



Robert J. Frank Intermediate School

Oxnard Elementary School District

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Dr. Robin Poe, Principal
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2008-2009 School Accountability Report Card

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 Business Services

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** Data in this report are reflective of the 2007-2008 school year unless otherwise noted.*

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District Mission Statement

We guarantee that each student is academically competitive and inspired to perseverant hope.

District Vision Statement

Tomorrow's Leaders through Education, Empowerment and Inspiration.

District Beliefs

- Every individual has inherent worth.
- Everyone is responsible for his/her own actions.
- Everyone desires to be treated with respect and dignity.
- Everyone can be successful learners.
- Learning begins at birth and never ends.
- The higher the expectation, the higher the achievement.
- The entire community is responsible for the well being of its children.
- The entire community is responsible for contributing to the improvement of our community.
- Diversity enhances learning and enriches life.
- An effective education empowers the individual and enhances the quality of life in the community.
- The family experience is crucial to the healthy development of a child.
- Ethical behavior is essential to the well being of society.
- A strong work ethic and opportunity are essential for reaching one's potential.
- Change is inevitable, challenging, and creates possibilities for progress.

Principal's Message

At RJ Frank, our overriding objective is to give our students the absolute best opportunity to succeed in life. "Educate, inspire, and empower" is the new motto. With that motto in mind, we have established a curriculum in which we emphasize a strong grounding in academics, while providing a safe, nurturing environment to support good citizenship and fair play in our students.

In order to ensure that our goals are realized, RJ Frank employs a faculty of professional, personally-dedicated teachers. With a staff of this quality, children are afforded classroom environments where they can prosper and strive to reach their highest potential. We also encourage the active participation of parents in the schooling of their children, as we believe this home-school partnership adds immensely to students being properly equipped to achieve success in our complex, competitive society.

Realizing the critical importance of an education firmly grounded in academic skills, our curriculum stresses core subjects like science, social studies, English, and mathematics. These core subjects are delivered by teams of teachers serving common groups of students, thus providing a more family-like support for students on their academic journey. Intervention programs provide skills-based support for students who need to meet grade-level standards. Our curriculum also recognizes the important role played by the arts, physical education, and survey experiences in developing well-rounded individuals. At RJ Frank, we recognize the importance of technology in today's rapidly changing, complex economy. We place a strong emphasis on computer literacy. Every attempt is made to provide opportunities for our students to use computers, often in conjunction with subjects that have traditionally been associated with paper and pencil. No student who attends RJ Frank will be left behind in the computer age. We believe that an education that incorporates both traditional subjects and new technology offers students the best opportunity to achieve success.

There is no more important endeavor than the education of our children, and we are confident that with the combined efforts of students, teachers, and parents, graduates of RJ Frank will represent the very highest level of excellence among California students.

Community & School Profile

Situated along a beautiful stretch of Pacific coastline, Oxnard is the largest city in Ventura County. Oxnard is a rare combination of relaxed seaside atmosphere and a thriving business environment. Oxnard is an international city enjoying an ethnically diverse population of over 193,000 residents.

RJ Frank was established in 1994 and is one of 20 schools in the Oxnard Elementary School District. For the 2007-08 school year, RJ Frank served 1,201 students in grades seven and eight.

The 2007-08 student population consisted of 65.8% "Socioeconomically Disadvantaged," 31.4% "English Learners," and 8.9% "Students with Disabilities." Additional student body demographics are illustrated below.

Student Enrollment by Ethnic Group	
2007-08	
African American	0.8%
American Indian	0.1%
Asian	1.0%
Caucasian	1.2%
Filipino	3.7%
Hispanic	92.0%
Multiple or No Response	1.2%

Discipline & Climate for Learning

Students at RJ Frank are encouraged to treat students, staff, school property, and themselves with respect. The school adheres to basic student rules, which are outlined in the District Parent/Student Handbook. Student behavioral expectations, as well as procedures and consequences, are clearly stated within the handbook. In addition, a school newsletter is distributed, and regular bulletins and classroom rules are sent home to update parents and students of any special events or changes in policy.

