



DJUSD

DAVIS JOINT UNIFIED
SCHOOL DISTRICT

John A. Bowes, Ed.D.
Superintendent

526 B Street ♦ Davis, CA 95616 ♦ (530) 757-5300 ♦ FAX: (530) 757-5323 ♦ www.djUSD.net

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.

Memcott	Margaret (Maggie)	M	6/19/2020
Last Name	First Name	Initial	Date
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Address (Street, City, State, Zip)			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Email Address		Phone Number	

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

- 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 been active in community service since I was a Girl Scout. Starting a troop when my daughter entered kindergarten was a fun and rewarding way to bring my community involvement back to its beginning. I continue to lead her Cadette Troop which earned their Bronze Service Award and is working on Silver. I’ve spent the most significant portion of my volunteer time and efforts with Soroptimist. I joined in 2002 and have served at local, national and international levels – representing an organization whose mission is dedicated to equal opportunity for empowerment. Locally, I’ve led our signature Dream It, Be It program at King High School for the past 5 years, bringing career speakers and teaching life skills coaching program to all students at King High. Working with the kids at King has broadened my involvement with public education, which started with serving on PTAs, Site Councils, booster clubs and an education foundation. This year I served on the Superintendent’s Parent Advisory Committee and the interview panel for the new Emerson Vice Principal.

As the lead organizer of an effort to improve school lunches, I spend significant time working with teachers, certificated staff, administration, parents, school garden volunteers, and with kids in the cafeterias. I educated myself in the intricacies of commodity food purchasing, USDA guidelines, and the budgetary realities making thousands of meals a week for kids age 5-18. Our successes were built on my efforts to bringing all stakeholders to the table to seek common goals.

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

I want to be a board member in Davis Joint Unified School District because I want add my skills and expertise to the dedicated team of educators, staff, administrators and active students and parents who have made this district one of the best in the state. Davis schools are widely known for their academic programs, and successful college transfers. As a parent and volunteer I've come to know the broader scope of the opportunities for students in DJUSD. I've met teachers who see each student for their own strengths and can harness often quirky qualities into their teaching goals.

I want to lend my support to extend the quality of education to every student. My focus in my school volunteerism has always been, "What's best for the kids". I've always looked toward the back of the class, to find the kid who is uninterested in learning, confused by the lesson, distracted from a field trip activity or simply absent or sitting in the principals office. I want school to be a place where every kid can find something they feel good at. Schools have had to take on so much more than teaching, and staff at schools should be measure by so much more than grades and test scores. I want to help this district succeed in academic goals, but also social-emotional growth, and focus on an appreciation for the diversity of strengths our staff and families bring to 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.

Over the next year or more, progress toward the goals of the LCAP will be challenged by social distancing guidelines and budget reductions. DJUSD will have to consider accessibility in every sense, and for all stakeholders, in order to achieve the outcomes planned. The quick conversion to a distance learning format this spring will need to evolve into more engaging, more effective and, potentially, more sustainable format to accommodate an unknown duration of social distancing, health screenings, and other practices to protect the health of students, school staff, and the wider community.

Trustees must ensure ALL students, ALL teacher, and ALL school staff have the tools and support they need to access learning. Some groups of students will continue to need extra support, like those receiving special education services and English Language learners. Additional groups of students have revealed new challenges – single parent households, households with health care workers, households in quarantine or isolation – and these challenges will continue to reveal themselves.

I believe Trustees will have to regularly reassess issues of equity and accessibility and craft solutions to ensure everyone can keep learning and working. And I believe Trustees will have to make difficult decisions with reduced funding, to ensure these solutions reach families with limited resources, and balance a focus

on achievement and academics, with the prosocial and engaging aspects of athletics, clubs and the arts. Sustaining means for every student to engage to find success and belonging at school is essential for learning and achievement.

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?

I believe the Board will need to approach decisions during this crisis from a singular framework, "What is in the best interest of the kids". In this financial climate, a focus on the student experience is more important than ever. Where a Board may generally weigh longer term issues and needs such as facilities or professional development; for students, there is only one year they are seniors and need support to plan their next steps; or one year they are in 7th grade and managing a transition to junior high; or one year they are in Kindergarten and being introduced to their public education experience. It is the responsibility of the Board to shape that one year, every year. It's this skill I bring to the Board, honed over more than 10 years serving on PTAs, booster clubs and boards. When I'm considering a difficult decision – I bring my focus back to considering the best interests of the kids. Sometimes it's to make sure their teacher has the materials and equipment she needs, sometimes it's to offset socioeconomic advantages and rein in over eager parents spending plans. My perspective has not always been a popular one, I know this because a primary leadership tool I have used is to actively engage and listen to opposing view points. I have weathered criticism and sustained my commitment to public schools because of my singular focus, on what is best for the kids.

