

Junipero Serra Elementary School Home of the Pintos

Teaching & Learning Board Presentation

March 12, 2026



Teresa Sampayan, Proud Pinto Principal

<https://juniperoserra.ssfusd.org/>

Our Strategic Plan describes our **Core Values** & the **Strategic Priorities** we will focus on to bring our **Portrait of a Graduate** to life

Core Values



Strategic Priorities / LCAP Goals



Portrait of a Graduate

C

Community is our strength

A

Authentic relationships matter

R

Resilience propels us forward

E

Equity is our north star

PRIORITY



Exceptional Instruction

PRIORITY



Engaged Students

PRIORITY



Purposeful Partnerships

PRIORITY



Empowered Educators

PRIORITY



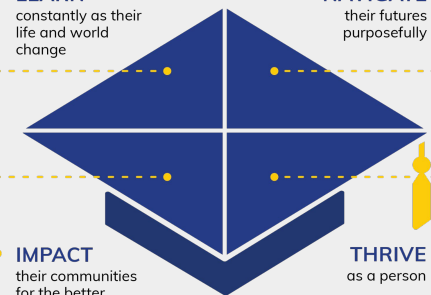
Equity-Centered Systems

LEARN

constantly as their
life and world
change

NAVIGATE

their futures
purposefully



IMPACT

their communities
for the better

THRIVE

as a person



Our three priorities are aligned to our strategic plan



Exceptional Instruction



Acad. Discourse

Math



Engaged Students



Belonging & Wellbeing



Purposeful Partnerships

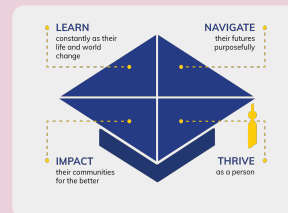


Empowered Educators



Equity-Centered Systems

**Our Vision:
Portrait of a
Graduate**



**& aligned grade-level
learner progressions**



JS Priorities Are Aligned with Strategic Priorities

OUR MISSION

At Junipero Serra Elementary School, we are educating an inclusive community to be independent learners who are kind, always improving, and prepared for their future.

2025-2026 JS Priorities

Focus on math achievement

Focus on enhancing academic discourse

Focus on belonging and wellness

Focus on ELD

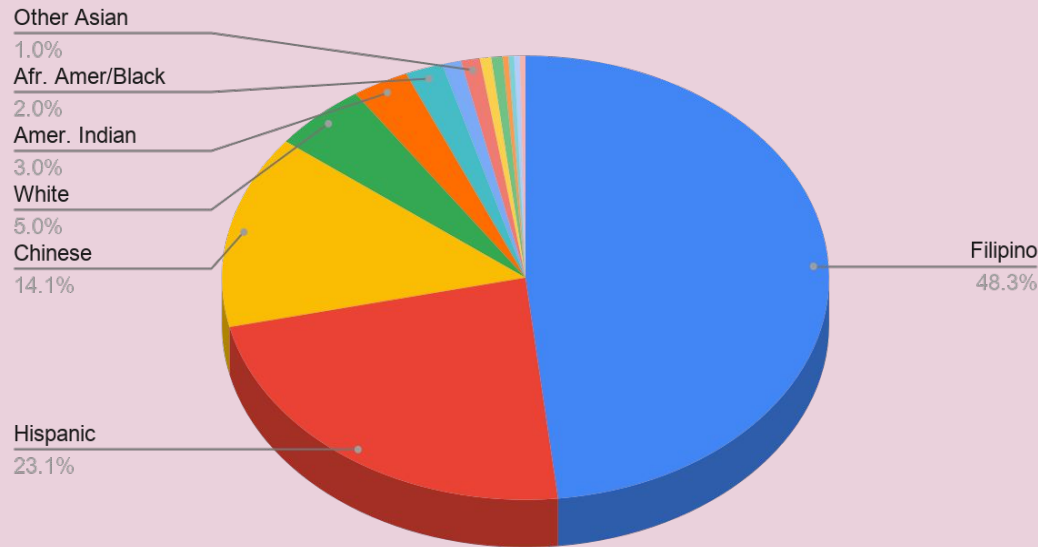
Strategic Priorities/LCAP Goals

- ★ Exceptional Instruction
- ★ Engaged Students
- ★ Purposeful Partnerships

The vision of Junipero Serra is to inspire a passion for learning while building character.



