

# SIMI VALLEY UNIFIED SCHOOL DISTRICT

101 W. Cochran Street • Simi Valley, CA 93063 • (805) 306-4500 • www.simivalleyusd.org



## HOLLOW HILLS FUNDAMENTAL SCHOOL

A CALIFORNIA DISTINGUISHED SCHOOL

828 Gibson Avenue, Simi Valley, CA 93065 (805) 520-6720

Heather Godfrey, Principal

Website: www.hollowhills.simivalleyusd.org / Twitter: @HollowHillsEL1

# SCHOOL ACCOUNTABILITY REPORT CARD

2023-24 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2025

## PRINCIPAL'S MESSAGE

At Hollow Hills, our fundamental purpose is to create a supportive, caring and fun learning environment where all students will learn at high levels while acquiring the knowledge and skills necessary for each student to achieve their personal best.

As a STEAM school we infuse Science, Technology, Engineering, the Arts and Mathematics into the daily curriculum. Our designated STEAM Lab gives students a space to design, create, and build solutions for many different problems and activities. These problem-solving skills are highlighted at our annual Family STEAM Night where students and their families are able to create, explore, design and complete STEAM challenges together.

Hollow Hills takes pride in teaching the Medal of Honor character education program in all grade levels. Our students strive to emulate the six core values of the Medal of Honor program in their daily lives, by demonstrating courage, commitment, integrity, citizenship, sacrifice, and patriotism. Students are recognized quarterly for demonstrating these qualities on campus. Local leaders such as the mayor, chief of police and members of the school board join us to speak at these awards assemblies, providing real life examples of these values in action.

Civic engagement is a priority in Golden Bear Country. In addition to the guest speakers who attend our Medal of Honor awards programs, students learn the importance of civic engagement through participation in K-Kids, a branch of the Kiwanis organization for elementary schools, which provides opportunities for service learning. Our active student council/government provides leadership opportunities on campus, empowering students to make decisions which positively impact school culture and serve their fellow Golden Bear students.

Hollow Hills teachers and staff take time and care to build positive relationships with students, working together to support the learning of all students. Teachers take pride in their "Professional Learning Community," a community who works together using student data to not only drive instruction but to also differentiate instruction to meet the needs of each student. With a focus on student learning, teachers concentrate not simply on teaching standards but in responding to student learning, providing enrichment/expansion opportunities or intervention/acceleration based on student need.

While the work of teaching essential standards in core subjects is of vital importance, emphasis is also placed on students' social emotional learning and growth mindset. Teachers use "Morning Meetings" and check-ins with students to create a positive and supportive classroom culture. Students carry the lessons learned in the classroom on topics such as resilience, conflict resolution, kindness and inclusion onto the playground and into the community. Our Elementary Counselor works closely with teachers and staff, supporting students who may need additional resources while on campus. We are proud of the culture we intentionally build daily, supporting students to become the best potential version of themselves.

Hollow Hills is fortunate to have a highly active PTA who work together to enhance the basic curriculum for all students. Programs such as Great Works of Art, ceramics, and music provide experiences students would not have if not for our active parent community. In addition to the classroom program where students are introduced to music by learning to play the recorder, glockenspiel and ukulele, we offer an afterschool band program. Our partnership with Royal High School allows students to participate in beginning, intermediate, or advanced band afterschool. In addition to the programs listed above, our thriving volunteer community of parents assist with our PE program, library, Red Ribbon Week, Junior Olympics, Field Day and Variety Show. Expanded opportunities for our students both inside and outside the classroom makes Golden Bear Country a truly special place to grow.

The theme at Hollow Hills is "Better Together" which reflects the school philosophy. This philosophy is embraced by Golden Bears of all ages. Together, parents, teachers, staff, and students create a school where students thrive academically while also being exposed to many co-curricular opportunities exclusive to Hollow Hills. We look forward to a productive, fun, memorable and rewarding school year.



## BOARD OF TRUSTEES

Kristina Pine, President  
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## DISTRICT ADMINISTRATION

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Ron Todo  
Assistant Superintendent  
Business & Facilities  
  
Julie Ellis  
Assistant Superintendent  
Personnel Services  
  
Sean Goldman  
Assistant Superintendent  
Student Support Services  
  
Dr. Jerry Block  
Assistant Superintendent  
Schools and Programs  
  
Dr. Jamie Snodgrass  
Assistant Superintendent  
Instruction & Pupil Services

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## DISTRICT & SCHOOL DESCRIPTION

### SIMI VALLEY UNIFIED SCHOOL DISTRICT

Simi Valley Unified School District offices are located in the northwest region of the city of Simi Valley. During the 2023-24 school year, the district's eighteen elementary schools, three middle schools, three comprehensive high schools, one continuation school, and one alternative/independent study school served a total of 15,677 students in grades TK-12. The district's student population is comprised of 11.9% identified as English learners, 13.4% receiving special education services, 0.3% foster youth, 1.8% homeless youth, and 45.2% enrolled in the Free & Reduced-Price Meal program.

