

Appendix A

California State Priority Data

SARC

EPMS Co-hort Data

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 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).

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.

Michelle Hammons, Principal

Principal, Eagle Peak Montessori

About Our School

Eagle Peak Montessori School is in our 18th year of serving students in the Mt. Diablo Unified School District. We offer a public Montessori education as an option for families. We have grown over those 18 years from serving 60 students, to serving 286 students. All of our teachers are both California credentialed teachers as well as Montessori credentialed. We are fortunate to have a very active parent body who donate thousands of hours of volunteer time each year.

Contact

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Walnut Creek, CA 94598-4505

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A. Conditions of Learning

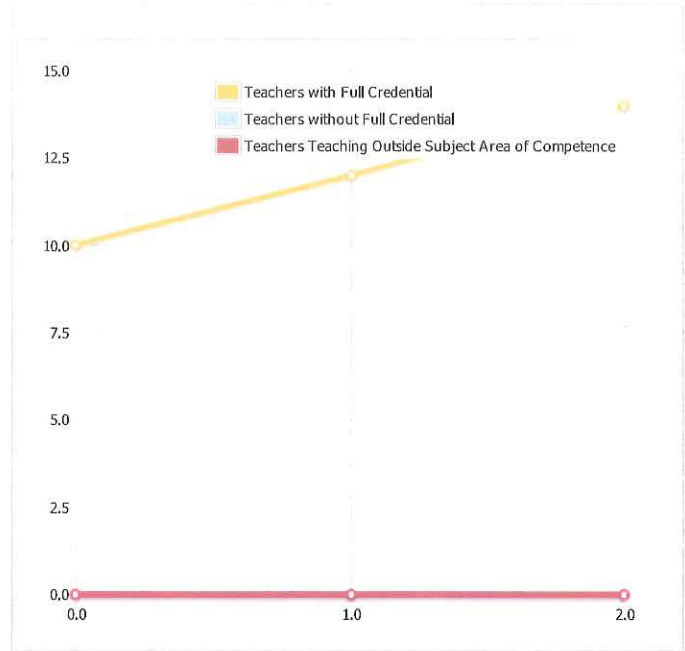
State Priority: Basic

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

Teacher Credentials

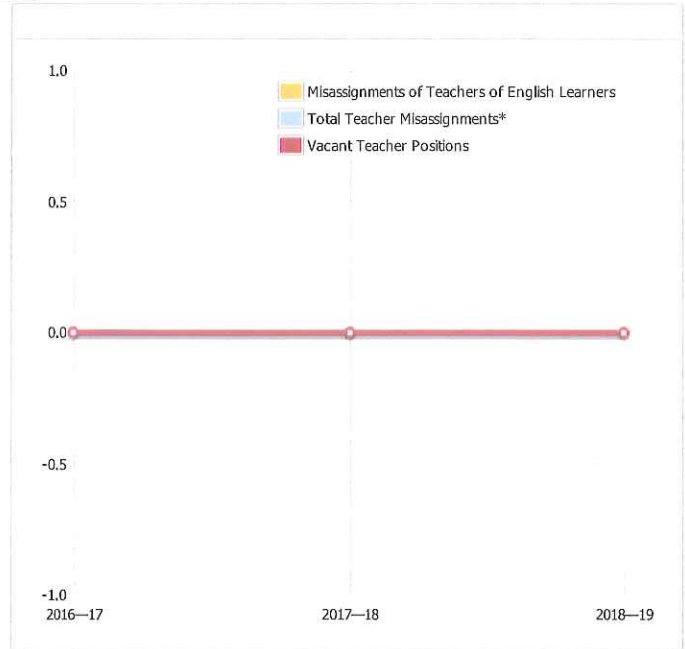
Teachers	School 2016 — 17	School 2017 — 18	School 2018 — 19	District 2018— 19
With Full Credential	10	12	14	1518
Without Full Credential	0	0	0	47
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7



Last updated: 2/4/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/4/2019

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Eagle Peak does not use textbooks.		0.0 %
Mathematics	Eagle Peak does not use textbooks.		0.0 %
Science	Eagle Peak does not use textbooks.		0.0 %
History-Social Science	Eagle Peak does not use textbooks.		0.0 %
Foreign Language	Eagle Peak does not use textbooks.		0.0 %
Health	Eagle Peak does not use textbooks.		0.0 %
Visual and Performing Arts	Eagle Peak does not use textbooks.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/4/2019

The district oversees our facility and repairs when needed.

Last updated: 2/4/2019

School Facility Good Repair Status

The district has come to inspect the facility and would have this report. The report was not completed by the school site.

