

FRANKLIN-MCKINLEY SCHOOL DISTRICT



2017-18 LCAP – EXECUTIVE SUMMARY

June 27, 2017

District Information	
District	Superintendent
Franklin-McKinley School District	Juan Cruz
Address	
645 Wool Creek Drive	
City	State
San Jose	CA
Telephone	Website
408-283-6000	www.fmsd.org

Dear Franklin-McKinley School District Community,

The Franklin-McKinley School District is located in San Jose, CA. The urban K-8 district is comprised of sixteen (16) schools. Schools include: two middle schools, a charter middle school, three K-8 elementary schools, a K-3 school, a 4-8 elementary school, and seven K-6 elementary schools. In addition, Franklin-McKinley school district offers Transitional Kindergarten at six school sites and special education pre-school at five elementary schools. District enrollment totals 7978 students comprised of the following demographics: 61% Latino, 32% Asian, 3.6% Filipino, 1.6% African American, and 2% identified as other. FMSD serves a population of 49% English Learners and 85% Economically Disadvantaged students. The foster student and homeless student count in FMSD is less than 1% and FMSD serves 9% special education students. On the average, FMSD re-designates approximately 14% of English Learners annually. 20% of English Learners have been in the program more than five years and CELDT scores showed an increase of 1% annually for all students. Cohort match students showed an increase of 20% on the CELDT from 2015-16 to 2016-17. FMSD showed growth on the CAASPP test scores in math and English Language Arts with a 17% increase district-wide in Math and 15% increase district wide in English Language Arts. The lowest subgroup in performance on the CAASPP for 2015-16 was the English Learner subgroup with an overall decrease of 3% points. FMSD boasts an attendance rate of 98.6% annually and has seen a decrease in suspensions at the rate of 1%. The FMSD LCFF unduplicated count as reflected in October of 2016 is 83.7% with schools ranging from 98% to 56%. The district employs 31 administrators and 420 teachers as well as 348 classified staff. The average class size is 26 and the student: computer ratio is 1:1 in some school sites with an average of 6:2 district wide. District academic initiatives for 2017-18 include: guided reading, implementation of a new EL plan, and a focus on early learning. Other major initiatives include: parent involvement, student health and wellness, and community engagement. FMSD partners with community based organizations to support after school programs, neighborhood programs, and parent classes. Ultimately, the FMSD focus is to support student wellness and academic achievement.



Juan Cruz, Superintendent

FRANKLIN-MCKINLEY SCHOOL DISTRICT



Franklin-McKinley
School District
PREPARING ALL CHILDREN AS GLOBAL LEARNERS

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FMSD Initiatives

The Franklin-McKinley 2017-18 LCAP supports five district goals aligned to state priorities and the Local Educational Agency Plan. These five goals include: (a) ensuring that all students have access to highly-qualified teachers and a standards-aligned curriculum, (b) maintenance and repair of all facilities, (c) ensuring that students meet grade level standards in English Language Arts and math, (d) increasing the number of students who feel connected and safe at school, and (e) increasing the variety of strategies for parent engagement and support. Through the stakeholder engagement process and analysis of current data and reality, FMSD has created initiatives to align to the five goals.

1. All Day Kindergarten at for all elementary school sites
2. A focus on recruiting, training, and retaining highly qualified teachers
3. Professional Development aligned to district initiatives
4. Coaching and support for teachers
5. Instructional materials and technology updates and support for school sites
6. An increased focus on student wellness and family needs.

Instructional Initiatives for 2017-18 include:

1. Guided reading
2. Major revision in the district plan for English Learners
3. Adoption of English Language Arts and English Learner curriculum.

Other district initiatives include:

1. Upgrades to facilities per Measure H
2. Maintenance of current uses of intervention and data analysis services
3. Support for Special Education

The FMSD website: www.fmsd.org has links to the full text of the LCAP and ways you can be involved in the 2017-18 LCAP.

