

Carousel School

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address: 7899 La Tijera Blvd
Los Angeles, CA , 90045-3145

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 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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Maria Davis

📍 Principal, Carousel School

About Our School

We are pleased you have chosen our school! Here at Carousel we hope to make your student's time with us a special, rewarding, and productive experience. We pride ourselves in having a friendly, loving, and warm staff; all of whom are dedicated to excellence in care and education. Carousel offers programs from preschool through adult services.

Contact

Carousel School
7899 La Tijera Blvd
Los Angeles, CA 90045-3145

Phone: [\(310\) 645-9222](tel:3106459222)

Email: ann.guzman@carouselschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Carvalho, Alberto
Email Address	superintendent@lausd.net
Website	www.lausd.org

School Contact Information (School Year 2024–25)

School Name	Carousel School
Street	7899 La Tijera Blvd
City, State, Zip	Los Angeles, CA , 90045-3145
Phone Number	(310) 645-9222
Principal	Maria Davis
Email Address	maria.davis@carouselschool.com
Website	www.carouselschool.com
Grade Span	K-12
County-District-School (CDS) Code	19647337094428

School Description and Mission Statement (School Year 2024–25)

Mission of the School

The mission of Carousel School is to support and advance children in an integrated setting through education, therapeutic and systemic interventions. The curriculum is designed to challenge children in a developmentally appropriate manner in which they will achieve success.

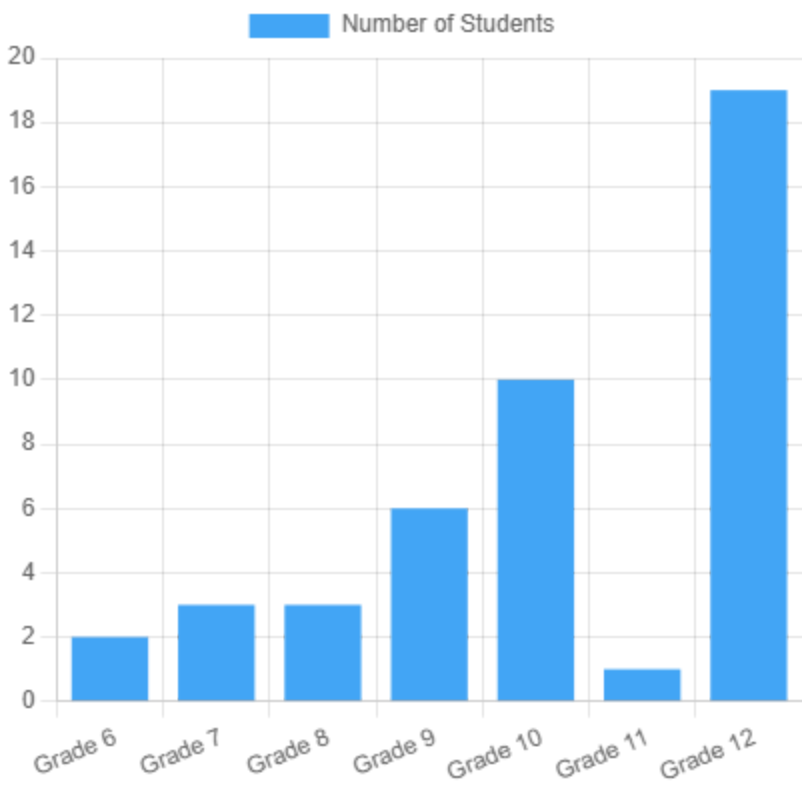
Carousel School is a private school which offers early intervention programs and non-public school. The program is developed and implemented by licensed and certified professionals.

Philosophy

At Carousel, we believe that each student is unique and special; and is free to learn at his or her own pace. An emphasis is placed on promoting independence, positive play and social skills, academic success, and ongoing opportunities to practice speech and language concepts with peers and adults. We promote individuality and strive to build your student's self-esteem with an emphasis on individual abilities and needs.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	2
Grade 7	3
Grade 8	3
Grade 9	6
Grade 10	10
Grade 11	1
Grade 12	19
Total Enrollment	44



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	36.00%	English Learners	0.00%
Male	69.00%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	0.00%
Black or African American	0.00%	Students with Disabilities	100.00%
Filipino	0.00%		
Hispanic or Latino	0.00%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.00%		
White	0.00%		