The staff at RJ Frank work hard to ensure a safe and orderly learning environment for all students. Well-managed classrooms and clearly defined expectations and consequences have resulted in an environment where learning can flourish. RJ Frank models high moral standards, sends positive messages, and expects the best from everyone. The school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The suspensions and expulsions table illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
	Suspensions	688	1,206	860	2,273	2,823
Suspension Rate	51.5%	99.4%	71.6%	14.2%	18.3%	12.2%
Expulsions	8	15	12	34	58	59
Expulsion Rate	0.60%	1.24%	1.00%	0.21%	0.38%	0.39%

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. An overview of the school's homework policy is outlined in the student agenda.

Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate level of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

A reading intervention program is provided for struggling readers and English Learners. These interventions require extended time and replace other subjects normally in the student schedule. Intersession classes are also offered for students after school and during off-track time.

Student Recognition

Positive recognition creates a learning environment that fosters respect for the individual and promotes self-esteem. Awards, incentives and recognition programs at RJ Frank Intermediate School include:

- Attendance Awards
- Superintendent's Award
- Lobo Paws
- Renaissance Honor Roll Awards
- Board Scholar Academic Awards
- Student-of-the-Month
- Citizenship Awards
- Schoolwide Reward Activities
- Luncheons
- Marquee Recognition

Students who exhibit good behavior participate in monthly Reward Activities such as dances, bingo, face-painting, sports, and games. Award ceremonies are held at the end of each month.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Basketball
- Guitar Club
- Computer Club
- Volleyball
- Softball
- Poetry Club
- Cesar Chavez Speech Contest
- Career Day
- Track
- Pep Club
- Cheerleading
- Homework Help Club
- Art Club
- Soccer
- Cross Country Club
- Wrestling

Class Size

RJ Frank maintained a schoolwide average class size of 29 students and a pupil-to-teacher ratio of 24:1 for the 2007-08 school year. The chart shows average class size by subject, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	23	21	23	36	45	39	28	30	18	10	6	13
Math	26	26	29	17	14	6	24	20	12	9	14	21
Science	29	28	35	5	5	0	28	24	5	11	12	28
Social Science	29	28	34	6	5	0	26	29	8	12	7	26

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

The chart illustrates enrollment at RJ Frank over the past three years.



Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
7th	664	594	630
8th	672	619	571

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school staff makes daily phone calls to parents when children are absent or tardy. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent conference may be scheduled with the school counselor to resolve any problems. The school counselor coordinates school and community resources to meet the needs of high-risk students at the school. In addition, RJ Frank also utilizes the County District Attorney to notify parents if students exhibit attendance problems.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. RJ Frank employs an Attendance Incentive Program and there are prizes given to students who are at school on time.

School Leadership

Leadership at RJ Frank is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties have been assumed by Principal Robin Poe, Ed.D. since the start of the 2007-08 school year.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. In addition to various working groups, avenues of opportunity include:

- School Site Council
- OESD Education Foundation
- District Curriculum Council
- District Site Leadership Team
- QEIA Governance Team
- English Learner Advisory Committee (ELAC)
- Department Committees
- Technology Committee
- Student Leadership Team
- Parent-Teacher Organization
- Alternative Governance Board

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal and the learning directors, who have been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on their performance of district-adopted criteria, which include:

- Classroom Control & Management
- Teacher-Staff Relationships
- Instruction
- Personal Characteristics

Evaluations are also based on the California Standards for the Teaching Profession, which include:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

RJ Frank also supports monthly after-school sessions, two-hour blocks during the school day, release for special projects and training, regular teacher team collaboration, bi-monthly departmental meetings/workshops, and two site-sponsored professional development days.

Teacher Assignment

Oxnard Elementary School District recruits and employs only the most qualified credentialed teachers. In the 2007-08 school year RJ Frank staffed 50 certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
With Full Credential	61	57	50	672
Without Full Credential	0	1	1	15
Working Outside Subject	0	17	11	24

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current available data are reported.



