

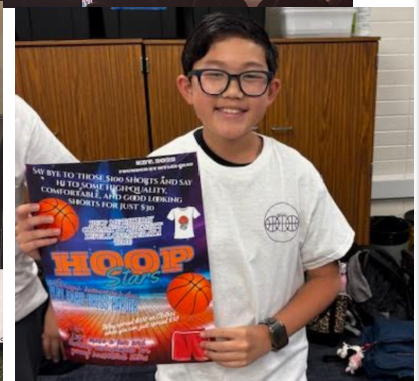
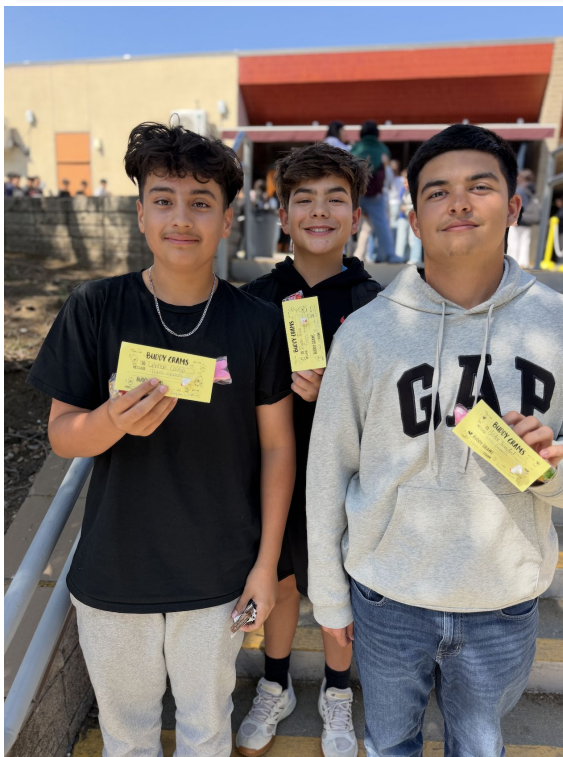


D. Russell Parks Junior High
Principal: Jenna Breite

School Mission/Vision/Demographics

At D. Russell Parks Junior High, we are committed to creating a student-centered, data-informed learning environment that supports the diverse academic, social, and emotional needs of every student. We use student achievement data and stakeholder input to guide decision-making, address equity gaps, and continuously refine our practices. Our mission is to provide high-quality, engaging instruction that both challenges and supports all learners, ensuring access to meaningful opportunities in a positive and inclusive school climate. We strive to equip students with the skills, knowledge, and experiences necessary to be successful in the next stage of their lives, encouraging them to take risks, explore new opportunities, and thrive as confident, capable individuals.

D. Russell Parks Junior High serves a diverse student body of 854 students, with 46% identified as socioeconomically disadvantaged, 7.1% as English Learners, and 27.8% redesignated as Fluent English Proficient. Our student population is enriched by a wide range of backgrounds and experiences, including 39% of students identifying as Hispanic/Latino, 35% as Asian, 15% as White, 6.67% as Two or More Races, 2.58% as Filipino, 1.17% as African American, 0.59% as Pacific Islander, and 0.12% as American Indian. This diversity informs our commitment to creating a student-centered, inclusive environment that supports the academic, social, and emotional needs of every student, ensuring equitable access to high-quality instruction, meaningful opportunities, and the support necessary for all students to succeed and thrive.





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School Data

In the most recent Dashboard data, D. Russell Parks Junior High continues to demonstrate strong overall academic performance, with students performing in the Green on the California Dashboard in both English Language Arts (ELA) and Mathematics. In ELA, students are performing 59.6 points above standard, although this reflects a decline of 5.8 points from the previous year, while in Mathematics, students are 32.5 points above standard and maintained performance with a slight decline of 2 points. Despite this overall success, several student groups indicate areas of need. In ELA, Long-Term English Learners experienced a notable decline, and students with disabilities, while showing growth, continue to perform below standard. In Mathematics, achievement gaps are more pronounced, particularly for students with disabilities and Long-Term English Learners, who both showed declines. Additionally, Hispanic students and socioeconomically disadvantaged students demonstrated growth in Math but continue to perform below standard. These results highlight the strength of our overall program while reinforcing the need for continued focus on targeted supports and interventions to ensure all student groups experience consistent growth and success.

i-Ready Diagnostic data shows clear growth in both reading (ELA) and math, with students moving closer to grade-level expectations across the board. In ELA, overall performance improved by 12.8 points, and in Math by 10.4 points, reflecting steady academic progress. The strongest growth was seen among students who started the furthest behind, including Special Education students, English Learners, and Long-Term English Learners, showing that targeted supports are making a real impact. At the same time, the percentage of students meeting grade-level standards increased from 38% to 47% in ELA and from 26% to 37% in Math. While this shows meaningful improvement, the data also indicates that many students are still on the path toward proficiency, especially in Math. Overall, the results demonstrate that current strategies are helping students grow, with continued focus needed to move more students fully to grade-level performance.