Year and month of the most recent FIT report:

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

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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Last updated: 2/4/2019

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	70.0%	50.0%	51.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	44.0%	49.0%	38.0%	39.0%	37.0%	38.0%

Note: 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.

Note: 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.

Last updated: 2/4/2019

Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	157	96.91%	70.06%
Male	88	85	96.59%	72.94%
Female	74	72	97.30%	66.67%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.00%	72.73%
Filipino	--	--	--	--
Hispanic or Latino	28	26	92.86%	69.23%
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	80	98.77%	70.00%
Two or More Races	22	21	95.45%	71.43%
Socioeconomically Disadvantaged	17	16	94.12%	56.25%
English Learners	14	13	92.86%	53.85%
Students with Disabilities	19	16	84.21%	25.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

Last updated: 2/4/2019

Grades Three through Eight and Grade Eleven (School Year 2017--18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	158	97.53%	48.73%
Male	88	85	96.59%	60.00%
Female	74	73	98.65%	35.62%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	22	22	100.00%	50.00%
Filipino	--	--	--	
Hispanic or Latino	28	27	96.43%	40.74%
Native Hawaiian or Pacific Islander				
White	81	80	98.77%	50.00%
Two or More Races	22	21	95.45%	57.14%
Socioeconomically Disadvantaged	17	17	100.00%	29.41%
English Learners	14	13	92.86%	46.15%
Students with Disabilities	20	17	85.00%	5.88%
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

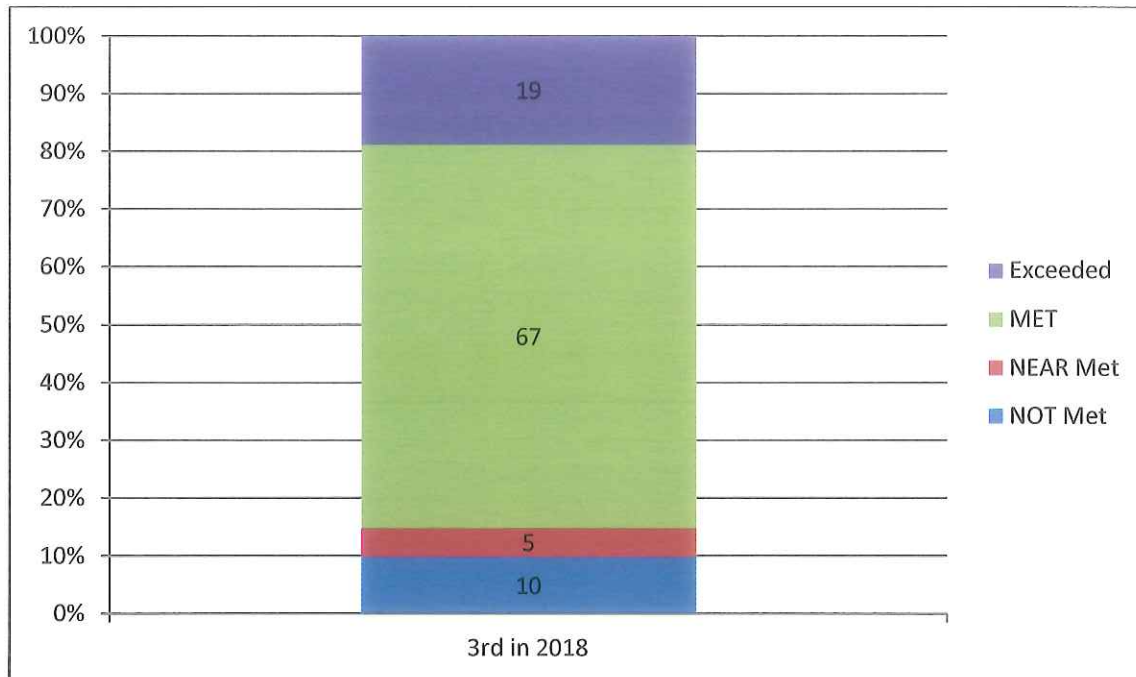
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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