Teacher Misassignments & Vacancies

	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	4	0
Teacher Misassignments (Other)	0	0	13
Total Misassignments of Teachers	0	4	13
Vacant Teacher Positions	0	0	3

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers

	% of Core Academic Classes Taught by NCLB Compliant Teachers	% of Core Academic Classes Taught by Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.3%	0.7%
High-Poverty Schools in District	99.8%	0.2%
Low-Poverty Schools in District	0.0%	0.0%

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	Language Arts			Math			Social Science			Science					
	7th			8th			7th			8th					
	06	07	08	06	07	08	06	07	08	06	07	08			
All Students															
School	29	23	35	22	28	29	27	21	29	20	23	21	24	31	31
District	30	30	36	28	28	32	32	32	32	20	20	20	24	30	32
State	43	46	49	41	41	45	41	39	41	34	35	36	38	42	52
Females															
School	33	26	36	24	33	33	28	19	29	15	25	18	20	31	30
District	33	35	39	32	33	38	32	33	31	18	21	18	22	27	30
State	48	51	54	45	46	50	41	38	41	31	33	35	33	41	50
Males															
School	24	22	32	21	21	24	26	22	30	24	22	23	26	31	33
District	28	25	33	25	24	26	32	32	34	23	20	21	26	33	34
State	38	42	44	37	37	41	41	39	42	36	36	39	41	45	54
Socioeconomically Disadvantaged															
School	24	20	31	18	23	26	24	18	25	16	19	17	19	28	29
District	24	24	31	21	23	27	28	27	26	15	16	15	19	26	27
State	28	31	34	25	26	30	27	27	30	19	20	22	23	29	39
English Learners															
School	5	5	4	2	3	5	8	5	8	3	3	3	5	11	10
District	4	4	5	5	3	5	11	10	9	3	2	2	6	8	9
State	9	10	10	6	6	8	13	13	14	6	6	6	9	12	18
Filipino															
School	68	68	76	67	69	58	58	63	72	54	55	47	67	66	63
District	68	65	75	64	63	62	58	62	70	49	46	41	56	59	60
State	60	66	67	54	56	63	58	57	59	46	49	53	52	58	70
Hispanic															
School	25	21	31	19	23	26	24	18	26	17	20	19	20	28	29
District	25	26	32	22	24	29	29	29	28	16	17	16	20	26	29
State	28	32	34	25	26	31	28	27	30	20	21	23	23	28	38

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Physical Fitness

In the spring of each year, RJ Frank is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Body Composition
- Trunk Extension Strength
- Upper Body Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 21.2% of the school's seventh grade students met or exceeded state fitness standards.

Contact Information

Parents who wish to participate in RJ Frank's leadership teams, school activities, or become a volunteer may contact the office at (805) 981-1733. The school's website (<http://www.oxnardsd.org/schls/frank.php>) also provides a variety of resources for parents, students, and community members.

Student Achievement & Testing

Oxnard Elementary School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards. **At the time of publication, the state had not released all of the district's testing data for each track. Scores for the school and district are subject to change.**

California Standards Assessment

The California Standards Test (CST), a component of the STAR Program, is administered to all seventh and eighth grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Science, and Social Science for the most recent three-year period, is shown in the chart. **Summative scores are not shown for 8th grade Math. For results on course-specific tests, please visit <http://star.cde.ca.gov>.**

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	7			7		
	06	07	08	06	07	08
All Students						
School	28	26	35	33	26	39
District	26	24	34	44	50	40
State	37	38	49	56	56	52
Females						
School	31	28	36	34	26	37
Males						
School	26	24	34	32	26	42
Socioeconomically Disadvantaged						
School	24	22	30	30	22	36
English Learners						
School	7	6	9	12	8	17
Filipino						
School	74	53	76	71	68	76
Hispanic						
School	24	23	32	30	23	37

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide API Rank: The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

Similar Schools API Rank: The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of '1' means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of '10' means that the school's academic performance is better than at least 90 of the 100 similar schools.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	2	2	
Similar Schools Rank	5	4	2	
All Students				
Actual Growth	13	-23	29	654
Socioeconomically Disadvantaged				
Actual Growth	8	-20	33	638
English Learners				
Actual Growth	9	-29	2	594
Special Education				
Actual Growth	2	-10	-12	441
Hispanic				
Actual Growth	9	-26	32	639

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.