### OUR PLEDGE

Their path.

Our pledge.

From here to anywhere.

More than a promise, it's a commitment.

To our town.

Our schools.

Our students.

Our community.

To empower ALL students to become the best potential versions of themselves.

Their path starts in Simi Valley Schools and our pledge starts now.



### HOLLOW HILLS FUNDAMENTAL SCHOOL

During the 2023-24 school year, Hollow Hills Fundamental School served 645 students in grades K-6. Student enrollment included 7.4% receiving special education services, 6.5% qualifying for English learner support, 0.3% homeless, and 38.6% enrolled in the Free & Reduced-Price Meal program.

Student Enrollment by Student Group and Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	46.0%	TK	0
Male	54.0%	Kindergarten	94
Non-Binary	0.0%	Grade 1	95
American Indian or Alaskan Native	0.0%	Grade 2	94
Asian	8.1%	Grade 3	95
Black or African American	0.6%	Grade 4	99
Filipino	2.6%	Grade 5	99
Hispanic or Latino	36.0%	Grade 6	69
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	9.3%		
White	43.4%		
English Learners	6.5%		
Foster Youth	0.0%		
Homeless	0.3%		
Migrant	0.0%		
Socioeconomically Disadvantaged	38.6%		
Students with Disabilities	7.4%		
		Total Enrollment	645

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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;
- School facilities are maintained in good repair

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 alternative achievement standards, which are linked with the Common Core State Standards (CCSS); 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 sequences or programs of student.

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

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

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

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

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

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

### Opportunities to Volunteer

- Ceramics
- Chaperone Field Trips
- Classroom Helpers
- Computer Lab Assistants/STEAM
- Collaboratory Assistants
- Fundraising Activities
- Great Works of Art Docents
- Library Helpers
- Office Helpers
- Physical Education Assistants

### Committees

- English Learner Advisory Council
- District English Learner Advisory Council
- Parent Teacher Association
- School Site Council

### School Activities

- Academic Excellence & Special Recognition Awards
- Back to School Night
- Family Events
- Family Fun Nights
- Golden Bear Assemblies
- Open House
- Parent Education Workshops
- Student Performances - Winter

## SCHOOL NEWS

Parents stay informed on upcoming events and school activities through the weekly Smore newsletter, email, flyers, the quarterly PTA newsletter, the school marquee, the school website, signage on the school fence,

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	HHFS		SVUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	50.55	46.75	34.32	31.54	30.29	30.73

Note: 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.

Aeries Portal, Facebook, Instagram, and Blackboard Connect (automated telephone message delivery system). Contact the PTA President or the school secretary at (805) 520-6720 for more information on how to become involved in your child's learning environment.

## STUDENT ACHIEVEMENT

### CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with

ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)					
2023-24					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	98	96	97.96%	2.04%	51.04%
Female	45	43	95.56%	4.44%	48.84%
Male	53	53	100.00%	0.00%	52.83%
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00%	0.00%	40.74%
Native Hawaiian or Pacific Islander					
Two or More Races	11	11	100.00%	0.00%	45.45%
White	46	44	95.65%	4.35%	52.27%
English Learners	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--
Military					
Socioeconomically Disadvantaged	40	40	100.00%	0.00%	42.50%
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight and High School						
Percentage of Students Meeting or Exceeding the State Standards						
	HHFS		SVUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	70	68	49	48	46	47
Mathematics	61	63	36	35	34	33

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

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 and High School)										
2023-24										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	361	358	99.17%	0.83%	67.60%	361	357	98.89%	1.11%	62.75%
Female	166	164	98.80%	1.20%	70.73%	166	164	98.80%	1.20%	60.37%
Male	195	194	99.49%	0.51%	64.95%	195	193	98.97%	1.03%	64.77%
American Indian or Alaskan Native										
Asian	28	28	100.00%	0.00%	67.86%	28	28	100.00%	0.00%	67.86%
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	125	124	99.20%	0.80%	59.68%	125	124	99.20%	0.80%	50.00%
Native Hawaiian or Pacific Islander										
Two or More Races	36	36	100.00%	0.00%	72.22%	36	36	100.00%	0.00%	61.11%
White	159	157	98.74%	1.26%	70.06%	159	156	98.11%	1.89%	69.87%
English Learners	14	14	100.00%	0.00%	21.43%	14	14	100.00%	0.00%	28.57%
Foster Youth										
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	139	138	99.28%	0.72%	57.97%	139	138	99.28%	0.72%	51.45%
Students Receiving Migrant Education Services										
Students with Disabilities	27	26	96.30%	3.70%	7.69%	27	25	92.59%	7.41%	12.00%

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.

