Simi Valley Unified School District

101 W. Cochran Street • Simi Valley, CA 93065 • (805) 306-4500 • www.simivalleyusd.org

Apollo High School

A Model Continuation School

School Accountability Report Card

2021-22 School Activity Published in February 2023

Principal's Message

Apollo High School offers students a quality education in a safe, small, and supportive environment. Opportunities are provided that promote academic achievement and character development, equipping students with the skills necessary to be responsible and productive citizens.

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 2021-22 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 15,711 students in grades TK-12. The district's student population is comprised of 11.9% identified as English learners, 12.7% receiving special education services, 0.4% foster youth, 0.8% homeless youth, and 40.7% 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.

Apollo High School

During the 2021-22 school year, Apollo High School served 105 students in grades 9-12. Student enrollment included 7.6% receiving special education services, 28.6% qualifying for English learner support, 2.9% Foster Youth, 1.9% homeless youth, and 74.3% enrolled in the Free & Reduced-Price Meal program.

Student Enrollment by Student Group and Grade Level 2021-22

Student Group	% of Total Enrollment	Grade Level	#
Female	35.2%	Grade 9	0
Male	64.8%	Grade 10	0
		Grade 11	19
Non-Binary	0.0%	Grade 12	86
American Indian or Alaskan Native	0.0%		
Asian	1.0%		
Black or African American	0.0%		
Filipino	0.0%		
Hispanic or Latino	75.2%		
Native Hawaiian or Pacific Islander	1.0%		
Two or More Races	2.9%		
White	20.0%		
English Learners	28.6%		
Foster Youth	2.9%		
Homeless	1.9%		
Migrant	0.0%		
Socioeconomically Disadvantaged	74.3%	Total Enrollment	
Students with Disabilities	7.6%	105	

Apollo High School

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(805) 520-6153
Dean May, Principal
Website: www.apollo.simivalleyusd.org
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Board of Trustees

Sofya Bagdasaryan, President
Bob LaBelle, Clerk
Kareem Jubran, Trustee
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District Administration

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Ron Todo
Associate Superintendent
Business & Facilities

Dr. Jerry Block
Assistant Superintendent
Educational Services

Daniel Houghton
Assistant Superintendent
Personnel Services

Sean Goldman
Assistant Superintendent
Student Support Services

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Apollo High School is equipped to offer a minor parent program where pregnant or parent teens can attend school up until age 19. Students can bring their babies to school with them each day while trying to complete high school graduation up until the baby reaches 18 months of age. The program also offers ongoing instruction in child development, developing healthy parenting skills, and introduces students to community resources.

School Purpose

Apollo High School's purpose is to provide a caring environment for students with a strong focus on academic achievement, balanced with a focus on the character traits of: Acceptance, Appreciation, Attention, and Accountability.

School Vision

Our vision is to provide:

- A school climate that is safe, supportive and equitable
- A culture that values, respects and accepts all students
- A relevant and rigorous curriculum that integrates academic learning and essential life skills and is committed to high expectations for all
- Attention to individual students, enhancing their ability to make positive life-long choices

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 appropriated 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 Apollo High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance:

- Chaperone field trips
- Chaperone prom activities
- Thanksgiving feast
- School and lunchtime activities
- With special projects (mailers, fundraisers, assessment monitoring, schedule distribution)

Parent representation is an integral component of the School Site Council. This group is responsible for leading and evaluating the school's progress to provide a safe, supportive, and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the school office at (805) 520-6153.

Apollo High School provides a broad range of activities and events to support the learning process in and beyond the classroom environment. Throughout the year, staff encourage parents to attend:

- Awards Ceremonies
- Back to School Night
- Field Trips
- Fun Fridays
- Graduation
- Halloween Carnival
- Open House
- Senior Luncheon
- Student Orientation
- Thanksgiving Feast

School News

All school-to-home communication is provided in both English and Spanish. Through a weekly school newsletter and routine correspondence or special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates in the following formats:

- Aeries
- Blackboard Connect
- Email
- Facebook (ApolloHighSchool)
- Flyers
- Instagram (ApolloSimi)
- Parent Link (automated phone messaging system)
- School Marquee
- School Newsletter (Weekly)
- School Website
- Twitter (@ApolloSimi)

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

California Assessment of Student Performance and Progress Test Results in Science
All Students
Percentage of Students Meeting or Exceeding the State Standards

	AHS		SVUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	NT	3.61	NT	31.54	28.72	29.47

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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/.