Parent & Community Involvement

RJ Frank benefits from an active and involved Parent-Teacher Organization (PTO). The PTO works with the community through various school fundraisers, activities, and field trips. Parents are also very active in Parents' Night, the School Site Council, and volunteering at the school. RJ Frank also sponsors the Parent Institute, which is an eight-week session to support parents and promote the school system. Local community partnerships include the Oxnard Police Department, Oxnard College, California State University at Channel Islands, and Cal Lutheran University.

Data Sources

Data within the SARC was provided by the Oxnard School District, retrieved from the 2007-08 SARC template, and/or located on DataQuest (<http://data1.cde.ca.gov/dataquest>). DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.



Adequate Yearly Progress (AYP)

	School		District	
	English/ Language Arts	Math	English/ Language Arts	Math
Made Overall AYP	No		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2004-05	2004-05
Year in PI (2008-09)	Year 5	Year 3
# of Schools Currently in PI	N/A	15
% of Schools Identified for PI	N/A	71.4%

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.



Counseling & Support Services

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The chart displays a list of support services that are offered to students.

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Aides for the Severely Handicapped	3	1.8
Computer Technician	1	1.0
Counselors	2	2.0
Instructional Lab Technician	1	0.8
Library/Media Technician	1	0.8
Psychologist	2	0.8
Resource Specialist Program (RSP) Aides	3	1.9
Special Day Class (SDC) Teachers	4	4.0
SDC Aides	3	2.0
Speech & Language Specialist	1	0.4

The bilingual program at RJ Frank assists students who are Limited English Proficient (LEP). The program provides special instruction in core curriculum subject areas, and is conducted by a bilingual teacher. The school provides a Structured English Immersion (SEI) class where most of the basic academic instruction in math and reading is conducted in English.

Special needs students at RJ Frank are identified early and appropriate interventions are utilized by classroom teachers and school staff. Students who still exhibit difficulties are referred to the Student Study Team for consideration, which could include special education, counseling, and other alternative educational approaches.

RJ Frank provides four special day classes which are tailored to the Individualized Educational Plan (IEP) of each student with physical, emotional, and/or learning disabilities. The school psychologists, a speech and language therapist, three RSP aides, and three SDC aides work in conjunction with the special education teachers to ensure all special needs students receive a quality education. Whenever possible, special education students are mainstreamed into traditional classrooms.

The Gifted and Talented Educational (GATE) Program at RJ Frank is designed to provide activities above and beyond what the students can receive in the traditional classroom setting. Students are trained in all academic subject areas. The students are selected on the basis of test scores, staff recommendations, and by the Student Study Team. These students are placed in the GATE classes together.

College Preparation

RJ Frank's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real world contexts. Curriculum and instructional strategies foster critical thinking, problem solving, leadership, and academic skills necessary for college. RJ Frank promotes a college-going culture, offering AVID and Educational Talent Search (ETS) programs. The ETS program works in conjunction with California State University at Channel Islands. The school also works in conjunction with the University of California (UC) system to bring post-secondary education to students.

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Oxnard Elementary School District thoroughly inspected each of its school sites at the start of the 2008-09 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

The date of the most recent resolution of the sufficiency of textbooks is August 20, 2008.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in August 2008 regarding the textbooks in use during the current year (2008-09).

Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
7th-8th	Language Arts	Holt, Rinehart, & Winston	2003	Yes
7th-8th	Mathematics	McDougal Littell	2008	Yes
7th-8th	Social Science	Pearson Prentice Hall	2006	Yes
7th-8th	Science	Holt, Rinehart, & Winston	2007	Yes
7th-8th	English Language Development	Hampton Brown <i>Highpoint</i>	2004	Yes

Science Laboratory Equipment: RJ Frank stocks an adequate supply of lab equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (805) 981-1733.

