Buri Buri Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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/.

2025-26 School Contact Information

School Name	Buri Buri Elementary School
Street	325 Del Monte Avenue, South San Francisco, CA 94080
City, State, Zip	South San Francisco, CA 94080
Phone Number	650.877.8776
Principal	Cregg Ramich
Email Address	cramich@ssfusd.org
School Website	https://ssfusd-buriburi.edlioschool.com/
Grade Span	K-5
County-District-School (CDS) Code	41690706045041

2025-26 District Contact Information

District Name	South San Francisco Unified School District
Phone Number	650.877.8700
Superintendent	Shawnterra Moore, Ed.D.
Email Address	smoore@ssfusd.org
District Website	www.ssfusd.org

2025-26 School Description and Mission Statement

Vision Statement: At Buri, all members commit to ensuring high levels of learning in a caring community.

Buri Buri's regular educational program includes ongoing school assessments, including integrated theme and chapter tests, and writing prompts to monitor progress towards improved achievements for under-performing students. Parents are involved during Parent Conference week, PTA information nights, SEL Parent Nights, Literacy events, and Student Study Team (SST) meetings. Under-resourced students receive the following services and interventions in the regular education program:

- Targeted Proficiency-based reading groups that support foundational skill development and Reading Comprehension.

2025-26 School Description and Mission Statement

- Diversified instruction including Math intervention supports 3-4 sessions weekly (involving multiple modalities, flexible grouping, interactive learning opportunities, modifications and individualized lessons)
- Student Study Team individualized plans that lead to Tier 2/3 Social/Emotional Zones of Regulation support, referrals to YSB counseling, Academic support in the class
- English Language Development program
- Grade level and cross-grade team teaching for specific skills (phonics, leveled reading practice, math, etc.)

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	99
Grade 2	80
Grade 3	88
Grade 4	94
Grade 5	105
Total Enrollment	584

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
Asian	20.2
Black or African American	0.2
Filipino	17
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	1.2
Two or More Races	10.1
White	13.2
English Learners	14.2
Homeless	0.9
Migrant	0.5
Socioeconomically Disadvantaged	28.9
Students with Disabilities	16.6

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.

2021-22 Teacher Preparation and Placement

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)	25	87.75	364.5	83.29	234405.2	84
Intern Credential Holders Properly Assigned	1	3.51	8.1	1.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.1	4.61	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.3	0.77	11953.1	4.28
Unknown/Incomplete/NA	2.4	8.74	41.4	9.47	15831.9	5.67
Total Teaching Positions	28.4	100	437.6	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	23.8	91.69	366.3	86.19	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	10.3	2.44	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.1	8.31	43.2	10.18	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.5	1.06	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.5	0.12	14303.8	5.15
Total Teaching Positions	25.9	100	425.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	25.8	95.7	343.1	76.78	230039.4	100
Intern Credential Holders Properly Assigned	0	0	9.9	2.22	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	4.3	73	16.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.1	0.47	12112.8	4.34
Unknown/Incomplete/NA	0	0	18.6	4.18	13705.8	4.91
Total Teaching Positions	26.9	100	446.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	2.1	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2.1	1.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	11.1	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)	13.1	9.3	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected	August 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	McGraw Hill Wonders/2017	0%
Mathematics	Houghton Mifflin Harcourt Math Expressions/2015 TK-2 and 2021 IM Illustrative Math 3-5	0%
Science	TWIG Science (Imagine Learning, 2022)	0%
History-Social Science	Pearson Scott Foresman - CA History Social Science/2006	0%
Health	Family Life Adopted - The Puberty Workshop and Curriculum/2016	0%

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

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements
Buri Buri Elementary School was demolished in 2014.
Architectural planning for replacing the entire school occurred during the 2014 school year. Local bond funds were used. Construction has begun and the new school has been occupied by students in the 2015 school year. A new Multi-Purpose Room has been completed and is occupied as of November 2017. The new Library/Exploratorium has been completed in early 2018 along with landscaping, staff parking lot. In 2020, the new youth baseball/soccer field and a walking track around the perimeter of the fields were completed.
School Facility Good Repair Status
Using the most recent 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: September 2025
- The Overall Rating: 98.92%

