



Annual Report
2018-2019

1. Administrative Summary

For the past several years Eagle Peak, has been transitioning and growing. During the 2018-19 school year, we brought in 53 new families and 83 new students. To accommodate this growth, we started a fourth Lower Elementary classroom. Every Lower Elementary classroom was affected as we chose to move returning students, to help our new classroom normalize to the best degree possible. While there were definitely rough patches in this transition, we are excited about the opportunity to serve more students in our community. The growth and change can be seen in almost every aspect of Eagle Peak this year.

For what appears to be a one year anomaly, we had almost enough space for specialist, resource and classrooms. However, music continued to “travel” to classrooms. Spanish and Art shared space with the Adolescent Program Science class.

In our academic program we provided for our Adolescent Program to have a designated Science Teacher, as Shazia Burke became full time with AP rather than splitting time between AP and Upper Elementary. Her classroom space allowed each AP room to have less students during instructional periods.

The additional class space also allowed for us to begin the long anticipated Spanish program for the Lower Elementary Students. Students were pulled for Spanish and Garden during the morning work period, one day a week. This continued to allow for a smaller teacher/student ratio during the work period. With four classrooms, the rotation for the PE/Art classes had to also change. These classes were shortened to 45 minutes, in order to accommodate all four classes. This did not prove to be ample time for the programs that the Art and PE instructors had developed, and we look to return to the full hour program during the 2019-2020 school year.

Academically, Eagle Peak improved in both English Language Arts and Math. This resulted in the Dashboard moving slightly higher into the “green” for Math and remaining in the “green” for English Language Arts. The colors on the California Dashboard indicate proficiency. The colors range from a low of “red” to a high of “blue”. Eagle Peak has been in the green for English Language for the past three cycles. However, this is the first time we have moved into the green from yellow in the Math area.

2. Achievement of Academic Goals

Each year, as an independent Local Education Agency, Eagle Peak Montessori prepares a LCAP (Local Control Accountability Plan). The LCAP document requirement began the same year the state adopted the Smarter Balanced Assessment as the testing portion of accountability. Each unified school district

must create an LCAP for their district as a whole. Due to the independent nature of Eagle Peak Montessori, we also create this document.

The LCAP consists of academic goals tied to both the funding the school receives, and academic needs the school has. The goals are also drawn directly from the school's charter. Eagle Peak Montessori has three overarching goals which are then broken into measurable actions. These are all then tied to the 8 Statewide Priorities.

Eagle Peak Montessori's three goals are:

- 1) Promote academic excellence for all students.
- 2) Develop attributes of successful learners.
- 3) Sponsor staff development.

At the end of the 2018-2019 school year, progress made on these goals was reported in our LCAP. A copy of this update, and budget expenditures based on the goals, can be found in the appendix of this report as well.

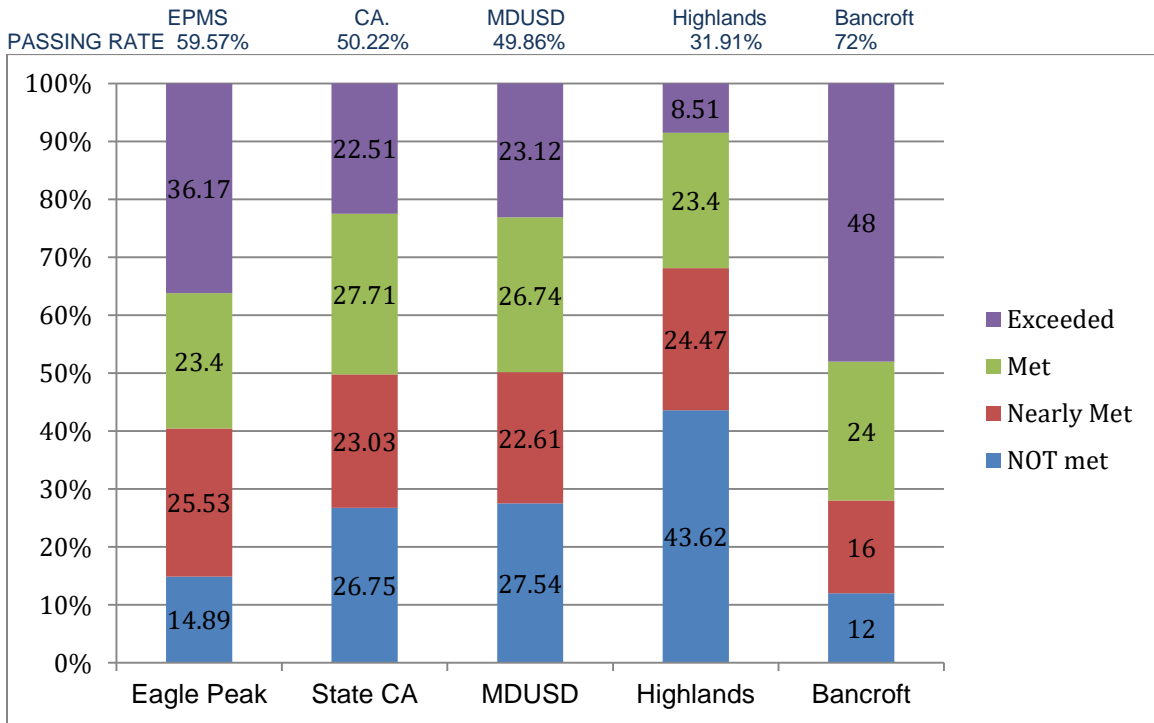
The CAASPP test continues to be the main source of accountability for schools across the state of California. Each year, this report provides a comparison between Eagle Peak Montessori's scores, and those of the state and MDUSD. For this year, the data for student attendance zones was analyzed, in order to determine the MDUSD schools which represent where the majority of our students would attend. While we do have students who would attend almost all of the schools in MDUSD, there are a few schools that have the highest concentration of EPMS students in their attendance zone.

Highlands Elementary and Bancroft Elementary are the two elementary campuses where the majority of our students might attend, if they were not enrolled at Eagle Peak. Foothill and El Dorado are the two middle schools that are the neighborhood schools for the larger number of our students. We have used that residency information to select these schools to do an additional comparison in our score charts on the following pages. Additionally, you will see the co-hort comparisons for Eagle Peak students through the years they have taken the test.

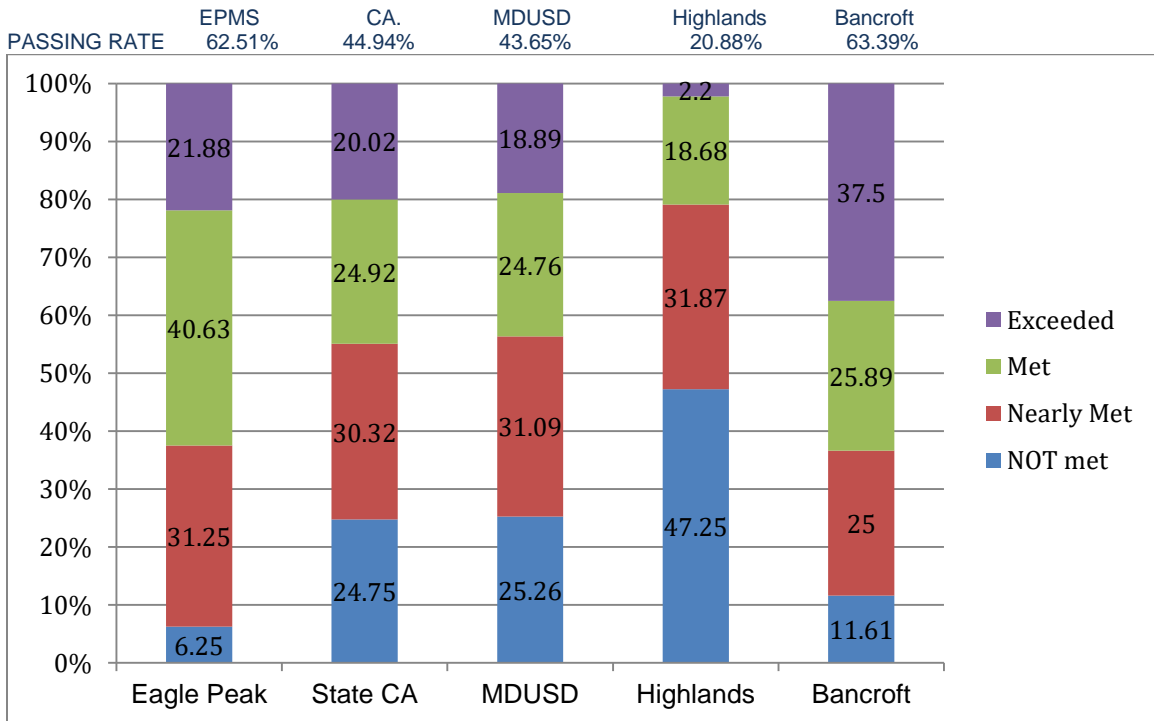
We are still exploring ways to increase the achievement for students on this assessment. However, Eagle Peak Montessori has achieved scores which are typically above those of the state as a whole, and the district as a whole.

