



BOARD OF TRUSTEES
Candidate Application Form

Please complete and return by 5:00 p.m. on Sunday, June 21, 2020, to the Superintendent's Office of the Davis Joint Unified School District, 526 B Street or as a PDF to superintendent@djUSD.net. Application forms received after the above time and date will render the applicant ineligible for consideration of the position of Board member. Per Education Code 35107, applicants must be at least 18 years of age, reside within the boundaries of the Davis Joint Unified School District and be a registered voter.

This appointment fills an At-Large Trustee vacancy from July 1, 2020 through November 2022. This at-large position will cease to exist in November 2022. Beginning in November 2020, all Trustee seats will be elected through a By-Area Trustee election process.

<u>Asmundson</u>	<u>Vigdis</u>	<u>C</u>	<u>June 21, 2020</u>
Last Name	First Name	Initial	Date

Address (Street, City, State, Zip)

Email Address

Phone Number

Please answer the following questions using a maximum of 250 words per question. **Submit a brief resume with your application.**

1. In what school or community committee or activities have you been active? Describe your contributions and with which communities these activities and contributions have allowed you to intersect.
2. Why do you want to be a Board member? What about this District motivates you to apply for the position?
3. There are three goals expressed in our LCAP focused on Conditions of Learning, Pupil Outcomes, and Engagement (see below*). In light of the rapidly evolving state budget situation and COVID-19 pandemic, describe how as a Trustee you would maintain a focus and support each of our LCAP goals.
4. DJUSD, along with all K-12 public education agencies in California, faces tremendous fiscal challenges. How do you believe the Board needs to approach this crisis and what skills and tools do you possess that will assist in this work.
5. Describe your understanding of equity and inclusion and how it should shape Board Governance.
6. What other attributes do you feel are important for a Board member? Describe your own skills and interests in relation to these attributes.

*To make sure all students—especially low-income students, English learners, homeless and foster youth—will be served well by this funding, each district must set goals and show growth in specific priority areas. The goals and actions to achieve them must be created with input from community, parents, students and staff. These goals and actions are called the Local Control Accountability Plan (LCAP). In DJUSD:

- All Students will experience 21st Century teaching and learning. **(Conditions of Learning)**
- Davis Joint Unified School District educators will close the achievement gap. **(Pupil Outcomes)**
- Classrooms and school communities will be safe and inclusive environments. **(Engagement)**

More information regarding the LCAP can be found at www.djUSD.net and go to DJUSD/Instruction/LCAP.

Provisional Appointment Timeline

Tuesday, June 9, 2020	Board Meeting – Timeline Approved
Friday, June 12, 2020	Application Materials Available
Sunday, June 21, 2020	Application Deadline – By email to superintendent@djUSD.net by 5:00 p.m.
Monday, June 22, 2020	Board materials, including candidate applications, posted for the June 25 meeting.
Tuesday, June 23, 2020	Virtual applicant orientation presented by senior District administrators from 6:00 to 7:00 p.m.
Thursday, June 25, 2020	Board Meeting – <ul style="list-style-type: none"> • Application Review • Applicant Presentation • Public/Trustee Comments • Voting Process and Selection of Candidate (Method To Be Determined) • Appointment
Wednesday, July 1, 2020	Official Oath Administered and new Trustee assumes role

Please contact Superintendent John Bowes at superintendent@djUSD.net if you have any questions.

1. In what school or community committee or activities have you been active? Describe your contributions and with which communities these activities and contributions have allowed you to intersect.

I have worked in education for my entire professional life, including 19 years as a K-12 teacher. Some of my first experiences in teaching were as a substitute and summer school teacher in Davis, which gave me the opportunity to work on every campus in Davis and with families from all parts of the city. I have always been committed to experiencing educational systems with diverse communities, and have also worked in schools in Woodland, in a rural village in northwest Alaska, South Korea, India, and in my mother's home village in the Philippines. In addition, I worked in health education with the Peace Corps in Togo, West Africa, and served as the Chair of Liberal Arts during the founding year of the Abaarso School in Somaliland, East Africa. My last teaching job was for nine years at a Title I middle school in Fairfield. Currently, I work in the Science Office of the Assessment Development and Administration Division at the California Department of Education (CDE) which has given me the opportunity to work with teachers, administrators, and county offices of education from all parts of the state. These experiences allowed me to connect with a wide variety of communities, and solidified my beliefs that all students can learn when given the opportunity, and that family and community support are essential to education. They have also shown me that all families face challenges, and that schools can be a source of connection and support in many ways.

