



Charter Renewal Petition 2019-2024

*"If help and salvation are to come, they can only come from the
children,
for the children are the makers of men."
-Dr. Maria Montessori*

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APPENDICES provided as part of the Charter Renewal Application:

A. California State Priority Support

1. CAASPP Comparison with California State and MDUSD
2. CAASPP EPMS Cohort data
3. Reclassification of ELL students
4. Eagle Peak Montessori Attendance Averages

B. Common Core and Next Generation Science Standards Alignment with Montessori Elementary

C. Adolescent Academic Program and Common Core/Next Generation Science Standards Alignment

D. Local Control Accountability Plan (LCAP)

E. Staff Qualifications Overview

F. Parent Involvement

G. School Climate

H. Eagle Peak Montessori School Governance Board Bylaws

I. 5 Year Financial Forecast

J. Letters of Support

EPMS CHARTER RENEWAL

CALIFORNIA EDUCATION CODE CHECKLIST

Note: Charter renewals are governed by Section 47607 of the Education Code.

California Education Code Section and Text	Comment
<p>47607. (a) (1) A charter may be granted pursuant to Sections 47605, 47605.5, and 47606 for a period not to exceed five years. A charter granted by a school district governing board, a county board of education or the state board, may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.</p>	<p>This section describes sections of the code which apply to charter <u>renewals</u> such as EPMS.</p>
<p>47607. (a) (2) Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.</p> <p>(3)(A) The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.</p> <p>(B) For purposes of this section, “all groups of pupils served by the charter school” means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.</p>	
<p>ED Code 52052 (3) (f) For any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on January 1, 2018, the 2013 growth calculation shall be applied for those purposes. For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among numerically significant pupil subgroups shall be used.</p>	<p>Eagle Peak Montessori has demonstrated growth over time through the cohort data on the CAASSP test and through the NWEA.</p>

California Eight State Priorities

Student Achievement	Appendix A	CAASSP Data ELL Reclassification Rates
Student Engagement	Appendix A	Attendance Rates for 5 years
Other Student Outcomes	Section 2 of Charter Appendix D	Measurable Student Outcomes LCAP
School Climate	Appendix A Appendix G	SARC Suspension Data Eagle Peak Virtues Anti-Harassment Policies Staff/ Student Suspension and Expulsion Policy
Parental Involvement	Appendix F	Parent Agreement Parent Survey
Basic Services	Appendix E Appendix B Appendix C	Staff Matrix Common Core Matrix Adolescent Program
Implementation of Common Core State Standards	Appendix B	Common Core Matrix NGSS Matrix
Course Access	Section 1.3,1.4,1.6,1.7	Montessori Curriculum and methodology

EPMS Application for Charter Renewal Summary of Revisions to Charter

Section Number 2	Assurances to MDUSD
Revision:	Language changed to reflect Ed Code Section 47614.5 and Ed Section 200
Reason:	Updated legal language.
Number 4.	
Revision:	Language changed to reflect updated Ed Code section 220
Reason:	Updated legal Lanugage
Number 5.	
Revision:	Updated residence provision to reflect admission policy.
Reason:	Updated needed.
Number 8	
Revision:	Language updated to reflect IDEA 2007
Reason:	Updated needed
Number 23-27	
Revision:	All new to charter.
Reason:	Updated legal requirements.
1.4.1-1.4.5	Educational Goals and Objectives
Revision:	Demonstrated correlation between Eagle Peak Montessori's Goals and the California State Priorities State level updates.
Section 1.4.1	Develop Attributes of Successful Learners
Revision:	Updated section to include information on the California accountability model. (Dashboard). Updated language for Common Core Standards and Next Generation Science Standards. Updated language on state assessments.
Reason:	The assessment and accountability system in the state of California has changed since the charter was approved in 2014. We have updated language to reflect this change.
Section 1.5	Enrollment Plan
Revision:	Updated Enrollment plan numbers and corresponding new Table 1.5
Reason:	Updated enrollment estimates based on our historic experience regarding student retention and enrollment.
Section 1.6	Curriculum
Revision:	Added Language for Common Core Standards and Next Generation Science Standards. Updated language for Adolescent Program curriculum to include additional program activities.
Reason:	Language regarding CCS and NGSS is updated due to adoption by State of California.
Section 1.9	Meeting the Needs of English Language Learners
Revision:	Updated process of reclassification to indicate relationship with MDUSD.
Reason:	Updated language was needed.
Section 2.0	Measurable Pupil Outcomes
Revision:	Updated language to include ELPACs
Reason:	New Language test adopted by the State of California
Section 3.1.1	Quantitative Assessments changed to California State Assessments
Revision:	Updated local assessments to include Fountas and Pinnell Reading Assessment and NWEA.
Reason:	New assessments added to program.

Table 3.4	Student Outcomes, Curricula and Assessment Alignment
Revision:	Language of some curricula examples and assessments changed to reflect equivalent process in traditional education. Also, alignment with California State Priorities defined.
Reason:	Update needed.
Section 4.0	School Governance
Revision:	Clarification of language describing Governing Board responsibilities.
Reason:	Updates needed.
Section 5.0	Employee Qualifications
Revision:	Updated language for equal employment opportunities, as well as safe work environment, and mandated reporter requirement.
Reason:	Updated legal language from state of California.
Section 5.4	Recruitment Procedures
Revision:	Additional language for tuberculosis risk assessment.
Reason:	Update legal language state of California.
Section 6.0	Health and Safety Procedures
Revision:	Updated legal language regarding health and safety plans.
Reason:	Updated legal language from state of California.
Section 7.0	Means to Achieve Racial/Ethnic Balance Reflective of District
Revision:	Language regarding informational materials in language other than English.
Reason:	Update to legal language.
Section 8.1	Admission Policy
Revision:	Added language regarding pupils who reside in MDUSD, and ED Code Section 200.
Reason:	Updated legal language.

Eagle Peak Assurances

1. EPMS will not charge tuition, fees, or other mandatory payments for attendance or for participation in programs that are required for students.
2. EPMS will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. In which case (except for pupils of EPMS) a public random drawing (lottery) will take place in accordance with California charter laws and regulations. Preferences shall be given to pupils currently attending EPMS and pupils who reside in the school district except as provided for in Education Code section 47614.5. For any preference, it will be approved by the chartering authority as a public hearing, it will be consistent with federal law, the California Constitution and Education Code section 200. Furthermore, no preference shall result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth or pupils based on nationality, race, ethnicity or sexual orientation. Additionally, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. In the event of a drawing (lottery), the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.
3. EPMS will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. EPMS will be open to all students, who wish to attend, on a space available basis, and shall not discriminate on the basis of the characteristics listed in Education Code section 220 (actual or perceived mental or physical disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, color, ancestry, athletic performance, socio-economic status, special need, proficiency in the English language or a foreign language, academic achievement, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.)
5. Except as provided herein, EPMS will not base admission on the student's or parent's/guardian's place of residence, within the state.
6. EPMS will offer at least the minimum amount of instructional time at each grade level as required by law.
7. EPMS will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
8. EPMS will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2007
9. EPMS will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974;

10. EPMS will comply with all other applicable federal and state laws and regulations.
11. EPMS will submit an annual report and annual independent audits to the Office of Charter Schools by all required deadlines.
12. EPMS will submit required enrollment data each March to the Office of Charter Schools by the required deadline via MDUSD.
13. EPMS will operate in compliance with generally accepted government accounting principles.
14. EPMS will maintain separate accountings of all funds received and disbursed by the school.
15. EPMS will participate in the California State Teachers' Retirement System as applicable.
16. EPMS will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
17. EPMS will at all times maintain all necessary and appropriate insurance coverage.
18. EPMS will submit to the MDUSD the names, mailing addresses, and employment histories of members of the Governing Board.
19. EPMS will provide MDUSD Board of Directors prior notice in the event the Governing Board of EPMS intends to change its core model and contract with an outside educational company for student instruction.
20. EPMS will provide financial statements that include a 5 year forecasted operational budget with costs and anticipated revenues and expenditures necessary to operate the school, including special education, and cash-flow and financial projections to be included with the Charter packet.
21. EPMS will provide to the MDUSD a student discipline policy and an enrollment policy, as part of the Charter documentation.
22. EPMS will provide MDUSD with the EPMS Board Governing Board Bylaws.
23. EPMS will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code section 47605(c)(1)]
24. EPMS shall be deemed the exclusive public-school employer of the employees of EPMS for purposes of the Educational Employment Relations Act [Ref. Education Code section 47605(b)(6)]
25. EPMS shall ensure that teachers in EPMS hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code section 47605(l)]
26. If a pupil is expelled or leaves EPMS without graduating or completing the school year for any reason, EPMS will notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades, or report card and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code section 48200. [Ref. Education Code section 47605(d)(3)]

27. No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures available in line with the hearing associated with the School's expulsion procedures before the effective date of the action. If the pupil's parent, guardian or educational rights holder initiates the procedures available in line with the hearing associated with the School's expulsion procedures, the pupil shall remain enrolled and shall not be removed until the Charter School issues a final decision. For purposes of this Charter, "involuntarily removed" includes dis-enrolled, dismissed, transferred or terminated. [Ref. Ca. Education Code section 47605(b)(5)(J)(iii).

1.0 The Educational Program

Students Served

It is the aim of Eagle Peak to reach across demographic boundaries in order to serve a cross section of Contra Costa residents. Through our outreach to local pre-schools, Head Start programs, and other public schools in the area, we work to increase the community's awareness of how Eagle Peak can provide an excellent academic experience for their children. The design of Eagle Peak as a public charter school rather than a private school reflects our efforts to reach a larger audience that might not otherwise be able to benefit from Montessori education.

