MT. DIABLO UNIFIED SCHOOL DISTRICT

CHARTER SCHOOL RENEWAL STAFF REPORT

Evaluation of Charter Renewal Petition for Eagle Peak Montessori School (2027–2032)

Applicant Charter School:	Eagle Peak Montessori School (EPMS)
Authorizing District:	Mt. Diablo Unified School District (MDUSD)
Public Hearing Date:	October 28, 2026
Board Action / Determination Date:	November 18, 2026

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A. Background & School Overview

STAFF RECOMMENDATION AT A GLANCE

District Staff recommends that the Board of Education APPROVE the charter renewal petition for Eagle Peak Montessori School (EPMS) for a five-year term from July 1, 2027 through June 30, 2032. EPMS has operated successfully for 26 years as MDUSD's first authorized charter school, consistently achieving high academic growth on local and state assessments, maintaining a standards-aligned Montessori educational program, and demonstrating strong financial stewardship with over $2.3M in reserves.

On September 16, 2026, the Mt. Diablo Unified School District (MDUSD) received a charter renewal petition from Eagle Peak Montessori School (EPMS) seeking authorization for a five-year renewal term commencing July 1, 2027 and ending June 30, 2032. In accordance with Education Code Section 47605(b), the Board of Education conducted a public hearing on October 28, 2026 to receive public comment regarding the renewal of the petition and evaluate the level of community support for the renewal petition among teachers, parents, and district residents, prior to the decision hearing on November 18, 2026.

Originally authorized by the MDUSD Board of Education on March 28, 2000, EPMS was the district's first approved public charter school. Over its 26-year operating history, the school has grown from a 2-classroom program serving 60 students into a tuition-free public Montessori school serving approximately 280–290 students annually in grades 1 through 8. The school operates at a dedicated facility located at 800 Hutchinson Road, Walnut Creek, CA 94598.

The charter petition submitted for the 2027–2032 term maintains the core educational philosophy and governance structure of EPMS while incorporating required statutory updates under Assembly Bill 1505, including enhanced alignment with California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and state child safety mandates.

B. Legal Requirements & Statutory Framework

Under California Education Code Section 47605(c)(5), a charter renewal petition must contain a reasonably comprehensive description of 14 specified operational and educational elements. Additionally, Education Code Section 47605(k) mandates that petitioners provide information detailing the school's operational framework, facilities, administrative services, potential civil liabilities, a five-year budget forecast, and explicit legal affirmations regarding nonsectarian programming, non-discrimination, tuition-free instruction, and open admissions.

1. Required Charter Petition Elements (Education Code § 47605(c)(5)(A)–(N))

Element A: Educational Program — Description of curriculum, Montessori methodology, standards crosswalks, and services for special populations.

Element B: Measurable Pupil Outcomes — Annual academic performance goals aligned with state priorities and Local Control and Accountability Plan (LCAP).

Element C: Method for Measuring Pupil Progress — Assessment tools including CAASPP, Renaissance STAR, portfolios, and observational rubrics.

Element D: Governance Structure — Non-profit corporation status, Board of Directors composition, Brown Act compliance, and parent involvement.

Element E: Employee Qualifications — Mandatory teacher credentialing (CA state credentials + MACTE Montessori certification) and Live Scan background clearances.

Element F: Health and Safety Procedures — Comprehensive School Safety Plan (CSSP), TB screenings, mandated reporter training, and facility inspections.

Element G: Racial and Ethnic Balance — Targeted outreach strategies to reflect the demographic diversity of MDUSD.

Element H: Admission Requirements — Public random lottery procedures, enrollment preferences, and non-discriminatory admission criteria.

Element I: Pupil Suspension and Expulsion — Disciplinary procedures, due process protections, and manifestation determination reviews for students with disabilities.

Element J: Retirement Systems — Staff participation in the State Teachers' Retirement System (STRS) and Social Security/PERS.

Element K: Public School Attendance Alternatives — Explicit notice that students residing in the district retain the right to attend traditional MDUSD public schools.

Element L: Description of Employee Rights — Specification of employment relationships, at-will status, and collective bargaining rights.

Element M: Dispute Resolution Process — Internal complaint procedures and formal district-charter dispute resolution protocols.