2. Why do you want to be a Board member? What about this District motivates you to apply for the position?

I am a life-long Davis resident, and graduated from Valley Oak Elementary, Emerson Junior High School, Davis High School, and UC Davis. As I progressed through my teaching career, I increasingly saw the importance of community-building and leadership. I served as vice-chairperson of the Site Council for my Title I school while teaching in Fairfield, as well as on district curriculum adoption and planning committees. I founded and organized the District Science Fair. Working with administrators, teachers, and parents from across the district and county, I saw the importance of not just listening to diverse viewpoints, but actively seeking them out. I also realized the importance of working to change policy, and decided to pursue a Master's in Educational Administration and shift my career focus beyond teaching. My current work at the CDE has given me the opportunity to work together with districts and county offices of education from all parts of the state to better serve all students.

I currently have five nieces and nephews in the Davis school system, from a rising first grader to an incoming seventh grader. The Davis schools gave me the foundation to be the person I am today, and I am excited at the opportunity to contribute to the next generation's experience. I recognize the many wonderful advantages our district has, and I believe my background and experience is an asset in working to continuously improve our community.

3. There are three goals expressed in our LCAP focused on Conditions of Learning, Pupil Outcomes, and Engagement (see below*). In light of the rapidly evolving state budget situation and COVID-19 pandemic, describe how as a Trustee you would maintain a focus and support each of our LCAP goals.

• All Students will experience 21st Century teaching and learning. (Conditions of Learning)

Education has shifted from memorizing facts to applying skills and knowledge. I appreciate the District's work on obtaining chromebooks to allow for one to one learning in grades three through twelve, and the benefit of the years of data from Da Vinci to aid in making decisions. However, technology is not the only thing that contributes to 21st Century teaching and learning. Social and Emotional Learning (SEL) is also important in contributing to a full educational experience. Positive Behavior Intervention and Supports (PBIS), peer to peer interactions and collaboration, and the hands-on application of skills are vital parts of today's educational system.

• Davis Joint Unified School District educators will close the achievement gap. (Pupil Outcomes)

In my role at the CDE, I work closely with assessment data that shows us the clear concerns with the achievement gap. Unfortunately, due to the current crisis, we will lack at least one year of this data. I participated in State Superintendent Thurmond's Closing the Achievement Gap Work Group, which advanced several useful strategies. Remote learning has highlighted some of these gaps even further, and it is important that we use what we have learned to help us move forward.

• Classrooms and school communities will be safe and inclusive environments. (Engagement)

I worked extensively with PBIS, Multi-Tiered Systems of Support (MTSS), and mindfulness in my classrooms, and I appreciate DJUSD's work in this field. I led the Safe School Ambassadors, which supports students in addressing and counteracting bullying, and I still use the skills I learned as a Peer Helper at Emerson Junior High

School to this day. These systems can and should be scaled out to support our families during this time of remote learning as well as after.

4. DJUSD, along with all K-12 public education agencies in California, faces tremendous fiscal challenges. How do you believe the Board needs to approach this crisis and what skills and tools do you possess that will assist in this work.

The Board will have to make some difficult choices as it seeks to balance the budget and continue serving our students well. If appointed, I am committed to working towards the best interests of the District in open communication with community parents and teachers and my colleagues on the board. As a member of the Site Council and as Department Chair in Fairfield, I was involved in making choices regarding our spending and ensuring that it reflected our priorities. The district also was working with a bond measure that allowed for investments into infrastructure, and all of the challenging decisions that go along with it. In addition, I founded and serve on the board of a non-profit which supports Science, Technology, Engineering, Arts, and Math (STEAM) education. We have been relatively lucky in California lately with education funding, but I also experienced the days of pink slips and layoffs in education following the Great Recession. I have been a part of the difficult decisions, and also believe in the creativity and ability of our teachers and administrators to do so much with very little to support all of our students, including our vulnerable populations. The priorities outlined in the LCAP will be essential in guiding those decisions.

5. Describe your understanding of equity and inclusion and how it should shape Board Governance.

Schools are the foundation of our society. The opportunity to learn for all students is vital to helping our children become adults who contribute to society.