JS Student Demographics



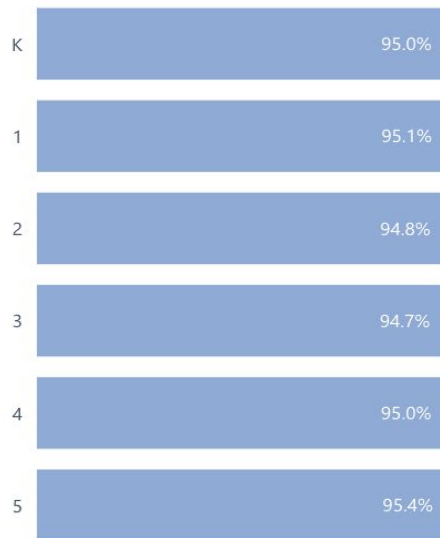
Student Group	#	%
Female	129	41%
Male	183	59%
Multi-Lingual Learners (EL)	55	18%
Redesignated (RFEP)	15	5%
Students with Disabilities	95	30%
Socio-economically Disadvantaged	114	37%

Grade	PreK/TK	K	1st	2nd	3rd	4th	5th	Total
# Students	12	60	50	39	56	49	46	312



JS Attendance Snapshot as of 2/26/2026

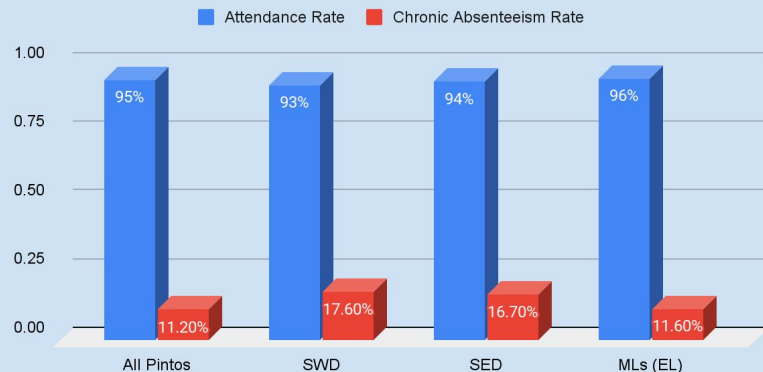
Attendance by Grade



Attendance Rate

95.0%

Attendance Rate & Chronic Absenteeism Rate for Student Groups



Ruby Bridges Walk
To School Day



Attendance Comparison 23-24, 24-25, and 25-26 YTD



	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Average Daily Attendance										
23 -24 ADA	98.3%	96.9%	95.4%	95.0%	94.8%	94.8%	94.6%	94.4%	94.5%	94.6%
24-25 ADA	99.1%	97.2%	96.4%	96.2%	95.5%	94.8%	94.7%	94.7%	94.8%	94.8%
25-26 ADA YTD	99.3%	96.8%	96.1%	95.9%	95.2%	94.7%	94.8%	TBD	TBD	TBD
Chronic Absenteeism										
21-22	22-23	Diff. prior year	23-24	Diff. prior year	24-25	Diff. prior year	Diff. since 2021-22			
33.0%	23.8%	-9.2%	13.0%	-10.8%	12.0%	-1.0%	-21.00%			



CAASPP Summative: 2024-25 Snapshot



Character Trait
Growth Mindset

ELA

+4%
from 2024

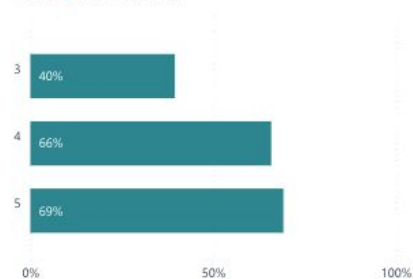
59%

Students Met/Exceeded

+/-

% Met/Exceeded by Grade Level - ELA

State Junipero Serra Elem.



