

1. ADMINISTRATIVE SUMMARY

Moving into the 2012-2013 school year, Eagle Peak was ready for change. The Board of Directors continued to meet twice a month for the first half of the year. The meetings over the previous year had resulted in the decision to move forward and work on an Adolescent Program for Eagle Peak. We knew that renewal would take place during the 2013-14 school year, and we needed to be proactive in order to make this growth take place.

The first step in this process was to let the parents know that we were moving forward. We sent out a survey asking for interest from them about keeping students at Eagle Peak for 6th grade. There could be no promise of 7th and 8th grade because we knew that the renewal would not be decided until spring of 2014. However, the survey showed that more than 75% of the parents were interested. It was determined that if we could retain at least half of the current 5th grade students for 6th grade, it would be a sustainable program. By the end of the 2012-13 school year, 24 out of 32 5th graders had committed to staying at Eagle Peak.

Even the financial timing seemed right. Although the Board was determined to move forward regardless of the state financial situation, the voters in the state passed Proposition 30, which is intended to restore funding for the public K-12 schools. Based on the passage of this proposition, the governor proposed a new funding model, Local Control Funding Formula. We will continue to watch this model and see how it affects Eagle Peak going forward.

2012-2013 was the second year in a row that the Board was able to provide a 2% raise for staff. This was a welcome change to the many years of pay freezes.

Eagle Peak welcomed Sara Kagan to the staff for the 2012-13 school year. Ms. Kagan replaced Sharyn Blumenfeld as Jennifer Lee's teaching partner. As we ended 2012-13, one of our long time teachers, Wendy Citron resigned. She and her daughter relocated to Santa Cruz. We also received notice that Elishama Goldfarb, another of our Upper Elementary teachers, would be moving on as well.

Throughout the 2012-13 school year we continued to express to our families that we needed their financial support to not only continue the program as it stands, but to grow the program as well. This resulted in another fantastic fundraising year. CFEP, under the leadership of Teresa Buckner, was able once again to raise approximately \$150,000.

After several years of being able to attain a 99% attendance rate, the Board decided to adjust our budgeted percentage from 93% to 97%. For the third year in a row, we again attained a 99% attendance rate, due in large part to the efforts of our attendance clerk, Amy Nelson. Mrs. Nelson makes sure that all parents

are encouraged to request an Independent Study for any child who might be out for 2 days or more. She also works closely with the teaching staff to make sure that these packets are completed and turned in correctly. The parents have been incredibly supportive in this process, as has the entire teaching staff.

Scores at virtually all schools saw a slight drop in API during the 2012-13 school year. However, Eagle Peak only saw a decrease of one point. The state added questions to the test that were more in line with the new Common Core Standards. Eagle Peak is encouraged about the move nationally to the Common Core, as these standards seem to be more in line with our method of educating children. It is reported that there will be to be a stronger emphasis on critical thinking and cooperative learning. We hope to see continued success while not changing who we are and what we do in the classroom each day.

Eagle Peak continues to strive to have a truly authentic Montessori program. This encompasses everything that we do, from the academics, to the community service projects, to the parent education nights we hold.

2. ACHIEVEMENT OF ACADEMIC GOALS

As Montessorians, the Eagle Peak staff has a fundamental belief that standardized testing is not an accurate picture of the total child. However, as a public school this form of testing is an accountability measure that is required, and through which Eagle Peak is able to demonstrate the success of our program to the state. The narrative and graphs that follow are based on the state standardized test, (STAR). Although our students have been participating in the state testing system for over 12 years, we have updated the graphs to show the most current 5 years.

The test results for the school showed a loss of 1 point in our API for this year. However, we still have the 7th highest API among the elementary schools in MDUSD. Also of note, all of the 6 schools scoring higher than Eagle Peak dropped between 2 and 26 points on their annual API.

Unfortunately, for the past two years, Eagle Peak has not made AYP (Annual Yearly Progress) based on requirements from the Federal Government, the specific target percentage of students scoring proficiently on the STAR. During the 2011-12 school year, we met 8 of the 9 criteria but still didn't make AYP. During the 2012-13 school year we only met 6 of the 9. These all were due to a lower total percentage of our one main subgroup (white/non-Hispanic) scoring proficient or advanced.