Physical Fitness

In the spring of each year, Apollo High School is required by the state to administer a physical fitness test to all students in ninth 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.

Note: No fitness test scores are being reported as there were no ninth grade students in the 2021-22 school year.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2021-22

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	132	115	87.12	12.88	4.35
Female	49	39	79.59	20.41	7.69
Male	83	76	91.57	8.43	2.63
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino					
Hispanic or Latino	93	85	91.4	8.6	4.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	23	76.67	23.33	0
English Learners	34	32	94.12	5.88	3.13
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	75	88.24	11.76	4
Students Receiving Migrant Education Services					
Students with Disabilities	15	7	46.67	53.33	--

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

	AHS		SVUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	23	N/A	50	N/A	47
Mathematics	N/A	1	N/A	35	N/A	33

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and 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's 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)

2021-22

	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	75	71	94.67	5.33	22.54	75	72	96	4	1.39
Female	25	24	96	4	25	25	24	96	4	4.17
Male	50	47	94	6	21.28	50	48	96	4	0
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino										
Hispanic or Latino	52	51	98.08	1.92	21.57	52	52	100	0	1.92
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	16	13	81.25	18.75	15.38	16	13	81.25	18.75	0
English Learners	17	17	100	0	17.65	17	17	100	0	0
Foster Youth										
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	44	41	93.18	6.82	19.51	44	42	95.45	4.55	2.38
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.

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.

School Facilities & Safety

Facilities Profile

Apollo High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1969. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff.

2021-22 Campus Improvements:

- Installation of shade structure over main RR area
- Installation of new flooring in three classrooms
- Roof repairs on four classrooms

2022-23 Planned Campus Improvements

- Remodel a classroom to create a Wellness Center
- Remove old drinking fountain in weight room and install a new one

Campus Description	
Year Built	1969
	Quantity
# of Permanent Classrooms	6
# of Portable Classrooms	10
# of Restrooms (student use)	2
Cafeteria	1
Woodshop	1
Crib Room	1
Gym	1
Infant Playground	1
Minor Parent Room	1
Outdoor Covered Patio	1
Staff Lounge/Teacher Work Room	1
Weight Room	1

Supervision & Safety

All staff share in the supervision of students throughout the day. As students arrive on campus each morning, during the lunch period, and when students are dismissed at the end of the day, administrators, office staff, and campus supervisors, are located throughout the campus to ensure student activities occur in a safe and orderly manner. Campus supervisors patrol the campus during class time and passing periods to minimize student loitering in buildings, restrooms, and parking lots.

To maintain a safe and secure environment, all parents and visitors are required to check in at the school office, obtain and wear a visitor's badge, and then return to the office upon departure.

School Site Safety Plan

The Comprehensive School Safety Plan (CSSP) was developed for Apollo High School 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, the sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed and updated, and shared with school staff in October 2022.

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.

Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Apollo High School's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation.

A district team comprised of groundskeepers, maintenance workers, and the site custodians are assigned to Apollo High School for routine maintenance, daily custodial duties, and special events preparations. The custodians and maintenance workers communicate regarding campus cleaning needs and safety concerns as needed. The day custodians are responsible for setting up for activities, keeping restrooms clean and stocked, gymnasium cleaning, removing debris, and emptying trash receptacles. Custodians check restrooms twice a day as a proactive measure in keeping restrooms fully stocked, safe, and sanitary. Evening custodians are responsible for daily comprehensive cleaning of classrooms, office areas, gymnasium, restrooms, and other areas as assigned. A district team of groundskeepers is responsible for general landscaping, irrigation, litter/trash removal, and athletic field maintenance.

