

Kathleen MacDonald High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Kathleen MacDonald High School
Street	3588 Zanker Road
City, State, Zip	San Jose, CA 95134
Phone Number	(669) 369-4400
Principal	Nelson Hori
Email Address	nhori@scusd.net
School Website	https://macdonald.santaclarausd.org/
Grade Span	9-12
County-District-School (CDS) Code	43-69674-0000000

2025-26 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Damon Wright, Ed.D.
Email Address	communications@scusd.net
District Website	www.santaclarausd.org

2025-26 School Description and Mission Statement

MacDonald High School (MHS) opened in August 2022 and welcomed an inaugural class of 215 9th-graders. In August 2023, we welcomed an incoming 9th-grade class of about the same size, for a total of about 430 students in the 2023-2024 school year. In the Spring of 2023, MacDonald High School was awarded full, initial WASC Accreditation through the 2025-2026 school year. As part of our accreditation process, our community collaboratively wrote and voted on our school vision and mission statements. See below. In August 2024, we welcomed our 3rd incoming ninth-grade class of approximately 260 students, for a total of close to 700 students in the 2024-2025 school year. In August 2025, we welcomed our 4th incoming ninth-grade class of approximately 200 students. Throughout the 2024-2025 school year, some students transferred to other schools, and as our district faced a decline in enrollment, the total number of students at MacDonald for the 2025-2026 school

2025-26 School Description and Mission Statement

year totaled just over 850 students.

Vision: MacDonald High School will be a fully inclusive community that focuses on each student's educational and interpersonal development to become productive and ethical global citizens in a rapidly changing world.

Mission: To empower all students to develop into ethical, productive, global-minded citizens.

Site data captured from DataZone (2024-2025)

Students: 694

% SPED: 17.72%

% EL: 12.10%

% Foster Youth: 0.29%

% Migrant: 0.0%

% SED: 42.80%

Site data captured from Aeries Analytics (2025-2026)

Students: 852

% SPED: 17.7%

% EL: 9.7%

% Foster Youth: 0.0%

% Homeless: 0.58%

% Migrant: 0.0%

% SED: 36%

Enrollments by Race/Ethnicity also captured from DataZone (2024-2025)

American Indian/Alaska Native: 8

Asian: 153

Black/African American: 25

Filipino: 87

Hispanic/Latino: 321

Native Hawaiian/Pacific Islander: 5

White: 93

Enrollments by Race/Ethnicity also captured from Aeries Analytics (2025-2026)

American Indian/Alaska Native: 6

Asian: 163

Black/African American: 25

Filipino: 98

Hispanic/Latino: 408

Native Hawaiian/Pacific Islander: 3

White: 98

Multi-Ethnic: 50

Unknown: 1

Due to our small size, our staff is able to ensure that the needs of each student are known and met. Students have a unique opportunity to get to know more of their classmates in both academic and extracurricular settings. We are also able to offer freshman and sophomore-level classes, including electives and honors courses that are comparable to other high schools in the area. (e.g., AP Spanish Language, AP Computer Science Principles, AP Government, & AP 3D Art). Student course requests drive these offerings and any related staffing needs.

One unique feature of the MHS bell schedule is the Personalized Competency Based Learning (PCBL) Time twice a week. This is similar to homeroom, advisory, flex, or tutorial time. During this time, every student meets with their advisor, who provides ongoing support and encouragement. This is also the time that students get to attend embedded recovery opportunities (test retakes, additional time to finish assignments, extra help understanding lessons, and more), school-wide rallies and workshops, club meetings, and activities in the Library and Design Lab.

Our numbers also support full participation in athletics and school activities. In our first two years of operating, we have successfully fielded various Junior Varsity level girls and boys sports, as an official member of the Santa Clara Valley Athletic League (SCVAL): freshman football team, girl's tennis, boy's and girl's teams for: volleyball, basketball, soccer, cross country, softball/baseball, track, badminton, swim and diving. During our third year in operation (2024-2025) we have successfully fielded Varsity level sports in just about all of the above mentioned JV teams and added girls flag football. We also have full classes in: Art, Ceramics, Computer Science, Leadership, Jazz Band, Symphonic Band, and Sports PE. During our fourth year

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in operation (2025-2026) we have expanded our course offerings to include Culinary 2 (a CTE pathway) as well as Physics of Engineering, the prerequisite to our product design pathway (CTE) that we are planning to include next year. Additionally, our students have started about 30 official clubs (e.g., Girls Who Code, LatinX Club, and Model UN just to name a few). At MHS, we encourage every student to be involved in at least one sport, activity, or club. All of these are made possible due to our small, caring community.

