



*Eagle Peak
Montessori
Annual Report
2020-2021*

1. Administrative Summary

Due to the Covid-19 Pandemic all in-person instruction for the 2020-2021 academic year was suspended and replaced with an online program. The classes were divided into co-horts of 20 students and assigned to one teacher from the classroom. For the first time, the protocol was to keep siblings in the same age groups, in class co-horts together in preparation for a potential mid-year return to in-person instruction. Throughout the year, there were several reports filed with the California Department of Education and shared out with families. These reports contain most of the information previously shared through the Annual Report. We will include those reports here.

PROGRAM FOR 2020-2021

Last May, we saw the 2019-2020 school year end in a fashion that there was simply no way to predict. In March the school was ordered to close, along with schools across the country. We shifted instantaneously from a hands on, thoughtful curriculum to putting together a completely distance form of instructing and learning. And then...it was over. The end of the year arrived without the ability for closure or connection.

The staff and administration of Eagle Peak Montessori School did not want to find ourselves in the position again of putting together a program made up of various learning applications such as Khan Academy and iXel or the like. We wanted whatever instructional model we needed to begin with, to be as close to the Montessori classroom we love. To that goal, starting the week after the official close of the 2019-2020 academic year, the classroom teachers and administration voluntarily met twice a week for the entire summer to create our vision of what a quality Montessori program would look like in a very different setting than we had ever previously experienced.

Over the course of those two months, the teachers started with the philosophy of Montessori education and determined which aspects simply must be central to every mode of instruction we may provide in the next school year.

- Individualized work

- Small group instruction

- Montessori Elementary Math curriculum

- Montessori Elementary Language curriculum

- Development of Independence in the student

- Development of the Whole Child

- Peace Curriculum (mindfulness, social justice and equity)

As we began this work, we assumed that at the very least, we would be operating on campus in a hybrid model. However, as the summer continued to see an increase rather than a decrease in Covid-19 exposure, we recognized that our focus must be the distance learning component. Therefore, we have centered our instruction in the Distance Learning model. When we are able to return to campus in the Hybrid phase, the introduction and core lessons will still be conducted when the students are in the Distance Learning portion of their week. The Classroom, in person portion of Hybrid Learning will be for small group follow up and individual support. This allows for continuity and equity in that those students who for medical or other reasons, will not be able to participate in a Hybrid model when attendance on campus is possible, would not miss out on core instruction.

The Governor confirmed our decision to start in a Distance Learning Model clear, when he mandated that schools which were located in counties on the statewide watchlist for number of covid-19 cases, must begin the year in the Distance Learning Model. The Governor also stated that while in a Distance Learning Model, there were expectations of those schools to provide the following:

- Daily live interaction with a credentialed teacher and peers.
- A guarantee that all students would have access to devices and internet connection.
- Challenging course work, the equivalent to what would be provided during in person instruction.
- Individuated lessons for English Language Learners and students with an IEP.

The Eagle Peak Board of Directors voted to approve the plan below for determining whether the circumstances warranted a return to in-person instruction.

PHASES OF REOPENING			
August 24-October 23	October 26-January 15	January 19- March 19	March 22- June 4
<p>FULL DISTANCE LEARNING</p> <p>Use information during this NINE week period to evaluate which model of instruction is safest for the next NINE week period. This would repeat during any NINE week period where the school is in Full Distance Learning</p> <p>Determination would be announced by Friday, October 16th¹ to take effect October 26. There would be a one week notice of determination prior to the next NINE week period.</p>	<p><i>EVALUATE CURRENT COVID-19 CIRCUMSTANCES</i></p> <p>FULL DISTANCE MODEL (If conditions have not been met for a safe return.)</p> <p>OR</p> <p>HYBRID MODEL (If conditions at the county and state level in regards to Covid-19, indicate that the virus is being controlled to an extent that it is safe for staff and students to return to campus, the HYBRID MODEL will begin.</p> <p>There will be one week of "bridge" for 1st and 4th year students to acclimate to new classrooms.</p> <p>We would return to Full Distance Learning if circumstances indicate schools to close.</p>	<p><i>**If we did not begin Hybrid Model at 1st NINE week evaluation, we will re-evaluate the potential move into the HYBRID MODEL at this time again.</i></p> <p><i>*If already in Hybrid Model, we would evaluate if it was appropriate to increase cohort size.</i></p>	<p>If conditions by March did not to indicate a return to campus was imminent, we would remain in Full Distance Learning for the remainder of the year.</p> <p><i>*If already in Hybrid Model, we would evaluate if it was appropriate to increase cohort size.</i></p>