Last updated: 2/4/2019

CAASPP ENGLISH LANGUAGE CO-HORT COMPARISON

3rd grade

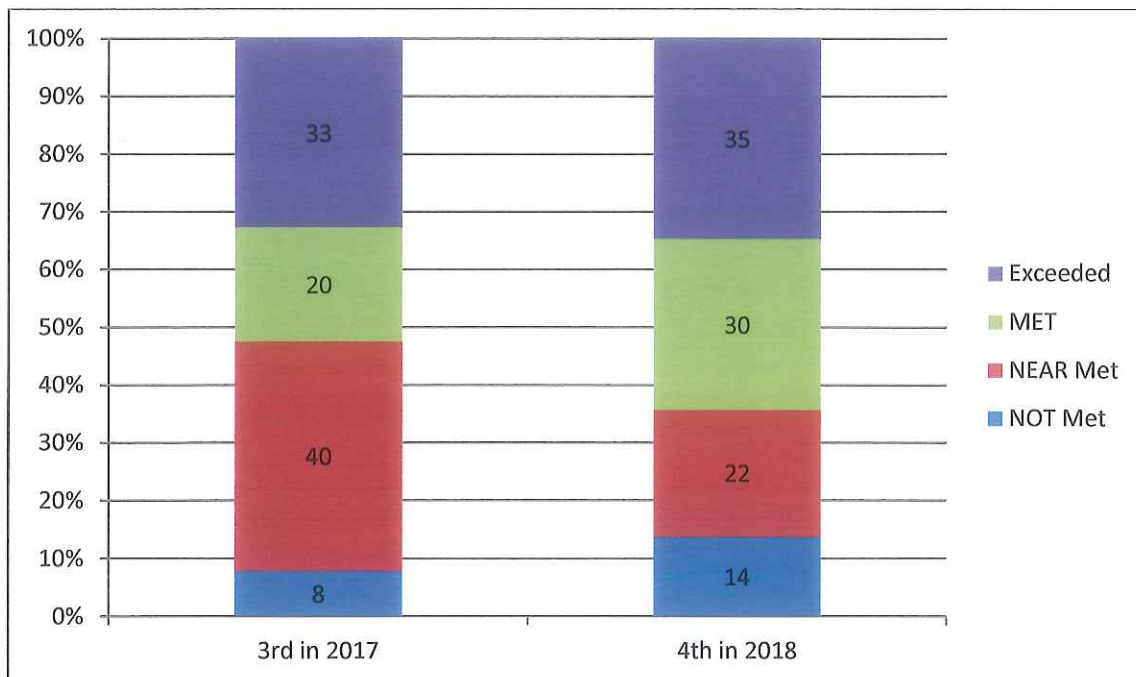
86% passing



3rd grade to 4th grade

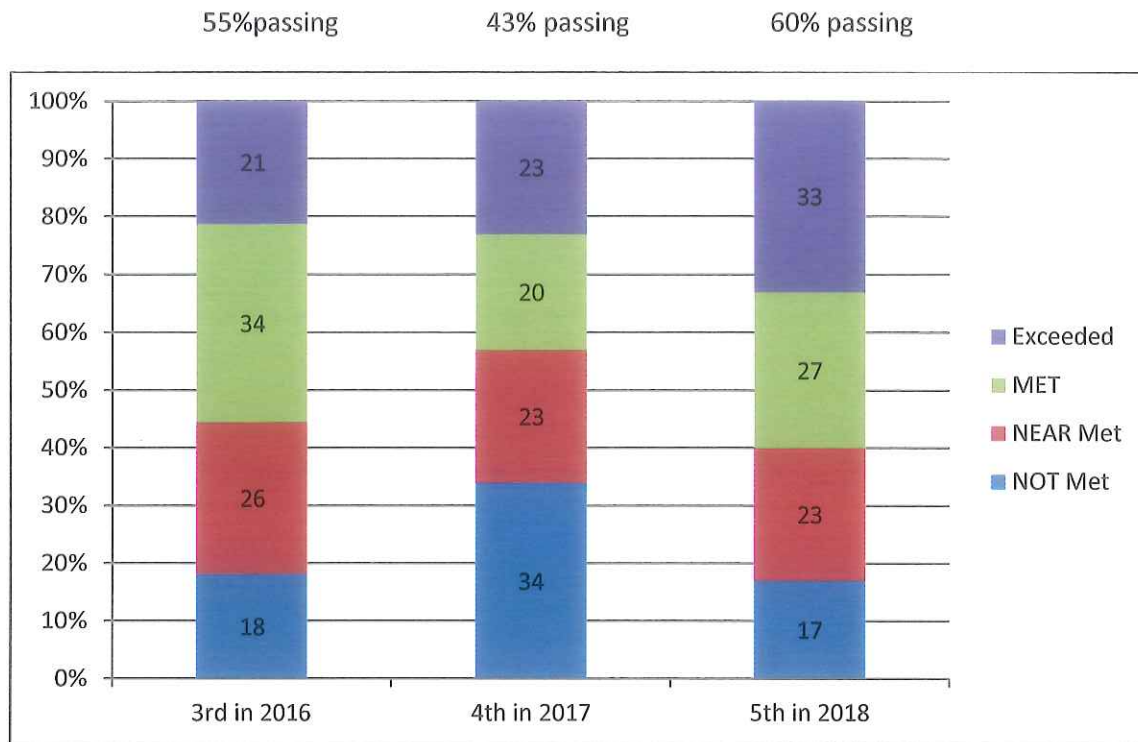
53% passing

65% passing