n = 139

Math

+12%
from 2024

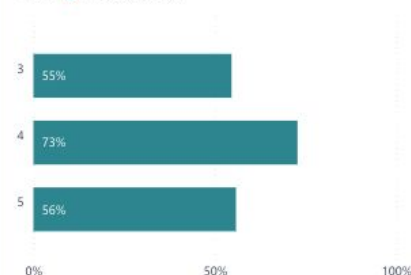
61%

Students Met/Exceeded

+/-

% Met/Exceeded by Grade Level - Math

State Junipero Serra Elem.



n = 140

Science

+12%
from 2024

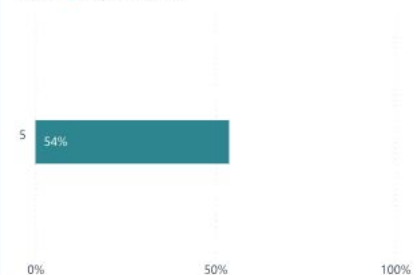
54%

Students Met/Exceeded

+/-

% Met/Exceeded by Grade Level - Science

State Junipero Serra Elem.



n = 52



CAASPP Summative 2024-25 Disaggregated by Student Subgroup

2nd gr morning mtg



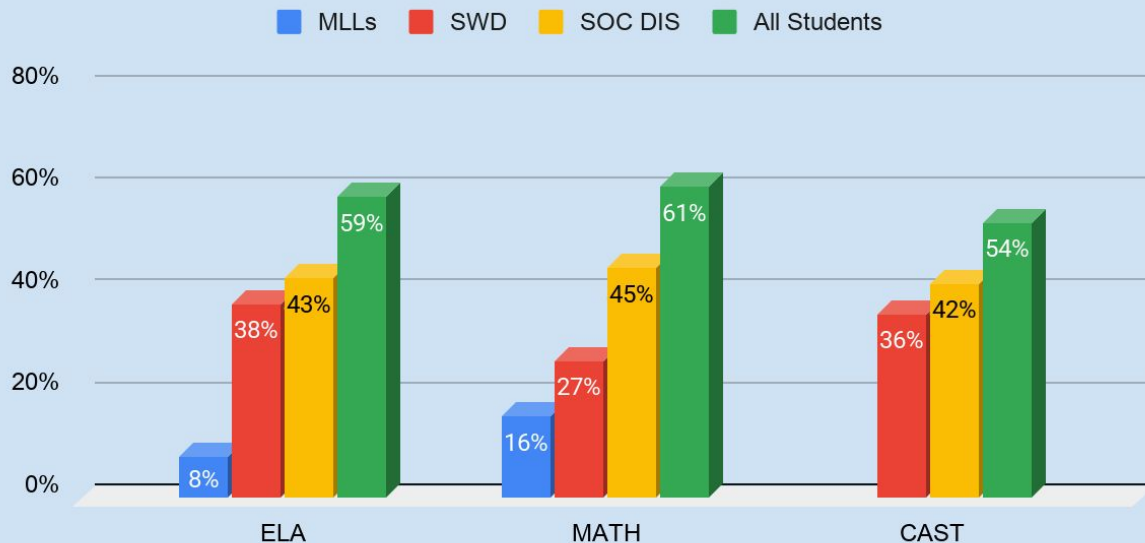
4th/5th gr
deliberation



Kinder math
talks-partner share



Met or Exceeded

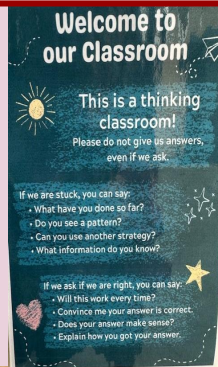


CAASP Testing 2024-25



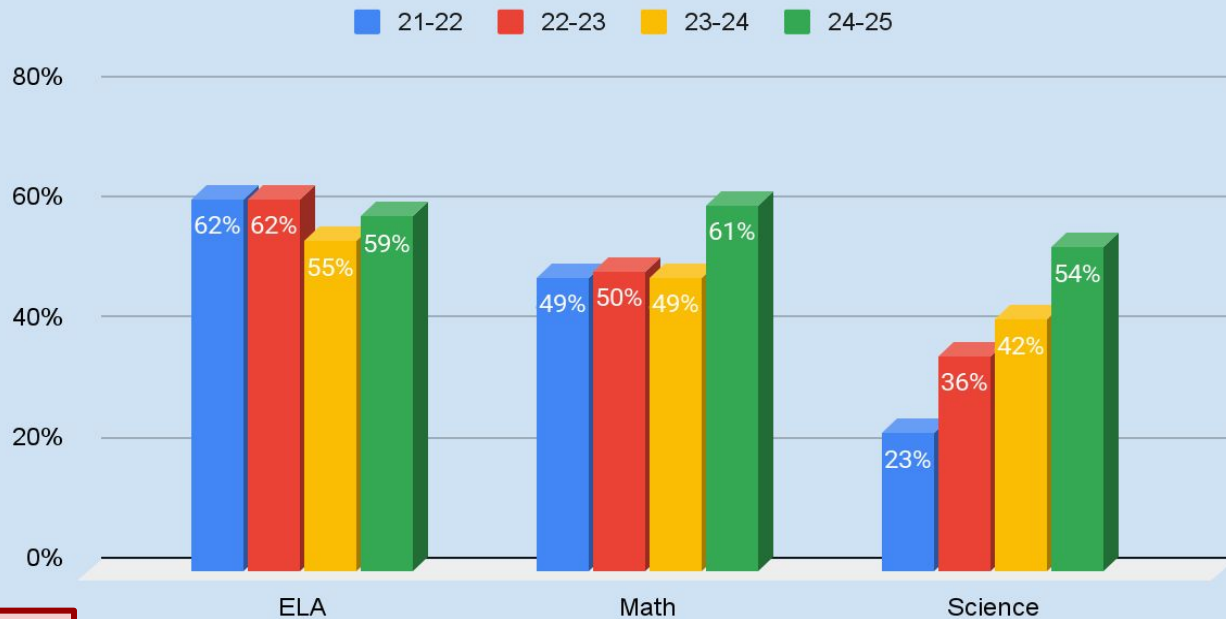
4 year CAASPP Data Comparison

4th gr Thinking Classroom notice