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

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.

## California Physical Fitness Test Results

2023-24

Grade Level	% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	98.0%	96.9%	96.9%	64.3%	96.9%

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

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

### PHYSICAL FITNESS

In the spring of each year, Hollow Hills Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California school is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### SCHOOL FACILITIES & SAFETY

#### FACILITIES PROFILE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Hollow Hills Fundamental's original facilities were built in 1968; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the

Campus Description	
Year Built	1968
	Quantity
# of Permanent Classrooms	22
# of Portable Classrooms	6
# of Restrooms (student use)	6
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Lounge	1
Staff Work Room	1
YMCA Daycare	1
STEAM Collaboration Lab	1
Visual Performing Arts Room	1

repairs necessary to keep the school in good condition are completed in a timely manner. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office, at the District Office, or on the Internet at [www.simivalleyusd.org](http://www.simivalleyusd.org). During the 2024-25 school year, new perimeter fencing is planned to be installed, and flooring projects are scheduled.

A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Hollow Hills Fundamental. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

### SCHOOL INSPECTIONS

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Hollow Hills Fundamental School took place on August 29, 2024. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

### SUPERVISION & SAFETY

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administration and campus supervisors are strategically assigned to designated entrance areas and the playground. During recess and lunch, campus supervisors monitor playground activity. At the end of the day when students are dismissed, administration and campus supervisors monitor student behavior to ensure a safe and orderly departure.

Hollow Hills Fundamental School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the visitor management system

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 29, 2024	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

### Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	650	646	64	9.90%
Female	298	297	27	9.10%
Male	352	349	37	10.60%
Non-Binary				
American Indian or Alaska Native				
Asian	52	52	11	21.20%
Black or African American	--	--	--	--
Filipino	17	17	0	0%
Hispanic or Latino	233	232	22	9.50%
Native Hawaiian or Pacific Islander				
Two or More Races	62	60	5	8.30%
White	282	281	26	9.30%
English Learners	42	42	4	9.50%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	258	257	31	12.10%
Students Receiving Migrant Education Services				
Students with Disabilities	61	61	10	16.40%

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

### Suspensions and Expulsions

	HHFS			SVUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	1.88%	3.59%	2.31%	3.60%	3.65%	3.63%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.09%	0.11%	0.80%	0.07%	0.08%	0.07%

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

### Suspensions & Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.31%	0.00%
Female	0.67%	0.00%
Male	3.69%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.92%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.72%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.61%	0.00%
White	3.19%	0.00%
English Learners	2.38%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.10%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.92%	0.00%

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

and wear an identification sticker while on school grounds. They must then check out at the school office upon exit from the school site.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Hollow Hills Fundamental in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil

procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's school safety plan is reviewed, updated, and discussed with school staff each year by March 1st.

### CLASSROOM ENVIRONMENT

#### DISCIPLINE & CLIMATE FOR LEARNING

Hollow Hills Fundamental School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation. Golden Bear Awards are awarded to a minimum of two students per class to recognize their character traits each month.

Hollow Hills Fundamental School has implemented the Positive Behavioral Interventions & Supports (PBIS) program schoolwide. PBIS is a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior,

motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.

The Simi Valley Unified School District maintains a firm policy prohibiting all forms of bullying. Everyone is to be treated with respect and dignity. Bullying by anyone, including students, teachers, administrators, or other adults will not be tolerated by any circumstances. Administrators will respond to all reports of alleged bullying in a timely manner.

### CLASS SIZE DISTRIBUTION

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

### Average Class Size and Class Size Distribution

Grade Level	2021-22		
	Average Class Size	Number of Classes*	
		1-20	21-32
K	24.0	4	
1	24.0	4	
2	23.0	4	
3	24.0	4	
4	32.0	2	
5	30.0	3	
6	35.0	2	
2022-23			
K	23.0	4	
1	24.0	5	
2	24.0	4	
3	24.0	4	
4	33.0	1	
5	33.0	1	
2023-24			
K	24.0	4	
1	24.0	4	
2	24.0	4	
3	24.0	4	
4	33.0		
5	33.0		

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

\*\* "Other" category is for multi-grade level classes.

