

SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



HOLLOW HILLS ELEMENTARY SCHOOL

A CALIFORNIA DISTINGUISHED SCHOOL

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

Heather Godfrey, Principal

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SCHOOL ACCOUNTABILITY REPORT CARD

2024-25 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2026

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.

At Hollow Hills our students "Lead with HONOR, Full STEAM ahead". 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 and where students and their families are able to create, explore, design and complete STEAM challenges together and at our STEAM Fair where students create, display, and present their STEAM projects in a traditional science fair format.

Hollow Hills implements the Medal of Honor character education program at every grade level and fosters a campus culture rooted in the six core values of courage, commitment, integrity, citizenship, sacrifice, and patriotism. A schoolwide leadership program provides structured and purposeful opportunities for students to apply these values in service to their school community. Leadership roles include Student Council as well as several Lead Teams that contribute to the daily operations and culture of the campus. The Morning Crew Lead Team greets students at arrival and supports younger students as they transition into the school day. The School Tour Lead Team presents to prospective families and guides campus tours, highlighting programs and traditions. The Video Productions Lead Team plans, films, and edits videos showcasing Medal of Honor values, special events, and promotional features during the School of Choice season. The Math Tech Lead Team consists of students who excel in mathematics and serve as peer tutors to support academic success across grade levels. Hollow Hills is committed to developing leadership capacity in all students by providing both direct instruction in leadership and meaningful opportunities to lead from Kindergarten through fifth grade.

Students are recognized weekly for exemplifying the leadership value of the week and are further honored quarterly at the Golden Bear Awards, where individuals who consistently demonstrate exceptional commitment to the Medal of Honor values are celebrated. Community partners, including representatives from local law enforcement, fire services, city government, the school board, and other civic organizations, regularly attend assemblies and school events to reinforce and highlight real-world examples of these values in action.

Leadership and Civic engagement go hand in hand and are priorities in Golden Bear Country. In addition to the guest speakers who attend special events and assemblies, 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 and Lead Teams 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.



BOARD OF TRUSTEES

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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 after school 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 Library program STEAM and Music programs, 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.

Hollow Hills hosts engaging school-based events such as our Multicultural Family Night, where families set up booths to showcase their cultural heritage through food, games, crafts, performances, and storytelling. Students take pride in hosting a booth alongside their family, sharing details about their own culture while also learning about the diverse cultures of their peers. These events underscore the importance of family engagement, fostering strong connections between home and school and supporting a vibrant, inclusive learning community.

At Hollow Hills, our philosophy of "Leading with HONOR, Full STEAM Ahead" continues to guide and inspire students of all ages, as parents, teachers, and staff work together to create a nurturing environment where students excel academically, embrace meaningful leadership opportunities, and participate in enriching co-curricular experiences. We are excited for another year of growth, achievement, and memorable learning experiences.

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 2024-25 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 15,444 students in grades TK-12. The district's student population is comprised of 11.1% identified as English learners, 13.9% receiving special education services, 0.3% foster youth, 3.0% homeless youth, and 46.0% socioeconomically disadvantaged.

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 2024-25 school year, Hollow Hills Elementary School served 560 students in grades K-5. Student enrollment included 7.5% receiving special education services, 7.7% qualifying for English learner support, 0.4% foster youth, 0.5% homeless youth, and 39.5% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25

Student Group	% of Total Enrollment
Female	48.0%
Male	52.0%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	10.2%
Black or African-American	0.5%
Filipino	2.5%
Hispanic or Latino	38.0%
Native Hawaiian or Pacific Islander	0%
Two or More Races	6.8%
White	42.0%
English Learners	7.7%
Foster Youth	0.4%
Homeless	0.5%
Migrant Services	0%
Socioeconomically Disadvantaged	39.5%
Students with Disabilities	7.5%

Student Enrollment by Grade Level 2024-25

Grade Level	# of Students
Kindergarten	81
Grade 1	91
Grade 2	96
Grade 3	96
Grade 4	98
Grade 5	98
Total Enrollment	560

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

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, 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

CAASPP Test Results in ELA and Mathematics for All Students 2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	68.0	70.0	48.0	50.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	63.0	68.0	35.0	36.0	35.0	37.0

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.

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 by Student Group 2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	288	287	99.65	0.35	69.69
Female	129	128	99.22	0.78	71.88
Male	159	159	100	0	67.92
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100	0	77.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	116	116	100	0	62.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100	0	78.26
White	119	118	99.16	0.84	71.19
English Learners	13	13	100	0	61.54
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	121	121	100	0	61.16
Students with Disabilities	28	28	100	0	14.29

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/.