Our school goals this year are to decrease the number of D and F grades in all courses, prioritizing students with IEPs, 504 plans, and those identified as Multilingual Learners (MLLs). MHS staff will achieve this by implementing a reflective grading protocol to foster consistent grading practices throughout the school. Additionally, staff will leverage AVID WICOR strategies and UDL-based instructional practices to reduce failing grades. Quarterly grade analysis will track student growth and facilitate timely interventions. MHS staff will also analyze CAASPP Target data to identify student challenges and apply targeted interventions to gain mastery of learning standards.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	259
Grade 10	217
Grade 11	204
Grade 12	3
Total Enrollment	683

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.1
Non-Binary	0.1
American Indian or Alaska Native	0.7
Asian	19.9
Black or African American	2.9
Filipino	12
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	0.6
Two or More Races	5
White	12.6
English Learners	12.2
Foster Youth	0.1
Homeless	0.6
Migrant	0.1
Socioeconomically Disadvantaged	35.9
Students with Disabilities	17.6

A. Conditions of Learning **State Priority: Basic**

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			690.2	89.56	234405.2	84
Intern Credential Holders Properly Assigned			1.1	0.15	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			10	1.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			20.2	2.63	11953.1	4.28
Unknown/Incomplete/NA			48.9	6.36	15831.9	5.67
Total Teaching Positions			770.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.5	74.73	665.6	89.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.8	0.65	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	28.3	3.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	16.3	2.19	11746.9	4.23
Unknown/Incomplete/NA	3.5	25.2	31.6	4.24	14303.8	5.15
Total Teaching Positions	14	100	746.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.1	91.93	682.7	89.79	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.4	0.46	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	8.02	23.7	3.12	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	18.1	2.39	12112.8	4.34
Unknown/Incomplete/NA	0	0	32.2	4.24	13705.8	4.91
Total Teaching Positions	24	100	760.4	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers		0	0
Misassignments		0	1.9
Vacant Positions		0	0
Total Teachers Without Credentials and Misassignments		0	1.9

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0	4.8
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

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

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

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2025 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected	January 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0
Science Laboratory Equipment (grades 9-12)	www.santaclarausd.org/InstructionalResources Board adopted: September 2025	0

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

School Facility Conditions and Planned Improvements

General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Maintenance and Repair

SCUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds the construction of new elementary and middle schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of a new high school on the Agnews campus, a new elementary school for Laurelwood on the Patrick Henry campus, new multipurpose buildings and early childhood classroom buildings, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Interior: Interior Surfaces	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Electrical	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Safety: Fire Safety, Hazardous Materials	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Structural: Structural Damage, Roofs	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)		64	58	60	47	48
Mathematics (grades 3-8 and 11)		35	47	49	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	202	194	96.04	3.96	64.43
Female	92	87	94.57	5.43	66.67
Male	110	107	97.27	2.73	62.62
American Indian or Alaska Native	--	--	--	--	--
Asian	46	45	97.83	2.17	88.89
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	76.19
Hispanic or Latino	91	86	94.51	5.49	46.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	28	27	96.43	3.57	70.37
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	65	94.20	5.80	56.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	40	93.02	6.98	25.00

2024-25 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	202	193	95.54	4.46	35.42
Female	92	86	93.48	6.52	32.56
Male	110	107	97.27	2.73	37.74
American Indian or Alaska Native	--	--	--	--	--
Asian	46	45	97.83	2.17	73.33
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	38.10
Hispanic or Latino	91	85	93.41	6.59	10.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	50.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	69	65	94.20	5.80	23.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	39	90.70	9.30	10.26