Element N: Close-Out Procedures — Orderly record transfer, asset distribution, and financial close-out protocols in the event of school closure.

2. General Legal Affirmations (Education Code § 47605(k))

The petition contains all required statutory affirmations, explicitly certifying that EPMS shall be nonsectarian in its programs and operations, shall not charge tuition, shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation, or disability, and shall admit all pupils who wish to attend subject only to space limitations and public random lottery procedures.

C. Grounds for Denial Framework

Pursuant to Education Code Section 47605(c), the Board of Education may deny a charter renewal petition only if it makes written factual findings, supported by specific facts, establishing one or more of the following six statutory grounds:

1. The charter school presents an unsound educational program for the pupils to be enrolled.

2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

3. The petition does not contain the required number of signatures [Not Applicable to Renewals].

4. The petition does not contain an affirmation of each of the conditions described in subdivision (k).

5. The petition does not contain reasonably comprehensive descriptions of all 14 required elements (A–N).

6. The petition fails to declare whether the charter school shall be the exclusive public employer for collective bargaining purposes.

D. Standards for Renewal of Charter (AB 1505 Framework)

Under the California School Dashboard performance framework established by Assembly Bill 1505 (Education Code §§ 47607 and 47607.2), charter school renewals are evaluated under a three-tiered performance classification system (High Performing, Middle Performing, and Low Performing).

1. Performance Tier Placement – Middle Tier for 2025

In 2024, EPMS was placed in the High Performing Tier after receiving Blue ratings in Chronic Absenteeism and Suspension Rate, as well as Green ratings in ELA and Math. In 2025, a 12.3-point decline in state Math performance resulted in a Yellow rating for Math. While ELA remained Green and Absenteeism and Suspension remained Blue, this decline shifted EPMS into the Middle Performing Tier for 2025. An official Tier placement for EPMS is not yet available for 2026 following the state's release of the 2026 Dashboard data.

2. Middle Tier Renewal Criteria (Education Code § 47607.2(b))

For Middle Performing Tier charter schools, Education Code Section 47607.2(b) establishes that the authorizer shall consider clear and convincing evidence demonstrating whether the charter school has achieved measurable increases in academic achievement, defined as at least one year's academic growth for each year in school on state assessments or verified local assessment data.

An authorizer may deny a Middle Tier renewal petition only upon issuing written factual findings that: (1) the charter school has failed to make sufficient academic progress; (2) closure of the charter school is in the best interest of pupils; and (3) its decision provided greater weight to academic performance measures on the state dashboard.

E. Educational Program & Pedagogical Model

Eagle Peak Montessori School provides an accredited public Montessori education founded on the developmental principles of Dr. Maria Montessori. The instructional model is structured around multi-age classroom groupings that span three-year developmental cycles:

Lower Elementary (Grades 1–3): Focuses on concrete, hands-on learning materials across reading, writing, arithmetic, geometry, and cultural studies. Students follow an individualized learning plan co-created by the teacher and student.

Upper Elementary (Grades 4–6): Transitions students from concrete concepts to abstract thinking, encouraging self-directed research, group collaboration, and advanced problem-solving. Students utilize individual planners to organize daily and weekly learning goals.

Adolescent Program (Grades 7–8): Integrates academic rigor and conceptual abstraction with hands-on projects, independent inquiry, and community leadership opportunities, allowing students active agency in shaping their learning environment.

District staff site visits to EPMS verified an educational program strongly aligned with the Montessori model. Classrooms feature flexible seating and low furniture to support students' varied learning preferences. Concrete materials support student foundational skill development, while teachers deliver whole-group, small-group, and individualized instruction. Across all grade levels, students take active responsibility in designing their learning experiences, supporting peers, and maintaining their classroom community. By the time they promote from the adolescent program, students demonstrate developed capabilities in leadership, public speaking, and self-directed inquiry.

1. Standards Alignment & Universal Design for Learning

EPMS faculty have created and currently utilize comprehensive crosswalk matrices linking Montessori didactic materials directly to California Common Core State Standards (CCSS) in ELA and Mathematics, as well as Next Generation Science Standards (NGSS). The Montessori approach aligns instruction with the state standards. Through individualized learning plans and self-directed work, students progress at a developmental pace while teachers monitor and guide learning to ensure standards mastery.