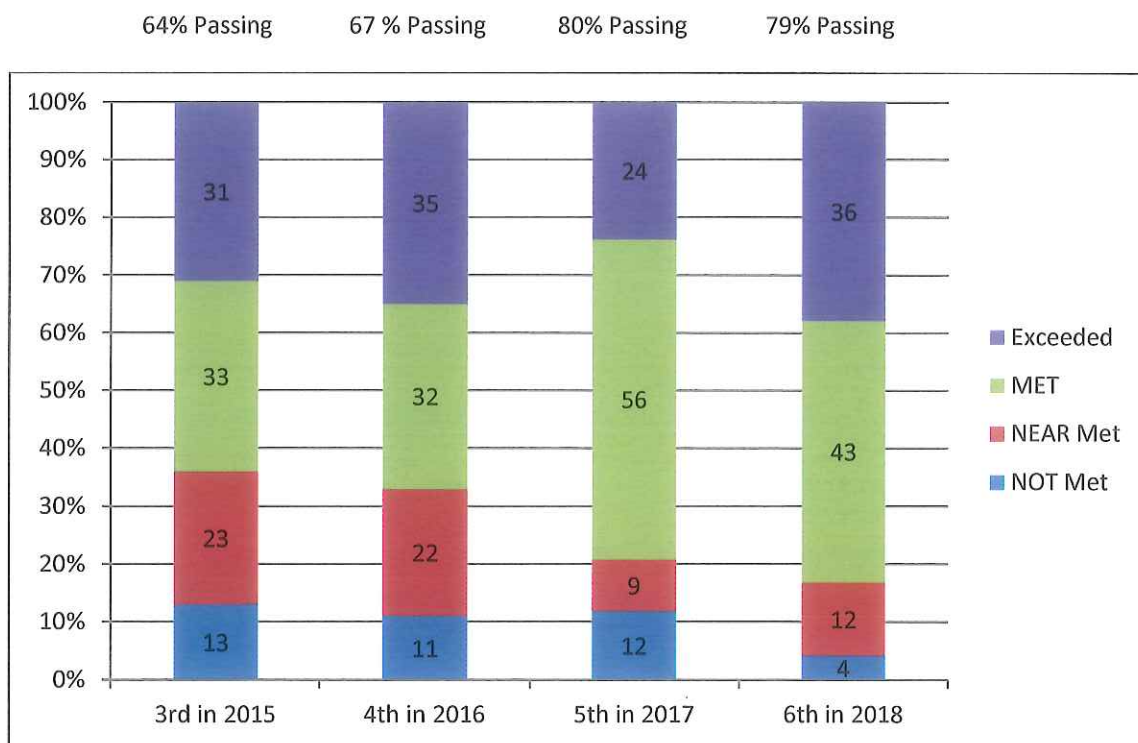


CAASPP ENGLISH LANGUAGE **CO-HORT** COMPARISON

3rd grade to 5th grade

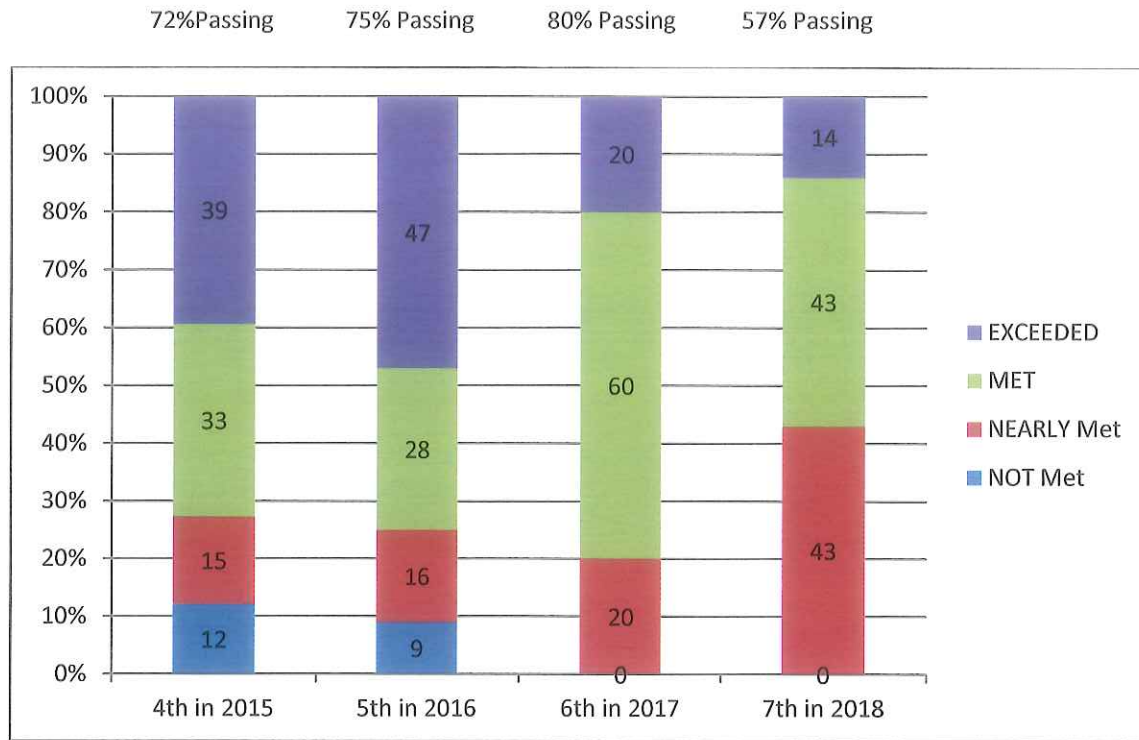


3rd grade to 6th grade

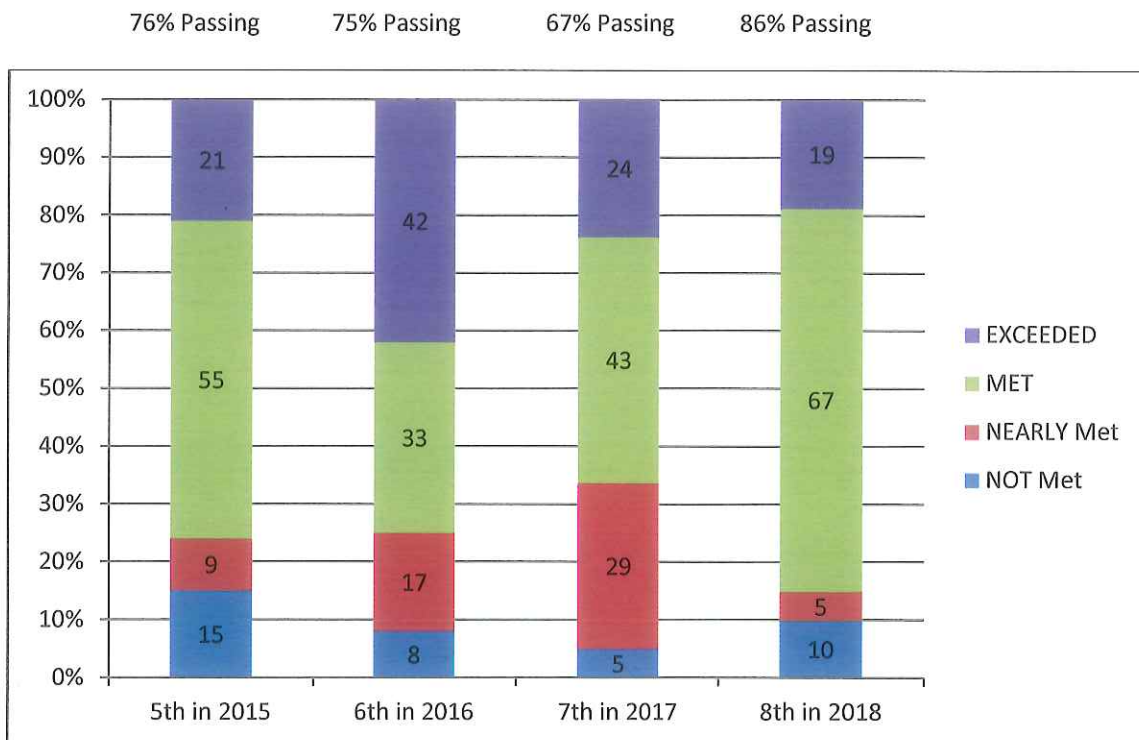