CAASPP Test Results in Mathematics by Student Group 2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	288	287	99.65	0.35	68.29
Female	129	128	99.22	0.78	66.41
Male	159	159	100	0	69.81
American Indian or Alaska Native	0	0	0	0	0
Asian	22	22	100	0	86.36
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	116	116	100	0	58.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100	0	73.91
White	119	118	99.16	0.84	72.03
English Learners	13	13	100	0	69.23
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	121	121	100	0	57.02
Students with Disabilities	28	28	100	0	14.29

Note: ELA & 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.

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

CAASPP Test Results in Science for All Students 2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	46.75	53.76	31.54	35.83	30.73	32.33

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.

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.

**CAASPP Test Results in Science by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	94	93	98.94	1.06	53.76
Female	38	37	97.37	2.63	48.65
Male	56	56	100	0	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100	0	39.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	39	97.50	2.50	64.10
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100	0	36.84
Students with Disabilities	--	--	--	--	--

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.

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 grade five. 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.

**Physical Fitness Test
% of Students Participating in each of the Five Fitness Components
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	98.9%	100%	100%	100%

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

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

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

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 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.

2025-26 Planned Improvements:

- New perimeter fencing
- Flooring projects
- New furniture in classrooms

- New ceiling tiles (Summer 2026)
- Paint walls (Summer 2026)

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.

Campus Description	
Year Built	1968
Acreage	-
Square Footage	-
	Quantity
Permanent Classrooms	22
Portable Classrooms	6
Restrooms (Sets)	6
Multipurpose Room / Cafeteria	1
Staff Lounge	1
Library	1
YMCA Daycare	1
STEAM Collaboration Lab	1
Visual Performing Arts Room	1
Staff Workroom	1
Outdoor Covered Patio	1

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 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.

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 28, 2025. 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 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 28, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External	X			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			
<i>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.</i>				

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.

Hollow Hills implements the Medal of Honor character education program at every grade level and fosters a campus culture rooted in the six core values of courage, commitment, integrity, citizenship, sacrifice, and patriotism. A schoolwide leadership program provides structured and purposeful opportunities for students to apply these values in service to their school community. Leadership roles include Student Council as well as several Lead Teams that contribute to the daily operations and culture of the campus. The Morning Crew Lead Team greets students at arrival and supports younger students as they transition into the school day. The School Tour Lead Team presents to prospective families and guides campus tours, highlighting programs and traditions. The Video Productions Lead Team plans, films, and edits videos showcasing Medal of Honor values, special events, and promotional features during the School of Choice season. The Math Tech Lead Team consists of students who excel in mathematics and serve as peer tutors to support academic success across grade

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	3.59	2.31	3.19
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.65	3.63	3.25
% Students Expelled	0.11	0.80	0.11
	State		
% Students Suspended	3.60	3.28	3.28
% Students Expelled	0.08	0.07	0.06

levels. Hollow Hills is committed to developing leadership capacity in all students by providing both direct instruction in leadership and meaningful opportunities to lead from Kindergarten through fifth grade.

Students are recognized weekly for exemplifying the leadership value of the week and are further honored quarterly at the Golden Bear Awards, where individuals who consistently demonstrate exceptional commitment to the Medal of Honor values are celebrated. Community partners, including representatives from local law enforcement, fire services, city government, the school board, and other civic organizations, regularly attend assemblies and school events to reinforce and highlight real-world examples of these values in action.

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.

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	3.19	0.0
Female	1.47	0.0
Male	4.79	0.0
American Indian or Alaska Native	0.0	0.0
Asian	1.72	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	2.34	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	2.63	0.0
White	4.64	0.0
English Learners	2.27	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	3.98	0.0
Students with Disabilities	10.71	0.0

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.

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	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	23		4	
1	24		5	
2	24		4	
3	24		4	
4	33		1	
5	33		1	
	2023-24			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24		4	
1	24		4	
2	24		4	
3	24		4	
4	33			
5	33			
	2024-25			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	20	2	2	
1	23		4	
2	24		4	
3	24		4	
4	33		1	
5	33		1	

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

****"Other" category, if applicable, 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 2024-25 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."