21st Century Learner

Successful learners in the 21st century need skills inclusive of, yet not restricted to, academic learning. It is the "soft skills", interpersonal skills, critical thinking skills, and emotional intelligence that will be necessary for our students to be contributing members of society. With the increased emphasis on technology, the nuances of personal interactions can be lost. It is therefore crucial that while all educational environments set high academic standards which of course include instruction in technology, they also contain elements of social expectations and engagement. Montessori education concentrates on the whole child- the academic, social and emotional components that help to prepare our students for the world and society they will inherit.

Learning Environment

We believe that students learn best in an environment that allows them to move at their individual pace, with experiential learning opportunities in which they are able to establish strong ties to peers and teachers. We believe that the Montessori classroom provides students with the opportunities to be a part of such an environment. Eagle Peak sets high academic standards for our students while providing instruction at their individual level and striving to move them forward. The Montessori environment is at its core about providing differentiated instruction across the curriculum. The classrooms are multi-age settings where strong connections are built between students academically, emotionally, and socially. The younger children learn from older students informally through behavioral expectations and more formally through academic lessons. This classroom configuration provides the optimal academic and social experience for each student.

1.1 Mission Statement

The mission of the charter component of Eagle Peak Montessori School (EPMS) is to provide students with the opportunity to acquire an education based on an “authentic” and accredited curriculum founded on the educational philosophy of Dr. Maria Montessori. We intend to promote an educational atmosphere that encourages socioeconomic and cultural diversity by providing all students with the opportunity to obtain a quality public education. Our aim is to equip each of our students with the skills, knowledge, and values to participate meaningfully in the pluralistic world of the 21st century.

1.2 Vision Statement

The school is guided by its vision, which is to create a quality learning experience supported by families, educators, and community members who believe that a better world can be built by helping all children develop to their fullest human potential. It is our belief that by learning without artificial boundaries and discovering their capacity to live in peace, children will become life-long learners and responsible citizens whose actions reflect sound character, ethical behavior, and a clear understanding of their own and others' self-worth and dignity. Our students will become socially aware, responsible people, who live in harmony with nature as stewards of the earth.

Our educational and philosophical perspective profoundly respects and supports each individual's unique development and acquisition of knowledge. Our task is to provide an atmosphere of acceptance, respect, and trust so that creativity, learning, and a sense of community flourish. We are a learning community that recognizes parents, students, teachers, and administrators as integral parts of the school and we support one another in our lifelong process of learning and personal growth.

1.3 Montessori Education

The Montessori educational model is based on theory, research, and observation developed over the last 100+ years from the work of Dr. Maria Montessori, an internationally renowned Italian educator. One of the key advantages of this method of instruction and learning is its lengthy heritage and proven ability to provide quality education in tens of thousands of schools worldwide.

The basic tenet of the Montessori philosophy of education is that all children carry within themselves the person they will become. In order to maximize their physical and intellectual potential, students must develop a meaningful degree of independence and self-discipline in an ordered environment. Dr. Montessori developed what she called the “scientifically prepared environment”, which already possesses a certain order and allows children to learn according to their own capacities and learning styles.

Dr. Montessori recognized that the only valid impulse to learning is the self-motivation of the child. Children move themselves toward learning. The teacher prepares the environment, directs the activity, and offers the child stimulation, but it is the child who learns, who is motivated through work itself. If Montessori children are free to learn, it is because they have acquired inner discipline from their exposure to both physical and mental order. Patterns of concentration, perseverance, and thoroughness established in early childhood produce a successful learner later in life.

1.4 Educational Goals and Objectives

Consistent with the Mission and Vision Statements and the State and District objectives, the five major goals of Eagle Peak Montessori School are as follows:

- Promote Academic Excellence
- Develop Attributes of Successful Learners
- Create Strong Parent Involvement and Satisfaction
- Become a Model Learning Community
- Sponsor Staff Development

1.4.1 Promote Academic Excellence (State Priorities 1,3,4,6,7,8)

Today's rapid technological and social changes make it increasingly difficult to understand and keep pace with the modern world. This has put schools under tremendous pressure to reevaluate what should be taught in an age when no one can predict the skills that our children will need when they reach maturity. In the past, when our store of knowledge was relatively fixed and limited, the most efficient education consisted of lecture, drill, and memorization. In an era of technological revolution and social change, the foundation of a good education is to learn how to learn.

Montessori education is, first and foremost, concerned with a child's emotional development and character more than academics for academics' sake. We want to inspire children toward academic excellence and nurture the curiosity, creativity, and imagination hidden within every human being. The habit of academic excellence stems from a strong sense of self-confidence, a joyful approach to life, and pride in one's accomplishments. When held as a basic value, a passion for excellence allows children to develop their full potential and to achieve amazing things.

We believe that the vast majority of people have the intelligence and natural ability required to learn everything they need to lead full, happy, and productive lives. To achieve this success, one needs to develop a strong work ethic, self-discipline, and high personal motivation.

Eagle Peak has demonstrated academic achievement through state accountability models such as the California Dashboard. Our state testing demonstrates growth over time of students continuously enrolled in our program. We also demonstrate this through observational data of our students who transition from Eagle Peak into the local public and private high schools with high success. Lastly, we have successfully integrated the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) into our Montessori curriculum. Examples of student/parent testimonies on high school transition as well as our cohort data for the CAASSP testing and samples of our Montessori/CCSS-NGSS alignment are included in our Appendix B.

1.4.2 Develop Attributes of Successful Learners (State Priorities 1,2,3,4)

Eagle Peak Montessori School provides an environment where students develop deeply held values of independence, responsibility, self-respect, respect for others, and compassion; this results in a strong sense of self-confidence. The Montessori curriculum integrates character development throughout the curriculum.

Across the Lower Elementary, Upper Elementary, and Adolescent Program, children of different ages are brought together so the classroom becomes similar to an extended family in which children live and work cooperatively. This ideally includes the children remaining with the same teachers for a three-year period in elementary and two years in the Adolescent program. In this “mini-society” children help establish the ground rules for behavior, get practice in self-governance, and thus become responsible for their own behavior. This also allows teachers to truly know each child and to determine the best path for their development academically, emotionally, and socially. The aim is for children to learn to respect and protect the rights of others, and to develop a sense of empathy while maintaining and honoring their own individuality.

To facilitate the development of independence and a sense of engagement with the community, we strongly encourage participation in day-to-day classroom management, care of the environment, and decision making. We seek to help each student see the value of commitment both to our own community and to the community of humanity. Children explore opportunities to contribute to the betterment of the world. This begins with participating in the Environmental Education class, where the children develop the skills and knowledge to care for the earth we inhabit. They operate the recycling and composting programs and maintain the organic garden. The students become involved at age-appropriate levels in projects that provide direct help to those in need. Younger children can collect canned goods, clothing, and toys for the homeless or families in need. By the time they are in the Adolescent Program, they are actively involved in selecting and organizing service-learning projects.

1.4.3 Create Strong Parent Involvement and Satisfaction (State Priorities 1,2,4,5)

Achieving high academic outcomes, teaching values, and character development cannot be accomplished without the close partnership of parents and families. Research has shown that children learn more when their families and schools work closely together. At Eagle Peak Montessori School, powerful partnerships are established with parents on behalf of the children. We welcome the active participation of parents in their child's education and provide volunteer opportunities to make use of their skills and talents. Families are requested to make a commitment of time and energy to support the school. There are many different ways in which parents and families can participate: helping in the classroom, organizing and chaperoning field trips, serving on the Governing Board or school committees, organizing and directing after-school enrichment activities, and providing clerical assistance to the teachers and other staff of the school. EPMS requests parents to fulfill 40 hours of volunteer service to the school each academic year. Parents with more than one child attending the school are asked to contribute an additional 20 hours of volunteer time for each additional child in attendance. However, no student will be removed from the program if the parents fail to meet our standards. Policies are in place addressing parent participation (see Appendix F for a copy of the Parent Involvement Agreement).

Strengthening the connection between the school and parents is an ongoing commitment. Eagle Peak developed an organization, the Parent Teachers Leadership Group (PTLG), with this specific purpose in mind. This committee meets monthly, and works with teachers and administration to communicate between all of the stakeholders. They are also active in helping parents to find ways to volunteer and be connected to the school.

In addition to the active participation of families at EPMS, a primary emphasis of the program is to provide parent education classes and activities in order to help parents recognize the uniqueness of their child and to enhance their ability to parent and be their child's primary teacher.

On a regular basis, EPMS consults with both its parents and teachers regarding the school's educational programs. Methods of communication include, but are not limited to, annual surveys (see Supplemental Materials), parent-teacher conferences, state of the school meetings, and the Parent Teacher Leadership Group.

1.4.4 Become a Model Learning Community (State Priority 6)

Through the establishment of a highly-functioning and creative Board of Directors, Eagle Peak Montessori School will continue to serve as a model Montessori site for future teachers, educators, and policy makers. A top quality educational staff comprised of Head of School, dually-Certified Montessori teachers (California State Teaching credential and Montessori Certification), and assistants have been recruited and given the support they need to deliver quality learning experiences to students.

A fully diverse population of students is recruited: students at risk, students with special needs, gifted students, and students with diverse social backgrounds and learning styles. EPMS provides students with a calm, warm, and nurturing environment where a sense of community, powerful friendships, and cooperative rather than competitive relationships are fostered. Again, the end goal is to help students develop empathy within an environment designed for equitable access for all students.

Eagle Peak Montessori School has forged a strong link to the community through the involvement of its Board of Directors, parents, and community volunteers in all aspects of the educational process. In addition, meaningful relationships are developed with local, state, and national agencies, and organizations that work to strengthen charter school programs and educational outcomes for students.