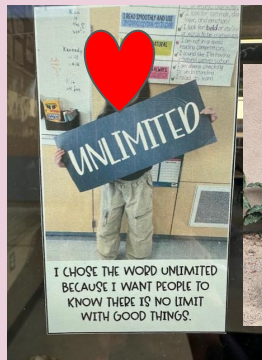


Lawrence Hall of Science Day

Met or Exceeded



DIBELS Data 2025-26 SY

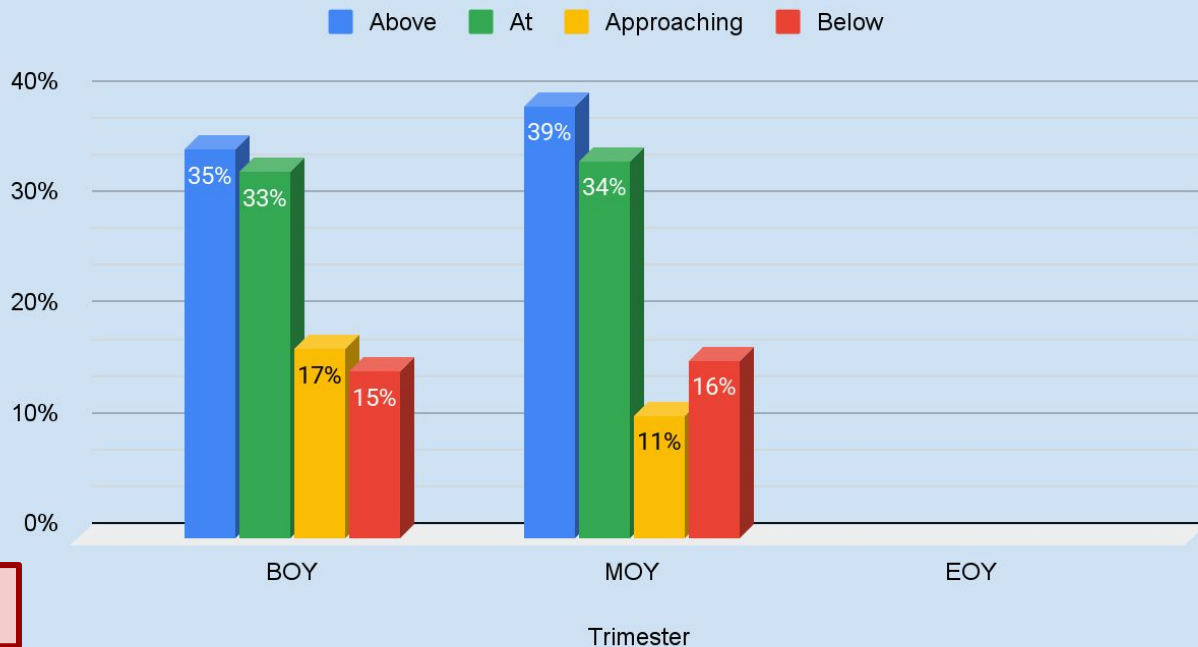


2nd Gr Reading
on Buddy Bench

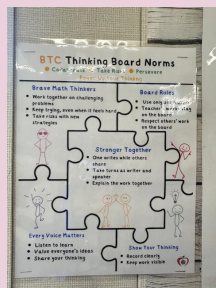
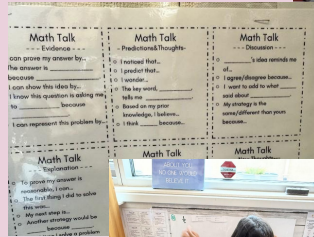
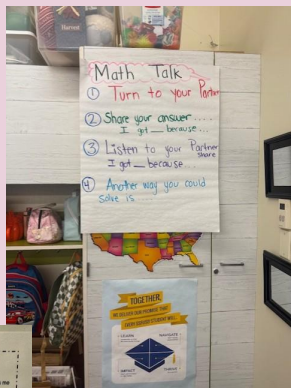
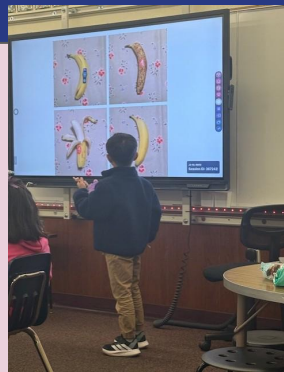