Chronic Absenteeism by Student Group 2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	564	563	50	8.9
Female	272	271	23	8.5
Male	292	292	27	9.2
American Indian or Alaska Native	--	--	--	--
Asian	58	58	8	13.8
Black or African American	--	--	--	--
Filipino	14	14	1	7.1
Hispanic or Latino	214	214	18	8.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	38	38	3	7.9
White	237	236	18	7.6
English Learners	44	44	8	18.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	226	226	27	11.9
Students with Disabilities	56	55	6	10.9

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.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Hollow Hills Fundamental revolve around the California State Standards. During the 2023-24, 2024-25, and 2025-26 school years, Hollow Hills Fundamental School's teachers attended the following events hosted by the Simi Valley Unified School District:

Number of School Days Dedicated to Staff Development and Continuous Improvement	
2023-24	3 days
Professional Learning Communities	
Response to Intervention	
Science of Reading	
Math Instruction	
Multi-Tiered Systems of Support	
2024-25	3 days
Positive Behavior Support	
Instructional Practices	
Professional Learning Community	
2025-26	5 days
Professional Learning Communities (PLCs)	
Multi-Tiered Systems of Support (MTSS)	
Inclusive and Culturally Responsive Instructional Practices	
Data Analysis	

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 2024-25 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

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.

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 2025-26 school year supplemental training topics focus on the following:

- Universal Design for Learning (UDL)
- Differentiated Instruction
- English Learner Supports
- Equity-Focused Practices to Support all Learners

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 9, 2025, 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. 18-25/26 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.

PROFESSIONAL STAFF

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 & Other Support Staff (Nonteaching Professional Staff) 2024-25

	No. of Staff	FTE
Academic Counselor	0	0.0
Library Clerk	1	0.3
Nurse	1	0.5
Speech Therapist	1	0.4
Resource Specialists (non-teaching)	1	1.0
Counselor	1	0.2
Adaptive PE Specialist	1	As Needed
Occupational Therapist	1	As Needed
Psychologist	1	0.3
Intensive Behavior Interventionist	1	As Needed

Note: 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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2017	Houghton Mifflin Harcourt: <i>Journeys</i>	Yes	0%
2017	Houghton Mifflin Harcourt: <i>Collections</i>	Yes	0%
2008	Santillana: <i>Santillana Intensive English</i>	Yes	0%
History-Social Science			
	<i>California Studies Weekly</i>	Yes	0%
Mathematics			
2015	McGraw-Hill: <i>My Math</i>	Yes	0%
Science			
2022	Twig Education: <i>Twig Science</i>	Yes	0%

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.

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	25.6	0.0	0.0	0.0	0.0	25.6
School %	100	0.0	0.0	0.0	0.0	100
District #	641.9	0.0	13.5	44.2	49.3	749.1
District %	85.7	0.0	1.8	5.9	6.59	100
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	26.6	0.0	0.0	0.0	0.0	26.6
School %	100.0	0.0	0.0	0.0	0.0	100
District #	645.6	1.2	39.5	48.4	16.9	751.8
District %	85.87	0.17	5.26	6.44	2.25	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100
2021-22						
School #	26.6	0.0	0.0	0.0	0.0	26.6
School %	100.0	0.0	0.0	0.0	0.0	100
District #	602.4	1.4	22.7	49.8	31.2	707.7
District %	85.13	0.2	3.21	7.04	4.42	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	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% 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.						

Credentialed Teachers Assigned Out-of-Field (Considered “out-of-field” under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Teachers Without Credentials and Misassignments (Considered “Ineffective” under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	0.0

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	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>.

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.

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,699	\$62,783
Mid-Range Teacher Salary	\$86,102	\$97,783
Highest Teacher Salary	\$111,254	\$128,020
Superintendent Salary	\$275,050	\$313,465
Average Principal Salaries:		
Elementary School	\$143,197	\$160,224
Middle School	\$150,885	\$166,991
High School	\$160,811	\$180,970
Percentage of Budget:		
Teacher Salaries	28.8%	30.1%
Administrative Salaries	4.2%	5.0%
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .		

Expenditures Per Pupil and School Site Teacher Salaries 2023-24

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$13,816	N/A	N/A	N/A	N/A
Restricted	\$4,456	N/A	N/A	N/A	N/A
Unrestricted	\$9,360	\$10,734	87.2%	\$11,146	84.0%
Avg Teacher Salary	\$103,588	\$91,855	112.8%	\$103,743	99.9%

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

EXPENDITURES PER STUDENT

For the 2023-24 school year, Simi Valley Unified School District spent an average of \$17,225 to educate each student (Current Expense of Education per ADA, based on 2023-24 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/ and 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.)

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2023-24 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
- Arts and Music in Schools (Prop 28)
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- 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
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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/ 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 2025.