



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.

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|------------------|-------------------|----------------|-------------|
| Williams | Sarah | K | 6/21/2020 |
| 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

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| Tuesday, June 9, 2020 | Board Meeting – Timeline Approved |
| Friday, June 12, 2020 | Application Materials Available |
| Saturday, June 13, 2020 | Board Meeting - Further discussion on Trustee Vacancy |
| Tuesday, June 16, 2020 | Solicit community input for interview questions through Sunday June 28, 5:00 p.m. |
| Thursday, June 18, 2020 | Board Meeting - Further discussion on Trustee Vacancy |
| Sunday, June 21, 2020 | Application Deadline – By email to superintendent@djUSD.net by 5:00 p.m. |
| Tuesday, June 23, 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. |

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| Thursday, June 25, 2020 | Board Meeting – <ul style="list-style-type: none">● Application Review● Applicant Presentation● Public/Trustee Comment |
| Sunday, June 28, 2020 | Community Input for Interview Questions Deadline – By email to superintendent@djud.net by 5:00 p.m. |
| Thursday, July 2, 2020 | Second Round of Interviews <ul style="list-style-type: none">● Voting Process and Selection of Candidate (Method To Be Determined)● Appointment |
| Friday, July 3, 2020 | Official Oath Administered and new Trustee assumes role |

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

Sarah K. Williams
Board of Trustees
Candidate Question Response

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'm involved with Creating Inclusive Davis Schools a group advocating for making Davis schools inclusive and equitable for all of our communities. We support Ethnic Studies for all Davis students in all grades as well as training for teachers and staff to ensure students from marginalized communities are safe, supported, and included in our schools.
- I'm involved in Davis Parents for Teacher Equity a group advocating for increases in teacher pay to address the inequity of the difference in pay in our district and those in surrounding areas.
- I'm involved with Yolo Rainbow Families a social and advocacy group for families in Yolo County with LGBTQIA members. We have advocated for needs of LGBTQIA students in Davis schools, and generally in Yolo County.
- I have been volunteering with the Circulo (or reading rodeo) program and Marguerite Montgomery Elementary

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

Our schools have such an opportunity to improve the community, and I want to work to make sure Davis continues to do this. I want to protect the high quality of education and community support that our schools have provided. I want to make sure that we move forward with equity for students and staff.

I want to do this specifically in Davis, because I love the Davis schools. My daughter is at Montgomery and looks forward to many years in Davis schools.

When I came to Davis for college I fell in love with the community. When we were looking for a house, we realized we could spend a lot less for a better house in other areas nearby and decided that it was important enough for us to stay in Davis to pay that premium. Part of that decision was based in our admiration for the Davis schools.

I want to do my part to make sure the schools continue to be an incentive to live in Davis, and that this benefit is equitable for all of our students.

With the budget crisis caused by COVID 19, and the awakening to the ongoing racial injustice are both going to add more than the normal stress to the school board. I think it's vital that the board have excellent trustees, and I am ready and eager to be one of them.

3. There are three goals expressed in our LCAP focused on Conditions of Learning, Pupil Outcomes, and Engagement (see below*). In 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.

LCAP goals are all laudable.

- 1) All students will experience 21st century teaching and learning

Sarah K. Williams
Board of Trustees
Candidate Question Response

It looks like in the past this has been achieved primarily achieved through staff development and acquisition of necessary materials. Aspects of 21st century teaching have been developed in our jump to distance level last spring. That effort required staff and students to develop skills related to technology and learning that should be built upon. This could be achieved by encouraging staff to share their lessons learned and best practices and providing students with a forum to do the same. I know that staff training time is tight, but this could be enhanced by technology so that collaboration time and location could be flexible.

2) DJUSD educators will close the achievement gap

This is so vital to equity and inclusivity. I applaud the work that has been done focusing on low achievers and broadening high achievement options. I would encourage the continuation of the existing work, and where possible adding options especially for those who may have fallen behind during distance learning. I would suggest examining the programs we have and evaluating which are most productive, and where we see the most need so that we can optimize benefit to cost ratios.

3) Classrooms and school communities will be safe and inclusive environments

This is the most vital, because students cannot learn where they are not safe. We must continue our efforts to keep campuses safe, reduce bullying, and hate speech, and add health safety.

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.

My professional expertise is in grant solicitations, and grant management. I would be actively exploring what funds can be found and applied for to keep the school district as whole as possible. I know that won't be enough to address the budget shortfalls, but I think it's vital to seek these opportunities.

With the funds we have available I would say that we need to make sure our process is clear and transparent. I know in seeking information related to teacher pay it was frustrating how difficult it was to get actionable information about how the budget worked, and how much of the budget was going where. I think we need to work to make the budget understandable to the public, and that the understandable budget can clearly be tied to the more complicated more detailed budget.

I will strive to ensure that we can protect the safety of our students and staff, and make sure students' needs are met while maintaining a balanced budget.

