
Filipino	11	35	0	0.0	--	--	--	--
Hispanic or Latino	11	35	17	48.6	24	24	29	18
White	11	35	10	28.6	--	--	--	--
Two or More Races	11	35	2	5.7	--	--	--	--
Socioeconomically Disadvantaged	11	35	18	51.4	22	17	44	11
Students with Disabilities	11	35	1	2.9	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	35	29	82.9	76	14	10	0
Male	11	35	12	34.3	75	8	17	0
Female	11	35	17	48.6	76	18	6	0
Filipino	11	35	0	0.0	--	--	--	--
Hispanic or Latino	11	35	17	48.6	71	12	18	0
White	11	35	10	28.6	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11	35	2	5.7	--	--	--	--
Socioeconomically Disadvantaged	11	35	17	48.6	82	12	6	0
Students with Disabilities	11	35	1	2.9	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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

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.

We offer parents the opportunity to participate on our School Site Council. Nomination forms were sent out so they can nominate others or themselves. Parents are also invited to fill out questionnaires regarding their child's experience at DLA and the PRIDE expectations. We are seeking feedback on how things are going from their perspective and how they feel things could be improved.

Parents are encouraged to attend Parent Teacher Student conferences and request additional conferences as needed. Please feel free to stop by and visit any one of our resource centers in Dunlap, Reedley or Orange Cove anytime.

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

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 February, 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	2.78
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.94	5.37	4.22
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 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		64.7

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
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	80

* 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.

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 these activities. The staff took part in all District professional development as well as many site specific trainings. We have had NWEA professional development as we give progress monitoring assessments which give instructional placement date and target goals for student achievement. We are in our first of three years for PBIS, Positive Behavior Intervention Supports through Fresno County. We have had PD on K16 Bridge as well both of our learning systems in APEX and Fuel Ed. The administrator is going to meetings and training on Charter Schools and is scheduled to go to a 4 day State Conference on Charter schools.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,026	\$42,315
Mid-Range Teacher Salary	\$60,363	\$66,451
Highest Teacher Salary	\$85,147	\$85,603
Average Principal Salary (ES)	\$102,484	\$105,079
Average Principal Salary (MS)	\$104,924	\$111,005
Average Principal Salary (HS)	\$118,662	\$121,310
Superintendent Salary	\$189,093	\$189,899
Percent of District Budget		
Teacher Salaries	32%	39%
Administrative Salaries	5%	6%

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

Types of Services Funded

Title I, Part A, EIA, General Fund, State Lottery

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$1,078	80	\$998	\$49,184
District	♦	♦	\$2,774	\$64,663
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-64.0	-25.6
Percent Difference: School Site/ State			-82.0	-40.4

* Cells with ♦ do not require data.

2014-15 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	48	30	22	44	42	14
All Students at the School	46	36	18	46	46	7
Male	58	33	8	58	42	
Female	38	38	25	38	50	13
Hispanic or Latino	43	43	14	36	57	7
White	55	27	18	55	45	
Socioeconomically Disadvantaged	73	27		67	27	7

* 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.

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

Dunlap Leadership Academy	2012-13	2013-14	2014-15
English-Language Arts	50	47	54
Mathematics	35	35	54
Kings Canyon Unified School District,	2012-13	2013-14	2014-15
English-Language Arts	53	50	52
Mathematics	53	60	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Dunlap Leadership Academy	2011-12	2012-13	2013-14
Dropout Rate	10.50	4.80	5.90
Graduation Rate	73.68	71.43	70.59
Kings Canyon Unified School District,	2011-12	2012-13	2013-14
Dropout Rate	4.90	2.70	4.80
Graduation Rate	87.42	89.95	90.32
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% 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

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	88.89	75.22	84.6
Black or African American		66.67	76
American Indian or Alaska Native		50	78.07
Asian		84.62	92.62
Filipino		150	96.49
Hispanic or Latino	90	73.76	81.28
Native Hawaiian/Pacific Islander			83.58
White	100	87.21	89.93
Two or More Races		60	82.8
Socioeconomically Disadvantaged	150	52.94	61.28
English Learners		35.96	50.76
Students with Disabilities	100	72.26	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 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.

Career Technical Education Programs

Just this 2015-2016 School Year we acquired CTE courses through Fuel Ed which are:

Accounting
 Careers in Criminal Justice
 Criminology
 Early Childhood Education
 Fashion and Interior Design
 Hospitality and Tourism
 Introduction to Agriscience
 Introduction to Culinary Arts
 Introduction to Entrepreneurship I
 Introduction to Entrepreneurship II
 Introduction to Health Sciences
 Introduction to Marketing I
 Introduction to Marketing II
 Law and Order
 Sports and Entertainment Marketing
 Veterinary Science

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, the county, and the state. 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.