John McCandless Charter

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	John McCandless Charter
Street	915 Rosemarie Lane
City, State, Zip	Stockton, CA 95207
Phone Number	209-888-0160
Principal	Dawn Archer
Email Address	darcher@lusd.net
School Website	www.lincolnstemcharter.com
Grade Span	K-8
County-District-School (CDS) Code	68569

2025-26 District Contact Information

District Name	Lincoln Unified School District
Phone Number	209-953-8700
Superintendent	Kelly Dextraze
Email Address	kdextraze@lusd.net
District Website	www.lusd.net

2025-26 School Description and Mission Statement

The John McCandless STEM Charter School is a district dependent charter school that aims to offer a world-class, 21st Century education for children, close the achievement gap, and promote interest in Science, Technology, Engineering, and Mathematics (STEM). John McCandless STEM Charter School provides a standards-based curriculum with an emphasis on preparing students for life-long learning by developing their abilities to read, write, listen, speak, and problem solve. In addition, all students use technological, mathematical, and scientific principles in real-life applications through daily classroom instruction and extended day enrichment programs. The STEM school serves grades transitional

2025-26 School Description and Mission Statement

kindergarten through 8 with the belief that meaningful integration of STEM within education should start early. STEM teachers and staff will support student development by integrating Project Based Learning into the curriculum.

The mission of John McCandless STEM Charter is to provide a comprehensive, outstanding quality education, with an additional emphasis in science, technology, engineering, and mathematics to prepare all students for success in a rigorous middle school and high school curriculum.
The vision of the John McCandless STEM Charter School is to be a leader in STEM education, preparing and inspiring our learners to meet the challenges of the 21st century through innovation, collaboration, and creative problem solving.

The goals of John McCandless Charter School are as follows:

- Provide all students high quality classroom instruction, and equitable access to a broad course of study and standards aligned curriculum.
- Maintain the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.
- All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.
- Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	44
Grade 2	48
Grade 3	44
Grade 4	44
Grade 5	47
Grade 6	48
Grade 7	47
Grade 8	47
Total Enrollment	434

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.5
Asian	7.1
Black or African American	4.6
Filipino	3
Hispanic or Latino	53.5
Native Hawaiian or Pacific Islander	1.6
Two or More Races	9.9
White	18.4
English Learners	6.9
Foster Youth	0.2
Homeless	5.8
Socioeconomically Disadvantaged	58.8
Students with Disabilities	10.4

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)	18.9	89.74	340.2	78.99	234405.2	84
Intern Credential Holders Properly Assigned	1	4.73	22.6	5.25	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.89	8	1.88	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.76	32.1	7.45	11953.1	4.28
Unknown/Incomplete/NA	0.6	2.84	27.6	6.42	15831.9	5.67
Total Teaching Positions	21.1	100	430.7	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)	15.2	73.82	315.7	79.39	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.86	23.8	5.99	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	17.19	19.3	4.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	3.89	29	7.31	11746.9	4.23
Unknown/Incomplete/NA	0	0.24	9.7	2.45	14303.8	5.15
Total Teaching Positions	20.5	100	397.7	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)	11.5	53.6	308.9	76.19	230039.4	100
Intern Credential Holders Properly Assigned	3	13.92	17.9	4.42	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7	32.48	21.3	5.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	27.8	6.86	12112.8	4.34
Unknown/Incomplete/NA	0	0	29.4	7.25	13705.8	4.91
Total Teaching Positions	21.5	100	405.4	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	0.00	3	5.5
Misassignments	0.40	0.5	1.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.40	3.5	7

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	0.00	0	0
Local Assignment Options	0.10	0.8	0
Total Out-of-Field Teachers	0.10	0.8	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)	5.7	8.8	16.9
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

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

Following a public hearing the Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have textbooks or instructional materials, or both, to use in class or to take home.

Year and month in which the data were collected	November 2025

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	World of Wonders Adoption Year 2023 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	0%
Mathematics	HMH Into Math Adoption Year 2024 iReady Classroom Mathematics Adoption Year 2024	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	0%
History-Social Science	Impact, McGraw Hill Harcourt California, 2019 Edition Adoption Year 2025 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	0%
Health	Health Connected, Teen Talk Middle School, 2017 Adoption Year 2017	

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

School Facility Conditions and Planned Improvements

John McCandless Charter School is housed in one recently remodeled facility. The 6-8 building campus consists of a main building which houses the administration office, gym, multi-use room and several student restrooms.. The 4-5 building is occupied by Resource Specialist, Counselor, and After School Program. It consists of 6 classrooms. The Tk- 3 building features the Media Center/ Library, Maker Space, SLP Room, Auditorium, administration office, and 2 restrooms. All facilities have high speed wireless internet access. In addition, there is a second floor staff only conference room, custodial office and staff lounge, with restroom. The school is cleaned on a regular basis. We have a lead custodian during the day when school is in session and we have night custodians to clean the classrooms and restrooms after the students have gone home. Each custodian takes pride in the way our campus and grounds look. The District Maintenance crew mows regularly and is on call for repairs through a work order system. The principal, teachers, and campus supervisors monitor campus grounds for 30 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Campus is closed and secure. Visitors are asked to enter the school through the main door at the front of the campus and check in. Everyone must sign in at the office, where they receive a photo badge to wear until they check out to leave campus.