Kinder Alphabet Fashion Show

Dibels All School Data 2025-26

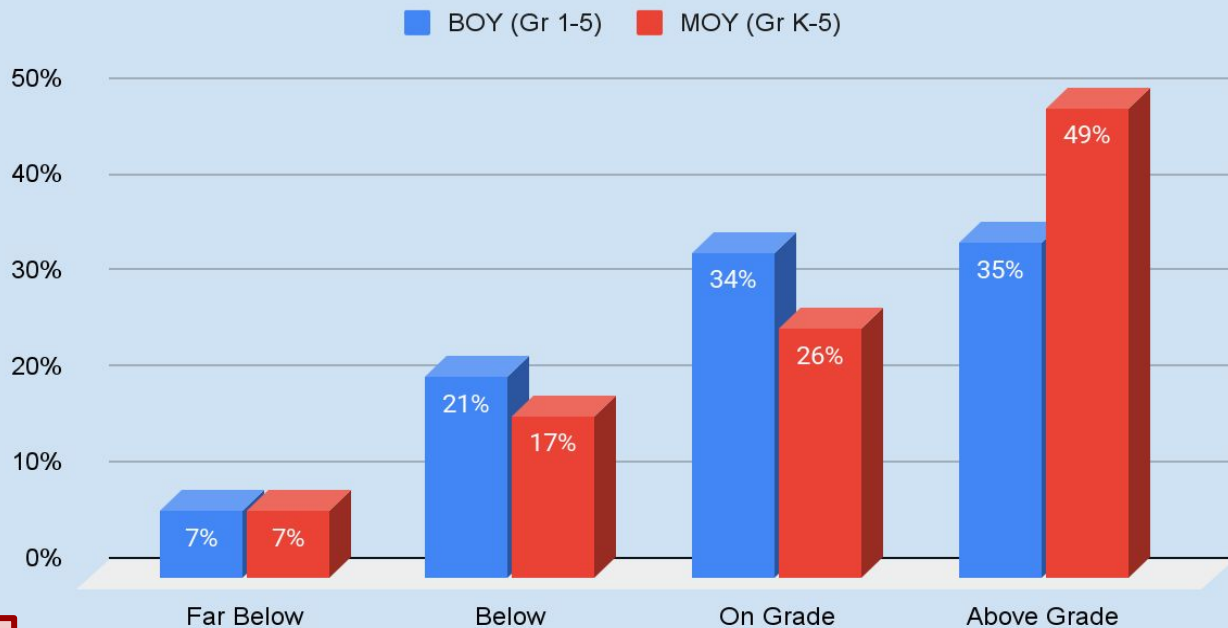


2025-26 SY IXL Math Data ~ Level UP Diagnostic Windows



Math Talks & Partner scaffolds

BOY (Gr 1-5) vs MOY (Gr K-5)



ELPAC Summative Overtime

Listening/Speaking

- Academic Discourse
- Book Talks
- Literature Circles

Reading/Writing

- Morphology
- Vocabulary

Designated ELD

Math Discourse scaffolds

Accountable Talk

AGREEMENT

I agree with ____ because...

I like what ____ said because...

Adding to what ____ said...

I think ____'s point is valid because...

CLARIFICATION

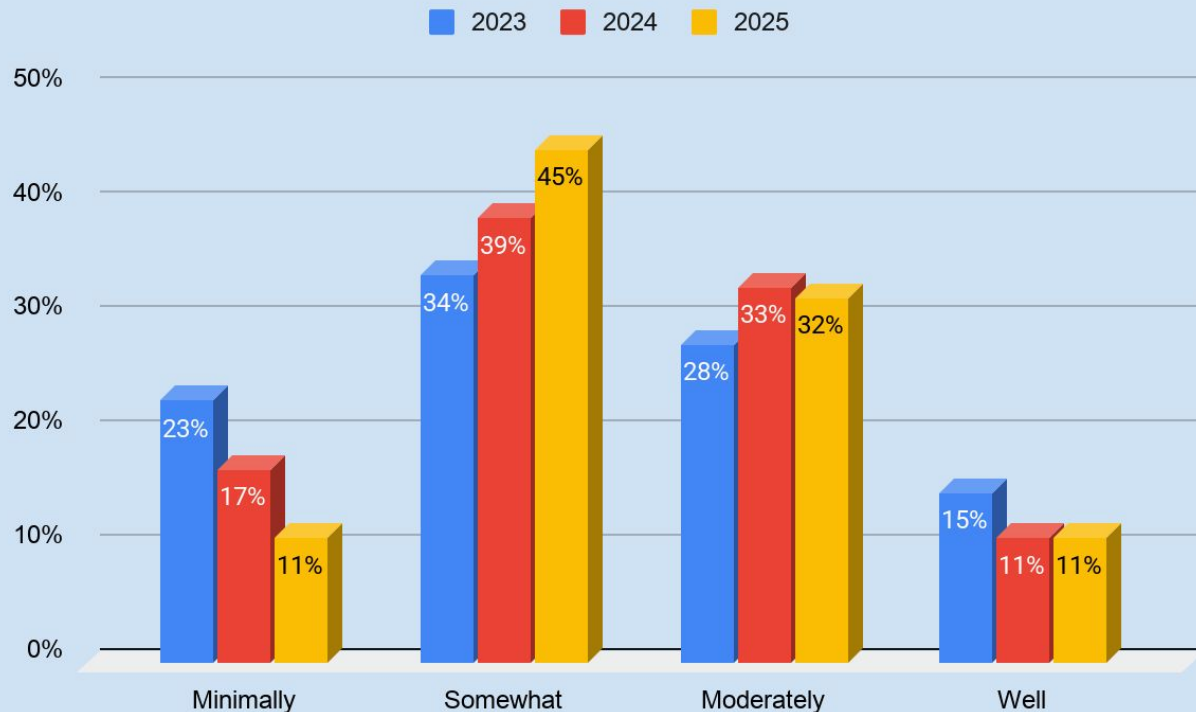
Can you give me an example?

What is your evidence?

DISAGREEMENT

I see it differently because...

I agree that ____, but we also have to consider...