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

My understanding of equity and inclusion includes a deep assessment of underlying influences and root causes that have driven kids and family to arrive at school with a spectrum of skills, strengths, advantages and disadvantages. Distributing resources equally, is not the same as distributing resources equitably, but policies that don't treat every class or child or school the same are often perceived as unfair and unequitable. The School Board has the unique and vital perspective to support the overall wellbeing of the district, and every child, family and staff member in it. They also have the challenging and necessary role of distributing resources of time, attention, funds and focus to rebalance some of the issues of inequity that kids bring to school with them. I've worked within a district that parents perceived as having "good" schools, and "bad schools". The "good" schools had active and generous parent groups, the "bad" schools had high staff turn over, higher proportion of low income families, and booster clubs that struggled to bring any kind of enrichment on campus. I believe the School Board has the responsibility to stay cognizant of disparities within school sites and work with parent groups and the community to ensure all kids in the district have opportunities to succeed and thrive at school.

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

2020 may be the only year since 1918 where having a public health degree is an advantage for a school board Trustee. My background in the sciences and public health and experience in research and program evaluation have prepared me to serve DJUSD, but not only because we are in the midst of a global pandemic. As a manager for research studies, I'm trained to reserve judgement until adequate data is available. I'm trained to check myself and the environment I'm studying for bias and confounding variables.

Anecdotes and observations may guide an investigation, or spark further investigation into a question, but analysis and conclusions are only drawn when data collection is complete and checked for errors. As a leader, I have often listened to impassioned individuals share their perspectives and lobby for their points of view. However, as a leader, I am also a member of a group of decision makers, and must balance those individual points of view, with good information about the situation. I may use those singular viewpoints to interrogate my assumptions or check for errors, but ultimately, I keep a bigger picture and my collaborative spirit at hand.

As a Trustee, I will no doubt hear from many impassioned individuals. People feel passionately about their children's education, as I do for mine. However, my professional training and leadership experience have prepared me to place those opinions into a bigger perspective, while keeping my primary focus and framework consistent, "What is best for the kids?".

*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)**

MARGARET (MAGGIE) MEMMOTT

Davis, CA | [REDACTED]

GRANT WRITER

ORGANIZED | PROFESSIONAL | RESOURCEFUL

Reliable and dedicated professional with more than 20 years of grant writing, research management and staff supervision experience. Proven ability to write successful applications on time and in close collaboration with multi-disciplinary partners and stakeholders. Extensive experience assisting Principal Investigators and agency leaders to identify prospective funding sources, develop and write grant proposals including budgets and staffing plans, track and manage grant awards, conduct program evaluation, and disseminate findings including: writing for publication in peer-reviewed journals; presentation at professional conferences; and communicating to stakeholders and the public. Will provide comprehensive support to faculty, staff, community partners to ensure research and programs are conducted with integrity and precision. Strong communications skills including writing, digital marketing, interviewing, focus group facilitation and public speaking. Adept at problem-solving, and effectively and efficiently supporting multiple projects at once. Prepared to offer the following in support of the goals of your organization:

- ◆ Identify appropriate funding sources
- ◆ Write and submit thorough grant applications
- ◆ Interdisciplinary team coordination
- ◆ Technical support for proposal development
- ◆ Award administration and management
- ◆ Report and manuscript preparation and submissions
- ◆ Program Evaluation
- ◆ Qualitative & quantitative research expertise
- ◆ Excellent interpersonal skills
- ◆ Creative and strategic thinking

SELECTED FUNDED GRANTS

Program: Roseland Strong: Community Action Partnership

Purpose: Youth and family coordinated services, afterschool programming, and youth leadership development.

Funding: 2 years, \$120,000, Sonoma County Measure O Choice Funding, 2019.

Program: Native Connections: Youth Mental Health Services Support Program

Purpose: Support prevention and reduction of suicidal behavior and substance use, reduce impact of trauma, and promote mental health.

