

Eagle Peak Montessori School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Eagle Peak Montessori School
Street	800 Hutchinson Rd.
City, State, Zip	Walnut Creek, CA 94598-4505
Phone Number	925.946.0994
Principal	Michelle Hammons
Email Address	hammonsm@mdusd.org
School Website	
County-District-School (CDS) Code	07617546118087

2021-22 District Contact Information

District Name	Eagle Peak Montessori School
Phone Number	925.946.0994
Superintendent	Michelle Hammons
Email Address	eaglepeakmontessori@gmail.com
District Website Address	http://www.eaglepeakmontessori.org/

2021-22 School Overview

Mission Statement

The mission of the charter component of Eagle Peak Montessori School (EPMS) is to provide students with the opportunity to acquire an education based on an “authentic” and accredited curriculum founded on the educational philosophy of Dr. Maria Montessori. We intend to promote an educational atmosphere that encourages socioeconomic and cultural diversity by providing all students with the opportunity to obtain a quality public education. Our aim is to equip each of our students with the skills, knowledge, and values to participate meaningfully in the pluralistic world of the 21st century.

Vision Statement

The school is guided by its vision, which is to create a quality learning experience supported by families, educators, and community members who believe that a better world can be built by helping all children develop to their fullest human potential. It is our belief that by learning without artificial boundaries and discovering their capacity to live in peace, children will become lifelong learners and responsible citizens whose actions reflect sound character, ethical behavior, and a clear own and others' self-worth and dignity. Our students will become socially aware, responsible people, who live in harmony with nature as stewards of the earth. Our educational and philosophical perspective profoundly respects and supports each individual's unique development and acquisition of knowledge. Our task is to provide an atmosphere of acceptance, respect, and trust so that creativity, learning, and a sense of community flourish. We are a learning community that recognizes parents, students, teachers, and administrators as integral parts of the school and we support one another in our lifelong process of learning and personal growth.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	48
Grade 2	54
Grade 3	56
Grade 4	50
Grade 5	41
Grade 6	27
Grade 7	29
Grade 8	21
Total Enrollment	326

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	14.4
Black or African American	2.1
Filipino	3.4
Hispanic or Latino	15.6
Two or More Races	15.3
White	46.9
English Learners	1.8
Socioeconomically Disadvantaged	9.2
Students with Disabilities	7.7

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12
Intern Credential Holders Properly Assigned	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	14

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	
--	--

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Eagle Peak Montessori utilizes the Montessori curriculum and supplements in reading with books from Flyleaf and other reading programs, as well as Junior Great Books.		
Mathematics	In the elementary program, Eagle Peak Montessori utilizes the Montessori materials and curriculum scope and sequence. In the Adolescent Program Eagle Peak uses Illustrative Mathematics.		
Science	FOSS Kits		
History-Social Science	Montessori Curriculum		
Foreign Language	NA		
Health	Planned Parenthood		
Visual and Performing Arts	NA		
Science Laboratory Equipment (grades 9-12)	FOSS		

School Facility Conditions and Planned Improvements

MDUSD owns the property which EPMS occupies. They come once a year to inspect the school. They will provide the update to this section.

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
-----------	------	------	------

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	NT	NT	NT	NT
Female	101	NT	NT	NT	NT
Male	115	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	32	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	28	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	103	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	NT	NT	NT	NT
Female	101	NT	NT	NT	NT
Male	115	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	32	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	28	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	103	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	205	187	91	9	81
Female	94	82	87	13	76
Male	111	105	95	5	86
American Indian or Alaska Native	--	--	--	--	--
Asian	47	38	81	19	82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100	--	84
White	92	84	91	9	83

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	205	192	96	3	54
Female	94	86	91	9	49
Male	111	106	95	5	58
Asian	39	38	97	2.5	52
Black or African American	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Two or More Races	38	38	100	0	76
White	92	86	93	6.5	56

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	32.08	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	NT	NT	NT	NT
Female	27	NT	NT		
Male	32	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