School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians receive training from qualified supply vendors regarding proper

School Facility Good Repair Status

Item Inspected	Repair Status			
Inspection Date: August 23, 2022	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 (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	220	210	123	58.6
Female	84	80	53	66.3
Male	134	130	70	53.8
American Indian or Alaska Native				
Asian	2	2	2	100
Black or African American	4	3	0	0
Filipino				
Hispanic or Latino	161	154	87	56.5
Native Hawaiian or Pacific Islander	1	1	1	100
Two or More Races	8	7	2	28.6
White	44	43	31	72.1
English Learners	57	55	33	60
Foster Youth	9	6	5	83.3
Homeless	10	9	7	77.8
Socioeconomically Disadvantaged	153	145	93	64.1
Students Receiving Migrant Education Services				
Students with Disabilities	24	23	19	82.6

Suspensions and Expulsions									
	AHS			SVUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	9.80%	0.00%	11.82%	3.20%	0.13%	3.60%	3.50%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.91%	0.00%	0.01%	0.09%	0.10%	0.00%	0.07%

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

cleaning methods, use of chemicals, and use of equipment. The district provides appropriate equipment and supplies to maintain a clean, healthy environment.

School Inspections

Each morning before students arrive on campus, the day custodian inspects facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. 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 Apollo High School took place on August 23, 2022. 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 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	11.82%	0.91%
Female	11.90%	0.00%
Male	11.94%	1.49%
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	11.18%	0.62%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	18.18%	2.27%
English Learners	8.77%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	15.03%	0.65%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	16.67%	0.00%

Classroom Environment

Discipline & Climate for Learning

All staff believe that a safe learning environment is an effective learning environment. Behavior management practices and discipline policies are based upon district standards, board policies, and California Education Codes. School and classroom rules are posted in each classroom. Teachers have developed individual classroom overview programs for behavior and academics. At the beginning of the school year, school rules, district policies, and academic expectations are clearly addressed in the student handbook and reviewed by the school administrator and counselors in classroom visits as part of the back-to-school process.

Progressive discipline begins in the classroom when students are disruptive or demonstrating poor citizenship. The behavior improvement process involves the student, teacher, parent, and administrators. Students continuing to have difficulty with their behavior are referred to the principal for further intervention measures, taking into consideration past behavior trends. Misbehavior is not tolerated and is dealt with firmly, consistently, and fairly to the extent necessary to ensure a safe and positive learning environment in the classroom and on campus.

Apollo High School utilizes the Classroom Instruction that Works strategies for increasing student achievement and to provide guidance in instructional organization.

Chronic Absenteeism

The chart in this table identifies the chronic absenteeism rates by student group for Apollo High School for the 2021-22 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."

Extracurricular Activities

Students are provided avenues to explore their personal interests and talents while developing their academics in the classroom environment. Apollo High School sponsors many extracurricular activities such as field trips related to science, English, the minor parent program, Moorpark College, local businesses, and vocational education. Detailed information about these programs can be obtained by calling the school office.

Graduation Rate by Student Group (Four-Year Cohort Rate) (2021-22)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	83	60	72.3
Female	35	26	74.3
Male	48	34	70.8
Non-Binary			
American Indian or Alaska Native			
Asian	--	--	--
Black or African American	--	--	--
Filipino			
Hispanic or Latino	64	42	65.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	14	13	92.9
English Learners	24	10	41.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	73	51	69.9
Students Receiving Migrant Education Services			
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Activities Include:

- English Field Trips
- Reagan Library Field Trips
- Minor Parent & Vocational Field Trips
- Science Field Trips

Class Size

The Average 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 1-22 students, 23-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
	2019-20			
	Average	Number of Classes*		
Subject	Class Size	1-22	23-32	33+
English	5.0	38		
Math	9.0	11		
Science	8.0	13		
Social Science	14.0	6	2	
	2020-21			
English	3.0	46		
Math	7.0	10		
Science	6.0	11		
Social Science	7.0	11		
	2021-22			
English	3.0	38		
Math	8.0	12		1
Science	4.0	21		
Social Science	8.0	12		

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

Dropouts & Graduation Rates

Apollo High School's teachers and administrative staff have been trained and are skilled in developing ways to detect the early identification of students exhibiting the warning signs and/or behavioral traits that typically lead to dropping out of school.

