School Accountability Report Card
School Year 2018-19
(Published during 2019-20)

A. P. Giannini Middle School

3151 ORTEGA ST, SAN FRANCISCO, CA 94122

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SFUSD School ID # 404   **Calif.School ID #:** 6059828

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It 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 more information about the school, parents and community members should contact the school principal or district office.

DataQuest is an online data tool located 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, graduates, dropouts, course enrollments, staffing and data regarding English learners.

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Located in the SF Sunset district, A.P. Giannini M.S., under the namesake of the founder of Bank of America, has maintained a tradition of excellence for over 50 years. The school has a culturally diverse student body of over 1,200 and uses a wide variety of programs to meet student needs. A.P. Giannini expects to advance the intellectual, social, emotional and physical development of all its students through a core curriculum of English, math, science, history, PE and arts in a safe and supportive environment. Staff will recognize the skill levels, learning styles, and cultural uniqueness of all students and uses technology, hands-on activities and inter-disciplinary instruction to enhance teaching and learning, which also develops literacy and is personally meaningful to all students. tIn alignment with the District's goals as outlined in the Balanced Scorecard, A.P. Giannini's goal is to decrease the predictive power of demographics. The school's Balanced Scorecard goals include : equity, social justice, joyful learning, and service to the community.

Student Enrollment By Grade Level (School Year 2018-19)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	0
1	0
2	0
3	0
4	0
5	0
6	402
7	397
8	389
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	1188

Student Enrollment By Group (School Year 2018-19)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.5
American Indian or Alaska Native	0.3
Asian	56.6
Filipino	2.4
Hispanic or Latino	7.7
Pacific Islander	0.7
White (Not Hispanic)	20.4
Two or More Races	6.1

Socioeconomically Disadvantaged	38.2
English Learners	8.5
Students with Disabilities	13.7
Foster Youth	0.1
Homeless	0.7

Section A (Conditions of Learning) begins on next page.

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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2017-18	*2018-19*	*2019-20*	*2019-20*
With Full Credential	59	57	55	2747
Without Full Credential	8	5	4	345
Teaching Outside Subject Area of Competence	1	4	4	145

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	4	4
Vacant Teacher Positions	0	0	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:
http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			- Entrance/1st Floor Hallway: Missing ceiling tiles at various areas. - 2nd Floor Hallway: Missing ceiling tiles at various areas. - 3rd Floor Hallway: Missing ceiling tiles at various areas. - 4th Floor Hallway: Missing ceiling tiles at various areas. - T-59: Damaged linoleum flooring next to T-59
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			- Entrance/1st Floor Hallway: Out-of-order ceiling lights at various corridor areas. - Cafeteria: Many lights out of order. - 2nd Floor Hallway: Out-of-order ceiling lights at various corridor areas. Exit door holding magnet at ground floor corridor to room 222 - 3rd Floor Hallway: Out-of-order ceiling lights at various corridor areas. - Room 303: Ceiling lights broken (balast) in instrument room closet. - 4th Floor Hallway: Out-of-order ceiling lights at various corridor areas.
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			- Entrance/1st Floor Hallway: Exit door holding magnet at ground floor corridor to rooms 124-126 out of order on one side. - Gymnasium: Holding door magnet for the elevator door on the ground floor to the gym broken.
Structural: Damage, Roofs	X			- Room 403 Computer Lab: Roof leaking.
External: School Grounds, Windows, Doors	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		
Inspection Date	Spring 2019			

Additional Comments:

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Built 50 years ago, A.P. Giannini school building is still the cleanest campus amongst S.F. public schools. The building was renovated in 1996 and has already been upgraded with the required ADA renovation. There are fifty classrooms, which are equipped for specialized subjects such as science, exploratory and/or elective courses (art, music, computer/technology and physical education). The school yard and gymanisium are utilized to address the specific recommendations of the Physical Education Framework. The auditorium, with 600 seats, provides space for school and community functions while the library allows students, parents, and teachers to practice and promote literacy. All restrooms on campus are handicapped accessible.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); 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.

California Assessment of Student Performance and Progress Results for All Students

| | Percent of Students Meeting or Exceeding State Standards | | | | | |
| | School | | District | | State | |
Subject	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	77	79	55	56	50	50
Mathematics (grades 3-8 and 11)	72	70	50	49	38	39

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.