1.4.5 Sponsor Staff Development (State Priority 6,7)

Our educational paradigm of school as a learning community envisions all members of the school engaging in a vibrant process of exploration, discovery and understanding. We realize that our educators play a pivotal role in modeling their natural curiosity and love of learning to our students and we know that through professional development, educators increase their knowledge base, sharpen their skills and re-energize. This goal reflects our belief that our teachers play a critical role in the educational process and we want to promote their expertise and renewal.

1.5 Enrollment Plan

Table 1.5, featured on the next page, represents our estimate of student enrollment over the next five school years. The figures in the table are based on our experience of student retention. As it is an estimate, it is possible that actual total enrollment numbers will be slightly higher or lower than those shown here. Generally speaking, almost all new students to the school arrive at the 1st grade level. Experience has shown it can be challenging for children to transition into a Montessori-style teaching method as they grow older and become more accustomed to the more "traditional" educational approach. Consequently we do not aim to have Upper Elementary or Adolescent Program numbers at the maximum occupancy.

Table 1.5

5 Year Student Enrollment Projection

GRADE	2019-20	2020-21	2021-22	2022-23	2023-24
1	53	68	70	68	68
2	56	66	66	68	66
3	51	66	64	64	66
Subtotal	160	200	200	200	200
4	45	47	61	60	59
5	32	42	44	57	56
6	26	22	29	30	39
Subtotal	103	111	134	147	154
7	18	22	18	24	25
8	23	17	20	17	23
Subtotal	41	39	38	41	48
Total	304	350	372	388	402

ASSUMPTIONS:

- * Lottery for 1st-3rd grades to keep fully enrolled.
- * Grade 4 and 5 retention rates based on 9 year average.
- * Grade 6, 7, and 8 retention rate based on 5 year, 4 year, and 3 year average, respectively.

Summary of Class by Program Level and Staff

PROGRAM	2019-20	2020-21	2021-22	2022-23	2023-24
Adolescent	1	1	1	1	2
Upper Elementary	3	3	4	4	4
Lower Elementary	4	5	5	5	5
Total Classes	8	9	10	10	11
Total Students	304	350	372	388	402
STAFF (FTE)	2019-20	2020-21	2021-22	2022-23	2023-24
Certificated Teachers	14.0	15.0	17.0	17.0	18.0
Instructional Assistants	3.0	4.0	4.0	4.0	4.0
Specialist	3.6	3.1	3.7	3.7	3.7
Principal	1.0	1.0	1.0	1.0	1.0
Administrative	2.7	2.9	2.9	3.1	3.1
Custodian	0.7	0.8	1.0	1.0	1.2
Childcare/Tech	2.4	2.9	3.2	3.3	3.5
Total Staff	27.3	29.7	32.8	33.1	34.5

ASSUMPTIONS:

Certificated Teachers and Instructional Assistants- All classrooms have two teachers/instructional assistants. There is at least one credentialed teacher in each classroom. Instructional assistants either have a Montessori credential or are working towards one. Instructional assistants may also be working towards the CA teaching credential.

Specialist -include Art, Spanish, PE, Music, Garden, and Reading. Specialists range between 0.2 and 1.0 FTE. FTE increase as # of classes increase.

Administrative - Includes one full time office manager and part time office secretary, accountant, and office substitute. FTE increases as additional classes are added.

1.6 Curriculum

Montessori schools offer a rigorous and innovative academic program.

The core curriculum integrates studies of the physical universe, earth and space science, engineering design, and the human experience. In contrast to the traditional model in which curriculum is compartmentalized into separate subjects with given topics considered only once at a given grade level, the main concepts are presented annually but with greater depth of instruction. Younger students work concretely when exploring new concepts. When revisited in subsequent years (spiraling the curriculum), older students are able to understand and investigate familiar ideas more abstractly and in greater detail.

The integrated curriculum includes materials and activities for the development of understanding and skills in mathematics, geometry, natural sciences, physical sciences, technology, language arts (including phonics, spelling, grammar, sentence analysis, creative, and expository writing) literature, geography, history, civics, economics, anthropology, sociology, practical life, movement, physical education, music, visual arts, and crafts.

In addition to the academic core subjects, Montessori classroom environments emphasize peace education and conflict resolution. This, combined with the concept of the “cosmic task”, a belief that it is the responsibility of all humans to care for the earth and each other, is essential in order to have a truly “whole child”- centered environment.

A description of Montessori Elementary curriculum can be found in the original EPMS charter application dated January 3, 2000, in Appendices D and F. Information is also available online at www.ams.org.

Eagle Peak’s Montessori Adolescent Program is centered around the connection among the Hands, Heart, and Mind. This connection is the core of the development of a holistic curriculum in the same way as it is the core for our development as humans.

The adolescent component of Eagle Peak Montessori School demonstrates how planned and constructivist driven curriculum can flow together to meet the academic as well as the holistic needs (social, emotional and psychological) of the adolescent. Current brain and developmental research support the theories that Dr. Maria Montessori espoused almost 70 years ago regarding how adolescents develop and how their minds absorb and process information. Not only do they need to be participants, but more importantly they need to be the *developers* of their education and learning.

In the Adolescent Program, teachers provide the academic framework and expectations, the guides and the scope of the material to be covered. The students explore, experiment, research, and then disseminate the subject matter. A sample of a year’s academic scope and sequence is included (APPENDIX C). It has been developed to meet both state science and history standards, CCSS language and math Standards, as well as the NGSS.

The CCSS and NGSS are perfectly suited for this type of program because every subject, including mathematics, contains a language element and a critical thinking element. This allows for discussion and presentations that the students can create.

Often in traditional education, we see academic rigor increase as students move into middle school. However, the other needs, especially the need to work with their hands and to create, are usually pushed to the side. The Montessori Adolescent Program however, has a key component called Erdkinder. During the Erdkinder experience, students participate in a carefully thought out experiential program via an overarching

social or environmental theme, which carries through into the classroom curriculum. This may be manifested through growing food, building coops for chickens, working fields at a partnership farm, or a variety of artistic outlets. We feel that to truly feed the physical, mental and emotional development of the adolescent, this component is essential. Every 6-8 weeks cycles of study are introduced with a focus on the next elements and themes, complementing the overarching theme of the school year. We will elicit the help of volunteers both in the Eagle Peak family and in the outside community to help provide guidance for these experiences.

Community involvement and social justice are more than mere concepts in a Montessori Adolescent Program. They are embraced and acted upon. Students research and find their passion and interest and learn how to become involved agents of change. To help provide structure for them in developing these interests, the students will choose from a variety of experiential activities that address the work of the Hands, Heart, and Mind such as: *Montessori Model United Nations* or similar event (Peacekeeping and International Relations), *Building and Construction* or similar program (Sustainability and Housing Justice), *Wilderness Experience* or similar program (Environmental Justice), Hospitality (Health and Food Justice), Crafting and Maker's Space (Innovation and Social Impact-Community Building), or Visual Arts (Innovation and Social Impact-Community Building).

“It is our belief that by learning without artificial boundaries and discovering their capacity to live in peace, children will become life-long learners and responsible citizens whose actions reflect sound character, ethical behavior, and a clear understanding of their own and others' self-worth and dignity. Our students will become socially aware, responsible people, who live in harmony with nature as stewards of the earth.”

-Dr. Maria Montessori

1.7 Methodology

1.7.1 The Prepared Environment

Montessori classroom design facilitates independent learning and exploration. The elementary environment strikes the imagination, leads one to abstraction, and provides a system of information storage and retrieval. The totality of the environmental design conveys the essential principles of all disciplines through sequenced order and aesthetic appeal. In the Prepared Environment, every aspect must provide a natural flow for the educational materials as well as strategic placement of supplies.

Montessori classrooms tend to inspire both children and their parents. Typically, they are bright, warm, and inviting; filled with plants, animals, art, music, and books. There are curriculum areas filled with intriguing learning materials, such as mathematical models, maps, botany cabinets, grammar charts, classified nomenclature booklets, and collections of natural specimens.

Technology elements are integrated into classroom life - children learn to use calculators, computers, and multimedia devices as part of their everyday experience. Internet resources supplement research collected first hand from resources found in the community.

The Adolescent environment has fewer Montessori materials, as the children are working at abstraction in most areas of the curriculum. Materials are now used as reference to support conclusions to problems, rather than as the path to solving them. Students take a much greater role in running classrooms and community meeting. Not only are there a myriad of opportunities for heterogeneous group work, there are also more areas for individual students to work comfortably on softer chairs, more rugs, and in some instances even a couch. The guiding principle is that this is their community to participate in designing. The belief is that when they determine how the environment looks, they take on ownership and a degree of anxiety is avoided by letting this be "their space".

Students are typically found scattered around the classroom, working alone or with one or two others. They tend to become so involved in their work that visitors are immediately struck by the atmosphere of purposeful work. Students of different ages often work together on projects. Teachers can be seen working with an individual or small group to facilitate the learning process, stimulate interest, or provide guidance for further research.

1.7.2 Multi-Age Learning Communities

Montessori education places children in three-year age groupings. Generally, children ages 6-9 and 9-12 are grouped into lower and upper elementary classes, respectively. Although the next stage would developmentally be 12-15, our Adolescent Program will serve 12-14 year old students. Multi-age groupings offer many advantages for learning, including the following:

- Children can progress through the curriculum at their own pace.
- The environment is highly enriched as the curriculum covers the entire span of interests up through the oldest and most accelerated students in the class.
- Remedial materials are inherent in the structure of the program.
- Younger children are constantly stimulated by the interesting work of the older students. They also emulate the older students.
- Older students serve as mentors and role models, providing leadership experiences. They benefit from helping the younger students, reinforcing their own knowledge by

teaching others. They also serve as meeting facilitators and peace mediators. Through these positions they learn to empathize with the needs of children who are younger than themselves.