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	100%	22369.20	82.26%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1	100%	714.60	2.63%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	1398.60	5.14%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	1060.30	3.90%	12115.80	4.41%
Unknown/Incomplete/NA			1651.30	6.07%	18854.30	6.86%
Total Teaching Positions	5	100%	27194.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	100%	23128.20	84.33%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2	100%	804.50	2.93%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	1474.90	5.38%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	1009.60	3.68%	11953.10	4.28%
Unknown/Incomplete/NA			1009.30	3.68%	15831.90	5.67%
Total Teaching Positions	5	100%	27426.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			22355.10	82.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned			1101.40	4.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			1596.00	5.89%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			1053.60	3.89%	11746.90	4.23%
Unknown/Incomplete/NA			971.50	3.59%	14303.80	5.15%
Total Teaching Positions			27077.80	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	1	2	
Misassignments	0	0	
Vacant Positions	0	0	
Total Teachers Without Credentials and Misassignments	0	0	

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	1	2	1
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	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 2024–25)

Year and month in which the data were collected: January 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	?Wonders Close Reading (2019); Spring Board (2017); California Collections (2017)?	0
Mathematics	?Go Math (2015); Mathematics 1 (2014)?	0
Science	Discovery (2019); Glencoe (2017); Inspire (2020)	0
History-Social Science	National Geographic (2018); U.S. History (2018) Impact Social Studies (2020)	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Carousel School offers a safe and secure environment for all our students. The school is fully air-conditioned, has heating system, and water filtration system in the drinking fountains. The play yard has an adequate space for students to play, with ample staff supervision.

Before, during, and after each school day, the classrooms, restrooms, and campus grounds are kept clean, safe, and properly maintained.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: January 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas Leaks, Mechanical / HVAC, Sewer Systems are periodically checked and maintained.
Interior: Interior Surfaces	Good	Interior surfaces are regularly inspected, and repairs are immediately made as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	There is a scheduled check (and treatment as needed) for pest/ vermin infestation /control.
Electrical: Electrical	Good	Electrical system is regularly checked.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms are regularly cleaned. Repairs are made immediately as needed. Filters for drinking fountains are regularly replaced.
Safety: Fire Safety, Hazardous Materials	Good	Hazardous materials are locked away from the students.
Structural: Structural Damage, Roofs	Good	There is no structural damage, including the roof.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	School ground is in good condition.

Overall Facility Rate

Year and month of the most recent FIT report: January 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. 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 Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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.

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	0%	--	41%	43%	46%	47%
Mathematics (grades 3-8 and 11)	0%	--	29%	32%	34%	35%

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.

Career Technical Education (CTE) Programs (School Year 2023–24)

Carousel School does not have a Career Technical Education Program.

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Career Technical Education (CTE) Participation (School Year 2023–24)

All students are on Alternate Curriculum and will receive Certificate of Completion and not High School Diploma.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

All students follow the Alternate Curriculum and works toward Certificate of Completion.

UC/CSU Course Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

Parents are welcome to visit Carousel School, observe their student's classroom, and meet with their student's teacher. Parents and family members are always invited to attend school-wide events such as Winter Program, Talent Show, and Graduation Ceremony. Special Education Teachers and parents communicate via email, telephone calls, and / or communication notebook.

State Priority: Pupil Engagement

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

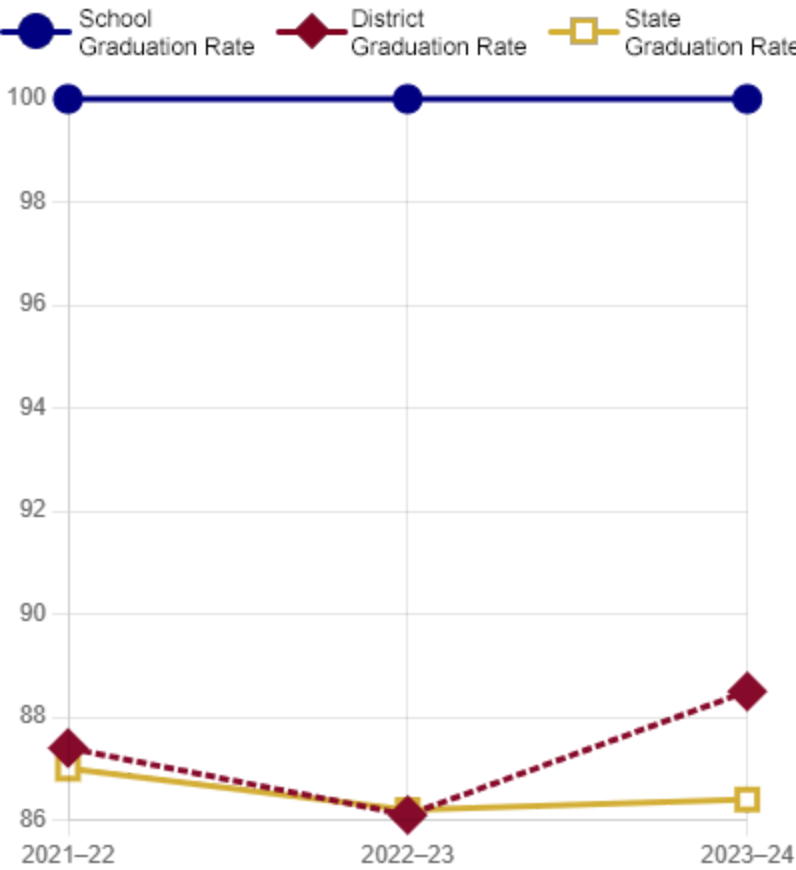
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