Early Detection/Early Intervention...Student Support

- Student Assistance Program (SAP) Days
- Attendance Meetings
- Home Visits
- Collaboration: Data Dives



Look at your student scores, list names of students

Scored far below grade level (red):

Scored below grade level (yellow):

Scores went down from BOY to MOY:

Scores seem stagnant from BOY to MOY:

Examining Sub-Skill Instruction & Setting Goals

Teacher: [redacted]
Grade: 4th
School Year: 2025-2026

1. Examine the Class Progress Graphs.
2. List the sub-skill area where students showed the most growth and celebrate.
3. List the sub-skill area where students showed the least growth. Make this a class goal. If more than one sub-skill area has a similar lack of growth, determine the one that needs to be addressed first.

Lowest (Goal):
Basic Comprehension of Below Benchmark Students

Plan for next steps

- 1) List a group of students you you'd like to focus on:
- 2) What additional data do you need in order to diagnose the problem? Do you need more assessment data, do you need to look more closely at their IXL data, etc?
- 3) What are your next steps for supporting the students listed above? Feel free to email Rebecca if you'd like her help.

Targeted small group instruction:
UFLI SIPPS SPIRE
Orton-Gillingham Approach
Touch Math



Engaged Pintos **Learn** Constantly As Their Lives and World Change

SW POG Self
Portraits

5th gr
Science

1st gr mosquito life cycle exploration

Kinder math
talks

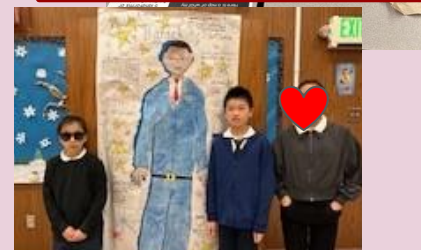
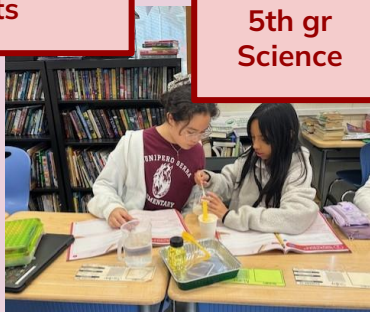
2nd gr land formations

2nd gr
math talks

4th gr
prob. solv.

3rd gr math

4th gr Black History Month
presentations



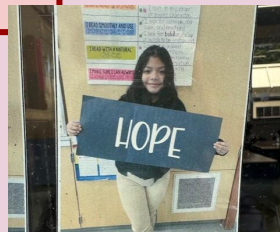
JS Pintos Thrive



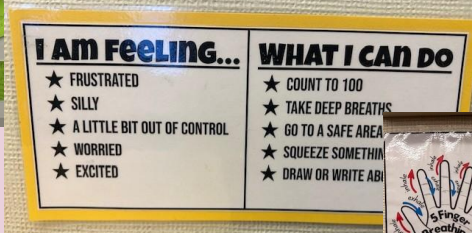
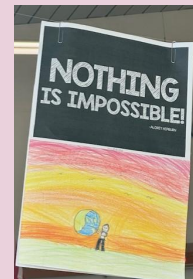
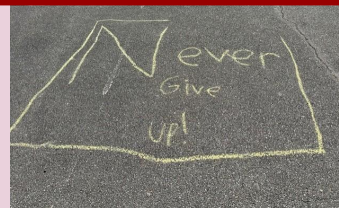
Connection to home