- Teachers typically work with children for 2-3 years and get to know them extremely well.
- The class retains a high degree of continuity since 2/3 of the class returns each year. This makes it easier to orient new children and individualize the curriculum.

By creating a bond among parents, teachers, and children, Dr. Montessori sought to create a community where individuals learn to be empowered, where children could learn to be contributing, sharing members of the school family, where they could learn to care for younger children, learn from older people, trust one another, and find ways to be acceptably assertive rather than aggressive.

1.7.3 Individualized Learning

For education to touch a child's heart and mind she must be learning because she is curious and interested. We want learning to become its own reward with each success fueling the desire to discover even more. For this to happen, the curriculum must be individualized according to the following principles:

- Individual learning styles, timetables, and capacities are respected. It is the child who must develop herself; the adult acts as a resource and a catalyst for development.
- Students are given the opportunity to choose a large degree of what to investigate and learn.
- Through teacher guidance the learner is responsible for mastering basic skills and basic core knowledge. The Lower Elementary student follows an individualized study plan for the week, which is arrived at jointly by the teacher and the student. Upper Elementary students utilize a planner to organize assignments, due dates, and plan their choices for the day and week.
- The student is supported in planning an individual schedule for completing work.
- Materials and activities are designed to support different learning styles and multiple intelligences identified as linguistic, mathematical, spatial, musical, kinesthetic, interpersonal, and intrapersonal.

1.7.4 Active Learning

- Students are encouraged to pursue studies in all areas of personal interest based on a work plan developed with Montessori lessons and CCSS expectations.
- Students are introduced to new skills through hands-on experiential learning and concrete manipulatives whenever possible as opposed to the more traditional model of lecture and rote drill exercises. Repetition is encouraged by having a variety of materials with which to practice the same concept. It is this repetition that leads to mastery of the concept.
- Students learn by trial and error and through discovery. They learn how to ask the right questions, spontaneously engage in their own research, analyze what they have found and draw their own conclusions.
- Students are encouraged to take risks and to learn constructively from their mistakes.
- The curriculum consists of interactive manipulative materials and teacher made materials for the core curriculum. Each activity or exercise is structured to provide purpose, procedure, closure, and opportunity for success.
- Individual interests are pursued via research including experimentation and investigation using various resources such as: computers, the Internet, audio-visual materials, libraries, museums, interviews, as well as written and telephone communication.

- Abstractions are not taught directly; instead, the necessary "keys" or components are provided so that the children can construct their own abstractions. This means that the children arrive at abstraction through their own creative thought developed during their quest to understand. This joyful process is part of the children's inner development and creation of themselves rather than an intellectual veneer. Rather than present students with a variety of correct answers, Montessori teachers guide children to ask the right questions, and help them to discover the answers through their own problem solving skills. Learning becomes its own reward, and each success fuels a desire to discover even more. Students engage in small group collaboration, sharing ideas and strategies.
- In the Adolescent Program students participate in the development of local "field studies" where they go out into the greater community-at-large to investigate matters related to their current curriculum. The "hands on" work of the Adolescent is not confined to classroom experiences, but includes experiences in the community as a whole.

1.7.5 Role of the Teacher

Elementary Program

Montessori teachers think of themselves as "enlightened generalists", trained in the details of the curriculum. Montessori teachers have four principal obligations: 1) to awaken the child's spirit and imagination; 2) to encourage the child's normal desire for independence and high sense of self-esteem; 3) to help the child develop the kindness, courtesy, empathy, and self-discipline that allows him to become a full member of society, and 4) to help the child learn how to observe, question, and explore ideas independently.

Dr. Montessori observed that children learn most effectively through direct experience and the process of investigation and discovery. Thus, the basis of the Montessori method of instruction is a combination of the prepared environment with specially selected materials, and a teaching style that emphasizes observation and guidance rather than direct teaching and providing answers.

The teacher usually presents a lesson to a small group of children at one time, and these lessons are limited to brief, efficient presentations. The goal is to give the children just enough to capture their attention and spark their interest, intriguing them enough that they will come back on their own to work with the materials. After the initial lesson, students complete follow up work which allows them to solidify their understanding of the concepts and allows the teachers the opportunity to assess their understanding. When necessary, the teacher will re-teach the concept to students. The most crucial requirement of a Montessori teacher is to understand how to create the prepared environment so that it addresses the needs of each child.

Adolescent Program

Teachers in the Adolescent Program will continue with the Montessori concept of being generalists within the subjects taught. Math/Language/Science/History will all be shared by the teaching team within the classroom. It will be their job to make sure that the lessons presented are developmentally appropriate and thematically interwoven throughout the curriculum to the extent possible. They must create a classroom environment that will provide ample resources for research and opportunities for independent inquiry, as well as for collaboration and cooperation. Their role is to introduce and open the door to the concepts, whereupon they support students in the acquisition, construction, and dissemination of their learning.

1.8 Caring for the Special Needs Child

Like all charter schools, the school shall also retain the right to pursue becoming an independent local education agency (LEA) pursuant to Education Code Section 47641(a), and the District shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA status, it shall remain an arm of the district for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and any related annual agreements.

Serving the Special Needs Child in the Montessori Environment

Montessori Education at its core, utilizes components of Response to Intervention (RTI) when working with our population as a whole. Therefore, as a natural part of our model we incorporate these instructional strategies with our special needs population. Students in a Montessori classroom receive individualized work as appropriate. Students are met at their current level for each of the core subject areas. Montessori teachers are trained to continually cycle through the process of observation, implementation, assessment and evaluation. When appropriate, they re-teach concepts as needed. As stated in the description of our curriculum, our classrooms are all multi-age learning environments. This provides opportunities for peer instruction and for homogeneous grouping when necessary. Lessons in a Montessori classroom are given in a direct instruction model with follow up work for the students. Each individual's instructional level is taken into consideration.

One of the tenets of the Montessori approach is to integrate special needs children (both gifted and challenged) into the learning environment. Contemporary "mainstreaming" is in agreement with the Montessori approach, which places emphasis on the benefits gained through including children of different abilities and learning styles in the same environment. Anecdotal data supports the assertion that children who have early Montessori training are more likely to have their exceptional gifts and challenges identified and an environment for nurturing these gifts and challenges provided.

Montessori teachers are equipped to deal with exceptional children in the context of the classroom flow. The Montessori approach focuses on the individual learner and provides a carefully prepared environment which allows children to learn and progress at their own rate and according to their own capacities. As such, it makes working with exceptional learners something that can be addressed within the normal classroom agenda. This makes the Montessori approach ideal for educating with the "special child" because in fact all children are special and are taught accordingly.

Finally, the manipulative and other materials are specially designed to support the many different learning styles and levels of students. The regular use of the materials is designed to encourage participatory learning that is multi-dimensional (visual, auditory, kinesthetic, as well as cognitive).

When a child continues to struggle despite the interventions listed above, Eagle Peak conducts a Student Study Team meeting. When the SST determines that further information is needed, diagnostic testing is completed. The testing process allows the school personnel to identify any child who may need the development of an Individual Education Plan. The requirements of the IEP are then followed through a special education provider and the general education teacher.

As a public school, Eagle Peak Montessori School has an important obligation to serve students with exceptional needs. Eagle Peak will adhere to all laws and/or consent decrees, as applicable, affecting individuals with exceptional needs, including all

provisions of the Individual with Disabilities Education Improvement Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. All students will be given equal access to the school regardless of disabilities, and Eagle Peak will not discriminate against any student nor deny admissions to any student based on his/her disabilities. All enrolled students with disabilities will be accorded a Free, Appropriate Public Education.

Eagle Peak Montessori School currently functions as a "public school of the District" for purposes of Education Code section 47646 and IDEA. Pursuant to Education Code Section 47646(b), the District shall provide the school with services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

Eagle Peak Montessori School and the MDUSD shall annually and in good faith negotiate and enter into a written agreement to identify the specific desired mix of special education funding and services to be provided. This memorandum of understanding will detail the roles and responsibilities of the school and of the District with respect to referral, assessment, instruction and due process, allocation of actual and excess costs and the charter's fair share of any encroachment on general funds. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). The school understands that it is required to contribute an equitable share of its charter block grant funding to support District-wide special education instruction and service costs.

Eagle Peak Montessori School will comply with District policy and practice with respect to the provision of special education and related services. Eagle Peak and the MDUSD will work collaboratively to implement special education services in a manner that provides coherence with the school's broader educational program.

Eagle Peak Montessori School utilizes a "student success team" (SST) model to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in academic classes will be referred to the SST process. The team will implement and monitor the success of varied strategies within the general education setting before initiating special education assessment.

Eagle Peak Montessori School will participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school will implement all special education and related services called for by the IEP in partnership with the MDUSD.

A copy of each IEP shall be maintained at the school site. All IEPs are maintained in accordance with state and federal student record confidentiality laws.

In the event of a due process claim to enforce provisions of applicable special education law, Eagle Peak Montessori School is committed to working in cooperation with the District to the maximum extent permitted under law to respond to and defend the school and the District in the process, as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

Eagle Peak administration understands that some of its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act. Eagle Peak administration understands that the school will be responsible for planning and implementing any such accommodations or services.