2. Multi-Tiered System of Supports (MTSS) & Specialized Services

EPMS implements an MTSS framework to address diverse student needs. Multi-year classroom structures provide consistent learning environments where the Montessori model accommodates individual learning paces. Tier 1 instruction incorporates Universal Design for Learning (UDL) principles, supported by credentialed co-teachers providing individualized instruction. Student choice and agency is evident throughout Tier 1 instruction. Tier 2 interventions include targeted small-group reading and math support delivered by credentialed specialists, reading aides, and an after-school Homework Club. Tier 3 services include Student Study Team (SST) referrals, formal evaluations, and Individualized Education Plans (IEPs) coordinated in partnership with MDUSD under a Special Education Memorandum of Understanding (MOU).

F. Analysis of Academic Performance

District staff conducted a comprehensive evaluation of EPMS academic performance from 2023 through 2026 using state indicators from the California School Dashboard, CAASPP test scores, and verified local growth data from Renaissance STAR assessments.

1. California School Dashboard Performance – EPMS (2024–2026)

Source: California School Dashboard caschooldashboard.org

Dashboard Indicator	2024 Performance Color	2025 Performance Color	2026 Performance Color
English Language Arts (ELA)	**Green**	**Green**	**Green**
Mathematics	**Green**	**Yellow**	**Orange**
Chronic Absenteeism	**Blue**	**Blue**	**Yellow**
Suspension Rate	**Blue**	**Blue**	**Blue**
Science	**N/A**	**N/A**	**Green**
Local Indicators (Basics, Standards, Climate, Broad Course)	**Standard Met**	**Standard Met**	**Standard Met**

From 2024 through 2026, EPMS maintained a Green performance rating in English Language Arts and earned a Green rating in Science. In Mathematics, performance moved from Green in 2024 to Yellow in 2025, to Orange in 2026. Chronic Absenteeism performance moved from Blue in 2024 and 2025 to Yellow in 2026. The overall EPMS Chronic Absenteeism rate in 2026 was 4.5%, an increase of 2.5%, but still significantly lower than the statewide average of 16.1%.

In 2026, EPMS overall Distance from Proficient (DFP) scores were +29.1 points in ELA and -26.9 points in Mathematics. This represents a 5.7-point decline in ELA and a 15.9-point decline in Mathematics compared to 2025 Dashboard results. In Mathematics, this reflects a cumulative two-year decline of 28.2 points. A testing irregularity penalty in Mathematics in 2026 resulted in a group of upper elementary students receiving the lowest scale score, which may have contributed to the second-year decline. EPMS has updated test administration protocols to ensure full compliance for the Spring 2027 CAASPP administration.

2. CAASPP Comparative Performance (EPMS vs. California)

Sources: California School Dashboard caschooldashboard.org; DataQuest https://dq.cde.ca.gov/dataquest/

In 2026, 65.72% of EPMS students met or exceeded standards in ELA, and 45.46% met or exceeded standards in Mathematics. Statewide averages were 49.26% in ELA and 38.35% in Mathematics.

EPMS Distance from Proficient scores also exceeded state averages. In 2025, EPMS scored +34.7 points in ELA and -11.0 points in Mathematics, compared to statewide averages of -7.5 points in ELA and -42.4 points in Mathematics. In 2026, EPMS scored +29.1 points in ELA and -26.9 points in Mathematics, compared to state averages of -8.1 points in ELA and -38.9 points in Mathematics.

Grade-level comparisons show EPMS students outperformed state average scale scores in most grade levels (Grades 3, 5–8) in 2025 and across all grade levels (Grades 3–8) in 2026 in both ELA and Mathematics. Performance margins widened in upper grades, culminating in 8th-grade scores that exceeded state averages.

2025 Grade Level	EPMS Math Avg Scale Score	State Math Avg Scale Score	EPMS ELA Avg Scale Score	State ELA Avg Scale Score
Grade 3	**2429**	2424	**2431**	2414
Grade 4	**2459**	2464	**2485**	2457
Grade 5	**2492**	2486	**2535**	2495
Grade 6	**2518**	2506	**2553**	2520
Grade 7	**2575**	2520	**2625**	2542
Grade 8	**2624**	2531	**2658**	2554

2026 Grade Level	EPMS Math Avg Scale Score	State Math Avg Scale Score	EPMS ELA Avg Scale Score	State ELA Avg Scale Score
Grade 3	**2431**	2426	**2431**	2413
Grade 4	**2476**	2464	**2476**	2457
Grade 5	**2493**	2488	**2517**	2497
Grade 6	**2539**	2508	**2565**	2520
Grade 7	**2568**	2524	**2630**	2545
Grade 8	**2589**	2539	**2632**	2558

Specific student group performance is evaluated in the next section.

