



**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 3, 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.

Last Name	First Name	Initial	Date
Jackson	Hiram		21 June 2020
Address (Street, City, State, Zip)			
[REDACTED]		[REDACTED]	
Email Address		Phone Number	
[REDACTED]			

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.

See attached pages for responses to questions above.

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.

Activity	Duration	Communities connected
Orchestra booster volunteer	2002 to 2019	School orchestra families, grades 4 to 12
DSOMA, Davis Schools Orchestral Music Association Charter Signer Board member Vice-president President	2005 2005 to 2011 2008 to 2010 2011	School orchestra families, grades 4 to 12 School music families, grades 4 to 12, music teachers, administrative staff at sites and at district office, school board trustees
Volunteer for youth programming activities, Unitarian Universalist Church of Davis	2006 to present	Church members, families of children ages 5 to 18
School Parcel Tax/Bond Measure campaigns, 8 consecutive campaigns Campaign volunteer, campaign committee member, coordinator for online communications	2007 to present	Volunteer leaders at school sites, district music teachers, engaged voters throughout the Davis JUSD attendance area
BRAVO Music Program coordinator, Cesar Chavez Elementary	2008 to 2014	Cesar Chavez Elementary teachers & staff, parent volunteers, PTO leaders
Davis AYSO Referee	2008 to 2017	Davis recreational soccer community, grades 1 thru 10
After school music tutoring with Bridge Program at Montgomery Elementary	2011 to present	Bridge students and families, UCD Bridge tutors, Davis HS orchestra volunteer tutors,

		Bridge coordinators, MME Principal
Mariachi Puente co-founder and co-director, After school club mariachi performance group, active year-round	2012 to present	DJUSD Latino families, families represented in unduplicated populations, Latino leaders throughout Yolo County, DJUSD site administrators, district office administrative staff, school board trustees, community supporters
Davis JUSD District LCAP Advisory Committee member Wrote & submitted proposal for grant which currently funds General Music at Montgomery Elementary	2014 to 2017	District office administrative staff, district teachers/staff
Davis High School Site Council Chair, Ex-officio member of Superintendent's Parent Advisory Committee	2018 to 2020 2019 to 2020	Davis HS staff – administrators, teachers, support staff District office administrative staff

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

I want to contribute to executive conversations that will lead to make the Davis school district more welcoming to the full spectrum of its student population. I am proud to see that UC Davis has worked to diversify its student demographics, especially in its undergraduate population, to more closely match the demographics of our state, especially among lower income and first generation students. Davis JUSD provides many good things for its students, but there is plenty of evidence that a significant portion of unduplicated and lesser advantaged students do not get to take

part in the programs that most families are proud of in our schools. This is not necessarily the fault of any one teacher, but shows evidence of a systemic bias toward privilege in our district.

These days current public focus has been on the inequities in law enforcement behavior related to a combination of race/ethnicity, income level, a social status. But our education system is only a step or two away from similar public attention. Public schools are the onramp to participating in adult society, and the values and opportunities developed in the K-12 years are on display in the decades that follow.

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.**

For the goal of **students experiencing 21st century teaching and learning**, I keep focus on the over-riding goal that students achieve 21st century outcomes. Often this topic focuses on computers and technology, which I readily acknowledge are valuable tools to use at the right time, especially in this district's recent phase of online & distance education. Social and emotional growth is a part of 21st century teaching and learning.

Closing the achievement gap has been driven by very limited standardized test data expectations, most heavily influenced by the now-expired No Child Left Behind Act. I believe our current social unrest is connected to failures in recognizing and developing authentic human connection and social-emotional growth in our education system. I hope to be thoughtful about how data is used to drive policy. Unduplicated students may test at grade level in 7th grade, but we may not realize these same students are showing signs of becoming disengaged from school.

A safe and inclusive environment can be best achieved by maintaining organizational culture of listening to families who need to be better included and welcomed in our community. There are also language

barriers. Some families are English-limited and need interpretation and translation services. Often English-limited families also may not have as full an understanding of expectations of U.S. public education; thus, they will need to have extra context as part of the communication. I appreciate the efforts the district has made to reach out to English-limited families during our pandemic.

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 has to maintain transparency and open communication – including public forums, press releases, listening to all stakeholders. The Board has to establish, as much as possible, a sense of fairness in budgeting. Fairness means that all staffing categories may potentially be subject to cuts. At a minimum, administrative leadership must demonstrate cuts at the administrative level as a demonstration of leadership. It also requires an awareness of local resources that we are fortunate to have in our district, including school parcel taxes and an active education foundation like the Davis Schools Foundation. Even as the district appears to be making a milder set of cuts for the 2020-21 school year, every reasonable projection indicates that there will be more drastic cuts to the 2021-22 school year.

Although money is most at stake when budgets are being cut, there are other valuable resources available to the Davis school community, including information, social capital, and volunteers.

I have participated in all school parcel tax campaigns most of which involved developing public communications and messaging. This has helped me understand some of the basic concepts around understanding and communicating school district budgeting.

There are opportunities during a crisis for a district like Davis. I have seen that DJUSD was better able to retain its teaching staff than were most other area school districts. In fact, our district was able to hire a number of highly-regarded teachers during that time to fill positions that couldn't be filled internally.