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)		51.02	41.6	46.48	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	196	96.08	3.92	51.02
Female	92	89	96.74	3.26	56.18
Male	112	107	95.54	4.46	46.73
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	80.43
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	52.38
Hispanic or Latino	92	87	94.57	5.43	29.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	27	93.10	6.90	70.37
English Learners	11	8	72.73	27.27	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	68	95.77	4.23	38.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	40	88.89	11.11	17.50

2024-25 Career Technical Education Programs

Career Technical Education (CTE) prepares students to continue on to postsecondary education with expertise in specific areas. CTE supports high academic standards, includes career exploration, and is designed to offer students exposure to a broad range of career opportunities, access to relevant and rigorous educational programs that help them achieve their career aspirations, and opportunities to benefit from workplace learning experiences. Visit the school's website to view its course catalog for a full and current list of available career technical programs offered at the school.

Students at Santa Clara Unified School District have a variety of CTE programs to choose from. The high schools offer pathways in automotive technology, biotechnology, business technology, culinary arts, hospitality and management preparation, fashion design, marketing sales, and service and information technologies. Each CTE Pathway has a sequence of two or more courses that build knowledge, skill, and proficiency in a specific industry sector and can lead to industry certification and higher education programs. Articulation agreements with Mission and West Valley Community Colleges are in place for a number of our CTE Pathways, waiving the introductory course requirements once students begin their postsecondary education. Courses with articulation agreements include business, culinary arts, hospitality and management preparation, fashion design, digital media and information technology. Automotive, construction and biotech have dual enrollment opportunities for students. Most of our CTE classes offer University of California A-G approved course credit, making it attractive to students wanting both college preparation and the CTE experience. Junior and senior students at all high schools also have full access to work experience and a comprehensive selection of courses available at the Silicon Valley Career Technical Education Center through MetroEd's joint powers agency.

2024-25 Career Technical Education Programs

Students in CTE courses are counseled by their program teacher and the full-time career center technician. All high schools have college and career resources that offer college and career planning. Career center technicians arrange college fairs; college visits and presentations with traditional colleges and universities, as well as technical and trade schools; job fairs; Armed Services Vocational Aptitude Battery (ASVAB) and other career assessment testing; scholarship and financial aid advising for all postsecondary schools.

All CTE teachers have received high-quality professional development around recruitment and supporting non-traditional and special population students as well as topics within their industry field. All CTE classes are aligned with the CTE model curriculum standards for California public schools. The CTE staff works closely with counselors, special education, and ELL facilitators to ensure full access and support for these special population students. All programs conduct an end-of-year review, which includes student surveys, grade analysis, enrollment data evaluation, and detailed descriptive narratives.

The district has Carl Perkins programs that follow the quality indicators and criteria for program approval. The district has developed professional partnerships with community organizations to help students prepare for the workforce and obtain work placements. The SCUSD CTE Advisory Board is composed of over 75 local industry representatives from our industry sectors with programs in our schools and is led by the Coordinator of Career Technical Education. Students at Santa Clara Unified School District have a variety of CTE programs to choose from. The high schools offer pathways in automotive technology, biotechnology, business technology, culinary arts, hospitality and management preparation, fashion design, marketing sales, and service and information technologies. Each CTE Pathway has a sequence of two or more courses that build knowledge, skill, and proficiency in a specific industry sector and can lead to industry certification and higher education programs. Articulation agreements with Mission and West Valley Community Colleges are in place for a number of our CTE Pathways, waiving the introductory course requirements once students begin their postsecondary education. Courses with articulation agreements include business, culinary arts, hospitality and management preparation, fashion design, digital media and information technology. Automotive, construction and biotech have dual enrollment opportunities for students. Most of our CTE classes offer University of California A-G approved course credit, making it attractive to students wanting both college preparation and the CTE experience. Junior and senior students at all high schools also have full access to work experience and a comprehensive selection of courses available at the Silicon Valley Career Technical Education Center through MetroEd's joint powers agency.