3. CAASPP Student Group Performance Analysis

Based on EPMS enrollment (~286 students), three student groups are numerically significant for California Dashboard reporting: Hispanic, Two or More Races, and White pupils. In ELA in 2025, all three groups maintained positive Distance from Standard (DFS) metrics exceeding state group averages. In Mathematics in 2025, Hispanic and White students outperformed state DFS averages, while students of Two or More Races did not.

Student Group	EPMS ELA DFS (2025)	State ELA DFS (2025)	EPMS Math DFS (2025)	State Math DFS (2025)
Hispanic Students	**+4.5 points**	-33.7 points	**-46.4 points**	-73.6 points
Two or More Races	**+38.4 points**	+29.4 points	**-2.0 points**	-0.7 points
White Students	**+47.1 points**	+23.8 points	**-1.6 points**	-6.2 points

Year-over-year analysis from 2024 to 2025 shows DFS declines in ELA for Hispanic students and students of Two or More Races (while maintaining positive DFS), and declines across all three student groups in Mathematics:

Student Group	EPMS ELA DFS (2025)	EPMS ELA DFS (2024)	EPMS Math DFS (2025)	EPMS Math DFS (2024)
Hispanic Students	**+4.5 points**	+21.1 points	**-46.4 points**	-28.6 points
Two or More Races	**+38.4 points**	+46.9 points	**-2.0 points**	+23.3 points
White Students	**+47.1 points**	+45 points	**-1.6 points**	+4.7 points

2026 Dashboard results indicate that Hispanic, Two or More Races, and White student groups at EPMS continued to outperform state ELA Distance from Proficient (DFP) averages, showing positive DFP scores and growth over 2025. In Mathematics, all three groups experienced DFP declines from 2025 and fell below state average DFP figures. Staff note that the 2026 testing irregularity in upper elementary Mathematics may have impacted these results. District staff recommend ongoing monitoring of local assessment data to evaluate Mathematics standard mastery for all students and for student groups. While EPMS exhibits strong overall academic performance on SBAC assessments, student group outcomes vary, underscoring the need for targeted focus on Mathematics instruction prior to Spring 2027 state testing.

Student Group	EPMS ELA DFP (2026)	State ELA DFP (2026)	EPMS Math DFP (2026)	State Math DFP (2026)
Hispanic Students	**+5.7 points**	-32.2 points	**-80.3 points**	-69.9 points
Two or More Races	**+31.6 points**	+29.5 points	**-17.1 points**	+1.8 points
White Students	**+49.2 points**	+23.4 points	**-5.4 points**	-4.1 points

4. Verified Local Growth Data (Renaissance STAR Assessment)

Pursuant to Education Code Section 47607.2(c)(1), EPMS submitted verified local assessment data from Renaissance STAR Reading and Math assessments, administered three times annually (Fall, Winter, Spring). Student growth is measured using Student Growth Percentiles (SGP), comparing individual student progress to academic peers statewide. Under Renaissance STAR benchmarks, an average SGP between 35 and 65 represents one year of academic growth. MDUSD also utilizes STAR benchmark assessments districtwide.

STAR Growth Findings — For the 2025–2026 academic year, EPMS reported the following schoolwide and student group SGP outcomes:

• **Schoolwide Reading SGP:** 54.37 SGP (exceeds the 50.0 median target, reflecting >1 year of academic progress).

• **Schoolwide Math SGP:** 51.00 SGP (exceeds the 50.0 median target, reflecting >1 year of academic progress).

• **Hispanic Subgroup Growth:** Achieved 38.25 SGP in Reading and 46.75 SGP in Math (within the 35–65 annual growth band).

• **Two or More Races Growth:** Achieved 53.25 SGP in Reading and 51.50 SGP in Math (exceeds 50.0 median target).