In Abaarso, many of our incoming students had missed multiple years of schooling or spoke very little English. Due to building limitations, the initial plan had been to start with all male students, but I fought for including females from the very beginning so that it would not be a “boys’ school” that girls were then later allowed to attend. Through creative problem solving, we made it work and it became a message of our commitment to offering an educational opportunity to all. Our girls and boys from Abaarso have gone on to graduate from Harvard, MIT, and other international universities because they were given an opportunity to learn.

During my nine years working in Title I schools, I taught students who were English Learners, had Special Education needs, visual and physical impairments, emotional trauma, and were socioeconomically disadvantaged, as well as students in Gifted and

Talented Education (GATE), Advancement Via Individual Determination (AVID), and Science Olympiad. Often students fell into multiple categories. At the CDE, I serve as the lead consultant for the California Alternate Assessment (CAA) for Science, which is administered to students with the most significant cognitive disabilities as determined by their Individualized Education Program (IEP). It is possible and it is our responsibility to welcome and teach all students.

6. What other attributes do you feel are important for a Board member? Describe your own skills and interests in relation to these attributes.

My range of experience as a teacher, including working on every campus in Davis and with students and families from every part of the city, as well as working with Title I students and diverse populations, has broadened my perspective. These experiences, in addition to my own educational experience in Davis schools, have informed my professional life. I recognize the need for clear communication, planning, and having an open mind.

As a woman of color and a K-12 educator, I bring an additional perspective to the Board. I am committed to the work that needs to be done to create a truly inclusive environment. As illustrated above, I have been a contributing member and leader on multiple committees and teams, and I am able to collaborate and work towards consensus in a professional manner.

Education is my passion. I believe that all students want to learn, and that all parents and families are doing their best and want their children to succeed. I appreciate the high expectations that Davis has for its schools, and I share those high expectations. My experience has prepared me to help make the decisions our District is facing so that we will continue to be a wonderful place for all students and families.

Vigdis Asmundson

Credentials, Certifications, and Education:

Masters in Educational Administration, Concordia University, Irvine, 2017

Educational Administration Credential (lifetime eligibility), 2017

Gifted and Talented Education certification, California Association for the Gifted, 2016

Foundation Level Science Credential, 2011

Multiple Subject Credential, University of California, Davis, 2005

Supplements: Biological Sciences, Literature

Bachelor of Arts, Biological Sciences, University of California, Davis, 2000

Bachelor of Arts, Classical Languages and Literature, University of California, Davis, 2000

Employment:

Education Programs Consultant, California Department of Education, Assessment Development and Administration Division, Science Office, 2019-present

Department Chair, Science, Grange Middle School, a Title 1 school, Fairfield Suisun Unified School District (FSUSD), 2016-2018

Science teacher: 7th/8th grade, GATE/Honors Science, Science Olympiad/Exploratory Science, Career Explorations/AVID, FSUSD, 2010-2018

Learning Skills Counselor, English, Upward Bound Program for High School, UC Davis, 2010

Chair of Liberal Arts and English teacher, Abaarso School of Science and Technology, Somaliland, East Africa, 2009-2010

6th grade teacher, St. James School, Davis, CA, 2005-2009

English teacher, Sang Ju, South Korea, 2004

Middle school math/science teacher, Summer School, Davis Joint USD, 2001-08

K-12 Teacher, Deering School, AK, Northwest Arctic Borough School District, 2002-03

Community Health and AIDS Education Volunteer, Peace Corps, Togo, West Africa, 2000

Additional Responsibilities:

Teacher on Special Assignment (TOSA), Instructional Coach, FSUSD, 2016-2018

FSUSD District Science Fair coordinator, FSUSD, 2014-present

School Site Council vice-chairperson, Grange Middle School, 2016-2018

Grange and Armijo Robotics Foundation Board Member, 2016-present

CA Healthy Youth Act (Family Life) curriculum adoption and implementation committee, FSUSD, 2016-2018

District Next Generation Science Standards (NGSS) Planning Committee, FSUSD, 2016-2018

Soccer Coach, Grange Middle School, FSUSD, 2014-2018

Safe School Ambassador Coordinator and trainer, Grange Middle School, FSUSD, 2012-2017