Funding: 5 years, \$200,000 per year, Substance Abuse and Mental Health Services Administration, 2019

Program: Sonoma County Dental Days: Community Action Partnership

Purpose: Oral health treatment and prevention services for low-income youth.

Funding: 3 years, \$300,000, First 5 California, 2018.

Program: Behavioral Health Integration Initiative (BH2I), Indian Health Center Santa Clara Valley

Purpose: Integrate mental health services into primary health care setting.

Funding: 3 years, \$600,000, Indian Health Services, 2017.

Memcott CV Continued...

Program: HIV/Minority Women, Targeted Capacity Expansion HIV: Substance Use Disorder Treatment, Friendship House San Francisco

Purpose: Expand HIV/Hep C testing and prevention programs for Native American men and women.

Funding: 3 years, \$1,500,000, Substance Abuse and Mental Health Services Administration, 2017.

Additional funding secured for non-profit arts, education and social service organizations

PROFESSIONAL EXPERIENCE

MEMMOTT CONSULTING

2011–Present

Owner/Lead Writer

Distinguished record of preparing grant applications for clients in the nonprofit, education, and health and social service fields. Experience writing grants funded by local, state, and federal government agencies, private foundations, and individuals.

YOLO FOOD BANK

2018

Grant Writer

Conduct research, create and assemble all aspects of grant request, represent the agency at grant presentations, and maintain a calendar of submissions and other deadlines. Generate revenue for programs and operations through timely submission of grant proposals.

BOONE FETTER CLINIC

2002–2011

Children's Hospital Los Angeles, Los Angeles, CA

Research Manager

Wrote grant and research proposals in partnership with project team members, community leaders, stakeholders, and community members.

- Provided evaluation, research, and technical support for special needs programs, community-based programs, clinic services, and research proposals.
- Managed research and evaluation projects in collaboration with diverse stakeholders and multiple hospital departments and staff.
- Planned research meetings for department staff on current knowledge and research in the field.
- Established enrollment and data management procedures for Boone Fetter Clinic Autism Research Patient Registry

*Additional experience in grant writing and research administration, Montefiore Medical Center, Bronx, NY
Post-Graduate Researcher & Course Coordinator, UC Davis*

PROFESSIONAL MEMBERSHIPS

AFP (Association of Fundraising Professionals)

APHA (American Public Health Association)

Memcott CV Continued...

EDUCATION

Master of Public Health (MPH), Mailman School of Public Health at Columbia, New York, NY
Bachelor of Science (BS) in Physiology, Minor in Comparative Literature, UC Davis, Davis, CA

PUBLICATIONS

Peer-Reviewed Journal Articles

Bonuck KA, Arno PA, **Memcott MM** et al, Breast-feeding promotion interventions: good public health and economic sense, *Journal of Perinatology*, 2002;22:78-81.

Arno PA, Gourevitch MN, Drucker E, Fang J, Goldberg C, **Memcott MM** et al, The analysis of a population-based PCP-Index as an outcome measure of access and quality of care for the treatment of HIV disease, *American Journal of Public Health*, 2002;92(3):395-398.

Memcott MM, Bonuck KA, Assessment of nutritional needs in HIV-infected patients living in New York City, *AIDS and Public Policy Journal*, 2001;16(3/4):55-62.

Bonuck KA, **Memcott MM**. Assessment of the Meal Program Needs of PLWHA in New York City, *AIDS and Public Policy Journal*, 2001;16(3/4):63-73.

Bonuck KA, **Memcott MM**, and Arno PA,. Cost-Related Prescription Drug Misuse Among Older Persons, *Journal of Research in Pharmaceutical Economics*, 2001, 10 (2):39-49.

Arno PA, Levine C and **Memcott MM**., The Economic Value of Informal Caregiving *Health Affairs* 1999,18(2):182-188.

McCurdy SA, Morrin LA and **Memcott MM**, "Occupational History Collection by Third-Year Medical Students During Internal Medicine and Surgery Inpatient Clerkships" *Journal of Occupational and Environmental Medicine*, 1998; 40 (8): 680-684.

COMMUNITY SERVICE

Soroptimist International

Member, Past-President, UN Delegation Gen X Representative, Membership Chair, Dream It Be It Chair, Big DOG Committee Chair.

Parent Organizations

PTA, SIPAT, Waldorf Class Treasurer, Advocates for Language Learning, El Marino, Culver City Education Foundation, La Playa Preschool Board President.