When we notice a drop in scores for a co-hort from one year to the next, we work to see if there were any events or other occurrences that could have affected those scores. However, it is important to take note of that group's score consistently over time.

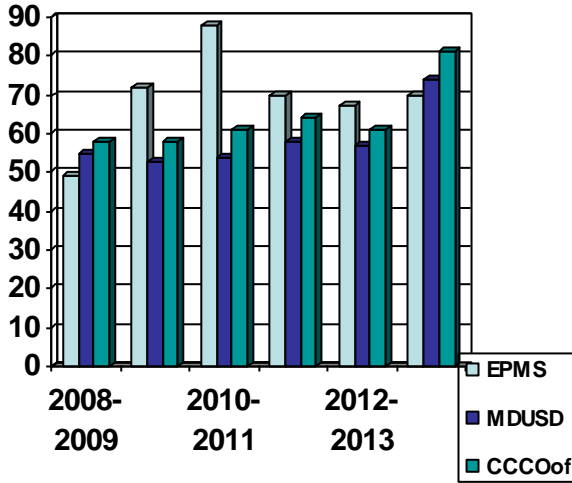
Each year when school begins, the teachers are presented with their class test scores in an Excel spread sheet, where they can see how their students have performed previously on the test. This report also breaks down how many of their students' scores improved or declined. They can look at these reports for any patterns that might occur. We discuss any issues as a group, then teachers can work at grade level meetings to make any necessary changes in their instruction that might be called for.

Although the state follows students primarily through grade level comparison, we believe a truer measure for the accomplishments of the academic program is to compare cohort groups of students who began at Eagle Peak together as 1st grade students. STAR tests are administered beginning with 2nd grade. For the 2012-2013 school year, this method of comparison showed a slight decrease in the 5th grade language scores when compared to their past performance. However, both 4th and 5th grade went up in their math performance. Third graders dropped in language but remained static in math. When we see these issues, we attempt to examine the program to see if there is something that might have affected these scores.

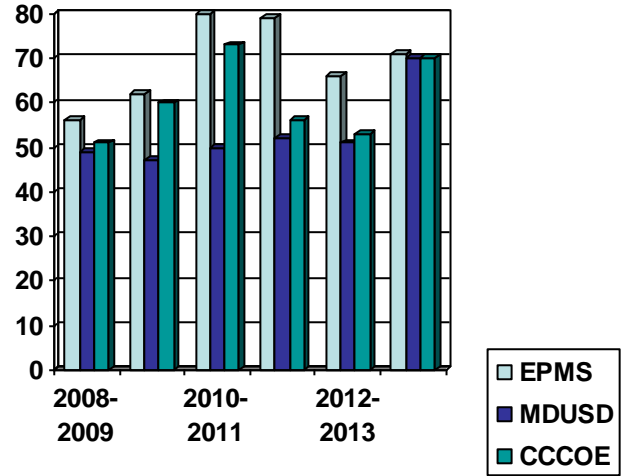
Before we show the cohort groupings, we would like to show how our students compare to students in the Mt. Diablo Unified School District and Contra Costa County. Below are charts that show test scores for 2nd, 3rd, 4th and 5th grade students for each year the specific group has been tested. Overall, Eagle Peak has done well in comparison to the district and the county in both Math and Language. One trend worth noting is that while Eagle Peak tends to lead both the county and the district with total scores, Eagle Peak is lower initially when compared to the economic peer groups in those two entities. However, by 5th grade, Eagle Peak students are clearly ahead in both comparisons. This can be attributed to the fact that Montessori students do not practice for the test as some schools do and so the younger children are not as familiar with the testing format. Also, Montessori students in the lower grades are more accustomed to solving math problems through manipulative materials in order to gain a more concrete level of understanding. This helps to solidify their knowledge of the concepts for the older grades.