CAASPP ENGLISH LANGUAGE CO-HORT COMPARISON

4th grade to 7th grade



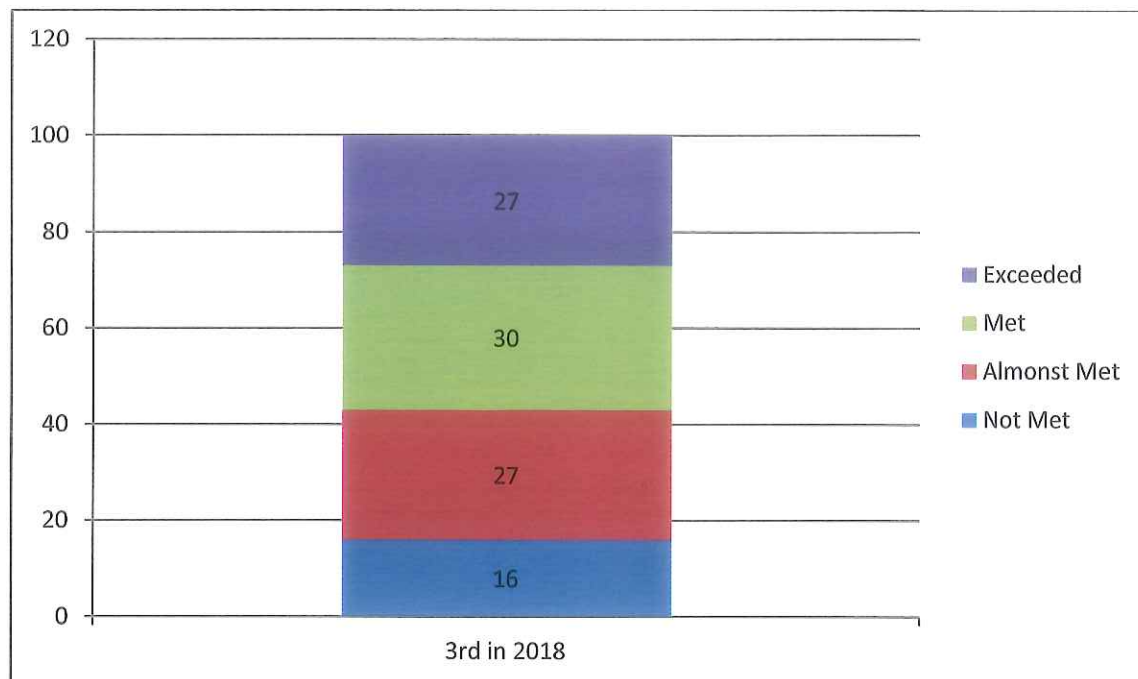
5th grade to 8th grade



CAASPP MATH CO-HORT COMPARISON

3rd Grade 2018

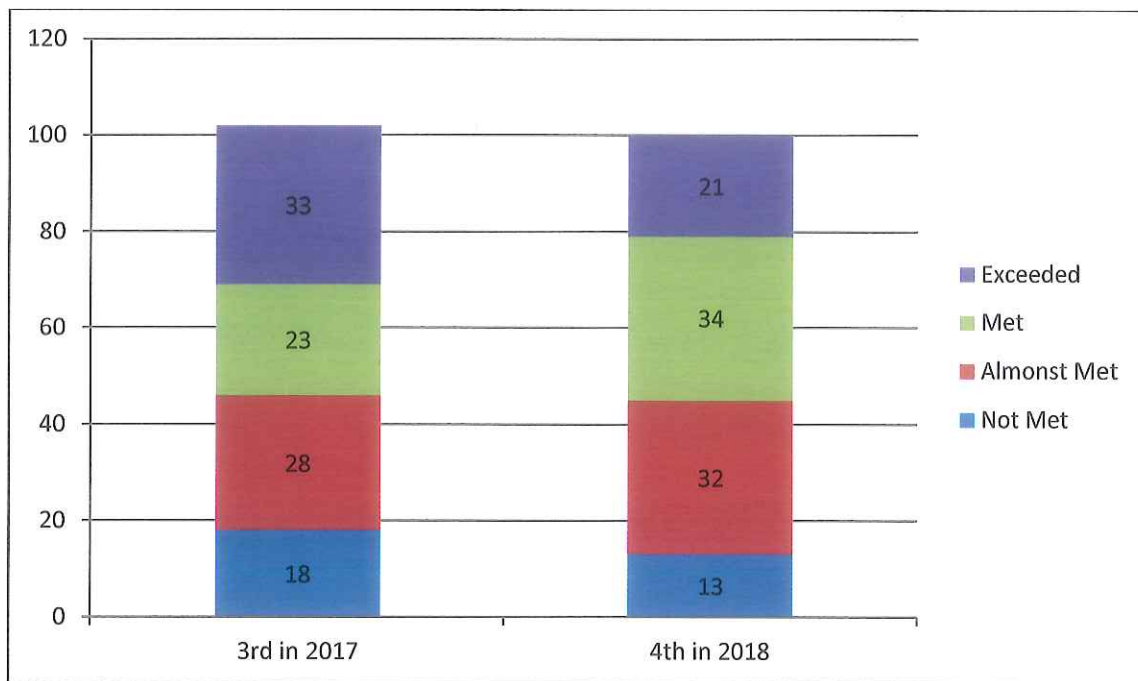
