



Gus Franklin STEM
Academy



2020-2021 SPSA Overview

School Profile

Describe the students and community and how the School serves them. Gus Franklin, Jr. STEM Academy (GFS) (Elementary K-5) is located in Victorville, California in the Adelanto Elementary School District. The School is named after the former Director of Maintenance, Operations and Transportation. The Campus is an indoor campus with large grass fields and three play areas that fit the needs of students.

The School is a free public, "parent choice" school with a focus in Science, Technology, Engineering and Mathematics (STEM) education. Gus Franklin School moves toward students meeting high standards in all academic areas. The GFS Team strives to have a positive atmosphere where students feel safe. This is our 7th school year and we are working towards making learning visible for all students and having an increased collective efficacy with all stakeholders.

We have 3 fully function EDGE (Explore, Dream Grow, Excel) classrooms with a café style of learning environment. Additionally the school is equipped with a science laboratory and an engineering laboratory where all teachers have access.

We are partners with the Lewis Center of Education, STEM-San Bernardino County, and Project Lead the Way.

School Vision and Mission

GFS STEM Vision Statement: STEM vision is to ignite the spark of American ingenuity, creativity and imagination within all our students.

GFJ Vision Statement: All students will have an understanding of world events alongside STEM initiatives. Students will work collaboratively to work towards mastery in all core subject areas by fifth grade.

GFJ Mission Statement As a professional learning community all stakeholders will be involved in guiding students to think deeply about world concepts and work towards mastery of integrating reading, writing and speaking in all academic areas.

GFJ School Moto (Positive Behavior Intervention Support)

We S.O.A.R to the top; we conduct ourselves in a safe, respectable and responsible manner to ensure life-long academic and social success. Safety First, Outstanding Conduct, Accountability, and Respect

Stakeholder Involvement

The school plan for student achievement was discussed and created by the School Site Council members with input from the community, teachers and staff. The needs assessment was sent to school site teachers asking what was needed to create academic, social emotional and behavioral learning in the classroom. Families were sent a survey asking about their current learning situation and for feedback in order to help with academic success.

The School Site Council made recommendations for monthly online classes. The classes will consist of Arts and Crafts, Physical Education, Health and Wellness, Resume Builder, Social Media, Academic Support as a parent and College Bound Parents.

Student Demographics

14% African American	69% Hispanic/Latino	7% White
2% Two or More Races	14.2% English Learners	73.3% SED
10.9% SWD	0.9% Foster Youth	0.9% Homeless

SPSA Highlights

This school year the focus will continue with the Project lead the Way STEM Launch Curriculum. The teacher staff and decided on two Foci areas: Clarity for Learning and Collective efficacy.

We will create online learning for our parents so that families can help and guide their children while learning from home. These learning experiences will continue when we return.

Highlight our Latino, Black and SED students show that we have closed the gap, comparatively speaking in ELA, Mathematics and science. We outperformed the state, county and AESD in all areas.

We will continue to focus on our students with special needs to help them gain access to increased learning based on their specific learning needs.

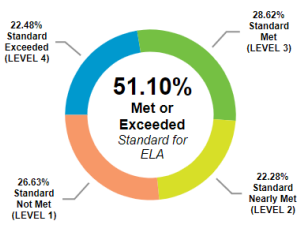
Comprehensive Needs

As a site staff, teachers and administration have the ability to observe students in the online or in the physical classroom. We found that we must make learning visible for students and need to work on our collective efficacy as a school site.

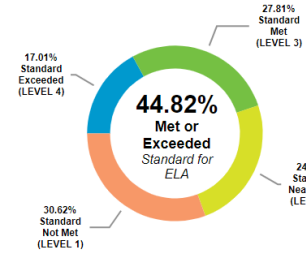
We will use a Universal Design for Learning (UDL) and continue our professional growth with our community. Teachers will be specific in their learning intentions and students will be able to state what their learning is in the classroom.