During typical years, Eagle Peak Montessori, provides a multitude of opportunities for parents to participate in the daily activities of the school. Parents often assist in classrooms, at lunch, garden, and in the office. There are garden work parties on the weekends and various fundraising events that parents develop and carry out. However, due to the Covid- 19 contagion, we can only have vaccinated adults work with the children. Because not all of our parents have chosen to be vaccinated, this would potentially allow some parents to volunteer and others not to have that same level of engagement with their child's school life. We opted for the 2021-2022 school year, to limit parent volunteer opportunities as a result.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	329	326	2	0.6
Female	151	150	1	0.7
Male	178	176	1	0.6
American Indian or Alaska Native	1	1	0	0.0
Asian	47	47	0	0.0
Black or African American	7	7	0	0.0
Filipino	11	11	0	0.0
Hispanic or Latino	51	51	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	51	50	1	2.0
White	155	153	1	0.7
English Learners	6	6	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	35	35	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	30	0	0.0

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.69	0.00	4.41	0.04	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	3.33	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The primary objectives of this plan are to:

- Save lives and minimize injuries
- Provide fast, effective responses to emergency situations
- Ensure efficient and safe evacuation of the school buildings should it be necessary

This response plan is designed to assist school staff, students, parents and local agencies organize resources of the school and community to respond to a crisis situation while school is in session. It is also intended to:

- Develop an awareness of the diverse emergency situations that can occur on or near a school campus Provide staff members with a description of their duties in emergency situations
- Provide strategies that will help students, staff, parents and community agencies to respond in an appropriate and safe manner to emergency conditions
- Support school staff in providing a school environment that provides a maximum level of safety and security for all students, parents, and staff.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				
Other	20	16		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
1				
2				
3				
4				
5				
6				
Other	20	13		3

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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				
1				
2				
3				
4				
5				
6				
Other	20	15		1

2020-21 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	NA

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	.5
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	9615	67	9547	63,248
District	N/A	N/A		\$79,637
Percent Difference - School Site and District	N/A	N/A		-22.9
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	12.3	-29.0

2020-21 Types of Services Funded

Montessori schools offer rigorous and innovative academic programs. The core curriculum integrates studies of the physical universe, earth and space science, engineering design, and the human experience. In contrast to the traditional model in which curriculum is compartmentalized into separate subjects with given topics considered only once at a given grade level, the main concepts are presented annually but with greater depth of instruction. Younger students work concretely when exploring new concepts. When revisited in subsequent years (spiraling the curriculum), older students are able to understand and investigate familiar ideas more abstractly and in greater detail. The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative, and expository writing) literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.

In addition to the academic core subjects, Montessori classroom environments emphasize peace education and conflict resolution. This, combined with the concept of the “cosmic task”, a belief that it is the responsibility of all humans to care for the earth and each other, is essential in order to have a truly “whole child”- centered environment. A description of Montessori Elementary curriculum can be found in the original EPMS charter application dated January 3, 2000, in Appendices D and F. Information is also available online at www.ams.org.

Eagle Peak’s Montessori Adolescent Program is centered around the connection among the Hands, Heart, and Mind. This connection is the core of the development of a holistic curriculum in the same way as it is the core for our development as humans.

The adolescent component of Eagle Peak Montessori School demonstrates how planned and constructivist driven curriculum can flow together to meet the academic as well as the holistic needs (social, emotional and psychological) of the adolescent. Current brain and developmental research support the theories that Dr. Maria Montessori espoused over 70 years ago regarding how adolescents develop and how their minds absorb and process information. Not only do they need to be participants, but more importantly they need to be the developers of their education and learning. In the Adolescent Program, teachers provide the academic framework and expectations, the guides and the scope of the material to be covered. The students explore, experiment, research, and then disseminate the subject matter. A sample of a year’s academic scope and sequence is included (APPENDIX C). It has been developed to meet both state science and history standards, CCSS language and math Standards, as well as the NGSS. The CCSS and NGSS are perfectly suited for this type of program because every subject, including mathematics, contains a language element and a critical thinking element. This allows for discussion and presentations that the students can create. Often in traditional education, we see academic rigor increase as students move into middle school. However, the other needs, especially the need to work with their hands and to create, are usually pushed to the side. The Montessori Adolescent Program however, has a key component called Erdkinder. During the Erdkinder experience, students participate in a carefully thought out experiential program via an overarching social or environmental theme, which carries through into the classroom curriculum. This may be manifested through growing food, building coops for chickens, working fields at a partnership farm, or a variety of artistic outlets. We feel that to truly feed the physical, mental and emotional development of the adolescent, this component is essential. Every 6-8 weeks cycles of study are introduced with a focus on the next elements and themes, complementing the overarching theme of the school year. We will elicit the help of volunteers both in the Eagle Peak family and in the outside community to help provide guidance for these experiences. Community involvement and social justice are more than mere concepts in a Montessori Adolescent Program. They are embraced and acted upon. Students research and find their passion and interest and learn how to become involved agents of change. To help provide structure for them in developing these interests, the students will choose from a variety of experiential activities that address the work of the Hands, Heart, and Mind such as: Montessori Model United Nations or similar event (Peacekeeping and International Relations), Building and Construction or similar program (Sustainability and Housing Justice), Wilderness Experience or similar program (Environmental Justice), Hospitality (Health and Food Justice), Crafting and Maker’s Space (Innovation and Social Impact-Community Building), or Visual Arts (Innovation and Social Impact-Community Building).