Our District at a Glance

The **Local Control Funding Formula (LCFF)** and the **Local Control Accountability Plan (LCAP)** dramatically changed 1) how the state funds districts and 2) how local funding decisions are made. Low-income students, English learners and foster youth generate considerable additional funds for their districts, called **supplemental and concentration (S&C) funds**. S&C funds must increase or improve services for the district's high-need students. All students generate **base funding**. LCFF also requires districts to engage parents and students in how base, supplemental and concentration funds are spent in their yearly spending plans, or LCAPs. For more information about LCFF and LCAP, see *Families in Schools'* excellent resource: [A Parent's Guide to School Funding / Guía Para Padres Sobre La Financiación Escolar](#)

Total 2017-18 LCFF Revenue: \$73,703,465.00

- LCFF Supplementary Revenues received based on the unduplicated percentage of high needs students (English learners, low-income students and foster youth): **\$17,105,107.00**
- Approximate Total Funds accounted for or budgeted in the LCAP: **\$21,477,588.00**

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District Description

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Total # of students: 7978																			
<p>High Needs Students: 83.7%</p> <ul style="list-style-type: none"> • 47% English Learner • 85% Low Income • <1% Foster Youth 	<p>FMESD Demographics</p> <table border="1"> <caption>FMESD Demographics Data</caption> <thead> <tr> <th>Demographic</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>American Indian or Alaska Native</td> <td>61%</td> </tr> <tr> <td>Asian</td> <td>30%</td> </tr> <tr> <td>African American</td> <td>4%</td> </tr> <tr> <td>Filipino</td> <td>1%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>1%</td> </tr> <tr> <td>Native Hawaiian or Pacific Islander</td> <td>0.01%</td> </tr> <tr> <td>Two or More Races</td> <td>2%</td> </tr> <tr> <td>White</td> <td>0%</td> </tr> </tbody> </table>	Demographic	Percentage	American Indian or Alaska Native	61%	Asian	30%	African American	4%	Filipino	1%	Hispanic or Latino	1%	Native Hawaiian or Pacific Islander	0.01%	Two or More Races	2%	White	0%
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Family and Community Engagement in the 2017-18 LCAP

Meetings	Surveys	Groups Involved:
District English Learner Advisory Committee October 2016, January 2017, March 2017, May 2017	LCAP Family Survey November 2016	<p><i>District English Learners Advisory Committee (DELAC)</i></p> <p><i>School Site Councils (SSC)</i></p> <p><i>English Learner Advisory Committees (site) (ELAC)</i></p> <p><i>Superintendent's Advisory Committee (SAC)</i></p> <p><i>Superintendent's Advisory Committee Membership</i></p> <ul style="list-style-type: none"> • <i>Governing Board Member</i> • <i>Superintendent</i> • <i>FMEA President</i> • <i>CSEA President</i> • <i>District Administrators/Teachers (3)</i> • <i>Principals (3)</i> • <i>Teachers (6)</i> • <i>Classified Staff (6)</i> • <i>Students (6)</i> • <i>Parents (6)</i> • <i>Community Members (7)</i> • <i>Educare</i> • <i>First Five</i> • <i>Catholic Charities CORAL</i> • <i>Catholic Charities FMCI</i> • <i>Catholic Charities Outreach</i> • <i>PACT (2)</i> • <i>Assistant Superintendents (3) as Observers</i> • <i>Director (1) as Facilitator</i>
Superintendent's Advisory Committee November 2016, January 2017, February 2017, April 2017	LCAP Student Survey November 2016	
School Site Councils/ELAC (16 Meetings) March 2017	LCAP Staff Survey November 2016	
LCAP Community Forums (4 Meetings) March 2017		



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Community Priorities Gathered from Parent and Student Input