School and Student Performance Data - ELA

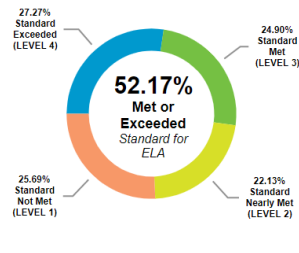
State - ELA



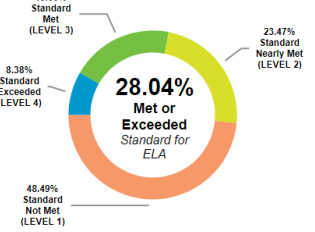
County - ELA



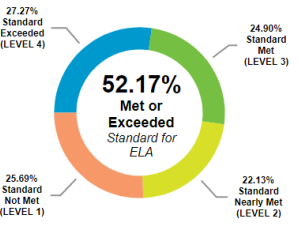
GFS - ELA



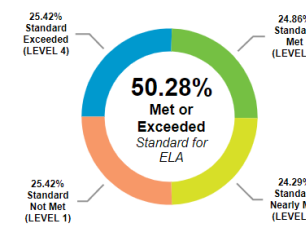
AESD - ELA



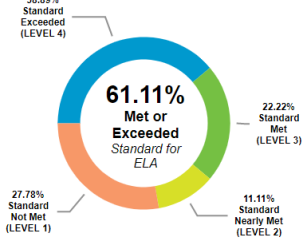
AA - ELA



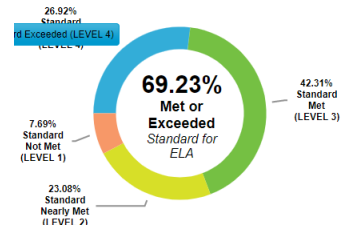
His/Latino - ELA



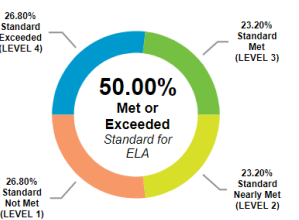
White - ELA



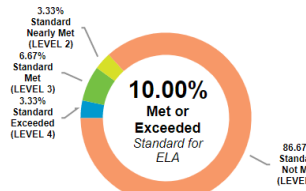
RFEP - ELA



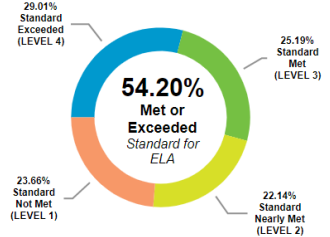
SED - ELA



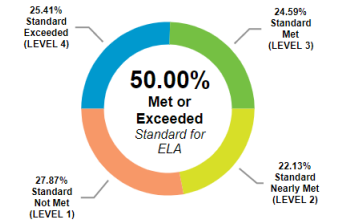
W/disability - ELA



Female - ELA

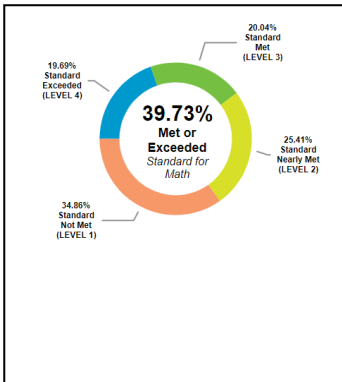


Male - ELA

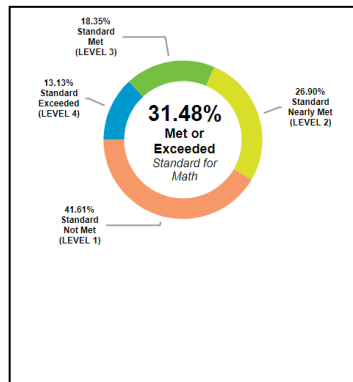


School and Student Performance Data -Mathematics

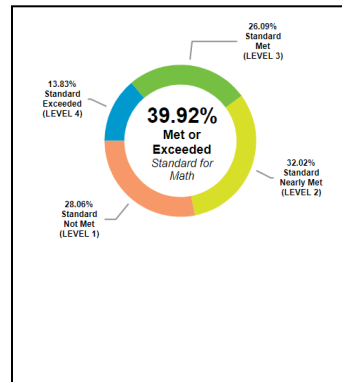
State - Math



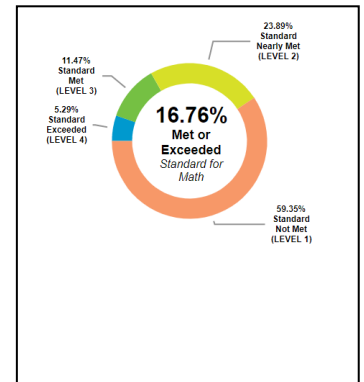
County - Math



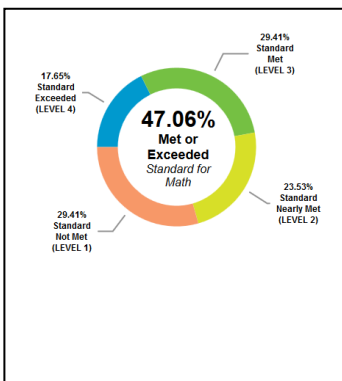
GFS - Math



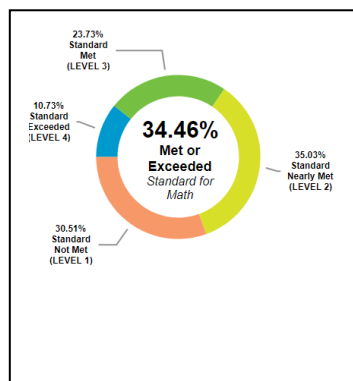
AESD - Math



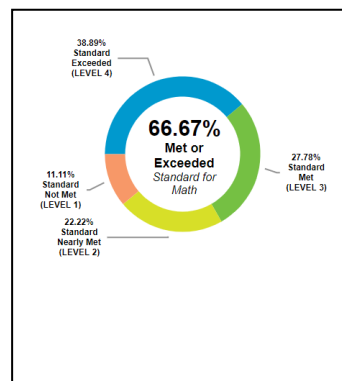
AA - Math



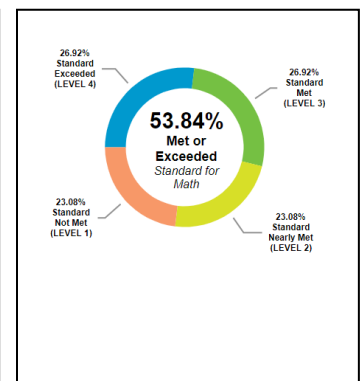
His/Latino - Math



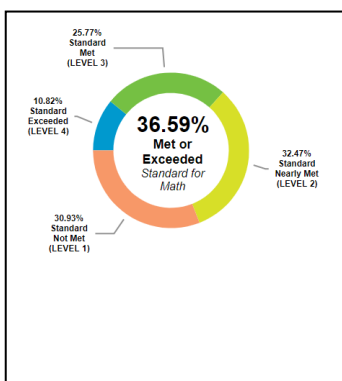
White - Math



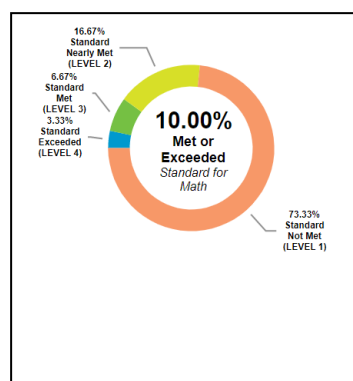
RFEP - Math



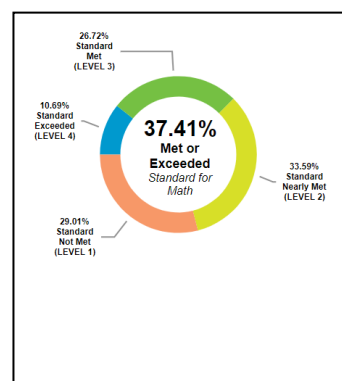
SED - Math



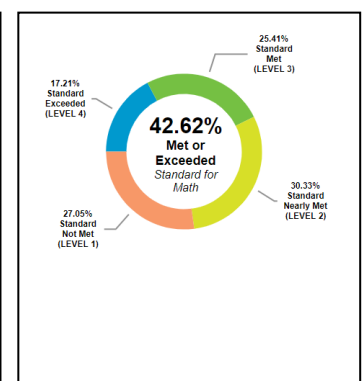
w/disability - Math



Female - Math

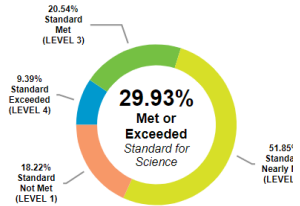


Male - Math

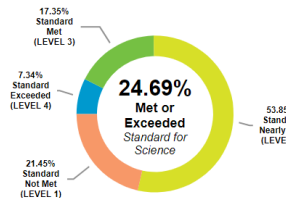


School and Student Performance Data - Science

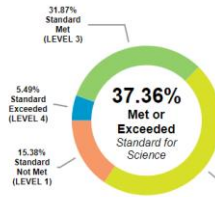
State - Sci



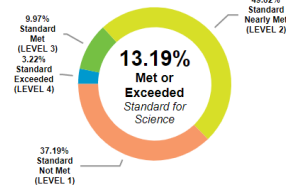
County - Sci



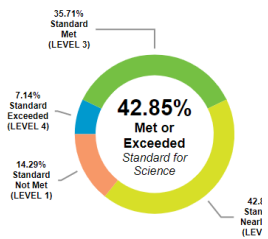
GFS - Sci



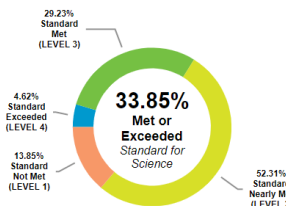
AESD - Sci



AA - Sci



His/Latino - Sci



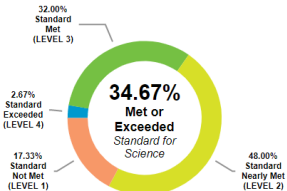
White - Sci