• **White Subgroup Growth:** Achieved 62.50 SGP in Reading (exceeds 50.0 median) and 48.00 SGP in Math (within the 35–65 growth band).

EPMS included Renaissance STAR proficiency data across three cohort years (2022–23 to 2024–25) in Appendix B. Longitudinal data indicates that in 2024–25, 79% of 6th-grade students (end of Upper Elementary) and 100% of 8th-grade students (end of Adolescent Program) scored At/Above Benchmark in Reading. In Mathematics, 64% of 6th-grade students and 90% of 8th-grade students scored At/Above Benchmark. These results provide complementary evidence of steady student academic progress.

Staff Conclusion on Academic Growth: Verified Renaissance STAR growth data provides clear and convincing evidence that EPMS students schoolwide and across measurable student groups are achieving at least one year of academic growth for each year in school, satisfying Middle Performing Tier renewal criteria under Education Code Section 47607.2(b)(1).

G. Demographic Profile, Fiscal Matters, & Operational Review

1. Student Demographic Profile

Sources: DataQuest https://dq.cde.ca.gov/dataquest/
CALPADS UPC Source File https://www.cde.ca.gov/ds/ad/filescupc.asp
California School Dashboard caschooldashboard.org

During the 2025–2026 school year, EPMS enrolled 286 students. The demographic breakdown by ethnicity and student population group is detailed below:

Student Subgroup / Ethnicity	EPMS Enrollment %	MDUSD District %
White	34.9%	27.2%
Hispanic / Latino	23.2%	41.8%
Two or More Races / Multi-Ethnic	17.3%	9.2%
Asian American	14.2%	10.1%
Filipino	6.9%	4.2%
Unduplicated Pupil Percentage (UPP)	12.8% (37 pupils)	55.9%

Based on the 2026 California School Dashboard, 9.7% of EPMS students were socioeconomically disadvantaged and 4.2% were English Learners, compared to districtwide figures of 53.5% and 19.3%, respectively.

While the EPMS student demographic profile does not mirror MDUSD, the diversity of EPMS's student groups has increased significantly since 2003. The percentage of multi-ethnic students enrolled in EPMS is higher than the districtwide percentage. However, EPMS serves significantly lower percentages of English Learners, socio-economically disadvantaged, and foster youth than MDUSD overall. These student groups are collectively represented in the "Unduplicated Pupil Percentage" (UPP).

To continue expanding the diversity of its student population, EPMS has strengthened outreach efforts to local preschools, Head Start programs, and community centers to increase awareness of and access to this public Montessori school program.

2. Fiscal Matters & 5-Year Budget Forecast Analysis (2027–2032)

In compliance with Education Code Section 47605(h), EPMS provided a comprehensive 5-year forecasted operational budget, multi-year cash flow projections, and a detailed financial narrative in Appendix A.

Financial Category ($)	2027-28	2028-29	2029-30	2030-31	2031-32
LCFF Revenue	$3,276,500	$3,509,355	$3,584,044	$3,729,912	$3,876,517
Total General Revenue	$3,551,904	$3,788,348	$3,861,256	$4,005,545	$4,084,579
Total Expenses	$3,639,696	$3,846,803	$3,907,437	$4,004,891	$4,082,274
Net Operating Income/(Loss)	**($87,792)**	**($58,455)**	**($46,181)**	**$654**	**$2,305**
Net Grants/Restricted	$17,985	$14,869	$16,961	$15,898	$14,352
Combined Net Surplus/(Loss)	($69,807)	($43,585)	($29,220)	$16,552	$16,658
Forecasted Ending Cash	**$2,376,670**	**$2,363,450**	**$2,364,596**	**$2,405,527**	**$2,446,564**

Strategic Fiscal Efficiency & Capital Plan

To offset the sunsetting of federal pandemic grant funds and address rising facility lease rates, EPMS has enacted a strategic multi-year fiscal plan:

2027–2028 Staff & Capital Adjustments: EPMS will reduce staffing by 2.0 FTEs while maintaining low student-to-staff ratios (<=22:1 in Lower Elementary; 20:1 in Upper Elementary/Adolescents). Simultaneously, the school will purchase one of its leased mobile modular classroom buildings ($153,600 purchase + $250,000 capital improvements). Buying the building eliminates escalating annual rental costs and pays for itself in less than 5 years.