<p>Input Attributed to Specific Groups or Meetings</p> <p>Throughout the stakeholder engagement meetings to include: DELAC, School Site Council, English Learner Advisory Committees Community Forums and the Superintendent’s Advisory Committee, process, participants were provided data disaggregated by sub groups and ethnicity. This enabled participants to see progress of English Learners (47%), low income (84%), and foster and homeless youth (<1%) as well as to view gaps in progress between groups of students.</p> <p>Members of input groups to include: District English Learner Advisory Committee, School Site Council, English Learner Advisory Committees, Community Forums, and Superintendent’s Advisory Committee were given a list of current LCAP initiatives and asked to prioritize.</p> <p>Top Priorities from Community Forums and Input Sessions</p> <ol style="list-style-type: none"> 1. Summer School Intervention 2. Instructional Technology 3. Student Wellness and Support Services 4. Supplemental materials for instruction 5. Special grants to support STEAM, STEM, and academies. 6. Business and Infrastructure 7. Assessment 8. Curriculum Support Specialists 9. Full Day Kindergarten 10. Ed Services Staff 11. PE Teachers 12. Parent Engagement 13. Consultants 14. Teacher Professional Development 15. Travel/Food for Professional Development <p>Additional Suggestions from Prioritization Sessions</p> <p>Conditions of Learning</p> <ol style="list-style-type: none"> 1. Nurses and PE teachers at all sites. 2. More office staff 3. Increase special education staff 4. Support for advanced learners 5. Remodel facilities (aligned to specific site responses) 6. Quality Substitute Teachers <p>Student Outcomes</p> <ol style="list-style-type: none"> 7. Funding for more intervention, sports, and libraries 8. Art, music, and foreign language classes 9. After school programs for TK and above 10. Summer School 11. Bilingual para educators 12. More support for EL, teacher training for EL, and computer programs for EL 13. Begin process to co-teach between special and regular education 14. Embed technology in the curriculum <p>Engagement</p> <ol style="list-style-type: none"> 15. ESL classes for parents 16. Parent classes on how to support children at school 17. More interpreters 18. Reach out to Vietnamese parents 19. Social worker at each school 20. Provide separate survey for classified/certificated. 	<p>Input Attributed to Specific Groups or Meetings</p> <p>LCAP Surveys were distributed in November of 2016. Survey responses were returned by: (a) 41% Family Survey, (b) 79% student survey, and (c) 43% staff surveys. Some highlights of survey results are indicated below.</p> <p>A. Student Survey Highlights</p> <p>Students Showed Positive Traits in the Following Areas</p> <ol style="list-style-type: none"> 1. Perseverance 2. Enjoyment at School 3. Feeling Included 4. Feeling Respected 5. Feeling safe at school <p>Students Survey Areas for Growth</p> <ol style="list-style-type: none"> 1. Instructional rigor in math and ELA classes 2. More music classes. 3. Having one adult at school to connect to and problem solve 4. Feeling known at school 5. 44% they have been bullied at one time or another. <p>B. Staff Survey Highlights</p> <p>Staff Survey Areas of Strength</p> <ol style="list-style-type: none"> 1. Respect from students, colleagues, and management 2. Feeling safe at work 3. Professional collaboration and feedback 4. Understanding of and how to implement Common Core Standards 5. Student Attendance 6. Student satisfaction with school 7. The school and district as a welcoming environment <p>Staff Survey Areas for Growth</p> <ol style="list-style-type: none"> 1. Instructional materials 2. Facility upkeep 3. Time for professional collaboration 4. Training on science standards 5. Equity in planning groups 6. Collaboration in decision-making 7. Staff recognition aligned to FMSD values 8. Fair and consistent behavior management program <p>C. Family Survey Highlights</p> <p>Family Survey Areas of Strength</p> <ol style="list-style-type: none"> 1. Facilities 2. Standards based materials 3. Quality programs 4. A welcoming environment 5. Volunteer opportunities 6. Safety 7. Respect <p>Family Survey Areas for Growth</p> <ol style="list-style-type: none"> 1. Access to art and music classes 2. Intervention programs 3. Family engagement for multiple sites 4. Opportunities for parent involvement in decision-making 5. Interest in parent classes 6. Incentives for students <p><i>All input was compiled from sources and guided the decision-making regarding the LCAP 2017-18 priorities.</i></p>
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School Allocations of Supplemental and Concentration Funds: FMSD has chosen to allocate supplemental and concentration funds directly to school sites, based on the number of high-need students at the site. Each School Site Council will define the use of these funds. The total LCFF allocation for 2017-18 is \$17,107,107.00 million with 12.7% of this amount representing supplemental and concentration funds.

