



D. Russell Parks Junior High
Principal: Robin Mundschau

School Mission/Vision/Demographics

At D. Russell Parks Junior High, we are committed to fostering a data-driven and student-centered learning environment that meets the diverse academic, social, and emotional needs of our students. Through a Comprehensive Needs Assessment, we analyze student performance data, stakeholder input, and equity gaps to drive strategic decision-making and resource allocation. We envision a thriving school community where all students achieve academic excellence, have equitable access to opportunities, and feel supported in a positive and inclusive school climate. Our goal is to prepare students for success by integrating targeted interventions, fostering stakeholder engagement, and continuously refining our instructional strategies through ongoing evaluation.

D. Russell Parks Junior High serves a diverse student body of 771 students, with 45.8% identified as socioeconomically disadvantaged, 7.4% as English Learners, and 0.5% as foster youth. Our school community reflects a rich cultural tapestry, with 39.7% of students identifying as Asian, 36.7% as Hispanic, 15% as White, 6% as Two or More Races, 1.8% as Filipino, 0.6% as African American, and 0.1% as Pacific Islander. This diversity enriches our learning environment and drives our commitment to equity, inclusion, and targeted support to ensure all students thrive academically and socially.

School Data

In the 2024 CAASPP results, D. Russell Parks Junior High maintained strong overall performance, with 73% of students meeting or exceeding standards in English Language Arts (ELA) and 60% in Math. While overall ELA scores saw a slight 1% decrease from 2023, significant gains were made among English Learners, who improved by 13 percentage points in both ELA (from 24% to 37%) and Math (from 17% to 30%). Similarly, the Distance from Standard (DFS) for English Learners improved by 2 points in ELA and 20 points in Math, indicating stronger foundational growth. However, some subgroups, such as socioeconomically disadvantaged students and students with disabilities, experienced slight declines in performance. These results highlight the continued need for targeted interventions to support all learners while celebrating the progress made in key student groups.

The latest i-Ready data for Parks Junior High shows notable progress in both ELA and Math from Fall to Winter of the 2024-25 school year. Overall, students improved their Distance from Standard (DFS) in ELA from -18.4 to -8.5 and in Math from -22.0 to -14.3, reflecting steady academic growth. English Learners made significant gains in ELA, improving by nearly 20 points (from -80.2 to -60.7), while students with disabilities showed strong progress in both ELA (from -87.9 to -66.1) and Math (from -72.5 to -58.9). Grade-level improvements were also evident, with 8th graders in ELA reducing their DFS from -16.0 to -4.4.



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Fiscal Information

Budget Information	
LCFF Supplemental	200,116
LCFF Base	118,528
Title I	N/A

LCAP Goal	Total Expenditures
Goal 1	73,000
Goal 2	73,966
Goal 3	164,582
Goal 4	7,150

LCAP Goal 1: Student Achievement

By the 2025 CA Dashboard, Parks Junior High aims to increase CAASPP ELA and Math DFS by 3 points or more overall and for all significant subgroups. Teachers will implement Common Core Standards using approved materials and collaborate in PLCs to identify key standards, plan lessons, develop assessments, and design interventions for students not meeting proficiency. Weekly Advisory will reinforce academic and behavior expectations, SEL, and student connections. Targeted support will include in-class instruction, RtI services, online tools like Read 180, and intervention classes for students below grade level. English learners will receive additional support through ELA Essentials and ALD classes. Teachers will strengthen instruction through professional development, instructional rounds, and data-driven collaboration. Families will stay informed through meetings, conferences, workshops, and platforms such as Blackboard Connect and PeachJar.

LCAP Goal 2: Digital and Informational Literacy

Parks Junior High will support 21st-century teaching and learning by providing access to high-quality digital tools, infrastructure, and professional development. Teachers will collaborate to share best practices, engage in peer coaching, and plan lessons that integrate technology effectively. Students will use iPads for science simulations, digital art, projects, presentations, AI instruction, and digital citizenship lessons through Common Sense Media. Experiential learning will be enhanced through academic field trips and high school preview opportunities. To maintain a modern learning environment, the school will refresh existing technology, upgrade devices for Robotics and STEM courses, implement the CISCO Networking class, and provide additional Mac desktops for the Yearbook program.

LCAP Goal 3: Safe and Secure Environment

Parks Junior High is committed to providing a safe, inclusive, and supportive environment that promotes the physical, social, and emotional well-being of all students and staff. The school fosters positive attendance and behavior through PBIS and campus-wide activities like Panther Palooza, Kindness Week, and Stand Up to Hate Week. Students are encouraged to engage in clubs, after-school programs, and family events that build community and promote unity. Targeted supports are offered through Lunch Bunch, intervention programs, and campus supervision to ensure student safety. The school maintains a clean, welcoming environment and regularly updates emergency preparedness plans in coordination with local police and fire departments. SEL instruction is delivered through Second Step curriculum, and mental health support is provided by a full-time Mental Health Specialist and a part-time Associate. Parents are actively engaged through ELAC, SSC, PTSA, Coffee with the Principal, and educational workshops covering topics such as mental wellness, drug awareness, and cyber safety.

LCAP Goal 4: Parent and Community Engagement

Parks Junior High is committed to fostering meaningful parent and community engagement by promoting open, consistent communication and inclusive opportunities for involvement. Families receive regular updates through email, newsletters, the school website, social media, and in-person meetings. Parent-teacher conferences and targeted outreach by support staff ensure families stay informed and supported. Parents are encouraged to participate in school life through advisory groups such as PTSA, SSC, ELAC, and Coffee with the Principal. Workshops address key topics like academic support, mental health, and digital safety, while events like concerts, family nights, and cultural celebrations strengthen community ties. To support learning at home, families are provided resources for academic enrichment, SEL conversations, and digital citizenship. Parks values partnership with families to ensure student success and well-being both in and out of the classroom.



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Photographs

