

SIMI VALLEY UNIFIED SCHOOL DISTRICT

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



APOLLO HIGH SCHOOL *A MODEL CONTINUATION SCHOOL*

3150 School Street, Simi Valley, CA 93065 (805) 520-6153

Dean May, Principal

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SCHOOL ACCOUNTABILITY REPORT CARD

2024-25 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2026

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 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.

APOLLO HIGH SCHOOL

During the 2024-25 school year, Apollo High School served 88 students in grades 9-12. Student enrollment included 6.8% receiving special education services, 20.5% qualifying for English learner support, 4.5% foster youth, 6.8% homeless youth, and 84.1% socioeconomically disadvantaged.

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 VISION

Apollo High School inspires and prepares students to become responsible, self-sufficient, and productive citizens. We create an educational climate where every student can feel secure, valued, and empowered to thrive academically, socially, and emotionally.



SimiValleySchools
SIMI VALLEY UNIFIED SCHOOL DISTRICT

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Student Enrollment by Student Group 2024-25

Student Group	% of Total Enrollment
Female	45.5%
Male	53.4%
Non-Binary	1.1%
American Indian or Alaska Native	0%
Asian	0%
Black or African-American	2.3%
Filipino	2.3%
Hispanic or Latino	67.0%
Native Hawaiian or Pacific Islander	0%
Two or More Races	1.1%
White	27.3%
English Learners	20.5%
Foster Youth	4.5%
Homeless	6.8%
Migrant Services	0%
Socioeconomically Disadvantaged	84.1%
Students with Disabilities	6.8%

Student Enrollment by Grade Level 2024-25

Grade Level	# of Students
Grade 9	0
Grade 10	1
Grade 11	32
Grade 12	55
Total Enrollment	88

SCHOOL MISSION

At Apollo High School, we cultivate a safe and supportive environment that fosters student engagement in essential academic standards and 21st century skills. Apollo's program is rooted in character development through the implementation of our Four A Philosophy (Attention, Appreciation, Acceptance, & Accountability).

EXPECTED SCHOOLWIDE LEARNER OUTCOMES

Succeeding through essential standards-based curriculum and 21st century skills.

Optimizing opportunities to grow socially and emotionally.

Achieving academic and attendance goals resulting in a high school diploma.

Reaching for and exploring educational and career opportunities after high school.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

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

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

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

PARENT INVOLVEMENT

Parents are encouraged to get involved in 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) 520-6150.

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
- Graduation
- Open House
- Student Orientation

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
- Email
- Facebook (ApolloHighSchool)
- Final Site (communication platform system)
- Flyers
- Instagram (ApolloSimi)
- School Marquee
- School Newsletter (Weekly)
- School Website

STUDENT ACHIEVEMENT

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

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

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)	15.0	12.0	48.0	50.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	0.0	0.0	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	52	49	94.23	5.77	12.24
Female	27	25	92.59	7.41	20.00
Male	24	23	95.83	4.17	4.35
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	38	92.68	7.32	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	13	86.67	13.33	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	45	42	93.33	6.67	11.90
Students with Disabilities	--	--	--	--	--

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	52	49	94.23	5.77	0
Female	27	25	92.59	7.41	0
Male	24	23	95.83	4.17	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	38	92.68	7.32	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	13	86.67	13.33	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	45	42	93.33	6.67	0
Students with Disabilities	--	--	--	--	--

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)	3.61	0.98	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	106	102	96.23	3.77	0.98
Female	47	44	93.62	6.38	2.27
Male	58	57	98.28	1.72	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	73	70	95.89	4.11	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	3.57
English Learners	23	22	95.65	4.35	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	82	78	95.12	4.88	1.28
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, Apollo High School is required by the state to administer a physical fitness test to all students in grade nine. 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 2023-24 school year.

**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
9	N/A	N/A	N/A	N/A	N/A

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.

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.

2024-25 Campus Improvements

- Dry rot repairs to portable buildings
- Roof repairs to A2 building
- Improvements to gym
- Improvements to weight room
- Accessibility renovations to bathrooms - H Bldg (Summer 2025)
- Upgrades to sprinkler system (Summer 2025)

Campus Description	
Year Built	1969
Acreage	-
Square Footage	-
	Quantity
Permanent Classrooms	6
Portable Classrooms	10
Restrooms (Sets)	2
Cafeteria	1
Woodshop	1
Crib Room	1
Gym	1
Infant Playground	1
Minor Parent Room	1
Outdoor Covered Patio	1
Staff Lounge / Teacher Workroom	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.

Apollo High 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 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 school safety plan is reviewed, updated, and discussed with school staff each year by March 1st.

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 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 21, 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.