CAASPP MATH COMPARISON

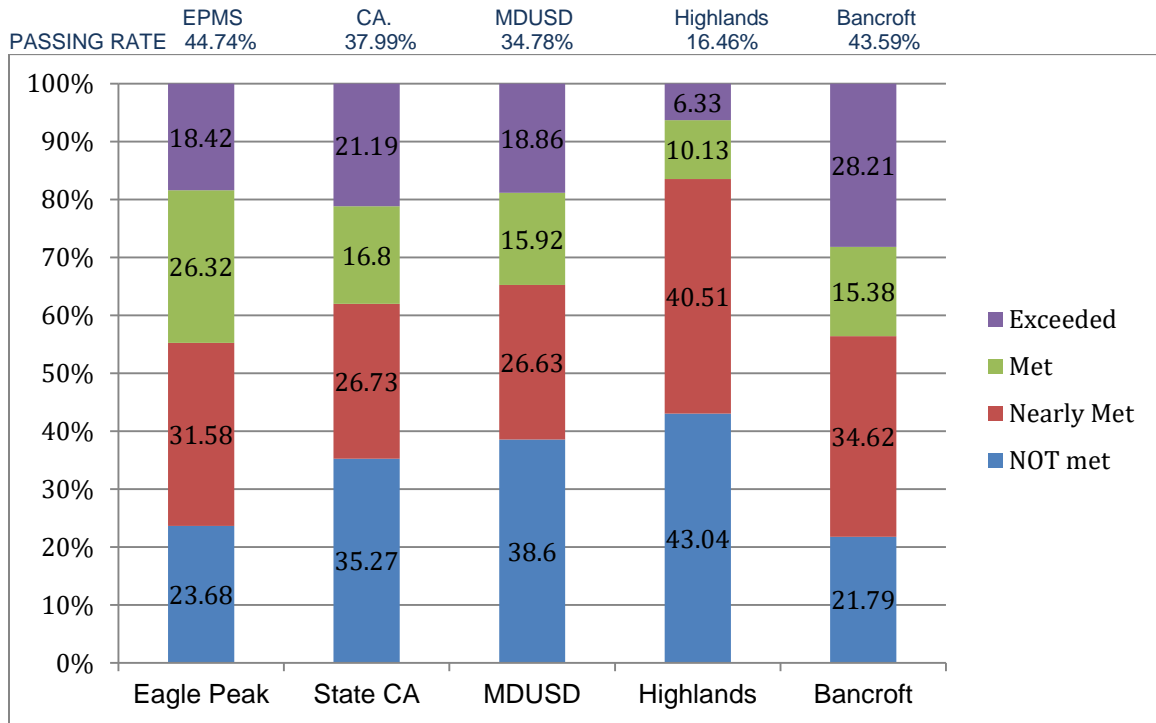
3rd Grade MATH Scores



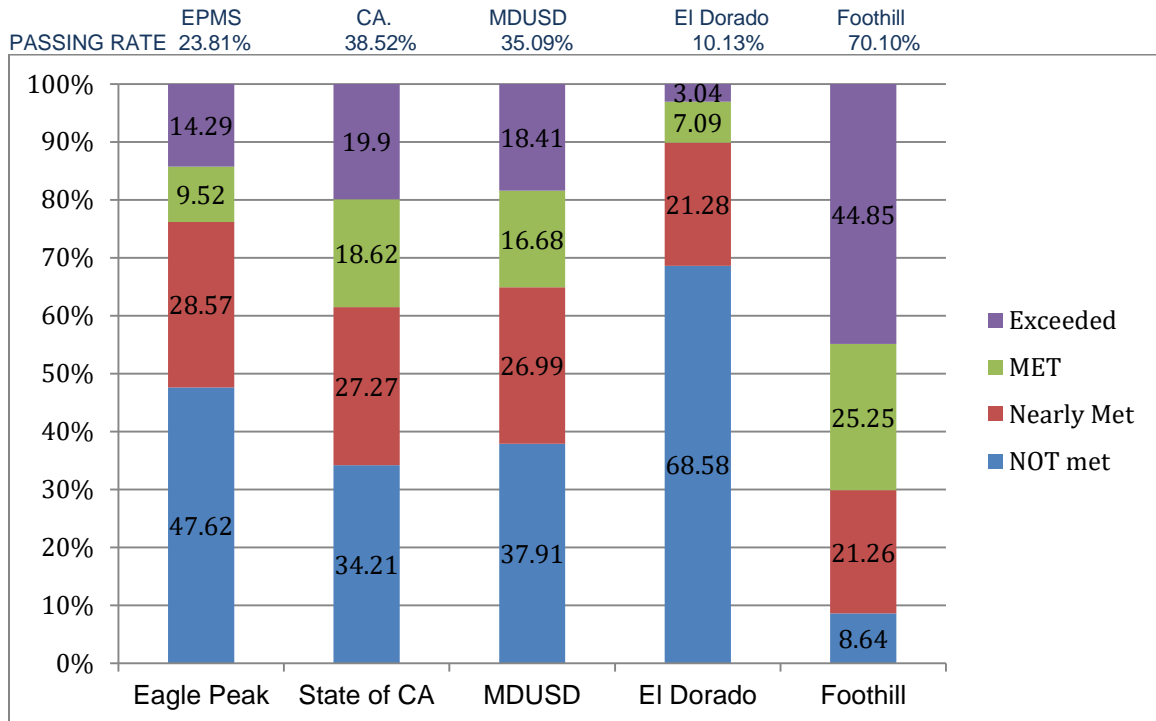
4th Grade MATH Scores



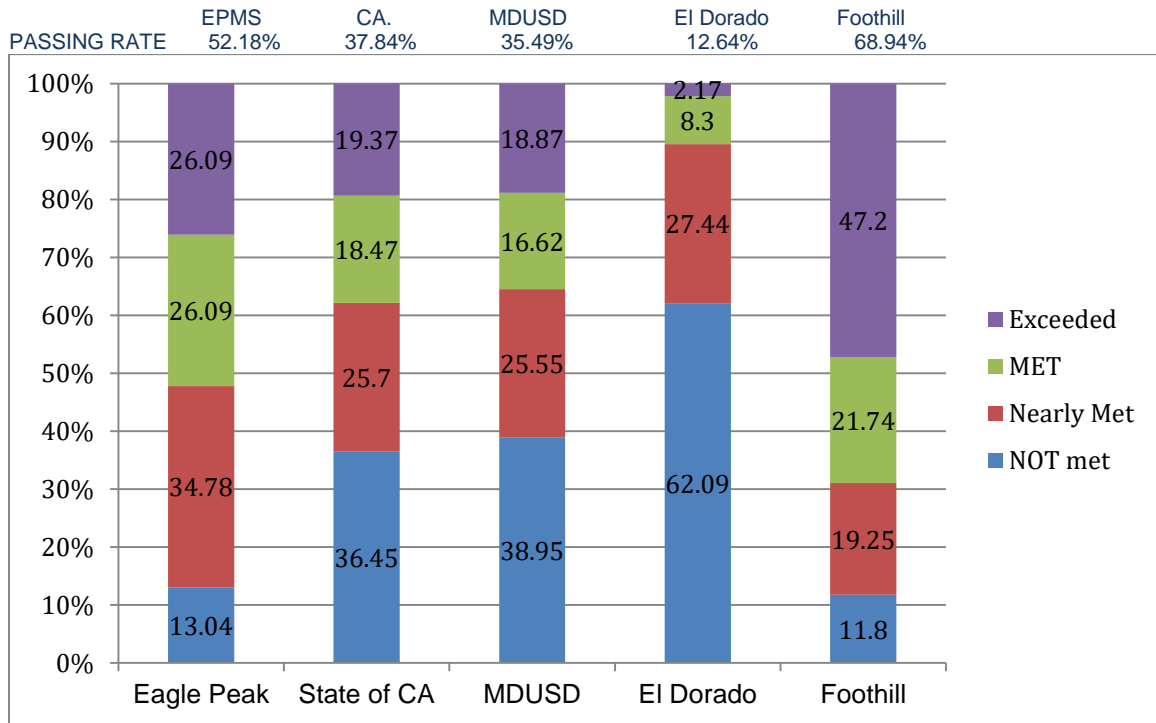
5th Grade MATH Scores



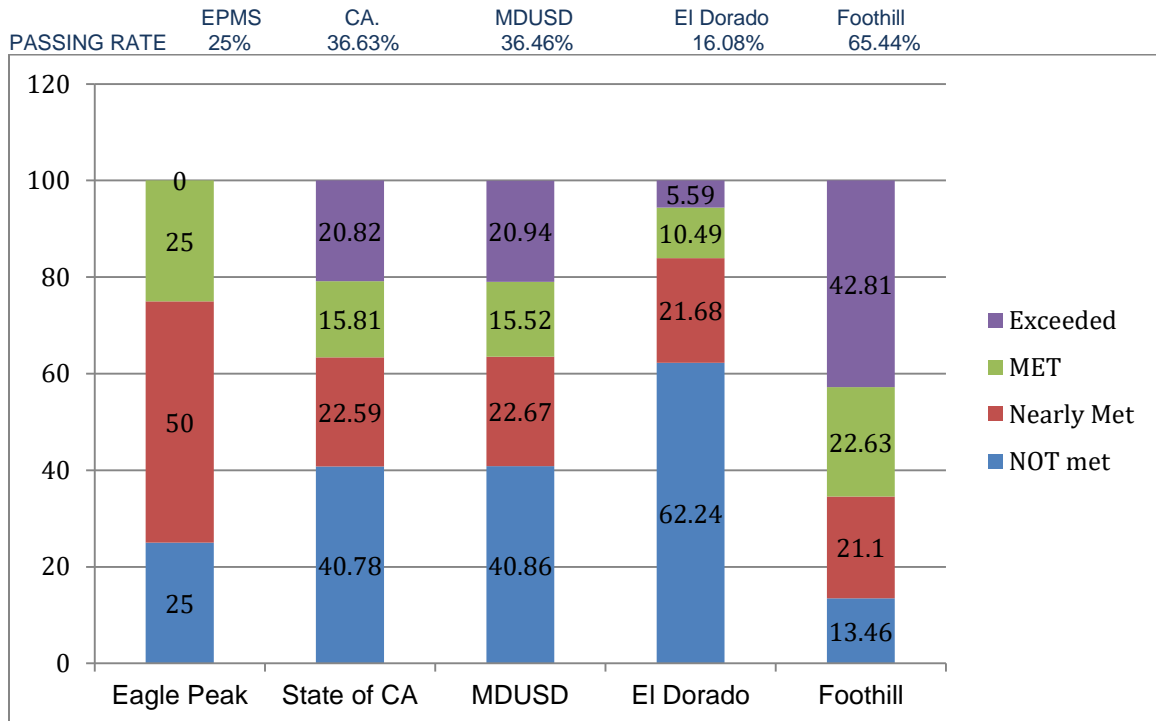
6th Grade MATH Scores



7th Grade MATH Scores