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	September 2025

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

Overall Facility Rate

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 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	63	65	49	49	47	48
Mathematics (grades 3-8 and 11)	60	68	38	39	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	281	98.25	1.75	64.77
Female	137	135	98.54	1.46	65.93
Male	149	146	97.99	2.01	63.70
American Indian or Alaska Native	0	0	0	0	0
Asian	59	59	100.00	0.00	77.97
Black or African American	0	0	0	0	0
Filipino	45	45	100.00	0.00	80.00
Hispanic or Latino	114	109	95.61	4.39	48.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	57.69
White	38	38	100.00	0.00	76.32
English Learners	37	34	91.89	8.11	14.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	81	95.29	4.71	39.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	50	98.04	1.96	22.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	284	99.30	0.70	67.96
Female	137	135	98.54	1.46	65.93
Male	149	149	100.00	0.00	69.80
American Indian or Alaska Native	0	0	0	0	0
Asian	59	59	100.00	0.00	88.14
Black or African American	0	0	0	0	0
Filipino	45	45	100.00	0.00	80.00
Hispanic or Latino	114	112	98.25	1.75	51.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	57.69
White	38	38	100.00	0.00	76.32
English Learners	37	37	100.00	0.00	29.73
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	84	98.82	1.18	44.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	51	50	98.04	1.96	34.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.71	50.49	33.08	34.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	103	103	100.00	0.00	50.49
Female	58	58	100.00	0.00	51.72
Male	45	45	100.00	0.00	48.89
American Indian or Alaska Native	0	0	0	0	0
Asian	20	20	100.00	0.00	75.00
Black or African American	0	0	0	0	0
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	45	45	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	60.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	12.50

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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
Grade 5	98.0%	97.1%	99.0%	99.0%	97.1%

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.

2025-26 Opportunities for Parental Involvement

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 school site.

Opportunities for Parental Involvement - (School Year 2025-26) PTA, SSC, ELAC, Volunteering for School events, field trips and supporting classroom teachers.
Contact person's name: PTA President Rhonda Orr
Best way to reach contact person:
Parents who wish to communicate with the PTA , Ms. Orr can be reached by email buriburipta@gmail.com, leave a message with school at 650-877-8776, or by leave a message in the PTA box at the school site.

Description of organized opportunities for parental involvement during 2025-26
Parents and the community are very supportive of the educational programs in the South San Francisco Unified School District. The Parent Teacher Association (PTA) plays an active role in the community and at each school site through parent support and education, fundraising, and special activities. The PTA activities include guest speakers, family events, and holiday programs.

The English Language Advisory Council meets several times a year with our SSC to discuss school needs, attendance and the English Language Development Program at Buri Buri. Parents of Bilingual Learners are encouraged to attend. The School Site Council consists of 2 elected parent representatives, 2 teacher representatives, ELAC parents, a Classified employee representative and the Principal, and the agendas and the meetings are public.

To learn more about specific opportunities for getting involved, please
contact the school principal, Cregg Ramich, at 650-877-8776 or cramich@ssfusd.org

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	598	592	21	3.5
Female	292	288	12	4.2
Male	306	304	9	3.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	117	116	1	0.9
Black or African American	--	--	--	--
Filipino	97	97	1	1.0
Hispanic or Latino	232	229	10	4.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	60	60	2	3.3
White	79	77	7	9.1
English Learners	94	93	5	5.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	190	190	8	4.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	115	3	2.6

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: 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	3.94	3.3	2.64	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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.

2025-26 School Safety Plan

School Safety Plan
Date school safety plan was last reviewed and updated: September 29, 2025
Date school safety plan was last discussed with school faculty: October 22 2025
Date school safety plan was discussed and approved by SSC: October 29, 2025

Brief description of the key elements included in the 2025-26 safety plan:
The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addressed the four phases of an emergency planning: mitigation, preparedness, response and recovery. The plan identifies members of the school's emergency response team, their roles and responsibilities, and their lines of communication with the district's emergency response team. Emergency policies and procedures and the location and inventory of the school's first aid and emergency supply kits are detailed. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management handbook. New to the Site safety plans lately are Child Abuse reporting procedures, the SSFUSD Expectations for school Success, and the Suicide reporting procedures and reporting forms.