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

Public education should strive to ensure that students have equal opportunity for success. **Equity** discussions revolve around how to distribute resources to achieve those success outcomes. **Inclusion** is the concept of seeking to have all students participate in the main classroom environment. Although resource discussions often are assumed to be about money, other relevant and useful resources include information and social capital. When parents and students are adequately informed of programs, options, and the culture of public education, they will make more appropriate choices in their best interest. There are sometimes gaps in not taking advantage of all the information vectors available. The number of social media and internet platforms has grown yearly. Instead of e-mail and Facebook, we have Twitter, Instagram, Whatsap, Youtube, and Tic-Toc. And sometimes the most basic and primitive medium can be the most effective – in person conversations.

For the first time ever this past year, less than 50% of the district's student populations identifies as white. This indicates that the district needs to evaluate our curricula to make sure that we have an environment that feels welcoming and relevant to a growing non-white population, and that our white population has an authentic awareness of our diverse cultures in order to live fuller lives in the 21st century. Ethnic studies curricula, MTSS, and the use of LCAP Supplemental funds are all relevant aspects to the discussion of creating equity and building inclusion in our district. Many community members have been valuable in contributing to these discussions.

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

I am a 32 year Davis resident who currently resides in Trustee district 1, which currently has no trustee representation on the board.

My professional work experience as an educator at Cosumnes River College in south Sacramento has brought me in contact with a student population that is more non-white and on average more low income than Davis. Professionally, I believe in our mission of promoting social mobility and getting students to believe in themselves and their futures.

Many marquee activities at the high school – including performing arts, athletics, robotics, student government, and newspaper – have lacked diverse representation from among underrepresented students as well as some racial/ethnic groups. These are all valued and popular programs in our community. Families and students value these programs for developing social/emotional skills and a sense of agency and self-worth. But we don't offer as welcome invitations for these activities to all students across the board. could be more targeted to under-represented groups, more enthusiastic, and offered with fuller context. The Davis district actually highlights its music and robotics programs in promotional material in venues like NPR. I am proud to promote programs like that, but if we are going to do that, then we should make sure those programs sustainably model our values for being inclusive and accessible to all students. This has been a motivating factor behind the work of my wife and me with our Mariachi Puente school club. I hope to further develop these conversations as a school board trustee.

Hiram Jackson



PERSONAL

- Married
- Three children, graduates of Davis JUSD
- Twenty-two year affiliation with Davis JUSD, as parent of students
- Thirty-two year resident of Davis
- Fluent Spanish speaker

COMMUNITY VOLUNTEER ACTIVITIES

- Orchestra booster volunteer, 2002 to 2019
- DSOMA, Davis Schools Orchestral Music Association
 - Charter signer, 2005
 - Board member, 2005 to 2011
 - Vice-president, 2008-10
 - President, 2010-11
- Volunteer for youth programming at Unitarian Universalist Church of Davis, 2006 to present
- School Parcel Tax/Bond Measure campaigns, 8 consecutive campaigns, 2007 to present
 - Campaign committee member for 7 consecutive campaigns, 2008 to present
- BRAVO music program coordinator, Cesar Chavez Elementary, 2008 to 2014
- Davis AYSO Referee, 2008 to 2017
- After school music tutoring at Montgomery Elementary, 2011 to present
- Mariachi Puente founder and co-director, 2012 to present
- DJUSD district LCAP Advisory Committee member, 2014-2017
 - Wrote & submitted proposal which currently funds General Music at Montgomery Elementary
- Davis High School site council, 2018-2020
 - Chair, 2019-2020, ex-officio member of Superintendent's Parent Advisory Committee

EDUCATION

- M.S., Geology, 1992, **University of California, Davis**
- Certificate of Studies, Geology, 1991, **Universidad de Chile, Santiago, Chile**
- B.S., Geology, 1987, **Texas Christian University, Ft. Worth, Texas, Summa Cum Laude**

HONORS & AWARDS

- Phi Beta Kappa, 1986
- Rotary Scholarship, student exchange program to Chile, 1991, sponsored by the Davis Rotary Club
- Jeopardy! contestant, 1996
- Thong Hy Huynh Award for Excellence in Community Involvement (award to Mariachi Puente), 2016
- Harmony in Our Lives recipient, 2016
- Davis Citizen of the Year, 2018

PROFESSIONAL EXPERIENCE

- **Geology faculty, California Community College**, 24 years total
- 2000 to present: Cosumnes River College
 - Physical Geology Lecture and Lab, Physical Geography Lecture and Lab, Earth Science Lecture and Lab, Geographic Information Systems, Historical Geology, Oceanography, Field Courses
 - Academic Senate, Earth Day Committee
- 1999 to 2000: West Valley College, Saratoga, CA: full-time sabbatical replacement
- 1997 to 1999: American River College, Sacramento, CA: adjunct professor
- 1996 to 1999: Yuba Community College, Woodland Campus, Woodland, CA: adjunct professor
- **Private industry experience**, geology technician in both petroleum and environmental services, 2 years total

AFFILIATIONS & INTERESTS

- American Geophysical Union
- National Association of Geoscience Teachers
- Running
- Martial arts
- Cello, violin, mariachi music