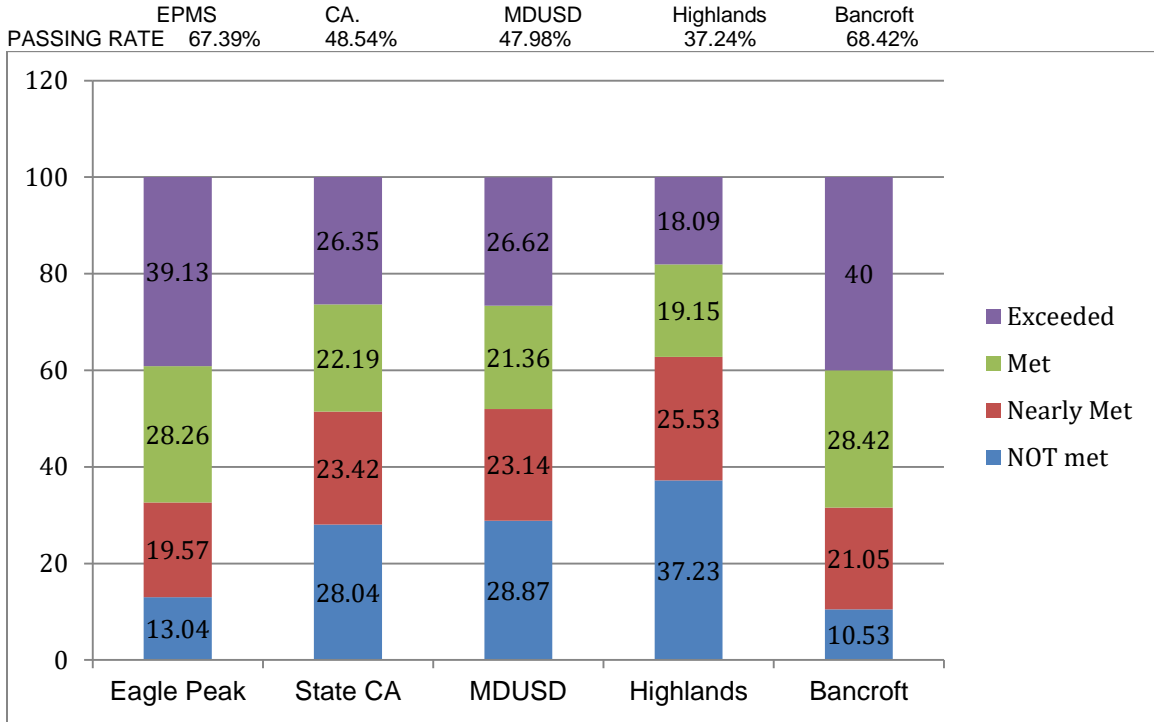


8th Grade MATH Scores

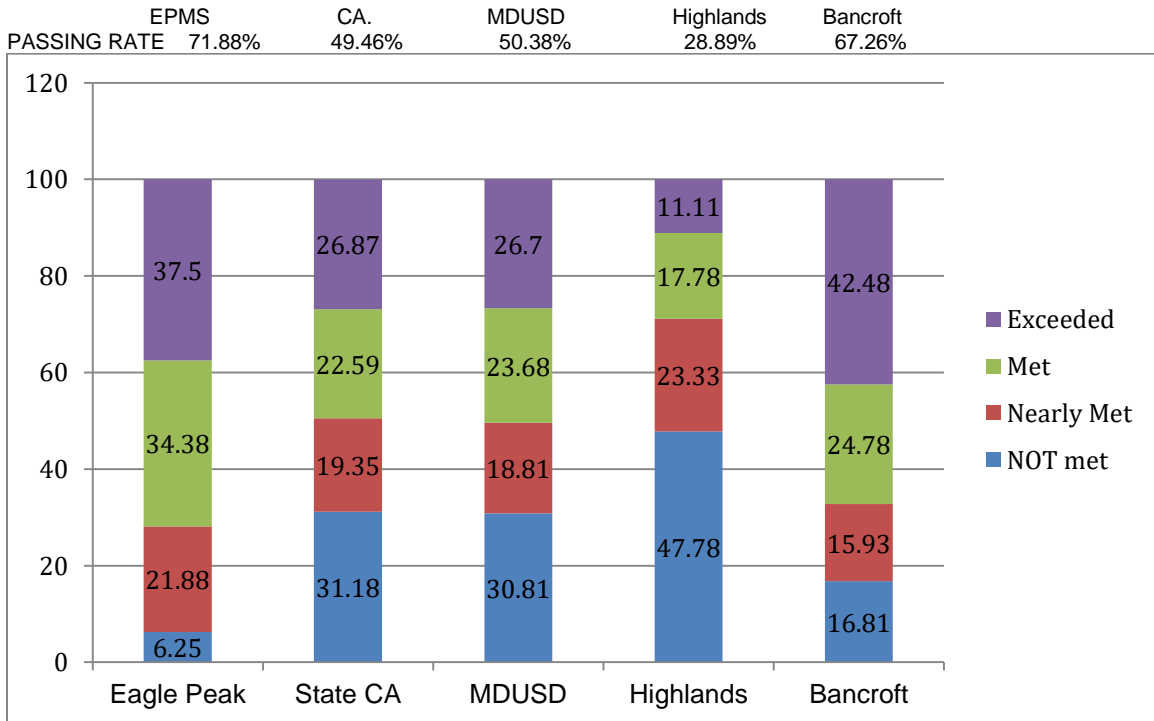


CAASPP ENGLISH LANGUAGE ARTS COMPARISON

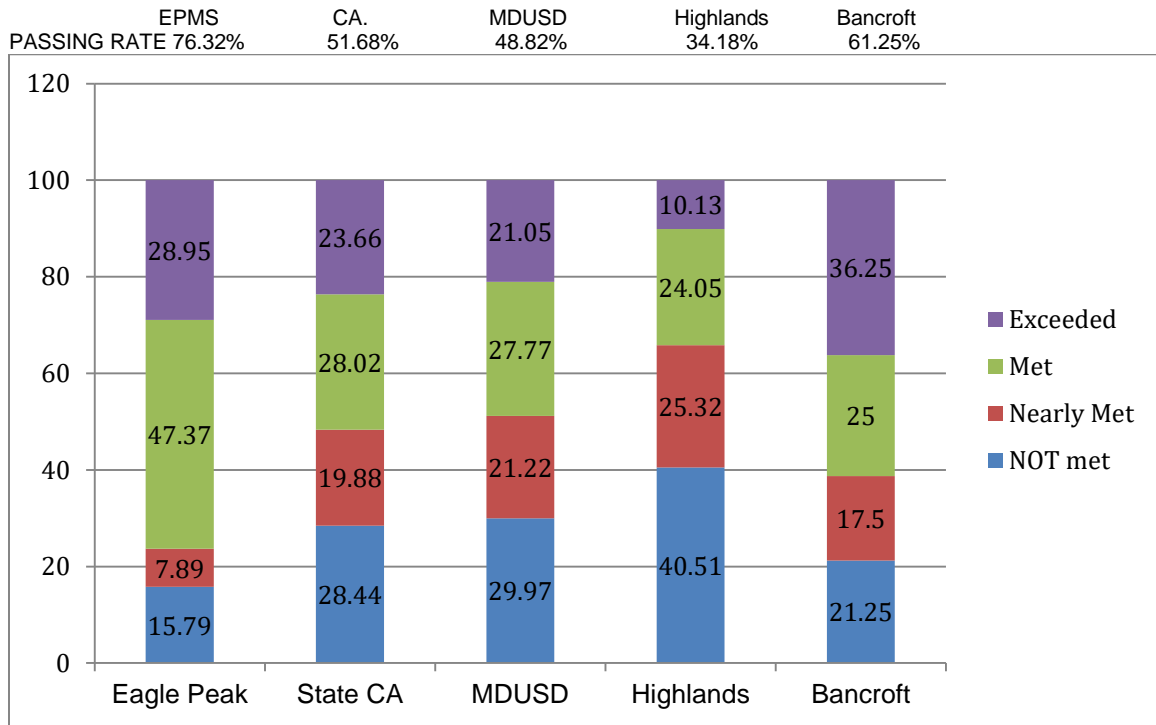
3rd Grade ELA



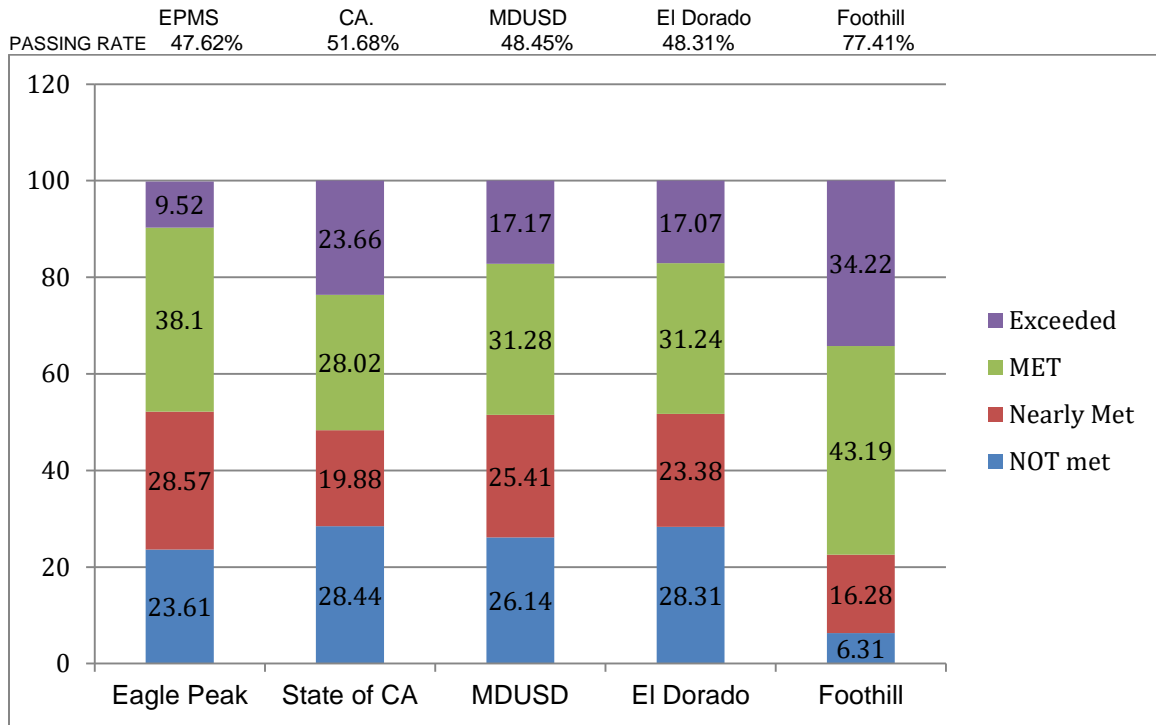
4th Grade ELA



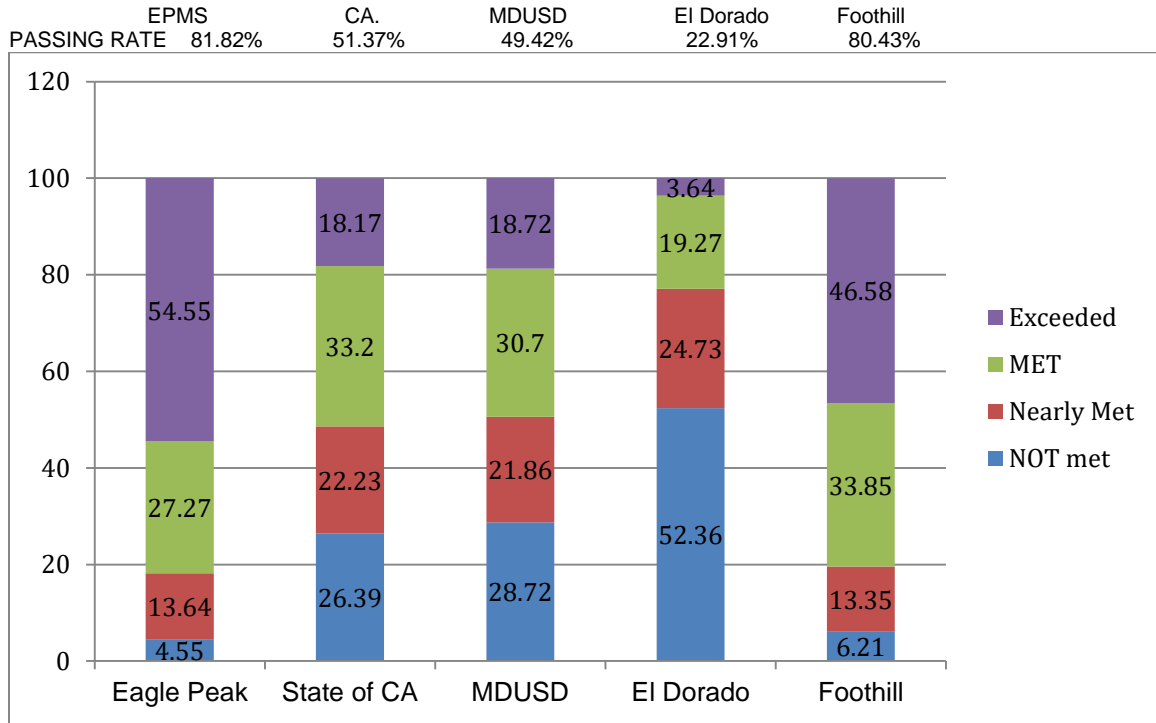
5th Grade ELA



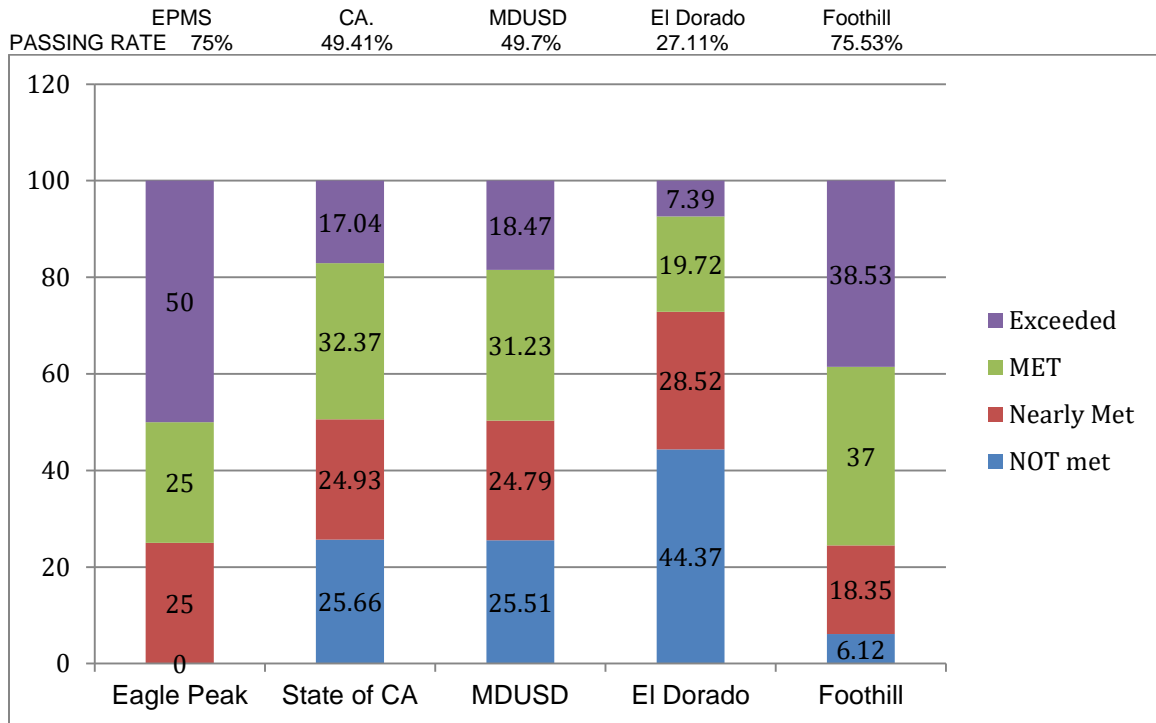
6th Grade ELA



7th Grade ELA

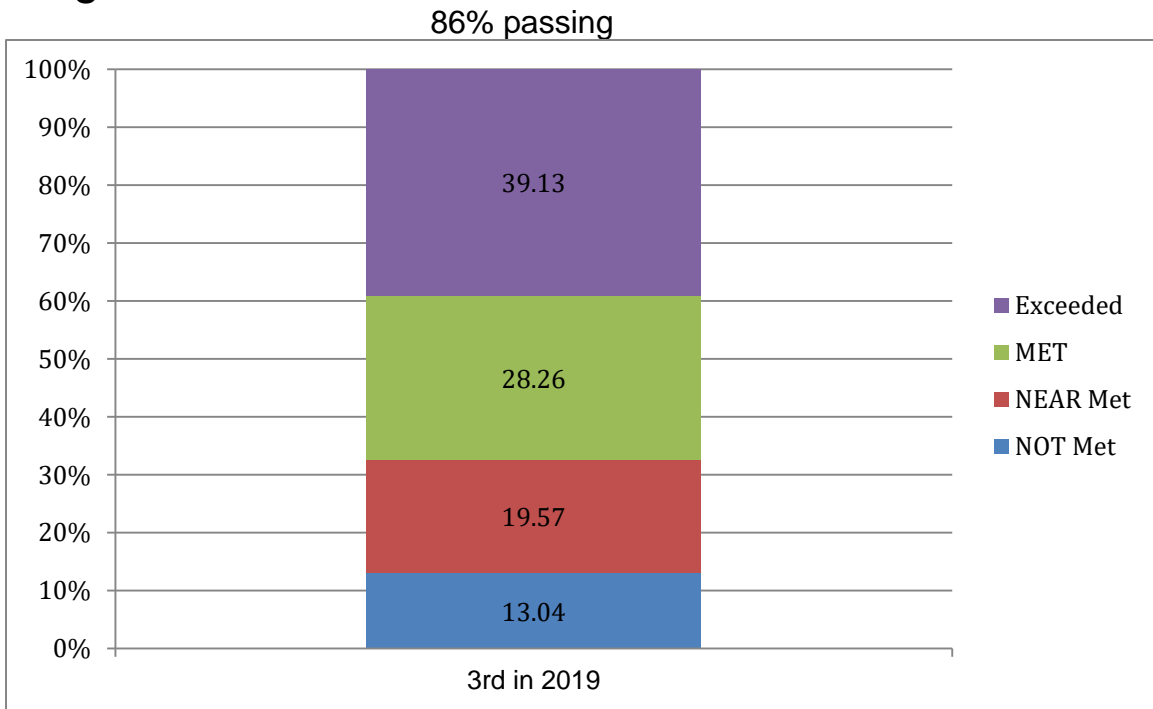


8th Grade ELA

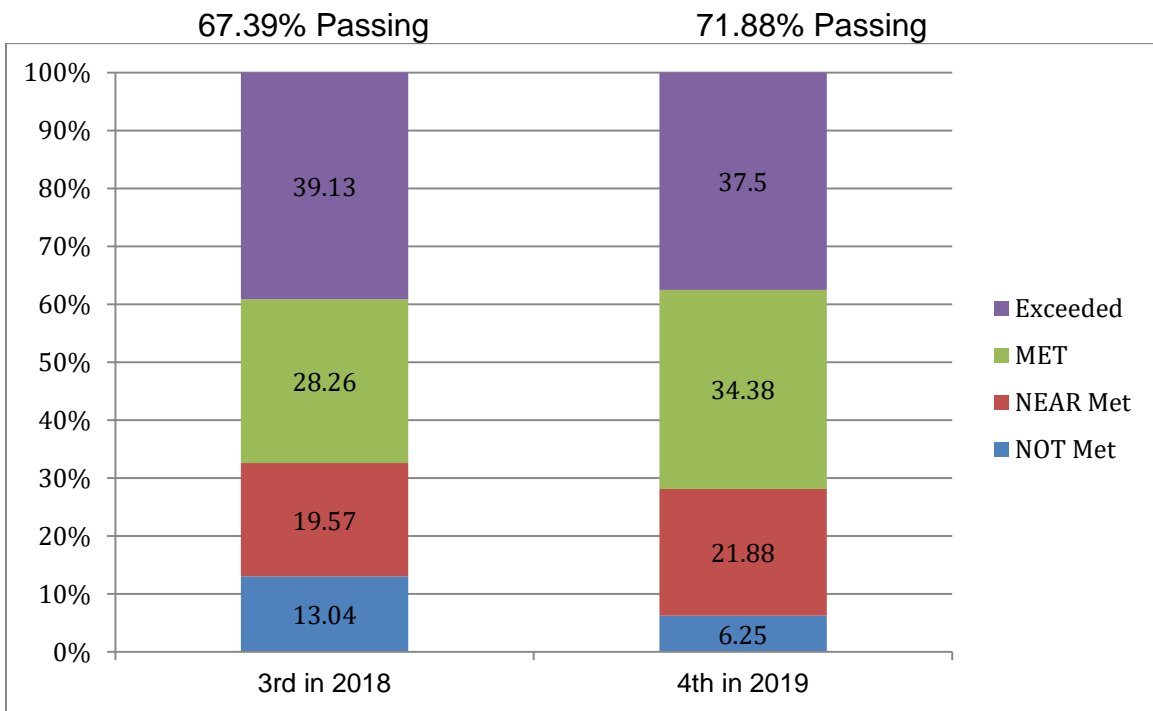


CAASPP ENGLISH LANGUAGE CO-HORT COMPARISON

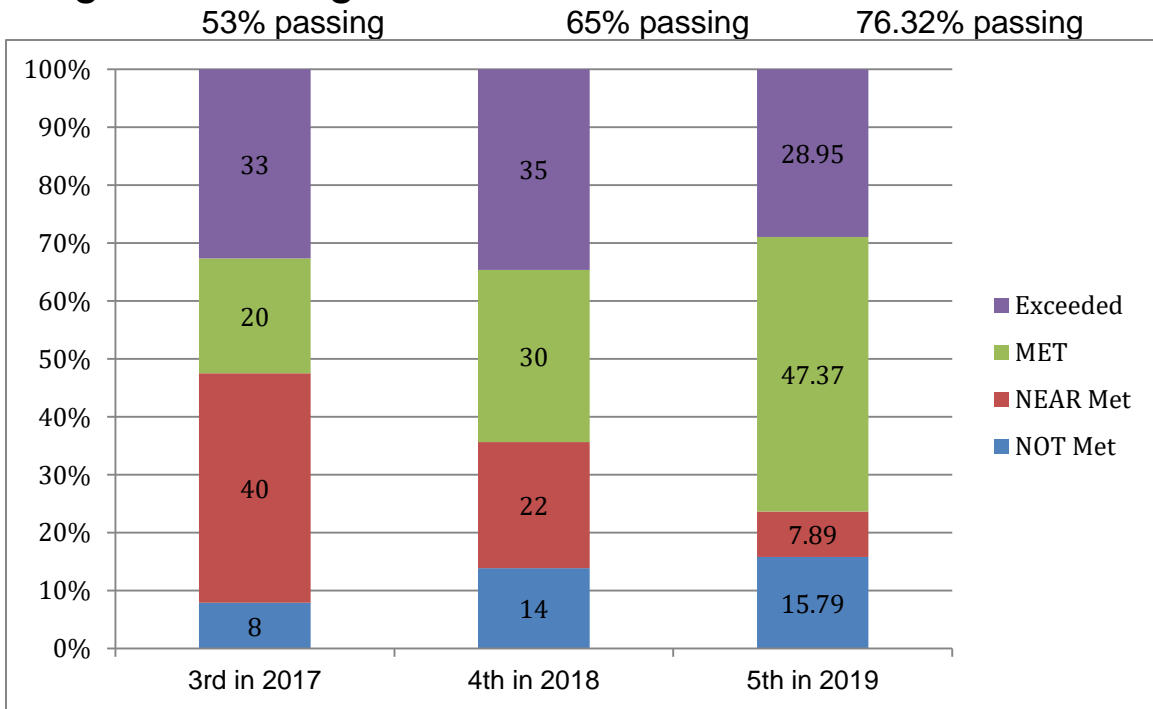
3rd grade



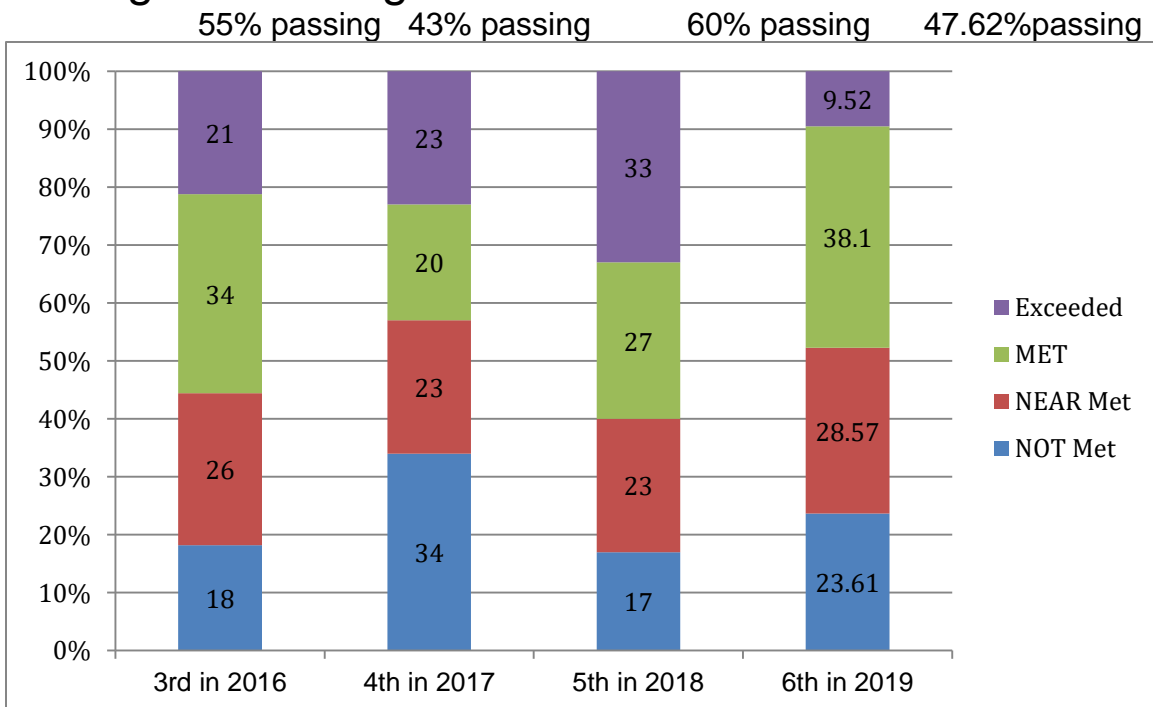
3rd to 4th Grade



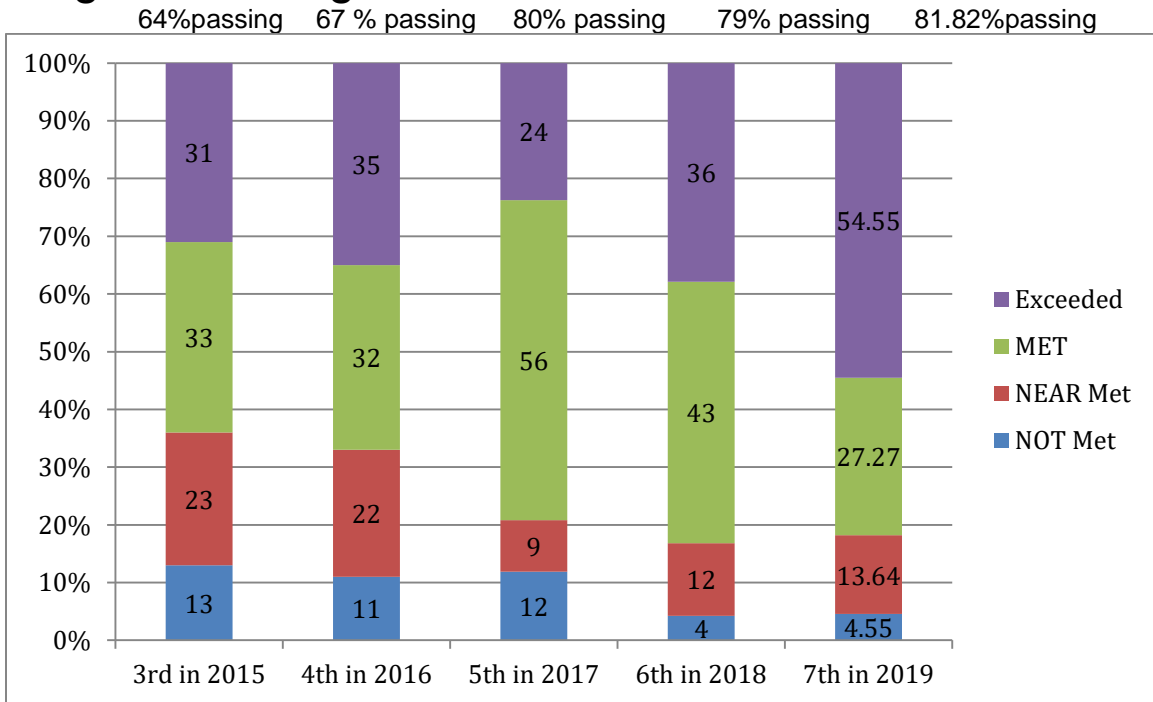
3rd grade to 5th grade



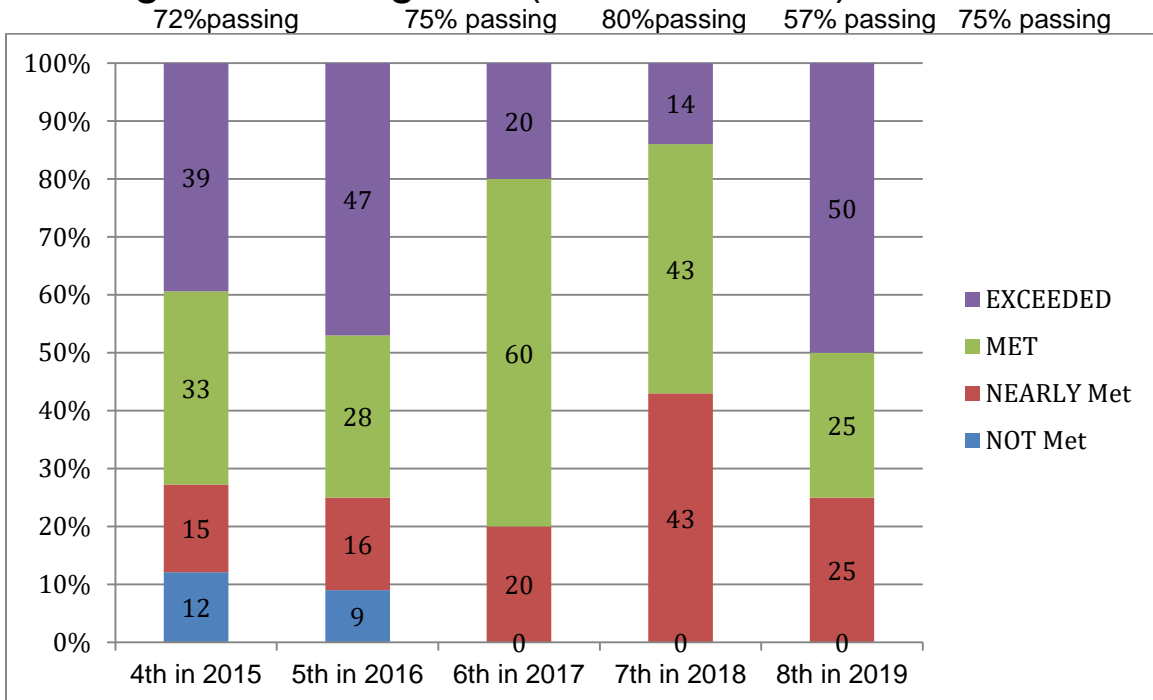
3rd grade to 6th grade



3rd grade to 7th grade

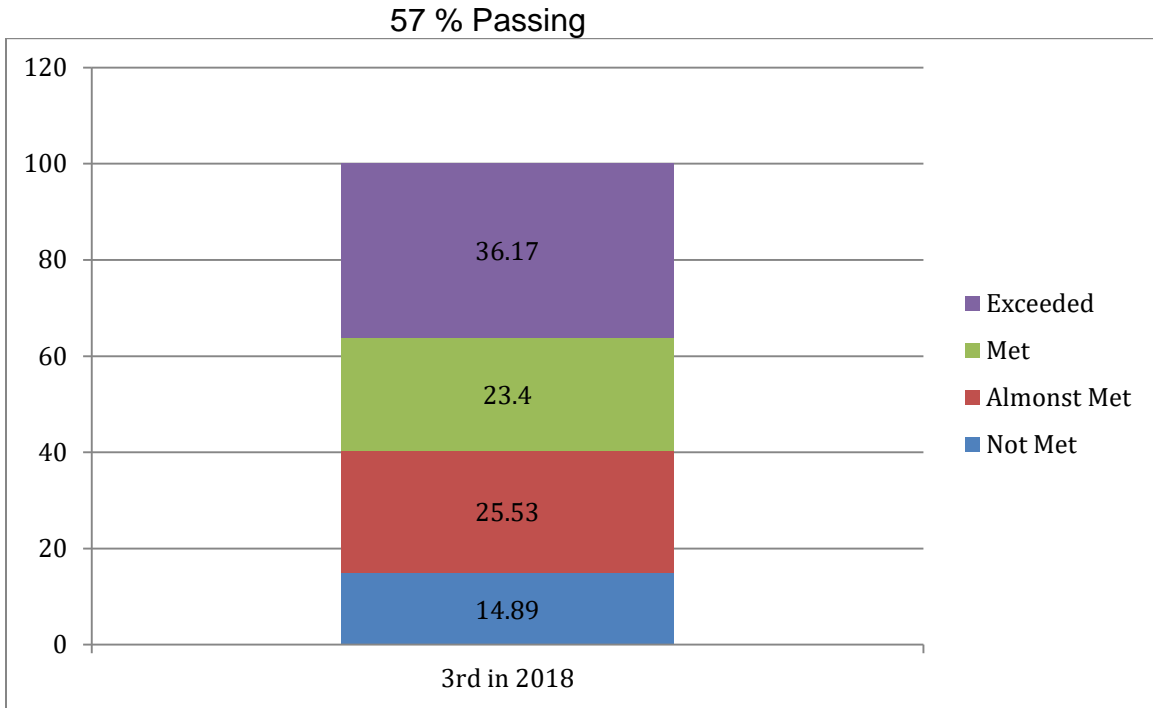


4th grade to 8th grade (4th =34/ 8th =8)

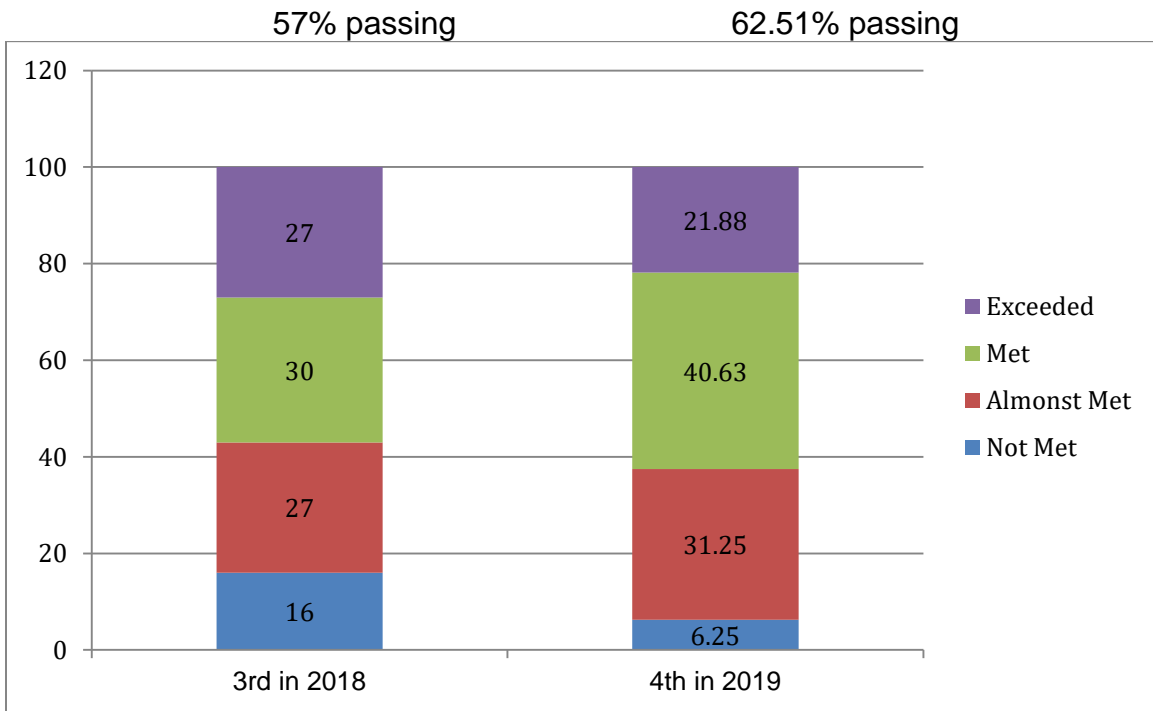


CAASPP MATH CO-HORT COMPARISON

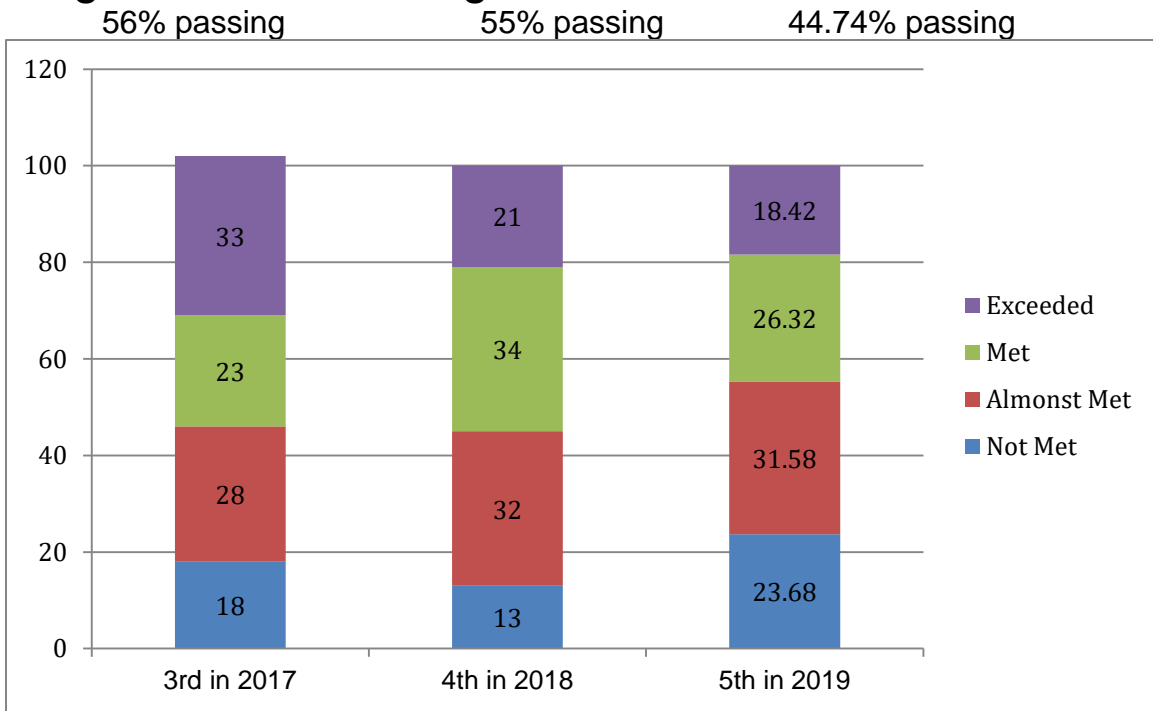
3rd Grade 2018



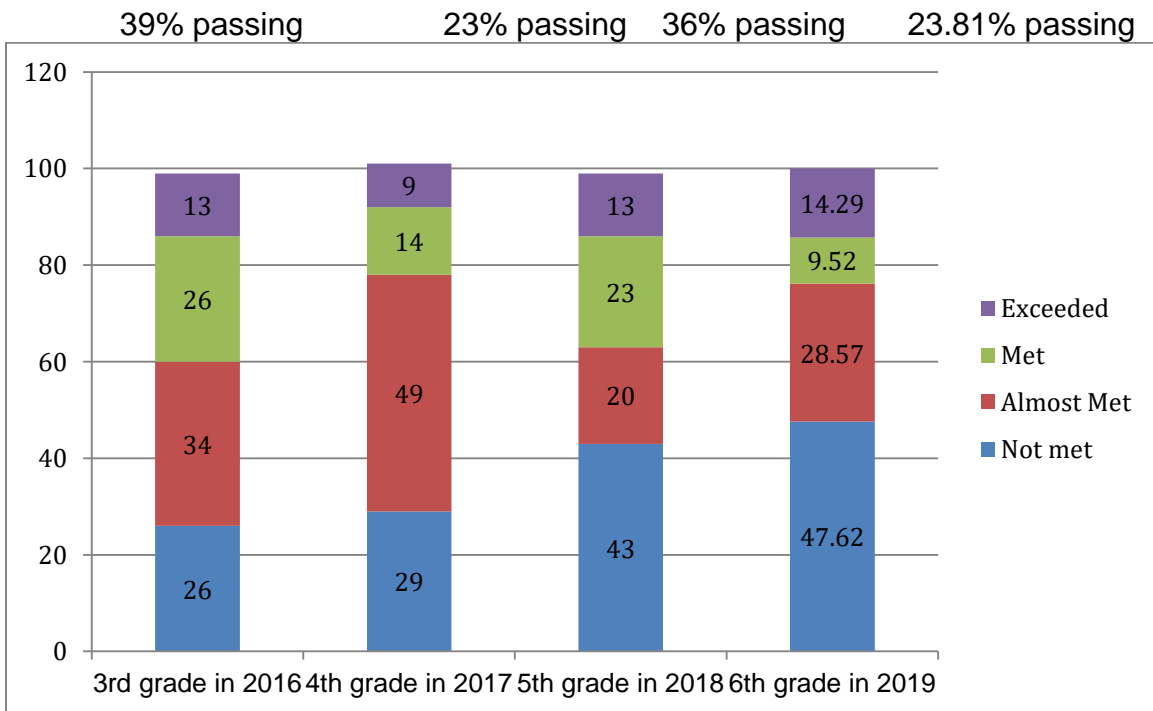
3rd 2018 to 4th 2019



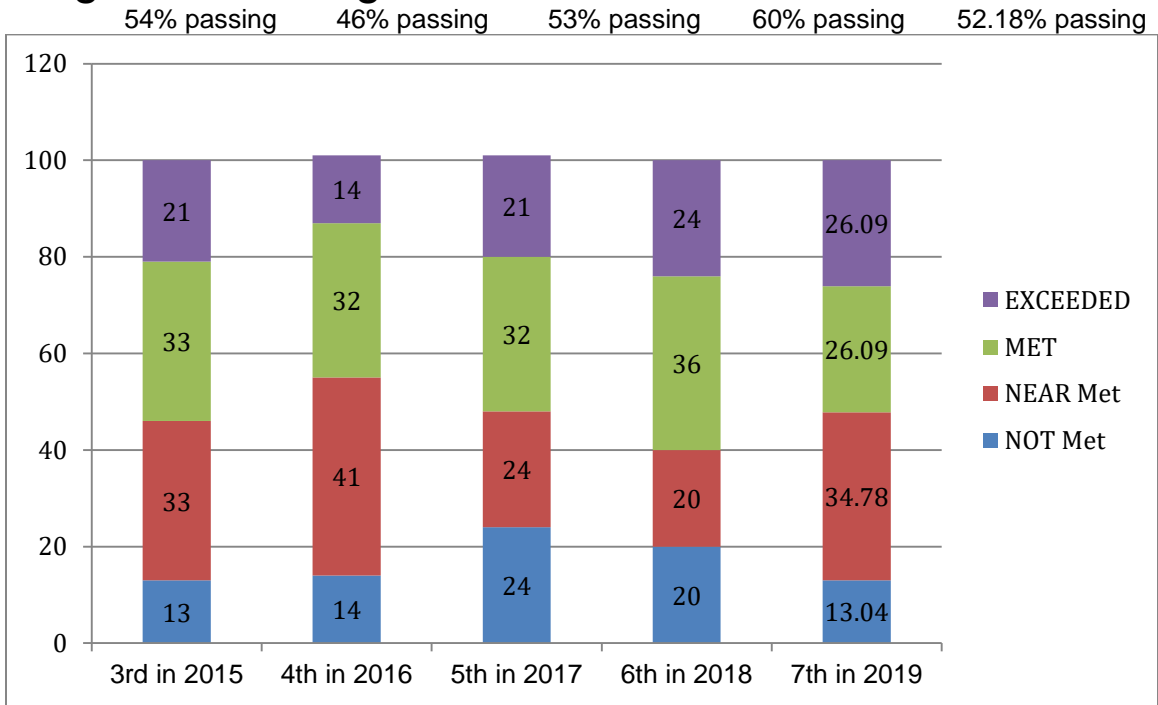
3rd grade 2017 to 5th grade 2019



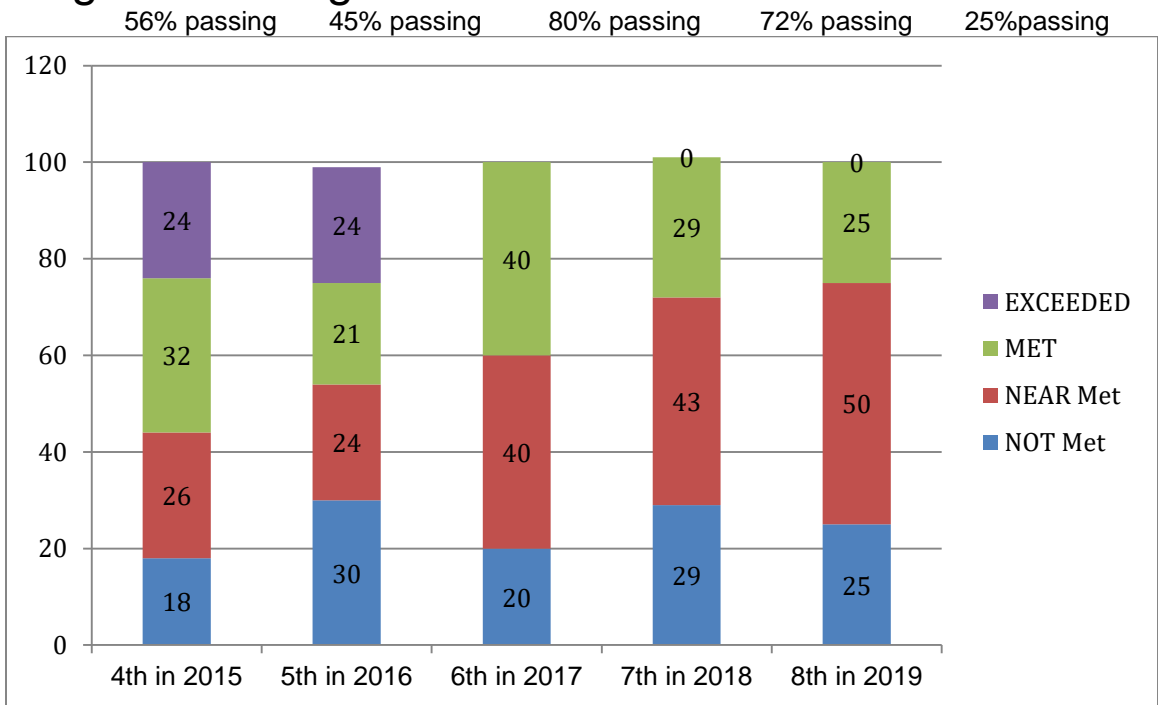
3rd 2016 to 6th 2019



3rd grade to 7th grade 2019



4th grade to 8th grade



As with all Montessori programs, there are ongoing formative assessments which take place as well. These are methods the teachers use to monitor the students' progress on a daily basis. In addition to the formative assessments, we also have standards-based testing that we do for our own local purposes. This past year we decided to implement Fontis and Pinnell reading assessment for grades 4-8. We made this change, based on the fact that the bulk of the DRA at the higher levels requires a written response to the questions and we are concerned that the reading level is not the sole measure on that type of test.

For the past 4 years, Eagle Peak has used the NWEA to assess annual growth in students. This is a computer-based test, which is reportedly similar to the design of the CAASPP. The hope is that this will serve a dual purpose in preparing the students for the CAASPP, and help us to monitor their progress in a way that resembles state accountability. The fall tests seem to be a more accurate measure of the students' levels. In the spring, it seems as though students rush through, and are not as engaged in the process. This, of course, does not hold true for all students; however, it is a factor.

Academic Program Update:

Our Adolescent Program has matriculated 4 co-horts into high school. The 2019 class was our smallest to date, with only 8 students graduating. However, the 7th grade class is our largest to date, with 24 students.

The largest addition to our program this year was being able to implement the first year of the Spanish class. Gaby George, native Spanish speaker, former parent, and credentialed Montessori teacher, has taken on this position. She has seamlessly moved Spanish materials into each classroom and provided our lower elementary students with beginning introduction to the language.

2019 was our first year to have long-term faculty retire. Linda Chandlee taught at Eagle Peak Montessori for 17 years. She led our morning childcare, served on the Eagle Peak Montessori Board of Directors for several terms, was mentor teacher to our faculty who participated in the Teacher Induction Program, and taught in both the lower and upper elementary programs. Grace Benevides taught Art for 15 years at Eagle Peak. Grace is an incredibly talented and visionary artist in her own right, and we are fortunate that she shared these gifts with hundreds of EPMS students over the years.

3. Development of Learning Attributes

Eagle Peak Montessori is dedicated to creating a learning environment where children work to develop independence, responsibility, self-respect, respect for others, and compassion. We believe that these values lead children to develop greater self-confidence in all areas. The Montessori philosophy, which is our school's foundation, helps children to develop these attributes through their work in the classroom. Children are given freedom within limits, which is the basis for them becoming responsible and independent. Our classroom environments are also built on the concept of the students helping to develop the "rules" and expectations for each other. This aids the child in developing a true respect for other children, as well as compassion for those who have gifts and challenges different from their own.

Our charter defines the nine attributes that we consider essential for success, not only in the academic arena, but in life as a whole. These attributes are addressed through our Individual Learning Plan (See appendix A for an example of this document), which is developed in grades 1-3 in collaboration between parents and teachers. Students in grades 4-8 have input along with their parents and teachers, in developing their goals for these attributes.

In addition to developing these skills, we believe that we need to address the needs of the whole child, in order to help our students grow into successful adults. This includes working with the psyche or spirit. Art, music, physical education and environmental education are all components of a well-rounded educational experience.

The Adolescent Program takes on the role of community service and global citizenship. The AP students work to serve our school community by helping to distribute lunch on Tuesdays and Fridays, as well as through the Friday Market on Fridays. However, their service does not stop at our gate. They go out into the larger community to do service as well. They stock food at pantries and work at Rogers Ranch as well.

In our charter, we discuss that one of the attributes we consider important for successful learners, is that students take personal responsibility in their learning process. We discuss encouraging students to be part of the rule setting and enforcement in the classrooms, etc. In 2005, we started our student government. This group of students is elected by the student body, and holds weekly meetings. The students gather and discuss concerns that have been placed in the classroom suggestion boxes, then brought to the meeting. The students discuss these amongst themselves, and the staff leader intervenes when necessary to provide guidance or background for situations. Each semester, the student government is responsible for organizing a school event. In the fall, that event is International Day, and in the spring it is the "Wacky Week" event. The group also works to find a charity each year to support. (Due to the age range of

our students, they are most often relegated to raising money for the groups as opposed to actually working at a center or hands-on experience with the charity.)

As Eagle Peak grows, we are looking for ways to be proactive in assuring that our older students retain the qualities we have helped them develop in the lower grades. During the 2018-2019 school year, we continued to come together as Family Groups and to hold Monday gatherings. Family Groups were created by dividing the student body into groups of 16-17 students with representatives from each grade level and led by a staff member. An additional aim of these groups is to help the older children form bonds with the younger students. Most Mondays we meet in the courtyard for our Monday Gathering. We have 5th grade students share quotes based on the 5 virtues. Sixth grade students lead the group in either the recitation for Peace or Pledge to the Earth.

4. Parent Involvement

Parents who enroll at Eagle Peak Montessori School sign a Parent Involvement Agreement, and commit themselves to:

- a) Help their child's potential fully develop.
- b) Develop their own potential as a supportive parent.
- c) Help the school community develop.

4a. Support the development of their child's potential

- Ensuring the regular and punctual attendance of their child (being on time shows respect for the learning community as a whole).
Based on the P2 attendance reports to the state, our attendance average for the student body as a whole was 98%, which still exceeds the district and state average.
- Supporting the teachers and administration in helping their child understand rules and expectations of the school and the community.
- Developing independence in their child. Allow him/her to make choices in the home environment so that he/she is prepared to make choices in the classroom.

4b. Develop their potential as supportive parents:

- Attending all Parent/Teacher conferences.

Each year the teachers and parents use the Individual Learning Plan document as the foundation for their conferences. This is a document called for in our charter that is created by the parent and teachers together. The parents observe their child in the classroom environment. Then parents look at the "Characteristics of Successful Learners" form, which is based on our student outcomes described in the charter. They consider goals for their child in all of the appropriate areas. When the parents meet with the teachers, they bring this form so they can collaborate in creating a student plan for the year.

Montessori Education truly strives to serve the whole child, socially, emotionally, physically, and academically. These conferences allow parents to discuss the complete development of their children.

Eagle Peak teachers send home a Common Core based report card twice a year. This report has been modified to allow teachers to compose additional narrative responses in each of the core subjects, in addition to the numerical grading scale, as well as comments relating to the Eagle Peak Virtues and social-emotional growth of the child. These reports are

sent home in January and June. We use these reports to help parents understand how their children are progressing within the Common Core standards.

4c. Help the school community develop

- Reading, supporting, and understanding the goals and Montessori philosophy of the school.
- Participating in Parent Teacher Leadership Group activities, Community Foundation for Eagle Peak, Community Connection Committee, Parent Volunteer opportunities, and Parent Education.
- Completing a minimum of 40 volunteer hours (20 additional hours for additional students). During 2018-2019, we have recorded 14,795.8 volunteers hours by parents. This was an increase in the volunteer hours of over 2728 hours. This averages to 51.91 hours per student, which is a 3.25 hour increase over 2017-2018. However, since we know that parents do not record all the hours they work, we consider this to be an estimate.

Parents served the school in many ways, some of which are listed below.

- Serving on the Board of Directors, and committees of the school and foundation
- Improving the school facility (painting, building shelves and gardens bins, maintaining landscaping and participating in clean up days)
- Supervising lunch, recess, and field trips
- Preparing materials for the classrooms
- Assisting students and teachers with learning activities
- Raising funds for the school
- Volunteering in the office

4d. Parent Education and School Social Events

During the 2017-2018 school year, we established the Community Connection Committee. This committee started during the 2016-17 school year as the Cultural Awareness Committee. However, the group felt strongly that the way to have awareness and anti-bias was to start by making connections within the community.

Eagle Peak does not participate in the Parent Teacher Association (PTA). Rather, the Head of School opted to create Eagle Peak's own parent group in 2003 entitled the Parent Teacher Leadership Group (PTLG). Jennifer Womble and Rachel Hallquist became the PTLG co-chairs for the year. This group helps to organize the volunteers for the many jobs that need to be completed, and also serves to give a voice to parent questions in a less formal setting than speaking to the Board of Directors. While the PTLG does not have any governing responsibilities, it is a monthly opportunity for parents to participate more actively in the school.

5. Parent Satisfaction

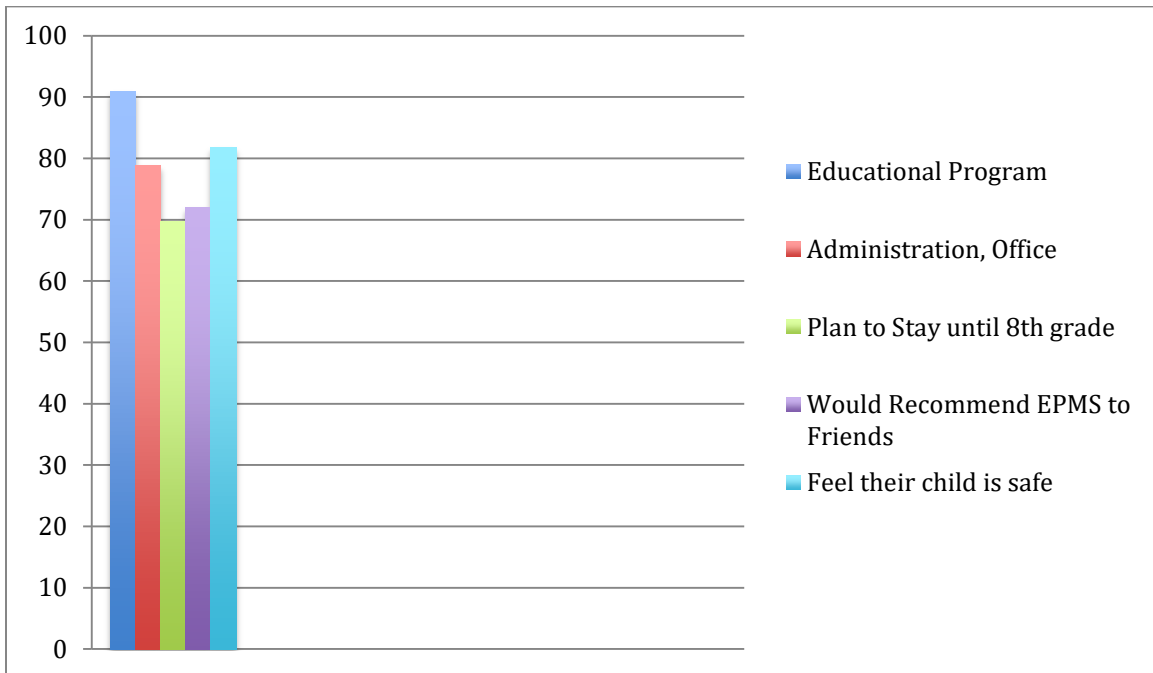
5a. Enrollment Stability

As stated in the introduction, for the first time since the second year of the school, we opened a new Lower Elementary Classroom. We brought in 72 new families. However, the growth overall was not experienced fully, as the 8th grade class was small. When we have students in the Upper Elementary classroom leave mid-year, we do not always fill those positions. We have found that it is difficult for children without previous Montessori experience to acclimate into an Upper Elementary program.

The lottery process for the 2019-20 school year went well. Each year, the lottery takes place in April of the current school year. Through the years, we have added more fail-safes, allowing the system to run more smoothly. Starting in the 2013-14 lottery, each parent was given a receipt when they turned in their application packet. For the 2019-20 school year lottery, we had 97 applicants for 47-1st grade openings. There was a total of 170 applicants for the open grade levels in the lottery. In 2015, the Eagle Peak Board of Directors voted to freeze enrollment in 5th grade and above, until such time that we can work with the district on a format which would allow for more information on older students, to help determine the appropriateness of the program for the student.

5b. Parent Satisfaction Survey

For the 2018-19 school year, we changed the Parent Survey. We reduced the document from 63 questions to 14. We hoped that this would increase parent participation in the survey. Since this was the first year of the survey in this format, we cannot compare it with previous surveys. The data from the survey can be seen below.



6. Efforts to Become a Model Learning Community

6a. Relations with Organizations

Eagle Peak Montessori School maintains good working relationships with the Mt. Diablo Unified School District and the California Department of Education. The school has complied with all federal, state and local laws, and regulations.

The school maintains membership with the Charter School Development Center (CSDC). Through this organization, we remain aware of legislation that affects charter schools. Eagle Peak sends representatives from the staff and the Board of Directors to the annual CSDC fall leadership conference. School leaders also collaborate with other charter schools around the state.

Eagle Peak also maintains membership in the American Montessori Society (AMS), and uses it and other Montessori organizations to recruit qualified teachers. Eagle Peak is also closely linked with St. Mary's College and their Montessori Training program.

Sibyl Buckner, one of our founding teachers, continues to be an instructor at St. Mary's College in their Montessori training program. Allison Lloyd the music instructor, and Ellen Rutgers are also instructors in the program.

Ms. Hammons continues to work closely with the American Montessori Society and the Charter School Development Center. Ms. Hammons currently serves on the American Montessori Society Board of Directors. Ms. Hammons has worked with the CSDC Leadership Institute during the summer for the past several years.

6b. Relations with Educators

Eagle Peak maintains a close relationship with other Montessori charter schools in the bay area. Both River Montessori School in Petaluma and Golden Oak Montessori School in Castro Valley have worked with Eagle Peak through the years on various projects and professional development.

The 2018-2019 school year was the seventh year that Eagle Peak served as an intern placement site for Northgate High School students enrolled in their Careers in Teaching Program. These students worked with the teachers in the classrooms each morning.

7. Staff Development

7a. Teacher Evaluation Process

In the fall, teachers meet with Michelle to set goals for their individual growth. This helps them set a strategy for their year. At the end of the year, they meet again to evaluate how they have progressed in accordance with those goals.

7b. Conferences and In-Service Opportunities

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.

Five teachers from the school attended the American Montessori Conference in Washington, D.C.

7c. Certification and Credentialing Support

We continue to have teachers participate in the Cal State Teach program. Once the teacher has completed the requirements for their state teaching credential, their pay is increased moving forward. As mentioned previously, teachers receive a stipend to help with the cost of the program.

Eagle Peak supports any of the teaching staff who are required to participate in the county Teacher Induction Program. We had 4 teachers start this program in the fall of 2018.

7d. Future Plans

Each year in our parent survey, we ask questions that directly concern Eagle Peak's relationship with our granting agency (MDUSD) and what the parents' choices would be if Eagle Peak did not exist. We also inquire as to how our parents feel about Eagle Peak growing to middle school.

During the 2018-2019 school year, we renewed our charter for the 4th time. This renewal included changes in our facilities MOU to grant Eagle Peak access to the property that lies beyond the current campus. We hope to build on this property over the next few years.

Our adolescent program will reach 46 students during the 2019-2020 school year. We anticipate that the number of students in the AP will remain above 40 and so we are looking for ways to accommodate that growth.