Instructional Terminology:

“Distance learning” means instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of EPMS. Distance learning **may** include, but is not limited to, all of the following:

1. Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
2. Video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
3. The use of print materials incorporating assignments that are the subject of written or oral feedback.

“In-person instruction” means instruction under the immediate physical supervision and control of a certificated employee of the School while engaged in educational activities required of the student.

“Hybrid instruction” a combination of “Distance Learning and In-Person Instruction”.

We have kept the headings for all sections of this report. When possible the descriptions from previous years was kept intact, but supplemented with updates for 2019-2020 in blue.

2. Achievement of Academic Goals

Distance learning at EPMS occurred as follows:

- Daily opportunities for interaction between credentialed teachers and students.
- Daily opportunities for students to interact live with peers.
- 240 minutes of daily instruction provided through a combination of synchronous lessons, asynchronous lessons, and independent follow up assignments.
- Lessons accessed through See Saw and Google Classroom.
- Instruction aligned with Common Core Standards and Montessori Curriculum.

The School confirmed or provided access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work. All distance learning content was aligned to grade level standards and was at the same level of quality and intellectual challenge substantially equivalent to in-person instruction,

Additional supports for students not performing at grade level were provided as follows: [Additional 1:1 meetings with teachers, re-teaching concepts, and small group lessons]. Teachers were encouraged to refer students for additional support if they were not performing at grade levels or who needed support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health supports.

Special education* and related services were provided by MDUSD staff as required by a student's individualized education program ("IEP") through a live synchronous virtual connection. As applicable, accommodations, both in an IEP, or in a student's Section 504 Plan, were implemented during distance learning.

English language development, including assessment of English language proficiency continued through distance learning as follows: MDUSD considered all students currently identified as ELL, to remain as ELL going into the 2020-2021 school year. New students starting the year at Eagle Peak and who indicate any language other than English was spoken at the home, were considered ELL until a time when they can be assessed.

Daily live interaction with certificated employees and peers occurred for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction occurred as follows: Daily live interaction via zoom which included both full class and small group interactions. At least once a week, in addition to these live opportunities to engage with both their teacher and peers, students and teachers met in a 1:1 session.

Due to the closure, the LCAP was temporarily suspended. The following is the Covid-19 closure report submitted by Eagle Peak to describe how instruction was maintained during the final trimester of the 2019-2020 academic year.

Statewide Testing:

The CAASPP was not administered by Eagle Peak Montessori in the 2020-2021 academic year. LEA (Local Education Agencies) were given the authority to administer alternative assessments based on the needs of the school. Eagle Peak chose to administer the Renaissance STAR test for students. We administered the test three times throughout the year.

3. Development of Learning Attributes (Pre-Covid Program)

Due to the Covid-19 pandemic and in-person instruction not being offered on campus, the regular programs at the school did not continue. One exception to this was the Wednesday gathering. Every Wednesday morning, the entire school would meet on zoom. The sixth grade students would lead the group and fifth grade students continued to share quotes on the various EPMS virtues.

4. Parent Involvement

Parent engagement looked quite different during the pandemic. The parents were engaged daily with their children. Parent volunteering as such, did not take place for the most part. However, there was increased volunteering on the part of the Board of Directors as there were often extra meetings and longer meetings due to the pandemic and circumstances surrounding that.

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).
Attendance looked very different for the 2020-2021 school year as a child who either appeared on the live zoom instructional portion of the day or who completed work for the day, were considered present for the day.

4b. Develop their potential as supportive parents:

- Attending all Parent/Teacher conferences.

Conferences continued throughout the 2020-2021 school year. These were held on zoom.