Behavior and academic intervention strategies provide the support and motivation some students require to earn their diploma. Counseling, tutoring, CyberHigh online credit recovery, concurrent enrollment in community college, concurrent enrollment in adult school, and referral to Monte Vista independent study program are available to resolve issues for those students having difficultly with subject area content or social interactions.

Administrators, counselors, and school staff review CAASPP performance and teacher recommendations to monitor student behavior and credit accumulation efforts. Department teams review student performance data to collaborate and identify students for referral to the Student Study Team (SST) for intervention planning. Counselors meet with students and may recommend SST support based upon individual circumstances and status of course credits.

Detailed information about dropout rates and graduation rates can be found on the DataQuest website at http://dq.cde.ca.gov/dataquest/.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	AHS		
	19-20	20-21	21-22
Dropout Rate (%)	27.5	15.9	14.5
Graduation Rate (%)	42	52.2	72.3
	SVUSD		
Dropout Rate (%)	5.8	2.9	3.5
Graduation Rate (%)	88.9	92.3	92.4
	CA		
Dropout Rate (%)	8.9	9.4	14.5
Graduation Rate (%)	84.2	83.6	72.3

Curriculum & Instruction

District-sponsored Staff Development

All curriculum and instructional improvement activities within the Simi Valley Unified School District are centered around the California State Standards. Staff development is selected and identified based upon student assessment results, state content standards, professional development staff surveys, and district/school goals. The district and site level staff development committees work as a team to identify areas of need and deliver innovative training programs to support the district's efforts to increase student performance levels. The district-level committee is a collective of district and school level representatives who share curricular goals and objectives as well as evaluate staff development programs and opportunities. Site level committees are responsible for overseeing the staff development budget and approving training programs and opportunities. Both district and site level committees consider objectives identified in school plans, Federal Program Monitoring (FPM) review results, and input from various state and federal agencies to identify staff development needs to improve instructional practices and student achievement. Professional Development initiated by district and/or site administration involves all stakeholder groups and is data driven and research based.

During the 2020-21, 2021-22, and 2022-23 school years, Apollo High 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	
2019-20	3 days
▪ Creating Community in the Classroom ▪ How to Shine with STAR Assessments ▪ Improving Student Enagagement from a Distance ▪ Is our Learning "FAIR?" ▪ Live and Recorded Lessons Using the Digital Whiteboard ▪ Mindfulness & Student Social Emotional Learning ▪ Opening School through a Equity and Inclusion Lens ▪ SEL Tips & Tricks to Identify and Address Mental Health Needs in the Virtual Classroom ▪ Streamlining Student Communication and Managing Your Google Classroom ▪ Student Engagement ▪ Student Interaction & Collaboration in the Virtual Space ▪ Technology (Flipgrid, Google Slides, Google Classroom, Hyperdocs, Edpuzzle, Nearpod, Seesaw) ▪ Virtual Libraries	
2020-21	3 days
▪ RTI/Literacy Coach Training ▪ Sonday Training (Reading Intervention) ▪ Renaissance/STAR Training ▪ Unversal Design for Learning	
2021-22	3 days
▪Professional Learning Communities ▪Response to Intervention ▪Science of Reading ▪Math Instruction ▪Multi-Tiered Systems of Support	

Site-based Staff Development

During the 2021-22 school year, Apollo High School focused staff development efforts on student achievement, instructional strategies, best practices, and data analysis. Supplemental training takes place after school on Wednesdays and during Professional Learning Communities (PLC) time. Two days per month are designated for professional development, and the other two days are designated for department/other meetings. In 2021-22, staff collaboration activities focused on:

- Aeries
- CAASPP Data
- Child Abuse Training
- Common Core State Standards
- Credit Recovery
- Data Analysis
- Digital Citizenship
- ELPAC Data
- Instructional Strategies/Programs
- Mandated Reporting
- Nonviolent Crisis Intervention (NCI) Training
- Panorama Education
- Professional Learning Communities (PLCs)
- Relationship Building
- Suicide Prevention Training
- Safety Training
- WASC

Staff members are encouraged to attend professional workshops offered by the district, professional organizations, or the county office of education. Classified support staff may receive additional job-related training from vendors, department supervisors, district representatives, and professional trainers. District-sponsored in-service opportunities are provided for technical staff, secretarial support staff, office management staff, customer service staff and leadership staff.