1.9 Meeting the Needs of English Language Learners

Eagle Peak Montessori School provides instruction to support English Language Learners in developing the skills needed to meet state standards. EPMS uses the MDUSD test of English proficiency level. The possession of CLAD and BCLAD credentials are considered when staffing decisions are made. The Montessori didactic materials allow students to work concretely with many concepts (especially geometry, arithmetic, and geography) while acquiring the English vocabulary to communicate those concepts. The on-going collaboration between students and teachers offers almost continuous opportunities to hear and to speak English. The non-competitive school environment supports the student when trying to communicate in a new language.

In keeping with the expectations of all public schools in California, Eagle Peak conducts a Home Language Survey for all incoming first grade students. Any students who are identified through this survey as speaking language/s other than English are given the ELPAC test within 30 days by MDUSD personnel.

Reclassification of English Language Learners to being Fully Language Proficient takes place through MDUSD's personnel. EPMS assessments as well as report cards are utilized in that reclassification process. MDUSD personnel provides the updates to parents and to EPMS.

2.0 Measurable Pupil Outcomes

Parents who have watched their children progress through a Montessori preschool program often want their children to continue in a Montessori school through their elementary and adolescent years because of the outcomes they have seen. Parents witness their youngsters becoming independent, confident, and competent learners who are developing compassion and responsibility. While the acquisition of the dispositions and traits we strive for in a quality education is the work of a lifetime, there are observable developmental milestones that can serve as indicators of progress.

The accomplishment of performance outcomes is achieved by working to develop positive character traits in students while they learn. Montessori education integrates outcomes and the learning process. Independence, for example, is a behavior which is not separate from the process by which it is attained and practiced. Similarly, academic competence is both the disposition to do tasks in certain ways, and the ability to recall knowledge and enact appropriate academic procedures.

Exposure to an appropriate, healthy environment as the child grows increases the likelihood the child will develop strong traits and outcomes. The early childhood years are particularly important for the acquisition of learning dispositions and character traits essential in later years.

Students at EPMS will be taught in accordance with all State of California published standards in the following areas:

- Language Arts
- Mathematics
- Science
- History/Social Science

EPMS shall meet the expectations of the CCSS, and NGSS and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non charter public schools. Eagle Peak Montessori School will conduct the pupil assessments required pursuant to Section 60605(c)(1) of the California Education Code. An alignment of the Montessori curriculum and the CCSS for ELA and Math and NGSS, can be found in the Appendix B. We have provided the 3rd and 6th grade standards, as those are the cumulative grades for our elementary programs. For the Adolescent Program 7th grade standards are provided.

EPMS will provide the instructional support necessary for English Language Learners to attain mastery of the ELL standards. Their progress will be measured through both state testing and their annual ELPAC test.

In addition to state adopted CCSS, the NGSS, and other California State Standards, EPMS focuses on developing several attributes (listed below) of successful learners and character traits in our students. These traits were identified by Nancy Rambush and John Stoops in "The Authentic American Montessori School" (American Montessori Society, 1992). Montessori education is based on a three-year developmental and academic learning cycle. Table 3.4 shows the correlation between these Attributes of Successful Learners with the California State Priorities.

All of the attributes listed below are monitored via Independent Learning Plans (ILPs) and twice-yearly conferences.

1) Cognitive Understanding and Thinking Skills

- Students demonstrate an awareness of order and sequence.
- Students demonstrate the development of observation, questioning, and critical thinking skills.
- Students evidence a variety of complex thinking processes to help resolve complex issues.
- Students are able to access, evaluate, and integrate information from a variety of resources.
- Students are able to reflect upon their learning and to transfer learning to new situations. In Montessori education the students are to think for themselves, not merely learn what other people have thought.
- Students demonstrate the ability to effectively use technology.

2) Confidence and Competence

- Students are capable of correcting their own work upon observation, reflection, discussion or completion of additional lessons.
- Students manage the available array of information with a clear sense of purpose.
- Students demonstrate the development of concentration, patience, and persistence.

3) Independence

- Students are able to choose their own work, apply energy to that work, complete it to agreed-upon criteria, and return material used to the place it is customarily kept in such a way that another child will be able to find and use it.
- Students participate in designing their own individual learning plans.
- Students are able to locate resources to continue the self-chosen task, or are able to solicit help if necessary.

4) Autonomy

- Students are able to accept or reject inclusion in another child's work or group with equanimity.

5) Intrinsic Motivation

- Students are drawn to continue working for the apparent pleasure of so doing.
- Students, once having achieved competence, are able to move on to revel in mastery by showing others.

6) Ability to Handle External Authority

- Students are able to collaborate with the teachers to create “ground rules” and then abide by them.
- Students, when distant from the teacher, are able to function as if the teacher were nearby.

7) Social Responsibility

Independent and autonomous persons are also always a part of a group and must attain independence and autonomy through participation in group activity.

- Students are able to collaborate and work effectively with others in cooperative groups.
- Students are respectful of others.

8) Stewardship, Good Citizenship

All children are part of both a world of political reality and a world ecological system. Both systems have their constitutions and the citizen must learn to live within the spirit of the laws of man and nature.

- Students demonstrate citizenship by planning and implementing a project in service to the school and/or the greater community.
- Students demonstrate an understanding of the natural world, and their interconnectedness to it.

9) Positive Self-Image

- Students are able to express feelings in a healthy manner.
- Students demonstrate the ability to solve conflicts effectively and fairly using skills of active listening and negotiation.
- Students demonstrate knowledge of pertinent issues of personal health.

2.1 Annual School Progress Report

The Head of EPMS will make an annual report to its Board of Directors, parents, and teachers about the status of the school's educational programs and student outcomes. This report will be given at the final EPMS Board meeting at the end of each academic year and will also be distributed in writing to all concerned parties including the MDUSD.

The report will include a statement about the achievement of academic goals and development of learning attributes by its students, the level of involvement and satisfaction of its parents, indicators of EPMS's efforts to become a model learning community, and reports on, and plans for, staff development.

2.2 Revision of Outcomes

In order to serve our students and community, Eagle Peak Montessori School will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support that mission. Eagle Peak Montessori School will submit to the district board at any time prior to the expiration of the charter, a description of any changes to the above student outcomes as an amendment to the charter. The district board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Educational Code Section 47605(b).

2.3 Attendance Outcomes

Eagle Peak Montessori School is committed to promoting high attendance rates of its students. Montessori schools consistently show high student attendance rates. Recent research confirms a positive correlation between parent participation in school activities and student attendance and achievement. As mentioned earlier, parent involvement is an essential component of Eagle Peak Montessori (State priority 2).

3.0 Methods to Assess Pupil Progress towards Meeting Outcomes

3.1 Assessments

Movement through EPMS is based on 1) demonstrated mastery of core academic skills and content knowledge linked to curriculum standards; and 2) development of the identified attributes of a successful learner and character traits which will serve the child throughout his or her life.

It is our philosophy that learning is developmental and all individuals may develop in different ways and at different rates. The growth and development of each learner will be continually assessed using attendance records, quantitative norm referencing, Individual Learning Plans, and various other qualitative "authentic" assessment tools.

Of paramount importance are the Individual Learning Plans (ILP), created by the learner, parent, and educator. These plans are not to be confused with Special Education Individual Education Plans (IEPs). During the process, strengths and weaknesses are identified, goals are formulated, and specific learning objectives are agreed upon. In this way the order and manner of learning new material is adjusted to the needs of each child as much as possible. The student's progress toward fulfilling his or her ILP is the primary focus of subsequent conferences, progress reports, and student self-evaluations. Appropriate measures are taken to respect the confidentiality of any student records protected under the Family Educational Rights and Privacy Act.

3.1.1 California State Assessments

As required by all schools in California, Eagle Peak will administer all standard state assessment in core academic areas as proscribed by the California Assessment of Student Performance and Progress (CAASPP).

In addition to the state testing program, Eagle Peak teachers will administer local assessments such as the Developmental Reading Assessment (DRA), a Montessori-based Math Assessment, Fountas and Pinnell Reading Assessment, the Development Writing Assessment, and the NWEA (Northwest Evaluation Association). All EPMS elementary levels will administer the NWEA or similar assessment at the beginning and end of the school year as a measure of annual growth.

The Adolescent Program will incorporate individualized assessments such as NWEA and/or other similar assessments.

3.1.2 Qualitative "Authentic" Assessment Tools

In addition to more formal assessment tools, several alternative tools will be used, including:

- **Portfolios of Student Work**

Twice each year, students and teachers will go through the student's completed work and make selections for their portfolios. Students prepare a self-evaluation of the selected work: what he or she accomplished, what he or she enjoyed the most, what he or she found most difficult, and what he or she would like to learn next.

- **Parent/Teacher/ Student Conferences**
Portfolios, self-assessments, and teacher's assessments of the child's progress through their ILP are reviewed and the ILP is revised to reflect new goals.
- **Written Evaluations**
Prepared once each semester, these reports include teacher evaluations of the level of academic mastery and behavior (personal development).
- **Self-Assessment**
Students reflect on both long and short-term planning of organizational and study skills as well as behavior goals.
- **Informal oral exams –Check for Understanding**
- **Demonstration of mastery by peer teaching**
- **Formal presentations of projects and reports**
- **On-going teacher observation**
A core tenet of the Montessori philosophy includes daily comprehensive observation. These observations go beyond work choices and performance. The teacher records notes on the student's level of independence, coordination, organization, and concentration.
- **Rubrics**
A rubric uses descriptors explaining what is and is not present in the work. With these descriptors, the learner knows exactly how to improve his/her score on an assignment or project.

In addition, visual and hearing diagnostic evaluations are provided every year. Treatment or assistance is provided in accordance with MDUSD policy.

3.2 Tracking and Record Keeping

Throughout the school year, teacher teams of all levels prepare lesson plans based on the CCSS/Montessori alignment. These lesson plans are then incorporated into the work plan/planner process. This allows for differentiated goals and expectations based on the individual child's ability, progress, and interest.

