



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>Hope</u>	<u>Andrea</u>		<u>6/21/2020</u>
Last Name	First Name	Initial	Date

[REDACTED]
Address (Street, City, State, Zip)

<u>[REDACTED]</u>	<u>[REDACTED]</u>
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.
See attachment for answers 1 - 6
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 am currently working as a Paraeducator III for DJUSD. I have worked at Patwin Elementary, Holmes Junior High, and for the last 2 years I have had the honor of working at Davis Senior High School. I work in the Special Education Department with resource students which allows me to intersect constructively with educators, administrators, and students across multiple disciplines. Before my employment with DJUSD, I was a group supervisor for a Juvenile detention center where I worked with at risk youth, many of whom were foster youth or experienced extreme trauma; all had battled equity and access issues in both education and society at large. I collaborated with families, community non-profits, medical professionals, and law enforcement. Most profoundly, I helped disenfranchised youth re-engage with their education, fulfill their graduation requirements, and successfully repositioned themselves. I am currently a part of the Instructional Action Team and am striving to have an impact on the equity and accessibility of distance education on the diverse youth in our county. In my previous community, I co-founded an air quality board which allowed me to collaborate with city officials as well as community stakeholders. As a parent, I am also involved in school activities with my own children.

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

My overarching goal in all of my work with DJUSD is to dedicate myself to equity in education. I am committed to closing the achievement gap in this community. I have witnessed first hand the devastating impact of communities falling short of effectively engaging at risk youth. Whether DJUSD continues educating students face-to-face or online in the fall, I aspire to ensure that it is a safe and inclusive environment that recognizes and accommodates all students. The students I support and the grit that they display each day while striving to make the most of their education are the main motivating force that drives me to further engage in working with this board to help fortify the foundation that they are striving upon. While working one on one and in small groups with students on a daily basis, I am privy to their candid opinions on what this district does well to support them as well as where it falls short. I am motivated to apply for this position because I spend a lot of time observing and listening to student's needs and I believe that their voices need to be heard at the highest levels of this district.

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.

I do not believe our current situation is inevitably at odds with the goals of the LCAP and its outcomes. COVID-19 sheds light on the fact that DJUSD has some glaring holes in its 21st century teaching and learning capacity. In too many cases, neither staff nor students are equipped with the tools necessary to engage in distance learning. Many of these tools are not specific to distance learning and were not being utilized effectively before the pandemic, notably contributing to the achievement gap. This pause in status quo teaching gives us an

unprecedented opportunity to advance as a district. This can be done even in the light of substantial budget cuts. 21st century teaching can be provided to all students through further training of standardized and consistent platforms. The competency to reach each student can be delivered in the forms of built in flexibility, improved communication and transmission of information, and Paraeducator support. In regards to pupil engagement and outcomes, By using our internal assets more effectively, I believe it is possible to close the achievement gap, regardless of the current budget situation. Examples of inefficiency include the lack of Paraeducator training, the lack of utilization of technology to meet Special Education students where they are at, and the inadequate transition of Special Education students from middle school to high school. Finally but most importantly, creating a safe and inclusive learning environment for all students is impossible without massively increasing student input in all levels of the DJUSD community.

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.

In order to face this tremendous challenge head on, I believe we need to begin by assessing the substantial resources that we already have at our disposal but are not taking full advantage of. In my work with the most vulnerable students in our district, I have collaborated across multiple departments. I have experienced tremendous comradery, but also unnecessary inefficiency. There are many stakeholders in this district, both adults and youth, that are not invested. The diversity of this community does not communicate regularly to advance our common goals. The school districts that will emerge from this crisis even stronger are the ones that manage to enliven diverse coalitions to invest in creating a safe and inclusive shared community. Working in a juvenile hall setting taught me that the best way to manage challenges is not from the top down, but from the bottom up.

Before reengaging with my work with youth, I owned and operated a thriving small business. I worked with collaborators globally. As the owner, Vice President, and manager, I was committed to transparency and accountability. I facilitated board meetings, staff meetings, training manuals, and oversaw a multimillion dollar budget. I believe my success came from the fact that my staff felt like family and took pride in our collective prosperity. Apart from my skills managing a budget, I believe that my contribution to this board will be far reaching coalition building and community engagement.

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

Equity and inclusion are synonymous with justice. There is no collective engagement, no shared goals, and no community achievement possible without systemic equality infused in each deliberation, no matter how small. I believe that equity and inclusion is the keystone to Board Governance. Creating a community that prioritizes safe and equitable education for all of its students is rightfully front and center in DJUSD's Mission Statement. I don't believe that issues of inclusion should ever be an addendum to any agenda nor should it be a bullet point to consider, rather it should be infused in our understanding of each outcome. It is not possible to propose and

administer equity and inclusion without modeling it. An equitable and inclusive community requires an equitable and diverse Board of Trustees. As a woman, a single mother, and a member of the LGBTQ community, I would like to share my voice to help represent as many diverse community members as possible. I look forward to the day when the embracement of equity and inclusion is foundational to every consideration of educational institutions. At this juncture, I believe that increasing and prioritizing diverse voices is the only way that this community will grow to resemble one that is genuinely equitable and inclusive.