Population too small

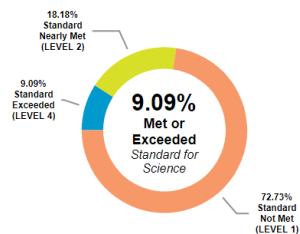
RFEP - SCI

Population too small

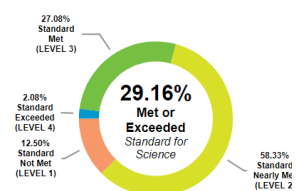
SED - Sci



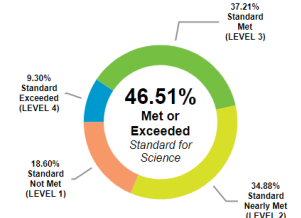
W/disability - Sci



Female - Sci



Male - Sci



2020-2021 SPSA Goals

LCAP Goal 1: Conditions of Learning:

Budget	Strategy/Activity	Student Group Served
Title I - \$5,000	Before or after school intervention	Students in the lowest 25% - 50% in STAR or teacher assessments
LCFF - \$20,000	Project Lead the Way	All Students
Title I \$10,000	Mathematics and/or ELA online intervention – IXL, Happy, WorldBookonline.com, Mystery Science, BookFlix, Trueflix.com and ScienceFlix.com (scholastic)	Tier II and Tier III based on teacher recommendation
LCFF - \$2,000	Universal Design for Learning – Making Learning Visible and accessible for all students	All students
LCFF - \$2,000	Cameras, mics and speakers for teacher access to online	All Students

LCAP Goal 2: Pupil Outcomes:

Budget	Strategy/Activity	Student Group Served
Title I \$4,000	Data discussion and chats around what is working and not working	All students with a focus on significant subgroups to close the gap in learning
\$0	English Language Learner Tier II Instruction – focused 30 minutes	English Language Learners
Title I and LCFF – see above	Use of online real world articles to enhance student knowledge and writing skills in Science, engineering and history, Scholastic and PLTW	All students will have access
\$0.00	Work with special education teachers to increase student academics	Special Education (ATSI)

LCAP Goal 3: Engagement:

Budget	Strategy/Activity	Student Group Served
Title I \$2000	Interactive family learning opportunities to help parents with online learning, art projects, life skills, resume writing, physical activity workshop (ie, soccer)	All students