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Fiscal Information

Budget Information	
LCFF Supplemental	185,521
LCFF Base	113,641
Title I	N/A

LCAP Goal	Total Expenditures
Goal 1	136,458
Goal 2	70,241
Goal 3	80,163
Goal 4	12,300

Goal 1: Student Achievement

D. Russell Parks Junior High is committed to increasing student achievement in English Language Arts and Mathematics through intentional instruction, collaborative planning, and targeted support systems. Teachers will implement state-adopted standards using approved instructional materials while working collaboratively in Professional Learning Communities (PLCs) to identify essential standards, design high-quality lessons, develop common formative assessments, and analyze student data to guide instruction and intervention. A continued focus on “First Best Teaching” and the use of research-based instructional strategies will strengthen Tier 1 instruction across all classrooms, supported by ongoing professional development, instructional rounds, and lesson study to refine teaching practices and improve student outcomes .

To support all learners, the school will implement a Multi-Tiered System of Supports (MTSS), including small group instruction, targeted re-teaching, and structured tutorial time prioritizing ELA and Math. Additional interventions will be provided through in-class support, push-in instructional aides, and access to specialized programs and online resources for students performing below grade level. English Learners will receive both designated and integrated language support through ELA Essentials and Academic Language Development (ALD) classes to strengthen language acquisition and access to grade-level content.

Student success will also be supported through intentional structures that promote connection and engagement, including a weekly Advisory period focused on academic expectations, social-emotional learning, and relationship building, as well as orientation opportunities to support student transitions. Ongoing collaboration among staff, consistent progress monitoring, and data-driven decision-making will ensure that instruction and interventions remain responsive to student needs. Through these coordinated efforts, Parks Junior High will continue to build on its strong academic foundation while addressing achievement gaps and ensuring all students are supported, challenged, and prepared for future success.



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LCAP Goal 2: Digital and Informational Literacy

D. Russell Parks Junior High is committed to ensuring all students and staff effectively use 21st century tools, resources, and skills to support engaging and rigorous learning experiences. Teachers will collaborate through Professional Learning Communities (PLCs) to share best practices, plan technology-integrated lessons, and engage in peer coaching, with additional support from district instructional technology staff. Students will use technology, including iPads, to engage in simulations, digital design, presentations, and project-based learning, while also developing digital citizenship and responsible use of tools such as artificial intelligence.

To extend learning beyond the classroom, students will participate in experiential opportunities such as academic field trips and high school preview activities. The school will also continue to maintain and expand a modern learning environment by updating technology and enhancing programs such as Robotics, STEM, Computer Science, and Yearbook. These efforts address identified needs by strengthening digital literacy skills, including critical thinking, media literacy, and responsible technology use, while supporting equitable access for all students. Through ongoing professional development and intentional integration of technology, Parks Junior High will ensure students are prepared for success in an increasingly digital world.

LCAP Goal 3: Safe and Secure Environment

D. Russell Parks Junior High is committed to providing a welcoming, safe, and secure environment where all students feel connected, supported, and ready to learn. To strengthen school climate and address areas of need such as chronic absenteeism, the school will focus on building positive relationships through PBIS practices, recognition systems like 5-Star, and schoolwide activities that promote inclusivity and student engagement. Students will have opportunities to connect through assemblies, extracurricular programs, clubs, and school events that support a strong sense of belonging.

Targeted supports will be provided through academic, behavioral, attendance, and social-emotional interventions, including counseling services, small group support, and ongoing attendance monitoring with family communication and intervention strategies. Parks will continue to prioritize student well-being through social-emotional learning and access to mental health resources. Family engagement will remain a priority through advisory groups, workshops, and school events, while campus safety will be maintained through regular drills, updated procedures, and collaboration with local agencies. Through these efforts, Parks Junior High will continue to foster a positive and supportive school environment for all students.



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LCAP Goal 4: Parent and Community Engagement

D. Russell Parks Junior High is committed to strengthening parent engagement by providing meaningful opportunities for families to stay connected and actively involved in their child's education. To address identified needs around communication and participation, the school will prioritize clear, consistent, and accessible communication through multiple platforms, including email, text messages, newsletters, social media, and the school website. Staff will establish positive communication with families early in the school year and maintain ongoing outreach through parent conferences, progress updates, and direct communication such as phone calls and in-person meetings. Additional targeted support will be provided by the Student Support Assistant to connect with families of students who may need extra resources, including those experiencing attendance challenges or other barriers.

Parks will continue to build strong partnerships with families by offering a variety of opportunities for involvement, including advisory committees such as ELAC, SSC, and PTSA, as well as events like Coffee with the Principal, parent education workshops, and schoolwide activities. Efforts will be made to increase participation among all families by providing multilingual communication, flexible meeting options, and inclusive events that reflect the needs of the community. Through these combined efforts, Parks Junior High will foster a welcoming environment where families feel informed, valued, and connected, ultimately supporting student success and strengthening the home-school partnership.

Educational Partners

Parks Junior High engaged educational partners throughout the SPSA development process to ensure the plan reflects the needs of our school community. Input was gathered from staff through, surveys, PLCs, and ongoing collaboration. Families provided feedback through surveys, parent meetings, and Coffee with the Principal sessions. The English Learner Advisory Committee (ELAC) contributed input to support the needs of English Learners, and the School Site Council (SSC) reviewed, provided feedback, and approved the plan. Collaboration with district staff also ensured alignment with district priorities and expectations.

