



**Franklin School Site Council Meeting
Wednesday, January 21, 2026, 2:45–3:45 p.m.**

Staff Room

Meeting Agenda

[Slides](#)

- Introductions - [Please Sign In](#)
- Data Exploration and Discussion, Climate Goal - Part 2
 - Recap of Part 1
 - New Additional Data
 - Celebration and Questions
 - Potential areas for exploration
- Data Exploration and Discussion - Academic Data
 - Celebrations
 - Questions
 - Potential areas for exploration
- Synthesizing Initial Feedback for consideration to PTA
- Template and Timeline Information for 2026-2027 SPSA
- Adjournment and [Proposed Meeting Dates:](#)

March 11, 2026

April 22, 2026

May 13, 2026 (tentative)

Notes: **Prioritizing staffing decisions**

- Other stakeholder groups include SLT, PTA, and ELAC

- Science teacher funding for next year to be sourced from an individual donor (50%) and the PTA (50%)
 - Individual donation to phase out the year thereafter
 - How to secure other sources of funding (PTA, grants, etc.)
 - Gaps are closing in science test scores
- **Climate goal opportunities**
 - Wellness survey indicates biggest opportunities are in *loneliness, stressed, sad*
 - Issue with wellness survey - students can select more than one response
 - Generally in line with the district elementary school trend
 - District opportunities: lonely, interesting in what is being learned in class, stressed, belonging
 - Stressors
 - Noise from garbage trucks (and other outside noise, e.g., landscaping equipment)
 - Fear of school shootings and natural disasters
 - Executive functioning
 - Younger kids not understanding definition of *stress*
 - How to define stress for younger grades
 - Normalizing stress for older grades (who understand what the word means)
 - Sad and lonely:
 - Friend group situations
 - Concerns about things at home (dog, grandma, etc.)
 - Need to build trust to understand what the “real” issues are
 - California Healthy Kids Survey: Harassment
 - Lynnette to follow up on what the survey is signaling and what we can do about it
 - Cultural linguistic practices - trying to get more kids involved
 - Focus on academic stamina
 - Changes over time: kids are more stimulated and academic stamina is decreasing
- **Academics**
 - STAR Math (1-5): Students not at benchmark decreased from 33.9 to 31.5
 - STAR Reading (3-5): Not at benchmark decreased from 38 to 37.5
 - Amira (K-2; screens for reading difficulties): 4% in each grade screened for reading difficulties
 - Making progress with students screened with reading difficulties
 - Differentiation: content vs. setting, small group time
 - 4th and 5th graders: small groups gives an opportunity for teacher to hear all of the kids read (reading comprehension)
 - 3rd grade: used for differentiated math instruction this year
 - ELA adoption next year will be a focus and take a lot of teacher bandwidth
 - Teachers have been inspired by the culturally linguistic responsive teaching
 - Focal scholars - changes for focal students are sometimes implemented throughout the classroom and support all students
 - K-2 teachers looking at Writing Revolution
 - How to balance instructional minutes
- **Request for PTA meeting tonight**

- Differentiated time (art and science), paraprofessional
- Science is a great equalizer (accessible to all students regardless of socioeconomic status, language fluency, etc.)
 - Science integration with writing and reading comprehension
- Art as a stress release, art as an equalizer, mindfulness