School	% High-need students	Funds Allocated To School	Programs
College Connection Academy	56%	\$21,035.00	Student Achievement, Engagement, Climate
Dahl Elementary	90.3%	\$199,905.00	Student Achievement, Engagement, Climate
Franklin Elementary	87.5%	\$225,330.00	Student Achievement, Engagement, Climate
Hellyer Elementary	82.6%	\$107,680.00	Student Achievement, Engagement, Climate
Kennedy Elementary	86.3%	\$132,610.00	Student Achievement, Engagement, Climate
Lairon Elementary	94.5%	\$142,020.00	Student Achievement, Engagement, Climate
Los Arboles	96.7%	\$143,745.00	Student Achievement, Engagement, Climate
McKinley Elementary	94.5%	\$122,815.00	Student Achievement, Engagement, Climate
Meadows Elementary	85.4%	\$157,205.00	Student Achievement, Engagement, Climate
Ramblewood Elementary	68.8%	\$72,455.00	Student Achievement, Engagement, Climate
Santee Elementary	98%	\$164,395.00	Student Achievement, Engagement, Climate
Shirakawa	71.9%	\$175,510.00	Student Achievement, Engagement, Climate
Stonegate Elementary	84.1%	\$209,275.00	Student Achievement, Engagement, Climate
Sylvandale Middle School	77.4%	\$177,725.00	Student Achievement, Engagement, Climate
Windmill Springs Elementary	76.6%	\$113,475.00	Student Achievement, Engagement, Climate



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District Data

Greatest Progress

FMSD has shown growth on most areas of the LCAP metrics as is evidenced through evaluation of LCAP goals, assessments, and stakeholder input.

1. Academic data analysis shows growth of 15% points on CAASPP for both math and English Language Arts from 2015-16 to 2016-17 and a growth of 1% on CELDT proficiency for all students tested.
2. Local assessment data through the Renaissance STAR Enterprise reading system shows an average of 5% growth for all students and subgroups throughout FMSD.
3. Attendance data has increased by .02% and suspension percentage has decreased by 3% from 2015-16 to 2016-17.
4. Parents who participated in the 2017 LCAP Family Survey indicate: (a) high satisfaction with the school district and site facilities, (b) standards based materials, (c) quality programs, and (d) a welcoming environment as positives at FMSD. Parents also appreciate volunteer opportunities and believe that FMSD schools show an environment of both safety and respect.
5. FMSD aspires to support engagement of students. Student responses in the 2017 LCAP Student Survey indicate that students perceive school as a place to feel included and respected. Students feel safe and enjoy school.
7. An increased focus on Student Engagement was a result of focused professional development regarding bullying and safe school environments as well as a focus on positive interventions. Referrals to School Linked Services have increased due to awareness and outreach to families and staff as tabulated by implementing online referrals. During 2015-16, schools averaged 28 referrals each month. In 2016-17, schools averaged 41 referrals per month. This change is attributed to a new referral link tied to the FMSD website and the addition of a .5 FTE Vietnamese coordinator.
8. Opportunities for Parent Involvement have increased through the addition of ESL and other classes for parents. Cafecitos have been a long-standing tradition at FMSD, and school sites continue to collaborate with the Director of Community Engagement to provide additional resources for parents. One such example is a Saturday Parent Engagement Seminar that was held in March of 2017.

Summary

The progress indicated above relates to most students (84% qualify as low income). English Learners showed growth on the CELDT, and foster and homeless youth have benefited from a focus on specific services to support social emotional and academic needs not serviced by community providers. Implementation of the DataZone system has provided real time data related to student groups and has opened the discussion for Student Study Teams and MTSS teams to analyze student needs from both the academic and the non-cognitive lens. Systematic Results Oriented Cycles of Inquiry (ROCI) as well as site level Instructional Leadership Teams, Professional Learning Communities, and Principal Chats provide spaces for staff to analyze data collaboratively and occur from the district level to the grade level. These mechanisms strategically support FMSD student growth and achievement.

Greatest Needs Based on the California Accountability Dashboard

Analysis of the CA Accountability Dashboard <https://www.caschooldashboard.org/#/Home> and the aligned indicators show two subgroups for which FMSD will be focus as areas of growth.

These include:

1. Students With Disabilities: Math is orange and English Language Arts are red and both are two levels below the All Students category.

2. African-American Students: Suspensions-Red

FMSD uses both state and local assessments to monitor reading and math scores for students and student groups. FMSD measures performance with the CAASPP test and also administers the Renaissance STAR Enterprise test as a benchmark. After each cycle, data is shared with principals and Instructional Leadership teams to support PLC planning. The special education staff is aware of the status of special education students and periodic data analysis of student performance will be monitored according to IEP needs and appropriateness of contact. This data analysis process occurs at the end of each trimester for K-6 and at the end of each quarter for grades 7-8. The Results Oriented Cycle of Inquiry process occurs at the district, site, and grade level. DataZone enables staff to drill down to look at students who have dropped in performance from benchmark to benchmark. A large part of the emphasis on inclusion and support of special education staff will be the continued alignment of curriculum and professional development opportunities with district initiatives for all teachers with a special emphasis on special education RSP support and training for teachers.