57 % Passing



3rd grade 2017 to 4th grade 2018

56% passing

2018 55% passing



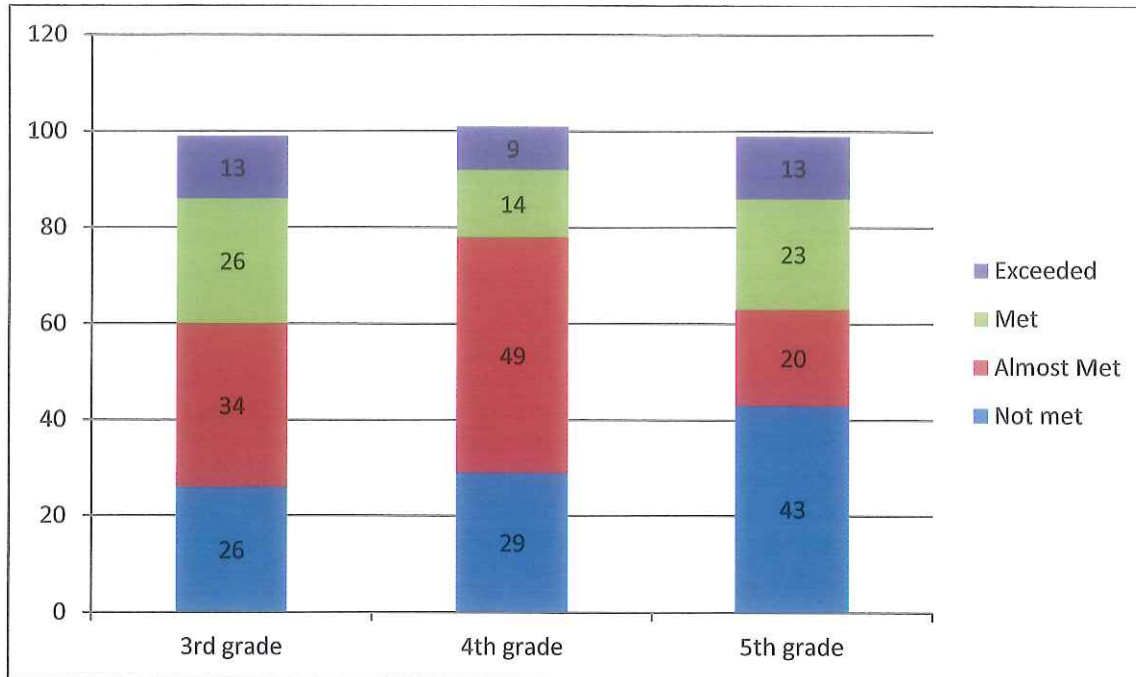
CAASPP MATH CO-HORT COMPARISON

3rd 2016 to 5th 2018

2016-39% passing

2017-23% passing