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

Listening is paramount to hearing multifaceted perspectives. Those who are blessed to be given the platform to speak for many need to stay cognizant of their responsibility to never stop asking questions and listening to their constituents. I have spent a great deal of time immersing myself in varied cultures. I was a Peace Corps volunteer in Senegal where I facilitated environmental education projects. I worked with the Oregon Department of Fish and Wildlife, reaching out to the community regarding collective resources. I lived in Puerto Rico where I worked with a global team on wildlife conservation. I was also a National Park Ranger in South Dakota, working and living on the Pine Ridge Reservation. I have lived in towns and villages as small as a couple dozen and cities of millions. I have been the only person of my race, ethnicity, religion, and sexual orientation for hundreds of miles, yet never have I felt like I have had nothing in common with the people around me. This is not bragging rights, it is merely an explanation of how I have come to the place in my life where I am confident that I would be an excellent addition to the DJUSD Board of Trustees. I would like to be a part of a team that fights for the optimal environment and conditions required for all students, regardless of their circumstances, to receive a 21st century education that they can feel proud of.

ANDREA HOPE

Davis, CA 95616 • [REDACTED]

CORE COMPETENCIES

- Youth engagement and education
- Advocacy, support, and service coordination
- Strong interpersonal and leadership skills
- Project training and management
- Oral and written communication
- Fiscal planning
- Community relations and coordination
- Program development
- Working with multiple variables at once
- Self-Defense and assertiveness training

PROFESSIONAL EXPERIENCE

Davis Joint Unified School District, Davis, CA

Paraeducator III

- Work with at risk high school youth with active IEPs
- Provide academic and behavioral guidance
- Participate in risk assessments and student advocacy toward achievable goals
- Provide a variety of instructional, clerical, and behavior assistance to individuals and small groups of students in support of special instructional programs
- Support students of diverse ethnicities, incomes, and domestic challenges
- Work with administrators, faculty, and youth to facilitate achievement goals
- Teach organizational, study, and writing skills to at risk youth
- Crisis intervention and management

Carl F. Bryan II Juvenile Hall, Nevada City, CA

Group Supervisor

- Crisis intervention and management of at risk youth with co-occurring mental health, environmental, domestic abuse, sexual abuse, and substance abuse challenges
- Provided for the intake, transportation, custody, care, assessment, welfare, education, and rehabilitation of juvenile detainees
- Organized and supervised program activities and development for juvenile detainees
- Counseled and guided youth toward conflict resolution and achievable goals
- Case coordination, including post-incarceration wraparound services.
- Prepared and maintained case records, daily logs, and intake documents.
- Worked closely with law enforcement, health providers, outside agencies, local child protective agencies, the judicial system, and multi-disciplinary teams
- Interacted with District Attorney, Probation, and Law Enforcement staff

Batteries4less.com, Grass Valley, CA

Owner, Board Member, Senior Manager, And Social Media Director

- Trained and managed multiple departments, projects, employees, and vendors
- Proficiently authored and edited blogs, copy, site content, social media materials, company manuals, and reports
- Developed protocol and policies for employee training, operations, and customer care
- Initiated and maintained customer, professional, and community connections
- Managed interdepartmental coordination and meetings
- Developed and prepared professional presentations and written materials

- Served on the company board preparing agendas, managing meetings, and taking minutes
- Prepared and disseminated media and outreach materials
- Managed social media marketing department

OTHER PROFESSIONAL EXPERIENCE

Women's Self Defense Instructor, 20 years experience

- Teach women and girls assertiveness and self-defense skills, including awareness, avoidance, verbal and physical tools.
- Write curriculum and teach courses on topics including sexual assault, domestic violence, dating violence, peer pressure, trafficking, consent, abuse prevention, and alcohol and drug abuse.
- Educate students regarding locally available advocacy resources.
- Create a culturally inclusive and sensitive curriculum.
- Use trauma informed care to work with survivors.

Culebra Dive Resort, Culebra, Puerto Rico: Chef, Manager, Maintenance Crew, and Dive Assistant

Oregon Department Of Fish And Wildlife, Eugene, OR: Research Biologist

United States Peace Corps, Senegal, West Africa: Environmental Educator

CERTIFICATIONS

- **Certified Domestic Violence & Sexual Assault Victim Counselor (Section 1035.2 & 1037.1 of the California Evidence Code).**
- **Non-Violent Crisis Intervention Certification (Crisis Prevention Institute).**
- **Juvenile Corrections Officer Core Training Certification.**
- **PC-832 POST certification.**

EDUCATION

UNIVERSITY OF CALIFORNIA AT SANTA CRUZ, SANTA CRUZ, CA

BACHELOR OF ARTS: MAJOR: WOMEN'S STUDIES. ADDITIONAL MAJOR: ENVIRONMENTAL STUDIES.