The school's library, staffed by a full-time library/media technician, is stocked with educational and recreational books, newspapers, magazines, and video- and audio-tapes. Students make regular visits to the library with their classes and are encouraged to visit before and after school. Twelve computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer skills and concepts are integrated throughout standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. All classrooms are equipped with a minimum of one Internet-connected computer; Language Arts and Math classrooms have additional computers. The two computer labs, staffed by a full-time lab assistant, each contain 70 computers for student use. Rosetta Stone software and instructional materials are provided in the lab to promote literacy and higher achievement among students.

Computer Resources

	05-06	06-07	07-08
Computers	388	388	388
Students per computer	3.4	3.1	3.1
Classrooms connected to Internet	43	43	43

For additional research materials and Internet availability, students are encouraged to visit the Oxnard Public Library, which contains numerous computer workstations.

Curriculum Improvement

RJ Frank School's curriculum is written in compliance with the state framework and model curriculum standards dictated by the State Department of Education. The district is primarily responsible for monitoring and evaluating the curriculum.

Decisions concerning curriculum improvement are then made through a collaborative effort among school representatives, ensuring that all changes are schoolwide, not isolated to a single class or grade. During the 2006-07 school year, a schoolwide intervention for struggling readers using state-authorized REACH materials was implemented. English Learners successfully transitioning to English will receive an extended English Language Development (ELD) program using HighPoint materials. Approximately 300 struggling readers will have an extended program using the REACH system which includes Corrective Reading, Reasoning & Writing, and Spelling components. A supplementary ELA course will support strategic students as they transition to grade-level proficiency.

Eighth grade students are placed in regular Algebra I, or in a partial algebra course called Algebra A. Seventh grade students are placed in the regular Pre-Algebra program. Students approaching grade-level in math may receive supplementary math intervention to support their skill development. Additional math program training, as well as collaboration with elementary math teachers, is offered throughout the school year.

A schoolwide professional development action plan, initiated through a GEAR UP grant, allows the promotion of best practices across the curriculum, and continued emphasis on a college-going culture. The plan continues to support the school's participation in the Achievement Via Individual Determination (AVID) program, which is targeted toward students who may not otherwise have considered college as an option. The program focuses on perseverance, hard work, high expectations, and encouragement.

School Facilities & Safety

RJ Frank, originally constructed in 1994, is currently comprised of 44 classrooms, six full science labs, a music/band room, a library, two computer labs, an activity room, a gymnasium, one athletic field, and a teachers' lounge. Between 2004 and 2006, RJ Frank added seven additional classrooms, three of which were portables.

School Safety

The safety of students and staff is a primary concern of RJ Frank. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among teachers, school staff, and the principal. All visitors to the campus must sign in at the office and wear a visitor's pass at all times.



To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee. The Safety Plan is updated annually in the fall; all revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on supervision, disaster kits, and emergency procedures.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held regularly, and a complete evacuation is practiced annually.

Cleaning Process

RJ Frank provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with five full-time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