2018-36% passing



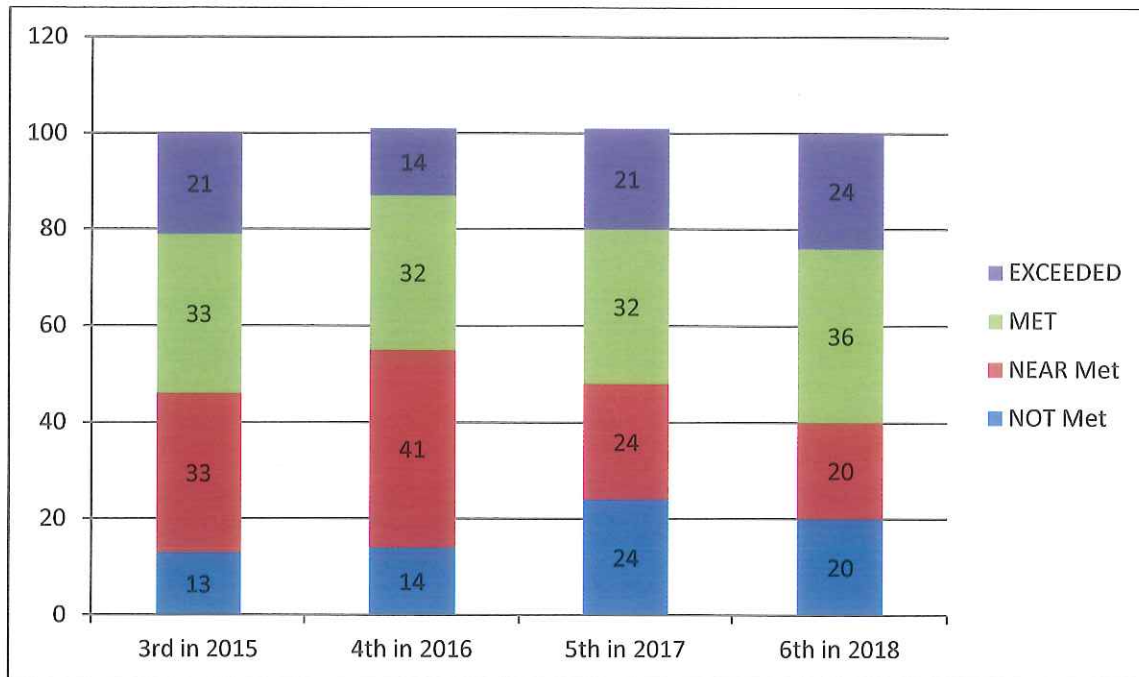
3rd grade to 6th grade 2018

2015-54% Passing

2016-46% Passing

2017- 53% Passing

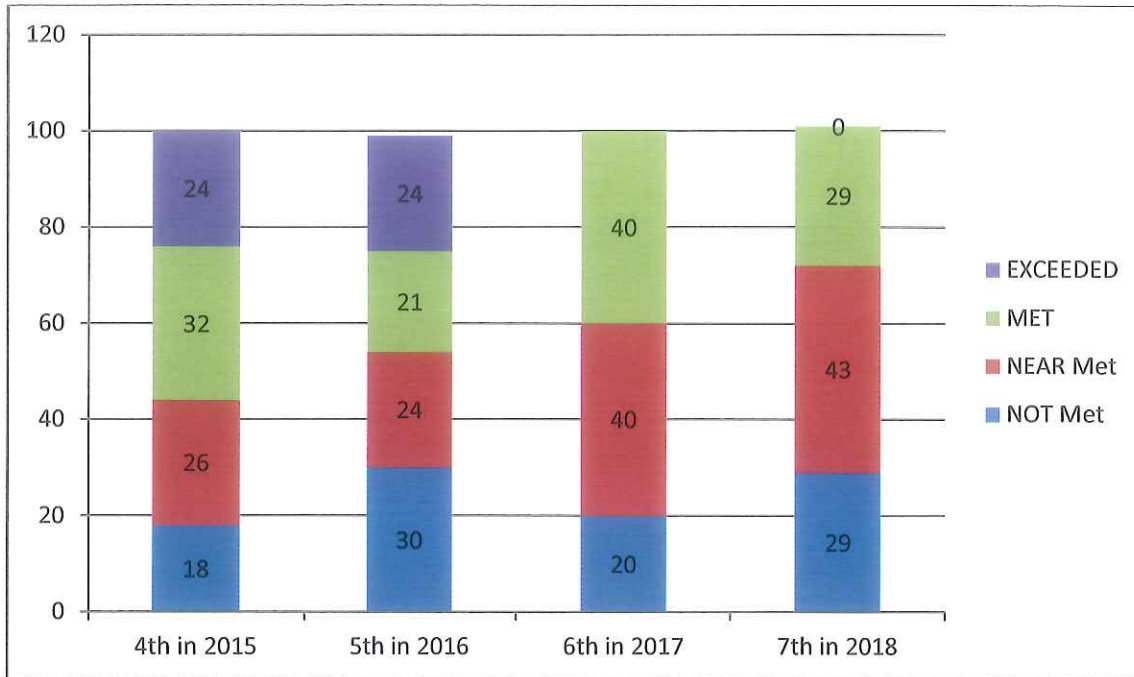
2018-60% Passing



CAASPP MATH CO-HORT COMPARISON

4th grade to 7th grade

2015-56% Passing 2016-45% Passing 2017 -80% Passing 2018-72% Passing



5th grade to 8th grade in 2018

2015-33% Passing 2016-38% Passing 2017-33% Passing 2018-33% Passing