2028–2029 Program Expansion: EPMS will open a new Lower Elementary classroom using the acquired building, enrolling 20 additional students and adding 1.0 FTE certificated teacher. Because the classroom already has complete Montessori materials and furniture, expansion costs are minimal, generating net positive state revenue. Prior to 2023-24, the school operated with four Lower Elementary classrooms. This program expansion would bring the school enrollment and number of classrooms back to a similar level as 2023-24.

Long-Term Solvency & Strong Reserves: As the expansion cohort progresses through Upper Elementary and Middle School, annual operating income becomes positive in 2030–31 ($654) and 2031–32 ($2,305). Most importantly, EPMS is projected to maintain a strong and healthy ending cash reserve ranging between $2.36M and $2.45M across the outgoing five year period, providing a strong foundation for fiscal stability.

3. Teacher Credentialing, Staffing, & Compliance

Source: California School Dashboard caschooldashboard.org

Under Assembly Bill 1505 and Education Code Section 47605.6, all teachers in charter schools must hold a valid California Commission on Teacher Credentialing (CTC) certificate, permit, or clearance. EPMS enforces a rigorous dual-qualification standard for classroom lead teachers:

California State Credential: All core instructional faculty hold a valid California Multiple Subject Teaching Credential or approved Intern Credential.

Montessori Certification: In addition to state credentialing, classroom lead teachers hold a Montessori Teaching Credential from a MACTE-accredited training center (AMI or AMS). EPMS provides up to $10,000 in tuition reimbursement to assist candidate teachers in completing Montessori or state credentialing.

Mandatory Staff & Volunteer Clearances: 100% of site personnel and regular volunteers complete Live Scan criminal background checks through the California Department of Justice (DOJ) and FBI, tuberculosis (TB) risk assessments, annual Mandated Reporter training (CANRA), CPR/First Aid certification, and annual Professional Boundaries Policy training.

According to 2025 California School Dashboard indicators, 81.8% of EPMS Teaching Full-Time Equivalents (FTE) were rated "Clear" (fully credentialed for subject and placement), compared to 78.4% across MDUSD. Teacher assignment ratings for 2026 have not yet been released by the state.

4. School Governance

EPMS is structured as a California Non-Profit Public Benefit Corporation (Education Code § 47604; Corporations Code § 5110 et seq.) governed by a Board of Directors. Board meetings are open to the public and conducted in compliance with the Ralph M. Brown Act and Education Code Section 47604.1. Public comment is welcomed at all regular meetings, and Director application details are available on the school's website.

The Board operates under bylaws updated on September 15, 2026, authorizing up to 14 directors: up to six parents, two educational staff members, three community members, one founder/alumnus, and two ex-officio members (Head of School and Community Foundation for Eagle Peak (CFEP) President). Staff members serve two-year terms, while parent and community members serve three-year terms. Board officers include President, Vice President, Secretary, and Treasurer.

District staff interviewed six Board Directors and observed a board meeting as part of the operational review. All Directors who were interviewed identified fiduciary responsibilities to maintain the fiscal health of the school as a primary responsibility of the Board. Board Directors receive monthly fiscal updates at their meetings, and approve required budget reporting, including First and Second Interim reports. Directors participate in ethics, mandated reporter, and sexual harassment training. Interviewed members outlined governance processes for director selection, data monitoring, LCAP approval, and executive director evaluation aligned with published governance documents.

In addition to the governing board, the Parent-Teacher Leadership Group (PTLG) facilitates family engagement and volunteer coordination at EPMS. The Community Foundation for Eagle Peak (CFEP) leads fundraising efforts, with its president serving on the EPMS Board of Directors to maintain organizational alignment.

H. Reasonably Comprehensive Description Review

District staff reviewed the renewal petition against statutory requirements under Education Code Section 47605(c)(5) and confirmed that the petition provides a reasonably comprehensive description of all 14 required elements (Elements A through N).