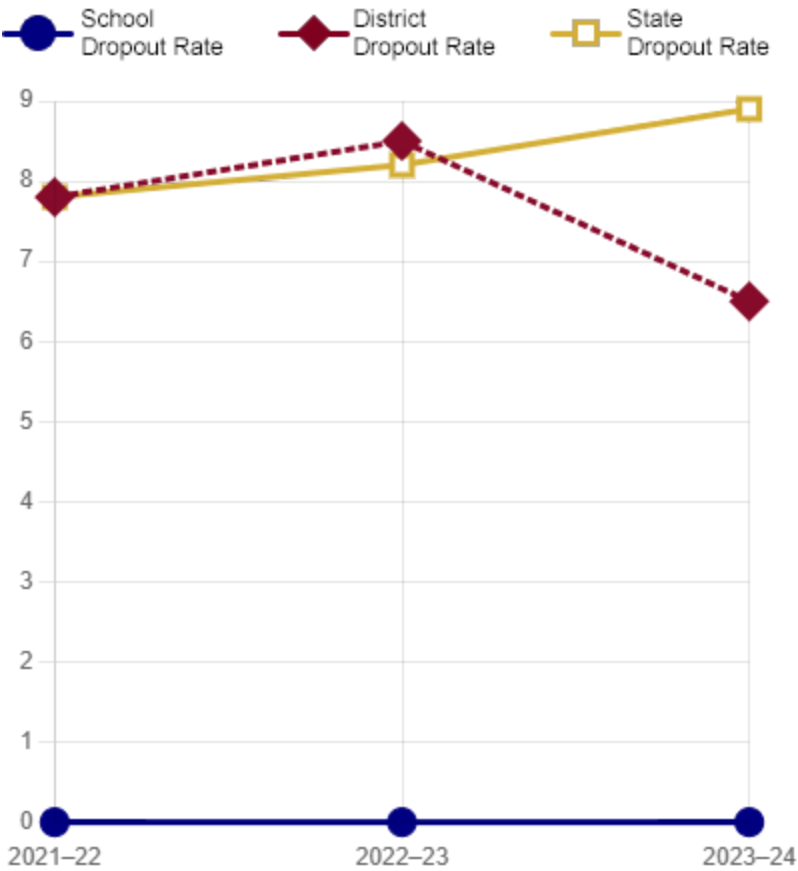
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	100%	100%	100%	87.4%	86.1%	88.5%	87%	86.2%	86.4%
Dropout Rate	0%	0%	0%	7.8%	8.5%	6.5%	7.8%	8.2%	8.9%

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

Graduation Rates



Dropout Rates



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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.00%	0.00%	0.00%	0.46%	0.55%	0.60%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.02%	0.02%	0.07%	0.08%	0.07%

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 2024–25)

Carousel School provides a safe and clean environment for the students. An emergency and evacuation plan have been developed in order to ensure the safety of the students. Monthly drills as well as two earthquake drills are conducted each school year to ensure staff members and students respond appropriately to emergency situations. Staff members are certified in CPR and First Aid. Staff are also trained annually in seizure and Diastat administration, active shooter, and safety & hazard training, and lockdown procedures. Additionally, a system is in place in case emergency assistance 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.

Types of Services Funded (Fiscal Year 2023–24)

- 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.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52399.00	\$56572.74
Mid-Range Teacher Salary	\$83696.00	\$87185.69
Highest Teacher Salary	\$103915.00	\$119664.66
Average Principal Salary (Elementary)	\$130400.00	\$148486.09
Average Principal Salary (Middle)	\$143735.00	\$154835.19
Average Principal Salary (High)	\$147353.00	\$170007.96
Superintendent Salary	\$440000.00	\$338699.13
Percent of Budget for Teacher Salaries	24.89%	31.41%
Percent of Budget for Administrative Salaries	4.73%	4.86%

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





Professional Development

Prior to the beginning of the school year, Carousel staff receive training on the following topics:

- *Behavior Management
- *Mandated Reporter of Child Abuser Awareness, Dependent Adult Abuse Awareness
- *Human Resource Training (including Workplace Behavior, Sexual Harassment, Retaliation, Discrimination, etc...)
- *Transportation Safety, Campus Safety (including Active Shooter and Lockdown Procedures)
- *Seizure Training (including Diastat Administration)

Staff training days are scheduled outside instructional period.

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement			