



Annual Report
2018-2019

1. Administrative Summary

The 2019-2020 academic year started off well. We had our classrooms fully staffed and started planning for a Capital Campaign. Having received the approval for our charter renewal at the end of the 2018-2019 school year, this was the first year of our new charter. The district had agreed and put into our MOU that we could retain our current campus for the term of our renewal and with the understanding that this would be ongoing. We were also given access to what has affectionately been named “the back 40”. This is an area where we could build the classrooms needed to accommodate our current students as they move from Lower Elementary into the Upper Elementary and Adolescent Program. It would also allow our specialists classes to have adequate space. We were excited about bringing all of this to fruition in 2020 which would be the 20th year of the school’s charter.

Then the Spring of 2020 arrived and with it a virus that no one was prepared to combat. Eagle Peak Montessori School along with every public school in the state of California was closed to in person instruction beginning March 17, 2020. We were unable to return to campus for the remainder of the 2019-2020 school year. More information regarding Eagle Peak’s Distance Learning during the Spring, is included in the Academic Program section as well as the appendix.

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.

The LCAP was suspended for the 2019-2020 school year. To make sure that schools were continuing to provide instruction, the state required a Covid-19 report. This report is included in the appendix of the Annual Report.

Due to the closure of schools, the CAASPP was canceled for the 2020 Spring assessment. Therefore there is no data available for this academic year. Eagle Peak was also unable to administer the Renaissance STAR Assessment due to the closure.

When we were conducting in person instruction, Eagle Peak engaged ongoing formative assessments. 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.

Academic Program Update:

Our Adolescent Program has matriculated 5 co-horts into high school. The 2020 class was our largest to date with 23 students. We also welcomed 22 seventh graders into the program for our largest AP class together totally 45 students.

Moving to an all online or packet based mode of instruction required a great deal of learning and adaptation by our teaching staff. For the first two weeks, we had paper based packets which were sent out to every child. Then the teaching staff spent

those next weeks, creating online content and curriculum which would align with what the students worked on in the classrooms.

At the beginning of the closure we created a very short tech survey of our parents. We connected with each family to ensure that everyone participated and if translation was needed, we offered to find appropriate help. We made sure that any family who did not have a computer or device, was issued a school device. We gave all families links for internet providers who allowed discounts and free access. We offered to families, to use the school wifi from the parking lot if needed. Every child who needed extra instruction was met with multiple times during the week.

When we knew that schools were starting to close, the staff took measures to prepare for a minimum of a three week closure. The first level was triage to help students stay on track during a relatively short closure. We used the three week time period to work on professional learning regarding online platforms, lesson organization and scheduling of students and course work. We developed a list of expectations for staff and what our goals would be for the period of distance learning. We then created a Distance Learning Handbook which was distributed to all families with guides and resources for them to use to supplement the time spent with Google Classroom, Khan Academy and actual live interactions with teachers via Zoom.

When this was rolled out, each student received a minimum of one teacher live interactive time each week. Those students on 504s, IEPs, ELL, or needing other assistance were met with two to three times a week. These sessions ranged from 15 minutes to 30 minutes. All students also had the opportunity to meet with both teachers and classmates live twice a week in a class meeting via ZOOM. The school had ongoing conversations with parents and what we could do to support them. We then provided a variety of assistance from packets of papers and supplies, to chrome books, to more teacher time.

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 2019-2020 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

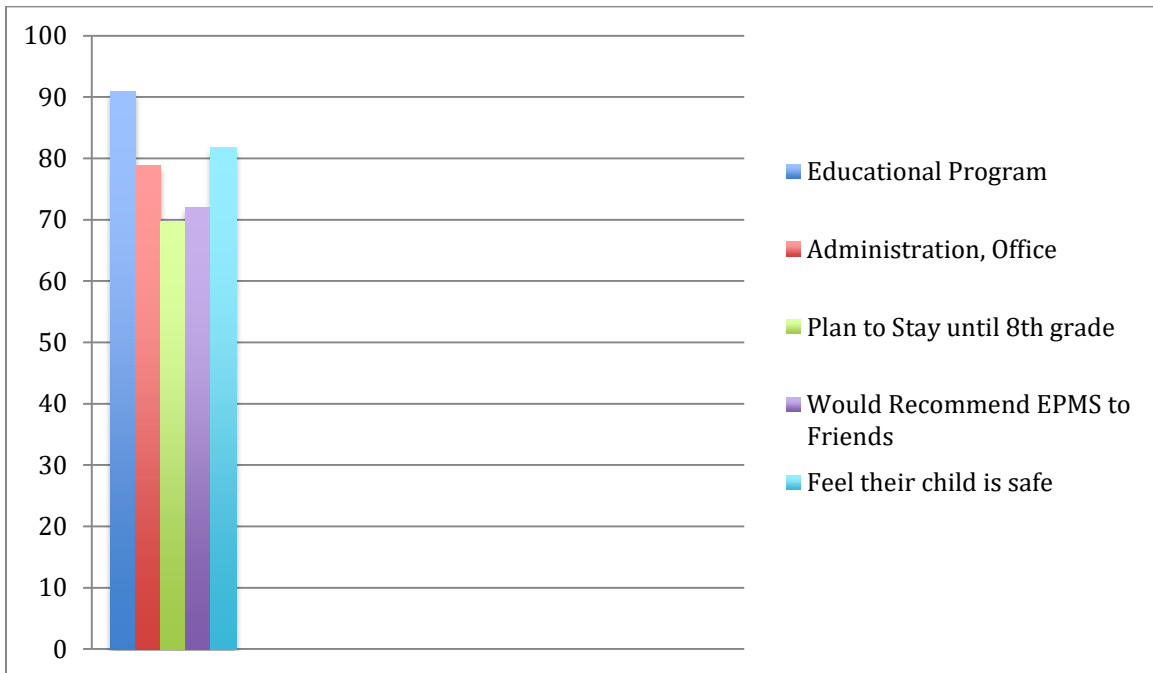
5a. Enrollment Stability

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.