

Eagle Peak Montessori School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

2023-24 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	www.eaglepeakmontessori.org
County-District-School (CDS) Code	07617546118087

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 1	38
Grade 2	57
Grade 3	43
Grade 4	33
Grade 5	43
Grade 6	36
Grade 7	23
Grade 8	20
Total Enrollment	293

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	44.7%
Male	55.3%
American Indian or Alaska Native	0.3%
Asian	13%
Black or African American	1.4%
Filipino	4.8%
Hispanic or Latino	19.1%
Two or More Races	19.5%
White	37.5%
English Learners	3.4%
Socioeconomically Disadvantaged	9.9%
Students with Disabilities	6.8%

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.

2020-21 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)	13.00	83.87	1134.80	84.66	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6.45	5.10	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	9.68	71.30	5.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	58.00	4.33	12115.80	4.41
Unknown	0.00	0.00	71.00	5.30	18854.30	6.86
Total Teaching Positions	15.50	100.00	1340.30	100.00	274759.10	100.00

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.

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)	9.00	78.26	1096.90	84.15	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	8.70	14.80	1.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	4.35	46.50	3.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	60.40	4.64	11953.10	4.28
Unknown	1.00	8.70	84.70	6.50	15831.90	5.67
Total Teaching Positions	11.50	100.00	1303.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.50	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20	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)	15.7	8.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 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 Mid School Mathematics.		
Science	FOSS Kits		
History-Social Science	Montessori Curriculum		
Foreign Language	NA		
Health	Planned Parenthood		
Visual and Performing Arts	NA		

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

12/9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: BOYS REST ROOM: 2. DIRTY VENT. 9. FAUCETS LEAK AT HANDLE. 13. HOLES ARE RUSTED THROUGH THE GUTTER DOWNSPOUT. 15. THRESHOLD IS MISSING.
Interior: Interior Surfaces			X	201: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 13. HOLES IN GUTTER. 15. DOOR CLOSER COVER IS MISSING. 202: (NO ACCESS MEETING IN PROGRESS) 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. 301: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 302: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON DRAWERS. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 401: 4. CEILING TILE IS BROKEN. 13. HOLES ARE RUSTED THROUGH GUTTER DOWNSPOUT. 601: 4. CEILING TILE IS TORN. CEILING TILE T-BARS ARE LOOSE AND MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. ADMIN: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. HOLES ARE RUSTED THROUGH THE GUTTER DOWNSPOUT. ADMINISTRATOR: 4. CEILING TILE IS BROKEN. MULTI-USE: 4. CEILING TILES ARE TORN. CARPET IS TORN (TAPED). 5. ROOM HAS A SKUNKY ODOR. 11. PAINT IS PEELING ON FLASHING.