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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 21, 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>				

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.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	8.65	8.38	8.55
% Students Expelled	0.96	0.00	1.32
	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

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	8.55	1.32
Female	10.00	0.0
Male	7.41	2.47
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	10.38	1.89
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	5.13	0.0
English Learners	11.11	2.78
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	10.32	1.59
Students with Disabilities	9.09	0.0
<i>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.</i>		

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, Moorpark College, local businesses, and vocational education. Detailed information about these programs can be obtained by calling the school office.

ACTIVITIES INCLUDE:

- Vocational Field Trips
- Reagan Library Field Trips
- Field Trips for Different Departments
- Intramural Sports Activities w/Other Continuation Education Programs
- 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				
Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
English	3	43		
Math	5	22		
Science	5	15		
Social Science	6	20		
Subject	2023-24			
	English	3	42	
	Math	5	23	
Science	5	23		
Social Science	6	17		
Subject	2024-25			
	English	5	24	
	Math	6	21	
Science	5	15		
Social Science	6	17		
*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.				

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, Edgenuity 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 difficulty 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			
	School		
	22-23	23-24	24-25
Dropout Rate (%)	24.0	28.6	20.8
Graduation Rate (%)	53.3	62.9	72.9
	District		
	Dropout Rate (%)	3.50	3.60
Graduation Rate (%)	92.3	92.6	94.9
	State		
	Dropout Rate (%)	8.20	8.90
Graduation Rate (%)	86.2	86.4	87.5

Graduation Rate by Student Group (Four-Year Cohort Rate)

2024-25

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	48	35	72.9
Female	17	15	88.2
Male	31	20	64.5
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	29	20	69.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	16	14	87.5
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Migrant Services	0	0	0.0
Socioeconomically Disadvantaged	43	31	72.1
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.

CHRONIC ABSENTEEISM

The chart in this table identifies the chronic absenteeism rates by student group for Apollo High 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	152	146	98	67.1
Female	70	68	45	66.2
Male	81	77	52	67.5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	106	102	64	62.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	39	37	29	78.4
English Learners	36	34	20	58.8
Foster Youth	--	--	--	--
Homeless	15	15	10	66.7
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	126	123	82	66.7
Students with Disabilities	11	11	7	63.6

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

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 2023-24, 2024-25, and 2025-26 school years, Apollo High 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	

SITE-BASED STAFF DEVELOPMENT

During the 2024-25 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 2024-25, staff collaboration activities focused on:

- Aeries
- CAASPP Data
- Child Abuse Training
- California State Standards
- Credit Recovery
- Data Analysis
- Digital Citizenship
- ELPAC Data
- Instructional Strategies/Programs
- Mandated Reporting
- Nonviolent Crisis Intervention (NCI) Training
- 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 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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
	Bedford St. Martin's: <i>Literature and Composition</i>	N - Local	0%
2009	Cambium Learning: <i>Focus on English Learners (ELD)</i>	N - Local	0%
	Bedford St. Martin's: <i>Advanced Language & Literature</i>	N - Local	0%
	Bedford St. Martin's: <i>Conversations in American Literature</i>	N - Local	0%
	Bedford St. Martin's: <i>Bedford Introduction to Literature</i>	N - Local	0%
History-Social Science			
	Pearson: <i>World History</i>	N - Local	0%
	TCI: <i>History Alive! American Ideals</i>	N - Local	0%
	TCI: <i>Government Alive! Power, Politics & You</i>	N - Local	0%
	Cengage: <i>Contemporary Economics</i>	N - Local	0%
	Bedford, Freeman & Worth: <i>Myers' Psychology for the AP</i>	N - Local	0%
	AMSCO: <i>World History</i>	N - Local	0%
	AMSCO: <i>U.S. History</i>	N - Local	0%
	AMSCO: <i>U.S. Government & Politics</i>	N - Local	0%
	Bedford, Freeman & Worth: <i>Krugman's Macroeconomics for the AP</i>	N - Local	0%
	Pearson: <i>The Cultural Landscape</i>	N - Local	0%