Each week teachers in the elementary classroom monitor the work-plan of each student. Plans are created for each child based on their independent work. Each child then makes choices from the list on the work plan to set goals, expectations and assignments for the week ahead. It is the expectation that the assignments on the work plans are completed weekly.

Work Plans are organized into three major areas:

- Language: word study, spelling, mechanics, writing and reading.
- Mathematics: operations, memorization, geometry and math strands
- Cultural: Biology, Geography, History, Science.

In the Upper Elementary classrooms, students transition to the use of individual planners to build their executive functioning skills. In their planners, students prioritize their work choices, manage assignments and due dates, and learn to allocate an appropriate amount of time to complete their work.

In the Adolescent Program, students will receive assignment binders for each cycle of study (4/year) which include the due dates, expectations and performance rubrics for the assignments. This provides students to work at their own pace within the expectations of the program. Students also have the opportunity to use the rubrics for self-evaluation of their work.

3.3 Assessments for Special Needs Students

Mastery for special needs students and English Language Learners will be defined appropriately according to their Individualized Education Plans and English proficiency levels.

Any additional services will be offered according to the EPMS-MDUSD Special Education Memorandum of Understanding (see Appendix H).

Table 3.4

STUDENT OUTCOMES, CURRICULA AND ASSESSMENT ALIGNMENT

EXIT OUTCOMES	California State Priorities	CURRICULA	ASSESSMENT
Academic Skills Content Knowledge	Priority 1,5(PTSC),6,7	CEC, CGW, CM, CR, IL, IDP, SGL, TECH,CSGD	FP, ILP, CC, CU, OTA, P, PT, R, SE, SBA
Cognitive Understanding Critical Thinking Skills	Priority 1,3,5(PTSC),6,7	CEC, CGW, CM, CR, IDP, SGL, TECH,ERD,FS,CSGD, IWPC	FP, ILP, CU, OTA, P, PT, R, PTSC,SE,SBA
Confidence and Competence	Priority 2,3	CE, CS, CM, CR, CEC, IL, IDP, TECH, CSP, ERD,FS,IWPC,CSGD	ILP, CU, OTA, P, PT, R, PTSC, SE
Independence	Priority 2,3,5(PTSC)	CE, CEC, CS, CM, CR, IDP, TECH, CSP, ERD,FS,IWP, IWPC	FP, ILP, OTA, PTSC, SE
Autonomy	Priority 2, 3,5(PTSC)	CE, CGW, SGL, CSP, ERD,FS,IWP, IWPC	ILP, OTA, PT, PF, PTSC, SE
Intrinsic Motivation	Priority 3,5(PTSC)	CEC, CGW, CM, CR, IDP, TECH, CSP,IWPC, IWP	FP, ILP, OTA, P, PT, PTSC, SE
Ability to Handle External Authority	Priority 3,4,5(PTSC)	CE, CS, CGW, CSP, IDP, SGL, ERD,FS	ILP, OTA, PF, PTSC, SE
Social Responsibility	Priority 3,4	CE, CGW, IDP, SGL, CSP, ERD,FS,CEC, CSGD	FP, ILP, OTA, PT, PF, PTSC, SE
Stewardship, Citizenship	Priority 3,4	CE, CEC, CGW, CR, IL, IDP, SGL, TECH, CSP, ERD,FS	FP, ILP, OTA, P, PT, PF, PTSC, SE
Positive Self- Image	Priority 3	CE, CS, CGW, IDP, CSP, ERD,FS, IWP,IWPC	FP, ILP, OTA, PT, PF, PTSC, SE, CU
Adolescent Curricula ERD = Erdkinder FS = Field Study	Priority 1-Student Achievement Priority 2-Student Engagement Priority 3-Other Student Outcomes Priority 4-School Climate Priority 5-Parental Involvement Priority 6-Basic Services Priority 7-Implementation of Common Core State Standards Priority 8-Course Access (See appendix for full description)	CE = Care of Environment CS = Care of Self CEC = Cosmic Ed Curriculum CGW = Collaborative Group Work CSGD = Collaborative Small Group Discussion CM = Concrete Manipulative CR = Community Resources CSP = Comm. Service Project IL = Individual Lesson IDP = Interdisciplinary Project SGL = Small Group Lesson TECH = Tech Resources IWP = Individual Work Plan IWPC = Individual Work Plan Conference	FP = Formal Presentation ILP = Individual Learning Plan CC = Curriculum Checklist CU = Check for Understanding OTA = Ongoing Teacher Assessment (Informal Assessment) P = Portfolio PF = Peer Feedback PT = Peer Teaching R = Rubrics PTSC = Parent-Teacher-Stu Conf SE = Self-Evaluation SBA = Smarter Balanced Assessments

4.0 School Governance

Eagle Peak Montessori School has constituted itself as a California Non-Profit Public Benefit Corporation pursuant to California law (Charter Schools Act 47604.a/Part 2 commencing with Section 5110 of Division 2 of Title 1 of the Corporations Code). The school is governed pursuant to the bylaws adopted by the incorporators. EPMS is not a conversion of a private school and operates pursuant to the fundamental operating principles that largely define the concept of "public" education. EPMS is ultimately responsible to the Mt. Diablo Unified School District Board and through that Board, to the State of California's Department of Education. The EPMS Board of Directors governs all operations of the school, delegating day-to-day management to the administrative staff. It is the intent of the California Legislature that an authority that grants a charter to a charter school to be operated by, or as, a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school (Charter Schools Act 47604.c).

Eagle Peak Montessori School's Board of Directors was selected as the recipient of a National Charter School Dissemination Grant in 2009-10 specifically regarding board governance. The focus of the grant was to partner with the Charter School Development Center to create a Governance Academy for 50 other public charter schools. Eagle Peak's board was the example to these other schools to help them create stronger governance at their schools.

The EPMS Board of Directors is responsible for ensuring that the school is run in compliance with its Charter, all applicable state and federal laws, and that the school remains financially viable. The EPMS Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner which is consistent with the missions and goals of the MDUSD and which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which Charter Schools are established. The EPMS Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of Eagle Peak Montessori School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The Board will also serve as advocate for the Charter School Movement and Montessori Education with the MDUSD, the State Board of Education, and others.

The Board of Directors is comprised of up to 15 members. Board membership consists of individuals from within the EPMS community and community at large. To prevent any real or perceived conflict of interest or incompatibility of office, the district representative will sit on the board as a non-voting member who facilitates communication and mutual understanding between the charter school and district. The Board elects officers from within its own ranks.

The Head of School, ex officio, will be the only permanent member of the Board of Directors. Other staff members will serve two-year terms. Parent and community members will serve three-year terms. Members are eligible for re-election. A Director's "term" starts the day that member is voted onto the Board.

The Board of Directors has ultimate control and responsibility for: upholding EPMS' mission, vision and design, all policy making, hiring, evaluating and dismissing the Head of School, capital expense protocols, budget approval, and maintaining fiscally-sound budget practices, evaluating the effectiveness of school programs, approving the academic calendar and operations schedule, overseeing annual elections, and appointments to the board, and fundraising. It is also responsible for short- and long-

range facility planning. All decision making will be conducted in a collaborative, respectful, and creative manner. All meetings of the Board of Directors are in accordance with the Brown Act and are open to the public. Minutes of such meetings are available upon request. Occasionally it is necessary to have closed sessions when issues of a confidential nature, such as personnel and student discipline issues are discussed. Meetings held in a closed session and the content of those meetings are only available to members of the Board of Directors. The Board reserves the right to change the governance structure as stated in the approved By-Laws.

5.0 Employee Qualifications

The Head of School is responsible for all personnel matters at Eagle Peak Montessori School.

EPMS believes that all persons are entitled to equal employment opportunity. EPMS will not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, gender expression, gender related appearance and behavior, sexual orientation, pregnancy, national origin, ethnicity, ancestry, citizenship, age, marital status, citizenship status, physical disability, mental disability, medical condition, genetic information, military and veteran status or any other characteristic protected by California or federal law. Equal opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

EPMS is also dedicated to providing a work and learning environment that is free of bullying and cyber bullying. To that end, it will annually make available the online training modules developed by the California Department of Education relating to bullying and cyber bullying to all certificated employees and other school employees who have regular interactions with pupils.

EPMS is further dedicated to providing a work and learning environment that is free of harassment, discrimination and retaliation. Eagle Peak Montessori School will provide at least two hours of sexual harassment training to all supervisory employees and at least one hour of sexual harassment training to all nonsupervisory employees by January 1, 2020, and once every two years thereafter.

EPMS also requires all employees who are mandated reporters, as defined in the California Penal Code, to participate in approved mandated reported training provided by the School within six weeks of the employee's hire date and annually thereafter within the first six weeks of each school year. If the employee attends an approved mandated reporter training that is not offered by the school using a sign-in sheet confirming participation, the employee is required to provide a copy of any certificate of completion to EPMS' human resources department after completion.

5.1 Compensation Schedule

Individual salaries and wages are based on a traditional pay scale, which takes into account experience, education, and merit.

5.2 Certification and Licensure

5.2.1 Core Teaching Staff

All EPMS core teachers must possess a Montessori credential as well as a California State Teaching Credential. If a teacher shows particular attributes which would benefit EPMS, then he/ she must hold either a Montessori Credential or a State Credential and be eligible for Montessori training or an Intern Credential. All teachers must possess a minimum of a California State Intern Credential prior to being offered a contract.

Eagle Peak Montessori Core Teaching staff in grades 1-8, instruct in multiple subject areas and will be required to hold Multiple Subject Teaching Credentials.