**Language Art Score Comparison:
Eagle Peak, Mt. Diablo Unified, Contra Costa County**

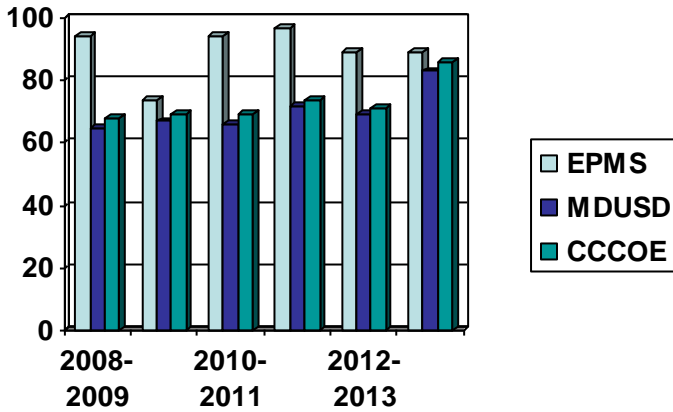
2nd Grade



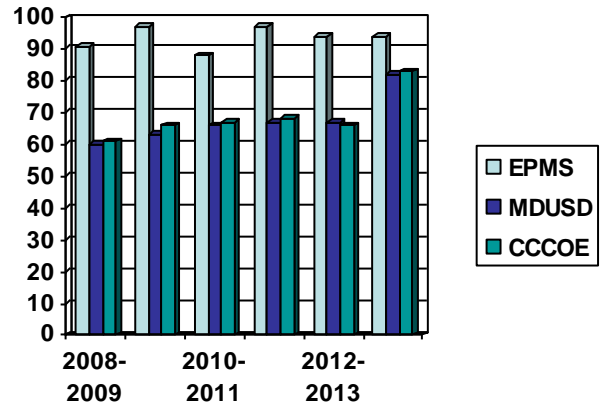
3rd Grade



4th Grade

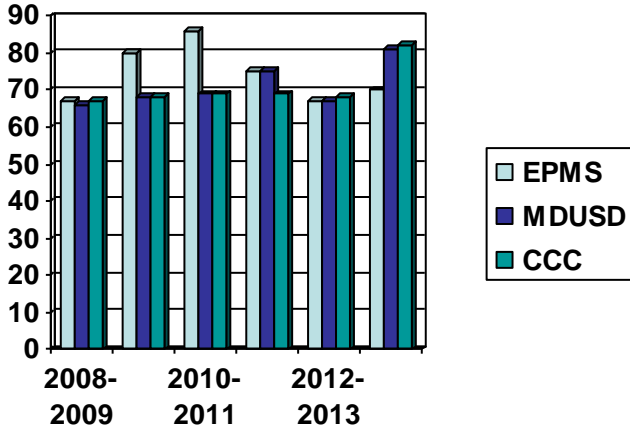


5th Grade

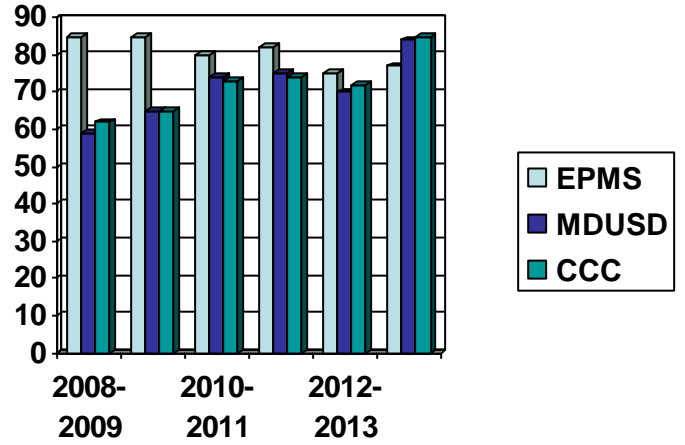


**Math Score Comparison:
Eagle Peak, Mt. Diablo Unified, Contra Costa County.**

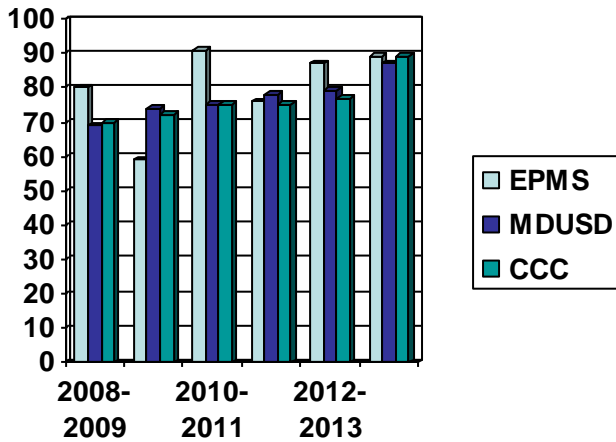
2nd Grade



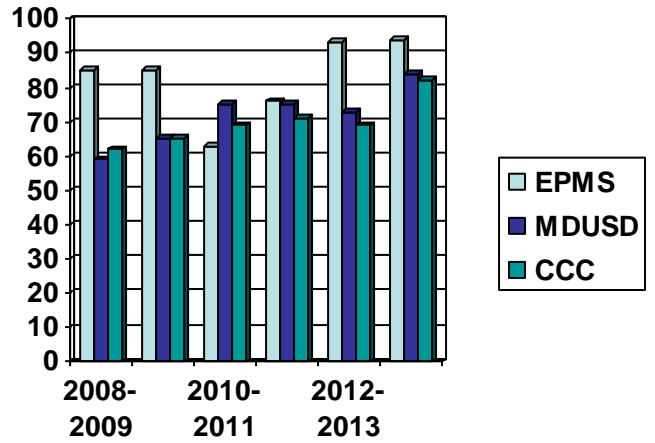
3rd Grade



4th Grade

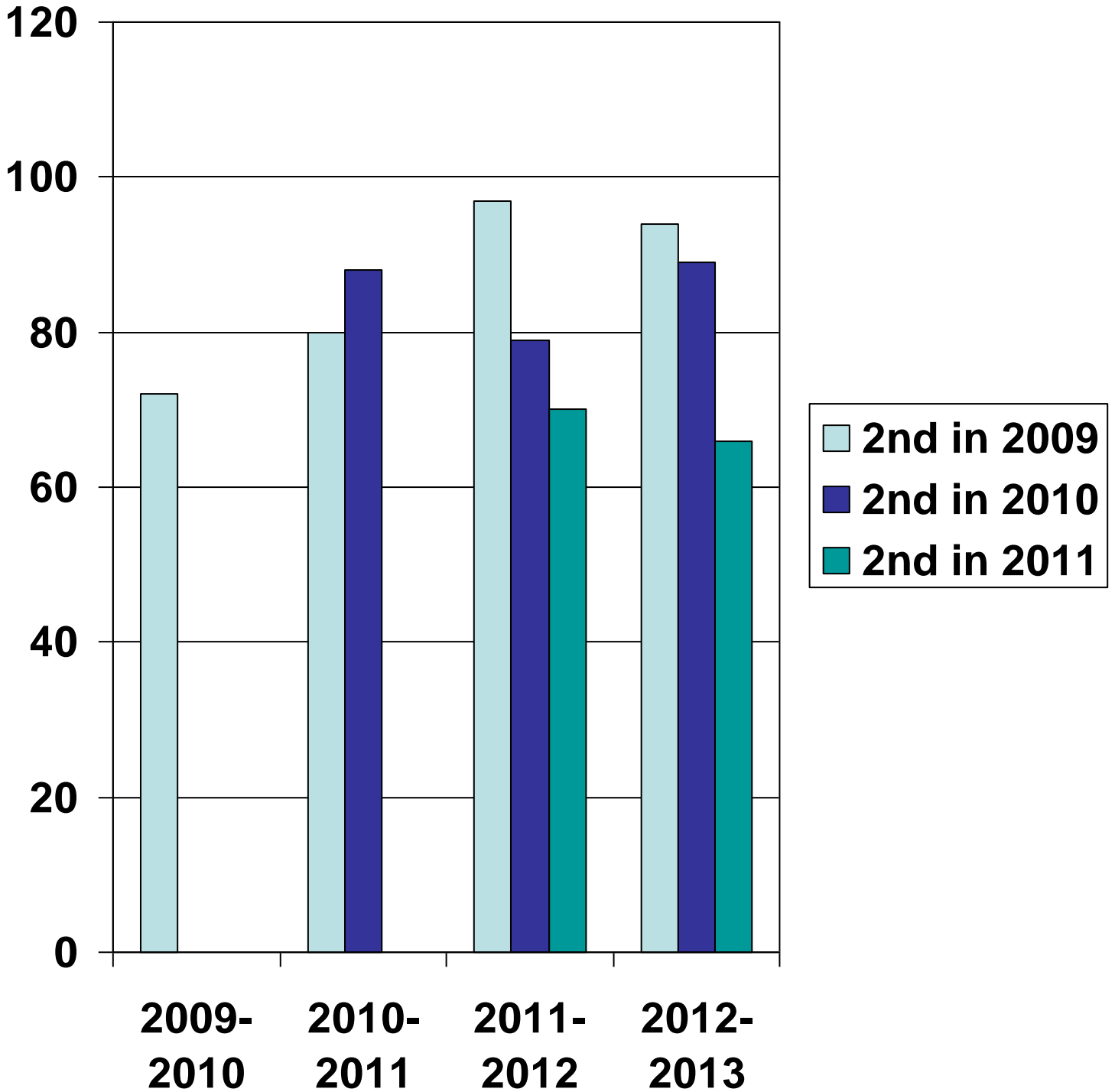


5th Grade



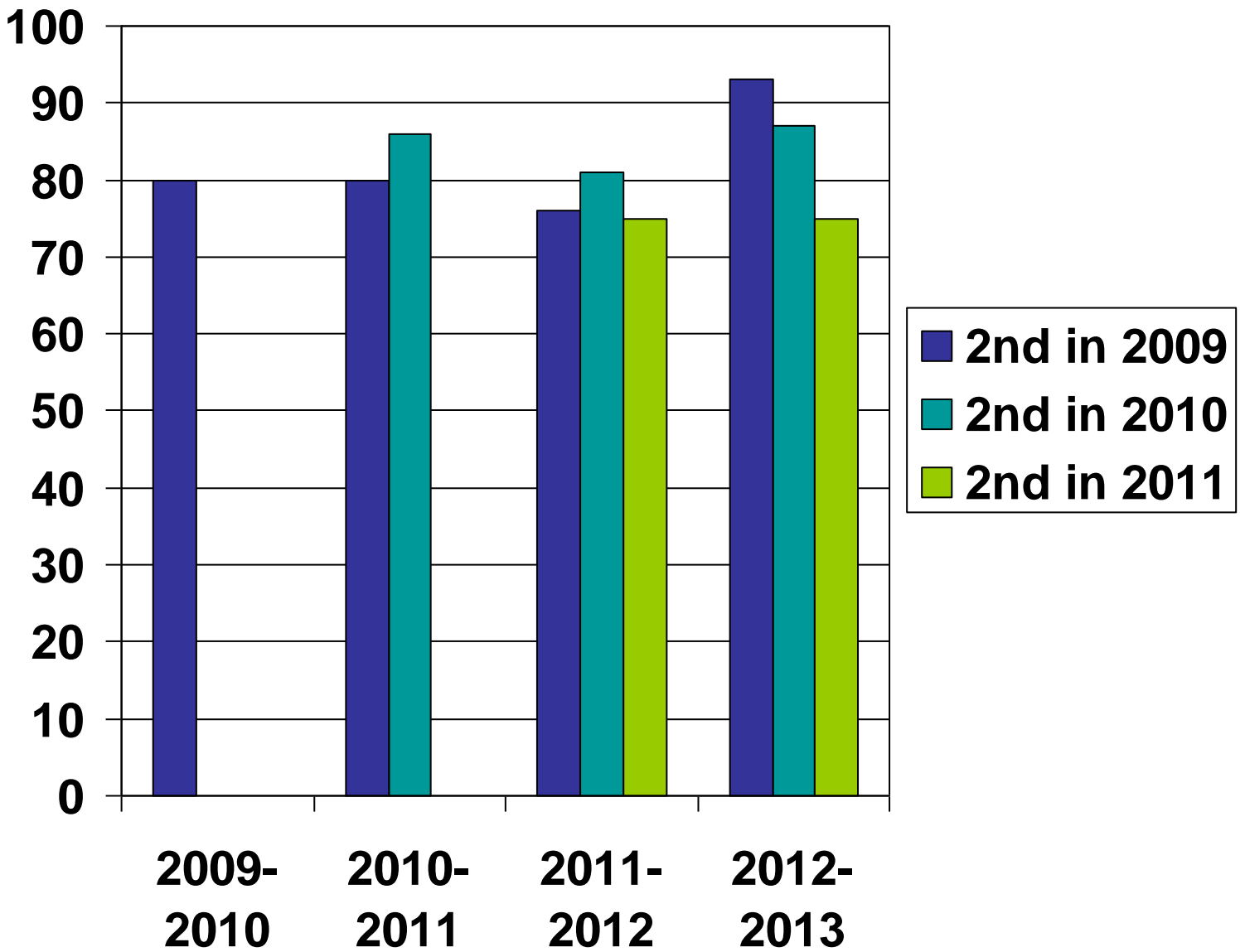
EAGLE PEAK SCORES RANKED AS COHORTS

LANGUAGE ARTS



EAGLE PEAK SCORES RANKED AS COHORTS

MATH



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 a 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 4-5 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. Eagle Peak has been fortunate to be able to continue all of our fine art and physical education programs, even through this financial crisis. Art, music, physical education and environmental education are all components of a well rounded educational experience.

In our charter, we discuss that one of the attributes we consider important for successful learners is that students take personal responsibility in the 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.)

In 2012-2013, Eagle Peak teachers took Positive Discipline training. This led to the staff and students creating a list of Eagle Peak values. The values are as follows:

- We practice integrity.
- We practice gratitude.
- We practice respect.
- We practice peacemaking and responsible citizenship.
- We practice life-long learning.

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. Two additions to our program that have been created with the aim of creating a peaceful and respectful culture on campus are the Friday Gathering and Family Groups. *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.* Every other Friday, the school meets together in the courtyard and stands with their family group. We have 5th grade students who share quotes based on the 5 virtues. Then as a group, we recite either the Pledge to the Earth or a Recitation for Peace. As we move forward, we hope to have more team building activities within our family groups. An additional aim of these groups is to help the older children form bonds with the younger students.

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 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 99%, for the third year in a row.

- 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 modified Mt. Diablo Unified School District 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. These reports are sent home in January and June. We use these reports to help parents understand how their children are progressing within the state standards.