African-American students represent a small portion of the population at FMSD (1.6%). FMSD will continue to monitor suspensions for this subgroup. During 2016-17 and continuing into 2017-18, FMSD has trained to support corrective measures other than suspension through awareness and training. Embedded in this process is a continued focus on positive behavior interventions and in 2017-18 sites will begin to explore an. Student suspension data is reviewed with principals monthly, and the Coordinator of Student Wellness and Support Services works with principals to implement other means of correction in lieu of suspension.

Locally Defined Greatest Needs

FRANKLIN-MCKINLEY SCHOOL DISTRICT



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Areas Needing Significant Improvement Not Reflected in the CA Accountability Dashboard

1. Although FMSD shows yellow in the overall performance of English Learners, six individual schools are rated in orange and one as red. In addition, CAASPP scores reflect a decrease in the performance of English Learners in both math and ELA from 2015-16 to 2016-17. CELDT scores show growth. That said, because 47% of students are English Learners and because 22% of these students are long-term English Learners, FMSD has identified EL as an area of focus for 2017-18. A new EL plan includes adoption of texts, professional development, and coaching will continue to support EL initiatives already in place such as SEAL and GLAD strategies. An articulated plan addresses Designated and Integrated programs for students at all grade levels with curriculum and embedded assessments to monitor student progress. The LCFF, as well as Title I and Title III monies support this initiative.

2. FMSD will continue to focus on reading and literacy for 2017-18. This initiative, going into year two, has focused on guided processed reading and reading strategies for grades K-3. This reading focus is implemented through structured professional development opportunities aligned by grade level and with coaching. Both LCFF and Lottery funds will support this initiative.

3. FMSD will continue an emphasis on early learning and early recruitment of students. The LCAP supports the Full-Day Kinder program and also provides for Community Engagement to address neighborhood needs and to identify students for early entry into the district. LCFF funds in combination with the Starting Smart and Strong grant will support early learning initiatives.

4. Although parents are satisfied with the schools and opportunities to engage in school and activities, FMSD will continue to provide community outreach and parent engagement opportunities at the district level and to support site level initiatives. The LCAP supports parent and community engagement initiatives and activities.

5. The DataZone project will enable FMSD to utilize both academic and non-cognitive data at the student, teacher, site, and district level. Continued implementation of the DataZone dashboard at the teacher level will enable grade level teams to view student data in decision-making. DataZone and other data systems to monitor student learning are included in the LCAP.

6. In order to support the goal of Highly Qualified Teachers, funds are set-aside in LCAP to support teacher professional development time as well as funds to support a pay increase for teachers. Teachers indicate satisfaction with FMSD and the students. Recruiting, training, and retaining quality teachers are an FMSD goal.

7. Enrollment continues to decline in Santa Clara County in districts impacted by economic challenges on by the high cost of housing. In addition, FMSD continues to compete with charter schools for student enrollment. LCAP initiatives regarding outreach and engagement will continue to support FMSD by showcasing positive offerings for families. Community and parent engagement are funded in the LCAP through LCFF funds and Title I funds.

Performance Gaps

Three subgroups performed two levels lower than All Students on the CA Accountability Dashboard and plans are in place to support these students.

1. Suspension Rate for African American Students- Data has been analyzed regarding this anomaly. The data is from 2014-15 and relates to the behavior of one student who had significant behavior issues. The subgroup is small (1.6%) and this specific situation heightened the gap. FMSD continues to monitor suspensions on a monthly basis through DataZone and to focus on training staff on other means of correction instead of suspension. Additionally, the School Linked Services program responds quickly to student needs for mental health services.











2. Math and ELA Performance for Special Education Students- Special education students show red in ELA and orange in math and fall two performance levels below All Students on the current CA Accountability Dashboard. Money is set-aside in LCAP for special education curriculum. In addition, during the 2016-17 and continuing into 2017-18 school years, FMSD includes all special education teachers in focused trainings. During 2015-16 and 16-17, FMSD focused on guided reading as a major initiative. During 2017-18, FMSD will continue this initiative and also will institute a district-wide initiative to support English Learners. Through the Results Oriented Cycle of Inquiry, a heightened awareness has been made regarding the education of special education students. Special education staff will continue professional development and the process of ensuring IEPs are implemented to support individual student goals. A Special Education Teacher on Special Assignment will provide professional development and coaching to support planning and instruction.