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2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	154
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	83.3

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.39
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	63.6	67.8	66.3	67.8	67.4

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

MacDonald High School involves parents in their students' education by informing them of their students' progress and of upcoming events and opportunities. The school maintains a webpage, produces a school newsletter, holds parent-teacher conferences, and sends out frequent progress reports. Our Parent Teacher Student Association (PTSA) invites all members of the school community to join the organization to support school events as well as athletics and curricular programs through volunteer hours and funding. Parents also participate in student learning by serving on the School Site Council (SSC), and the English Learner Advisory Committee (ELAC), assisting librarians with textbook checkout, distributing registration and school packets, copy room volunteers, and fundraising. At the end of the 2024-2025 school year, the Athletics Boosters was formed, offering parents a platform to create fundraising opportunities for our athletics programs. Since its inception, the Athletics Boosters have organized a golf tournament and created fundraising opportunities by selling food during football games. We encourage all parents to enroll in our school and district communication platform, ParentSquare, so that they can receive daily updates on student progress and facilitate communication. More information: (669) 369-4400.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate		--	--	8.5	9.1	4.7	8.2	8.9	8
Graduation Rate		--	--	89.2	88.9	91	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
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>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	731	711	86	12.1
Female	360	348	50	14.4
Male	370	362	36	9.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	143	140	10	7.1
Black or African American	21	21	5	23.8
Filipino	85	84	7	8.3
Hispanic or Latino	342	332	46	13.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	35	7	20.0
White	92	88	8	9.1
English Learners	97	96	16	16.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	287	276	35	12.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	137	131	21	16.0

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.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.22	4.54	5.61	2.78	2.45	2.99	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.44	0	0	0.01	0	0.01	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.61	0.00
Female	1.11	0.00
Male	10.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.10	0.00
Black or African American	19.05	0.00
Filipino	2.35	0.00
Hispanic or Latino	6.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.57	0.00
White	6.52	0.00
English Learners	5.15	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.03	0.00

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

2025-26 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents, community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	21	7	
Mathematics	21	8	13	
Science	25	3	14	
Social Science	28	1	10	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	13	22	
Mathematics	27	4	18	3
Science	27	4	19	2
Social Science	28	4	15	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	434

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	21879	0	21879	131379
District	N/A	N/A	16,738	\$143,489
Percent Difference - School Site and District	N/A	N/A	26.6	-8.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	65.0	23.5

Fiscal Year 2024-25 Types of Services Funded

School Improvement Program (staff development and student enrichment), and other categorical funds (some examples are: School-to-Career, pathways, STEM curriculum supports, and teen empowerment education).

MacDonald High School has several specific programs designed to help students explore their academic and career options. Our efforts to help all students reach their academic and post-secondary goals include programs such as Personalized Competency-Based Learning (PCBL) Time. This is similar to homeroom, advisory, flex, or tutorial time. During this time, every student meets with their advisor who provides ongoing support and encouragement. This is also the time that students get to attend embedded recovery opportunities (test retakes, additional time to finish assignments, extra help understanding lessons, and more), school-wide rallies and workshops, and activities in the Library and Design Lab.

In 2024-2025 school year MHS hired a Design Lab technician to help students and teacher begin learning more about the tools within the design lab for STEM education. Since then, we have been able to hire a teacher to develop a physics of engineering course, which will be the prerequisite for the product design pathway (CTE) that will begin in the 2026-2027 school year.

In addition to this, our school hired a full time College and Career technician in the 2024-2025 school year to support our students post secondary goals. Our technician holds meetings and workshops to support students in their college and career pathways as well as setting up visits from college representatives, tours to college and trade/technical schools, and offers support for students to complete college applications, and learn more about financial aid.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$92,273	\$62,783
Mid-Range Teacher Salary	\$139,485	\$97,783
Highest Teacher Salary	\$165,366	\$128,020
Average Principal Salary (Elementary)	\$210,146	\$160,224
Average Principal Salary (Middle)	\$225,318	\$166,992
Average Principal Salary (High)	\$232,555	\$180,971
Superintendent Salary	\$331,500	\$313,465
Percent of Budget for Teacher Salaries	32.35%	30.05%
Percent of Budget for Administrative Salaries	5.34%	5%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	26.9
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	2
Fine and Performing Arts	2
Foreign Language	2
Mathematics	1
Science	2
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	15

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's Single Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development

Professional Development

and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4