

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2015–16 School Year**  
*Published During 2016–17*

## *For Carousel Non-Public School*

**Address:** 7899 La Tijera Blvd  
**Principal:** Maria Davis

**Phone:** 310-645-9222  
**Grade Span:** K-12

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **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.

## About This School

### School Contact Information – Most Recent Year

<b>School Name</b>	Carousel Non-Public School
<b>Street</b>	7899 La Tijera Blvd
<b>City, State, Zip</b>	Los Angeles, CA 90045
<b>Phone Number</b>	310-645-9222
<b>Principal</b>	Paul Bailey
<b>E-mail Address</b>	<a href="mailto:carouseled@earthlink.net">carouseled@earthlink.net</a>
<b>Web Site</b>	<a href="http://www.carousel-school.com">www.carousel-school.com</a>
<b>County-District-School (CDS) Code</b>	1964733-7094428

### School Description and Mission Statement – Most Recent Year

The mission of Carousel School is to provide a multi-modality approach to teaching. This philosophy of teaching is rooted in the belief that all children can learn through a variety of teaching models. Our teachers incorporate history, culture and therapeutic recreation into their daily lessons.

Carousel students experience music and movement, arts and crafts, social skills and more that is included in their academic curriculum. The experiential component to learning enables students to generalize academic and social skills into their home and community life.

### Student Enrollment by Grade Level (School Year 2016–17)

Grade Level	Number of Students
Kindergarten	3
Grade 1	0
Grade 2	4
Grade 3	4
Grade 4	4
Grade 5	5
Grade 6	2
Grade 7	3
Grade 8	9
Ungraded Elementary	3
Grade 9	1
Grade 10	4
Grade 11	9
Grade 12	5
Ungraded Secondary	24
<b>Total Enrollment</b>	<b>81</b>

### Student Enrollment by Student Group (School Year 2016–17)

Student Group	Percent of Total Enrollment
Black or African American	30
American Indian or Alaska Native	0
Asian	4
Filipino	3
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	0
White	10
Two or More Races	5
Socioeconomically Disadvantaged	N/D
English Learners	N/D
Students with Disabilities	80
Foster Youth	N/D

## 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

Teachers	School 2014–15	School 2015–16	School 2016–17
With Full Credential	5	4	4
Without Full Credential	8	7	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014–15	2015–16
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments*	0	0
Vacant Teacher Positions	0	0

Note: "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.

### School Facility Conditions and Planned Improvements – Most Recent Year

Carousel School, NPS offers a safe and secure campus. The school is fully air conditioned and adequate space for students and staff. Carousel is comprised of sensory room, conference room, speech room, occupational therapy and classrooms. The school has an equipped play area where students play with designated supervision. Before, during and after the day, a maintenance team ensures that classrooms, restrooms and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Operations department to ensure that all classrooms and facilities are maintained appropriately.

### School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

*Year and month in which the data were collected: 4/2016*

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate – Most Recent Year

*Year and month in which the data were collected 4/2016*

Overall Rating	Exemplary	Good	Fair	Poor
		X		

### Career Technical Education Programs (School Year 2015–16)

Due to the nature of Carousel students, each student begins working on transition skills early on. A transition plan is developed for every student when they turn 14 in accordance with federal and state requirements. Students focus on life skills, vocational skills, and preparation for continuing education. Once a student has completed 12<sup>th</sup> grade they become “transition” students where their primary focus is the three areas outlined in each transition plan.

### Career Technical Education Participation (School Year 2015–16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE*	17
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

\* Carousel students work on transition plans which include vocational, life skills, and independent living skills

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

### California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)\*

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
English Language Arts	0	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0	0

Note: 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.

\* Carousel students work toward a certificate of completion and are typically not on a diploma track

### 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 – Most Recent Year

- Newsletters (sent out monthly)
- Parent-teacher conferences
- Fundraising events
- School performances

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)\*

Indicator	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	0	0	0	0	0	0	0	0	0
Graduation Rate	0	0	0	0	0	0	0	0	0

\* Carousel students do not work toward a high school diploma but instead work toward a certificate of completion

### Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	State
All Students	0	84%
Black or African American	0	76%
American Indian or Alaska Native	0	78%
Asian	0	92%
Filipino	0	96%
Hispanic or Latino	0	81%
Native Hawaiian or Pacific Islander	0	83%
White	0	89%
Two or More Races	0	82%
Socioeconomically Disadvantaged	0	81%
English Learners	0	50%
Students with Disabilities	0	61%
Foster Youth	0	

### 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

### Suspensions and Expulsions

Rate	School		
	2013-14	2014-15	2015-16
Suspensions	0	0	2
Expulsions	0	0	0

### School Safety Plan – Most Recent Year

Carousel School, NPS provides a safe and clean facility for its students. In order to ensure the safety of students, an emergency and evacuation plan has been established. Carousel School, NPS has a set earthquake-disaster kit which includes emergency supplies. Various 'drills' are held throughout the year to ensure that staff and students are prepared in the event of an emergency. Monthly fire drills, and two earthquake drills are conducted annually (ensuring that students know how to respond to potential emergency situations in the school setting). Proper staff is trained in first aid that assists individuals in the event of minor injury. Additionally, a system is in place in case emergency services such as fire or law enforcement are needed.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (librarian)	1
Library Media Services Staff (paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	0
Other	3

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

\* 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.

### Types of Services Funded (Fiscal Year 2015-16)

N/A

### Teacher and Administrative Salaries (Fiscal Year 2014–15)

Category	District Amount
Beginning Teacher Salary	\$42,000
Mid-Range Teacher Salary	\$48,000
Highest Teacher Salary	\$55,000
Administrative Salaries	\$60,000

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/td/cs/>.

### Advanced Placement Courses (School Year 2015–16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	DPC	N/A
English	DPC	N/A
Fine and Performing Arts	DPC	N/A
Foreign Language	DPC	N/A
Mathematics	DPC	N/A
Science	DPC	N/A
Social Science	DPC	N/A
All Courses	DPC	DPC

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

\* Where there are student course enrollments.

Note: AP means Advanced Placement.

### Professional Development – Most Recent Three Years

Carousel teachers receive ongoing in-services throughout the school year. When our therapists attend professional development seminars, they bring back the current information on best practices and conduct meetings with the teachers. Our Behavior Supervisor also conducts a variety of meetings with both teachers and paraprofessionals. The majority of teacher in-services are conducted at the beginning of each new school year. Weekly meetings insure teachers are provided with up-to-date information on policies and on best practices.