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2017-18 FMSD LCAP Goals, Actions, and Strategies

Goal 1: Ensure students have access to highly qualified teachers and a standards aligned curriculum.		
11 Actions and Services LCAP pp. 40-58		Total \$ 14,029,591.00
	Kindergarten Program will support early learning. \$2,900,000.00	 Support highly qualified teachers. \$5,357,252.00 Provide core instructional materials \$525,000.00
Goal 2: All facilities will be maintained and in good condition.		
3 Actions/Services LCAP pp. 59-62		Total \$598,16.00
	Restore routine maintenance \$116,116.00	 Provide support for business and infrastructure \$464,000.00
Goal 3: Ensure that students meet grade level standards in literacy and mathematics.		
8 Actions/Services LCAP pp. 63-78		Total \$5,720,093.00
	Continue to provide support for school sites with instructional technology \$434,614.00	 Provide support for English Learners \$1,084,058.00
Goal 4: Increase the number of students who feel safe and connected at school.		
3 Actions/Services LCAP pp. 79-84		Total \$438,534.00
	Continue to support safe school environments at the middle school with administration and counseling staff. \$300,000.00	 Provide support for student engagement through attendance monitoring software and software to support training regarding Suicide Prevention. \$80,000.00
Goal 5: Increase the variety of strategies for parent involvement and support of their children in school.		
4 Actions/Services LCAP pp. 85-90		Total \$ 691,054.00
	Continue to partner with community and local agencies to support the Franklin-McKinley Children’s Initiative. \$75,000.00	 Provide support for Parent Engagement and interpretation services. \$400,000.00

INCREASED or IMPROVED SERVICES:

FMSD will continue to support the needs of low income (85%), English Learner (47%), and foster youth (-1%) through the following means:

1. Data analysis at the district, school site, and classroom level to raise awareness of needs
2. Professional development and resources aligned to student individualized needs academically, socially, and emotionally
3. Initiatives to increase engagement of highly qualified staff, students, and families

FRANKLIN-MCKINLEY SCHOOL DISTRICT



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Multi-Year Budget Projections –June 2017

Multi Year Financial Projections Summary for the General Fund				
Components (Combined)	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20
Revenues (Total Unrestricted + Restricted)	100,620,257	93,267,235	92,210,409	91,945,863
Expenses (Total Unrestricted + Restricted)	100,175,932	98,383,954	97,470,993	94,748,808
Excess (Deficiency) of Revenues over E	444,325	(5,116,719)	(5,260,584)	(2,802,945)
Beginning Balance	18,601,098	19,045,423.00	13,928,704	8,668,120
Ending Balance before Reserve	19,045,423	13,928,704	8,668,120	5,865,175
General Fund Reserves & Fund 17	2,848,500	2,848,500	2,848,500	2,848,500
Ending Fund Balance (Estimate)	16,196,923	11,080,204	5,819,620	3,016,675
Reserve %	16.17%	11.26%	5.97%	3.18%

FMSD LCAP District Resources

FMSD District Representatives www.fmsd.org

Juan Cruz	Superintendent
Megan Lamken	Assistant Superintendent of Business Service
Paula Boling	Assistant Superintendent of Human Resources
Stella M. Kemp Ed.D	Assistant Superintendent of Educational Services
Tracy Rohlfig Ed.D	Director State and Federal Programs

Superintendent’s Advisory Committee
stella.kemp@fmsd.org

District English Learner Advisory Committee
tracy.rohlfing@fmsd.org

Contact your school for more information re:
 ELAC/DELAC /DAC or School Site Council

FMSD Board of Education www.fmsd.org

George Sanchez	President
Thanh Tran	Vice President
Omar Torres	Clerk
Rudy Rodriguez	Board Member
John Lindner	Board Member

Meeting calendar available at:
 Director of Community Relations
Yelitza.pena@fmsd.org

Other Contacts: Californians for Justice:
<http://caljustice.org/contact/>
 408-272-0236