School Facility Conditions and Planned Improvements

			TEACHERS LOUNGE: 4. CEILING TILE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	201: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 13. HOLES IN GUTTER. 15. DOOR CLOSER COVER IS MISSING. 202: (NO ACCESS MEETING IN PROGRESS) 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. 301: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 302: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON DRAWERS. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 602: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 13. HOLE IN GUTTER. 701: (NO ACCESS KEY WAS NOT WORKING.) 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. ADMIN: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. HOLES ARE RUSTED THROUGH THE GUTTER DOWNSPOUT. MULTI-USE: 4. CEILING TILES ARE TORN. CARPET IS TORN (TAPED). 5. ROOM HAS A SKUNKY ODOR. 11. PAINT IS PEELING ON FLASHING. UNISEX REST ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE.
Electrical	X		MDF: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	202: (NO ACCESS MEETING IN PROGRESS) 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. 601: 4. CEILING TILE IS TORN. CEILING TILE T-BARS ARE LOOSE AND MISSING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 701: (NO ACCESS KEY WAS NOT WORKING.) 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. BOYS REST ROOM: 2. DIRTY VENT. 9. FAUCETS LEAK AT HANDLE. 13. HOLES ARE RUSTED THROUGH THE GUTTER DOWNSPOUT. 15. THRESHOLD IS MISSING. GIRLS REST ROOM: 9. FAUCETS LEAK AT HANDLE. UNISEX REST ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials		X	302: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON DRAWERS. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 602: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 13. HOLE IN GUTTER. MULTI-USE: 4. CEILING TILES ARE TORN. CARPET IS TORN (TAPED). 5. ROOM HAS A SKUNKY ODOR. 11. PAINT IS PEELING ON FLASHING. TEACHERS LOUNGE: 4. CEILING TILE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Structural: Structural Damage, Roofs		X	201: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 13. HOLES IN GUTTER. 15. DOOR CLOSER COVER IS MISSING. 401: 4. CEILING TILE IS BROKEN. 13. HOLES ARE RUSTED THROUGH GUTTER DOWNSPOUT. 602: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. NO ROOM ID. 13. HOLE IN GUTTER. ADMIN: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. HOLES ARE RUSTED THROUGH THE GUTTER DOWNSPOUT. BOYS REST ROOM: 2. DIRTY VENT. 9. FAUCETS LEAK AT HANDLE. 13. HOLES ARE RUSTED THROUGH THE GUTTER DOWNSPOUT. 15. THRESHOLD IS MISSING.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		201: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 13. HOLES IN GUTTER. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM: 2. DIRTY VENT. 9. FAUCETS LEAK AT HANDLE. 13. HOLES ARE RUSTED THROUGH THE GUTTER DOWNSPOUT. 15. THRESHOLD IS MISSING. PLAYGROUNDS: 14. HOLES IN PIP SURFACING.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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.

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

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	74	75	46	46	47	46
Mathematics (grades 3-8 and 11)	53	51	35	36	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	194	98.98	1.02	75.26
Female	84	82	97.62	2.38	75.61
Male	112	112	100.00	0.00	75.00
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	80.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	42	100.00	0.00	76.19
White	78	76	97.44	2.56	75.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	68.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	33.33

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	194	98.98	1.02	51.03
Female	84	82	97.62	2.38	42.68
Male	112	112	100.00	0.00	57.14
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	36.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	42	42	100.00	0.00	57.14
White	78	76	97.44	2.56	52.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	63.64	75.41	29.32	30.54	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	75.41
Female	22	22	100.00	0.00	68.18
Male	39	39	100.00	0.00	79.49
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	100.00
White	27	27	100.00	0.00	77.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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 5	100	100	100	100	100
Grade 7	100	100	100	100	100

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.

2023-24 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. As an independent charter school, we are governed by a Board of Directors which is separate from our authorizer. Our Board consists of up to 6 parent positions. In addition to governance, parents often assist in classrooms, at lunch, in the garden, and in the office. There are garden work parties on the weekends and various fundraising events that parents develop and carry out. We were excited to return to normal levels of volunteerism during the 2022-2023 academic year.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	294	293	12	4.1
Female	132	131	5	3.8
Male	162	162	7	4.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	40	40	0	0.0
Black or African American	5	5	0	0.0
Filipino	14	14	1	7.1
Hispanic or Latino	57	56	4	7.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	57	57	4	7.0
White	114	114	3	2.6
English Learners	10	10	2	20.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	31	31	3	9.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.33	0.00	0.04	3.07	3.98	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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.

The School Safety Plan was reviewed and updated February 9,2023.

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.

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
Other	20	12	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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
Other	20		1	6

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	20	0	0	7

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	9615	67	9547	63,248
District	N/A	N/A		\$83,724
Percent Difference - School Site and District	N/A	N/A		-22.9
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	36.6	-29.8

Fiscal Year 2022-23 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).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,472	\$55,550
Mid-Range Teacher Salary	\$76,586	\$80,703
Highest Teacher Salary	\$102,279	\$109,418
Average Principal Salary (Elementary)	\$117,882	\$137,703
Average Principal Salary (Middle)	\$126,641	\$143,760
Average Principal Salary (High)	\$139,768	\$159,021
Superintendent Salary	\$298,000	\$319,443
Percent of Budget for Teacher Salaries	32.43%	30.35%
Percent of Budget for Administrative Salaries	4.8%	4.87%

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. We also hire in consultants when possible to provide on site training at the beginning of the academic year.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	3