Charter Element (§ 47605(c)(5))	Evaluation Finding	Staff Analysis & Key Findings
Element A: Educational Program	**Satisfactory / Comprehensive**	Authentic Montessori pedagogy grades 1–8 crosswalked with CCSS/NGSS; robust MTSS and SPED MOU with MDUSD.
Element B: Measurable Student Outcomes	**Satisfactory / Comprehensive**	Clear, measurable academic and climate goals directly linked to 8 State Priorities and LCAP.
Element C: Pupil Progress Assessment	**Satisfactory / Comprehensive**	Multi-faceted assessment model incorporating CAASPP, STAR, portfolios, and observational rubrics.
Element D: Governance Structure	**Satisfactory / Comprehensive**	501(c)(3) Non-Profit Public Benefit Corp; 14-member Board; fully compliant with Brown Act and Ethics rules.
Element E: Employee Qualifications	**Satisfactory / Comprehensive**	Enforces dual CTC credential + MACTE Montessori certification; Live Scan & TB clearances mandatory.
Element F: Health & Safety Procedures	**Satisfactory / Comprehensive**	Complete Comprehensive School Safety Plan (CSSP), emergency protocols, and child protection policies.
Element G: Racial & Ethnic Balance	**Satisfactory / Comprehensive**	Targeted outreach to local preschools, Head Start, and community centers to reflect MDUSD diversity.
Element H: Admission Requirements	**Satisfactory / Comprehensive**	Open public enrollment; transparent lottery preferences compliant with state charter law.
Element I: Suspension & Expulsion	**Satisfactory / Comprehensive**	Detailed due process policy, progressive discipline, and special education manifestation reviews.
Element J: Retirement Systems	**Satisfactory / Comprehensive**	Staff participation in CalSTRS and Social Security/PERS managed by EPMS business office.
Element K: Attendance Alternatives	**Satisfactory / Comprehensive**	Explicit notification that pupils retain the right to attend regular public schools in the home district.

Element L: Employee Rights	**Satisfactory / Comprehensive**	Clear description of at-will employment relationship and return rights under Ed Code.
Element M: Dispute Resolution	**Satisfactory / Comprehensive**	Internal complaint processes and formal district-charter dispute resolution protocols.
Element N: School Close-Out	**Satisfactory / Comprehensive**	Detailed closure procedures ensuring record transfer to MDUSD and proper asset liquidation.

I. Recommendation for Board Action

In accordance with Education Code Section 47605(b), district staff published this staff report and recommendation on November 3, 2026, at least 15 days prior to the Board's final determination meeting scheduled for November 18, 2026.

1. Final Staff Recommendation

District Staff recommends that the MDUSD Board of Education APPROVE the charter renewal petition for Eagle Peak Montessori School for a five-year term covering July 1, 2027 through June 30, 2032.

2. Summary of Findings Supporting Approval

1. Statutory Academic Performance (Ed Code § 47607.2(b)(1)): EPMS satisfies Middle Performing Tier renewal criteria by presenting verified assessment data (Renaissance STAR Reading SGP 54.37 / Math SGP 51.00) demonstrating at least one year's academic progress for each year in school across the whole school and all measurable subgroups.

2. Sound Operational & Fiscal Stewardship: EPMS maintains sound financial health, projecting balanced operations and ending cash reserves exceeding $2.36M across all five forecast years.

3. Comprehensive Petition Elements: The petition provides reasonably comprehensive descriptions for all 14 required statutory elements under Education Code § 47605(c)(5) and contains all mandatory legal affirmations.

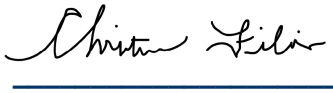
4. Effective District Partnership: EPMS collaborates effectively with MDUSD through active MOUs for fiscal oversight, special education services, and facility usage, serving as an established public educational choice for district families for 26 years.

3. Proposed Board Motions

Motion to Grant Renewal (Recommended): I move that the Board of Education of the Mt. Diablo Unified School District APPROVE the charter renewal petition for Eagle Peak Montessori School for a five-year term from July 1, 2027 through June 30, 2032, adopting the findings set forth in the Staff Report.

Motion to Deny Renewal (Alternative Outcome): In the event the Board votes to deny the renewal petition, Education Code Section 47605(c) mandates that the Board issue written factual findings supported by specific facts establishing one or more statutory grounds for denial under Education Code § 47605(c) or § 47607.2(b).

Respectfully Submitted,



Mt. Diablo Unified School District Charter Review Team

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