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2018-19)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1146	1128	98.43	1.57	79.26
Male	591	580	98.14	1.86	73.79
Female	555	548	98.74	1.26	85.04
African American	40	39	97.50	2.50	41.03
American Indian/Alaskan	--	--	--	--	--
Asian	653	647	99.08	0.92	81.14
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	85	81	95.29	4.71	59.26
Pacific Islander/Hawaiian	--	--	--	--	--
White	236	230	97.46	2.54	90.43
Two or More Races	74	74	100.00	0.00	79.73
Economically Disadvantaged	437	427	97.71	2.29	70.26
English Learners	310	303	97.74	2.26	65.35
Students with Disabilities	117	101	86.32	13.68	25.74
Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students 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 precentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2018-19)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1146	1128	98.43	1.57	70.39
Male	591	580	98.14	1.86	70.17
Female	555	548	98.74	1.26	70.62
African American	40	38	95.00	5.00	21.05
American Indian/Alaskan	--	--	--	--	--
Asian	653	648	99.23	0.77	75.77
Filipino	18	18	100.00	0.00	38.89
Hispanic or Latino	85	81	95.29	4.71	46.91
Pacific Islander/Hawaiian	--	--	--	--	--
White	236	230	97.46	2.54	78.26
Two or More Races	74	74	100.00	0.00	64.86
Economically Disadvantaged	437	426	97.48	2.52	61.27
English Learners	310	304	98.06	1.94	59.87
Students with Disabilities	117	101	86.32	13.68	19.80
Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: Math 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students 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 precentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
2018-19 Students Enrolled in Courses Required for UC/CSU Admission	19
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
  - Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5			
Grade 7	16.1	30.4	40.2
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Dropout Rate				7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate				86.5	73.1	72.1	83.8	82.7	83

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 - Most Recent Year

This section provides information about the school's comprehensive safety plan.

The school has a safety plan that covers emergency response, staff training, support and safety issues. Staff has received crisis response training and regular drills are held for emergency events. Students and parents are informed as to how to handle natural and/or man-made emergencies. Partnership with community agencies,Sunset Youth Services, Beacon, and SFFD/SFPD, enable us to work on safety and support issues in the school community. Students receive instructions on acceptance of diverse cultures, tolerance, personal responsibility and an understanding of the laws, rules, and regulations of our society and school district. A School Hotline is available for everyone to report unsafe activities. The school has a zero tolerance policy for fighting, assault, battery, and hate violence.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District			State		
Subject	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	1.4	1.8	0.7	1.6	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

This section provides information about opportunities for parents to become involved with school activities.

A.P. Giannini M.S. has an active PTSA whose leaders organize volunteers to provide the school with numerous services such as: active involvement in School Site Council meetings, publishing weekly bilingual PTA bulletin, a Jaguar Education fund to supplement school budget, maintain enrichment programs, and fulfill classroom needs. The family CHOW is the parents' link to the school. As a member of the Safe Passages to Wellness Center she works with parents/guardans and CBOs to help parents navigate the multifacets of the school system, to conduct parent workshops, and to facilitate maximum student engagement in the school's myriad of educational opportunities both in school and and the community.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Tai-Sun Schoeman   **415-759-2770**

Section D (Other SARC Information) begins on next page.

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	29	11	62	20	28	9	76	8	29	11	54	30
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg Class Size	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	11	23	3	22	13	20	3	22	15	14	7
Math	22	13	21	2	22	19	15	2	21	15	23	
Science	26	6	16	9	26	5	20	5	27	4	17	8
Social Science	27	5	16	8	27	6	17	6	26	4	24	2

Academic Counselors and Other Support Staff (School Year 2018-19)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	294.25
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

This table displays a comparison of the school's per pupil expeditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,103	$1,036	$5,067	$73,379
District	----	----	$5,067	$73,379
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	$7,506.64	$82,403
Percent Difference - School Site and State	----	----	-33%	-11%

Types of Services Funded (Fiscal Year 2018-19)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A.P. Giannini offers a wide range of programs and supplementary services. All 6/7th grade students take Berkeley Algebra Readiness Exam for placement in honors math in 7th/8th grade. . English honors classes are offered to 7/8th graders. All social studies and science classes are heterogeneously grouped. The Unified Arts program offers band, orchestra, choir, art and drama. Other electives include an ALEKS mathsoftware program(also used by other math classes), AVID(Advancement Via Individual Determination),. a college prep class, academic literarcy, and creative writing. Some students take reading and a Slingerland Program as their elective. There is an ELL and Special Education program servicing the diverse needs of our student population. Many community based organizations including Beacon, Sunset Youth Services (SYS), Bayview Hunters Point Foundation, offer supplemental services for students' social, emotional, and academic needs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at: http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,028	$48,612
Mid-Range Teacher Salary	$77,010	$74,676
Highest Teacher Salary	$96,368	$99,791
Average Principal Salary (Elementary)	$114,660	$125,830
Average Principal Salary (Middle)	$120,566	$131,167
Average Principal Salary (High)	$124,586	$144,822
Superintendent Salary	$310,000	$275,796
Percent of Budget for Teacher Salaries	33	34
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2018-19)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.