

Eagle Peak Montessori School



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eagle Peak Montessori School	Michelle Hammons Executive Director	mhammons@eaglepeakmontessori.org/ 9259460994

Goals and Actions

Goal

Goal #	Description
1	Promote academic excellence for all students. (State Priorities: 2,4,6,7,8) In order to maintain progress in both ELA and MATH, EPMS will continue to provide self paced math programs and reading programs into the curriculum and to provide additional support for students both through individual and small group opportunities for learning in order to provide continued growth in all areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Renaissance Longitudinal Data/Individual Student Data	Median Growth rate of 38.4	In math during the 2021-2022 academic year, there was a median growth rate in math of 42.75 which exceeded the goal.	There was a median growth of 45.88 for math which again exceeded the goal.	The end of year assessments demonstrated that students had attained a Median Growth of 52 in math.	Median growth rate will not regress and will sustain or increase from 42.75.
ELA Renaissance Longitudinal Data/Individual Student Data	Median Growth rate of 56.6	For ELA the median growth rate was 58.62, above the goal of 56.6.	Unfortunately, due to the lack of a reading specialist, our median growth in reading dropped to 49.25.	The end of year assessments demonstrated that students had attained a Median Growth in reading of 50.	Median growth rate will not regress and will sustain or increase from 56.6.
Professional Development for staff	Over 80% of teachers participated in professional development between July , 2020 and June 30, 2021.	Due to covid and the lack of workable professional development opportunities, only 30% of instructional staff were able to attend professional development.	100% of staff participated in either off campus or on campus professional development over the 2022-2023 academic year.	100% of our teachers participated in professional development. These courses covered ELL instruction, Antiracist education, Mid-School Math training, and Montessori training.	The goal is for 80% or higher of instructional staff to attend professional development by June 30, 2024.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Eagle Peak Montessori implemented Mid-School math in the 7th and 8th grade classrooms. This also entailed having teachers attend the Mid-School math conference so that the program continues to be implemented with integrity for students. This was an additional action contributing to the goal without substantially change the actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We were able to spend less in the Mid-School Math action relating to materials due to not needing to order the licenses this year. However, there was additional funding spent on training for teachers in Mid-School math. We also replaced EPIC, a free program with LEXIA which cost \$3520.00.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While Learning Ally was helpful for students who utilized it, because it was primarily used at home and was not able to be in addition to a fully implemented reading support program, we did not see the gains we anticipated. However, it is still a useful tool that we plan to continue having available for students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We were unable to use EPIC and so that program has been removed from the list of actions and replaced with Lexia. The Mid-School math program seems to be on track in providing an instructional model that both fits with Montessori pedagogy and supports student achievement. The Learning Ally program has been very useful in providing students with a tool that can be used both at home and at school to support reading development. However, Learning Ally is only one part. We also hoped to pair that with an action under Goal #2 of the reading support program which was not able to be implemented consistently.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Develop attributes of successful learners:(State Priorities addressed: 1,2,4,5,6,7,8) Eagle Peak Montessori will work to provide staffing which supports student individual growth in areas such as reading, math, as well as executive functioning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress of struggling readers towards fluency and comprehension.	75% of student demonstrated a minimum of one grade level of growth	84% of students were proficient in reading based on Renaissance STAR testing.	Our reading scores dropped to 73% proficient in reading. We believe that this was due to the lack of reading support that could be provided. We also have seen many more struggling students in grades 1 and 2 who missed key periods during the pandemic.	Our student moved to 75.65% scoring proficient or above in reading on the 2023 CAASPP.	Return to at least 84% of students being proficient in reading.
# of students participating in extra support opportunities	Data for 2019-2020 unavailable due to covid.	Over 78% of students in grades 7 and 8 participated in the Homework club, and greater than 20 of students in grades 1-3 received extra reading support.	Over 80% of the 7th and 8th grade students participated in homework club. This was expanded to include 6th grade for the 22-23 school year.	Homework club has continued in AP and we have started Homework Club for Upper Elementary prioritizing 6th grade but with others able to attend based on need.	Expand reading support to grades 4-6.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Unfortunately, due to staffing shortages in other areas, we were unable to implement the reading program consistently over the past two years. This resulted in lower achievement than we saw during the first year of implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As stated above we were not able to fully staff the reading support position for the year. The homework club for the elementary level was implemented for a shorter period of time and the counselor who was hired, worked less hours/weeks than originally planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The homework clubs have been successful in providing student extra support on long term projects as well as time to work on specific academic needs. Unfortunately, as stated above the reading support program was not as successfully implemented. We believe that the homework club has been successful when implemented with the 7th and 8th grade students. We look for the upper elementary program showing increase support of students as well when it is fully implemented.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We have continued with the reading support staff goal. However, we have hired two individuals to work in the program in order to avoid some of the lack in consistency we have experienced. We also have replaced EPIC with Lexia which pairs well with the reading support program, and is more suited for our students and school needs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Create strong parent involvement and satisfaction. (State priorities: 3, 5,6) Eagle Peak Montessori will provide opportunities for parents to be active participants in the functioning of the school and to provide the school with feedback on programs offered.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent survey participation.	14% of families participated in the survey	The families who responded did demonstrate a majority of support for the programs and how Eagle Peak is addressing the goals found in the LCAP	16.5% of families participated in the parent survey. However, these families demonstrated strong support for the areas covered by the LCAP goals.	Survey is sent in the spring.	Higher percentage of families respond to the survey.
Parent volunteer hours.	Less than 10% of families were able to participate volunteering.	38% of families were able to volunteer at least some hours for the 2022-2023 academic year.	We would like to see an increase to 50% of families for the 2023-2024.	At mid year we have had 59% of our families contribute volunteer hours.	We would like to see an increase to 50% of families for the 2023-2024

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We created more volunteer opportunities for parents including working with students for small reading group time, interacting at lunch/recess, and even bringing field trip chaperones. We have loosened some of the covid protocols such as mask wearing which helped for some parent to return to campus. With our parent survey, we sent out both a hard copy and electronic version. The paper version received a much higher percentage of responses than the online version.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

These items had no budget commitment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were very effective and we reached our goals for parent participation.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

NA

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023