5.2.2 Non-Core Teaching Staff

Non-core teachers are not required to hold credentials but must demonstrate subject knowledge and the ability to work well with children.

Eagle Peak Montessori School may employ or retain staff to provide instruction in the performing arts, including but not limited to, physical education, music, art, and environmental education which shall be understood to constitute non-core subjects.

5.2.3 Other Staff, Substitutes, and Consultants

All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities.

5.3 Requirements for Employment

5.3.1 Head of School

- Baccalaureate degree
- Montessori Certification from a Montessori Accreditation Committee for Teacher Education (MACTE) approved program (AMS, AMI)
- Current California First Aid and CPR certification
- Appropriate administrative experience in an early childhood and elementary education environment
- Effective communication and delegation skills
- Effective management skills

5.3.2 Montessori Core Teachers

- Baccalaureate degree
- Professional Clear or Intern California State Teaching Credential
- Montessori Certification from a Montessori Accreditation Committee for Teacher Education (MACTE) approved program (AMS, AMI,.) appropriate to age level being taught
- Current California First Aid and CPR Training
- Montessori classroom teaching experience preferred

Copies of the teachers' certification documents shall be maintained on file at EPMS and are available for periodic inspection by MDUSD as required.

5.3.3 Montessori Teacher's Assistant

- High School Diploma
- 12 ECE units
- Current California First Aid and CPR Training
- Knowledge and understanding of the Montessori philosophy

5.4 Recruitment Procedures

EPMS does not expect significant difficulty recruiting Montessori certified teachers, assistants, or a Head of School. Montessori educators tend to be very dedicated individuals, committed to children, and the Montessori method of education.

There are numerous Montessori organizations, training centers, and publications available for our use in the recruitment process. Some of these are as follows:

- St. Mary's College, Moraga, CA
- American Montessori Society (AMS), New York, NY
- Center for Public School Montessorians, Minneapolis, MN
- Montessori Public School Consortium, Cleveland, OH
- North American Montessori Teachers Association, Cleveland, OH
- Montessori Life, American Montessori Society, New York, NY
- Public School Montessorian, JOLA Publications, Minneapolis, MN
- Tomorrow's Child, The Montessori Foundation, Sarasota, FL

Each prospective employee of the school will furnish the school with a criminal record summary as described in Section 44237 prior to hiring, as well as tuberculosis risk assessment results.

6.0 Health and Safety Procedures

EPMS has adopted and implemented a comprehensive set of health, safety, and risk management policies to ensure that students and staff have a safe, healthful, and secure environment in which to share the educational process.

EPMS participates in the Healthy Kids Survey through MDUSD (or similar) and the State of California.

Health, safety, and risk management policies address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- A School Safety Plan (to be reviewed and updated by March 1 of every year).
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco-free workplace/learning environment.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.
- A requirement that any volunteer teaching in a non-core "Specialist" role submit to a criminal background check and furnish a criminal record summary.
- A requirement that all contractors shall comply with the provisions of Education Code §45125.1 regarding the submission of fingerprints to the California Department of Justice and the completion of criminal background investigations of the contractor and/or its employees.
- A requirement that a current Emergency Information card for each child enrolled be on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child.
- Comprehensive policies to prevent and immediately remediate any concerns about unlawful discrimination, harassment or retaliation (including employee to employee, employee to student, student to employee and student to student misconduct) in accordance with required contact in line with Ed Code section 234.1 and 2CCR 11023.
- EPMS complies with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.
- EPMS its employees, officers, and directors, comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

These policies are incorporated as appropriate into the school's student and staff handbooks and are reviewed on a continual basis in the school's staff development efforts and governing board policies. A copy of the policies is available upon request.

The School Safety Plan will address the following areas, at a minimum:

Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. The department shall provide general direction to EPMS on what to include in the school building disaster plan.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

(C) Discipline policies regarding school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations.

(D) Procedures to notify teachers of dangerous pupils.

(E) A discrimination and harassment policy consistent with the Safe Place to Learn Act.

(F) The provisions of any school wide dress code that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel."

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed

assailants shall be based on the specific needs and context of each school community.

7.0 Means to Achieve Racial/Ethnic Balance Reflective of District

EPMS recognizes its legal and social responsibility to take all feasible steps to enroll a student population that is reflective of the ethnic and racial diversity in the MDUSD. EPMS will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies which strive to achieve a racial and ethnic balance of students that reflects the diversity within the district it serves.

- An enrollment timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- The development of promotional and informational materials in languages other than English to appeal to a limited English proficient population.
- The organization of, and participation in, outreach meetings that will include prospective students and parents of all racial and ethnic backgrounds.
- The distribution of promotional and informational packages to a broad variety of community groups and agencies that serve various racial, ethnic and interest groups within the District. These include Head Start programs, pre-schools across Contra Costa County, and MDUSD elementary schools.
- Regular monitoring the race/ethnicity of the applicant pool, increasing targeted recruitment to any underrepresented group. An applicant pool that reflects the diversity of the District will help ensure that the student population will as well.

8.0 Admission Policy and Enrollment Process

8.1 Admission Policy

The goal of Eagle Peak Montessori School Admission's policy is to attract, enroll, and retain at our school the broadest spectrum of students and families that represent the rich diversity existing in MDUSD. EPMS is nonsectarian in its programs, admission policies, employment practices, and all other operations. The charter program does not charge tuition and the school does not discriminate against any pupil on the basis of ethnicity, national origin, race, sexual orientation, gender, gender identity, or disability.

Our school is open to any student in the state and if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference is first extended to pupils currently attending the charter school and then to the following groups, which are listed below in order of priority:

- Children of the school's founding families (not to exceed 10% of the school's total population)
- Siblings of students currently enrolled in the school
- Children of staff and governing board members (not to exceed 10% of the total student population)
- Pupils who reside in MDUSD.

Preferences shall be consistent with federal law, the California Constitution and Education Code section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity or sexual orientation.

In order to ensure that all students will be placed appropriately and benefit fully from the Montessori method of education, the following pre-admission procedures are enforced. Failure to comply with any of these procedures will result in denial of admission. An admitted student will be removed from the school if failure to comply with these procedures is discovered after admission has been granted.

EPMS Admissions Procedure:

1. Parents shall attend a pre-admission Prospective Parent Meeting.
2. Parents shall attend a School Observation.
3. Application to the school shall be completed and returned to the school no later than the deadline published for that school year. [Application to the school shall include proof of identification as well as proof of residency.]

8.2 Enrollment Process and Guidelines

There is an open enrollment period every school year, which is advertised within the school community so that all interested students may have an equal opportunity to apply for admission. A deadline for accepting applications is clearly stated.

The EPMS Enrollment Process is outlined below.

EPMS Enrollment Process:

1. Determine class size/configuration for the upcoming school year.
2. Design attractive program informational materials.
3. Plan for multiple Prospective Parent Meetings.
4. Issue press releases and utilize other communication strategies.
5. Actively recruit students throughout the community.
6. Mail information packets to families on interest list
7. Host Parent Prospective Meetings and record attendance.
8. Schedule School Observations.
9. All pre-admission procedures are completed.
10. Determine the number of returning students at each level.
11. Placement of returning students into appropriate levels.
12. Determine the number of open positions remaining at each level (including all 1st grade slots).
13. Enrollment for these remaining open positions awarded as follows:
 - A. Founding families' children (not to exceed 10% of school population)
 - B. Siblings of currently enrolled students.
 - C. Children of staff and EPMS governing board members (not to exceed 10% of the school population)
 - D. Students who reside in the MDUSD boundaries.
 - E. All other applicants.
14. If there are more applicants than available slots, the students not drawn from the lottery (based on A-E above) will be placed on the wait list in the order which they are drawn from the lottery. Children who complete the application process after the published deadline will be added to the next lottery pool if a wait list already exists.
15. Notification of acceptance or placement on wait list sent to families.
16. For children with Special Needs, after receiving notification of acceptance, the family must provide full disclosure by the parents, current teacher, and current school of any specific needs of the child. The child's current IEP team will meet, including the Head of School for EPMS, to determine if EPMS is the appropriate placement for the student according to their IEP.
 - a. A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided.
 - b. A copy of any existing Individual Education Program (IEP) for the student shall be provided.
 - c. Required procedures for the transfer of program between SELPAs shall be followed.
 - d. A copy of any 504 documentation
 - e. Based on the information received, the school shall determine the appropriate placement for the child within the school. Parents will be notified of this determination.
17. Family meeting with Head of School to accept placement in school.
18. Parent Involvement Agreement is signed and returned to the school along with the proper acceptance documentation.

The wait list is maintained until April 15th of a given school year. Once on the wait list, a family will remain in that position until they are offered a spot in the school or express no further interest, until April 15th. A new application must be submitted each year. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the wait list are offered a position, they must accept that position within 5 business days or will lose that spot. If they decline the offer of enrollment, they are removed from the wait list. They may choose to participate in the lottery process the following year.

The body of educational research shows a compelling correlation between parent participation in a school and their child's academic success. Therefore, upon acceptance into Eagle Peak Montessori School, the student's family will be required to sign a parent involvement agreement, which requires the parents to donate 40 hours/year of service to the school. The EPMS parent participation policy states the many ways families or their representatives can satisfy this requirement. No student will be removed from our program if his/her parents fail to satisfy the required hours of the parent involvement agreement.

9.0 Annual Financial Audit

Eagle Peak Montessori School will participate in an annual, independent financial audit of the school's operations, in compliance with accepted accounting principles applicable to non-profit entities. The School will hire an outside, third party to perform the audit, which third party will have experience in education finance. It will satisfy the requirements of all state and District regulations.

