

Museum School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Museum School
Street	211 Maple St.
City, State, Zip	San Diego, CA 92103-6527
Phone Number	(619) 236-8712
Principal	Phil Beaumont
E-mail Address	phil@museumschool.org
Web Site	www.museumschool.org
CDS Code	37 68338 6115570

District Contact Information	
District Name	Museum School
Phone Number	(619) 236-8712
Superintendent	Phil Beaumont
E-mail Address	phil@museumschool.org
Web Site	museumschool.org

School Description and Mission Statement (School Year 2017-18)

The Museum School is a high-performing, tuition-free, public charter school that serves students from all over the city of San Diego in Kindergarten through grade 8.

The school offers a robust and diverse curriculum that encourages students to become independent thinkers; self-directed learners; problem solvers; creative, healthy individuals; productive workers; and responsible citizens. With a focus on active learning experiences, our students engage in their studies through projects, study trips, and arts-based programming that enhances the rigorous core curriculum of math, science, and language arts. We are especially proud to be able to offer this diverse curriculum at a time in education when so many of these experiences are considered extracurricular—and have been cut from traditional public schools.

Since its inception in 1998, the Museum School has worked closely with museums, businesses, and educational institutions to expand learning opportunities for all of our students. In doing so, we extend our students' educations well beyond the classroom, opening doors to new ideas and extensive opportunities. Utilizing museum galleries, zoo exhibits, and restaurant kitchens as temporary classrooms, our students gain an insight not available in any textbook, making connections that are relevant and readily accessible. In a typical week, you will find kids engaged in a huge variety of activities, including:

- Learning foundational skills of literacy, math, science and social skills
- Immediately applying those skills in "Department" classes, such as creative writing, drama, zoology, marine science, community service, and kitchen science
- Working with artists and museums on various art and community service projects
- Using cloud computing to collaborate on projects
- Participating in weekly field trips
- Visiting research labs
- Cooking foods
- Performing music, dance, and theater

Through all of the above, our students become well-rounded and academically strong citizens.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	23
Grade 3	26
Grade 4	25
Grade 5	28
Grade 6	25
Grade 7	26
Grade 8	26
Total Enrollment	227

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	2.2
Filipino	0.4
Hispanic or Latino	31.7
Native Hawaiian or Pacific Islander	0
White	54.2
Two or More Races	9.3
Socioeconomically Disadvantaged	16.3
English Learners	3.5
Students with Disabilities	15
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	13	12	12	
Without Full Credential	0	2	2	
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

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

Year and month in which data were collected: January 2018

The school develops instructional materials for a variety of subjects pertaining to "Departments", Language Arts and enrichment classes. The school also adopts textbooks and instructional materials for mathematics based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, mathematics, science, and world languages. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

All textbooks come from state or district lists. The Museum School utilizes current adoption textbooks and materials for mathematics courses in all grade levels. A combination of textbooks and teacher compiled/created materials are used for all other subjects.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Wonders Program from McGraw Hill	Yes	0
Mathematics	K–2 Sadlier Common Core Progress 3-5 Scott Foresman–Addison Wesley enVision Math, Pearson Math 6-8 CMP3, Pearson	Yes	0
Science	3-5 McMillan/McGraw Hill California Earth Science	No	0
History-Social Science			0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Museum School is currently housed in a non-district school facility in Banker’s Hill. The facility was built in 1961 and provides adequate space for teaching and learning. The school uses 13 classrooms including a kitchen, music and dance space, and an art room. The facility is in generally good condition and has undergone recent renovation of three bathroom fixtures, and window box air conditioning units.

The Museum School’s facilities are inspected semi-annually by the staff and annually by the San Diego Fire Department.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1-18-18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1-18-18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1-18-18				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	62	69	54	53	48	48
Mathematics (grades 3-8 and 11)	50	55	42	43	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	153	98.71	68.63
Male	80	80	100	63.75
Female	75	73	97.33	73.97
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	100	57.69
White	82	80	97.56	71.25
Two or More Races	15	15	100	86.67
Socioeconomically Disadvantaged	37	37	100	56.76
English Learners	13	13	100	53.85
Students with Disabilities	30	30	100	50

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	153	98.71	54.97
Male	80	80	100	51.9
Female	75	73	97.33	58.33
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	100	41.18
White	82	80	97.56	59.49
Two or More Races	15	15	100	66.67
Socioeconomically Disadvantaged	37	37	100	43.24
English Learners	13	13	100	30.77
Students with Disabilities	30	30	100	32.14

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	84	74	65	59	60	56

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child’s academic success. There are many opportunities to be involved at their children’s school site, including: governance committees, special events, fundraising events, parent organizations, in classrooms, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

The Museum School has opportunities for parent involvement at many levels. The foremost is being engaged in your child’s school-work, communicating with your child’s teacher, and ensuring that homework is completed. Parents are encouraged to join in classroom activities, chaperone on field trips, and bring their expertise into the classroom.

The Museum School has a Board of Directors that is made up of parents and staff members and a School Site Council that advises the school administration. All parents are welcome to participate in these meetings, which are held approximately every six weeks.

A committed group of parents, community members, and staff members have also initiated a Friends of the Museum School Foundation as a fundraising arm of the school. The Friends of the Museum School produces a variety of events throughout the year to raise the funds necessary to ensure enriching programs are available for all our students.

If you want to get involved, please contact our Office Manager at (619) 236-8712.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.1	1.8	0.8	3.7	3.4	3.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Last Review/Update: August 25, 2017

Last Discussed with Staff: August 25, 2017

Campus safety is the school's top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, the Museum School has a state-mandated individual emergency response plan that is updated annually. School staff members participate in regular emergency-preparedness drills and response training. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the director, school staff members implement specific school-building security procedures. In addition, district and county offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

The Museum School has an enclosed campus that has one gated entry open during the school day. Visitors are required to check in at the school's office during school hours. Students may be eligible for the I'm SAFE Extended Day Program, which takes care of our students before school between the hours of 7 a.m. and 9 a.m. and then after school until 6:25 p.m.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	144
Percent of Schools Currently in Program Improvement	N/A	74.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		1		24		1		87		2	2
1	25		1		25		1		24		3	
2	24		1		26		1		23		3	
3	27		1		26		1		26		1	
4	26		1		27		1		25		1	
5	28		1		25		1		33		1	2
6	27		9		26		7		22	1	8	
Other									32		1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	.9	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	2.6	N/A
Other	0.4	N/A

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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8234	\$2320	\$5914	\$48799
District	N/A	N/A	\$5,218	\$76,603
Percent Difference: School Site and District	N/A	N/A	13.3	-33.7
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	4.2	-35.7

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

Types of Services Funded (Fiscal Year 2016-17)

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering free and appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services

- Transportation
- Maintenance and operations

Funds raised by the Friends of the Museum School also contribute to the school's general fund and help to support enrichment programs such as world music, art, sewing, dance, among others.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary)	\$126,695	\$120,448
Average Principal Salary (Middle)	\$129,317	\$125,592
Average Principal Salary (High)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

The Museum School has set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. Personalized and school-wide plans are developed to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.