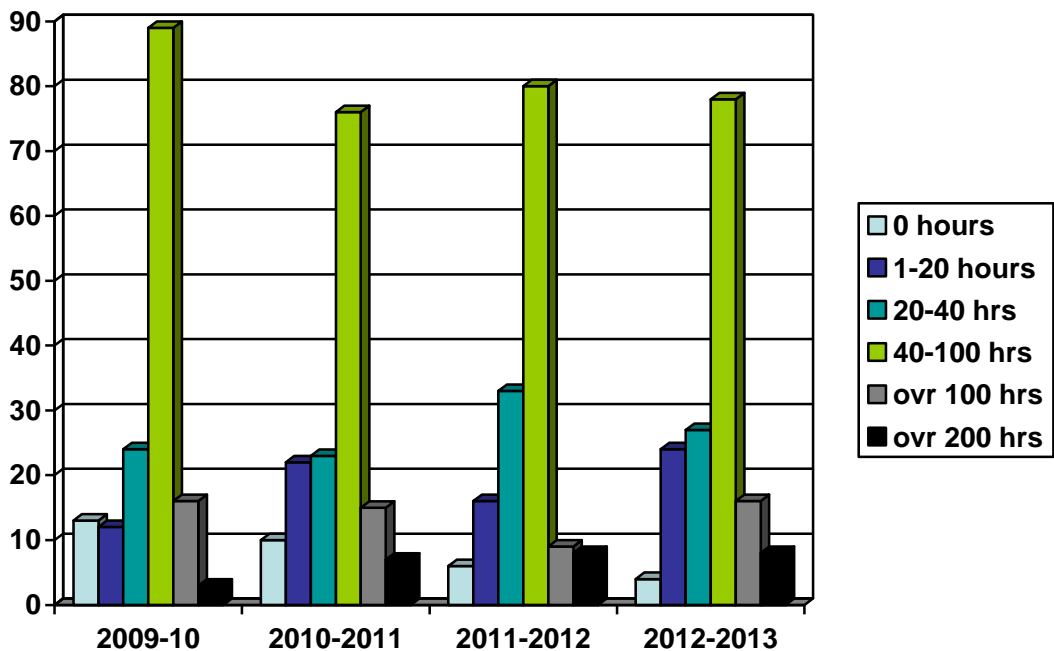
4c. Help the school community develop

- Reading, supporting, and understanding the goals and Montessori philosophy of the school.
- Participating in Parent Teacher Leadership Group activities, Parent Volunteer opportunities, and Parent Education.
- Completing a minimum of 40 volunteer hours (20 additional hours for additional students), or financial contribution in lieu of the hours (see Parent Service Contributions and Partial Buy-Out sections below).

Not counting the hundreds of hours contributed by the parents who are also faculty members, Eagle Peak parents contributed **9698.25** hours of service this year. This is equal to 51 hours per child. Despite the increase in the number of students, the number of volunteer hours by parents averaged the same from 2011-2012. The number of families with 0 hours has dropped slightly from 6 families in 2011-2012, to 4 families in 2012-2013.

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 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



Parent Volunteer Hours past Five Years

4d. Parent Education and School Social Events

During the 2012-2013 school year, we continued to have a parent from the PTLG organize the Parent Education meetings. Again this year, we had two evenings where the teachers led the parent night. Rather than simply having one evening where the parents were introduced to the curriculum, we had two. One evening helped parents become more familiar with the math program, and the second was reserved for the language curriculum. The parents gave positive feedback for these evenings. We added a few meetings this year that dealt specifically with adding 6th grade and beyond.

Eagle Peak does not participate in the Parent Teacher Association (PTA). Rather, we opted to create our own parent group entitled the Parent Teacher Leadership Group (PTLG). Rachel Beeler joined Sharon Bomar as co-leads for the Parent Teacher Leadership Group during the 2012-2013 school year. We attempt to have one returning lead and one new lead so that there is continuity. 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 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

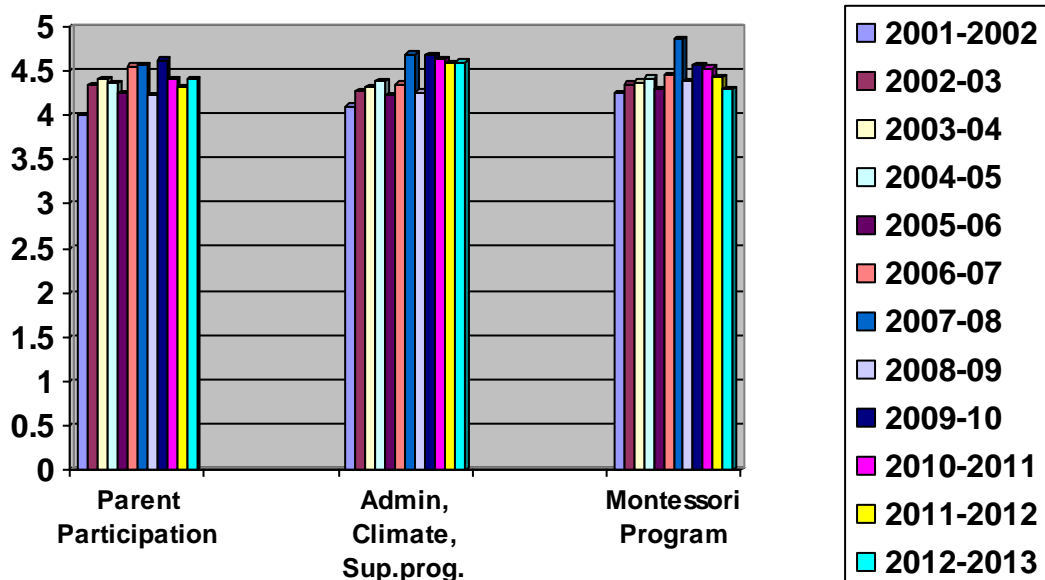
Eagle Peak was fortunate to have a relatively stable student enrollment for the 2012-2013 school year. We began the school year with 193 students enrolled, and ended the year with 191 students enrolled. When we have students in the Upper Elementary classroom leave mid year, we do not replace them unless enrollment falls under 60; this has not been the case to date.