School Facility Conditions				
Date of Last Inspection: 07/28/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Custodial Room - Water heater not properly secured. B6 - Several lab water faucets loose.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			B2 - Door not closing properly. Boys PE - Missing door closer. Exterior door rubbing frame - difficult to open/shut. P2-P3, P5 - Level locks loose.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	C6, A2, A6-A8, A10, A14, B12, B14, D2, Bldg. 1 Office, Electrical Area, Library, Technology Lab, Computer Lab - Stained/missing/broken ceiling tiles. Nurses Area - Paint discolored on restroom walls. Admin. Entry - Paint peeling on upper west wall. Computer Lab - Walls damaged by desks. C7 - Two holes in wall above sink. A12, A13, B11, B15, D1, D4, C4 & C5 - Damaged carpet. B1 & B11 - Wall damaged by desks. Gym - Six inch section of rubber floormat peeling up. 417 - Large section of drywall cut out of wall leaving an open hole. A2 - Two broken hinges on wall cabinet.
Hazardous Materials (Interior and Exterior)	X			Nurses Area - Improperly stored PVD cement.
Structural Damage	X			P1 & P2 - Ramps non-skid surface peeling.
Fire Safety	X			Electrical Area - Table blocking egress. 421 - Improper storage of material by electrical transformer. A4 & D2 - Fire extinguishers not in place.
Electrical (Interior and Exterior)			X	Electrical Room - Electrical panel cover missing. Bldg. 8 Workroom, Computer Lab, A3, A5, A9, A13, B1, B2, B8, B9, B11, B12, B14, C4, C10, D1, D4 - Lights out. C6 - Cracked ceiling light diffuser. Electrical receptacle cover missing floor mount. A14 - Electrical panel lock broken. A9 - Light switch blocked by mini-refrigerator. A2 - Permanent use of extensions cord. D1 - Electrical cord running from outlet then between door and door frame. P4, P6, P7 - Electrical receptacle plate missing.
Pest/Vermin Infestation	X			Field - Field has severe gopher problem; infestation has decreased, but holes in field still exist and present safety hazards.
Drinking Fountains (Inside and Outside)	X			Boys PE - Drinking fountain has broken spouts.
Restrooms	X			Gym - Restroom dirty.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds			X	Field - Field needs gopher holes repaired.
Overall Cleanliness	X			Bldg. 8 Staff Restroom - Dirty and stained overall. A9 - Overall cleanliness of room noted.

Maintenance & Repair

A scheduled maintenance program is administered by RJ Frank's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Oxnard Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Interior/Exterior Painting
- Electrical Systems
- Roofing
- Plumbing
- Air Conditioning/Heating
- Floor Systems

For the 2008-09 school year, Oxnard Elementary School District has budgeted \$4,647,950 for the deferred maintenance program, which represents 3.39% of the district's general fund budget. As part of a five-year plan, RJ Frank is scheduled to receive asbestos abatement and various upgrades and/or repairs to classroom lighting, electrical, floor covering, HVAC, painting, paving, plumbing, roofing, and wall systems between 2006 and 2011. The chart displays the results of the most recent school facilities inspection, provided by the district on September 12, 2008.



Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Average Salary Information Teacher-Principal-Superintendent 2006-07		
	District	State
Beginning Teachers	\$35,875	\$40,667
Mid-Range Teachers	\$66,209	\$66,167
Highest Teachers	\$80,039	\$84,142
Elementary School Principals	\$106,461	\$104,640
Middle School Principals	\$100,547	\$107,227
Superintendent	\$186,934	\$167,564
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.8%	42.3%
Administrative Salaries	4.4%	5.4%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2006-07 school year. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having above 5,000 average daily attendance statewide.

The chart illustrates the average teacher salary at RJ Frank and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$67,134
District	\$64,392
Percentage of Variation	4.26%
School & State	
All Elementary School Districts	\$63,130
Percentage of Variation	6.34%

Expenditures & Services Funded

Based on 2006-07 audited financial statements, Oxnard Elementary School District spent an average of \$7,931 to educate each student. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures per Pupil	\$3,222
From Restricted Sources	\$495
From Unrestricted Sources	\$1,830
District	
From Unrestricted Sources	\$5,481
Percentage of Variation between School & District	66.61%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	62.98%

In addition to general state funding, Oxnard Elementary School District received state and federal categorical funding for the following support programs:

- Year Round School Incentive
- Economic Impact Aid (EIA-LEP)
- School Improvement Plan (SIP)
- Peer Assistance and Review (PAR)
- Class Size Reduction (K-3)
- Gifted and Talented Education (GATE)
- Title I, Part A - Educationally Disadvantaged Students
- Title II, Part A - Teacher Quality & Class Size Reduction
- Title III, Part A - Limited English Proficient (LEP)
- Title IV, Part A - Safe & Drug Free Schools & Communities
- Title V - Innovative Programs
- Tobacco Use Prevention Education (TUPE)