The governing board's Finance Committee reviews a copy of the audit. This Committee and the Head of School address any audit exceptions or adverse findings. Audit report and any follow-up plans are submitted to the District and any other interested funding sources.

EPMS will transmit a copy of its annual, independent report to the County Office of Education, State Controller and the State Department of Education by December 15 of each year.

10.0 Pupil Suspension and Expulsion

10.1 Discipline Philosophy and Policy

Montessori philosophy recognizes the importance of an orderly and safe environment as a cornerstone to the learning experience for children. Personal and community values such as sharing, kindness, cleanliness, and personal responsibility are an integral part of the Montessori experience. As these values are continually modeled and reinforced, children need less and less correction over time.

However, if a student persistently has difficulty accepting the school's rules of conduct or engages in dangerous behavior, we will work closely with parents, the student, and the Head of School (principal) to find appropriate solutions.

In addition to the basic Montessori rules of conduct, we abide by all relevant state and federal laws.

10.2 Pupil Suspension and Expulsion

EPMS reserves the right to suspend or expel students pursuant to the policy and procedures attached as Appendix G. Disciplinary procedures for students with disabilities will be followed in accordance with both federal law and state law.

11.0 Retirement System

Classified staff at Eagle Peak Montessori School will participate in the Federal Social Security System. Certified staff will participate in the State Teachers Retirement System and/or Public Employees Retirement System. These benefits reflect the School's desire to retain a highly qualified staff.

12.0 Attendance Alternatives

EPMS is not a conversion of an existing District elementary school. Therefore, students who elect not to attend Eagle Peak Montessori School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of MDUSD or county of residence.

13.0 Description of Employee Rights

Persons employed by the Charter School are not considered employees of the District for any purpose. Employees of the District who resign from District employment to work at the Charter School and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment based on district policies. The Charter School shall not have any authority to confer any rights to return on District employees.

14.0 Dispute Resolution Process, Oversight, Term, and Renewal

14.1 Dispute Resolution

It is the intent of the District and the school that complaints and disputes be resolved quickly and informally in an atmosphere of cooperation wherever possible.

Complaints regarding the operation of the school which do not involve District liability or issues of student health or safety will be forwarded to the school for processing according to procedures adopted by the school, prior to being addressed by the District. The school's procedures shall include reasonably expeditious time lines and a full opportunity for parents of any students directly affected to express their concerns.

If a dispute arises between the District and the school, the District Superintendent and/or his/her designee shall meet with the Head of the school and/or his/her designee to attempt to resolve the matter. If resolution cannot be reached on the administrative level, the dispute shall be submitted to a mutually agreed-to mediator, and costs of mediation shall be shared equally between the parties. Mediation shall not be used in matters concerning District liability or student health and/or safety unless both parties agree to mediate.

If the governing board of the District believes it has cause to revoke this charter, the District agrees to notify the school and grant the school reasonable time to respond to the notice and take appropriate corrective action prior to revoking the charter, unless the governing board has made a written determination that a severe and imminent threat to the health or safety of pupils exists.

14.2 Oversight, Term and Renewal

The MDUSD may inspect or observe any part of the EPMS at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the MDUSD without the mutual consent of the governing board of EPMS.

Eagle Peak Montessori School (EPMS) and Mt. Diablo Unified School District (MDUSD) agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly-prepared waiver requests to the State Board of Education.

Pursuant to California Education Code 47607 (a), EPMS is requesting that the charter be granted for a renewal term of five years. MDUSD agrees to receive and review the annual fiscal and programmatic audit and performance report as specified in the charter agreement. Within two months of the receipt of this annual review, MDUSD must notify the governing board of EPMS as to whether it considers the school making satisfactory progress relative to the goals specified in its Charter. This annual notification will include the specific reasons for MDUSD's conclusions.

The term of this charter shall begin on June 30, 2019 and expire five (5) years thereafter. Any amendments to this charter shall be made by the mutual agreement of the governing boards of EPMS and MDUSD. Material revisions and amendments shall be made pursuant to the standards, criteria and timelines in Education Code 47605. The terms of this contract are severable. In the event that any of the provisions are determined to be

unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by both MDUSD and the governing board of EPMS. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

All official communications between EPMS and MDUSD shall be in writing and shall either be hand delivered, sent by email or facsimile, sent by U.S. Mail, postage prepaid, and addressed to those set forth on the signature page hereof (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective either when personally delivered, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

Michelle Hammons, Principal/Head of School
Eagle Peak Montessori School
800 Hutchinson Road
Walnut Creek, CA 94598

Mt. Diablo Unified School District
1936 Carlotta Drive
Concord, CA. 94519
Mr. Jose Espinoza

15.0 Education Employment Relations Act

For purposes of the Education Employment Relations Act (Collective Bargaining) (Chapter 10.7 [commencing with Section 3540] of Division 4 of Title 1 of the Government Code) Eagle Peak Montessori School employees will be employees of Eagle Peak and not our sponsoring school district, Mt. Diablo Unified School District. Our decision reflects our core values of belief in the efficacy of the Montessori Method, mutual respect and the desire to build an inclusive learning community for our students and adults. Our governance model also reflects a collaborative approach to decision making. Our goal is to find dedicated and talented employees whose personal and professional aspirations compliment the mission and values of Eagle Peak Montessori School.

16.0 Close Out Procedures

Documentation of Closure Action

The revocation or non-renewal of Eagle Peak Montessori must be documented by an official action of the authorizing entity. Notice of a EPMS' closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school will send notice of its closure to:

1. Parents of guardians of students
2. MDUSD
3. The Contra Costa Office of Education
4. The SELPA which serves EPMS Special Education Services
5. CalSTRS
6. The CDE

Notice will be sent to the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure.
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure.
3. The students' school districts of residence.
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school.
2. A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information.
3. Information on student completion of college entrance requirements for all high school students affected by the closure.

School and Student Records Retention and Transfer

All records are sent to MDUSD in event of a closure. MDUSD reports attendance for EPMS and as such has access to student enrollment information. MDUSD also retains a personnel file on each of Eagle Peak's staff.

Financial Close-Out

After receiving notification of closure, the CDE will notify Eagle Peak and MDUSD if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Eagle Peak assures that an independent audit will be conducted within 6 months of the closure which includes the following elements:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

Eagle Peak will arrange for completion of the following financial information:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports will be submitted to the CDE and MDUSD in the form required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The assets and liabilities of the school will be used primarily for any debts the charter school has assumed. Additional funds will be disposed of by the school's governing board to another charter school, non-profit, or other appropriate entity. The governing board will attend to enumerating and disposing of the assets and liabilities, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

As an independent non-profit corporation, Eagle Peak's Board Bylaws will determine any further distribution or close out procedures.



800 Hutchinson Road, Walnut Creek, CA 94598
925-946-0994 925-676-1971 (Fax)

March 18, 2019

Mr. Jose Espinoza
Assistant Superintendent for Elementary Schools
Mt. Diablo Unified School District
1936 Carlotta Drive
Concord, CA 94519

RE: Eagle Peak Montessori School
Charter Renewal Petition for 2019-2024

Dear Mr. Espinoza,

Today we are presenting to you Eagle Peak Montessori School's fourth Renewal Petition. This petition is proposed for the period of 2019-2024. Over the past eighteen years, Eagle Peak Montessori and Mt. Diablo Unified School District have forged a beautiful partnership to allow for Montessori education to be a choice for students. We honor that partnership and look forward to continuing.

The relationship that EPMS and MDUSD have striven for has allowed for collaboration both in the academic world and in the greater community. We have partnered in the school setting for serving special needs students as well as serving high school students who intern at EPMS through the ROP Careers in Teaching Program. Outside of the school day EPMS and MDUSD worked together to ensure the unity of the district's service boundary.

Through our last renewal we were given the opportunity to serve students through eighth grade. This responsibility is not one we take lightly. Our students are successfully matriculating to district schools such as Northgate, Ygnacio Valley, College Park, and Concord High, as well as out-of-district schools such as Acalanes High School, Clayton Valley Charter High School, De La Salle, Carondelet, and Athenian.

By MDUSD authorizing EPMS, we continue to have the opportunity to demonstrate the success of Montessori education in the public setting. This is the essence of the vision the founders of EPMS had almost twenty years ago. We continue to be an example that public Montessori schools, throughout California as well as other states, look to for guidance.

At Eagle Peak Montessori School, we recognize the unique opportunity we have been given and we honor the trust that Mt. Diablo Unified School District has placed in our organization as a whole. Eagle Peak Montessori is more than classrooms and materials. MDUSD has placed trust in the leadership of our Board of Directors, School Administration, Teaching Faculty, Staff, and the EPMS Community as a whole to be partners in educating the children of this area. We thank you for this trust.

This Petition and Charter Application have been prepared in accordance with the requirements of the California Education Code (CEC). For your convenience, we have included a checklist of the relevant CEC requirements related to school charter renewals, with a reference as to where in our application

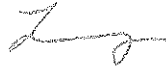
materials the particular requirement is addressed. We have also created a guide to note where any changes have been made in our charter application since the last approved renewal in 2014. We understand that, according to the CEC 47605 (b), MDUSD will need to hold a hearing within 30 days of the receipt of this petition, and will need to grant or deny the charter within 60 days. We are ready to assist you in this process in any way that we can.

Thank you in advance for your prompt attention to this matter, and please contact me with any questions or issues that arise.

Sincerely,



Michelle Hammons
Principal
Eagle Peak Montessori School



Laura Lisy-Wagner
President
Eagle Peak Montessori Board of Directors

cc: Dr. Nellie Meyer, Superintendent for MDUSD
Jose Espinoza, Assistant Superintendent
Deborah Cooksey, Associate General Counsel