Buri Buri students are supervised before school by their teachers. During the day, teachers and noon supervisors supervise students in the cafeteria and on the playground. Visitors to the school must sign in at the office where they are provided a visitor sticker to wear. All school staff members watch to make sure visitors are wearing these stickers when on campus. All gates are locked during school hours and visitors must enter in the office to contact any student or visit a classroom or the school grounds.

Buri Buri Elementary School was established at the current site in 1950. There were additions to the campus built in 1951 and 1952. The school has 32 teaching rooms located in six buildings providing education for grades TK – 5. There is a multipurpose room, a library-media center, and administrative offices. The campus includes 25 fully functional communal toilets, which are cleaned daily, or more if needed. Buri Buri Elementary School was replaced, opening new buildings in the fall of 2015 and finished in the Winter and Spring of 2017 with the completion of the new MPR, library, staff parking lot, and exploratorium. This year the new youth baseball/soccer field has been constructed along with the walking track around the perimeter. The strong and skilled custodial team of 3 full time employees insures that the facilities are well maintained and a scheduled maintenance program is administered by the district.

The district takes great effort to insure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to the school in good repair and working order are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district's governing board has adopted cleaning standards for all schools in the district. A summary of those standards is available at www.ssfusd.org.

The district participates in the State School Deferred Maintenance Program, which provided state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air filtration, electrical systems, interior and exterior painting, and flooring.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	5	1	0
1	16	2	3	0
2	17	2	4	0
3	24	1	3	1
4	29	0	3	0
5	20	1	4	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	4	0
1	16	5	0	0
2	17	3	2	0
3	19	1	4	0
4	24	1	3	0
5	28	0	3	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	4	
1	20	1	4	
2	16	5		
3	18	1	4	
4	19	2	3	
5	21	2	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$18,759.00	$1,760.00	$9,372.00	$99,094.16
District	N/A	N/A	$7,627	$99,877.48
Percent Difference - School Site and District	N/A	N/A	20.5	-0.8
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-17.3	-1.0

Fiscal Year 2024-25 Types of Services Funded

Below is a list of funding sources for the 2025 - 2026 school year: Peer Assistance and Review; Part A – Basic Grant:Title II, Part A – Teacher Quality; School and Library Improvement Block Grant; Federal, Vocational and Applied Technology Educational Act; Federal Special Education, Entitlement per UDC; Class Size Reduction; Special Education Master Plan;

Fiscal Year 2024-25 Types of Services Funded

Special Education Transportation; Expanded Learning Opportunity Grant: Local Control Funding Formula (LCFF); Prop 28; Instructional Materials.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,912	$62,145
Mid-Range Teacher Salary	$95,687	$97,088
Highest Teacher Salary	$121,573	$120,436
Average Principal Salary (Elementary)	$159,480	$151,343
Average Principal Salary (Middle)	$165,850	$159,514
Average Principal Salary (High)	$250,077	$177,261
Superintendent Salary	$313,950	$294,805
Percent of Budget for Teacher Salaries	28.37%	29.95%
Percent of Budget for Administrative Salaries	5.33%	5.4%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All teachers in the South San Francisco Unified School District have the opportunity to participate in formal, full-day professional development days scheduled as part of the district calendar.
Professional Development days of 25-26 focused on Portrait of a Graduate and Strategic Plan implementation, Academic Discourse, Math Implementation, Equity in Education, Data Informed Instruction, Math Intervention Strategies, Supporting Collaborative groups in the Cycle of Inquiry around Common Formative assessments focused on Priority Standards.

Staff members were encouraged to attend workshops outside of school and share information and learning with fellow staff members. In addition, the principal used considerable staff meeting time for training on collaboration, engagement strategies, intervention strategies, and provided opportunities for site experts to demo and teach their colleagues.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3