The lottery process for the 2013-2014 school year went well. Each year, the lottery takes place during the previous school year. Through the years, we have added more fail-safes allowing the system to run more smoothly. For the 2014-15 lottery, each parent will be given a receipt when they turn in their application packet. For the 2013-14 school year, we had 96 applicants for 39 1st grade openings. There was a total of 147 applicants for all grade levels in the lottery, however, we only had openings in 1st grade.

5b. Parent Satisfaction Survey

Below is a comparison of the Parent Survey responses for the nine years the school has been in operation. Due to the lack of responses during the 2010-11 school year, we decided to make sure that the satisfaction survey was sent out early enough in the spring to allow more time for completion.

Although we saw an increase from 43 families completing the survey to 83 families in the 2011-12 school year; in 2012-13 this dropped back down to 64 responses. The survey is completely anonymous so opinions expressed are assumed to be honest and representative.



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 in the California Charter School Association (CCSA) and the Charter School Development Center (CSDC). Through these organizations, we remain aware of legislation that affects charter schools. Eagle Peak sends representatives from the staff and the Board of directors to the CSDC fall leadership seminar annually. 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. Michelle Hammons, the school administrator, has also become an instructor in the program.

Ms. Hammons continues to work closely with the American Montessori Society and the Charter School Development Center. For the past three years, Ms. Hammons has served as the Co-Chair of the Public Policy committee for AMS and has been a team leader for the CSDC Leadership Institute during the summer.

6b. Relations with Educators

Over the past several years, Eagle Peak has worked with several other schools to help them develop Montessori charter programs. With the guidance of Sibyl Buckner, a new charter Montessori school in Oakland was able to open in the fall of 2012. In addition, both Sibyl Buckner and Michelle Hammons work with St. Mary's College, to supervise their teacher interns at various Montessori schools in the area.

During the 2012-2013 school year, Eagle Peak continued to serve 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 helped 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

Each year the staff is given \$500 towards any conference they feel will best meet their needs. In addition to that amount, teachers who need to complete either their Montessori credential or their state teaching credential are given up to \$4000 (\$1000 per year), to help towards that credential.

As mentioned earlier, in order to promote the school culture, the entire staff (including part time and office staff), was trained in Positive Discipline Training with Lori Onderwizer.

Several of our teachers attended the Contra Costa Office of Education Common Core training in the fall. This training was designed for traditional schools but allowed our teachers insight as to the upcoming changes and challenges of Common Core.

7c. Certification and Credentialing Support

We continue to have teachers participate in the Cal State program. Once the teacher has completed 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 BTSA program.

7d. Future Plans

After 12 years of providing a successful program for our 1st -5th grade students, the Eagle Peak community has decided it is time to grow. 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.

The parents were overwhelmingly supportive of Eagle Peak's continued partnership with MDUSD with over 87% saying that it was important to them that this option was available and over 78% commenting that this improved their overall view of the district as a whole.

When the parents were questioned regarding their interest in a middle school program, over 90% of the families indicated they would keep their children at Eagle Peak for middle school. Even if middle school was not a guaranteed option, over 76% of parents stated they would prefer to keep their child at Eagle Peak for 6th grade, given the option. In the spring of 2013, Eagle Peak announced that they would return to serving 6th grade students. Given the timing, we only anticipated 40-45% retention. We actually were able to keep 66% of our students for 6th grade.

As we move forward with renewal during the 2013-2014 school year, we will be requesting the addition of 7th and 8th grades. This will allow Eagle Peak to create an adolescent program for our students moving forward.