

# School Accountability Report Card Reported Using Data from the 2022–23 School Year

California Department of Education

## *For Carousel Non-Public School*

**Address:** 7899 La Tijera Blvd., Los Angeles, CA 900045 **Phone:** (310)645-9222

**Principal:** Maria Davis, M.S.

**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 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2023–24)

Entity	Contact Information
School Name	Carousel Non-Public School
Street	7899 La Tijera Blvd.
City, State, Zip	Los Angeles, CA 90045
Phone Number	(310) 645-9222
Principal	Maria Davis, M.S.
Email Address	maria.davis@carouselschool.com
Website	www.carouselschool.com
County-District-School (CDS) Code	19-64733-7094428

### School Description and Mission Statement (School Year 2023–24)

*Carousel Non-Public school offers a comprehensive educational program and provides services for students and their families challenged by a wide range of learning and developmental disabilities. The students range from kindergarten to high school (transition). An innovative and integrated curriculum and high staff-to-student-ratio supports students so they can achieve success. Based on each student's IEP (Individualized Education Program), an individual instructional plan is designed to maximize his or her learning. A case management is an integral part of our service and helps facilitate coordination with professionals who are working with the student and family. Our special education teachers recognize and appreciate the individual needs of the students and encourage them to develop their interests and talents. Through small group interaction and individual attention, each student's day is filled with learning opportunities that are interactive and stimulating. Our students' self-esteem flourish and their creativity blossom when they feel that their intellectual and emotional experiences are valuable.*

**Table 4: Student Enrollment by Grade Level (School Year 2022–23)**

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	2
Grade 6	4
Grade 7	2
Grade 8	6
Grade 9	10
Grade 10	1
Grade 11	6
Grade 12	17
<b>Total Enrollment</b>	<b>48</b>

**Student Enrollment by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	31%
<b>Male</b>	69%
<b>Non-Binary</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Black or African American</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	
<b>Native Hawaiian or Pacific Islander</b>	
<b>Two or More Races</b>	
<b>White</b>	
<b>English Learners</b>	
<b>Foster Youth</b>	
<b>Homeless</b>	
<b>Migrant</b>	
<b>Socioeconomically Disadvantaged</b>	
<b>Students with Disabilities</b>	100%

**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.

**Teachers Without Credentials and Misassignments  
(considered “ineffective” under ESSA)**

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Permits and Waivers</b>	1	2
<b>Misassignments</b>	0	0
<b>Vacant Positions</b>	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0	0

**Credentialed Teachers Assigned Out-of-Field  
(considered “out-of-field” under ESSA)**

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	4	3
<b>Local Assignment Options</b>	0	0
<b>Total Out-of-Field Teachers</b>	0	0

**Class Assignments**

<b>Indicator</b>	<b>2020–21 Percent</b>	<b>2021–22 Percent</b>
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0	0
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials  
(School Year 2023–24)**

**Year and month in which the data were collected:** January 2024

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Wonders Close Reading (2019); Spring Board (2017); California Collections (2017)	Yes	0
<b>Mathematics</b>	Go Math (2015); Mathematics 1 (2014)	Yes	0
<b>Science</b>	Discovery (2019); Glencoe (2017); Inspire (2020)	Yes	0
<b>History-Social Science</b>	National Geographic (2018); U.S. History (2018) Impact Social Studies (2020)	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	

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

**School Facility Conditions and Planned Improvements**

*Carousel Non-Public School offers a safe and secure campus. The school is fully air-conditioned and has adequate space for students and staff. Carousel is comprised of classrooms and administrative offices. The school has a play area where student play with staff supervision.*

*Before, during and after the school day, a maintenance team ensures that classrooms, restrooms, and campus grounds are kept clean, safe and properly maintained.*

**School Facility Good Repair Status**

Using the **most recently collected** 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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** [DPL]

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

**Overall Facility Rate**

**Year and month of the most recent FIT report:**

**Table 14: 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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessment [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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.

**Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing state-administered assessments**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>						
<b>Mathematics (grades 3-8 and 11)</b>						

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	48	24	87.5%	12.5%	
<b>Female</b>	15				
<b>Male</b>	33				
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>	48				

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.



**CAASPP Test Results in Mathematics by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	48	24	87.5%	12.5%	
<b>Female</b>	15				
<b>Male</b>	33				
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>					

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
<b>Science (grades 5, 8 and high school)</b>	--	--				

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	48	10	90%	10%	
<b>Female</b>	15				
<b>Male</b>	33				
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					
<b>White</b>					
<b>English Learners</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					
<b>Military</b>					
<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<b>Students with Disabilities</b>	48				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## **State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

## **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 regarding the school district and at each school site.

### **Opportunities for Parental Involvement (School Year 2023–24)**

*Parents are welcome to visit Carousel Non-Public School by appointment with a Carousel administrator. Parent are invited to attend school-wide events such as Talent Show and Winter Program. Special Education teachers and communicate daily via Communication notebook or email / telephone calls.*

## **State Priority: Pupil Engagement**

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

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

**Chronic Absenteeism by Student Group  
(School Year 2022–23)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	50			
<b>Female</b>	15			
<b>Male</b>	35			
<b>Non-Binary</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Black or African American</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Native Hawaiian or Pacific Islander</b>				
<b>Two or More Races</b>				
<b>White</b>				
<b>English Learners</b>				
<b>Foster Youth</b>				
<b>Homeless</b>				
<b>Socioeconomically Disadvantaged</b>				
<b>Students Receiving Migrant Education Services</b>				
<b>Students with Disabilities</b>	50			

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**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 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
<b>Suspensions</b>	--	--	--						
<b>Expulsions</b>	--	--	--						

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**School Safety Plan (School Year 2023–24)**

*Carousel Non-Public School provides a safe and clean facility for the students. In order to ensure the safety of the students, an emergency and evacuation plan has been established. Monthly fire drills and two earthquake drills are conducted annually to ensure that students know how to respond to potential emergency situations in the school setting. These various drills are held to ensure staff and students are prepared in the event of an emergency. Staff members are trained in CPR and First Aid, Active Shooter, response to seizure and Diastat administration. Additionally, a system is in place in case emergency services such as fire or law enforcement are needed.*

**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.

**Student Support Services Staff (School Year 2022–23)**

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	1
<b>Other (OT, PT, SLPA)</b>	3

\*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 2022–23)**

*Basic Education  
Occupational Therapy  
Language and Speech Therapy  
Physical Therapy  
School Counseling  
Specially Designed Physical Education*

*Carousel Non-Public School is a comprehensive educational program that offers services for students and their families challenged by a wide range of disabilities. The high student to teacher ratio enables students to experience successes. Case management is an integral part of our services and emphasizes on coordination with other professionals working on behalf of a particular student or family. Through small group interaction and individual attention, each student's day is filled with learning opportunities that are interactive and stimulating.*