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			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	47	53	41	44	47	48
Mathematics (grades 3-8 and 11)	38	44	28	30	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	278	275	98.92	1.08	53.09
Female	127	126	99.21	0.79	61.11
Male	150	148	98.67	1.33	45.95
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	80.00
Black or African American	13	12	92.31	7.69	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	152	150	98.68	1.32	46.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	58.06
White	47	47	100.00	0.00	70.21
English Learners	17	17	100.00	0.00	11.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	171	168	98.25	1.75	43.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	16.67

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	278	275	98.92	1.08	43.64
Female	127	126	99.21	0.79	42.86
Male	150	148	98.67	1.33	43.92
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	70.00
Black or African American	13	12	92.31	7.69	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	152	150	98.68	1.32	38.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	31	100.00	0.00	45.16
White	47	47	100.00	0.00	59.57
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	171	168	98.25	1.75	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	36	97.30	2.70	16.67

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)	27.27	34.78	25.81	26.35	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	93	92	98.92	1.08	34.78
Female	40	40	100.00	0.00	27.50
Male	52	51	98.08	1.92	39.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	48	97.96	2.04	22.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	57.14
White	15	15	100.00	0.00	46.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	53	98.15	1.85	30.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	16.67

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

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

The John McCandless STEM Charter School regularly consults with parents/guardians regarding the Charter School's educational program. Volunteer opportunities will be made available to all parents/guardians, with the expectation that parents/guardians contribute a minimum level of volunteer effort to the Charter School. School Site Council, Coffee with the Principal, English Learner Advisory Committee ("ELAC"), Parent Teacher Student Association ("PTSA"), and parent surveys allow parents opportunities to participate in and provide feedback regarding educational programming at the Charter School. Parents are invited to participate in the classroom and attend evening events to promote a greater sense of community. Parent teacher conferences and academic parent teacher team meetings are held at least twice a year to increase parent involvement in education. Opportunities for Parent/Family volunteer service are described in enrollment documents, student/parent handbooks and/or student orientation information. All parent involvement and volunteer opportunities are also published on the school webpage, newsletters, email, and social media. Please contact John McCandless STEM Charter School at (209) 888-0160 for parent involvement opportunities.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	477	462	93	20.1
Female	222	213	35	16.4
Male	254	248	58	23.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	31	1	3.2
Black or African American	28	27	12	44.4
Filipino	14	14	2	14.3
Hispanic or Latino	255	244	51	20.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	44	7	15.9
White	86	85	13	15.3
English Learners	34	32	6	18.8
Foster Youth	--	--	--	--
Homeless	27	27	12	44.4
Socioeconomically Disadvantaged	294	281	72	25.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	62	18	29.0

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
4.27	3.59	3.35	6.8	5.81	6.01	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
0.81	0	0.42	0.61	0.79	0.45	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	3.35	0.42
Female	0.90	0.45
Male	5.51	0.39
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	14.29	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.75	0.78
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.82	0.00
White	2.33	0.00
English Learners	8.82	2.94
Foster Youth	0.00	0.00
Homeless	3.70	3.70
Socioeconomically Disadvantaged	4.76	0.68
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.94	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

Emergency Response Procedures were developed in coordination with the California Safe Schools program and are revised and updated each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency. The staff and students participate in regular drills to practice the procedures. The School Safety Plan was last reviewed and updated in February 2025.

The Lincoln Unified School District Emergency Plan is a prime example of community partnership and cooperation. After analysis, discussion, and consensus by school district administrators, local law enforcement, emergency first responders, county emergency services, community members, and countless others, this document has evolved into a comprehensive and cohesive emergency planning guide for Lincoln Unified Schools. The guidelines and protocols included in this Emergency Plan meet both federal and state standards as established by NIMS, the National Incident Management System and SEMS, California's Standardized Emergency Management System.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	3	0
1	24	0	2	0
2	24	0	2	0
3	24	0	2	0
4	24	0	2	0
5	24	0	2	0
6	14	18	10	0
Other	0	0	0	0

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	2	0
1	24	0	2	0
2	23	0	2	0
3	24	0	2	0
4	24	0	2	0
5	23	0	2	0
6	15	12	8	0
Other	0	0	0	0

2024-25 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	22		2	
2	24		2	
3	22	1	1	
4	22		2	
5	24		2	
6	24		2	

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	448

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	$94,741
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

Fiscal Year 2024-25 Types of Services Funded

John McCandless Charter School provides general education instructional services without outside assistance. Additionally, supplemental instruction and intervention services are offered for reading and math. Supplemental curriculum/programs, targeted after school Intervention/homework assistance, supplemental ELD curriculum, social-emotional assistance, integrated ELD, STEM Activities, and Project Based Learning are just a few examples of services funded during the 2025-26 school year.

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	$64,261	$62,145
Mid-Range Teacher Salary	$91,258	$97,088
Highest Teacher Salary	$124,891	$120,436
Average Principal Salary (Elementary)	$157,603	$151,343
Average Principal Salary (Middle)	$157,603	$159,514
Average Principal Salary (High)	$190,877	$177,261
Superintendent Salary	$272,732	$294,805
Percent of Budget for Teacher Salaries	27.55%	29.95%
Percent of Budget for Administrative Salaries	5.46%	5.4%

Professional Development

Lincoln Unified School District provides two professional development days for staff annually as part of the contract, with site based follow up scheduled during the year. John McCandless STEM Charter staff has an additional professional development day to focus on project based learning, STEM, and building community. Early dismissal on Mondays also provides teachers with additional time each week to collaborate and articulate with other grade level or department teachers. Teachers work in teams to analyze data, determine essential standards and plan instruction. Professional learning is provided to support implementation of new curriculum, best practices and instructional strategies to support the achievement of all students. In addition, new teachers are provided with three days of professional learning before the start of school each year. Our goal is to continue to have a highly trained professional staff that supports success for all students in the classroom. Lincoln Unified School District and John McCandless STEM Charter is committed to supporting staff through quality professional development.

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	4	4