\$0	Bi – weekly Coffee and Conversations – discussion about Distance Learning and SEL resources	All students and their parents
\$0	Work with ELAC and families to give them access to resources to increase English Language Development	English Language Learner families.
LCFF \$1,500	Student and family awards -	All students

LCAP Goal 4: English Language Learner:

Budget	Strategy/Activity	Student Group Served
LCAP - \$1000	Data chat – small group conversation	English Language Learners
General Fund	District provided Reading Wonders ELL curriculum	English Language Learners
District provides Ellevation (Product) monitoring	English Language Learner Tier II Instruction – focused 30 minutes – English Language Development & Specialized Academic Instruction in English (SDAIE) – Ellevation product monitoring	English Language Learners
LCAP \$3000	EL Coordinator monitors and organizes assessments	English Language Learners



We want to

- Increase ELA on the CAASPP in Met/Exceed by 5%
- Increase mathematics on the CAASPP in Met/Exceed by 5%
- Increase Science on the CAASPP in Met/Exceed by 5%
- Increase special needs student scores in all areas by 1%
- Increase family engagement through online resources classes for parents
- Increase Reclassification of our English Learner Population by 5%

We want to decrease:

- Decrease the not met in ELA by 5%
- Decrease the not met in mathematics by 5%
- Decrease the not met in science by 5%
- Decrease special needs student not met scores in all areas by 1%



We want to maintain:



- Continue to use PLTW as the supplemental curriculum for STEM
- Continue to make learning Visible for all students using Clarity for Learning as a resource
- Continue to work on the Collective Efficacy of our Learning Community



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