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

Equity and inclusion are vital to our schools. Three paths must be addressed. First education must be accessible. Students can't learn if they can't receive the lessons. This means following student IEPs or ensuring that they get IEPs if appropriate. This means access to the tools or materials necessary. The district did good work getting laptops, hotspots, and meals out to students. For continued distance learning in the fall, we must do better. Ensure students have somewhere to study and expanding access to all necessary tools.

Sarah K. Williams
Board of Trustees
Candidate Question Response

The second is curriculum presentation. Students need to see themselves and their classmates in success. This is why ethnic studies is so important. It allows all students to develop a richer understanding of who is successful, and what success can look like.

The third, and most vital, is students need to feel safe to learn. As indicated in LCAP goal 3. We have worked to make campuses safe. We still need to address two issues.

One which is always a focus is equity in discipline. We need to make sure our discipline isn't disproportionately applied to any one group, especially not black and brown student who have received disproportionate discipline. We need to make sure bullying and hate speech are not part of schools.

The other is new. We've all learned to fear getting or giving COVID 19. We need a plan that allows students to be safe from COVID 19 as much as possible, and that gives them confidence in that safety.

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 have grown up and lived in a family and community of teachers. From elementary school through graduating college it was my plan and drive to become a teacher. I didn't succeed at that. I cannot keep a room of kids on task to save my life. What I am good at is facilitating decision making in public meetings and internal collaborations to develop values and ensure that the work we put out holds to those values. I've used these skills to get funding to programs that are improving the air that we breath and help move transportation to less polluting options. Now I'd like to use those skills to ensure that Davis Joint Unified School District is the best district it can be.



Sarah K. Williams



Resume

Communication Experience

- Established communications with the public, and staff in various areas.
 - Utilized phone, e-mail, web-conferencing, signs, flyers and face-to-face interactions with staff and the public to ensure their needs were best met.
 - Shared information with staff and management on a regular basis to problem-solve, discover and encourage best practices.
 - Maintained open communication to ensure that expectations were clearly understood and exceeded.
 - Participated, and presented in workshops, symposiums, and summits to convey and develop expertise.
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Analytic Experience

- Compared budget to business trends, analyzed need for further action and planned accordingly.
 - Listened to needs of staff and suggested several options that fit their needs.
 - Examined information and produced guidance for staff and the public on best options.
 - Study current practices, requirements, and benefits in relation to office goals, and provide multiple options for optimizing results
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Writing Experience

- Created documentation of procedures to ensure a smooth-running office.
- Created and edited documents to convey information, and give directions to the public while ensuring clarity, accuracy and convenience of information.
- Produced reports detailing progress and benefits of various programs.

Sarah K. Williams



Work History

2018-Present Energy Commission Specialist II

Duties include: Speaking publicly about the school bus program. Working with the public to articulate and develop the school bus program. Working with the public, and various state agencies and utilities to develop the Energy Commission's school bus program and optimize the experience for school bus recipients. Developing solicitations and agreements for school bus replacements. Selecting vendors to provide school buses. Training staff on agreement management. Managing agreements including working with audits, invoicing, project performance, and reporting.

2012- 2018 Energy Commission Specialist I

Duties include: Analyzing issues and barriers hindering alternative and renewable fuel and technology market development. Evaluating transportation energy policies, and evaluate supply, economic, and environmental impacts on the electricity, natural gas, ethanol and hydrogen resource systems from market presentation. Developing projects to meet the office program goals for the development of alternative fuels and transportation energy technologies that transform California's fuel and vehicle types to help attain the state's climate change policies and petroleum reduction. Develop solicitations, review and score solicitation proposals, and provide technical oversight of agreements resulting from the solicitations from the Alternative and Renewable Fuel and Vehicle Technology Program.

2008- 2012 Associate Government Program Analyst

Duties include: Training and supervising staff while they process invoices and write agreements. Developing and adjusting the solicitation process to best accomplish the goals of division staff. Processing grant invoices including checking financial back up, budget and requirements for payment and ascertaining what can be paid. Creating annual reports for the Department of Energy including gathering information analyzing budgetary information formatting and submitting. Tracking loan payments including comparing bank statements and expectations, contacting staff and loan recipients. Generating the cash-flow date in accordance with bond regulations that insures the payment of the bond and the appropriate release of funds. Answering the public's questions about grants and loans.

2007-2008 Staff Service Analyst

Duties include: Assisting in the writing of applications for federal funds, agreements, solicitations and amendments including providing templates,

Sarah K. Williams



reviewing for clarity and approving final versions. Processing grant invoices including checking financial back up, budget and requirements for payment and ascertaining what can be paid. Creating annual reports for the Department of Energy including gathering information analyzing budgetary information formatting and submitting. Answering the public's questions about grants and loans

2003-2007 Photographer

Duties include: Providing quality professional service and unique portraits to customers. Creating timeless portraits of children, families, adults and couples, saving their memories on film. Communicating and making dynamic presentations while remaining sensitive to the needs of customers. Training associates, tracking sales and promotion of business growth, maintenance of the studio and equipment, and acting as liaison to the host store and to local business

1999-2001 English Teacher

Duties include: Teaching grammar, literature, writing and reading at various levels. Working with students with a variety of learning abilities. Developing unique curriculum and presenting curriculum that was provided.