Report cards were sent home in January and June as in a typical year.

4c. Help the school community develop

- As discussed above, parent volunteering, aside from the commitment of the Board of Directors and the Community Foundation for Eagle Peak, did not occur for the 2020-2021 academic year.

4d. Parent Education and School Social Events

There were no Parent Education or School Social Events for the 2020-2021 academic year.

5. Parent Satisfaction

5a. Enrollment Stability

Our enrollment increased to 318 in the 2020-2021 academic year. We did not replace students who withdrew at any point within the year. Our Adolescent Program grew to 49 students with almost an equal distribution between seventh and eighth grade students. We had 154 lower elementary students and 115 upper elementary students.

Despite the continued closure for covid, the lottery process for the 2021-2022 school year went well. Our lottery was once again conducted online and through a random draw web application. Each family had a code assigned to their child and the codes were entered by grade level and the application provided them in random order which became the order of acceptance.

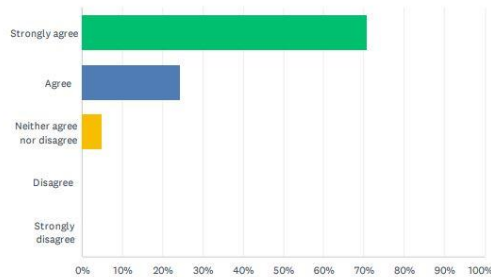
For the 2021-2022 school year lottery, we had 89 applicants for 1st grade openings. There was a total of 165 applicants for the open grade levels in the lottery as compared to 169 for 2020-2021. In 2015, the Eagle Peak Board of Directors voted to freeze enrollment in 5th grade and above, until such time 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

While the main parent survey was changed we did continue to ask parents to respond to questions regarding the safety of their child, the educational program, and support from the school. The responses to those questions are below:

Q4 When we are on campus for in-person instruction, I feel that my child is safe.

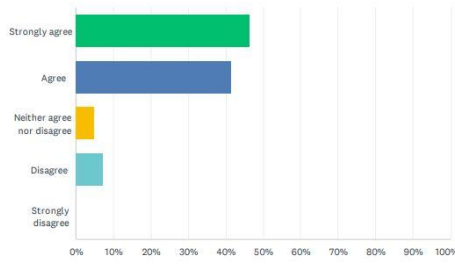
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	70.73%	29
Agree	24.39%	10
Neither agree nor disagree	4.88%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		41

Q5 Eagle Peak Montessori School promotes academic excellence for all student.

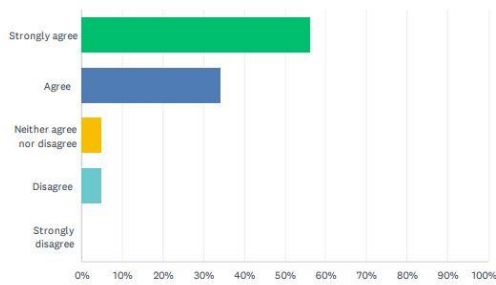
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	46.34%	19
Agree	41.46%	17
Neither agree nor disagree	4.88%	2
Disagree	7.32%	3
Strongly disagree	0.00%	0
TOTAL		41

Q6 Eagle Peak Montessori helps my child to develop the attributes of a successful learner.

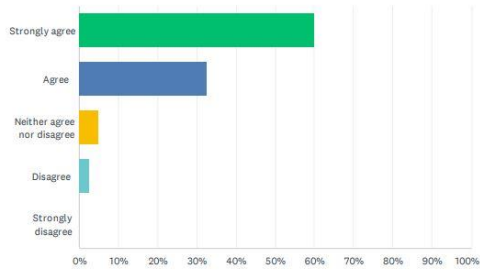
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	56.10%	23
Agree	34.15%	14
Neither agree nor disagree	4.88%	2
Disagree	4.88%	2
Strongly disagree	0.00%	0
TOTAL		41

Q7 I feel that the teachers want my child to be successful.