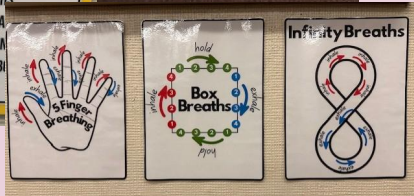
Zones of Regulation
check-ins



Overcoming obstacles



Zones of Regulation
Tools



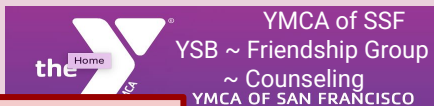
4th Gr Goals for 2026



JS Student Advisory Council



Legarza
PE



YMCA of SSF
YSB ~ Friendship Group
~ Counseling
YMCA OF SAN FRANCISCO

Mental well-being

JS Pintos Thrive ~ Belonging

Diversity Day



Pinto Families Read Across JS



Student Led Assemblies



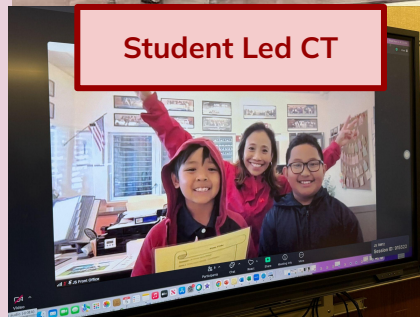
Girls on the Run



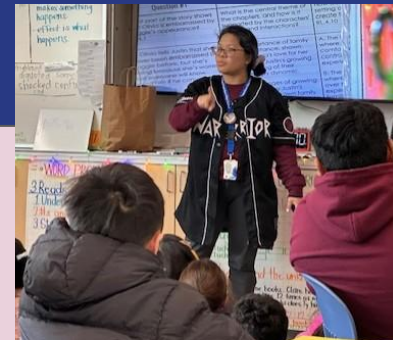
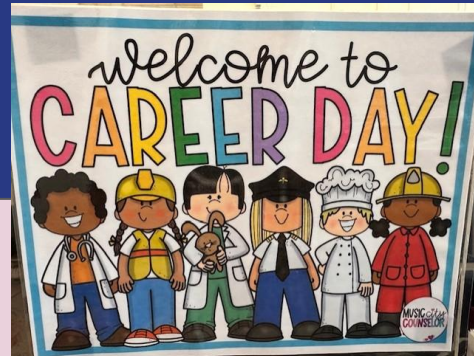
Autism Acceptance



Student Led CT



JS Pintos **Navigate** their Future



JS Pintos **Impact** their Community for the better



JS SAC Partnership



JS SAC Think Together Project



4th gr Black History Month Project

Central Questions/Topics:

- Should students have cellphones in school?
- At what age should students have social media?
- Should JS be a uniform school?
- How much screen time should students have?



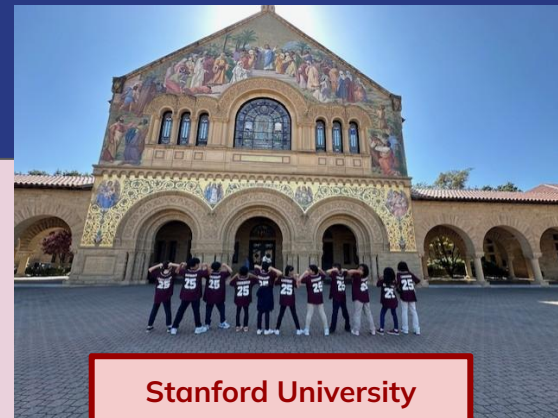
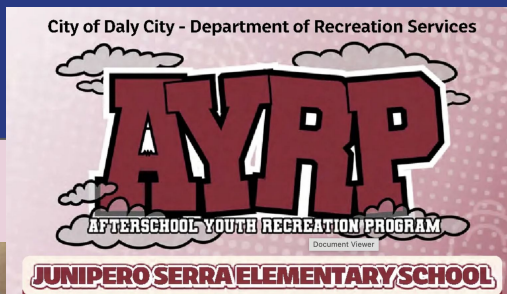
Purposeful Partnerships



SSFHS Baile Folklórico



Boy Scout Troop #14



Stanford University



JS PTA



DC Police Dept.



ECHS Volunteers



SSFHS Leadership





FELT GRATITUDE for our JS VOLUNTEERS



Mr. Joel Borlaza

Ms. Aileen Deocampo

Ms. Mel Ha

Ms. Rachel Freyre Breiz

Mr. Aaron Burgos



405 Years of Collective Teaching Experience



felt gratitude for an AMAZING Team!



Team Pintos are committed to the success of our Pintos!

Khop Chai شُكْرًا СПАСИБО
감사합니다 ဝံ့ပုဂ္ဂိုလ် Khob Khun
Salamat Ua Tsaug تَعَزُّ
Děkuji Thank You تشكر
चन्यवाद Xièxiè ありがとう म्गर्मो
चन्यवाद 謝謝 نَشْكُرْ