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 13, 2022, 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. 13-22/23 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.

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	
	*	Bedford St. Martin's: *Literature and Composition*	0%
2009	*	Cambium Learning: *Focus on English Learners (ELD)*	0%
	*	Bedford St. Martin's: *Advanced Language & Literature*	0%
	*	Bedford St. Martin's: *Conversations in American Literature*	0%
	*	Bedford St. Martin's: *Bedford Introduction to Literature*	0%
		Math	
2015	*	Houghton Mifflin Harcourt: *HMH Algebra 1, Geometry & Algebra 2*	0%
2010	*	Cengage: *Financial Algebra*	0%
2015	*	Cengage: *Financial Algebra (Advanced)*	0%
2015	*	Cengage: *Century 21 Accounting*	0%
2015	*	McGraw Hill: *Math for Business & Personal Finance*	0%
2015	*	MPS: *Practice of Statistics*	0%
2015	*	Cengage: *Precalculus with Limits*	0%
2015	*	Cengage: *Calculus of a Single Variable*	0%
2015	*	MPS: *Practice of Statistics*	0%
		Science	
2022	*	SAVAAS: *Experience Biology*	0%
2022	*	SAVAAS: *Experience Chemistry*	0%
2022	*	SAVAAS: *Experience Physics*	0%
2007	*	Holt, Rinehart & Winston: *Calculus Based Physics-Fundamentals of Physics*	0%
2006	*	Prentice Hall: *Earth Science*	0%
2008	*	Holt, Rinehart & Winston: *Environmental Science*	0%
2008	*	Prentice Hall: *Biology*	0%
2007	*	Prentice Hall: *Chemistry*	0%
2021	*	Prentice Hall: *Hole's Essentials of Human Anatomy &*	0%
2004	*	Prentice Hall: *Physical Science-Concepts in Action with Earth & Space Science*	0%
2007	*	Holt, Rinehart & Winston: *CP Physics-California Physics*	0%
2006	*	Pearson: *Fundamentals of Anatomy*	0%
2006	*	Prentice Hall: AP Chemistry: *The Central Science*	0%
2006	*	Bedford/Freeman: *Environmental Science for the AP Course*	0%
2018	*	Wiley: *Cutnell & Johnson Physics* (AP Physics I & II)	0%
2018	*	Wiley: *Fundamentals of Physics* (AP Physics C)	
2007	*	Prentice Hall: *Biology AP Edition*	0%
		Social Science	
	*	Pearson: *World History*	0%
	*	TCI: *History Alive! American Ideals*	0%
	*	TCI: *Government Alive! Power, Politics & You*	0%
	*	Cengage: *Contemporary Economics*	0%
	*	Bedfors, Freeman & Worth: *Thinking About Psychology*	0%
	*	AMSCO: *World History*	0%
	*	AMSCO: *U.S. History*	0%
	*	AMSCO: *U.S. Government & Politics*	0%
	*	Bedford, Freeman & Worth: *Krugman's Macroeconomics for*	0%
	*	Bedford, Freeman & Worth: *Myers' Psychology for the AP*	0%
	*	Pearson: *The Cultural Landscape*	0%
		Foreign Language	
2004	*	McDougal Littell: *En Espanol*	0%
2003	*	Holt, Rinehart & Winston: *Komm Mit!*	0%
2003	*	McDougal Littell: *Discovering French*	0%
2008	*	Dawn Sign Press: *Signing Naturally*	0%
2012	*	Pearson: French AP - *Allons Au-Dela*	0%
2008	*	Cheng & Tsui: *Integrated Chinese*	0%
		Visual & Performing Arts	
2005	*	Davis Publishing: Basic Design: *The Visual Experience*	0%
2005	*	Davis Publishing: Basic Design: *Beginning Sculpture*	0%
2003	*	Davis Publishing: Ceramics: *Experience Clay*	0%
2005	*	Davis Publishing: Ceramics: *Beginning Sculpture*	0%
2004	*	Perfection Learning: Drama: *Basic Drama Projects*	0%
2007	*	Davis Publishing: Drawing & Painting: *Discovering Drawing*	0%
2007	*	Davis Publishing: Photography: *Focus on Photography*	0%