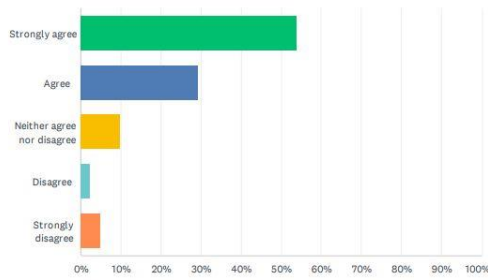
Answered: 40 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	60.00%	24
Agree	32.50%	13
Neither agree nor disagree	5.00%	2
Disagree	2.50%	1
Strongly disagree	0.00%	0
TOTAL		40

Q8 I feel that the school Principal provides leadership that enables the school to meet its mission.

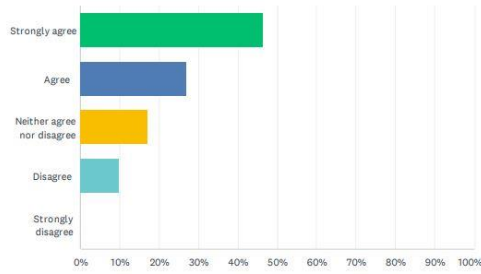
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	53.66%	22
Agree	29.27%	12
Neither agree nor disagree	9.76%	4
Disagree	2.44%	1
Strongly disagree	4.88%	2
TOTAL		41

Q9 My family and I feel included as valued members of the EPMS community.

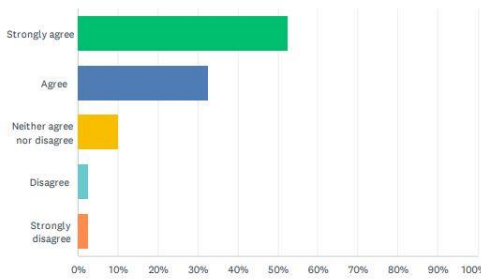
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	46.34% 19
Agree	26.83% 11
Neither agree nor disagree	17.07% 7
Disagree	9.76% 4
Strongly disagree	0.00% 0
TOTAL	41

Q10 I am happy with EPMS communication and understand who to contact and how to contact them with any questions I may have.

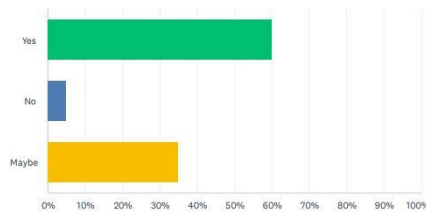
Answered: 40 Skipped: 1



ANSWER CHOICES	RESPONSES
Strongly agree	52.50% 21
Agree	32.50% 13
Neither agree nor disagree	10.00% 4
Disagree	2.50% 1
Strongly disagree	2.50% 1
TOTAL	40

Q12 I intend to keep my child/children at EPMS through 8th grade

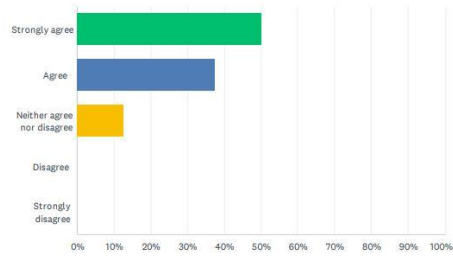
Answered: 40 Skipped: 1



ANSWER CHOICES	RESPONSES
Yes	60.00% 24
No	5.00% 2
Maybe	35.00% 14
TOTAL	40

Q14 I believe my child/children will leave EPMS equipped with age-appropriate skills, knowledge and values to participate meaningfully in our 21st century world.

Answered: 40 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	20
Agree	37.50%	15
Neither agree nor disagree	12.50%	5
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		40

6. Efforts to Become a Model Learning Community

6a. Relations with Organizations-these relationships remained intact throughout the Covid-19 closure.

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. Unfortunately, the Montessori Training program at St. Mary's closed.

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.

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. [For the 2020-2021 academic year, teacher evaluations continued to be suspended.](#)

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.

[Due to the pandemic teachers did not attend in person conferences.](#)

7c. Certification and Credentialing Support

We continue to have teachers participate in the Cal StateTeach 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.

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.

[We are still exploring viable options for expansion of the classrooms.](#)