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
Mathematics			
2015	Houghton Mifflin Harcourt: <i>HMH Algebra 1, Geometry & Algebra 2</i>	N - Local	0%
2010	Cengage: <i>Financial Algebra</i>	N - Local	0%
2015	Cengage: <i>Financial Algebra (Advanced)</i>	N - Local	0%
2015	Cengage: <i>Century 21 Accounting</i>	N - Local	0%
2015	McGraw Hill: <i>Math for Business & Personal Finance</i>	N - Local	0%
2015	MPS: <i>Practice of Statistics</i>	N - Local	0%
2015	Cengage: <i>Precalculus with Limits</i>	N - Local	0%
2015	Cengage: <i>Calculus of a Single Variable</i>	N - Local	0%
Science			
2022	SAVAAS: <i>Experience Biology</i>	N - Local	0%
2022	SAVAAS: <i>Experience Chemistry</i>	N - Local	0%
2022	SAVAAS: <i>Experience Physics</i>	N - Local	0%
2006	Prentice Hall: <i>Earth Science</i>	N - Local	0%
2021	McGraw Hill: <i>Hole's Essentials of Human Anatomy & Physiology</i>	N - Local	0%
2018	Pearson: <i>Fundamentals of Anatomy & Physiology</i>	N - Local	0%
2017	Zumdahl: <i>Chemistry AP Edition</i>	N - Local	0%
2006	Bedford/Freeman: <i>Environmental Science for the AP Course</i>	N - Local	0%
2018	Wiley: <i>Cutnell & Johnson Physics (AP Physics I & II)</i>	N - Local	0%
2018	Wiley: <i>Fundamentals of Physics (AP Physics C)</i>	N - Local	0%
2022	Mader: <i>Biology AP Edition</i>	N - Local	0%
	Science Laboratory Equipment	N/A	0%
Foreign Language			
2023	Senderos: <i>Spanish I, II, III, and Intermediate Spanish</i>	N - Local	0%
2023	Vista Higher Learning: <i>Senderos I, II, III, IV, V</i>	N - Local	0%
2023	Vista Higher Learning: <i>Temas AP Spanish</i>	N - Local	0%
2008	Dawn Sign Press: <i>Signing Naturally</i>	N - Local	0%
2023	Vista Higher Learning: <i>Temas IB Spanish</i>	N - Local	0%
2023	Vista Higher Learning: <i>Chemins I, II, III, IV</i>	N - Local	0%
Visual & Performing Arts			
2005	Davis Publishing: <i>Basic Design: The Visual Experience</i>	N - Local	0%
2005	Davis Publishing: <i>Basic Design: Beginning Sculpture</i>	N - Local	0%
2003	Davis Publishing: <i>Ceramics: Experience Clay</i>	N - Local	0%
2005	Davis Publishing: <i>Ceramics: Beginning Sculpture</i>	N - Local	0%
2004	Perfection Learning: <i>Drama: Basic Drama Projects</i>	N - Local	0%
2007	Davis Publishing: <i>Drawing & Painting: Discovering Drawing</i>	N - Local	0%
2007	Davis Publishing: <i>Photography: Focus on Photography</i>	N - Local	0%
Health			
2016	Sexual Health Education for America's Youth: Positive Prevention Plus	N - Local	0%
2004	Holt, Reinhart, Winston: <i>Lifetime Health</i>	N - Local	0%

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	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	83.54
2023-24 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.

CAREER READINESS

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 or the County Office of Education.

Apollo High School continues to offer an introduction to machine technology program in partnership with the Simi Institute for Careers & Education (SICE) and students can earn an OSHA certification and hours toward machine technology certification in addition to credits for high school. These credits are applied to elective credits at Apollo High School.

During the 2025-26 school year, Apollo High School continues to offer a CTE Pathway course in Early Childhood Education and a CTE Pathway in Cabinetry and Woodworking.

The CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation 2024-25

Total Number of Students Participating in CTE Programs	51
Percentage of Students Completing a CTE Program and Earning a High School Diploma	0
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

	No. of Staff	FTE
Academic Counselor	2	1.4
Psychologist	1	0.2
Nurse	1	As Needed
Resource Officer	1	As Needed
Speech Therapist	1	As Needed

Counselor-to-Student Ratio: 1:44

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.

TEACHER PREPARATION AND CREDENTIALS

The charts in this report 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.

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	0.1	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.1	0.0

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	5.8	3.9	4.0
Total Out-of-Field Teachers	5.8	3.9	4.0

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	2.7	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>.

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 #	7.0	0.0	0.0	4.0	0.6	11.7
School %	60.0	0.0	0.0	34.62	5.21	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 #	6.1	0.0	0.1	3.9	0.7	10.9
School %	56.12	0.0	1.1	35.92	6.76	100.0
District #	645.6	1.2	39.5	48.4	16.9	751.8
District %	85.87	0.17	5.26	6.44	2.25	100.0
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 #	3.8	0.0	0.0	5.8	0.3	10.0
School %	38.01	0.0	0.0	58.01	3.88	100.0
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.						

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%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

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

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$34,418	N/A	N/A	N/A	N/A
Restricted	\$7,643	N/A	N/A	N/A	N/A
Unrestricted	\$26,775	\$10,734	249.4%	\$11,146	240.2%
Avg Teacher Salary	\$99,368	\$91,855	108.2%	\$103,743	95.8%
<i>Note: Cells with N/A values do not require data.</i>					

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 and the school facilities sections were acquired in October 2025.



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