Professional Staff

Support Services Staff

Apollo High School's non-teaching support services staff is a specialized team of experts who, through close collaboration, is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Academic Counselors and Other Support Staff 2021-22		
	No. of Staff	FTE*
Academic Counselor	2	1.5
Nurse	As Needed	
Psychologist	1	0.2
Resource Officer	As Needed	
Speech Therapist	As Needed	
Average Number of Students per Academic Counselor		76.667

**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.*

Teacher Preparation and Credentials

The charts below identify the number of teachers at Apollo High 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 Apollo High 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.

Note: Teacher data is not yet available but will be updated as soon as CDE publishes the information to be utilized in the2021-22 School Accountability Report Cards.

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

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	6	
Total Out-of-Field Teachers	6	

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teachereqauitydefinitions.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)	5	45.23	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)	6	54.5	49.8	7.04	12115.8	4.41
Unknown	0	0.18	31.2	4.42	18854.3	6.86
Total Teaching Positions	11.1	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)						
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						

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.

College & Career Readiness

College Preparation Courses

Students meet with their counselor four times a year to review their four-year plan, evaluate progress in meeting personal goals, and review status on fulfilling graduation requirements. Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table in this report illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses	%
2021-22 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	100
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0

University of California Admission Requirements

Admission requirements for the University of California (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 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 University of California website at www.universityofcalifornia.edu/admissions/general.html.

California State University Admission Requirements

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University website at www.calstate.edu/admission/.

Advanced Placement

Apollo High School does not offer advanced placement courses. All AP courses within the district are provided at the comprehensive high school sites, Royal High School, Santa Susana High School, and Simi Valley High School.

Workforce Preparation

Apollo High School's students can attend the Career Education Center (CEC) through the Ventura County Office of Education Career Education Center Program. Simi Valley Unified School District and Ventura County Career Education Center (CEC) collaborate to support articulation with local community colleges, review employment needs with local businesses and job employment services representatives, and support common efforts between schools, local business and the community. CEC courses prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. Upon graduation, students completing these programs (career path sequences) possess valuable skills which will give them a significant advantage if they choose to enter the workforce. Students choosing to continue with post-secondary education benefit from the seamless curriculum developed between high school and the post-secondary institutions which allows placement in advanced classes. Students have the opportunity to study the profession in more depth and increase employability upon graduation. All CEC courses are offered offsite through other Simi Valley Unified School District high schools, the County Office of Education or CEC Center at Moorpark.

Career Technical Education Program Participation 2021-22	
Total Number of Students Participating in CTE Programs	40
Percentage of Students Completing a CTE Program and Earning a High School Diploma	
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

SARC Data

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 Apollo High 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 was acquired in November 2022 and the school facilities section was acquired in December 2022.

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 2020-21	SVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,312	54,370
Mid-Range Teacher Salary	76,048	82,681
Highest Teacher Salary	98,264	106,610
Average Principal Salaries:		
Elementary School	120,885	135,283
Middle School	124,433	141,244
High School	138,380	152,955
Superintendent Salary	259,497	264,367
Percentage of Budget For:		
Teacher Salaries	34.24	33.09
Administrative Salaries	4.46	5.03

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

Expenditures Per Student

For the 2020-21 school year, Simi Valley Unified School District spent an average of $12,038 to educate each student (Current Expense of Education per ADA, based on 2020-21 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.)

Expenditures Per Pupil and School Site Teachers Salaries 2020-21	Dollars Spent Per Student				
Expenditures Per Pupil	AHS	SVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	28,810	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,335	N/A	N/A	N/A	N/A
Unrestricted (Basic)	25,475	6,172	412.8%	0	#DIV/0!
Average Teacher Salary	86,443	83,344	N/A	0	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 2020-21 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Governor's CTE Initiative: California Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

SimiValleySchools
SIMI VALLEY UNIFIED SCHOOL DISTRICT

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