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$53,339	\$50,897
Mid-Range Teacher Salary	\$73,641	\$78,461
Highest Teacher Salary	\$98,346	\$104,322
Average Principal Salary (Elementary)	\$112,644	\$131,863
Average Principal Salary (Middle)	\$122,410	\$137,086
Average Principal Salary (High)	\$139,718	\$151,143
Superintendent Salary	\$280,600	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The board voted in 2016, to increase the school's contribution to conferences from \$500 to \$1000 per teacher. In addition to that amount, teachers who need to complete either their Montessori credential or their state teaching credential are given up to \$10,000, to help towards that goal.
Due to the pandemic teachers did not attend in person conferences.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Eagle Peak Montessori School

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Eagle Peak Montessori School
Phone Number	925.946.0994
Superintendent	Michelle Hammons
Email Address	eaglepeakmontessori@gmail.com
District Website Address	http://www.eaglepeakmontessori.org/

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	15817	12723	80.44	19.56	44.74
Female	7723	6332	81.99	18.01	47.73
Male	8087	6385	78.95	21.05	41.73
American Indian or Alaska Native	16	11	68.75	31.25	18.18
Asian	1175	1053	89.62	10.38	62.26
Black or African American	511	377	73.78	26.22	30.52
Filipino	611	558	91.33	8.67	61.16
Hispanic or Latino	6977	5415	77.61	22.39	26.94
Native Hawaiian or Pacific Islander	103	66	64.08	35.92	24.19
Two or More Races	2117	1759	83.09	16.91	56.27
White	4307	3484	80.89	19.11	60.03
English Learners	3132	2367	75.57	24.43	6.41
Foster Youth	69	42	60.87	39.13	19.05
Homeless	462	286	61.90	38.10	15.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7379	5668	76.81	23.19	26.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2222	1407	63.32	36.68	15.76

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	15819	12519	79.14	20.86	36.41
Female	7723	6193	80.19	19.81	34.40
Male	8089	6320	78.13	21.87	38.39
American Indian or Alaska Native	16	12	75.00	25.00	9.09
Asian	1175	1035	88.09	11.91	59.28
Black or African American	511	354	69.28	30.72	19.77
Filipino	611	558	91.33	8.67	49.82
Hispanic or Latino	6977	5303	76.01	23.99	18.00
Native Hawaiian or Pacific Islander	103	72	69.90	30.10	13.24
Two or More Races	2119	1744	82.30	17.70	48.32
White	4307	3441	79.89		51.57
English Learners	3132	2296	73.31	26.69	6.80
Foster Youth	71	40	56.34	43.66	15.00
Homeless	462	280	60.61	39.39	5.80
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7381	5553	75.23	24.77	18.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2222	1355	60.98	39.02	13.33

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	205	187	91	9	81
Female	94	82	87	13	76
Male	111	105	95	5	86
Asian	47	38	81	19	82
Two or More Races	38	38	100	0	84
White	92	84	91	9	83

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	205	192	96	3	54
Female	94	86	91	9	49
Male	111	106	95	5	58
Asian	39	38	97	2.5	52
Two or More Races	38	38	100	0	76
White	92	86	93	6.5	56

*At or above the grade-level standard in the context of the local assessment administered.