### CHRONIC ABSENTEEISM

The following chart identifies the chronic absenteeism rates by student group for Hollow Hills Elementary School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All training and curriculum development activities at Hollow Hills Fundamental revolve around the California State Standards. During the 2022-23, 2023-24, and 2024-25 school years, Hollow Hills Fundamental School's teachers attended the following events hosted by the Simi Valley Unified School District:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2022-23	3 days
<ul style="list-style-type: none"> <li>RTI/Literacy Coach Training</li> <li>Social Emotional Learning (Panorama Ed) Training</li> <li>Sunday Training (Reading Intervention)</li> <li>Renaissance/STAR Training</li> <li>Universal Design for Learning</li> </ul>	
2023-24	3 days
<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>Response to Intervention</li> <li>Science of Reading</li> <li>Math Instruction</li> <li>Multi-Tiered Systems of Support</li> </ul>	
2024-25	3 days
<ul style="list-style-type: none"> <li>Positive Behavior Support</li> <li>Instructional Practices</li> <li>Professional Learning Community</li> </ul>	

Simi Valley Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies and methodologies.

During the 2023-24 school year, Hollow Hills Fundamental held site-based staff development centered around the District's focus for staff development, which included:

- Active Shooter Training
- CAASPP Resources
- Depth of Knowledge Lessons
- Digital Citizenship
- Professional Learning Communities (PLCs)
- Response to Intervention
- Team Building Activities
- Technology Training

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Houghton Mifflin Harcourt: <i>Journeys</i>	0%
2008	Yes	Santillana: <i>Santillana Intensive English</i>	0%
2017	Yes	Houghton Mifflin Harcourt: <i>Collections</i>	0%
Math			
2015	Yes	McGraw-Hill: <i>My Math</i>	0%
Science			
2022	Yes	Twig Education: <i>Twig Science</i>	0%
Social Science			
	Yes	<i>California Studies Weekly</i>	0%

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Hollow Hills Fundamental supports ongoing professional growth throughout the year during Professional Learning Communities (PLC) time. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Hollow Hills Fundamental offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Simi Valley Unified School District are being aligned to the California State Standards. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On September 10, 2024, the Simi Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 8-24/25 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	0	0
Misassignments	0	0	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26	100	602.4	85.13	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	1.4	0.2	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	22.7	3.21	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	49.8	7.04	12115.8	4.41
Unknown	0	0	31.2	4.42	18854.3	6.86
Total Teaching Positions	26	100	707.7	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.6	100	602.4	85.13	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	1.4	0.2	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	22.7	3.21	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	49.8	7.04	12115.8	4.41
Unknown	0	0	31.2	4.42	18854.3	6.86
Total Teaching Positions	26.6	100	707.7	100	274759.1	100

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.6	100	645.6	85.87	231142.4	100
Intern Credential Holders Properly Assigned	0	0	1.2	0.17	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	39.5	5.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	48.4	6.44	11746.9	4.23
Unknown	0	0	16.9	2.25	14303.8	5.15
Total Teaching Positions	26.6	100	751.8	100	277698	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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## PROFESSIONAL STAFF

### TEACHER PREPARATION AND CREDENTIALS

The charts in this report identify the number of teachers at Hollow Hills Elementary School, Simi Valley Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Hollow Hills Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

### COUNSELORS & SUPPORT PERSONNEL

Hollow Hills Fundamental provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Hollow Hills Fundamental School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2023-24		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Library Clerk	1	0.3
Nurse	1	0.5
Occupational Therapist	As Needed	
Psychologist	1	0.3
Resource Specialist (non-teaching)	1	1.0
Speech Therapist	1	0.4
Adaptive PE Specialist	As Needed	
Intensive Behavioral Interventionist	As Needed	
Counselor	1	0.2

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

## DISTRICT EXPENDITURES

### SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### EXPENDITURES PER STUDENT

For the 2022-23 school year, Simi Valley Unified School District spent an average of \$16,065 to educate each student (Current Expense of Education per ADA, based on 2022-23 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2022-23		
	SVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,699	59,551
Mid-Range Teacher Salary	86,102	93,855
Highest Teacher Salary	111,254	120,219
Average Principal Salaries:		
Elementary School	141,414	151,525
Middle School	150,885	158,215
High School	157,759	171,087
Superintendent Salary	264,471	300,043
Percentage of Budget For:		
Teacher Salaries	30.25	31
Administrative Salaries	4.43	4.91

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

## SARC DATA & INTERNET ACCESS

### 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 Hollow Hills Fundamental School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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) [www.caschooldashboard.org/](http://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

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.

### DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Simi Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities sections were acquired in October 2024.

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
Dollars Spent Per Student					
Expenditures Per Pupil	HHFS	SVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	26,632	N/A	N/A	N/A	N/A
Restricted (Supplemental)	7,544	N/A	N/A	N/A	N/A
Unrestricted (Basic)	19,089	10,612	179.9%	10,771	98.5%
Average Teacher Salary	99,801	91,819	N/A	97,756	N/A

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

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education



[www.simivalleyusd.org](http://www.simivalleyusd.org)  
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